



Institute of American Indian Arts  
2017 Winter Board of Trustees Meeting  
Thursday, February 16, 2017 5:30 PM (MST)  
LKN Welcome Center Boardroom

Prepared for Bill Sayre



Institute of American Indian Arts  
2017 Winter Board of Trustees Meeting  
Thursday, February 16, 2017 5:30 PM (MST)  
LKN Welcome Center Boardroom

- I. Thursday, February 16, 2017 - 5:30- 8:00 pm  
*Scholarship Awards Night-CLE Cafe*
- II. Friday, February 17, 2017 - 9:00 -4:30 PM  
*WINTER BOARD OF TRUSTEES COMMITTEE MEETINGS*  
*LKN Welcome Center Board Room*
  - A. New Trustees Introduction and Orientation - Loren Kieve, Chair, President Martin and Cabinet Members  
*9:00 AM – 10:00 AM*  
*All Trustees Should Attend*
  - B. Academic Affairs Committee - Dr. Deborah Goodman, Chair  
*10:00 AM – 11:00 AM*
    - 1. Enrollment Management - Nena Martinez-Anaya
    - 2. Student Life Division - Carmen Henan
    - 3. Academic Division - Valerie Nye for Charlene Teters
    - 4. Honorary Doctrate Nominating Committee Recommendation
      - a. a)Resolution 2017-#003 – 2017 Honorary Doctorate Recipient
  - C. Institutional Advancement Committee - Brenda Kingery, Chair  
*11:00 AM – 12:00 AM*
    - 1. Director of Institutional Advancement Search Update
    - 2. IAIA Alumni
    - 3. IAIA Foundation
    - 4. 4.2017 Gala Planning
    - 5. 5.Naming Resolutions
      - a. Resolution 2017 - #004 Allred Naming
      - b. Resolution 2017 - #005 Davis Mayo Naming
      - c. Resolution 2017 - #006 Kieve-Blum Naming
      - d. Resolution 2017 - #007 Morris Naming
      - e. Resolution 2017 - #008 Ells Naming
      - f. Resolution 2017- #009 Balzar Naming
    - 6. Other Upcoming Events

D. Lunch with Staff Council, CLE Commons

*12:00 PM - 1:00 PM*

E. Finance Committee - JoAnn Balzar, Chair

*1:00 PM – 2:00 PM*

1. Budget to Actuals – year to date - Lawrence Mirabal, CFO
2. Resolutions - Lawrence Mirabal, CFO
  - a. 2017-#010– 1st QTR. Gift Acceptance
  - b. 2017-#011– Tuition Incentives Relative to Retention/Completion
3. Museum Shop Updates
4. Human Resources
5. Facilities

F. Audit Committee - Bidtah Becker

*2:00 PM- 2:30 PM*

1. FY2016 Audit Status Report

G. Board of Trustees Training - Larry Mirabal, CFO

*2:30 PM– 3:30 PM*

1. Board Fiscal Fiduciary Responsibility – Part 4

H. Museum Committee - Beverly Morris, Chair

*3:30 PM – 4:30 PM*

1. Museum Updates - Patsy Phillips

I. Winter 2017 Board of Trustees General Session

*Friday, February 17, 2017*

*4:30 PM- 5:30 PM*

1. Call to order - Loren Kieve, Chair
2. Invocation
3. Determination of Quorum
4. Approval of Agenda
5. Naming Resolutions
  - a. Resolution 2017 - #004 Allred Naming
  - b. Resolution 2017 - #005 Davis Mayo Naming
  - c. Resolution 2017 - #006 Kieve-Blum Naming
  - d. Resolution 2017 - #007 Morris Naming
  - e. Resolution 2017 - #008 Ells Naming
  - f. Resolution 2017- #009 Balzar Naming

6. Adjourn

J. Museum Exhibition Tour led by docents

*IAIA Museum of Contemporary Arts (MoCNA)*

*5:00 PM- 6:00 PM*

K. Board Dinner

*Honoring for Barbara Davis Blum and Sonya Kelliher-Combs*

*6:30 PM- 8:30 PM -The Shed, 113 ½ East Palace, Santa Fe, NM*

III. Saturday, February 18, 2017- 9:00 AM – 12:00 PM

*WINTER 2017 BOARD OF TRUSTEES GENERAL SESSION MEETING*

- A. Call to Order - Loren Kieve, Chair
- B. Invocation
- C. Determination of a Quorum
- D. Approval of Minutes
  - 1. Finance Meeting Minutes
  - 2. Institutional Advancement Meeting Minutes
  - 3. Academic Meeting Minutes
  - 4. Museum Meeting Minutes
- E. President's Report - Dr. Robert Martin
  - 1. Institutional Research - Dr. Bill Sayre
  - 2. Land Grant Programs - Charlene Carr
  - 3. Sponsored Programs - Laurie Logan-Brayshaw
  - 4. Marketing & Communication - Eric Davis
- F. ASG President's Report - Chad Browneagle
- G. Academic Affairs - Dr. Deborah Goodman
  - 1. Resolution 2017 - #003 Honorary Doctorate Recipient
- H. Finance Committee - JoAnn Balzar
  - 1. Resolution 2017 - #010 Gift Acceptance
  - 2. Resolution 2017 - #011 Tuition Reduction/Retention
- I. Audit Committee - – Bidtah Becker, Chair
- J. Museum Committee - Beverly Morris, Chair
- K. New Board Business
  - 1. Audit Presentation and Acceptance
    - a. Resolution 2017 - #012 Audit Acceptance
  - 2. Board of Trustee Officer Elections
- L. Executive Session (if necessary)
- M. Adjourn



**INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE  
CULTURE AND ARTS DEVELOPMENT**

**Winter 2017 Board of Trustees Meeting**

# **ORIENTATION MATERIALS**

## **February 2017**

# **2017 Board of Trustees Orientation Materials**

## **Table of Contents**

### **Introduction**

- History of IAIA
- Fall 2016 Fact Sheet
- Cabinet Summary Reports

### **IAIA Core Documents**

- Plan 2020
- Cabinet Members
- Staff Directory
- Institute Policies

### **Board of Trustees**

- Board Mission Statement
- Trust Compact
- 2016-2017 Board of Trustee Goals
- Enabling Legislation
- By-Laws
- Conflict of Interest
- SF 450 Review Guide

### **Board Committees**

- Committee Descriptions
- Committee Membership
- 2017 Board Meeting Schedule

### **Board Member Information**

- Board Travel Guidelines
- Board Travel Voucher
- Board Contact Sheet

# I. HISTORY of IAIA

The Institute of American Indian Arts is a multi-tribal center of higher education dedicated to the study, creative application, preservation, and care of Native arts and culture.

