

**A Proposal for
Community-based Faculty
in the
Tribal, Reservation-based, Community-determine
Liberal Arts Program**

Submitted

by the

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SUMMARY

The Skokomish Indian Tribe in collaboration with The Evergreen State College (TESC) has been conducting a "reservation college" as a part of the Tribal, Reservation-based and Community Determined Liberal Arts Program (T.R.C.) since 1991. The Quinault Indian Nation, Makah Nation, Port Gamble S'Klallam Tribe and the Confederated Tribes of Salish & Kootenai are also collaborating in the Program with their own "reservation colleges". This collaborative effort in higher education is an innovative solution to a long standing problem: Affording American Indians access to a four-year degree-granting higher education program while they continue as active and vital members of a tribal community. The five collaborating tribes and The Evergreen State College have demonstrated over the last five years a successful model for a four-year degree granting liberal arts program based in Indian reservations.

We seek to enhance the T.R.C. Liberal Arts Program by providing our students direct access to Community-based Faculty who will supplement the growing work-load of Program Faculty based at The Evergreen State College. Due to the unique character of the T.R.C. Liberal Arts Program and the growing importance of "reservation colleges" to the quality of life on the Skokomish Indian Reservation and the Reservations of the Quinault, Makah and the Port Gamble S'Klallam it is vital that we secure support for Community-based Faculty.

The quality of education received by learners in each of the "reservation colleges" is superior to campus-based educational programs due to the high quality of teaching and scholarship of faculty, intelligent reliance on each community's knowledge-base, and the importance attached to learner-directed education.

Not only is there an interdisciplinary academic approach to the T.R.C. Liberal Arts Program, there is a balanced commitment of all parties in terms of resources and financial support. Each Tribe contributes in kind support, while the Northwest Indian College directly contributes funds, as does The Evergreen State College. Cooperation between the tribes and the Northwest Indian College and The Evergreen State College is an important factor in the success of the program.

Reservation-based and community determined higher education programs will very likely become the education-of-choice in Indian Country. This is due to the emphasis the program places on Indian tribes retaining their "best and brightest" instead of losing them through the "brain drain" that frequently occurs as a result of tribal members pursuing four-year degrees away from the tribal community. The tribe and the program work closely to arrange placement of graduates in employment situations useful to the tribe and challenging to the graduate.

The Community-based Faculty are a vital addition to the program and will provide more direct scholarly support to the learners. Thorough evaluation and financial aid assistance, and improve recruitment, admissions, registration, career advising and counseling. Program faculty have been providing these functions through frequent visits to each "reservation college," but the size and demands of the program make continuation of this approach no longer feasible.

This proposal requests support of the Community-based Faculty component at a level of \$120,176.00 for School Year 1994-1995. Included in this proposal are funds for overall program evaluation and planning during a two-month period in the Summer months. Giving regard to the long-term commitment collaborating parties have

made to developing and expanding the Tribal, Reservation-based and Community-determined Liberal Arts Program we would invite consideration of multiple-year funding.

PROGRAM DESCRIPTION

Indian nations throughout the Americas have for generations worked to re-establish educational institutions in their communities. Schools, tribal members would argue, ought to reflect the cultural perspective, the social and political realities of each tribal community. And, others would argue too, education for members of a tribe ought to draw from the historically accumulated knowledge and experiences that make up the unique conceptual realities of each distinct tribe or tribal community. For generations immigrants to North America and their governments thought that the best way to deal with Indian peoples who were so very different from themselves as to force them to abandon their cultures, social norms and political systems. These attributes of tribal societies would be replaced, it was thought confidently, with cultural values and social norms rooted in the history and experiences of peoples from the European continent.

Through population displacement and military intervention, tribal institutions were suppressed. For many Indian nations, replacement of their educational institutions with imposed ones only resulted in the new system failing to serve the needs of tribal communities.

