

Name of Nominee: Gerald E. Gipp, Ph.D.

Currently Dr. Gipp is the Executive Director of the American Indian Higher Education Consortium (AIHEC) located in Alexandria, Virginia. Dr. Gipp leads this non-profit organization in supporting the work of the nation's 32 Tribal Colleges and Universities (TCUs), which serve 30,000 students from over 250 federally recognized tribes.

Dr. Gipp has served as a school administrator, teacher and athletic coach at the K-12 level. Also, he was a Program Director at the National Science Foundation and served as the Executive Director for the Intra-Departmental Council on Native American Affairs within the U.S. Department of Health and Human Services. He was the first American Indian appointed as a Deputy Assistant Secretary in the U.S. Department of Education and the first American Indian to serve as President of Haskell Indian Nations University. He served as a faculty member in the Educational Administration program at The Pennsylvania State University where he was also the first American Indian Director of the American Indian Leadership Program.

He received the "Outstanding Leadership & Service Award" from the Pennsylvania State University and was named the "Indian Educator of the Year" by the National Indian Education Association.

Dr. Gipp is a member of the Standing Rock Sioux Tribe (*Hunkpapa Lakota*) and earned his Ph.D. in Educational Administration from the Pennsylvania State University.

Nominated by: John W. Tippeconnic III, Ph.D.

Nomination of Dr. Gerald E. Gipp

By

John W. Tippeconnic III. Ph.D.

Opening Statement

It is an honor to nominate Dr. Gerald E. Gipp for the Brock International Prize in Education. I feel Dr. Gipp meets the criteria for the award and is most deserving because of his contribution to education nationally and internationally. As demonstrated below, his contributions have had a significant impact on education and will have a long-term benefit to individuals and educational systems at the higher education levels.

Dr. Gipp's contribution to education is his work with American Indian tribal colleges and universities that 1) implements the federal Indian policy of tribal self-determination in education, 2) implements an innovative approach by tribal colleges to make tribal languages and cultures integral parts of their philosophy, mission and curriculum, and 3) provides educational opportunities to many individuals who otherwise would not be able to attend college and earn higher education degrees or certificates. His work with the tribal colleges and universities is significant.

Dr. Gipp is the current Executive Director for the American Indian Higher Education Consortium (AIHEC) located outside of Washington, DC in Alexandria, Virginia. AIHEC is a national organization that represents 34 tribal colleges and universities in the United States and one Canadian institution. AIHEC supports the work of the member colleges and universities to achieve tribal self-determination in education. See the AIHEC website at <http://www.aihec.org/> for more information.

In order to appreciate and gain a greater understanding of Dr. Gipp's contribution, it is necessary to set the context by presenting some background information and a brief description of the nature of Indian education today.

Background Information

AHIEC is part of the larger picture in American Indian Education today. The formal education of American Indians and Alaska Natives in schools has had a difficult history that continues today. Although many Native students do well in school, the reality is that most have difficulty being successful in schools. High drop out rates, low attendance rates, low academic achievement test scores, lack of parental involvement, alcohol and substance abuse, teacher and principal turnover, and lack of quality teachers, and the lack of relevant curriculum are some of the issues and problems in Indian education nationally. Dr. Gipp, as a leader in the tribal college movement, is instrumental in addressing these issues through the tribal colleges and universities.

Indian Education Today

The 2000 Census reported that the U.S. population was 281.4 million. Of that total, 2.5 million or 0.9 percent reported only to be AI/AN. An additional 1.6 million or 0.6 percent reported AI/AN as well as one or more other races. The overall total of 4.1 million represents 1.5 percent of the U.S. population.

There are over 670,000 AI/ANs attending schools at all levels of education. Approximately 90% or 473,000 attend public K-12 schools. Approximately 9% or 48,000 students attend schools supported by the Bureau of Indian Affairs (BIA). A smaller number attend private and charter schools. Approximately 145,000 attend colleges and

universities, including over 25,000 at tribal colleges and universities. In the bigger picture of education and politics, the Indian education numbers are small. Often times, smaller numbers mean that American Indians are left out or become grouped under an "other" category. Dr. Gipp helps to keep American Indians from getting lost or being the "invisible minority" in higher education.

There are two main systems that educate K-12 AI/AN today, a federal system administered by the BIA and housed in the U.S. Department of Interior and a system of public schools located in 50 states. There are also a growing number of AI/AN charter schools around the country. In addition, there are 34 tribal colleges and universities located on tribal lands that provide higher education opportunities to students. Tribal colleges and universities are also increasing. One of the latest and the first in Oklahoma is the Comanche Nation College operated by the Comanche Tribe.

The Indian Education Environment

Today we are at a critical crossroads when it comes to the education of AI/ANs in America. Current policy, practice and leadership in this country over the next few years will not only impact the future direction of Indian education, but more importantly, the future of a strong Indian identity is at stake. The federal government's policy of forced assimilation has resulted in difficult situations for most American Indian students.

The current federal policy of tribal self-determination has resulted in more Indian involvement and more Indian control of Indian education programs. However, the unique government-to-government relationship based on treaties between tribes and the U.S. Government has not resulted in total tribal control of education. Historical, economic, social, health, and political factors continue to influence what happens in Indian

education. At times there is confusion about the roles and responsibilities of tribes, states, and the federal government and what the purpose of Indian education should be for tribal youth and adults. There are some success stories, with tribal colleges and universities being the best example of Indian control of Indian education. Dr. Gipp is clearly a factor in the success of tribal colleges.

Given the above, the education of AI/ANs in America is very complex in nature, confusing and difficult to understand. Added to the complexity is the diversity among the approximately 600 federal and state recognized tribes, including language and culture differences plus the differences in the 50 state public school systems. This complexity presents a formative challenge for policy makers, appropriators, educational leaders and others involved in efforts to improve the condition of education for AI/ANs in this country. It is in this context that educational policy and practice takes place.

Dr. Gipp's Contribution

Dr. Gipp as a leader in the innovative tribal college movement works primarily, although not exclusively, in the educational and political environment mentioned above. The rest of this document presents information about Dr. Gipp's innovative and challenging national work that has resulted in a major significant contribution to education. That contribution is his work and leadership with tribal colleges and universities. The documents that follow include Dr. Gipp's resume, press releases, articles, and messages. The documents show the significance of his contribution.

Personally, Dr. Gipp is a member of the Standing Rock Sioux Tribe (Hunkpapa Lakota) located in North Dakota. As noted in his resume, he was the first American Indian to accomplish a number of things.

Resume

Dr. Gerald E. Gipp

RESUME

GERALD E. GIPP
American Indian Higher Education Consortium
ggipp@aihec.org

ACADEMIC PREPARATION

The Pennsylvania State University
Ph.D., Educational Administration,
1974

The Pennsylvania State University
M.Ed., Educational Administration,
1971

Ellendale State Teachers College, North Dakota
BS, Secondary Education / Industrial and Physical Education
1962

High School Diploma
Standing Rock Community School
Fort Yates, North Dakota
1958

Indian Education Symposium
Central Washington State University
Summer 1968

NDEA Institute
Disadvantaged Youth
Western Montana College
Summer 1966

PROFESSIONAL EXPERIENCE

Currently	Executive Director American Indian Higher Education Consortium Alexandria, VA
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February 1995 To January 2001	Program Director Division of Educational System Reform National Science Foundation Arlington, VA
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I served as a Program Director for the Systemic Initiative Program within the Division of Educational System Reform (ESR), in the Directorate for Education and Human Resources (EHR). The systemic initiatives program is an effort on the part of the National Science Foundation to address barriers to systemic and sustainable improvements in science, mathematics and technology in rural, urban and statewide programs. Over the past six years, I worked closely with systemic reform programs primarily in the rural and statewide settings, with limited urban assignments. These five-year initiatives are a high risk, experimental effort to promote systemic change in science, mathematics and technology education. The NSF framework for systemic reform requires schools to implement six reform drivers, four process drivers: (1) implementing standards-based education, implement aligned student assessments and appropriate professional development activities, (2) policy development, (3) resource convergence, (4) partnerships and broad based support; and two outcome drivers: (5) student achievement, and (6) equity.

My responsibilities included program oversight to New York, New York City, Puerto Rico, Georgia, New Mexico, California and three urban planning/developmental awards in Puerto Rico. I also provided oversight to the Tribal College, UCAN, Alaska and Navajo Nation Rural Systemic Initiatives projects. These rural projects encompass schools in large geographical areas across several states and represent a new paradigm for EHR programs, one that mandates cooperation across state lines, as well as among NSF, the various Federal agencies and other organizations. Working with these projects required a knowledge base and understanding of school systems, organizational behavior, and the ability to provide leadership and guidance to a dynamic process of educational change.

In addition to my regular duties, I served as the NSF liaison for two White House Executive Orders: the White House Initiative on Tribal Colleges and Universities, and the White House Initiative for American Indian and Alaska Native Education. I was responsible for drafting a report of activities and designing a five-year plan to improve services to tribal colleges and K-12 American Indian and Alaska Native education.

August 1991	Executive Director
To February 1995	Intra-Departmental Council on Native American Affairs
	Administration for Native Americans
	U.S. Department of Health and Human Services
	Washington, DC

I served as serve as the Executive Director for the Department of Health and Human Services (HHS) Intra-Departmental Council on Native American Affairs. The Council reports to the Secretary of HHS through the Commissioner of the Administration for Native Americans and is comprised of the major offices within the Department.

The Intra-Departmental Council acts as the policy, advisory and coordination focal point for Indian Affairs within the Department for and on behalf of the Secretary of Health and Human Services. As the Executive Director, I participated with the Chairman in the overall

direction and management of Council activities and maintained a continual review of Council goals, objectives, strategies and progress, making recommendations concerning more effective coordination, cooperation, and utilization of the Department's resources for Indian people.

On behalf of the Council, I maintained a continuing liaison with each agency represented on the Council and other elements of HHS, particularly, the Administration for Children and Families. An equally major function of the position was to interface with other Federal Agencies, tribal representatives and officials of State and local governments. A close working relationship with ACF programs and other federal programs such as the Indian Health Service, Bureau of Indian Affairs, and the Departments of Labor, Education, Commerce, Energy and the Environmental Protection Agency was maintained, often engaging in formal inter-agency agreements for the purpose of promoting special initiatives with tribes and Indian organizations.

On behalf of the Administration for Native Americans, I was responsible for the development, implementation and oversight of the National Center for Native American Studies and Policy Development at George Washington University. The Center was funded by Congress and was expected to promote more effective government-to-government relationships between the federal establishment and Indian tribes. Of particular concern were the study of issues to assist in the development of policies that affect Indian communities as well as further the goal of tribal self-sufficiency as set forth in the National Indian Policy Statement made by the President Bush in June 1992 and reaffirmed by President Clinton in 1994.

August 1989	Branch Chief, Research and Evaluation
To August 1991	Office of Indian Education Programs
	Bureau of Indian Affairs
	U.S. Department of Interior
	Washington, D.C.

Under my direction and leadership, the Office of Indian Education Programs (OIEP) established the Division of Planning, Oversight and Evaluation and the related Branches of Planning and Budget, Research and Policy Analysis and Monitoring and Evaluation. I developed organizational statements and position descriptions to operationalize these units. As a Branch Chief, I developed Bureau-wide policies and strategies to evaluate the quality and success of the Bureau educational system for 186 school programs. Databases were developed for student achievement testing, and for the identification and prioritization of policy issues

I developed a survey process to establish research priorities and a data matrix identifying ninety major items to be collected periodically for all Office of Indian Education Programs. Related educational objectives and required action plans were developed for implementation. Since 1991, these data systems have provided information to the BIA regarding the status and needs of Indian schools on a continuous basis. This consensus

effort resulted in the first Annual Report on BIA Education Programs to Congress in several years.

In another research effort to monitor the BIA system and improve the data on Indian Schools, in a cooperative effort with the National Center of Educational Statistics (NCES), Department of Education, / I conducted an analysis of the NCES Biennial Survey of Schools and Staffing. This analysis resulted in modification of the data instrument to include more appropriate questions for the Native American population and expand the number of BIA schools in the survey.

January 1981 President
To August 1989 Haskell Indian Nations University
 Lawrence, Kansas

Appointed in 1981, I was the first American Indian to serve as the President of Haskell, an educational institution established in 1884 to educate American Indian students. As the President, I was responsible for a college with approximately 1,000 students, 220 employees, comprised of 50 faculty members, 170 support staff and a budget of over \$8 million. I was responsible to report the BIA Central Office, BIA in Washington, DC and a Board of Regents comprised of 12 members representing Indian Tribes nationwide. The student body represented over 100 tribes from 38 states. Students matriculated from on-reservation BIA schools, with approximately 50 percent coming from off-reservation public schools and close to 20 percent from large urban school systems.

The campus covers 320 acres and is a multi-million dollar physical plant including residential halls, housing ninety percent of the students. The college awarded Associate of Arts, Associate of Applied Science Degrees and one-year certificates in several vocational-technical areas.