The United States Department of Interior's Bureau of Indian Affairs, at the recommendation of the Indian Arts and Crafts Board in 1960, created the Institute of American Indian Arts (IAIA).<sup>1</sup> The Institute opened on the campus of the Indian School in Santa Fe, New Mexico in August 1962 under protests by Natives and groups dedicated to Native welfare. Specifically, they publicly protested the displacement of students from the Santa Fe Indian School and the establishment of IAIA.<sup>2</sup> Despite the challenges, the Institute embodied a bold and innovative approach to arts education under the leadership of its first Superintendent, Dr. George Boyce and first Art Director, Lloyd H. New. Initially an accredited high school curriculum, the Institute has now grown into a fully accredited, federally chartered fine arts college.

The philosophy of IAIA champions' freedom of expression for American Indian artists, and encouraged students to experiment with new materials and technologies, to examine, invent, imagine, grow and evolve. In 1970, Art Director Lloyd New wrote, "The approach used, stressing cultural roots as a basis for individual creativity, is a unique development of the world scene and in our national dedication to the enhancement of minority contributions."<sup>3</sup> From this vision, the Contemporary Indian Art Movement was born, enriching Native and non-Native cultures, both aesthetically and economically. Students, faculty and alumni gained renown for their innovative and groundbreaking work. The body of their work collectively came to establish the base of the IAIA Museum in 1971, now known as the Museum of Contemporary Native Art, and is now comprised of over 7,500 art objects housed on the IAIA Campus.

Educationally, IAIA initially offered a high school curriculum, accredited by the State of New Mexico and 'post-graduate' courses until 1975, when the Bureau of Indian Affairs chartered IAIA to become a 'Middle College' in the BIA system during that year. In 1984, IAIA was officially accredited by the Higher Learning Commission, North Central Association of Colleges and Schools (NCA) to award Associates degrees, and the National Association of Schools of Art and Design (NASAD) would follow suit in 1986. After years of self-study and accreditation reports, IAIA was granted Baccalaureate status in 2001.

Presently, as the nation's only fine arts college devoted solely to the artistic and cultural traditions of all American Indians, the Institute's mission is still guided by a strong sense of cultural identity, distinguished by a unique approach to arts education and Native education in general. As of its forty-seventh year, the Institute has graduated over 3100 students from most of the 557 federally recognized tribes as well as First Nation (Canada) and International students. As a multi-tribal cultural learning center, the Institute provides a bridge between a past rich with tradition and the dynamic ever-evolving American Indian culture of the new millennium.

When IAIA opened its doors in 1962, the student body comprised of 140 students representing 69 tribes and 19 states. A culturally-rich creative arts program with an interactive academic approach was carried out by arts faculty including James McGrath, Fritz Scholder, Allan Houser, Charles and Otellie Loloma, Louis Ballard, Seymour Tubis, Ralph Pardington, Neil Parsons and others. A dedicated staff of teachers taught English, mathematics, history, Spanish, and the sciences. A dormitory and counseling staff was also onsite to help students succeed.

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<sup>1</sup> New, Lloyd H. "Progress Report: The Institute of American Indian Arts". 1970.

<sup>2</sup> School Closure Draws Protest from Indians". *The Denver Post*. 18 June 1962.

<sup>3</sup> New, Lloyd H. "Using Cultural Difference as a Basis for Creative Expression". 1964 ca.

By 1965, its enrollment numbered 350 American Indian, Eskimo and Aleut natives, who collectively represented 88 individual tribes from twenty-five states. Among its first students were some of today's most noted artists, including Kevin Red Star, T.C. Cannon, Earl Biss, Alfred Youngman, and Bill War Soldier Soza. These artists rejected old ideas and formed their own standards of creativity with an emphasis on important contemporary social and political concerns.

Between 1966 and 1968, the Institute received international recognition during the First International Indian Arts Exhibition, produced by the U.S. Department of State and directed by Assistant Art Director James A. McGrath. The Exhibition traveled through Edinburgh, London, Berlin, Ankara, Santiago, Buenos Aires, and Mexico City to great acclaim. This exhibit featured the juxtaposition of traditional Native crafts and contemporary Native artworks as well as sand painting demonstrations. The exhibit was highly successful and was a starting point for international recognition of contemporary Native art.

The 1970's brought success and acclaim to the Institute and its artists as it gained a foothold on the terrain of arts education. There were continued challenges, mostly in regard to funding and recruitment. The new federal policy of 'Self-Determination' replaced the old 'Termination' policy, and was at the forefront of the school's mission. Its unique academic approach resonated with Native students, who typically were highly underrepresented in higher education. With a clear mission, motivated students and faculty, and confidence gained from its successes, the Institute had an unprecedented retention rate among American Indians. With a significant percentage of its graduates going on to earn advanced degrees, the school often served as a doorway to higher education.

By the middle of the decade, the Institute had been issued 'Middle College' status by the BIA.<sup>4</sup> The Native American Council of Regents was established to help oversee IAIA under the new charter. IAIA gradually phased out its high school program, which ended in 1979. NCA and NASAD accreditation was in the works, but it wouldn't be until 1984 before accredited Junior College status was fully received. The Institute graduated its first class of students with associate degrees in 1985.

The end of the decade brought the retirement of Lloyd New in 1978, who had taken over as Superintendent (which he later change the title to Director) in 1967. Between 1978 and 1980, the Institute faced unprecedented challenges. The All Pueblo Indian Council (APIC) lobbied congressional officials and requested the return of the Santa Fe Indian School to the Council, a move that would displace IAIA from the campus. After months of federal subcommittee hearings, Congress ruled in favor of the APIC. IAIA was forced off the campus of the Santa Fe Indian School and began to rent dormitory and classroom space from the College of Santa Fe in 1980.

