



Oregon
University
System

2011 Government-to-Government Report Oregon University System

Agency Policy

Pursuant to ORS 182.164, the Oregon University System (OUS), comprising Oregon's seven public universities, actively engages with Oregon's federally recognized tribes. Specifically, in accordance with the provisions of ORS 182.164:

- a) In addition to OUS campus representatives who work directly with American Indian students and communities on a regular basis, representatives of the OUS Chancellor's Office facilitate system-wide policy development and implementation in collaboration with tribal and campus contacts for selected initiatives that affect tribes.
- b) As a means of identifying the OUS educational programs that affect tribes, the agency publishes biennially the "OUS Native American Resource Guide" and makes this publication available to tribal contacts and educational stakeholders.
- c) OUS further promotes communication and positive relations with tribal communities through participation with the Government-to-Government Education Cluster and the annual Government-to-Government Tribal Summit convened by the Governor.
- d) **Selected OUS employees who have regular communication with tribal communities are notified electronically** of the provisions of ORS 182.162 to 182.168, and the availability of annual statewide training.

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Through participation with the Government-to-Government Education Cluster, the Oregon University System (OUS) continues to interact directly with tribal education representatives to seek input, address areas of interest, and promote postsecondary educational opportunity for Native American students. During 2011, advancements were made in the areas of native language preservation, communication with Tribal Education Officers, and enhancements to the OUS Native American Resource Guide. These are summarized below.

1. *Native Languages Initiative* – In 2010 the Oregon State Board of Higher Education successfully adopted a change in OUS Admissions Policy to recognize native language proficiency as follows: “Demonstrated proficiency in an American Indian language can meet all or part of the second language requirement, as certified by the governing body of any federally recognized tribe.”

In 2011, OUS worked with the Department of Community Colleges & Workforce Development (CCWD), the Joint Boards Articulation Committee (JBAC), and the Joint Boards Unified Education Enterprise (UEE) to update the Oregon Transfer Module (OTM) and the Associate of Arts Oregon Transfer Degree (AAOT) to include native language proficiency. The Joint Boards of Education adopted those changes at its November, 2011 meeting. (See Supplemental Activities, below, for a more thorough review of advances made in language preservation through the Northwest Indian Language Institute –NILI.)

2. *Ongoing Interactions with Tribal Representatives* -- OUS provides university information to tribal representatives as requested, including tuition and fee information, academic program information, and statewide initiatives that support Native American students. In 2011, we became more proactive by expanding our mailing list for the OUS *Viewbook* – which provides an overview of each university, its programs, costs, scholarships, and financial aid available – to include the Education Officers of the nine federally recognized Oregon Tribes.

Assistant Vice Chancellor Joe Holliday participated in the state’s 2011 annual Government-to-Government Summit, in addition to the Government-to-Government Education Cluster meetings held quarterly. He also chaired the Language Preservation Committee of that group. K-16 Alignment Technologies Program Manager Lisa Mentz represented OUS in annual state agency training, in Salem. (See Supplemental Activities, below, for a summary of additional interactions with Tribal Representatives in 2011.)

3. *The OUS Native American Resource Guide* -- Pursuant to tribal requests for timely and easily accessible information, OUS publishes the *OUS Native American Resource Guide*. The *Guide* provides overviews of selected campus initiatives, contacts, and essential information for students seeking education within Oregon's seven public universities. An updated version of the *Guide* was completed in 2011 on the OUS website <http://www.ous.edu/stucoun/counres/>. Input is currently being solicited from the members of the Government-to-Government Education Cluster on what additional information would make the next edition of the publication more useful to the tribal communities.

Although progress has been made, more work needs to be done, and it is critical that we determine priorities and accelerate the pace of action (see OUS 2012 Priorities, below).

Supplemental Activities

1. *From Goal to Reality: Achieving 40/40/20 in Oregon* – In November, 2011, the Oregon University System convened state leaders and education representatives to launch statewide conversation and planning to attain the state’s goal for the education levels of Oregonians by the year 2025: 100% high school graduation or equivalent, with 40% attaining an associate’s degree or certificate and another 40% with a minimum of a bachelor’s degree. Tribal leaders were invited to the event, but unfortunately it coincided with a major Tribal event in Portland during the same time period. However, several Oregon Tribes’ Education Officers attended the Symposium, and one – Brenda Frank of the Klamath Tribes – was a panelist and speaker during a morning session on the theme of “Change and Collaboration.” In addition, Nichole Maher, Executive Director of the Native American Youth and Family Center (NAYA) and Co-Chair of the Oregon Communities of Color Coalition, participated in an afternoon session on educational “Inclusion.” Ms. Maher made a similar presentation to the Oregon State Board of Higher Education earlier in the year.
2. *Program Expansion Funded by Oregon’s Federal College Access Challenge Grant (CACG)* – The three programs described below have received sub-grants in the statewide 2011-2012 College Access Challenge Grant, managed by the OUS Chancellor’s Office under Stephanie Carnahan, Director of College Access Programs.

Central Oregon Community College: Native American High School/College Success

Central Oregon Community College proposes two strategies to encourage Native American students to complete high school and then enroll in college. The first strategy is to expand our successful Oregon Leadership Institute to now include Native American high school students. The second is the creation of a Summer Symposium for Native American students, prior to their enrollment in college. Our goal is to increase the high school graduation rate and college enrollment rate of Native American students in the COCC district.