In my role, I worked closely with the AIHEC and promoted the HIJC's membership in the Consortium. I also worked with the local Lawrence community and state leadership, city officials, chamber of commerce civic organizations and periodically held meetings with state and national representatives to providing information and status reports on the progress of the college. I founded the Haskell Foundation to address a critical funding problem at the college. I used this experience to provide the draft documents for establishing the American Indian College Fund. I provided leadership and guidance in addressing the ongoing accreditation process and provided guidance and leadership to the Board of Regents.

April 1977 Deputy Assistant Secretary for Indian Education
To January 1981 Office of Indian Education
 U.S. Department of Education
 Washington, DC

When the Department of Education was created, I was the first American Indian named as the Deputy Assistant Secretary for Indian Education, which was the top Federal Government position responsible for the newly created Department of Education's programs for American Indians and Alaska Natives in the United States. The position was responsible for the administration of programs and providing leadership on National policy development, budget, planning, and program decisions that impacted Indian students' education nationwide. The position required working closely with the Congress, tribes, states, 1,100 Local Educational Agencies, local schools, professional organizations, and with the various departments of the executive branch of the Federal Government. In addition, I worked with the Presidential appointed members of the National Advisory Council on Indian Education.

My other duties included:

- Administrative, policy, budget, planning and educational direction and leadership to national programs that educate American Indians and Alaska Natives.
- Oversight to an \$84 million budget in the Department. The overall education budget increased each year in both programs under my leadership.
- Representing the national programs before Congress, appearing yearly before both appropriation and authorizing committees. Held meetings with representatives of Congress regarding specific issues.
- Providing testimony both written and oral before Congress on the reauthorization of the Elementary and Secondary Education Act (ESEA) and the Indian Education Act (IEA).
- Representing the national programs and speaking before numerous schools, school boards, tribes, Indian professional organizations, professional educational organizations, and with other departments and programs in the Federal Government.

July 1974	Assistant Professor and
To April 1977	Director, American Indian Leadership Program
	Division of Education Policy Studies
	Pennsylvania State University

In the positions at the Pennsylvania State University I chaired both masters and doctoral thesis and dissertation committees. I was responsible for recruiting and interviewing potential candidates for the Leadership Program. I provided guidance, leadership and mentoring activities for graduate students at the masters and doctoral level. Also served on numerous masters and doctoral committees. I taught courses in Indian education, multicultural education and social foundations.

September 1973	Instructor and Assistant Director,
To May 1974	American Indian Leadership Program
	Division of Education Policy Studies
	Pennsylvania State University

September 1972 To Sept. 1973	Washington Administrative Internship Office of Indian Education Programs, BIA
September 1970 To May 1971	Acting Principal, Cheyenne-Eagle Butte School Cheyenne River Sioux Reservation Eagle Butte, SD
August 1967 To Sept. 1970	Education Specialist, Teacher, Coach, Athletic Director Cheyenne River Sioux Reservation Eagle Butte, SD
June 1964 To August 1967	Teacher, Athletic Coach Busby School Northern Cheyenne Reservation, Montana
September 1962 To May 1964	Teacher, Athletic Coach Verona Public School Verona, ND

PUBLICATIONS

Gipp, G and Warner L.S. (Book in progress-July 2002) Traditions and Culture: Tribal Colleges in the Millennium. ABLEX Publishing Company, Series Editor, Bruce Jones. NY, NY.

"The Johnson-O'Malley Act," Encyclopedia of Native Americans in the 20th Century, Summer 1994

"Education: The Real Hope for American Indians," National Forum: The Phi Kappa Phi Journal, Auburn University, Spring 1991

"American Indian Education." Encyclopedia of Educational Research, Fifth Edition, American Educational Research Association, Washington, D.C., March 1982.

"Help for Dana Fastwolf," American Education, August 1979

"Perceived Community Educational Viewpoints and Teacher Pupil Control Ideology in Three School Types," Texas Tech Journal of Education, Volume 3, No. 1, 1976

TECHNICAL PAPERS

Gipp, G. and Stutsman, J. (November 1999) Strategic Plan for Tribal Colleges and Universities. The National Science Foundation. Arlington, VA

Gipp, G. (October 1999). Position Paper: Providing Direct Funding to Tribal Colleges and Universities, National Science Foundation. Arlington, VA

Gipp, G. (February 1998) Position Paper: Delineating the Differences in the Rural Communities Served by the RSI Program. The National Science Foundation. Arlington, VA

Gipp, G. and Warner, L.S. (February 1998). Rural Systemic Initiatives Performance Effectiveness Review. The National Science Foundation: Arlington, VA

Gipp, G. (October 1998). Annual Report, Rural Systemic Initiatives. The National Science Foundation. Arlington, VA

Position paper: Reauthorization of the Indian Education Act of 1972. This included development of Program Regulations, Department of Education, Federal Register, May 21, 1980, Washington, D.C. The regulations implemented by the Department of Education, Washington, D.C. to guide grant awards to approximately 1,100 public school districts in the United States.

Development of an Internal Program Audit of the Office of Indian Education, United States Office of Education, HEW, Washington, D.C., 1978. The audit reviewed all aspects of a major Indian Education program at the national level and made specific recommendations to USOE.

Congressionally mandated study of 1978 on the "Definition of American Indian." Field hearings were conducted nation-wide to determine revisions for the definition used by the programs under the Indian Education Act of 1974, Office of Indian Education modified.

Gipp, G. (June 1992) ANA Strategy Paper "Native American Youth in Crisis" as Federal response to 1992 University of Minnesota Study of Native American Youth.

Briefing materials for ANA Commissioner's attendance at historic 1994 meeting of President Clinton with over 500 Federally Recognized Tribal Leaders.

G. Gipp (August 1992) Prepared paper "HHS Blueprint: Mobilizing Federal Services and Resources for Native Americans" for 1992 ANA National Symposium "Promoting the Goal of Self-Sufficiency of Native Americans," Washington, D.C.

Federal Register Announcement: Funding announcement for publication in the Federal Register of new grant program for Administration for Native Americans, the preservation and enhancement of Native American languages.

EDITORSHIPS

Guest Editor, Journal of American Indian Education,
Arizona State University, Tempe, Arizona.
1984

Editor, Publication - Emergent Leadership: Women and Minorities
Native American Section
University Council for Educational Administration (UCEA)
Columbus, Ohio
1976-1977

TEACHING

Educational Administration, American Indian Education Seminar(s) in Indian Education a
Historical Perspective, Federal Program Management, Cultural Education, Federal Laws
Impacting Indian Education;

Cultural Foundations of Education, Race, Poverty and Schools
Pennsylvania State University.

UNIVERSITY SERVICE

1976-77 Faculty Committee System, Multicultural Planning
College of Education
Pennsylvania State University

1975-76 Program Review Committee
American Studies Program
Pennsylvania State University

COMMUNITY SERVICE

Haskell Indian Nations University Foundation, Founder and ex-officio member
1985 Board of Trustees, Miss Indian American, Bismarck, ND.
Lawrence, Board Member
Kansas City Regional Council for Higher Education, Board of Directors
National Congress of American Indians, Education Subcommittee Member
National Indian Education Association, Member
American Indian Higher Education Association, Board Member
Lawrence Chamber of Commerce, Lawrence, Kansas
Lawrence Rotary Club, Lawrence, KS
American Educational Research Association, SIG Chair
South Dakota Indian Education Association

Men's Civic Club, Eagle Butte, SD
Phi Delta Kappa, Pennsylvania State University
U.S. Jaycees, Lame Deer, Montana

PROFESSIONAL SERVICE

National Science Foundation Liaison,
Domestic Policy Council
Comprehensive Federal Indian Education Policy Statement
White House Initiative on American Indian and Alaska Native Education
1997-2000

National Science Foundation, Liaison,
White House Initiative on Tribal Colleges and Universities
2000

Consultant, BIA
Office of Indian Education Programs
Reorganization, Tribal Consultation
1998

Consultant,
National task force for joint tribal-BIA
Restructuring the Office of Indian Education Programs, BIA.
1995

Phelps-Stokes Fund African Exchange Program
Ghana, Africa
Visits included South Africa, Tanzania and Kenya
Phelps-Stokes Fund
Washington, D.C. 1975

American Indian Education Leadership Program
Graduate School of Education
Pennsylvania State University
Advisor/Mentor for Participants
1973-77

Fort Yates Community School
Standing Rock Reservation
Fort Yates, North Dakota
Comprehensive planning and needs assessment
activities, 1975

Office of Indian Education, Title IV
Office of Education, HEW
Washington, D.C.
Field Reviewer 1975

HONORS

2001	Honoree Tribute to Teaching School of Education University of Wisconsin Milwaukee
1995	Leadership & Service Award College of Education & Alumni Society The Pennsylvania State University
1984	Indian Educator of the Year National Indian Education Association Washington, D.C.
1970-74	Graduate Fellowship, College of Education The Pennsylvania State University

Current Activities and Affiliations

Member
Washington Higher Education Secretariat
American Council on Education

Board of Directors
Rural School Community Trust

Technical Advisory Panel
National Indian Education Study
American Indian and Alaska Native Students'
Performance on the NAEP 2005 Reading and
Mathematics Assessments

Advisor
Kellogg Leadership Fellowship Program
Alliance for Equity in Higher Education

Ex Officio Member
American Indian College Fund

Advisory Board Member
Washington Internships for Native American Students
American University
Washington, DC

Board Member
Urban Indian Education Center
Milwaukee, WS

Commissioner
Minorities in Higher Education
American Council on Education

Advisory Board
American Association for Higher Education

Advisory Board
Quality Education for Minorities (QEM)

Consultant,
Rural Systemic Initiative Program
National Science Foundation
Arlington, VA

Advisor
Council of Chief State School Officers &
Educational Testing Service
Conference Planning Group

Current Presentations

During the past three years, I have made presentations on higher education issues to numerous federal agencies and officials at the Department of Education, Health and Human Services, Indian Health Service, Administration for Native Americans, Office of Management and Budget, Federal Aeronautics Administration, USA Funds TRIO Conference, National Indian Health Board, Department of Commerce, Environmental Protection Agency, Domestic Policy Council staff, Department of Defense, and the Presidential Board for the White House Initiative on Tribal Colleges and Universities.

Various meetings have been held with Congressional representatives and committees to advocate on behalf of tribal colleges and universities.

Some recent examples of presentations include addressing the Navajo Nation Council and educators on the issue of systemic reform at the K-12 level; the Indigenous Higher Education Colloquium, Fairbanks, Alaska; the NASA Conference on Technology and Education and the Educational Testing Service, Princeton, NJ regarding current trends in American Indian Higher Education.

Past Presentations and Papers

Presenter: "The Systemic Reform Process" Office of Indian Education Programs, BIA Principals Academy, Minneapolis MN December 1999	Presenter: "The Systemic Reform Process" Office of Indian Education Programs, BIA Principals Academy Albuquerque, NM December 1999
Presenter: Educational Reform of the OIEP School System, Tribal Consultation Hearings, Tampa Bay, FL 1998	Panelist, "A Historical Perspective of the Indian Education Act Programs, National Indian Education Association, Tacoma, WA 1997
Keynote address on Native American Youth in Crisis." Tribal Leaders Conference Administration for Native Americans Washington DC July 1992	Keynote: Economic Development and the Role of Indian Education Tribal Conference Palm Springs, CA 1994
Keynote Address; American Indian Higher Education Consortium Annual Conference Billings, Montana April 1986	Keynote Address Annual Convention National Indian Education Association Spokane, WA October 1985
Presenter: "American Indians Students Confronting Barriers in Colleges and Universities" Student Symposium National Indian Education Association Convention Phoenix, AZ November 1984	Commencement Address Sisseton-Wahpeton Community College Sisseton, SD June 1984

Keynote Address Graduation Program Minority Students Program Kansas University, Lawrence, KS May, 1984	Keynote Address Indian Education Symposium Miami Tribe of Indiana Huntington, Indiana May, 1984
Keynote Address Lummi Tribe Awards Banquet Bellingham, WA June 1983	Presenter BIA & Tribal Scholarships Program Aberdeen, SD October 1982
Commencement Address Yakima Tribal School Yakima, WA June 1982	Presenter Nebraska Indian Education Conference Lincoln, NE March 1982
Presenter BIA, Northern Pueblos Agency Education Meeting Santa Fe, NM February 1982	Paper: "The Role of The American Indian College in the 80's" University of Wisconsin Oshkosh, WI September 1981
Commencement Address Sherman Indian High School Riverside, CA May 1981	Commencement Address Navajo Community College Tsaile, AZ May 1981
Commencement Address Standing Rock Community School Fort Yates, North Dakota May 1981	Panelist, "American Indian Education and The Role of Culture," SIG Annual Meeting, AERA Los Angeles, CA 1981
Keynote Address Annual conference, Oregon Indian Education Pendleton, OR April 1981	Keynote Address Blackfeet Reservation Education Conference Browning, MT March 1981