At the end of the twentieth century, an alternative to educational institution failure on Indian reservations was devised by Dr. Carol J. Minugh: The Tribal, Reservation-based, Community-determined Liberal Arts Program (TRC). As a program of The Evergreen State College, the Tribal, Reservation-based, Community-determined Liberal Arts Program takes the faculty and academic accreditation to the students on Indian reservations, instead of taking the Indian students away from the reservation and moving them to the faculty on The Evergreen State College campus. The faculty, students and course-plan on each reservation become a "reservation college" during three academic quarters each year. Tailored by the cultural terms of reference and community requirements, each "reservation college" is unique to each reservation.

Dr. Minugh describes the T.R.C. program this way:

The combination of community, tribal and state cooperation has produced a unique program that builds diverse leadership in local communities. This multi-reservation program, rooted in the philosophy of empowering individuals, was created to affirm cultural standards and thus strengthen Indian nations from within. Relying on the knowledge base of each tribal community, each Reservation-based and Community-determined program reflects local realities, needs, priorities and community goals. The program gives each student the freedom to learn.

The philosophical framework undergirding the Reservation-based and Community-determined program takes into account historical relations between Indian nations and the United States of America. The program depends on an educational perspective grounded in tribal realities.
(Minugh, 1993: 1)

In the State of Washington, there are thirty-two Indian tribes and of these twenty-four have reservations or a land-base. Of these, only the Lummi Indian Nation, has a tribally-controlled college, the Northwest Indian

College. Of the many attempts at educational programming on and near reservations, only the Northwest Indian College and The Evergreen State College collaboration provides a program specifically targeting the development of tribal communities, through academic study from each tribe's perspective.

NEED:

Indian nations have been losing their best and brightest through the education system which requires them to assimilate to a college culture which teaches traditional "western" curriculum. This education is seldom transferable back to the reservation. Therefore, the graduates, few as there are, do not return to their communities. Management of the Indian nations' resources have largely remained in the hands of non-Indian professionals.

The nations need an education program which recognizes the knowledge-base of the people. It should build on the cultural values of the community and provide academically sound curriculum which builds skills necessary for strengthening the nation and the individual.

RESPONSE TO THE NEED:

The Skokomish Indian Tribe collaborating with The Evergreen State College has been conducting a "reservation college" as a part of the Tribal: Reservation-based and Community-determine Liberal Arts Program. The Quinault Nation, Makah Nation, Port Gamble S'Klallam Tribe and the Confederated Tribes of Salish & Kootenai are also partners in this collaboration. The effort, while successful academically has not had the benefit of adequate finances. It has had to limit the number of students and the number of collaborating Indian nations due to this limitation.

The T.R.C. Liberal Arts Program at The Evergreen State College started in the Fall of 1989 when the Quinault Tribal Council requested that the T.R.C. conduct a "reservation college" in Taholah, the main village of the Quinault Indian Nation. In the first year, nineteen tribal members enrolled in the program: Twelve persons working on a Bachelor of Arts degree and seven engaged in teacher training. At the beginning of the first year, faculty recognized that there were some students wanting to enter the T.R.C. program, but these students could not meet the State of Washington requirements for entry in The Evergreen State College. The Northwest Indian College was asked to enroll these students, and grant credit to another student allowing all to participate in the T.R.C. Liberal Arts Program. This was the beginning of formal collaboration between the Northwest Indian College and The Evergreen State College that continues to the present.

In 1991, the Skokomish Indian Tribe formally requested the T.R.C. Liberal Arts Program operate a "reservation college." The Makah Nation requested the program in 1992. After five year's operation and by the end of the 1993 academic year, the T.R.C. Liberal Arts Program had enrolled 160 students and graduated twenty with four-year Liberal Arts degrees through "reservation colleges" on five reservations. Reservation colleges now

operate on the Quinault Indian Nation, Skokomish Indian Tribe, the Makah Nation, Port Gamble S'Klallam Tribe and Confederated Salish & Kootenai (See Figure 1).

