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CENTER



Forum on the Role of
Higher Education on
Native Nation
Rebuilding

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**American Indian Student Access and Success at the
University of North Carolina at Chapel Hill**

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NATIVE NATION REBUILDING FORUM
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Each spring the University of North Carolina at Chapel Hill (University) invites North Carolina Native nation leaders¹ to campus for an annual Forum on the Role of Higher Education in Native Nation Rebuilding (Forum or Native Nation Rebuilding Forum). The Forum is hosted by the UNC American Indian Center (AIC or Center) and designed to inform the University on issues of tribal sovereignty, self-determination, and Native nation rebuilding. Perhaps the most significant feature of the Forum is that it is a space for dialogue and consultation between tribal leaders and University faculty, staff, and administrators.² The dialogue produces recommendations that inform University programs, services, and practices.

The First Forum was held on October 23, 2014 at the William and Ida Friday Center for Continuing Education (Friday Center) on campus. At this historic event, leaders from all eight Native nations introduced themselves, their histories, and their people to the campus community. Dr. Miriam Jorgensen, Research Director for the Native Nations Institute at the University of Arizona and the Harvard Project on American Indian Economic Development, was the keynote speaker. She challenged the University to “do diversity different with tribes,” not because of tribal differences from other races or ethnicities, but because tribes have political designations as nations. Dr. Jorgensen encouraged universities to adopt diversity policies that engage tribes by recognizing the collective political rights of tribes, their nationhood, and the fact that tribes are governments. At the conclusion of the Forum, the University signed a resolution with all eight Native nations resolving to continue efforts that strengthen the University’s commitment to education, research, and service by hosting an annual gathering of Native nations on campus. A copy of the resolution is provided in Appendix A.

The Second Forum was held February 10, 2016 and was attended by 65 guests and participants. The Office of Undergraduate Admissions (Admissions) was the feature campus partner at and co-sponsor of the event. There were four goals for the Second Annual Forum.

1. Share with NC Native nations the many pathways into the UNC and reaffirm the University’s commitment to Native students and tribal citizens;
2. Listen to NC Native nation leaders as they share perceptions of the University in their Native communities and discuss pathways forward;
3. Develop reasonable action steps for the University regarding rebuilding Native nations through Native student access and support; and

¹ North Carolina is home to the largest American Indian population east of the Mississippi River. There are eight tribes and four urban Indian organizations in the state. The tribes include the Eastern Band of Cherokee Indians, Lumbee Tribe of North Carolina, Waccamaw Siouan Tribe, Coharie Indian Tribe, Meherrin Indian Nation, Haliwa-Saponi Indian Tribe, Sappony, and the Occaneechi Band of the Saponi Nation. The urban Indian organizations are Cumberland County Association for Indian People, Metrolina Native American Association, Guilford Native American Association, and Triangle Native American Society.

² Native nations, tribal nations and tribes are used interchangeably in this report.

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4. Network with University partners interested in addressing tribally self-determined needs and goals as identified by tribal leaders.

See Appendix B for the 2016 Second Annual Forum Agenda.

The program consisted of formal remarks from the University’s Chancellor, tribal leaders, and other University administrators as well as presentations from University partners. Tribal leaders heard from Admissions about the many different pathways into Carolina as well as American Indian student enrollment on campus. A working lunch and breakout session produced numerous recommendations for addressing Native student access and success in higher education. In the spirit of reciprocity, UNC Admissions listened to the recommendations of tribal leaders regarding the best ways to “call” Native students into higher education and support Native student success. The resulting promising practices and recommendations are described in Table 1.

Table 1. Recommendations for American Indian Student Access and Success

Practice	Recommendations
Establish Programing that Allows for Early Contact	<ul style="list-style-type: none"> • Host an early contact middle school summer enrichment program for American Indian students, boosting their college aspirations and inspiring their parents to think about college early. • Create a college prep program for American Indian high school students to assist them with the college application and preparation process.
Build Reciprocal Respectful Relationships	<ul style="list-style-type: none"> • Establish a university presence in tribal territories and Native communities by attending cultural events and meeting with tribal leadership. Periodic visits will help establish trust and build relationships between the university and tribal communities. <i>See Appendix C for a map of NC Native nations and territories.</i> • Get to know students, parents, Title VII Indian Education Coordinators, and tribal leaders by maintaining regular verbal and written communication. • Consult with Native nations to determine the professions most needed in tribal territories and share relevant degree opportunities with undergraduate, graduate, and professional students that desire to serve tribal communities. • Explore mutually beneficial partnerships between the University and tribal nations to address pressing issues impacting Indian Country.
Prepare Prospective Students, Families, and Leaders for Higher Education	<ul style="list-style-type: none"> • Share information about the application process and financial aid with Native students, families, leaders, and community members, to build a better understanding about college readiness within tribal communities.