The 1980's brought continued changes and challenges. The move to the College of Santa Fe was painful and impacted enrollment, budget and morale. IAIA forged ahead with determination and held steadfast to its vision. Students, faculty and alumni continued producing high-quality art in considerable quantity despite the school's difficulties. The school had established a solid base of renown for arts excellence.

Beginning in 1982, under the leadership of IAIA director Jon Wade, IAIA and congressional officials, including Pete Domenici and Bill Richardson, began drafting a congressional bill that would release IAIA from federal oversight. Several bills were drafted and presented to both houses, but would eventually die out during the process. Finally in 1986, congress passed the Higher Education Amendments. Within that bill was a provision chartering the Institute of American Indian and Alaska Native Culture and Arts Development by Congress as a non-profit organization, one of only three Congressionally Chartered colleges in the country. The bill represented the federal government's financial commitment to IAIA while allowing it to grow and flourish under its own direction.

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<sup>4</sup> IAIA. "Status Study Report to the Accreditation Committee of the North Central Association of Colleges and Schools and the National Association of Schools of Art". 1977.

Under the charter, IAIA was governed by a presidentially nominated Board of Trustees, which was launched in 1988. This new status helped re-energize the school and gave it governmental autonomy and a semblance of budget stability. In 1989, the Board of Trustees successfully acquired 140 acres from the Rancho Viejo Partnership, Ltd. on which to construct our current campus and release IAIA from the campus of the College of Santa Fe. A \$4.9 million capital campaign made possible the 1992 opening of the new Institute of American Indian Arts Museum in downtown Santa Fe. The Museum breathed new life into the Institute and became a publicly visible cultural and economic extension of the college.

Starting in 1993, the Board of Trustees' moved forward with building the new campus. Both the new leadership and the new construction on the campus re-energized the Institute after years of financial and federal appropriation challenges. The "Planting the Seed" groundbreaking ceremony for the new campus was held in 1999. In August 2000, thirty-eight years after IAIA first conceptualized their experimental educational curriculum, the Institute celebrated the opening of its new campus.

In 2001, the Institute received accreditation from the NCA, for Bachelor's degrees in Creative Writing and Museum Studies, as well as accreditation for four-year, fine arts degrees in Studio Arts and Visual Communications.<sup>5</sup> The Institute awarded its first baccalaureate degree at its May commencement services in 2002.

Now approaching its 50th year of operation, the IAIA campus is blooming. The Library and Technology Building was opened in 2006 in addition to the academic and facility buildings. New Dorms and family housing units were added in 2008-2009. In 2010, IAIA completed three major additions to the campus: The Center for Lifelong Education, a conference center complete with a café, bookstore, distance learning classrooms, board rooms, offices, and gathering spaces; The Science and Technology building was completed a few months later, comprising of high tech classrooms, museum conservation areas, a storage space for the collection of the Museum of Contemporary Native Art, and the Digital Dome, an innovative space to view images on a large, convex screen that can move around above viewers; and the Sculpture and Foundry building was completed simultaneously with the Science and Technology building and has enhanced our capacity to produce large-scale sculpture works. The future holds many options for campus development including an administrative building and a fitness and activity center. Educationally, Masters of Fine Art degrees are currently being pursued for Creative Writing and Museum Studies. A major expansion of the distance-learning program of IAIA launched in the spring semester of 2011 with the offering of various online courses in many different degree programs.

IAIA will continue to grow and flourish in the 21st century through its mission, goals, and perseverance. The original purpose of IAIA has not faded; IAIA continues to "provide adequate tools, professional leadership, freedom for exploration in various art fields, and encouragement of each student towards maximum freedom of artistic expression, IAIA makes a unique contribution to greater freedom and economic betterment of young Native people of all tribes. Through such opportunity many Native youths make significant cultural contributions to the world".<sup>6</sup>

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<sup>5</sup> Higher Learning Commission. "Report of a Focus Visit to the Institute of American Indian and Alaska Native Culture and Arts Development". May 2001.

<sup>6</sup> "The Institute of American Indian Arts: A Basic Statement of Purpose". Prepared by IAIA Staff. October 1962. 2015

## OUR VISION

To be the premier educational institution for Native arts and cultures

## OUR MISSION

To empower creativity and leadership in Native arts and cultures through higher education, lifelong learning and outreach