(Figure 1)

Enrollment History of the T.R.C. Liberal Arts Program				
		1989 - 1994		
Academic Year	TESC Reg	NWIC Reg	Graduates	Faculty
Resrv College				
1989-1990				
TAHOLAH - QIN	6	1	0	Minugh/ J. Brown
1990-1991				
TAHOLAH - QIN	10	3	2	Minugh
1991-1992				
TAHOLAH - QIN	6	2	5	Minugh
SKOKOMISH	10	5	0	Minugh
SALISH-KOOTENAI	13		0	Minugh
1991-1992 Total:	29	7	5	
1992-1993				
TAHOLAH - QIN	5	0	1	Minugh/Fox
QUEETS - QIN	0	8	0	Gardner/Hay
SKOKOMISH	12	3	5	Minugh/Fox
SALISH-KOOTENAI	13	0	0	Minugh
MAKAH	5	8	2	Minugh/Fox
1992-1993 Total:	35	19	8	
1993-1994				
TAHOLAH - QIN	4	0	2	Minugh/Fox
SKOKOMISH	12	1	2	Minugh/Fox
SALISH-KOOTENAI	9	0	2	J.Brown/B.Brown
MAKAH	5	1	1	Minugh/Fox/Colfax
PG S'KLALLAM	4	14	0	Scott/Jones
1993-1994 Total:	34	16	7	
Overall Total:	114	46	22	

PROGRAM OBJECTIVES

1. To organize and arrange administration for up to ten "reservation colleges" on ten reservations in the three states of Washington, Idaho and Montana by 1998.
2. To recruit and sustain an enrollment of no fewer than eighty, but not more than 100 students by 1998.
3. To graduate 12 students each year with a baccalaureate degree by 1998.
4. To identify and incorporate four "adjunct faculty" each year until reaching a maximum of 12 by 1998.
5. To employ four half-time community-based faculty in each of four reservation colleges by the Fall of 1994 and ten half-time community-based faculty serving all reservation colleges by 1998.
6. To place 50% of T.R.C. graduates in tribal community employment by 1995 and 90% by 1998.

METHODOLOGY

Philosophical underpinnings

The Tribal, Reservation-based, Community-determined Liberal Arts Program is philosophically rooted in these concepts: That educational institutions must reflect a community's cultural frame of reference, have the practical utility of contributing to building and strengthening a community, and recognizes the knowledge-base of the community and builds on that foundation. Approaches to learning and techniques are necessarily dependent on community influence. Because classes are held in the reservation community environment, the educational process is necessarily influenced by the world view as expressed from the "inside to the rest of the world." Students have the opportunity to apply knowledge directly to community situations: Discussions in class, their social milieu and in their workplace.

The quality of education received by learners in each of the "reservation colleges" is superior to campus-based educational programs due to the high quality of teaching and scholarship of faculty, intelligent reliance on each community's knowledge-base, and the importance attached to learner-directed education.

Four community educators will be identified and hired by the Skokomish Indian Tribe at the recommendation of the Evergreen T.R.C. Program Director.

One week of training will be provided prior to the Fall quarter to introduce the Community-based Faculty to the curriculum and the philosophical approach of the Program. The training will include teaching methods for interdisciplinary learning, how to build research, analysis and communication skills. A segment of the training session will introduce faculty to The Evergreen State College and how to access the student services offered by the college. Another segment will address how "off-campus students" can use the college library, and how to work as

a team to provide the best education opportunity for the students. The syllabus will be developed and consultants/resource people will be identified before the training week. Finally, faculty will be informed about the use of Evergreen State College and Skokomish travel and consultant forms.

Evergreen State College T.R.C. faculty will register each student and review each student's financial arrangements with either The Evergreen State College or Northwest Indian College.

Each "reservation college" will meet twice each week during the academic quarter. All students and faculty for all "reservation colleges" will meet on The Evergreen State College Campus for four separate full-day sessions (Saturdays) each quarter. Mid-term evaluations will be done on the 5th week and final evaluations or grades will be written on the 10th week of each quarter. Evaluation, planning, curriculum development and outreach will be a part of the on-going program, but overall evaluation and analysis will be conducted by the T.R.C. Program Director during the Summer months when there are no classes.

