



Oregon
University
System

2013 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 2013, advancements were made in the areas of native language preservation and communication with Tribal Education Officers. These are summarized below.

1. Native Languages Initiative

Following the successful revision of OUS Admission Policy in 2010 to honor native language proficiency as meeting second language requirements, 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. Since 2011, we have become 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 2013 annual Government-to-Government Summit and the Education and Job Training Cluster/Workshop, in addition to the Government-to-Government Education Cluster meetings held quarterly. He also chaired the Language Preservation Committee of that group. Interim Chancellor, Dr. Melody Rose, participated in the September 14, 2012 G2G Education Cluster meeting at Grand Ronde. Active communication and positive relations with tribal communities is very important to Dr. Rose, and she took this opportunity to meet with members of the G-2-G Education Cluster and learn about their concerns and issues in regards to educational opportunities for tribal students. In 2013, Assistant Vice Chancellor Joe Holliday represented OUS in annual state agency training, in Salem. (See Supplemental Activities, below, for a summary of additional interactions with Tribal Representatives in 2013.)

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 and can

be found on the OUS website at <http://www.ous.edu/stucoun/counres/>. OUS continues to solicit input 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.

4. *UO Office of Institutional Equity and Inclusion Staffing Changes*

In April 2013, Assistant Vice Chancellor Joe Holliday facilitated a meeting of the Tribes' Education Cluster with the Vice President for Equity and Inclusion at the University of Oregon, in order to address Tribes' concerns that staffing changes in the UO Office of Institutional Equity and Inclusion appeared to de-emphasize recruiting and retention of Tribal students and – more broadly – Native American students there. The meeting was productive and will hopefully set the stage for continued communication and emphasis on Oregon Tribal student success at the University of Oregon.

We recognize that 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 2014 Priorities, below).

Supplemental Activities

1. *Program Expansion Funded by Oregon's Federal College Access Challenge Grant (CACG) –Native American Youth and Family Center – Sustainability Grant*

The organization received funds to increase the visibility of its post-secondary services and create an intentional marketing strategy to develop and attract new donors, clients, community partners, and volunteers.

Increasing marketing efforts allowed NAYA Family Center to continue its focus on post-secondary education for Native American students involved in its College and Career Center, youth afterschool services, and Early College Academy. Building upon NAYA Family Center's new focus on post-secondary education through its College and Career Center, further marketing efforts included the development of the following:

- Updated NAYA website including a specific emphasis on the College and Career Center, to be used as an informational resource for students, volunteers, community partners, and donors interested in funding post-secondary education services;
- Developed a college and career informational video, a promotional video that can be used as tool to recruit volunteers, community partners, and participants, as well as to get donors interested in funding these services; and
- Designed a post-Secondary education marketing strategy that ensures new and innovative ideas are continuously developed so our services remain relevant and at the forefront of our clients and supporters.

College Application Week at Native American Youth and Family Center

NAYA participated in the pilot for the College Application Week initiative, a project sponsored by OUS's College Access Programs department, in partnership with the American Council on Education. The initiative is designed to provide low-income and first-generation students an opportunity to access dedicated time and space during which they can receive assistance in completing their college applications. Following NAYA's successful pilot, they signed on to participate again in 2013, and also were instrumental in taking the program to the Indian and Migrant Education Programs of the Southern Oregon Education Service District.

2. *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.

Update 2013

Northwest Native language courses being taught at the UO this term include Ichishkín 100, the first course of a two-year degree-satisfying sequence taught by Virginia Beavert and Regan Anderson and Lushootseed levels 1 and 2, taught as self-study language courses by Cassy George and Zalmai Zahir. UO students may also enroll in the Chinuk Wawa courses at Lane Community College. A home based Tolowa Deeni' program is also occurring in 3 families homes. All languages were taught at NILI Summer Institute in June this past year.

Yakama Ichishkiin (Sahaptin)

The Ichishkiin Language program is now located in the Department of Linguistics. With funding from the UOs Office of Academic Affairs and input from Ichishkiin speaking Tribes, NILI continues to develop a distance learning model for Ichishkiin. The 5 credit bearing course focuses on all language skills – speaking, writing, comprehension, reading and culture, and in particular developing Ichishkiin grammar skills. Five students are enrolled in the course. To strengthen students' speaking, they prepare and give oral presentations during the term and meet with Dr. Virginia Beavert.

NILI and Heritage University finalized a MOU to teach via internet protocol (IP) video. Classes were piloted last winter and spring. NILI is discussing with Warm Springs and Umatilla language programs what types of classes – language, teacher training for example, to develop to include their teachers and students. Together with Robert Elliott of NILI, video materials are being produced and will be shared with all Ichishkiin speaking tribes.

Lushootseed

Three community Lushootseed language classes 100 and 200 levels, are being taught through distance learning. Both courses utilize the on-line software Eluminate and ANVILL for instruction. *Eluminate* is a video conferencing software that allows participating parties to see and hear one another at the discretion of the instructor. These on-line courses are recorded for students to view as well.

Chinuk Wawa –

The Chinuk Wawa language program supported by Lane Community College in Eugene is a collaboration between LCC, the Confederated Tribes of Grand Ronde, and NILI. In its seventh year, the program serves the UO, LCC, and Portland State University undergraduate and graduate students, and also community members on the Grand Ronde Reservation and in the Portland and Eugene areas with 100- and 200-level courses. Nine students completed the 200-level courses last year, successfully fulfilling their language requirement at Oregon universities.

NILI is offering as a self-study Chinuk Wawa course Winter 2014 with the goal of developing into a 300 level course of reading Chinuk Wawa texts and conversation. It is designed to support students who have taken the 100 and 200 series at Lane Community College. It will also support Chinuk Wawa teachers at Grand Ronde.

Tolowa Deeni'

Pyuwa Bommelyn and his wife Ruby Tuttle Bommelyn are in the second year of homeschooling their 2 children in 'Tolowa Deeni'. Three children from other Tolowa Deeni' speaking families in Eugene attend the home school a few days a week. The Eugene community has 15 learners of Tolowa Deeni' this year. The emphasis of their program is on developing speakers of Tolowa and on speaking language in the home.

NILI Distance Education Initiative 2013

NILI is in its second year developing distance education opportunities for Native language and teacher communities. With thanks to the continued generous support in funding from the senior vice provost for academic affairs and the Fithian Family, NILI is addressing the needs of busy language teachers by creating online environments and practice opportunities for increasing fluency and confidence in their speaking beyond the intermediate levels. Mobile applications are also being incorporated into our creation of materials, to enhance “anytime, anywhere” learning models for Native languages.

3. 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 2014

The Education Cluster is in the process of developing its 2014 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.