



1ST ANNUAL CHIEF ACADEMIC OFFICERS MEETING REPORT

COA Meeting

1st Annual CAO Meeting sponsored by the American Indian Higher Education Consortium for the Tribal Colleges and Universities.

Dr. Deborah His Horse is Thunder, Consultant
7/3/2012

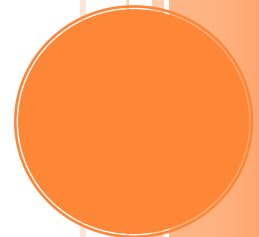


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1st Annual Chief Academic Officers Meeting Report

COA Meeting

INTRODUCTION

The American Indian Higher Education Consortium (AIHEC) sponsored the first annual meeting of the Chief Academic Officers who work for tribal colleges and universities throughout the nation. This meeting was held on June 19 and 20, 2012 at the Crowne Plaza Hotel in Bloomington, MN which is located several blocks from the Minneapolis International Airport. Dr. Deborah His Horse is Thunder, CEO of Wiya & Associates, LLC was contracted to work with a planning committee to organize and implement this first annual event.

Peer learning is a critical part of this process.

PLANNING

Members of a Planning Committee were identified by Ms. Carrie Billy. The Planning Committee was made up of Chief Academic Officers (CAOs) from five tribal colleges:

- Dr. Diane Morris, College of Menominee Nation
- Mr. Abraham Bitok, Dine College*
- Dr. Sharon Marcotte, Leech Lake Tribal College
- Dr. Koreen Ressler, Sitting Bull College
- Mr. Phil Baird, United Tribes Technical College

*The CAO of Dine College was in transition. Mr. Bitok is the Interim CAO.

Dr. Ressler and Mr. Baird shared a list of possible topics for consideration. This list was shared with the Planning Committee members and a conference call was held to identify the most critical topics for the agenda. The Planning Committee also gave guidance on the format of the meeting which was to include as much opportunity for networking as possible with the belief that peer learning is a critical part of this process. The Committee also suggested possible presenters for this meeting. Several meeting sites were suggested including: Minneapolis, MN; Billings, MT; and Rapid City, SD. The Planning Committee wanted the meeting to be held at an airport hub and decided upon Minneapolis.

Ms. Nichole Mitchell of AIHEC was assigned to assist with the identification and location of the hotel. She was able to locate the Crowne Plaza International Hotel in Bloomington, MN which is located several blocks from the Minneapolis/St. Paul International Airport and close to the Mall of America. She negotiated the room rate, hotel meeting rooms, and meals for the meeting. Nichole also collected all the documents and presentation materials for the meeting and bound them for each of the participant. Furthermore, she was on site with AIHEC banners, table covers, and all other essential display materials that identified the meeting as that of AIHEC.

Ms. Kay Heatly of AIHEC designed the name badges, meeting cover materials, and table cards for this meeting. She also did an outstanding job. She was especially adept at catching errors with the names.

THE AGENDA

The Planning Committee identified five topics of great priority to be addressed at this first annual event. These topics were as follows:

1. **Title IV Regulations 2012 and Beyond** - The Department of Education is responsible for enforcing specific regulations under Title IV for all postsecondary educational institutions. This presentation will provide an overview of the Title IV regulations and recent compliance concerns.
2. **Accreditation Update** - A brief overview of the accreditation process and recent changes will be presented by Dr. Pamela Goad, Vice President of the Northwest Commission on Colleges and Universities (NWCCU) and Dr. Andrew Lootens-White, Vice President of the Higher Learning Commission (HLC). This presentation will highlight specific issues or concerns commonly faced by Chief Academic Officers at small institutions such as tribal colleges. The formal presentation will be followed by separate small group discussions for those tribal colleges under the respective accrediting organizations.
3. **Faculty Evaluation** - Effective evaluation of faculty is essential for the continued development of the TCU and for the professional development of faculty members. Two tribal colleges will share their faculty evaluation process in this session. College of Menominee Nation is moving to a rank and promotion process with Dr. Morris describing the thoughts and philosophy for this decision as well as the kinds of factors that must be considered in its implementation. Dr. Filemyr of the Institute of Indian Arts will also share their faculty

evaluation process which is tied to faculty performance. IAIA is also moving to a rank process.

4. **Tribal College Assessment Essentials** - This presentation provides an introduction to assessment in tribal colleges. Assessment will be defined; components of successful tribal college assessment programs will be identified; three types of assessment indicators – direct indicators, indirect indicators, and institutional data – at the course, program, and college levels will be discussed; and examples of each indicator will be provided.

5. **Developmental Education: Best Practices** - One of the greatest challenges facing institutions of higher education is improving the success of students in developmental education programs. This presentation will provide an overview of developmental education policies nationally, discuss research on developmental education strategies and reforms, and identify the most promising approaches for improving developmental education students' success. The presentation will highlight the work of Salish Kootenai College and their efforts in developmental education as a result of their involvement in the MSI Models of Success Initiative.