"The Evolution of the Indian Education Act of 1974" National Indian Education Association Dallas, Texas, October 1980	Keynote Speaker JOM – Title 4 Conference Arizona State University Tempe, AZ September 1980
Commencement Address Cheyenne River Community College Eagle Butte, SD August 1980	Keynote Address Wisconsin Indian Education Conference Cable, WS August 1980
Keynote Address 8th Annual Convention National Tribal Chairmen's Association Wichita, KS July 1980	Keynote Address American Indian UNITY Conference Raleigh, NC March 1980
Keynote Address Coalition of Indian Controlled School Boards Annual Meeting Denver, CO January 1980	Presenter National Congress of American Indians Executive Council Annual Meeting Washington, DC January 1980
Keynote Address National Indian Education Association Annual Conference, Denver, CO December 1980	Keynote Address California Indian Education Association Sacramento, CA November 1980
Keynote Address National Conference Johnson-O'Malley Programs Sacramento, CA December 1979	Keynote Address Regional Title IV Conference Reno, Nevada September. 1979
Keynote Address North Dakota Indian Education Association Annual Conference, Grand Forks, ND October 1979	Keynote Address Northwest Indian Education Conference Spokane, WA October 1979

Presenter: Indian Education Today, American Indian Leaders of Today and Tomorrow California State University – Long Beach October 1979	Presenter: The Challenge for Tribal Education Programs National Tribal Chairmen's Association Annual Conference, Denver, CO July 1979
Panelist National Task Force Meeting Education Commission of the States Washington, DC June 1979	Panelist National Task Force Meeting Education Commission of the States Washington, DC June 1979
Commencement Address Red School House Minneapolis, MN June 1979	Presenter: "Trends in Indian Education" California Tribal Chairmen's Association Conference San Diego, CA June 1979
Presenter Indian Education and Indian Youth Leadership Conference Center for Indian Education Arizona State University, Tempe, AZ April 1979	Keynote Indian Education Symposium Harvard University, Boston, MA April 1979
Keynote, Indian Unity Conference North Carolina Department of Public Instruction Fayetteville, NC March 1979	Presenter Coalition of Indian Controlled School Boards Annual Meeting, Denver, CO December 1978
Keynote Address Oklahoma Indian Education Conference Oklahoma City, OK December 1978	Keynote Address United Indians of All Tribes Conference Portland, OR November 1978
Keynote Address South Dakota Indian Education Conference Sioux Falls, SD October 1978	Presenter: "National Trends in Education" National Indian Education Association Annual Convention, Niagara Falls, NY October 1978

"Emerging Issues in American Indian Education" Eastern Regional Indian Education Conference Grand Rapids, Michigan, September 1978	Presenter: "Tribal Education and Title IV Programs" National Congress of American Indians Rapid City, SD September 1978
Presenter, "Research and Data Needs in Indian Education" Educational Research & Development Interface Conference Council for Educational Development and Research Washington, DC May 1978	Commencement Address Standing Rock College Fort Yates, ND May 1978
Panelist Council for Exceptional Children Washington, DC May, 1978	Keynote Speaker Curriculum Expo 79 Rough Rock School Navajo Nation April, 1979
Presenter American Indian Telecommunications Satellite Demonstration Inter-Departmental Project Washington, DC April 1978	Panelist National Congress of American Indians Dallas, TX September 1977
Chairman and Presenter (SIG) Paper: Planning Considerations for American Indian Schools Symposium of American Indian Education San Francisco, CA April 1977	Established and Chaired the first American Indian/Alaskan Native Education, Special Interest Group (SIG), American Educational Research Association New York April 1976
Paper: "Research in Indian Education" National Indian Education Association Annual Convention Albuquerque, NM November 1976	Consultant, National Indian Education Association National Needs Assessment, 1976

Panelist, National Indian Education Association Oklahoma City, OK November 1975	Presenter – Curriculum Development Conference National Indian Education Association, Indian Studies Programs Duluth, MN June 1974
Presenter Indian Education Conference Black Hills State University Spearfish, SD January 1974	Presenter American Indian Education Issues University Council of Educational Administration Albuquerque, NM October 1973
Presenter Emerging Issues: Indian Education and the Business World National Alliance of Business (NAB) Washington, DC April 1973	

Sample of Supporting Documents

Dr. Gerald E. Gipp

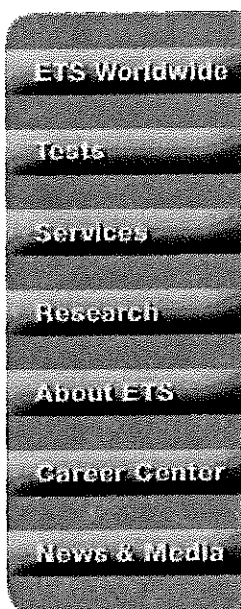


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Gerald E. Gipp, PH.D.

Gerald E. Gipp, PH.D.
Executive Director



Appointed as the Executive Director of the American Indian Higher Education Consortium (AIHEC) in January 2001, Dr. Gerald E. Gipp leads this non-profit organization in supporting the work of the nation's 32 Tribal Colleges and Universities (TCUs). These remarkable institutions serve 30,000 students from over 250 federally recognized tribes. AIHEC serves as their collective voice, advocating on behalf of the institutions of higher education that are defined and controlled by their respective tribal nations. Together, they represent the most significant and successful development in American Indian educational history, promoting achievement among students who would otherwise never attain educational success.

Dr. Gipp is a member of the Standing Rock Sioux Tribe (*Hunkpapa Lakota*) from Fort Yates, North Dakota, where he graduated from Standing Rock Community College. He is a graduate of Ellendale State Teachers College (ND) and, earned his Ph.D. in Educational Administration from the Pennsylvania State University in State College, Pennsylvania.

With an extensive background in the field of American Indian education and federal policy development, Dr. Gipp has an accomplished and diverse career. Early on, Dr. Gipp served as a school administrator, teacher and athletic coach at the K-12 level in public school system in North Dakota, the Busby School on the Northern Cheyenne Reservation in Montana, and the Cheyenne-Eagle Butte school system on the Cheyenne River Reservation in South Dakota. In response to his outstanding efforts, the National Indian Education Association honored Dr. Gipp in 1984 as "Indian Educator of the Year."

In 1995, Dr. Gipp's accomplishments were recognized when he received the "Outstanding Leadership & Service Award" from the Pennsylvania State University, College of Education and the College of Education Alumni Society.

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Additionally, Dr. Gipp served as the Executive Director for the Intra-Departmental Council on Native American Affairs within the U.S. Department of Health and Human Services and the first American Indian appointed as the Deputy Assistant Secretary for the Office of Indian Education, within the then newly-created U.S. Department of Education. He was the first American Indian to serve as President of Haskell Indian Nations University – formerly Haskell Indian Junior College – in Kansas, and remained there for nearly nine years; a faculty member of the Educational Administration and Cultural Foundations of Education Graduate School at the Pennsylvania State University; and, the first American Indian to serve as the Director for the American Indian Leadership Program.

Dr. Gipp resides in Alexandria, Virginia.



NATIONAL ASSOCIATION OF STUDENT FINANCIAL AID ADMINISTRATORS

News from NASFAA

Minority Groups Urge Congress to Double Pell Max By Next Reauthorization

Doubling the maximum Pell Grant award and making it an entitlement program were just two of the recommendations made to Congress and the Bush Administration on February 13 by an alliance of organizations representing the more than 1.8 million colleges students that attend Minority-Serving Institutions (MSIs) in the United States. MSI students currently receive 20% of total Pell Grant funds.

The Alliance for Equity in Higher Education is an umbrella organization composed of the American Indian Higher Education Consortium (AIHEC), the Hispanic Association of Colleges and Universities (HACU), and the National Association for Equal Opportunity in Higher Education (NAFEO).

"Back 20 years ago the Pell Grant program used to purchase 80% of [a student's] colleges costs," said HACU President Antonio Flores. "Today it only covers about 42% of total costs."

Improving access to college for minority students does not just benefit the students and their families, Alliance members contend. With the rapid increase in total minority populations in the U.S., a better-educated minority population serves to benefit all Americans.

"It has been said that education is the great equalizer," said NAFEO President Frederick Humphries. "Statistics show that the better educated you are, the better off you'll be economically...and the better chance you'll have of being employed."

As Congress undertakes the upcoming reauthorization of the Higher Education Act and sets budget levels for fiscal year 2004, the Alliance announced its far-reaching set of goals in an effort to support and improve federal programs that help minorities get into and pay for undergraduate and graduate study. Their recommendations include:

- Double the amount of the authorized maximum Pell Grant within the next six years (by the next HEA reauthorization). On average, half of all students who attend MSIs receive Pell Grants, compared to 28% of students in all of higher education;
- Make Pell an entitlement, in order to assure funding levels for needy students. Pell is presently a discretionary program, and has had problems meeting need in recent years as college costs and demand for the program continue to rise. Lawmakers had to scramble last year to accommodate a \$1.3 billion shortfall in the program, finally passing an emergency spending bill in August to ensure that students were not denied

the funds;

- Restore federal financial aid eligibility for disenfranchised populations, such as prisoners and students with drug convictions. Minorities and low-income students are far more likely to be convicted of drug crimes, and thereby unable to gain valuable skills in college and contribute to society. Currently laws that prohibit these individuals from receiving federal aid "represent a cruel and unfair penalty to individuals who are already paying their debt to society," said Gerald Gipp, executive director of AIHEC;
- Create a new entitlement-based loan forgiveness program under the Stafford Loan program that would promote greater participation in fields like science, math, engineering, and information technology, where minorities are under-represented;
- Increase annual borrowing limits for Stafford loans to the flat amount of \$7,000 per year for undergraduate and \$10,000 yearly for graduate students, in association with the new loan forgiveness program. "Many minority students borrow the maximum amount and then have to take out private loans," to meet their remaining need, noted Humphries. That's a problem because private loans tend to have higher interest rates and thus take longer to repay than low-interest federal loans; and
- Create opportunities for increased MSI participation in the TRIO program, by allowing MSI students the same preference points given the current grant recipients, and increasing funding for TRIO.

President Bush's fiscal year 2004 budget request, unveiled Feb. 3, included a 5% increase for the following programs: \$224 million for Historically Black Colleges and Universities, \$53 million for Historically Black Graduate Institutions, and \$94 million for Hispanic Serving Institutions, totaling \$371 million. The budget also included a 5% increase for the nation's 34 tribal colleges and universities, bringing the total requested amount to \$19 million.

While all panelists said they were grateful for any increase in a budget climate that saw most higher education programs cut or level-funded, they agreed the increase was "not nearly enough."

"Five percent is just not going to do the job," said Flores.

By Elizabeth B. Guerard
NASFAA Assistant Director of Communications

Posted February 20, 2003 on www.NASFAA.org, the Web Site of the National Association of Student Financial Aid Administrators (NASFAA).
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Alliance for Equity in Higher Education

Uniting for America's Future

American Indian Higher Education Consortium
Hispanic Association of Colleges and Universities
National Association for Equal Opportunity in Higher Education


[Home](#)
[About the Alliance](#)

[Our Video](#)
[Vision and Mission](#)
[IHEP](#)
[Working Group](#)

[Member Organizations](#)
[Minority-Serving Community](#)
[Government And Legislative Policy](#)
[Publications And Media Center](#)
[Initiatives](#)
[Photo Gallery And Multimedia](#)
[Contact](#)
[About the Alliance | We](#)

Working Group

Alliance activities are coordinated by a **working group** of staff members CEO from each partner organization as well as staff from the Institute for Education Policy.

Working Group:

Gerald Gipp, Executive Director, AIHEC
Susan Faircloth, Director of Policy Analysis and Research, AIHEC
Antonio Flores, President, HACU
Gumecindo Salas, Vice President of Government Relations, HACU
Frederick Humphries, President, NAFEO
Bea Pace Smith, Director of Federal Relations, NAFEO

Institute for Higher Education Policy:

Jamie Merisotis, President
Marsha Greyeyes, Project Manager
Melissa Clinedinst, Senior Research Analyst
Kelley Aveilhe, Project Associate

Bios

Gerald Gipp, Executive Director, American Indian Higher Education Consortium (AIHEC)

Dr. Gerald Gipp was appointed Executive Director for AIHEC in January to joining AIHEC, he served six years as a Program Director in the Division of Educational System Reform, Directorate for Education and Human Resources, National Science Foundation in Arlington, VA.

Dr. Gipp is an enrolled member of the Standing Rock Sioux Tribe (Hunkpapa) from Fort Yates, North Dakota, where he graduated from the Standing Rock Community School. He is a graduate of Ellendale State Teachers College and earned a Ph.D. in Educational Administration from the Pennsylvania State University.