## OUR CORE VALUES

### COLLABORATION

Joining together for student success

### EXCELLENCE

Upholding high standards for students, faculty and staff

### CREATIVITY

Encouraging fearless expression in art and life

### RESPECT

Fostering an understanding of cultures, perspectives and identities

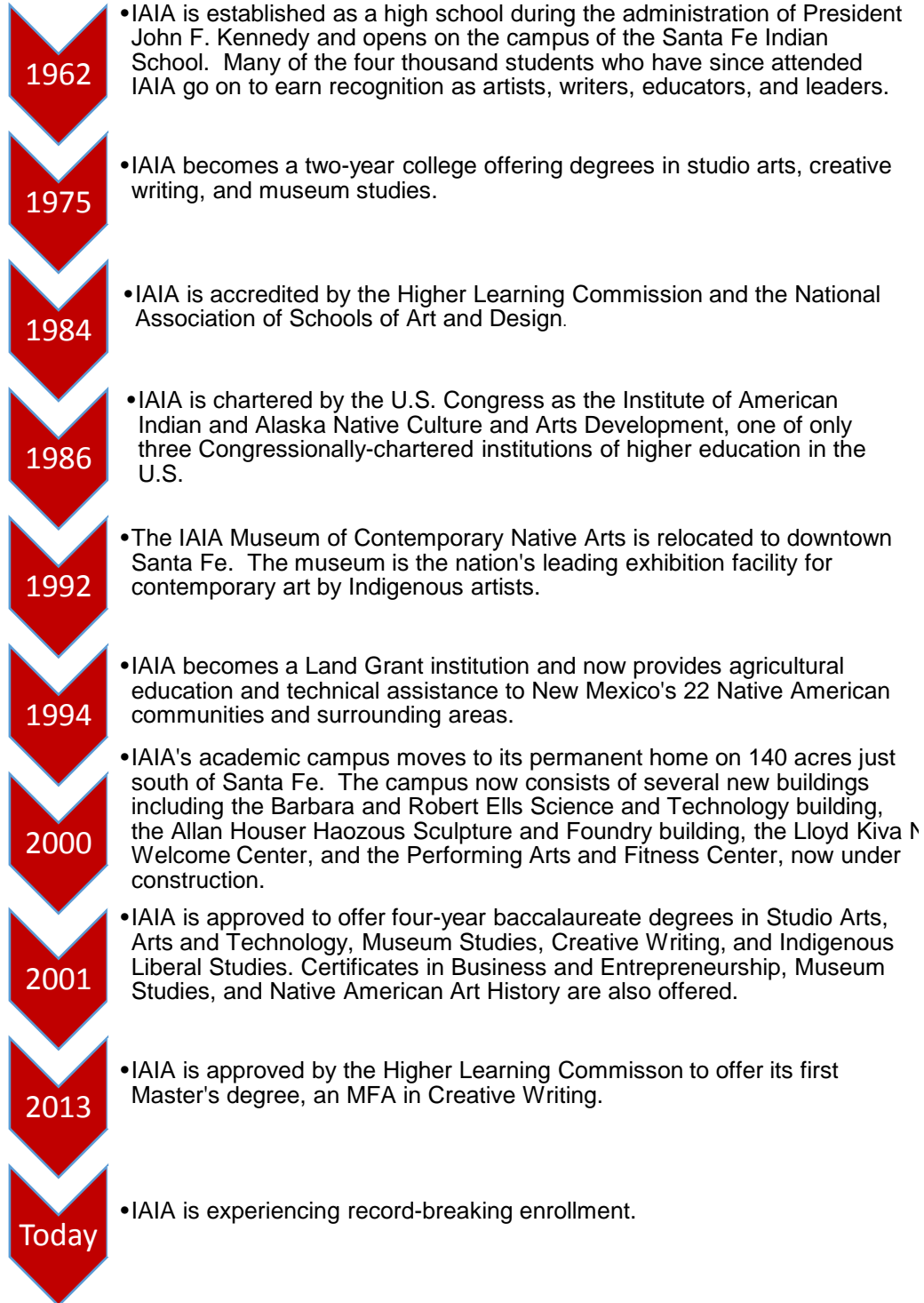
### INTEGRITY

Demanding honesty, accountability and responsibility to one's community, oneself and the world at large

### SUSTAINABILITY

Being effective stewards of IAIA's financial, human, physical, and natural resources in ways that minimize impact on the environment and ensure the future viability of IAIA

## A BRIEF HISTORY OF IAIA



## OUR MISSION OBJECTIVES

- Improve student success
- Strengthen academic programs
- Build college community
- Advance contemporary Native arts and culture
- Expand capacity as a 1994 Land Grant institution

## INSTITUTIONAL PROFILE

STUDENTS - Fall 2016			
Enrollment		Students at the IAIA campus by Region	Students at the IAIA campus by Tribe
Total Head Count:	593	New Mexico: 50%	Tribes represented: 86
Full-Time Equivalent (FTE):	474	States represented: 31	NM Tribes represented: 18
Graduate student headcount:	60	International: 2%	NM Pueblos represented: 15
Graduate student FTE:	78		NM Pueblo students: 42
Dual enrollment high school students:	221	Top States	Navajo students: 54
Dual enrollment FTE:	65	1. New Mexico	
Students at the IAIA campus:	312	2. Arizona	Top 5 Tribes
FTE:	331	3. Oklahoma	1. Navajo Nation
Female: 59% Male: 41%		4. Washington	2. New Mexico Pueblos
Living on campus:	183	5. Wisconsin	3. Tohono O'odham Nation
Native: 76% Non-Native: 24%		6. California	4. Hopi Tribe
Median Age:	25	7. Alaska	5. Oglala Sioux Tribe
Degree Seeking:	93%	Majors: Studio Arts, 53%. Cinematic Arts and Tech, 15%. Indigenous Liberal Studies, 11%. Museum Studies, 10%. Creative Writing, 7%. Business and Entrepreneurship, 3%. Native American Art History, 1%.	
Fed. Financial Aid (Pell) Eligible:	86%		
PERSONNEL - Fall 2016			
Employees	Full-Time Faculty	Administration	Staff
Total: 106	Total: 24	Total: 11	Total: 71
Native: 50%	Native: 70%	Native: 45%	Native: 45%
	Male: 58% Female: 42%	Male:45% Female: 55%	Male: 37% Female: 63%

# IAIA Cabinet

## Summary Reports

# Enrollment Management Division

## Staff

Nena Martinez Anaya, M.Ed., Chief Enrollment/Retention Officer  
Mary Silentwalker, M.Ed., (Navajo/San Felipe) Admissions/Recruitment Director  
Jeminie Shell, M.A., Retention Director  
Lara Barela, M.A., Financial Aid Director  
Karen Gomez, M.A., Career Advisor  
Jonathan Breaker, B.A., (Siksika Nation) Assistant Admissions/Recruitment Director  
Loyola Rankin, B.A., (Navajo) Admissions Counselor  
Raquel Covarrubias, B.A., Admissions Specialist  
Nicole Lovato, B.A., (Santo Domingo), Retention Specialist  
Leah Boss, (Laguna/Hopi/Akimel O'Odham), Student Accounts/Financial Aid Coordinator  
Steve Oizumi, M.B.A., (Oglala Sioux) Financial Aid & Scholarship Advisor  
Christine Johnson, Learning Lab Specialist  
Jay Muskett, (Navajo) Learning Lab Specialist  
Matt Fontis, Learning Lab Specialist  
Deloria Lomawaima, (Hopi) M.A., Learning Lab Specialist  
Lee Honie, (Navajo) Navajo Learning Lab Specialist

## Goal

IAIA is dedicated to improving the overall student experience by providing a support system for its students. In 2011 IAIA's "one-stop shop", the Student Success Center was created to demonstrate IAIA's commitment to student success through a more coordinated logistical, physical and social approach of student services. The Student Success Center supports students from admission through graduation and beyond, into graduate school and career counseling. The Student Success Center team is made up of professional staff who are passionate about IAIA's ongoing effort to improve student services, persistence rates, and completion rates. We support and utilize quantitative and qualitative data and the analysis of the work of the institution to continuously improve our services.