Southern Oregon University Pre-College & Youth Programs: Summer Academies

SOU Pre-College & Youth Programs will expand our program’s capacity to serve low income, first-generation and underrepresented Latino and Native American students. By increasing our enrollments by 25% we hope to serve an additional 65 students from the southern Oregon region to attend SOU’s summer residential programs: ACADEMY, Konaway Nika Tillicum Native Youth Academy, and Academic Latina. These programs offer a broad range of academic classes, workshops, and activities during an intensive summer residential program. Designed to inspire, students explore the learning and career opportunities that a university education affords; these Academy programs will stimulate their educational aspirations.

Oregon State University: OSU Precollege Programs College Access Initiative

OSU Precollege Programs (PCP) offer a wide range of college access and academic enrichment opportunities for Oregon’s youth. We propose to expand the capacity of six key

outreach programs that form a continuous pipeline between elementary school and college. These programs represent a broad range of topics, formats, and student opportunities, including afterschool clubs (SMILE and AWSEM), day camps (Saturday Academy and Outside the Box), summer residential camps (SESEY), and school field trips (Campus Field Trips). Together these programs will provide college access programming to over 1000 additional students from low-income, first-generation, and underserved minority backgrounds, including a significant number of Native American students.

3. Northwest Indian Language Institute (NILI) / University of Oregon

The impetus for Native language classes at the University of Oregon comes from the direction of the Native Advisory Board to the President of the University of Oregon, language speakers, Native UO students, and NILI Summer Institute participants. The Advisory Board meets once a year with the President, and is represented by the chairs of the federally recognized Oregon Tribes. In the spring of 2010, the Advisory Board expressed an interest that the UO support and offer multiple Native languages classes. They requested that distant learning technologies be used to involve tribal communities.

NILI and the World Language Academy are partnering to develop classes in Yakama Ichishkiin, Tolowa Deeni' and Lushootseed because speakers of these languages are students at NILI and the Department of Linguistics at UO. Learners in Tribal communities have requested that the classes be taught through distance learning. We are working this year to develop these courses to reach tribal communities. We have reached out to Tribal language programs and teachers to see what their needs are and will continue to work with them as we develop our plan.

Yakama Ichishkiin (Sahaptin)

The first year of Yakama Ichishkiin (101-103) is being taught at UO this year by Roger Jacob of the Yakama Nation. Virginia Beavert, who is recording and writing her dissertation this year attends on a regular basis as the elder and first speaker. The 5 credit bearing course focuses on all language skills – speaking, writing, comprehension, reading and culture. Five students are enrolled in the course. To strengthen students' speaking, they prepare and give oral presentations during the term and meet with Virginia Beavert. Roger is creating a lesson to be delivered through distance ed technology this term and will pilot similar Ichishkiin lessons this year in preparation for an Ichishkiin course through distance learning 2012-13. It is our desire that other Ichishkiin speaking tribes will participate in taking next year's courses.

Tolowa

Pyuwa Bommelyn is teaching four students of Tolowa Deeni' this year. The courses are a continuation of courses Pyuwa taught last year at UO. The emphasis of Pyuwa's teaching is on developing speakers of Tolowa so although he also teaches writing his focus is primarily on speaking and on language in the home. His course materials support learners speaking Tolowa at home to each other.

Lushootseed

Zalmai Zahir is teaching a 199 Lushootseed course through distance learning. This is a pilot course that will utilize the on-line software Eluminate and ANVILL for instruction.

Eluminate is a new video conferencing software that the Yamada Language Center is using on a trial basis. It has a white board where the instructor can show presentations, as well as an area where anyone can comment via text. All participating parties can see and hear one another at the discretion of the instructor. These on-line courses will be recorded for students to view on-line, as well.

The course will also attempt to use on-line software, such as *Youtube* and *Facebook* to allow students to create presentations for the greater community, thus creating motivation through presentation. The curriculum for this course is designed to allow students to explore what part of the language they wish to 'reclaim' and why. Although the focus will be on reclaiming the kitchen domain back into Lushootseed, students will be asked to work on personal group projects that include vocabulary and phrases they would like to learn and use.

Twenty-four learners from six tribal communities from Western Washington- Suak-suiattle, Tulalip, Suquamish, Muckleshoot, Puyallup and Squaxin Island are taking the course.

4. OREGON GEAR UP

The statewide Oregon GEAR UP project managed by the Oregon University System provided scholarships for ten students to attend Southern Oregon University's *Konaway Nika Tillicum* program in 2011.

5. Oregon Indian Coalition for Postsecondary Education (OICPSE)

Lisa Mentz from the OUS Chancellor's Office participates actively in the meetings and collaborative work of this group, which focuses on issues related to Native American access and success in Oregon's colleges and universities. Coalition participants include representatives from OUS, Oregon community colleges, private universities, the Oregon Student Access Commission, and other stakeholders.

OUS Government to Government Priorities for 2012

Assistant Vice Chancellor Joe Holliday and Vice Chancellor Sona Andrews have already communicated their intention to meet with the Education Cluster to determine priorities for OUS/Tribal collaboration in 2012. The Education Cluster is in the process of developing its 2012 Work Plan, and OUS has identified several potential areas of collaboration around implementation of the Oregon American Indian/Alaskan Native Education State Plan, involvement of the Tribes and the Education Cluster in Pre-K – 20 education planning in Oregon, race/ethnicity reporting, and native language preservation.

We are committed to identifying one or two mutually agreed upon priorities to make significant progress on in 2012.