Dr. Gipp has an extensive background in the field of American Indian Education and Federal policy development and has enjoyed a diverse career. He has served as Executive Director for the Intra-Departmental Council on Native American Affairs, U.S. Department of Health and Human Services, the first American Indian to serve as the Deputy Assistant Secretary for the Office of Indian Education, in the U.S. Department of Education; the first American Indian to serve as President of the National Indian Nations University; a faculty member of the Educational Administration Program, Cultural Foundations of Education Graduate School at the Pennsylvania State University, and was the first American Indian to serve as the Director for the American Indian Leadership Program.

The National Indian Education Association honored Dr. Gipp in 1984 as "Educator of the Year." In 1995 he received the "Outstanding Leadership Award" from the Pennsylvania State University, College of Education and the American Indian Education Alumni Society.

Commission on Advancement of Racial and Ethnic Equity

As a presidential commission, this body is charged with the responsibility of advising the American Council on Education and its Center for Advancement of Racial and Ethnic Equity (CAREE) on various issues related to diversity in higher education. As a group, the Commission contributes to programs and activities coordinated by CAREE and provides leadership in four broadly defined CAREE program goals, which include:

- Raising awareness of the importance of increasing diversity at all levels on college and university campuses.
- Reviewing and discussing research studies and publications on issues of diversity.
- Serving as presenters, conveners, and mentors in leadership and professional development programs, academic meetings, and policy forums.
- Facilitating connections and linkages among the academy, the K–12 community, and corporate and philanthropic partners to promote diversity.

As role models for achieving greater diversity in postsecondary education, the CAREE Commissioners assume an active role in Council activities and work with the CAREE staff to ensure that the interests and concerns of minority constituencies are represented within ACE and throughout the entire higher education community. For more information, visit www.acenet.edu/about/commissions/caree.cfm.

COMMISSION CHAIR (TERM ENDING JUNE 30, 2004)

John W. Garland, President, Central State University (OH)

INCOMING CHAIR (TERM BEGINNING JULY 1, 2004)

Mildred Garcia, President, Berkeley College of New York and New Jersey

TERM ENDING 2004

David C. Chang, President, Polytechnic University (NY)
John J. DeGiola, President, Georgetown University (DC)
Sandra Featherman, President, University of New England (ME)
R. Barbara Gitenstein, President, The College of New Jersey
Reverend James N. Loughran, S.J., President, Saint Peter's College (NJ)
James E. Lyons, Sr., President, California State University, Dominguez Hills
Ronald Mason, President, Jackson State University (MS)

TERM ENDING 2005

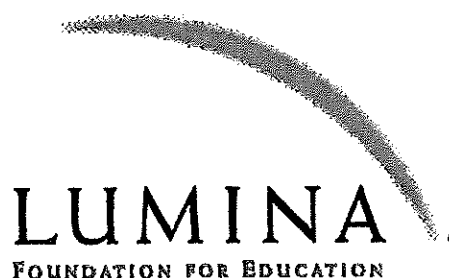
David W. Adamany, President, Temple University (PA)
Philip W. Eaton, President, Seattle Pacific University (WA)
Manuel J. Fernos, President, Inter American University of Puerto Rico Central Office
Ann Foxworthy, Superintendent/President, Allan Hancock College (CA)
Carlos Hernandez, President, New Jersey City University
Clayton D. Mote, President, University of Maryland College Park
Tessa Martinez Pollack, President, Our Lady of the Lake University (TX)
Gregory S. Prince, Jr., President, Hampshire College (NH)
James C. Renick, Chancellor, North Carolina A&T State University
Kay Schallenkamp, President, Emporia State University (KS)
Henry N. Tisdale, President, Claflin College (SC)

TERM ENDING 2006

Edna V. Baehre, President, Harrisburg Area Community College (PA)
Christopher C. Dahl, President, State University of New York College at Geneseo
Larry R. Faulkner, President, University of Texas at Austin
Christine Johnson, President, Community College of Denver (CO)
Rumaldo Z. Juarez, President, Texas A&M University–Kingsville
Augusta Souza Kapper, President, Bank Street College of Education (NY)
Peter Likins, President, University of Arizona
Sidney A. Ribeau, President, Bowling Green State University (OH)
Wayne D. Watson, Chancellor, City Colleges of Chicago (IL)

SPECIAL APPOINTMENTS

Antonio R. Flores, President, Hispanic Association of Colleges and Universities (TX)
Gerald E. Gipp, Executive Director, American Indian Higher Education Consortium (VA)
William H. Gray III, President and CEO, United Negro College Fund Inc. (VA)
Frederick S. Humphries, President and CEO, National Association for Equal Opportunity in Higher Education (MD)
Roger Nozaki, Executive Director, GE Foundation (CT)



News Release

For Immediate Release
March 9, 2004

For More Information Contact:
Kelly Wright – 317-262-8080
kwright@hetcom.com

Native American Higher Education Consortium to benchmark Tribal College student success *Lumina Foundation grant supports data collection, dissemination*

INDIANAPOLIS — The American Indian Higher Education Consortium (AIHEC) will make the first comprehensive attempt to gather and scrutinize student enrollment and retention data from the nation's 34 tribal colleges in hopes of improving higher education success rates for American Indian students nationwide.

Funded by a \$785,000 grant from Lumina Foundation for Education, AIHEC will gather Tribal College & University (TCU) student information and publish a report listing indicators of student success. AIHEC will also assess and strengthen the colleges' capabilities to collect and analyze their own data so that student-serving programs can be enhanced and improved.

"As demands for accountability increase at the nation's colleges, the importance of collecting and analyzing student data grows exponentially," said Martha D. Lamkin, president and CEO of Lumina Foundation. "Tribal Colleges with scarce resources and limited technical capacity have difficulty securing support and developing effective campus improvement plans. This grant will benchmark student success factors and lay the groundwork for future improvement initiatives."

- more -

Data collection and analysis are expected to be complete within two years. AIHEC plans to issue its findings in reports to colleges, tribal governments, federal and state policy-makers, foundations and other stakeholders. AIHEC Executive Director Gerald E. Gipp, Ph.D., said: "As AIHEC and the Tribal Colleges and Universities seek to increase the attainment and academic success of the students we serve, this initiative will also become a solid foundation for assisting TCUs with increased Federal reporting and accountability requirements, taking our cultural components into consideration, rather than alienating them."

"This grant continues to underscore the Lumina Foundation's history of working with underrepresented and underserved student populations and the obstacles they face," Gipp continued, "as well as their commitment to examining and supporting the role of community colleges in promoting students' enrollment, learning and attainment in postsecondary education."

TCUs have emerged over the last 30 years in response to the higher education needs of American Indians. Varying in stages of development and differing in structure and size, the colleges generally serve geographically isolated populations that have no other means of accessing education beyond the high school level. The colleges function similarly to mainstream community colleges and four-year universities while incorporating unique tribal cultural identities. The TCUs also are committed to fostering a family-like atmosphere and strong personal relationships between students and faculty. Most are located on remote reservations and serve small student bodies that are predominantly American Indian.

AIHEC is the voice of the nation's tribal colleges in the public and private sectors. It is an advocate for the development of colleges and provides technical assistance and other direct support to its member institutions. Founded in 1972 by the presidents of the nation's first six Tribal Colleges, AIHEC today represents 34 colleges in the U.S. and one in Canada.

#

Lumina Foundation for Education, a private, independent foundation, strives to help people achieve their potential by expanding access and success in education beyond high school. Through research, grants for innovative programs and communication initiatives, Lumina Foundation addresses issues surrounding access and success — particularly among underserved student groups, including adult learners. The Foundation bases its mission on the belief that post-secondary education remains one of the most beneficial investments that individuals can make in themselves and that society can make in its people. For more details on the Foundation, visit its Web site at www.luminafoundation.org.

Since 1972, AIHEC has served as the collective spirit and voice of our nation's TCUs, advocating on behalf of institutions of higher education that are defined and controlled by their respective tribal nations. AIHEC's inherent goals include strengthening and supporting tribal sovereignty; advancing and strengthening economic and community development; nurturing cultural-spiritual development; improving and enhancing utilization of land for the economic benefit of tribes and their members based within tribal cultures; and promoting opportunities for all TCU students so they may realize their full potential as citizens, leaders and educators. For more information about AIHEC, visit its Web site at www.aihec.org.



A MESSAGE FROM THE EXECUTIVE DIRECTOR

October 2003

Over the past year, I have continued to learn much about the diverse programs at the Tribal Colleges and Universities (TCUs) by visiting with presidents, faculty, students, community leaders and board members. It is clear that tribal colleges are effective leaders and change agents within tribal communities. Our colleges are providing a sustained balance of leadership that is needed at the local level to effect long-term systemic change to achieve the vision and well-being of Native people.

During Fiscal Year 2003, the American Indian Higher Education Consortium (AIHEC) has accomplished much to support the efforts of the colleges to effect change through:

- increased federal appropriations to support institutional operations, facilities, land grant programs, and technology;*
- expanded grant opportunities and support from the public and private sectors;*
- heightened national visibility with affiliate organizations, Congress, Federal agencies, foundations and private donors, and the media;*
- improved collection and dissemination of TCU-related data; and*
- enhanced technical assistance to tribal colleges in many different areas ranging from technology to health care to land grant development.*

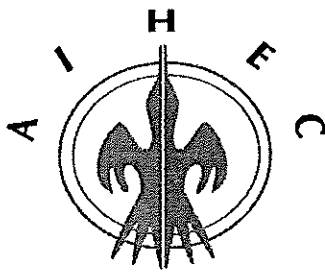
While we are very pleased with the accomplishments achieved in 2003, there is one in particular that warrants special attention. It is the creation of the MSI/AIHEC Leadership Fellows program in collaboration with The Alliance for Equity in Higher Education, the National Association for Equal Opportunity in Higher Education (NAFEO), and the Hispanic Association of Colleges and Universities (HACU). Funded by the W.K. Kellogg Foundation, this initiative recognizes the need to develop our leadership capacity at the presidential and senior administrative levels of our tribal colleges and other minority serving institutions. Over the next three years, nearly 100 Fellows of which one-third serve Tribal Colleges and Universities will be provided leadership training. We fully expect that this leadership initiative will expand into areas beyond the presidential level of our colleges.

AIHEC's primary goals next year – and in the years to come – are to bring even greater resources to our colleges to build their capacity to serve as leaders that will help tribal communities address many important social, economic and community development issues. In addition, a central continuing role is to promote greater access to culturally-based higher education for all students.

The following report outlines AIHEC's key accomplishments in 2003 and sets forth areas of major emphasis in 2004.

Sincerely,

Gerald E. Gipp, Ph.D.
Executive Director



FOR IMMEDIATE RELEASE

October 6, 2003

Contact: Diane L. Cullo
703-838-0400, Ext. 114

N-E-W-S R-E-L-E-A-S-E

CDC INVESTS \$1 MILLION TO ADMINISTER PROGRAM TO REDUCE DIABETES IMPACT IN TRIBAL COMMUNITIES

Honoring Our Health: Tribal Colleges and Communities Working Together to Prevent Diabetes

Alexandria, VA – The American Indian Higher Education Consortium (AIHEC) received a \$1 million commitment by the Centers for Disease Control and Prevention (CDC), National Diabetes Prevention Center, Division of Diabetes Transition for a third year to coordinate and administer a nationwide initiative through our nation's Tribal Colleges and Universities to reduce the impact of diabetes in tribal communities.

"This continued tremendous investment by the CDC in our tribal colleges confirms their commitment to thwart this devastating disease in Indian Country," said AIHEC Executive Director Gerald E. Gipp, Ph.D. "The CDC recognized the potential positive impact the tribal colleges could make and devoted the necessary staff and financial resources to truly make a difference."

An established Interagency Memorandum of Agreement between AIHEC and the CDC supports this multi-year initiative entitled, "Honoring Our Health: Tribal Colleges and Communities Working Together to Prevent Diabetes," and is part of AIHEC's mission to build capacity and infrastructure among the tribal colleges to address the needs of the American Indian communities they serve, including health disparities.

Preceding any Executive Order, the CDC recognized the need and importance of collaborating with American Indian populations to develop, implement, and disseminate creative diabetes prevention programs that demonstrate "what works" among Native American populations.

"The tribal colleges are some of the most important providers of education to Indian people," said CDC Senior Scientist Commander Lemyra Debruyne. "Who better to develop curricula and implement the necessary programs to have a measurable positive impact on community health in Indian Country than the TCUs?"

- more -

"This is a difficult, painful and frightening issue for all Americans, and the more we can learn about the destructive affects of diabetes and the ways in which we can optimistically approach the issues faced – particularly in tribal communities – the better off we will be for this generation and those to come," Commander Debruyn stated.

The goal of the undertaking is to promote health and to reduce the impact of diabetes in tribal communities, while developing programs at individual Tribal Colleges and Universities (TCUs) that will have a measurable positive impact on community health in the areas served by TCUs.