## Functions

- Admissions & Recruitment
- Dual Credit Program
- Learning Lab Center/Tutoring Services
- Early Alerts Program
- Alpha Chi - National Honor Society
- Financial Aid
- Academic Advising
- Scholarship Services
- Career Counseling
- Student Employment Program
- Orientation (Freshmen and Transfer)
- Student Accounts
- College Placement Testing (Accuplacer)
- Four Directions Project (Mentoring)
- Disability Support Services
- Talking Circle
- Achievement Coach Program

## **Student Life**

### **Staff**

Carmen Henan, M.A. Counseling, Dean of Students  
Nocona Burgess, M.A. Art Education, Student Activities Coordinator  
Ben Calabaza, BA Theater & Communication Arts, Recreation Assistant  
Jaqueline Chitto, Assistant to the Dean of Students  
Blue Tarpalechee, BFA Cinematic Arts, Housing Director  
Leslie Romero, Residential Coordinator  
Peggy Lomay, Area Coordinator  
Richard Gablick, Area Coordinator  
Kathy Jann, Area Coordinator  
Greer McSpadden, LISW, Counselor  
Natascha Holmes, LMHC, Art Therapist, (contract)  
Madge Duus, Art Therapist (graduate art therapy intern)

### **Student Workers**

Chad Browneagle, Associated Student Government President  
Del Curfman, Activities Assistant  
Manny Ramirez, Residential Assistant  
Emma DeMarr, Residential Assistant  
Isabella Smith, Residential Assistant  
Darius Beltran, Residential Assistant  
Dolores Cortez, Residential Assistant  
Emily Peck, Residential Assistant

### **Goal**

Provides student service programs for student development in leadership, personal growth, and life skills that promotes student success.

### **Functions**

#### **Housing**

Provides programs and activities for establishing lifelong relationships, creating familiarity with the community, achieving academic success, experiencing diversity and social justice, enhancing health and well-being, and developing skills to use throughout life.

#### **Counseling**

The counseling program offers the opportunity for students to address questions and concerns about campus life and to deepen their understanding of themselves in a respectful, confidential, and supportive environment. The program sponsors and supports ceremonial activities in which all students can participate, such as sweat lodge ceremonies on campus, and other traditional activities.

### Activities

Provides an activities program that complements the academic program through the development, exposure, and participation in social, cultural, artistic, recreational, leadership and group activities.

### Associated Student Government ASG

Provides students representation in the college community and offers a variety of services and opportunities for expression, leadership, and involvement. It represents the student in decision making and is an important link between the student, faculty, and administration. The ASG president is an ex-officio member of the Board of Trustees.

### Student Clubs & Organizations

Various clubs and organizations are available for students to join and provide an avenue for shared interests, socializing, and developing leadership skills.

### Bon Appetit Cafe

The campus food service is operated by Bon Appetit Management Company. All meals are produced in a socially-responsible manner from regional and seasonal products grown by local farmers and artisans. The food is cooked from scratch using fresh and authentic ingredients.

### IAIA Health Clinic

Provides basic health services M-W from 1:00 pm to 5:00 pm for enrolled IAIA students, faculty and staff. Presbyterian Medical Services (PMS) operates the clinic with two staff members.

### Student Transportation

Student transportation is available from several sources; Santa Fe Trails Bus Service, New Mexico Rail Runner Train Service, and the IAIA Shuttle Service. The shuttle service is available by appointment for medical appointments, picking up oversized art supply purchases, internships, and employment.

### Title IX Coordinator

The Dean of Students serves as the Title IX Coordinator on campus and sees that the IAIA community creates and provides an environment for learning, living, and working that's free from discrimination, harassment, including sexual violence and misconduct, and retaliation.

## ***Institute of American Indian Arts – Academic Division***

### ***Meet the Dean and Academic Staff***

Academic Dean, Charlene Teters (*Spokane*)  
Assistant to the Dean, Delight Talawepi (*Hopi*)  
Assistant to the Faculty, Doris Hernandez  
Business & Entrepreneurship Coordinator, Ellen Shapiro  
Development Education Coordinator, Jennifer Love  
Distance Learning Coordinator, Stephen Fadden  
Health & Wellness, JoAnn Bishop  
Instructional Design & EPortfolio Manager, Russel Stolins  
Library Director, Valerie Nye  
Registrar, Sandy Hudson

### ***Meet the Faculty***

#### **Core Faculty**

Thomas Antonio, Essential Studies - Science  
Felipe Colon (*Laguna Pueblo*), Museum Studies Department Chair  
Jon Davis, MFA Creative Writing Director  
Matthew Eaton, Studio Arts – Sculpture  
Lara Evans (*Cherokee*), Museum Studies and Artist-in-Residence Coordinator  
Brian Fleetwood (*Muscogee*), Studio Arts – Jewelry  
Kahlil Hudson (*Tlingit*), Cinematic Arts  
Jeff Kahm (*Plains Cree*), Studio Arts – Painting and 3-D Drawing  
Linda Lomahaftewa (*Hopi/Choctaw*) – Studio Arts – Foundations  
Evelina Lucero (*Isleta/Ohkay Owingeh*) – Creative Writing Department Chair  
James Lujan (*Taos Pueblo*) – Cinematic Arts Department Chair  
Anne McDonnell – Essential Studies – English  
Kim Parko – Essential Studies – English  
James Rivera (*Yoeme (Pascua Yaqui Tribe)*) – Studio Arts – Painting and 2-D Drawing  
Jessie Ryker Crawford (*White Earth Chippewa*) – Museum Studies  
Mats Reiniusson – Cinematic Arts and Dome Manager  
Neal Ambrose-Smith (*Salish-Kootenai, Metis-Cree, Sho-Ban*) – Studio Arts – Printmaking  
James Stevens (*Mohawk*) – Creative Writing  
Porter Swentzell (*Santa Clara Pueblo*) – Indigenous Liberal Studies  
Joseph “Craig” Tompkins – Studio Arts Department Chair – Digital Arts  
Belin Tsinnajinnie – Essential Studies Department Chair – Math  
Stephen Wall (*White Earth Chippewa*) – Indigenous Liberal Studies Department Chair