Ms. Carole Rave, CAO of Northwest Indian College gave the blessing to start the meeting and Ms. Carrie Billy, AIHEC CEO, provided a short welcome address. The first three topics were addressed on the first day with small group discussion after each session. The presenters were asked to sit in on the discussions with each of the groups so that specific questions could be addressed. Each group was facilitated by a Planning Committee member or his/her designee.

The remaining two topics were addressed the second day with follow up small group discussions. At the participants' request, the open discussion on other topics that was scheduled at the end of the second day was moved to the lunch period. There was great concern by those who planned to drive home that rush hour traffic would create problems so moving this to an earlier time slot worked great.

PRESENTERS

The presenters on each topic were as follows:

1. **Title IV Regulations 2012 and Beyond** - Mr. John Gritts, Management/Program Analyst, works with the U. S. Department of Education in the Federal Student Aid Programs. He is a member of the Cherokee Nation and studied art at the Institute of American Indian Arts in Santa Fe, NM. Although art is his ambition, he has worked in higher education since 1973. He presented President Jimmy carter with one of his drawings on behalf of the State of South Dakota in the White House Oval Office. He was named by the National Indian Education Association as Male Elder of the Year two years ago. He is a young, elder at heart.
2. **Accreditation Update** - Dr. Pamela Goad, Vice President - Pamela J. Goad serves as Vice President of the Northwest Commission on Colleges and Universities (NWCCU). Prior to her position with NWCCU, Pamela was Vice President and Dean of Academic Affairs at The Art Institute of Seattle, a private college for commercial artists with a student population of about 2400 students. During her 15-year tenure at The Art Institute, Pamela worked with initiatives involving the development of twelve new bachelor program curricula, the creation of learning outcomes for General Education and technical art

programs, the creation of rubrics for program assessment of outcomes, adding remedial and advising programs for incoming students, and revising academic policies of the College. In addition to being Vice President and Dean, her previous position titles included part-time and fulltime faculty, Director of General Education, Academic Director of Audio Production, Associate Dean for the School of Media Arts, and Accreditation Liaison Officer.

The second presenter was Dr. Andrew Lootens-White, Vice President for Accreditation Relations, who serves as staff liaison for approximately 170 colleges and universities and provides assistance to institutional representatives throughout a variety of interactions with the Commission. His efforts include facilitating institutional understanding of their responsibilities to the Commission and in advising those institutions and the respective peer review teams throughout the review and accreditation processes. In addition, he has been involved significantly in the Commission's efforts to revise its Criteria for Accreditation and with the design and implementation of the Pathways Model for Accreditation.

3. **Faculty Evaluation** – Dr. Diane Morris, Vice President of the College of Menominee Nation (CMN) was one of two presenters. CMN is moving to a rank and promotion process. Dr. Morris described the thoughts and philosophy for this decision as well as the kinds of factors that must be considered in its implementation. Dr. Anne Filemyr, CAO of the Institute of Indian Arts, also shared their faculty evaluation process which is tied to faculty performance. IAIA is also moving to a rank process.

4. **Tribal College Assessment Essentials** – Dr. Anne Marie Karlberg is the Director of Assessment and Institutional Research at Whatcom Community College in Bellingham, Washington. She has served in this role for the past four years, during which time she created and developed WCC's first Office of Assessment and Institutional Research. From 2001 to 2008, Anne Marie tremendously enjoyed teaching at Northwest Indian College and creating its first Office of Assessment and Institutional Research. While there, she completed a Ph.D. in assessment in tribal colleges (from the University of British Columbia) and wrote a monograph for AIHEC, *Assessment Essentials for Tribal Colleges*, a tool to assist tribal colleges with assessment. The title of her dissertation is, *Assessment in a Tribal College Context: A Case Study of Northwest Indian College*.

5. **Developmental Education: Best Practices** - Dr. Leticia Bustillos has 15 years of experience working across the K-20 education pipeline. Between 1997 and 2004, she was a teacher, technology coordinator and a reading specialist. Currently, she is Associate Director of the Los Angeles County Education Foundation (LACEF) where she works on a number of strategic initiatives, including advocating for improved access to education opportunities for the most vulnerable children and youth in California. In addition, Bustillos serves as Co-Director of the Policy Research in Preparation, Access and Remedial Education (PRePARE) project which conducts research and analysis on policies guiding remedial and developmental education practices in higher education. She has presented her research in a number of national conferences, authored several written publications and consults on nationally-based projects, including the MSI Models of Success Initiative funded by The Lumina Foundation and led by the Institute

for Higher Education Policy. Bustillos has a B.A. from Columbia University and a Ph.D. from the University of Southern California.