Community involvement is a key ingredient to the success of this initiative. The TCUs must engage community members in their project activities; however, we do not dictate how the community is to partake. It is based on the unique characteristics of each institution and the community they serve. Colleges are strongly encouraged to include students in the project planning and implementation.

Tribes in the Northwest are experiencing an epidemic of Type 2 Diabetes, and of the complications of diabetes, yet Type 2 Diabetes and its complications are preventable. William L. Freeman, MD, Director of Tribal Community Health Programs & Human Protections Administrator, Northwest Indian College manages the award it received from AIHEC and the CDC to specifically help prevent Type 2 Diabetes and its complications by developing and teaching a course "Diabetes in Native Communities" for NWIC academic students, people with diabetes, tribal health staff, home care aides, and high school students in the NWIC's Upward Bound program; to incorporate diabetes material into class sessions in other NWIC courses; to hold a Summer Institute for diabetes educators, to present plans and results of diabetes education projects by NWIC and others; and to conduct both formative evaluation and impact evaluation of this Project, by obtaining feedback from student and faculty participants and associated caregivers, by pre-post tests and "stages of care" self-assessments, and other methods.

AIHEC, in cooperation with the National Diabetes Prevention Center, will assist each funded project throughout out the project year by conducting networking and technical assistance workshops to encourage collaboration, resource development, and partnerships among the participating institutions.

- more -

"Federal Agencies and the private sector have to get used to the idea of a long term commitment for their philanthropic investments," said Commander DeBruyn. "In return, recipients must be steadfast in delivering an honest assessment of their effectiveness through program evaluations and on-going communications."

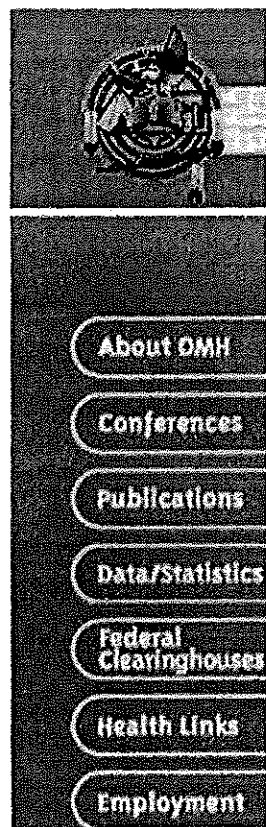
"The importance of education for young Indian populations to learn about diabetes and science and the impact diabetes has across the US and Indian Country makes the tribal colleges the perfect venue to develop culturally relevant programs, built in understanding, with what it takes to build a program that works," Commander DeBruyn concluded.

In FY2002, AIHEC made six sub-award planning grants including the College of Menominee Nation - Keshena, WI; Fort Belknap College - Harlem, MT; Haskell Indian Nations University - Lawrence, KS; Sinte Gleska University - Rosebud, SD; Stone Child College - Box Elder, MT; and Turtle Mountain Community College - Belcourt, ND. Additionally, AIHEC awarded four implementation grants to Blackfeet Community College - Browning, MT; Fort Peck Community College - Poplar, MT; Northwest Indian College - Bellingham, WA; United Tribes Technical College - Bismarck, ND.

"AIHEC is committed to a long-standing relationship with the Centers for Disease Control and Prevention, National Diabetes Prevention Center to not only educate our tribal communities on how to promote good health practices on campus and throughout our communities, but also to reduce this destructive disease from continuing to negatively impact on our people," concluded Dr. Gipp.

###

Since 1972, AIHEC has served as the collective spirit and voice of our nation's TCUs, advocating on behalf of institutions of higher education that are defined and controlled by their respective tribal nations. AIHEC's inherent goals include strengthening and supporting tribal sovereignty; advancing and strengthening economic and community development; nurturing cultural-spiritual development; improving and enhancing utilization of land for the economic benefit of tribes and their members based within tribal cultures; and, promoting opportunities for all TCU students so they may realize their full potential as citizens, leaders, and educators.



What's New

National Tribal College Consortium Establishes Leadership Institute to Train Future American Indian Leaders

FOR IMMEDIATE RELEASE

May 7, 2003

**Contact: Diane L. Cullo
703-838-0400, ext. 114**

Tribal College Veteran Hired to Direct Initiative

Alexandria, VA - Following the successful completion of its 24-month reorganization, the American Indian Higher Education Consortium (AIHEC) announces the implementation of a national Leadership Institute to meet the challenge of developing and enhancing the leadership capacity in Indian Country.

The AIHEC Leadership Institute under the flagship Leadership Fellows Program is part of a collaborative effort within a larger W.K. Kellogg MSI Leadership Fellows Program aimed at increasing the number of senior-level leaders at Minority Serving Institutions (MSIs). Consisting of three distinct programs led by the founding partner organizations of the Alliance for Equity in Higher Education, including AIHEC, the Hispanic Association of Colleges and Universities (HACU), and the National Association for Equal Opportunity in Higher Education (NAFEO). The purpose of each is to prepare 30 individuals annually - and across the MSI organizations represented - for the challenges and rigors of becoming the next generation of senior-level leaders at the nearly 340 minority serving institutions in the U.S. In addition to participation in joint and individual workshops, seminars, and discussion groups during the academic year, each Fellow is matched with a Mentor president from another MSI who serve as a guide and resource throughout the Fellowship year, and beyond.

"Indian nations, Tribal Colleges and Universities, and AIHEC recognize that effective leadership is essential to achieve our vision for Indian country, and we view the tribal colleges as a viable mechanism to achieve their goal of reestablishing themselves as healthy viable communities and thus, healthy nations," said AIHEC Executive Director Gerald Gipp. "Healthy in terms of developing a well educated citizenry; revitalizing the business and economic environments on and near the Indian reservations; regaining physical, mental, and spiritual health of each and every tribal member."

The Initial AIHEC Leadership Fellows Program is designed to increase the number of American Indian senior-level leaders at Tribal Colleges and Universities (TCUs). Ten fellows will be selected every year over the next three years to receive training aimed at developing the leadership skills needed to be a successful senior-level administrator. The AIHEC Leadership Fellows Program also focuses on developing

skills needed to manage issues specific to Tribal Colleges and Universities and is unique in that it addresses leadership as it occurs in the context of minority-serving campuses, focusing on the interaction of the institution and the individual leader and the unique and complex situations endemic to MSIs, as well as individual leadership development.

The AIHEC Leadership Institute is part of the AIHEC Membership & Leadership Services department, which focuses on the specific needs of existing AIHEC members institutions, as well as supporting tribal governments and other affiliate organizations that serve American Indians in higher education; business and economic development; health; and tribal and Federal program administration areas. The Member Services department is the seventh - and final - department established since Dr. Gipp took the reins as AIHEC Executive Director in January 2001. Other AIHEC departments include Technology Development & Operations; Policy Analysis & Research; Federal Relations; Congressional Relations; Development, Communications, & Program Initiatives; and, Finance & Administration.

Supervising the Membership Services function as well as the AIHEC Leadership Institute is Dr. Deborah Wetsit, an accomplished advocate for Indian education and tribal college educator. Dr. Wetsit begins her journey with AIHEC having already served a myriad of positions within the tribal college community. Immediately preceding her position with AIHEC, Dr. Wetsit was the Academic Vice President at Fort Peck Community College in Poplar, MT. Well-versed in the rewards tribal colleges offer, her experience includes positions at Haskell Indian Nations University in Lawrence, KS, Salish Kootenai College in Pablo, MT, and the Fort Belknap Education Department in Harlem, MT. In the mainstream institutional arena, Dr. Wetsit has served professional engagements with the University of Montana, Eastern Montana College, and Montana State University.

"It is an honor to participate in this type of initiative because of its tremendous potential to impact tribal colleges, their communities and all of Indian Country," said AIHEC Membership Services and Leadership Program Director Deborah Wetsit.

Dr. Wetsit earned her B.A. in Sociology from the University of Montana in Missoula. Her education continued with her Masters of Education degree in Adult and Higher Education from Montana State University. A licensed clinical professional counselor, Dr. Wetsit earned her doctorate from the University of Montana in Guidance and Counseling. In addition to the many native studies and counseling courses she has taught, Dr. Wetsit has provided training services on a number of projects, including those for the Montana Highway Patrol, National TRIO Training Project, and Cultural Values Training for the Indian Life Company. Her insights on indigenous education have appeared in several national publications and studies.

AIHEC was founded in 1972 by the presidents of the nation's first six tribal colleges, as an informal collaboration among member colleges. Unlike most professional associations, each member institution governs it jointly, and its mission is to support the work of these colleges and the national movement for tribal self-determination. Specifically, AIHEC strives to maintain commonly held standards of quality in American Indian education; to support the development of new tribally controlled colleges; to promote and assist in the

development of legislation to support American Indian higher education; and to encourage greater participation by American Indians in the development of higher education policy.

As AIHEC continues to celebrate its 30th year of service, many new challenges and tasks face the Consortium, all of which are priorities for the nation's Tribal Colleges and Universities. One of the most important initiatives for the tribal colleges as a whole is to increase the annual Congressionally appropriated funding to fully authorized levels as well as constantly seeking new authorizations to ultimately benefit the approximately 30,000 full- and part-time students within these communities throughout the country.

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(Last Modified: May 14, 2003)

Tribal Colleges Drum Up Students

30,000 Learning Job Skills, Indian Heritage, Culture

By TOM NUGENT
Special to The Washington Post

MOUNT PLEASANT, Mich.—One of the first things George Roy tells his new Ojibwe students each semester is that they should feel free to call him "Signaak," rather than "Mr. Roy."

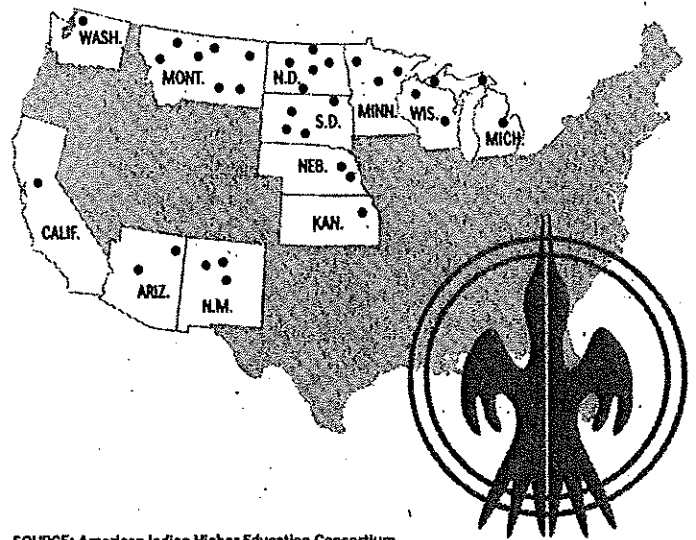
"It means 'Blackbird,'" explains Roy, a veteran Native American Studies instructor at the Saginaw Chippewa Tribal College here, about 60 miles north of Lansing. Pronounced SIG-ah-nawk, it is his tribal name. "Among Native Americans, tribal family names are a big part of your identity. And the language is also important—it's the glue that holds our culture together."

Like the increasingly popular Ojibwe language courses at Saginaw Chippewa, America's 58 tribal colleges are these days drawing more students than ever before. Created in the late 1960s to provide poverty-ridden reservation Indians with skills for the U.S. job market, the colleges are now educating more than 30,000 full- and part-time students each semester, with most of the campuses located in the Great Plains states and the Southwest.

While nearly doubling their student enrollment during the past decade, these specialized community colleges—most award two-year associate degrees—have also triggered a surge of interest among students in courses dealing with Native American culture, language and art. Seven of the res-

Tribal Colleges

Thirty-four of the 58 tribal colleges in the United States belong to the American Indian Higher Education Consortium.



SOURCE: American Indian Higher Education Consortium

THE WASHINGTON POST

ervation-linked schools have expanded into four-year degree-granting colleges in recent years and several offer master's degrees.

In addition to addressing cultural issues, many tribal colleges are trying to help the country's 1.5 million reservation-area Indians cope with poverty and unemployment, which is now estimated at 49 percent in many communities.

The colleges' success is also showing up in how students are prepared for more advanced education. An American Indian Higher Education Consortium survey found that only 10 percent of Native Americans who enter mainstream, four-year colleges and universities directly from high school earn a degree. But the graduation rate jumps to more than 90 percent for those who have first attended a two-year tribal college.

"Those numbers speak for themselves," said Gerald E. Gipp, executive director of the consortium, a Washington-based advocacy group that represents 34 U.S. tribal colleges. "But the tribal colleges are doing more for their communities than just preparing Indian students to compete in the mainstream. Increasingly, they're helping many Native Americans to rediscover their cultures and

relearn their own languages. They're teaching students about native plants and medicines, or traditional tribal arts and crafts. Learning about their own culture gives Indian students a new feeling of empowerment and pride."