#### **Visiting Faculty**

Amber-Dawn Bear Robe (*Blackfoot/Siksika*) – Museum Studies  
Sheila Rocha (*Pur’hepecha (Tarasco) Nation*) – Performing Arts  
Arista Slater-Sandoval – Studio Arts – Photography

## *Degree Programs*

### **Associate and Bachelor Programs**

- **Studio Arts** – IAIA is the only school in the nation to offer a Studio Arts degree within a diverse Native American learning community. Specific programs consist of: Painting, Sculpture, Photography, Printmaking, Ceramics, Jewelry/Metals and Digital Art.
- **Creative Writing** – Students have the opportunity to explore writing in multiple genres and develop their craft according to their own unique visions. Mediums include poetry, fiction, playwriting, screenwriting, journalism and creative non-fiction.
- **Museum Studies** – This program introduces students to all aspects of museum studies from theoretical perspectives to practical applications. Learning objectives include safely handling cultural objects, catalogue collections, and work within Native communities.
- **Cinematic Arts and Technology** – The Cinematic Arts and Technology program provides a supportive environment for future Native screenwriters, directors, actors, documentarians, cinematographers, editors, animators, and visual effects artists. IAIA is the only art school equipped with a fully articulating digital dome for immersive storytelling.
- **Indigenous Liberal Studies** – The Indigenous Liberal Studies program focuses on the exploration and development of indigenous knowledge. This program's unique educational experience includes academic course work, opportunities for meaningful experiential education, and preparation for leadership or continued scholarship.

### **Master's Program**

- **Creative Writing** – The low residency Master of Fine Arts program provides a professional degree in creative writing. Students, faculty mentors, and visiting writers/editors gather twice a year for an intensive week of workshops, classes, lectures, readings and individual conferences. Each is then followed by a 16-week semester on creative writing, screenwriting, poetry and creative non-fiction.

### **Certificate Programs**

- **Museum Studies** – Courses are arranged with weekly video demonstrations, readings, and original research assignments. In addition to learning all aspects of museum operations, students learn about the ethical and legal considerations involved in collecting, storing, and exhibiting Native American cultural objects.
- **Business and Entrepreneurship** – This course of study lays a solid foundation in business and entrepreneurial skills. The program is designed to meet the needs of small business owners and self-employed individuals.
- **Native American Art History** – IAIA offers the only Native American Art History certificate program in the nation. The program takes an interdisciplinary approach, examining Native American art as a form of discourse and cultural exchange.

## *Facilities*

Academic Division offices are located on the north end of the Dance Circle in the Academic building. The building was constructed in 2000 to hold administrative offices, faculty, library and classrooms. Today, it houses ten studio classrooms: photography, printmaking, ceramics, jewelry/small metals, drawing, 2D and 3D foundations classrooms, two painting studios and a digital fabrication laboratory (Fab Lab). A lighting studio is available for photography.

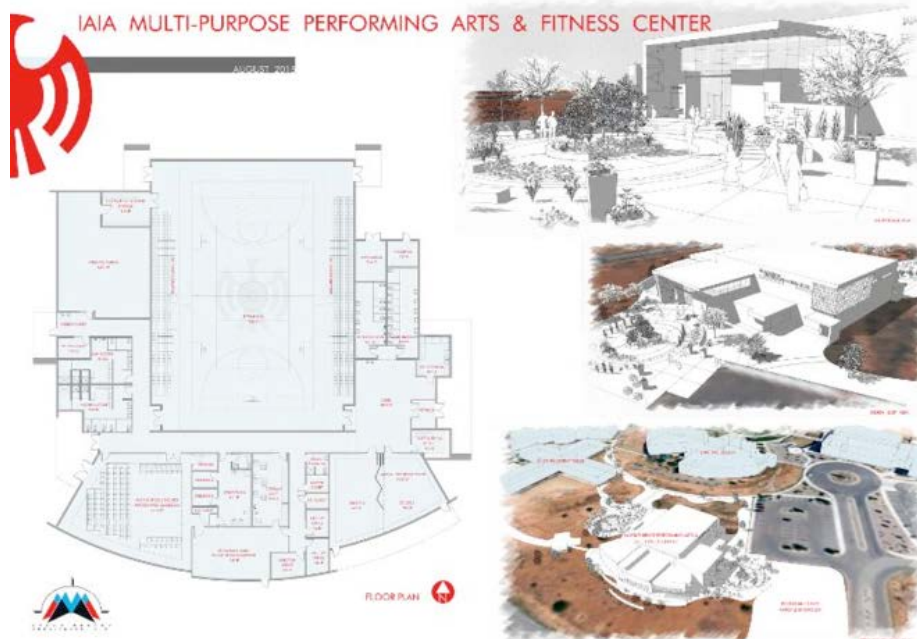
The Allan Houser Haozous Sculpture and Foundry building houses studio classrooms for stone, wood, glass, metals, fabrication, a MAC computer classroom, a slurry room and outdoor patio working space for the foundry, blacksmithing, and stone sculpture. Studio classrooms provide tools, space, and equipment for learning.

The Barbara and Robert Ells Science and Technology building houses four digital classrooms with projectors and nonlinear editing stations, a fully articulating digital dome, a broadcast studio, a green screen, a museum collections center for the National Collection of Contemporary Native American art, a conservation teaching laboratory to provide students with hands-on training in collections care and conservation, and a science laboratory. It also houses a gallery viewing room, allowing visitors to see the art collection and exhibits.