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	<ul style="list-style-type: none"> • Offer distance-learning courses and certificates to tribal leaders and citizens as a way to open access to the University. • Build networks with community colleges and technical schools to increase pathways into the university and other four-year institutions. • Increase the Carolina College Advising Corps service area to include school districts with significant American Indian student populations and train Advising Corps members to seek out and engage American Indian students and their parents.
<p>Offer Culturally-Appropriate Recruitment</p>	<ul style="list-style-type: none"> • Invite prospective Native students and their families to culturally tailored recruitment events where Native faculty, staff, and students welcome guests. • Offer a tour of campus that allows students to see campus through an Indigenous lens. • Avoid prioritizing recruiting from one Native nation over another. Efforts should be made to engage all tribal communities in the state overtime. • Practice reciprocity with recruitment visits. When a tribal community sends Native students to campus for a recruitment event, the University should offer to visit the tribal community the following year. Each visit requires the expense of valuable resources (i.e., gas, time, etc.) and each partner should share in the burden. • Invite American Indian faculty, staff and students to call prospective or admitted students and encourage them to attend the institution. Where possible, pair citizens of the same Native nation together. This requires the University to collect and analyze tribal-specific data on prospective and admitted students. • Collect and disseminate data about American Indian admissions, enrollment, graduation, and faculty/staff representation on campus with Native nations. Sharing this information creates transparency and helps Native nations and the University explore opportunities for growth as well as celebrate achievements.
<p>Offer In-State Tuition for Tribal Citizens</p>	<ul style="list-style-type: none"> • Waive out-of-state tuition for Native nations straddling state lines. Today’s nations were either removed to their present day locations or existed in those locations before state lines were created.
<p>Support American Indian Students on Campus</p>	<ul style="list-style-type: none"> • Maintain a critical mass of American Indian students on campus by collecting and tracking tribal affiliation during the application process. • Create space and opportunity for students to express their spirituality on campus by offering a list of churches and other ceremonial activities in the area. • Offer a safe space on campus for American Indian students to create community, engage in culturally relevant activities, and decompress from the challenges of University life. • Offer anonymous verbal and written ways for American Indian students to share their opinions and concerns about their experience on campus.

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	<ul style="list-style-type: none"> • Collaborate with local tribes and organizations to establish Native “host families” for new students that will support them while they are away from home. • Develop an assessment for Native students exploring their intellectual, physical, spiritual, and emotional needs on campus. • Host a Native-specific mentoring program to support Native students new to campus. Pairing new and upper-class students together will help new students as they transition into college and encourage upper class students to stay engaged in the Native community on campus.
<p style="text-align: center;">Increase American Indian Staff Presence on Campus</p>	<ul style="list-style-type: none"> • Establish consistent, reliable, and knowledgeable points of contact within the offices of Admissions, Student Affairs, Student Success and Academic Counseling, and Diversity and Multicultural Affairs for tribal leaders, citizens, community members, and parents.
<p style="text-align: center;">Include North Carolina Native Nation content in Course Offerings</p>	<ul style="list-style-type: none"> • Offer an academic course in American Indian and Indigenous Studies that is inclusive of NC tribal nations and created with participation from tribal leaders. This will strengthen relationships between tribes and faculty while educating all students about NC Native peoples. • Develop Native language classes that satisfy foreign language requirements. • Encourage faculty across academic disciplines and schools to include NC American Indian content in their courses to create an atmosphere of inclusion on campus.

For further information, please contact Dr. Amy Locklear Hertel at the UNC American Indian Center at 919-843-4133 or Amy.Hertel@unc.edu.