Curriculum and Learning

The working premise for developing the curriculum is that an educated person needs to have skills in research, analysis and communications. Within this framework, individual self-determination and group self-determination become possible. Curriculum development for each "reservation college" begins with community and student participation. Students work as a group to identify curriculum topics. After the students make their decisions, the faculty begin to identify texts, references, methods and other resources to assist the learning process. Students play a primary role in the process of adapting methods, techniques and resources so they are appropriate to their needs and their community. By virtue of this process, the educated person meets the very highest standards of the tribal community and the academic community.

Faculty

Community-based Faculty:

Four half-time Community-based Faculty are proposed to provide academic, counseling, recruitment, admissions, and financial aid support to reservation-based students on four reservations: Skokomish Reservation, Port Gamble S'Klallam Reservation, Makah Reservation and the Quinault Reservation. Each Community-based Faculty member will serve each reservations college while maintaining a role in the community as a half-time employee in another capacity. Employing Community-based Faculty on a half-time basis increases the scholarly diversity available between reservation colleges, and ensures that the person holding the position maintains close professional connections within the community. Each Community-based Faculty member will be selected from the community in which each serves. While the T.R.C. Program Director will make the selection of each Community-based Faculty member, candidates will be identified by each tribe and their names and credentials will be submitted with recommendations.

The faculty serving at the community will be selected from each tribal community (T.R.C. graduates will receive particular encouragement to apply). Each will be employed half-time and receive Administrative and personnel support from the Skokomish Tribe. Each Community-based faculty will have responsibility for up to 12 students throughout the school year. They will teach classes, coordinate support for student learning initiatives, and organize participation of outside sources to augment learning. Official evaluations will be written by the program faculty based on The Evergreen State College campus.

All of the Community-based Faculty will participate in a week-long orientation and training session lasting five days on The Evergreen State College campus before the beginning of each academic year. In addition, the Faculty will participate in three 2 1/2 day training and evaluation sessions at the end of each quarter. The time for orientation, training and evaluation will be included as a part of the ten month appointment.

Program Faculty:

The main program faculty has been Dr. Carol J. Minugh who also serves as the Program Director. Other faculty from The Evergreen State College who have served as full-time faculty are Dr. Jovanna Brown, and Russell Fox. Mr. Joe Feddersen will join the Program Faculty in the 1994-1995 school year. The Evergreen State College Library has designated Lee Lyttle as library faculty for the program. (Curriculum vitae for all primary participants are attached below.) Guest lecturers have been added from-time-to-time as resource persons required by student curricula plans. Faculty from all disciplines from throughout the college have participated through lectures, curriculum recommendations, and availability to students for advice on their research projects. Faculty have also carried individual 4 credit student contracts allowing students to take advantage of a faculty specialty. In the Winter quarter of 1993 two graduate assistant faculty (graduates of the T.R.C. Liberal Arts Program) team taught in cooperation with the regular faculty the "reservation college" at Queets on the Quinault Nation's reservation. At Salish-Kootenai College, the Academic Dean of this college acts as coordinator and on-site advisor during the Fall, Winter and Spring quarters. The T.R.C. faculty make twice-a-quarter visits to evaluate student progress and then serves as full-time faculty during the Summer quarter.

Office of Program Evaluation and Planning

The Reservation Based and Community Determined Liberal Arts Program has operated for four years developing evaluation, planning, intra-college coordination and inter-institutional cooperation practices. The Program's growth combined with important institutional developments beneficial to Indian peoples inside The Evergreen State College require a more systematic and predictable operational approach in the coming years. Accordingly, the Program will establish an Office of Program Evaluation and Planning to:

- facilitate achievement of the Program's goals,
- conduct periodic evaluations of the overall program,
- plan program improvements,
- work with on-campus TESC programs including the Native American Studies Program and the Indian Longhouse in support of innovations to serve Indian people,

- encourage Program Faculty and Program contributions to interdisciplinary programs within The Evergreen State College,
- and engage in inter-institutional cooperation.