At Saginaw Chippewa, Native American Arts instructor Patrick Collins said many of his students "are interested in regaining their culture. They're drawn to learn about Ojibwa arts and traditions by what we call 'blood memory'—by the spirit that is inside them and has never been lost. When they learn about drumming or about traditional alabaster sculpture, then they start to feel the excitement of discovering their own buried identities."

"I remember my first powwow, 15 years ago," said Collins, 28, a Native American. "I'd grown up in Michigan without knowing the [Ojibwe] language or anything about our culture. But then I went to the powwow and I heard the drum. You know, they say the drum is the 'heartbeat of our people.' I heard that, and it gave me goose bumps. My 'blood memory' was starting to return. And this return of memory is what I often see in my students, when we talk in class about Native Amer-

See TRIBAL, A5, Col. 1

Indian Colleges Foster Heritage

TRIBAL, From A3

ican arts. I think we're experiencing a renaissance at the tribal colleges—a rebirth of Indian cultures and values."

About 20 percent of the students at the colleges are non-Native Americans.

Although many tribal college administrators say they are primarily focused on helping Native Americans recover their cultural past, others point out that they are determined to build rigorous academic programs for all students, regardless of their ethnic backgrounds.

At Bay Mills Community College in Brimley, Mich.—an Ojibwa institution that began operations in an abandoned fish-processing plant back in the early 1980s—President Michael "Mickey" Parish noted that "we do our best to help with these cultural issues—but we still expect students to do their homework. We require students to meet high academic standards, just like any other college."

At Bay Mills, with 400 students, the course content shows the strong influence of the surrounding Native American community.

"A lot of students in my Western Civilization course are surprised to discover that there was a thriving city of 30,000—Cahokia—located in Illinois, back dur-

ing the 13th and 14th centuries," said Rick Elder, a non-Native American who teaches history. "While Europe was going through the plagues of the medieval period, this group of Mississippians [Indians] had built a sophisticated culture, complete with temples and a priest-based religion."

"That's the kind of subject matter that makes studying history a little different at a tribal college."

Although many educators at the tribal colleges said they feel optimistic about the future, some warned that the battle to rescue Indian culture from impending extinction hasn't been won yet.

"As Native Americans, I don't think we should forget that we're still engaged in a struggle for survival," said Saginaw Chippewa College President Jeffrey L. Hamley. "Preserving the tribal colleges is an equity issue and it's a social justice issue. In many ways, I think Native Americans got left out of the civil rights movement. As a result, we've had to work hard to build institutions that will ensure our self-determination and our identity."

According to Hamley, the demographic profile of America's tribal college students reflects the social stresses they face. About 65 percent of the students are women, and more than half are single parents. Their average

age—31.5 years—is slightly higher than the average age of U.S. community college students, which is 29.

Like most tribal college and university administrators today, Gipp frets constantly over lack of resources—and especially over lack of funding from the federal government, which is today providing only \$3,912 in tuition assistance per Indian student, rather than the \$6,000 per student authorized by Congress under the 1978 law that helped to create the colleges. (As "sovereign nation" institutions, most tribal colleges are ineligible for financial assistance from state and local governments.)

"The tribal colleges are the most underfunded institutions of higher education in America today," said Gipp, after pointing out that the U.S. Bureau of Indian Affairs and the Department of the Interior each year together decide how much of the \$6,000-per-student, congressionally authorized funding maximum to actually allocate to the institutions. "We need more resources; if we're going to continue growing and getting better—and yet the president's latest proposed budget calls for a \$4 million cut in federal funds [currently \$42 million a year] for the tribal colleges."

"We need to reach funding parity with all the other colleges and universities across the country."



FOR IMMEDIATE RELEASE

May 7, 2003

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N-E-W-S R-E-L-E-A-S-E

NATIONAL TRIBAL COLLEGE CONSORTIUM ESTABLISHES LEADERSHIP INSTITUTE TO TRAIN FUTURE AMERICAN INDIAN LEADERS

Tribal College Veteran Hired to Direct Initiative

Alexandria, VA – Following the successful completion of its 24-month reorganization, the American Indian Higher Education Consortium (AIHEC) announces the implementation of a national Leadership Institute to meet the challenge of developing and enhancing the leadership capacity in Indian Country.

The AIHEC Leadership Institute under the flagship Leadership Fellows Program is part of a collaborative effort within a larger W.K. Kellogg MSI Leadership Fellows Program aimed at increasing the number of senior-level leaders at Minority Serving Institutions (MSIs). Consisting of three distinct programs led by the founding partner organizations of the Alliance for Equity in Higher Education, including AIHEC, the Hispanic Association of Colleges and Universities (HACU), and the National Association for Equal Opportunity in Higher Education (NAFEO). The purpose of each is to prepare 30 individuals annually – and across the MSI organizations represented – for the challenges and rigors of becoming the next generation of senior-level leaders at the nearly 340 minority serving institutions in the U.S. In addition to participation in joint and individual workshops, seminars, and discussion groups during the academic year, each Fellow is matched with a Mentor president from another MSI who serve as a guide and resource throughout the Fellowship year, and beyond.

"Indian nations, Tribal Colleges and Universities, and AIHEC recognize that effective leadership is essential to achieve our vision for Indian country, and we view the tribal colleges as a viable mechanism to achieve their goal of reestablishing themselves as healthy viable communities and thus, healthy nations," said AIHEC Executive Director Gerald Gipp. "Healthy in terms of developing a well educated citizenry; revitalizing the business and economic environments on and near the Indian reservations; regaining physical, mental, and spiritual health of each and every tribal member."

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The initial AIHEC Leadership Fellows Program is designed to increase the number of American Indian senior-level leaders at Tribal Colleges and Universities (TCUs). Ten fellows will be selected every year over the next three years to receive training aimed at developing the leadership skills needed to be a successful senior-level administrator. The AIHEC Leadership Fellows Program also focuses on developing skills needed to manage issues specific to Tribal Colleges and Universities and is unique in that it addresses leadership as it occurs in the context of minority-serving campuses, focusing on the interaction of the institution and the individual leader and the unique and complex situations endemic to MSIs, *as well as* individual leadership development.

The AIHEC Leadership Institute is part of the AIHEC Membership & Leadership Services department, which focuses on the specific needs of existing AIHEC members institutions, as well as supporting tribal governments and other affiliate organizations that serve American Indians in higher education; business and economic development; health; and tribal and Federal program administration areas. The Member Services department is the seventh – and final – department established since Dr. Gipp took the reins as AIHEC Executive Director in January 2001. Other AIHEC departments include Technology Development & Operations; Policy Analysis & Research; Federal Relations; Congressional Relations; Development, Communications, & Program Initiatives; and, Finance & Administration.

Supervising the Membership Services function as well as the AIHEC Leadership Institute is Dr. Deborah Wetsit, an accomplished advocate for Indian education and tribal college educator. Dr. Wetsit begins her journey with AIHEC having already served a myriad of positions within the tribal college community. Immediately preceding her position with AIHEC, Dr. Wetsit was the Academic Vice President at Fort Peck Community College in Poplar, MT. Well-versed in the rewards tribal colleges offer, her experience includes positions at Haskell Indian Nations University in Lawrence, KS, Salish Kootenai College in Pablo, MT, and the Fort Belknap Education Department in Harlem, MT. In the mainstream institutional arena, Dr. Wetsit has served professional engagements with the University of Montana, Eastern Montana College, and Montana State University.

"It is an honor to participate in this type of initiative because of its tremendous potential to impact tribal colleges, their communities and all of Indian Country," said AIHEC Membership Services and Leadership Program Director Deborah Wetsit."

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Dr. Wetsit earned her B.A. in Sociology from the University of Montana in Missoula. Her education continued with her Masters of Education degree in Adult and Higher Education from Montana State University. A licensed clinical professional counselor, Dr. Wetsit earned her doctorate from the University of Montana in Guidance and Counseling. In addition to the many native studies and counseling courses she has taught, Dr. Wetsit has provided training services on a number of projects, including those for the Montana Highway Patrol, National TRIO Training Project, and Cultural Values Training for the Indian Life Company. Her insights on indigenous education have appeared in several national publications and studies.

AIHEC was founded in 1972 by the presidents of the nation's first six tribal colleges, as an informal collaboration among member colleges. Unlike most professional associations, each member institution governs it jointly, and its mission is to support the work of these colleges and the national movement for tribal self-determination. Specifically, AIHEC strives to maintain commonly held standards of quality in American Indian education; to support the development of new tribally controlled colleges; to promote and assist in the development of legislation to support American Indian higher education; and to encourage greater participation by American Indians in the development of higher education policy.

As AIHEC continues to celebrate its 30th year of service, many new challenges and tasks face the Consortium, all of which are priorities for the nation's Tribal Colleges and Universities. One of the most important initiatives for the tribal colleges as a whole is to increase the annual Congressionally appropriated funding to fully authorized levels as well as constantly seeking new authorizations to ultimately benefit the approximately 30,000 full- and part-time students within these communities throughout the country.

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Since 1972, AIHEC has served as the collective spirit and voice of our nation's TCUs, advocating on behalf of institutions of higher education that are defined and controlled by their respective tribal nations. AIHEC's inherent goals include strengthening and supporting tribal sovereignty; advancing and strengthening economic and community development; nurturing cultural-spiritual development; improving and enhancing utilization of land for the economic benefit of tribes and their members based within tribal cultures; and, promoting opportunities for all TCU students so they may realize their full potential as citizens, leaders, and educators.

Tribal colleges a study in success

Enrollments are up at these specialized schools where eager students tackle subjects ranging from Indian language to computer science

By Tom Nugent
Special to the Tribune
Published January 13, 2003

MT. PLEASANT, Mich. — When college language instructor George Roy greets his students in Ojibwa 101 each semester, he tells them that he also goes by another name.

"My tribal family name is Signaak and it means 'Blackbird,'" explains Roy, 56, an instructor in the Native American studies program at Saginaw Chippewa Tribal College, located 65 miles north of Lansing.

"As a Native American, I've learned that tribal family names are a big part of your identity. And the language also is important because language is the glue that holds our culture together," he said.

The growing popularity of the Saginaw Chippewa courses in Native American studies and the Ojibwa language—spoken by the Ojibwe tribe—are an example of thriving times for America's 58 tribal colleges.

The schools were launched in the late 1960s to provide educational skills that might help Indians mired in poverty on reservations to compete better in the job market. The colleges are now educating more than 30,000 full- and part-time students each year, with most of the campuses located in the Great Plains and the Southwest.

Enrollment at these specialized community colleges—most offer two-year associate degrees—has nearly doubled during the past decade. Five of the reservation-linked schools have blossomed into four-year, degree-granting colleges, and several offer master's degrees.

Tribal colleges 'here to stay'

"There's no doubt that the tribal colleges are here to stay," said Gerald Gipp, executive director of the American Indian Higher Education Consortium, a Washington-based lobbying group that includes 34 tribal colleges. **"These students are learning everything from computer skills to traditional Native American medicines and language and art. In addition, nearly 40 percent of our students today are non-Native Americans in search of the job skills and general education you'd expect to find at any community college."**

Gipp notes, however, that "the tribal colleges are doing a lot more for their communities than simply preparing Indian students to compete in the mainstream. Increasingly, they're helping many Native Americans to rediscover their own cultures, and relearn their own languages. They're teaching students about native plants and medicines, for example, or about traditional tribal arts and crafts.

"By helping Native Americans learn more about their own cultures, the colleges are giving them a new feeling of empowerment, a new feeling of pride in their own identity," he said.

Instructors at tribal colleges in Minnesota, Wisconsin and Michigan emphasized the importance of the schools as centers for regaining lost culture and language.

Though authorizations call for funding of \$6,000 per student for the colleges, appropriations now total only about \$3,900 per student.

"We're very concerned. All of our colleges have been the most underfunded higher education institutions in this country," said AIHEC Executive Director Gerald Gipp, a member of the Hunkpapa Lakota tribe.

Indian advocates say support from the federal government is crucial to efforts to lift American Indians out of crushing poverty. An estimated 24.5 percent of the American Indian population was living in poverty, more than double the overall U.S. rate, according to the latest census.

In response to AIHEC demands, a U.S. Senate task force met last spring to begin exploring funding options, and in July, President Bush signed an executive order recognizing the "significant role" of the tribal colleges and pledging to include them in education initiatives.

But in his budget for the fiscal year that began in October, President Bush proposed a 5 percent funding cut to the colleges, trimming annual appropriations to \$39 million.

Funding levels are still being negotiated on Capitol Hill, but American Indians, who represent only 0.9 percent of the U.S. population and have little political clout, are not optimistic about the outcome.

"Some see government funding as begging for handouts, but some say our education is paid for by the blood of our ancestors and by payment for stolen land," said Haskell student body president Casey Douma. "There is nothing free about our education. We have this because our people lost everything."

A PAINFUL PAST

Haskell was one of a handful of "boarding schools" for American Indians founded in the late 1800s by the U.S. government. Dubbed the United States Indian Industrial Training School, Haskell opened in 1884 with 22 students.