Looking Ahead

The Center will work with University partners to implement the recommendations above and disseminate this report across campus and within the University of North Carolina system. We will report back to tribal leaders at the 2017 Forum on our progress.

About the UNC American Indian Center

Established in September 2006, the UNC American Indian Center is a pan-university public service Center that strives to bring the expertise of the University to bear on issues of importance to Native nations through the development of mutually beneficial research, education and service. We conduct our work through a Nation rebuilding lens by building partnerships between the University and Native nations that promote the development, acquisition and control of tribal assets. The Center serves through traditional values familiar to Native communities: *respect* for others; *responsibility* to serve; *reciprocal* exchange of resources; and *balance* between intellectual knowledge and indigenous ways of knowing.

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**FORMAL RESOLUTION BETWEEN
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
AND
THE TRIBES OF THE STATE OF NORTH CAROLINA**

On this historic 23rd day of October, 2014, at the Forum on the Role of Higher Education in Native Nation Building, this Formal Resolution is entered into by and between The University of North Carolina at Chapel Hill (the "University") and the following tribes historically inhabiting the State of North Carolina: Coharie Tribe, Eastern Band of Cherokee Indians, Haliwa-Saponi Indian Tribe, Lumbee Tribe of North Carolina, Meherrin Indian Nation, Occaneechi Band of the Saponi Nation, the Sappony, and Waccamaw Siouan Tribe (hereinafter referred to together as the "Native Nations").

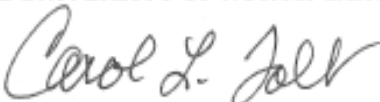
This Resolution is being enacted for the purposes of acknowledging and enhancing the close relationship between the University and the Native Nations of the State of North Carolina. The University recognizes the rich histories of these Native Nations and resolves to continue and strengthen its commitment to research, education and service with the Native Nations.

To this end, the University acknowledges the significance of today's gathering – the Forum on the Role of Higher Education in Native Nation Building – and commits to hosting an annual gathering of a similar nature to reinforce this commitment and uphold the University's relationship with the Native Nations.

Finally, the University acknowledges November as American Indian Heritage Month at The University of North Carolina at Chapel Hill.

The University and the Native Nations hereby execute this Formal Resolution as follows:

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



Carol L. Folt, Chancellor

10.23.2014
Date



Carol P. Tresolini, Vice Provost for Academic Initiatives

10/23/14
Date



Amy Locklear Hertel
Director, American Indian Center

10/23/2014
Date

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AGENDA

Welcome ~ 10am

Opening Honor Song ~ Kaya Littleturtle, 2015 Native Leadership Institute Cohort Member

Dr. Amy Locklear Hertel, Director, UNC American Indian Center

Chancellor Carol L. Folt, University of North Carolina at Chapel Hill

Dr. Daniel M. Cobb, Associate Professor of American Studies; Director of Undergraduate Studies; American Indian and Indigenous Studies Coordinator, UNC Department of American Studies

Dr. Marcus L. Collins, Interim Associate Dean, UNC Center for Student Success and Academic Counseling; Director of Summer Bridge at UNC

Pathways into Carolina ~ 10:15am-11:15am

During this session attendees will learn about the state of American Indian enrollment at Carolina, how American Indian students can access Carolina, and the types of programs designed for Native student success on campus.

Dr. Stephen M. Farmer, Vice Provost for Enrollment and Undergraduate Admissions, UNC Admissions

Dr. Robert Bruce, Director, The William and Ida Friday Center for Continuing Education

Dr. Taffye Benson Clayton, Associate Vice Chancellor, Chief Diversity Officer, Diversity and Multicultural Affairs

Dr. Marcus L. Collins

Carolina Perceptions & Pathways to Partnership ~ 11:15am-12pm

We will hear from Native nation leaders and forum participants about their perceptions of Carolina and how to build reciprocal pathways to partnership.

Co Facilitators: Dr. Amy Locklear Hertel and Dr. Marcus L. Collins

Working Lunch ~ 12pm-1pm

Pathways to Thrive: Strategies for Increased Student Access & Support ~ 1pm-2:30pm

Participants will provide the University with reasonable action steps for rebuilding their Native Nations through Native student access and support.