### *Future Facilities*

The Performing Arts and Fitness Center was identified as a priority in IAIA's 2010 Campus Master Plan. The unique design of the building will enable IAIA to deliver two very important programs to our students under one roof, maximizing construction dollars and taking advantage of shared building resources. Our goal is to create a unique BFA in Performing Arts taught from a Native perspective. The health and wellness of our students is also a priority--and the new building will dramatically expand our fitness and wellness programs for students. Given the high rates of obesity and diabetes in Native American communities, we hope that by promoting fitness and wellness among our students at IAIA, healthy living patterns will be sustained for a lifetime.

The building will be 23,000 square feet in size and feature a black box theatre, a rehearsal studio, a green room, a costume shop, a large multi-purpose classroom/studio space, a regulation gymnasium with hardwood basketball court, locker rooms, and a new fitness center. In keeping with our commitment to sustainability, the building will incorporate large windows for natural lighting and LED interior lights and solar energy to the extent that is economically feasible.



## IAIA Office of Institutional Advancement

The Office of Institutional Advancement serves as the donor relations and fundraising hub for all the components of IAIA, including the College and the Museum of Contemporary Native Arts. Positions within the office include alumni relations, donor and advancement services.

- The Board of Trustees and the President establish the current and future fundraising priorities for IAIA and task the Office of Institutional Advancement with the responsibility for achieving these goals.
- This responsibility includes creating, planning, implementing, managing, assessing, and coordinating all activities related to fundraising at IAIA. Tasks include, but are not limited to the cultivation, solicitation, and stewardship of gifts for IAIA and all its departments, centers, programs, projects, operations, and other institutional objectives. In addition, the Office of Institutional Advancement processes all gifts and pledges to the components of IAIA and maintains all donor records. It also oversees prospect research to support the efforts of the office.
- More specifically, tasks include the projects of an Annual Giving Campaign (both year-end and a Spring Appeal), management of named, endowed and general Scholarship support, ongoing coordinated prospecting, cultivation, stewardship and care of the College's donors over a variety of Institutional interests - Scholarship Support, Capital Campaigns, Legacy Giving. IAIA Advancement hosts several President Circle events just prior to May Commencement as a thank you to committed donors, and an annual Scholarship Dinner and Auction, attended by 450 guests, during the week of Santa Fe's August Indian Market.
- IAIA encourages and promotes a climate of philanthropy. Fundraising is an essential part of our achievements and the Office of Institutional Advancement is pledged to work with all staff, faculty and stakeholder to find the additional resources needed.
- To maximize the success of our fundraising efforts, the Advancement Office follows best practices in guidelines established by the Association of Fundraising Professionals, Council for Advancement and Support of Education, and other nationally recognized organizations. IAIA seeks to approach its fundraising efforts in a planned and coordinated manner that fosters trust, engagement, and strong ongoing relationships with the College's various donors.

The **IAIA Museum of Contemporary Native Arts (MoCNA)** is the country's leading museum for exhibiting, collecting and interpreting the most progressive contemporary Native art. The museum encourages creative expression across the fields of art and culture as an opportunity to engage, establish, foster and cultivate cross-cultural dialogue with audiences at the local, national and global levels. Recognized as the National Collection of Contemporary Native Art, the museum stewards approximately 8,000 artworks in all media created from 1962 to present. Located in the heart of downtown Santa Fe, MoCNA is at the forefront of contemporary Native art presentation and strives to be flexible, foresighted and risk-taking in its exhibitions and programs.

**Mission:** *To advance contemporary Native art through exhibitions, collections, public programs, and scholarship.*

**Vision:** To position MoCNA as the founding institution and the premiere destination to experience contemporary Native arts.

**History:** The art collection grew out of a student honors program. With donations from artists and private collectors, the collection provided a catalyst for the formation of a museum in 1972. Until IAIA acquired the federal building, formerly a post office, in Santa Fe in January 1990, the exhibits were confined to borrowed quarters at the Santa Fe Indian School campus, and most holdings were held in storage. Turning the federal building into a major American Indian art museum meant rescuing it from years of neglect and stylistic atrophy. Architects restored the exterior of the 1922 Pueblo Revival-style building and completely remodeled its interiors. In 1992, IAIA relocated its museum to downtown Santa Fe. The space underwent an extensive renovation in 2004 and reopened in mid-2005 as a newly dynamic setting for exhibitions, educational programs and cross-cultural dialogue.

For years the museum had only 4,000 square feet of exhibition space on the ground floor. In 2010, that situation changed when the permanent collection moved to a new facility on the IAIA campus (12 miles south of downtown Santa Fe) freeing up an additional 3,600 square feet for exhibitions and programming on the second floor of the museum. The state of art facility on the IAIA campus named the Barbara and Robert Ells Science and Technology building occupies 7,000 square feet of collection storage. IAIA museum studies students, faculty and visiting scholars receive hands-on experience working with professional staff and instructors to care for the collection.

**Strategic Priorities:** Exhibitions, Programming, Research, Scholarship, Publications, Artist-in-Residence, Collections, Communications, Social Media, Collaborations, Partnerships, Fundraising, Membership, Volunteers/Docents.

P ► 505.983.8900  
F ► 505.983.1222

108 Cathedral Place  
Santa Fe, NM 87501-2027  
[www.iaia.edu/museum](http://www.iaia.edu/museum)

## **Departmental Summaries for Finance, Human Resources, Information Technology, Facilities, the Bookstore, and the Museum Store**

**The Finance Office** – The Finance office serves as the stewards of the College's fiscal resources. Developing and adhering to the department's policies is always done with a focus on the Institute's mission and the priorities set forth in the strategic plan. Finance pays employees and facilitates payments for all purchases that the Institute makes. Finance manages the budgeting process, which provides guidelines for responsible use of the Institute's resources, as well as assisting departments with tracking both their departmental and grant budgets, so that they are empowered to make responsible decisions.

Finance has established policies and procedures that require multiple levels of accountability. Finance conducts its business with an eye toward things that look out of the ordinary. The department is also committed to being the standard bearer for transparency in all fiscal dealings. Finance empowers creativity and leadership by facilitating the purchasing, payroll, tracking, and planning of departmental activities. This allows departments within the Institute to focus on the students and delivering on the mission.