School leaders cut off children's hair, discarded their Indian clothing and refused to let them speak in native languages or practice their religions. The students were not allowed to leave the school for family visits for at least four years and were drilled daily in "white man" ways.

School historians say some Indian families sent their children willingly to the school, believing it would help them, while others lost their children to government round-ups.

Of those original schools, Haskell is the only one operating today. Its transformation took place slowly, gaining steam in the 1960s and 1970s along with Indian activism.

"The idea was to take the Indian out of the soul without killing the man," said Dr. George Godfrey, national program leader for multicultural alliances at the U.S. Department of Agriculture.

"Yet out of this has developed an immense pride and a tool for pressing on with issues important to Indians," Godfrey said. "Haskell and these other schools are training native American peoples who will be the future policy makers and leaders throughout the country."

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Mission: On behalf of the American Indian Higher Education Consortium's member tribal colleges and universities, we provide information for everyone interested in American Indian higher education. Our culture-based publication addresses subjects important to the future of American Indian and Alaska Native communities utilizing both journalistic and scholarly articles.

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Winner of the Native American
Journalists Association's
General Excellence Award in 2000

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**A Special Message
from Gerald E. Gipp, Ph.D.**
*Executive Director,
American Indian Higher Education Consortium*

Thirty years ago, the leaders of the six fledgling tribal colleges gathered to discuss the future of their colleges and how they might keep their doors open for a few hundred students. These mavericks of their time, along with a handful of others, committed their professional careers to educating American Indian youth, as they – for the first time in history – sought to develop and control the destiny of their institutions. They resolved that they would stand together in their pursuit. As the colleges grew, they faced numerous challenges that could have divided them; yet, they insisted that a unified voice would serve as the hallmark of their vision, to offer culturally relevant higher education – an approach unlike any other in the history of American education.

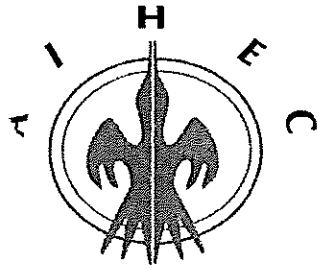
To achieve this goal, they created the American Indian Higher Education Consortium (AIHEC) to serve as their unified voice in their quest to foster a nationwide movement and promote their collective vision. Despite overwhelming skepticism, during the 1970s that group of educators worked diligently to successfully advocate for passage of the Tribally Controlled Community College Act, which allowed others to join the movement. In the 1980s, with added leadership among their ranks, the AIHEC Board of Directors successfully entered the philanthropic arena by creating the American Indian College Fund to provide funding for student scholarships and other special initiatives.

In the 1990s, the AIHEC leadership successfully advocated for land grant status and the issuing of an executive order that dramatically increased federal funding. Among the results, tribal colleges are providing leadership at the K-12 level in systemic reform of mathematics, science, engineering, and information technology. And finally, through the generosity of private funding, AIHEC purchased their current office building in Alexandria, VA. In the 21st century, there are greater opportunities for growth into the vocational and technological fields; into graduate level programs; into the professional fields of medicine, law, and engineering among others. The prospects for international and cultural exchanges are more exciting than ever before.

The AIHEC colleges are a success story, growing to 33 colleges and universities in 12 states with more developing throughout the country. They educate some 30,000 full- and part-time students from over 250 federally recognized tribes, yet they are the most under-funded institutions of higher education in America. Despite this struggle, they have never lost sight of their tribal cultures and its appropriate role in the learning environment.

As we strengthen our tribal college infrastructures, it is imperative that we continue to speak with a unified voice, to develop new schools, and educate the leaders of tomorrow. This anniversary issue of the *Tribal College Journal* is a tribute to our founders and current presidents.

Together, we can help tens of thousands of American Indian students realize their hopes and dreams, for they represent not only the bright light of hope in the skies over Indian Country; but as our country struggles to meet the challenges of our modern world, they are the bright light of hope in the skies over America.



FOR IMMEDIATE RELEASE

October 28, 2002

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**STATEMENT BY AIHEC EXECUTIVE DIRECTOR GERALD E. GIPP ON THE SWEARING-IN OF THE
WHITE HOUSE INITIATIVE ON TRIBAL COLLEGES AND UNIVERSITIES PRESIDENTIAL ADVISORY BOARD**

Years ago, the Tribal Colleges and Universities (TCUs) presidents and the American Indian Higher Education Consortium (AIHEC) were instrumental in facilitating the formation of the White House Initiative on Tribal Colleges and Universities, during the Clinton Administration.

President Bush agreed to extend the original Executive Order through July 3, when he signed his own order and appointed members to the White House Initiative on Tribal Colleges and Universities' Presidential Board of Advisors during a ceremony in the Oval Office. That action confirmed this Administration's support of our nation's Tribal Colleges and Universities, the Federally recognized tribes they represent, and the students and communities they serve.

As the AIHEC Executive Director representing all 32 TCUs in the United States, I witnessed that signing in July, and today, I had the privilege of attending the official swearing-in of the Presidential Board of Advisors at the Institute of American Indian Arts in Santa Fe, New Mexico, as well as presenting at their first official Board meeting.

During that presentation, I expressed to the Advisory Board that it is the tribal colleges' expectation that they focus their efforts on making recommendations to the President and the Secretary of Education on ways the TCUs can strengthen and expand their resources, programs, facilities, and use of technologies with the direct assistance of the Federal Government and the private sector.

The Executive Order states, "It is the policy of the Federal Government that this Nation's commitment to educational excellence and opportunity must extend as well to the Tribal Colleges and Universities that serve Indian tribes and Alaska Native entities.

The President's Board of Advisors on Tribal Colleges and Universities (the "Board") and the White House Initiative on Tribal Colleges and Universities (WHITCU) established by this order shall ensure that this national policy regarding tribal colleges is carried out with direct accountability at the highest levels of the Federal Government."

Without their active leadership over the White House Initiative, the momentum gained for the TCUs to date will be lost. AIHEC and the tribal colleges will continue working to overcome the most prevalent obstacle of establishing parity in Federal Government funding of the nation's TCUs on a level equivalent with mainstream institutions, and this Board of Advisors – with the right level of member participation – could be the vehicle to strengthen and secure the tribal colleges, institutionally and programmatically.

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Since 1972, AIHEC has served as the collective spirit and voice of our nation's TCUs, advocating on behalf of institutions of higher education that are defined and controlled by their respective tribal nations. AIHEC's inherent goals include strengthening and supporting tribal sovereignty; advancing and strengthening economic and community development; nurturing cultural-spiritual development; improving and enhancing utilization of land for the economic benefit of tribes and their members based within tribal cultures; and, promoting opportunities for all TCU students so they may realize their full potential as citizens, leaders, and educators.

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U.S. President George W. Bush smiles before signing the Tribal Colleges and Universities Executive Order in the Oval Office at the White House, July 3, 2002. Standing behind the president are members of the U.S. Indian education and business communities.

REUTERS/Larry Downing

always adapted to meet the immediate needs of their communities and students," says David Cournoyer, communications manager of the W.K. Kellogg Foundation's Youth and Education Program.

Tribal colleges offer programs geared toward meeting local work force demands, in fields such as education, health care and tribal administration. They also offer curriculums that match core economic activities. For example, colleges set in communities relying on agriculture or timber offer certificate and degree programs in environmental sciences, natural resources management and construction.

Besides supplying a work force, many tribal colleges have assumed the responsibility of making certain that the work force is physically and spiritually healthy. Gerry Gipp, executive director of the Alexandria, Va.-based American Indian Higher Education Consortium (AIHEC), says this is key to building strong economies.

"We have people living in poverty. There are problems with alcohol and drugs. We also have nutrition issues," says Gipp.

A growing number of colleges have wellness programs, targeting tribal members on and off campuses. These programs often include alcohol and drug intervention counseling, workout rooms and community outreach to promote the importance of healthy diets.

"There's a lot of rebuilding that has to take place there. It's clear that our colleges can play that kind of role," Gipp says.

Tribal colleges have had to fight to put themselves on the higher education map. And, Cournoyer adds, "This prominence has brought more opportunity in terms of funding from the federal government and private sector, such as foundations."

Most tribal colleges receive some form of federal funding, generally through the Tribally Controlled College or University Assistance Act of 1978. However, the per-student amount allocated to tribal colleges is less than half of what is allocated to mainstream institutions. Consequently, many tribal colleges face major staffing issues, such as high turnover rates, and are forced to hold classes in old buildings with leaky roofs and cracked foundations.

Tribal colleges were destined to play a more vital role in building their local economies. The isolation, as well as the impoverished conditions, of most reservations has

Tribal Colleges

Making Their Mark in Indian Country

By Michelle Tirado

WHEN THEY FIRST EMERGED more than 30 years ago, tribal colleges were driven by a single mission — to provide tribal members with higher education opportunities. Today, they're turning out more than certificates and degrees. They're turning out infrastructure, entrepreneurs and their own for-profit enterprises. They're trying to turn their tribal economies around.

There are now 31 tribal colleges in the nation. These institutions are chartered by individual tribes, groups of tribes or the federal government. States in the High Plains — including Montana, North Dakota and South Dakota — have the largest concentration of tribal colleges. Unemployment and poverty rates run high on reservations in this region. On the Rosebud Sioux Indian Reservation in South

Dakota, for example, the unemployment rate is over 80 percent and the per capita is about \$4,000.

Like their mainstream counterparts, tribal colleges, just by providing educational programs and services, contribute to local economies. They create jobs. Haskell Indian Nations University in Kansas employs a faculty of more than 240. Leech Lake Tribal College in Minnesota has 35 on its faculty and administrative rosters. And like mainstream schools they produce a pool of skilled workers. But the similarities end there.

Tribal colleges evolved differently. "Adaptation and evolution is really how the tribal colleges began, because majority, mainstream institutions were not serving tribal students. Tribes said, 'We need an alternative.' They've

made it so. Tribal colleges not only want to deliver an education to community members; they want to make sure that jobs, and chances for success, are available to every individual that earns a certificate or degree within their walls.

"They're becoming the centers, the hubs, of these kinds of activities. Because of their locations, they'll continue playing a major role in the development of their tribal communities," Gipp says.

Turtle Mountain Community College — one of the "original six" in the nation's High Plains — opened its doors in 1972. In the beginning, the college's objective was to offer the 15,000 or so people who lived on the Turtle Mountain Chippewa's remote North Dakota reservation the education and training needed to transfer to four-year universities or to obtain employment. It was a chance that, up until then, they never had to succeed.

President Gerald "Carty" Monette joined Turtle Mountain Community College in 1973. He has watched the school grow, mature — a maturity that goes beyond the ever-expanding student body, which averages 600 to 700 per year. It goes beyond the new campus, a gleaming white, 109,000-square-foot, state-of-the-art facility located near Belcourt Lake that opened in 1999.

It's about realizing and embracing its role as a central force in changing the infrastructure and the economy on the reservation. "As the years go by, it may turn out to be our most important role," Monette says.

There are clear signs of the school's commitment to change on the Turtle Mountain Chippewa's 72-square-mile reservation. There is a pilot project, a scattering of nodes providing high-performance, wireless connectivity to the college and other tribal buildings. When the tribe considered developing its wind power potential in the 1990s, it was the college — its staff and students — that conducted the feasibility study. The tribe erected a 100 kW, three-blade, 80-foot-tall turbine in 1996.

More significant is the college's dedication to training and nurturing entrepreneurs. In 1995, with funding from the W.K. Kellogg Foundation, it established its Center for New Growth and Economic Development. Here tribal members interested in launching businesses on or near the reservation can enroll in a two-year entrepreneur certificate program or receive consultation services, such as needs assessments and technical assistance, when starting or expanding businesses.

While the center is not churning out a steady stream of new businesses, there have been a few success stories. One tribal member started a farrier business. Two brothers, who once earned their living as "bush" mechanics, opened an auto repair shop. Another tribal

member invented special shoes for diabetics and has partnered with the Indian Health Service, which is building a facility to manufacture the shoes. And there was the entrepreneur who provided cafeteria services to the college for two years.

Practicing what it preaches, Turtle Mountain Community College is pursuing a few for-profit ventures of its own. In 2001, the Office of University Partnerships awarded the college a \$399,440 Tribal Colleges and Universities Grant to develop a commercial arts department, which includes converting a few buildings on the old campus into a new fine arts center.

One of the buildings will house a commercial print shop. "There is no print shop in this part of North Dakota. It's an area that is open for development," says Monette.

Scheduled to open this winter, the print shop will serve as a training ground for graphic arts students. Monette says the college will compensate students who work in the shop either with paychecks or tuition discounts.

In addition to the print shop, Monette would like to see a bookstore in the new fine arts center. "We have a school system here with 400-plus teachers. If they want good books, they have to go to Minot — 110 miles away."