The Office of Program Evaluation and Planning will employ one Professional during 2 months in the Summer. The Office of Program Evaluation and Planning will be housed in the same facilities as the Program itself on the campus of The Evergreen State College. Each of the Program's "reservation colleges" will be visited for audits and these will serve as the basis of the overall evaluation. The individual student evaluations, faculty evaluations, procedural and practice evaluations will be collated and analyzed to determine needs for program adjustment and improvements. Evaluation and Planning activities will also include close coordination with the Washington State Higher Education Coordinating Board (HEC). Long-term planning activities will also be conducted to project future improvements, changes and program growth. The Program Evaluator and Planner will also formulate recommendations and proposals for future operations.

The Office will work with the Director of the Native American Studies Program and the Project Coordinator of the Indian Longhouse as well as the College Administration to continue improvements of education and educational opportunities for Indian people. Inter-institutional cooperation will be continued with the Northwest Indian College, Salish/Kootenai College, and the Fort Belknap Indian College and the Stone Child Indian College. New efforts will be undertaken to establish cooperation with the Saskatchewan Indian Federated College in Craven, Saskatchewan and with the "community-based" education program sponsored by the United Native Nations organization in British Columbia, CANADA.

BIBLIOGRAPHY

Fox, Russell and Minugh, Carol J. "Community Determined Liberal Arts Education," in Fourth World Journal Vol. II No.2 pp. 101-109. Center for World Indigenous Studies. Autumn 1989.

Minugh, Carol J. "Freedom to Learn," Occasional Paper #22, Center for World Indigenous Studies. June 1993.

PLANS FOR DISSEMINATION

The Program Director shall write in the Winter of 1995 an essay on community-based education for publication in educational journals. The essay will specifically address organizational approaches and teaching methods supportive of learner-directed education. Of particular importance will be a discussion of the relationship between theory and practical application and outcomes.

The Program Director will present a major paper on reservation colleges and learner-directed education at the National Indian Education Conference in 1996.

The Program will publish an annual report describing developments in reservation-based higher education.

Budget Summary: Community-based Faculty

Four half-time Community-based Faculty will be employed at the annual rate of \$30,000 comparable to entry Faculty at a State College for a total of \$60,000. Faculty employment will be for ten months including nine months of teach in a reservation college and one month's time committed to training and evaluation sessions with Program Faculty. The Program Director will be employed full-time during two months in the Summer to serve as a Planner and Evaluator of the overall program. She will receive a payment of salary equal to \$8,000.

Each of the four Community-based Faculty will be expected to participate in an annual orientation and training session as well as three 2 1/2 day training and evaluation sessions at the end of each quarter. The cost of travel and per diem is expected to \$3000 while supplemental travel costs are expected to be \$480. Consultant costs are expected for sixteen person days for supplemental resource people needed for classroom lectures and technical assistance in program evaluation.

Publications are expected to amount to \$350 for each of the Community-based Faculty for a total of \$1,400. Professional journals, resource library materials and books are essential for maintaining faculty academic awareness in the profession. The Skokomish Indian Tribe requires 40.2% of salaries and wages to cover indirect costs associated with managing the grant. The total for this activity is \$27,336. For relationships between these costs see Figure 2 below.