PARTICIPANTS

Twenty nine (29) of the thirty seven (37) tribal colleges and universities (TCUs) were represented at this meeting as well as Red Lake Nation College which is currently in development under the auspices of Fond Du Lac College. Several TCUs sent more than one representative and two TCUs were still in the process of filling this position so they sent other individuals to bring back this information. Those TCUs represented included:

1. Aaniih Nakoda College*
2. Bay Mills Community College
3. Blackfeet Community College*
4. Cankdeska Cikana Community College
5. Chief Dull Knife College
6. College of Menominee Nation
7. College of the Muscogee Nation*
8. Comanche Nation College*
9. Dine College*
10. Fort Berthold Community College
11. Fort Peck Community College*
12. Haskell Indian Nations University
13. Institute of American Indian Arts
14. Keweenaw Bay Ojibwa Community College*
15. Lac Courte Oreilles Ojibwa Community College*
16. Leech Lake Tribal College*
17. Little Big Horn College
18. Navajo Technical College



“This was the best orientation to the role of the Chief Academic Officer that I have ever attended”
Comment by a new TCU CAO.



19. Nebraska Indian Community College
20. Northwest Indian College
21. Red Lake Nation College*
22. Saginaw Chippewa Tribal College*
23. Sisseton Wahpeton College*
24. Sitting Bull College
25. Southwestern Indian Polytechnic Institute
26. Stone Child College
27. Tohono O'odham Community College
28. Turtle Mountain Community College
29. Wind River Tribal College*
30. White Earth Tribal and Community College*

- Fourteen TCUs had Chief Academic Officers who had two years or less experience in their positions which is 47% of the TCUs.

Several TCU representatives simply could not attend due to last minute situations or schedule conflict. Those who requested that information by sent to them are:

- Dr. Sharon Marcotte, Leech Lake Tribal College and Planning Committee Member
- Mr. Phil Baird, United Tribes Technical College and Planning Committee Member
- Ms. Ursula Gaertner, Oglala Lakota College
- Ms. Brigid Quinn, Little Priest Tribal College
- Ms. Bridit Meany, Ilisagvik College

MEETING EVALUATION

Ms. Katherine Page compiled the meeting evaluation results upon receipt. The meeting was rated very favorably with 78% indicating that it was very useful and 22% indicating it was useful. The meeting was found to be well organized. Meeting materials were relevant and useful to their work. The individual presentations were also highly rated with the exception of the “Open Discussion Session.” It was suggested that this session be given more structure with the possibility of using a “talking circle” format.

While the Accreditation Update session was rated high, it was suggested that the group could have been divided into individual sessions depending on which accreditation entity they worked with so they did not have to listen to the other entity. The original thought was that there would be a broad overview of accreditation with specific differences identified by the accrediting association. This did not work as well as expected.

The other session that could be improved based on the comments is that of Developmental Education. It was hoped that the monograph that is in press would be ready for dissemination. It was not at the time of the meeting. It is agreed that the presentation needed to provide more depth to the “best practices” in place at TCUs.

Overall, the meeting was well received and seemed to hit a critical need. The evaluation results are attached to this report.

MEETING FOLLOW UP

Ms. Nichole Mitchell has volunteered to post all the handouts and presentation PowerPoints on the AIHEC website for participants to readily access. She will also send out the packets of materials to those five

representatives who have requested this information. Nichole also offered to send out the Developmental Education Monograph or the web link to all the participants when it becomes available.

A couple of people volunteered to assist with the planning of the Second Annual CAO meeting. Samantha Cameron Jackson of Bay Mills Community College and Venida Chenault of Haskell Indian Nations University are two names that are recalled. There is definitely interest in making this an annual event. The meeting evaluation form asked participants to rank seven topics and allowed room for additional topics for future meetings. The seven topics were ranked as follows:

1. Articulation Agreements*
2. Preparing for Accreditation/Certification Reviews*
3. Higher Education Legal Issues Pertaining to TCUs**
4. Transitioning to Baccalaureate Degree Programs**
5. Faculty Handbooks
6. Curricula Planning
7. Faculty Recruiting/Orientation/Mentoring/Retention

*Both topics rated equally important

**Both Topics rated equally important

There were seventeen additional topics listed in the “other” section.

CONCLUSION

The Planning Committee was clearly right on target in selecting the topics that were most critical to CAOs. They were masterful in recommending small group sessions as they were a key to the meeting’s success. While there was some attempt to group the new CAOs together for a couple of the small group

sessions, it may be necessary to have two separate tracks for the new CAOs and those who are well-experienced. This is difficult to determine as the new CAOs can learn so much from those with more experience. The meeting site was optimal for the majority of the TCUs to drive or fly in to and then out and it was not associated with any other meetings. It was a pleasure to serve as the coordinator to implement this meeting.

ATTACHMENT – MEETING EVALUATION RESULTS