The college, which is severely under-funded, could use the extra revenue generated by these ventures. And it may, for a while, own the cash registers. But it's possible that, down the road, it will hand these businesses over to tribal members. In fact, when the broadband network is completely developed and operational, the college may turn it over to the tribe to operate as a utility.

"It's all part of our scheme, our role, to do what we can to build the economic infrastructure," Monette continues. "I think in the long run that's going to be our legacy."

Today, most tribal colleges offer entrepreneurship certificate or degree programs. Some are more developed than others. Salish Kootenai College in Montana boasts a comprehensive program, offering a B.A. in Business/Entrepreneurship. And at its Tribal Business Assistance Center, budding business owners can receive assistance in, for instance, account-

ing, advertising, finance and personnel management.

Sitting Bull College, located on the Standing Rock Indian Reservation in North Dakota, is hoping that economic development will be its legacy, too. Last year, the college received a \$300,000 grant from the Aberdeen-based Tom and Danielle Aman Foundation to stimulate economic growth on the reservation. (Tom Aman, born and raised on the Standing Rock Indian Reservation, is a successful entrepreneur.)

The grant partners Sitting Bull College with the University of South Dakota. Among the initiative's short-term goals are creating a Native American entrepreneurship network, linking educational institutions on the reservation with nonprofits and government agencies; evaluating the college's present business development program; and creating new small business courses.

David Archambault, an instructor and coordinator of the economic development program,



Candaska Cikana Community College bison pasture. Photo by Melinda Martin

says that prior to receiving the grant, Sitting Bull College's entrepreneurship program was generic. The number of tribal members coming into the program, which was established about a decade ago, has been impressive. Of the 200-plus student body, about 60 enroll in the small business program every year. But those who enter rarely leave with the intentions of launching businesses. Many end up with jobs, either with the tribe or a government program.

The reasons are no great mystery to Archambault. "It's a risky venture. You have to put some of your personal assets at stake. They're looking for more secure jobs."

The college wants to reduce the risk by providing the knowledge and tools tribal members need to successfully run businesses. Many want-to-be entrepreneurs have viable ideas, but the nitty-gritty — accounting and management — scares them off.

Then there is the challenge of getting the seed money. Archambault says most tribal members lack good credit and equity. He's hoping that a business equity loan program, introduced by the tribe last year and that provides equity in the form of grants, will make that challenge less daunting.

"Once we get more entrepreneurs, then our economy will start growing," Archambault says. "Entrepreneurship is the answer for economic development in Indian Country."

In addition to promoting entrepreneurship, several tribal colleges are revitalizing traditional subsistence activities. A few are growing gardens. In 1992, Oglala Lakota College on the Pine Ridge Reservation in South Dakota cultivated a hillside near the campus and planted organic vegetables, such as squash, beans, broccoli and turnips. The harvests are distributed to tribal members in the local community. In 1996, the college used federal grant dollars to expand the program.

Sisseton Wahpeton Community College in South Dakota maintains a community garden, which it recently expanded to local schools. Plants are grown in classroom labs before being transplanted into plots. Portions of the harvests are donated to the elders program and other tribal organizations for distribution.

Other tribal colleges have partnered to focus on what was once a vital source of sustenance in Indian Country — the bison. Bison once roamed the High Plains in the hundreds of thousands but today, there are only about 200,000. A \$650,000 grant from the W.K. Kellogg Foundation in 1997 brought together 10 tribal colleges, located in the Dakotas and Nebraska, to form the Northern Plains Bison Education Network. The participating colleges have developed curriculums and courses in agriculture, range management, prairie resto-

ration and nutrition. The network also conducts research, environmental and cultural, to determine how to repopulate the bison herds and how to re-incorporate them into their economies.

Similarly, in 1997 a four-year \$550,000 W.K. Kellogg grant allowed the Crownpoint Institute of Technology in New Mexico to develop an alternative livestock program. The college, located on the eastern fringe of the Navajo reservation, decided on elk.

For as long as the Navajo have occupied the Southwest, its economy has been connected with livestock. They are horse people and they raise sheep. But elk?

Elk, a larger member of the deer family, are prized for their velvet antlers, which contain nutritional and medicinal qualities. The demand for ground-up elk antlers is particularly high in the Far East. According to the North American Elk Breeders Association, prices for velvet antler have fluctuated from \$25 to \$110 per pound. The average male elk produces 15 pounds each year.

The primary goal of Crownpoint's elk program, administered through the school's renowned veterinarian science program, is to turn some of the reservation's open spaces into profit centers. It's also introducing students to ranching and elk.

Crownpoint started with five elk. But these have since been sold and replaced by elk that produce bigger antlers. The herds, now nearly two dozen animals, range on a 40-acre ranch, 8,000 feet in elevation and 40 miles from the campus.

Fourteen students currently are enrolled in the program. "Most didn't have any expose to elk until they got here. They're working on ranches and with the elk," Says Cody Balok, a Crownpoint instructor and Gallop, N.M., veterinarian.

Snapshots: Seizing Self-Sufficiency

Fort Belknap College, Harlem, Mont.

Fort Belknap College maintains a farm greenhouse facility, which is part of a reservation-wide effort to promote healthier lifestyles, self-sufficiency and development in the reservation's agricultural sector.

Fort Peck Community College, Poplar, Mont.

The school's Community Business Assistance Center provides start-ups and existing businesses with training and technical support. The center also offers a micro-loan program.

Salish Kootenai College, Pablo, Mont.

The college owns a nine-hole, PGA-approved golf course, constructed by students in the Construction Trades program. The course serves the outlying reservation community.

Southwestern Indian Polytechnic Institute, Albuquerque, N.M.

In 2000, the Institute received a \$523,938 Department of Energy grant to install renewable energy technology — photovoltaic, wind and solar hot-water systems — on and around the reservation. The goal is to train students so that they can take this technology home to their reservations.

Crownpoint Institute of Technology, Crownpoint, N.M.

In 2000, Crownpoint established a five-acre community garden to grow traditional Navajo produce. Half of the harvest is donated to local organizations. The local 4-H Club sells the other half in the community at a discount.

Northwest Indian College, Bellingham, Wash.

Northwest Indian College received a \$100,000 grant from the Department of Commerce to provide an environmental preservation and natural resources management training program. The initiative, a partnership between the college and the federal government, will create jobs and the infrastructure needed to train tribal members dealing with natural resources issues in the Pacific Northwest and across the nation.

Monette believes that building tribal economies will become the legacy of all tribal colleges. But, he admits, they face obstacles. Funding, not surprisingly, is the greatest hurdle. Just keeping their doors open, he says, is a challenge. There are political problems within tribal governments, which weigh down academic growth and economic development.

"It's not easy to do all these things. It's almost marshalling a long-term plan to change the system while maintaining the integrity of the people, the language and the history so it's not lost in the process. It's a tremendous challenge," he says.

But tribal colleges are not facing these challenges on their own. They're working with tribes, government agencies and private sector organizations.

"I don't think any one of those groups can do it alone," Cournoyer says. "I would say they are part of catalytic machine, like a car engine. They are a major component in that engine, but the engine wouldn't run without some other entities." □



Tribal college student Barbara Brewer tends to a community garden. Photo by Cheryl Cadue

Consortium seeks continued growth for tribal colleges



DR. GERALD GIPP

By Dan Hartman

As executive director of the American Indian Higher Education Consortium (AIHEC), Dr. Gerald Gipp has compiled an impressive academic and professional resume, but he admits that he struggled during his early years.

Gipp is a member of the Standing Rock Sioux Tribe, Hunkpapa Lakota, from Fort Yates, N.D., where he attended a BIA boarding school. "It wasn't very relevant. Our culture, our history, wasn't a part of the formal education process," said Gipp. "It was very, very limiting. I had a lot of catching up to do."

Fortunately, during the American Indian movement of the late 1960s, tribal nations demanded a greater role in educating their young people. That led to the advent of tribal colleges, which put a premium on cultural recognition and appreciation. "These colleges came about because of frustrations over failure," said Gipp. "Mainstream institutions were not providing the necessary support for us to succeed."

Today AIHEC serves as a collective voice for the 32 Tribal Colleges across the country. Not surprisingly, finances hover as one of the most pressing issues. Tribal colleges are located on federal trust territories, meaning they receive little or no funding from state and local governments. As a result, they are forced to operate on budgets far below those of mainstream institutions.

President Bush recently reaffirmed an executive order, implemented during the prior administration, which has been instrumental in increasing federal investment. However, much of the money comes with strings attached and has to be used almost exclusively for curriculum development. Gipp was a guest at the Oval Office signing ceremony. "It will add to the quality of education, but there remains a need for basic institutional support, like turning the lights on."

Leaving the lights on is essential to securing bright futures for Indian communities. Besides their obvious educational advantages, tribal colleges fulfill roles far beyond the academic setting. Since many of the communities they serve are isolated, the colleges are the centers of economic development, as well as the premiere training grounds for the leaders and entrepreneurs of tomorrow.

AIHEC teamed with the Institute for Higher Education Policy to prepare a report entitled "Tribal College Contributions to Local Economic Development." The report concluded that "Tribal Colleges are vital components of the process of building a foundation for future growth on Indian reservations and are strongly contributing to the economies of this nation's most disadvantaged areas." It continued that the colleges "will all play important roles in the future development of American Indian reservation communities, especially in establishing the foundation for future growth through skills development, technical assistance and other efforts."

Gipp envisions steady growth in the enrollment at tribal colleges, which currently numbers around 30,000. To keep pace, he is constantly assessing his organization's efforts to determine how to best serve its members. "We want to help the colleges grow and develop," said Gipp. "We're constantly involved in data collecting and research, which we share with the colleges. That way, they can learn from each other."



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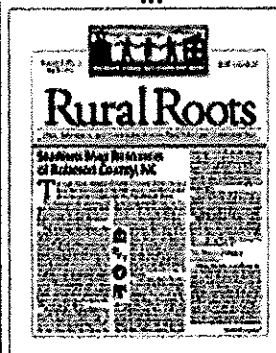
Gipp Joins Rural Trust Board of Trustees

Gerald E. Gipp, Ph.D., Executive Director of the American Indian Higher Education Consortium, was elected to the Rural Trust's Board of Trustees at its February meeting. Gipp, an enrolled member of the Standing Rock Sioux Tribe of Fort Yates, North Dakota, has an extensive background in American Indian education and policy. Under the Carter administration, he was appointed as the first Deputy Assistant Secretary for the Office of Indian Education in the newly created U.S. Department of Education.

He also served for many years as the program director for the Rural Systemic Initiatives Program with the National Science Foundation.

"The Rural Trust has been deeply involved with partners in Alaska, the pueblos of New Mexico, and the Navajo Nation in Arizona," said Jack Murrah, chairman of the Rural Trust board. "Gerry Gipp's vast knowledge of Native American education issues will be an important resource to the Board as the Rural Trust continues its commitment to improving Native education while honoring Native cultures and ways of knowing."

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Dr. Gerald E. Gipp



Nominated by John Tippeconnic

Dr. Gerald E. Gipp

- Executive Director
- American Indian Higher Education Consortium (AIHEC)
- Alexandra, VA

Dr. Gerald E. Gipp

- A member of the Standing Rock Sioux Tribe (Hunkpapa Lakota) from Fort Yates, North Dakota.
- Has provided leadership in education for over 30 years.
- Recognized and respected by educators, especially American Indian educators, tribal leaders, and others at the local, state, tribal and national levels.

American Indian Affairs

- Difficult history
- Complex political, economic, social, health, and educational situations
- 2.5 million AI only. Additional 1.6 AI and other race. Total of 4.1 million represent 1.5% of US population
- Over 563 tribes, 220 reservations
- Over 200 tribal languages & more cultures are alive today
- Policy of Self-Determination

American Indian Education

- Over 670,000 students at all levels
- Over 145,000 in higher education
- Over 30,000 in tribal colleges
- Many issues, concerns & problems
- Some success and progress
- Policy and practice of local & tribal control
- Difficult history and current reality

AIHEC Dr. Gipp, Executive Director

- AIHEC / National organization
- Represents 34 tribal colleges
- Supports the work of tribal colleges
- Supports local control
- Supports local needs and development
- Comanche Nation College

Dr. Gipp's Contribution

- Tribal college movement is innovative, creative, and an alternative to existing institutions
- Dr. Gipp provides leadership in the development and sustainability of tribal colleges
- Major contribution to higher education

Dr. Gipp's Contribution

- Implements the policy of tribal self-determination
- Implements an innovative approach in tribal colleges to make tribal languages and cultures integral parts of their programs
- Provides educational opportunities to those with limited or no opportunity

Dr. Gipp's Contribution

- Advocate for the inclusion of American Indians in national efforts
- Builds collaboration and networks with other colleges and educational organizations
- Understands and negotiates government systems at the tribal, state, and federal levels

Dr. Gerald E. Gipp

- In summary, I feel Dr. Gipp is most deserving and would serve as an excellent recipient of the

Brock International Prize in
Education

Dr. Gerald E. Gipp