Figure 2

Community-Based Faculty Budget 1994- 1995				
Budget/Item	Rate	Factor	Sub-Total	Total
PERSONNEL				
Comnty-B Faculty 1	1500	10	15000	
Comnty-B Faculty 2	1500	10	15000	
Comnty-B Faculty 3	1500	10	15000	
Comnty-B Faculty 4	1500	10	15000	
Planning & Devpmnt	4000	2	8000	
Total Personnel:			68000	
FRINGE	27.00%		18360	
Total Personnel & Fringe:				86360
SUPPORT				
Supplies			0	
Telephone			0	
Travel	0.29	12000	3480	
Consultants	100	16	1600	
Workstudy-Students			0	
Equipment			0	
Facilities			0	
Publications	350	4	1400	
Total Support:				6480
PROJ. INDIRECT:	40.20%	68000	27336	27336
Grand Total:				120176

The total budget of \$120,176.00 is planned to cover costs for the Community Based Faculty component of the Tribal Reservation-based and Community-determined Liberal Arts Program during the school year 1994-1995. We would anticipate only a slight increase in this cost due to inflation in the following school year.

Budget Summary: Overall Tribal Liberal Arts Program 1994-1995

Students are enrolled either through The Evergreen State College or the Northwest Indian College. The total personnel costs associated with the program are (including the proposed Community-based Faculty) expected to be \$212,610 in school year 1994-1995. The Evergreen State College also provides computers (\$8,000) located on the reservations and at the T.R.C. campus office, and a scholarship program of \$11,000 which grants five \$500 merit scholarships and tuitions for up to 7 students. Tribal governments grant scholarships to each of their matriculated students at an average of \$2,000 each for a total of \$87,000.

Supplies, telephone costs, consultants and Workstudy-students are supported by The Evergreen State College and tribal governments absorb substantial telephone costs (\$2,400). Tribal governments provide facilities (class rooms, offices, etc.) and audio-visual equipment. TESC provides all campus-based Program personnel offices and access to all other facilities.

The main cost of campus-based Program Faculty is born by The Evergreen State College with modest contributions by the Northwest Indian College. Northwest Indian College support two part-time "extension faculty" at \$10,000 located at Port Gamble S'Klallam. With the support of the Community-based Faculty, the Skokomish will become a major contributor in support of Faculty. (See Figure 3 below)

Figure 3

Overall Tribal Liberal Arts Program Budget						
1994-1995 School Yr.						
Budget Item	C-Based Faculty '94	T.E.S.C. Inkind '94	N.W.I.C. Inkind '94	Tribal Inkind '94	Total '94-'95	Grand Total
PERSONNEL						
Program Faculty	0	93,000	10,000	0	103,000	
Comnty-B Faculty	60,000	0	0	0	60,000	
Planning & Devpmnt	8,000	0	0	0	8,000	
FRINGE (27%) (25%)	18,360	23,250	2,500	0	44,110	
Total Personnel:						215,110
SUPPORT						
Scholarships		11,000		76,000	87,000	
Supplies	0	1,000	200	200	1,400	
Telephone	0	1,200	0	2,400	3,600	
Travel	3,480	2,000	8,000	0	13,480	
Consultants	1,600	3,000	0	0	4,600	
Workstudy-Students	0	6,800	0	0	6,800	
Equipment	0	8,000	0	4,200	12,200	
Facilities/Office	0	0	0	26,000	26,000	
Publications	1,400	1,200	0	0	2,600	
Total Support:						157,680
PROJ. INDIRECT:	27,336	0	0	0		27,336
Overall Total:	120,176	150,450	20,700	108,800		400,126

The Tribal, Reservation-based and Community Determined Liberal Arts Program involves collaborative

participation of The Evergreen State College, Northwest Indian College and the Skokomish, Quinault, Makah, Port Gamble S'Klallam and the Salish Kootenai (Summer program). Each collaborator contributes in-kind and/or funding to support various components of the program. Due to the unique, site-specific, nature of "reservation colleges," collaborative support covers a wide variety of activities. The overall budget of T.R.C. for the 1994-1995 school year will be \$400,126 of which The Evergreen State College contributes \$150,450 (38%), Tribal governments contribute \$108,800 (27%), the Northwest Indian College contributes \$20,200 (5%), and the addition of Community-based faculty will contribute \$120,176 (30%).

RESUMES

Dr. Carol J. Minugh

Dr. Jovanna Brown

Mr. Russell Fox

Mr. Joe Feddersen

Mr. Lee Little