Tribal Colleges & Universities: 20th Anniversary of 1994 Tribal Land Grant Programs and Systems
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Presentation Objectives

By the conclusion of the presentation, audience members will have a better understanding about....

1. Key events about Tribal Homelands
2. Status of Tribal Homelands Today
3. Background of Tribal land grant colleges & universities
4. Future trends and issues
Past Events Impacting Original Nations Homelands

1. Federal Treaties (e.g., 1851 & 1868 Fort Laramie Treaties)

2. 1887 General Allotment or Dawes Act
   (Loss of 90 million acres)

3. Turn of the Century Land Sales

4. Indian Reorganization Act of 1934
“This Constitution, and the Laws of the United States notwithstanding which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary.”

While this clause does not refer to Indians, Treaties became the primary means for the U.S. to develop agreements with Indian Nations in the 18th and 19th centuries.
Indian Homelands in the Northern Great Plains

Indian Treaties:
Initial purpose - safe passage of European ancestors across Indian Homelands.

1851 and 1868 Treaties – Montana, North and South Dakota, Wyoming

“Reservation” – to reserve land for the exclusive use of Indian People

Discontinuation of treaty-making - 1872
Indian Treaties

- Recognition of Original Nations sovereignty
- Basis of federal commitments and obligations for the general well-being of American Indians including education:
  - Missionary Schools >> Federal boarding schools >> State public school >> Tribally-controlled education
- Assimilation vs. cultural adaptation
1868 Fort Laramie Treaty
A drawing was scheduled for approximately 2.237 million acres of land to be made available and bid for settlement on North Dakota’s Standing Rock Indian Reservation and South Dakota’s Cheyenne River Indian Reservation. Land was to be sold from 50 cents to $6.00 per acre at a land sale event held October 26, 1909 at Aberdeen, S.D. (PB/Adams Co. Record, August 28, 1909, pg. 1).
How is “Indian Country” defined?
56 million acres

Rangelands and farmlands
Quantification of Water
Mineral Reserves
Timber Reserves
Energy Resources
Sacred Sites
If the federal government is authorized to oversee the protection and management of Tribal homelands, how might this role change with the settlement of the *Cobell* (Interior/BIA) and *Keepseagle* (USDA) lawsuits?
Rosebud Sioux Tribe Today with 880,000 acres

1. Tribal rangelands, farm lands, and irrigation
2. Tribal Ranches
3. Timber Reserve
4. Bison Reserve
What about the protection and preservation of sacred sites?
1992 White House Conference on Indian Education – “Red Paper” on Tribal Homelands:

“By the year 2000, all education programs serving a majority of American Indian/Alaska Native students will integrate curricula with community-based educational resources that focus on the political, cultural and socio-economic implications about preserving the land resources of Indian Nations.”
1994 Tribal Land Grant Colleges:

Sec. 534 of P.L. 103-382, “Equity in Educational Land Grant Status Act” enacted by the U.S. Congress in 1994, authorizing land grant status for 29 tribal colleges and universities (but without the land grant provided to 1862 and 1890 institutions).
SGU Concept Paper (1996):
“*What is a Tribal land grant college?*”

1. Protection of Tribal sovereignty with the preservation of the land base
2. Revitalizing a Tribal land ethic
3. Developing Tribal human resources as resident expertise.
4. Connecting the well-being of the People with the well-being of the Land
“How will Tribal land and natural resources be utilized in developing an independent local economy that meets the needs and values of the people?”
Roles of 1994 Tribal Land Grant Colleges & Universities

1. Institutional research for information, data, and assessment of the needs.
2. Adult and community education for developing resident expertise.
3. Consumer education and outreach/extension for strengthening families and communities.
What are 1994 Tribal Land Grant Colleges doing today?

- Top Program Areas*:
  - Natural Resources
  - Human Nutrition
  - Career & Tech (vocational) Education
  - Ag Econ/Ag Business

* Based USDA Equity Program Reviews
What are 1994 Tribal Land Grant Colleges doing today?

Scope of Activities:
1. Classroom Coursework
2. Community Education & Outreach
3. Career Development
4. Experiential Learning
5. Student recruitment/retention
6. Partnerships
7. Research
What are 1994 Tribal Land Grant Colleges doing today?

Key Disciplines:

- General Agriculture
- Tribal rancher support
- Distance education
- Geospatial technology
- Animal Science
The mainstream land grant institutions were given lands formerly under Indian possession. 1994s were not offered that same resource.

“Should 1994 land grant institutions and their parent Nations seek federal land holdings such as the land grants offered to other land grant institutions?”
Key Land Issues for the Original Nations

1. Inventory of Tribal land resources, incl. water
2. Assessment of land policies and jurisdictions
3. Cultural context of Tribal homelands
4. Dealing with Land Fractionation
5. Dealing with Land Acquisitions and for what purposes
6. Public education about Tribal homelands
7. Articulating long-range objectives about Tribal land use and natural resources:

- Increasing acreage of land holdings
- Expanding physical base for commercial business developments
- Enhancing aesthetic value of the environment
- Creating home sites for Tribal members
- Increasing revenue through leasing
What do we need to consider in dealing with invasive plants species that negatively impact the homelands?

- How do we do this in a culturally-appropriate way?
National Institute of Food & Agriculture (NIFA)

1. BioEnergy, Climate Change & Environment

2. Food Production & Sustainability

3. Human Nutrition & Food Safety/Security

4. Youth and Community Development
Northern Great Plains

1. Wind Energy
2. Biofuels Production
3. Carbon Sequestration/Credits
4. Climate Change
When do we start planning and implementing best practices for a “green campus environment?”
Another Key Issue for All Original Nations

“What is Tribal food sovereignty?”
In the end, which sovereignty will prevail?

- Laws of Man vs. Laws of Nature
Closing Remarks

Time is a most precious commodity today and something not easily given away. It is truly a gift when given.

“Pilamayelo !!”

Thank you very much for your valuable time and attention!!
Acknowledgements

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American Indian College Fund
The Land and the People are One
The Past
The Present