Co Facilitators: Dr. Amy Locklear Hertel and Dr. Marcus L. Collins

Engaged Scholarship: Pathways to Native Nation Rebuilding ~ 2:30pm-3pm

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Native nation leaders will hear from various University campus partners about opportunities for partnerships to address Native nation concerns.

Closing Honor Song ~ 3pm

Kaya Littleturtle

Networking with University Partners ~ 3:05pm-4pm

Leaders and University partners will have the opportunity to network and talk one-on-one about mutual interests.

NATIVE NATION AND URBAN ASSOCIATION FORUM REPRESENTATIVES

Gene Jacobs, Chief, Coharie Indian Tribe
Dr. Ogletree Richardson, Chief, Haliwa-Saponi Indian Tribe
Harvey Godwin Jr., Tribal Chairman, Lumbee Tribe of North Carolina
Wayne Brown, Chief, Meherrin Indian Nation
Vickie Jeffries, Tribal Council Member, Occaneechi Band of the Saponi Nation
Dante Desiderio, Executive Director, Sappony Tribe
Eric Graham, Tribal Council Member, Waccamaw Siouan Tribe
Kerry Bird, President, Triangle Native American Society

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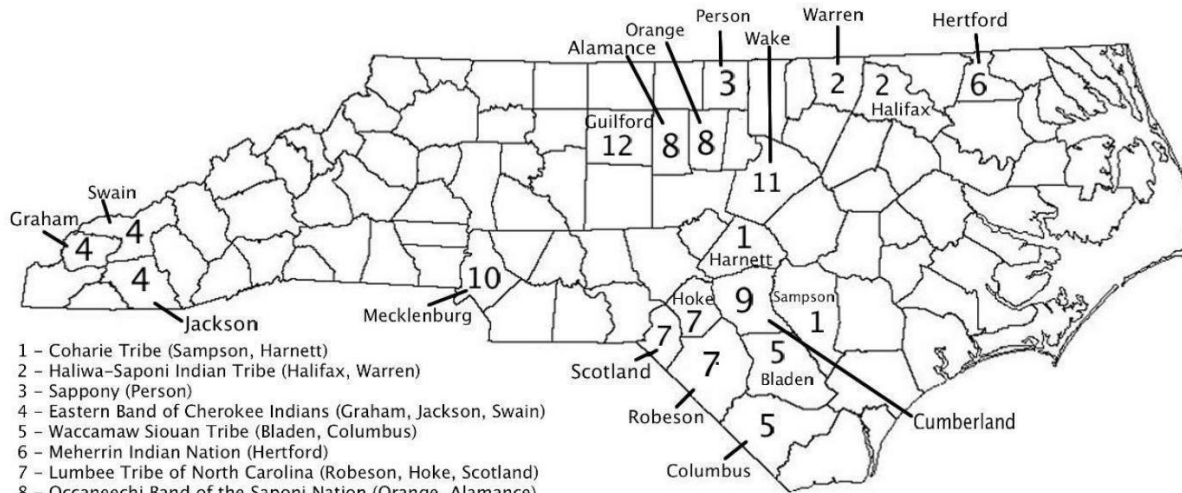
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Special Thanks to our Cosponsors
UNC Admissions & Center for Student Success and Academic Counseling

North Carolina Tribes and Urban Indian Organizations



- 1 – Coharie Tribe (Sampson, Harnett)
- 2 – Haliwa-Saponi Indian Tribe (Halifax, Warren)
- 3 – Sappony (Person)
- 4 – Eastern Band of Cherokee Indians (Graham, Jackson, Swain)
- 5 – Waccamaw Siouan Tribe (Bladen, Columbus)
- 6 – Meherrin Indian Nation (Hertford)
- 7 – Lumbee Tribe of North Carolina (Robeson, Hoke, Scotland)
- 8 – Occaneechi Band of the Saponi Nation (Orange, Alamance)
- 9 – Cumberland County Association for Indian People (Fayetteville)
- 10 – Metrolina Native American Association (Charlotte)
- 11 – Triangle Native American Society (Raleigh Durham Chapel Hill)
- 12 – Guilford Native American Association (Greensboro)



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The UNC American Indian Center endorses this educational resource, which has been developed in partnership with the 8 state recognized tribes and urban Indian organizations of North Carolina. americanindiancenter.unc.edu