**Human Resources** – HR strives to uphold and be a model for ethical behavior at the college, while ensuring that all employment policies are applied in a consistent and equitable manner. HR provides the necessary infrastructure for effective teaching and learning, by managing the human capital of the organization. By carefully selecting, managing, and administering the Institute's compensation programs, HR does an effective job of retaining the best talent possible, to serve as faculty and staff. This, in turn, affords the students an education that is presented by the best and brightest in their fields. Additionally, HR develops and ensures adherence to legal and policy regulations. This ensures a safe and equal environment that fosters input by all and a diverse workforce.

**Information Technology** – IT develops, maintains and updates the backbone of IAIA's computing and data infrastructure. This includes the maintenance of numerous physical and virtual servers on campus, as well as all network equipment necessary for data exchange. In addition to overseeing the IT equipment on campus, IT is also responsible for maintaining a data exchange with a "warm" offsite, backup co-location. IT helps to further the IAIA mission and Plan 2020 not only by insuring excellent infrastructure uptime, but also by providing high-level customer service to students, faculty, and staff.

**Facilities** - Facilities strives to present the best possible environment to the public, when they visit the campus. Additionally, through its conference service and security branches, Facilities works closely with community of Santa Fe, as well as the immediate surrounding neighborhood on events, emergency planning, business opportunities, etc. The department's vision and mission are intertwined with those put forth in Plan 2020. Specifically, facilities has a key role in one of the core values, sustainability. By taking the lead in stewarding the

resources of the school and providing an array of opportunities to recycle, compost, etc., the facilities department is on the cutting edge of this important initiative. By far, the department's largest task is providing infrastructure (clean, comfortable, safe areas) for learning and outreach to the public. Facilities accomplishes by retaining good talent and maintaining high standards for care of the campus. Facilities also manages a fleet of campus vehicles and a portfolio of contractors that can be called upon to resolve any number of issues on the campus. Additionally, facilities warehouses many of the supplies that are necessary to keep the Institute up and running. Facilities is heavily involved in the facilitation of the yearly Powwow, commencement, and open houses, as well as many other large, special events.

**The Bookstore** – While the Bookstore does generate revenue from sales, its primary focus is providing service to the students of IAIA. The bookstore facilitates the distribution of textbooks each semester, through IAIA's "Textbooks Included in Tuition" program. Additionally, the Bookstore ensures that all art supplies that students may need are stocked and reasonably priced. The Bookstore also serves as an important gathering place for students to share conversation and exchange ideas. Because of the close interaction that Bookstore staff have directly with the students, the Bookstore's entire operation is intertwined with the mission of the college and focused on student success.

**The Museum Store** – The Museum Store is the first contact that visitors have with the Museum. As such, there is a high-degree of emphasis placed presenting a friendly, helpful, and inviting atmosphere. Museum store staff must be knowledgeable about the artists represented in the store, as well as contemporary Native art, in general. The Museum Store works closely with Museum staff to coordinate initiatives and events. Through its work promoting the Museum and cultivating Museum membership, the Museum Store is an integral part of IAIA and its mission.

# Office of Institutional Research

## Staff

William O. (Bill) Sayre, Ph.D., Director  
Anita Gavin, M.S., Assistant Director

## Goal

Promote the use of quantitative and qualitative data and analysis in the work of the institution.

## Functions

### Empower Student Information System (SIS)

Administer the Empower SIS. Monitor the quality of information in Empower.  
Promote the use of Empower. Provide Empower support to students, faculty, and staff

### Compliance

Produce over 75 reports annually to external agencies, such as the Higher Learning Commission, the National Association of Schools of Art and Design, the New Mexico Higher Education Department, the National Student Clearinghouse, the American Indian Higher Education Consortium, the U.S. Department of Education Integrated Postsecondary Educational Data System, and the U.S. Department of Agriculture

### Accreditation

Main point of contact and liaison with the Higher Learning Commission and the National Association of Schools of Art and Design. Prepare (with co-author Valerie Nye, Library Director) the next HLC Assurance Argument.

### Student Success

Lead the institution's involvement in the Higher Learning Commission's Persistence and Completion Academy and the Association of Community College Trustees' Governance Institute in Student Success. Contribute to the Achieving the Dream initiative.

### Quality Assurance

Contribute to the faculty and Dean's efforts in assessing student learning and reviewing academic programs

### Analytics

Provide over 100 custom data reports and analyses to IAIA administration, faculty, and staff annually.

### Planning

Lead campus-wide strategic planning efforts, contribute to unit planning efforts, develop data sets for use in planning and program review



***Agriculture is an Art (Mission and Function):*** The Land Grant Programs through Institute of American Indian Arts is a 1994 (tribal college) land grant serving institution. The institution provides educational and technical assistance to New Mexico's 22 Native American communities through culturally accepted education, extension, and research programs. It provides target audiences with access to USDA and non-USDA opportunities and resources. Audiences gain the skills and knowledge to successfully achieve their agricultural endeavors, ensure food security through sustainable practices, and enhance their health and wellness to be contributing and thriving members of their communities. Charlene E. Carr, Director of the Land Grant Programs oversees agricultural projects, USDA grant management, provides strategic direction to promote institutional land grant capacity, directly works with key constituents, and co-coordinates with NMSU the New Mexico Pueblo Beginning Farmer and Rancher Program.

***Background of 1994 Land Grant Institutions:*** Land-grant colleges and universities are designated by Congress as having a relationship with the Federal government through the U.S. Department of Agriculture (USDA) and are mandate to provide practical education in the agricultural and mechanical arts (and has since expanded to associated disciplines). Congress first bestowed the status to one educational institution per state under the initial land grant legislation, the First Morrill Act of 1862. These land-grant institutions are collectively known as "1862 land-grant institutions" (Fig. 1) and include New Mexico State University, located in Las Cruces. The ideals of the first Act were to provide practical education to those who did not otherwise have access to higher education. After the Civil War, the Second Morrill Act of 1890 created a second set of land-grant institutions (Fig. 1) that would serve African American populations. Another set of institutions in the U.S. territories and the District of Columbia were awarded "1862 Insular land-grant institutions" status (Fig. 1).

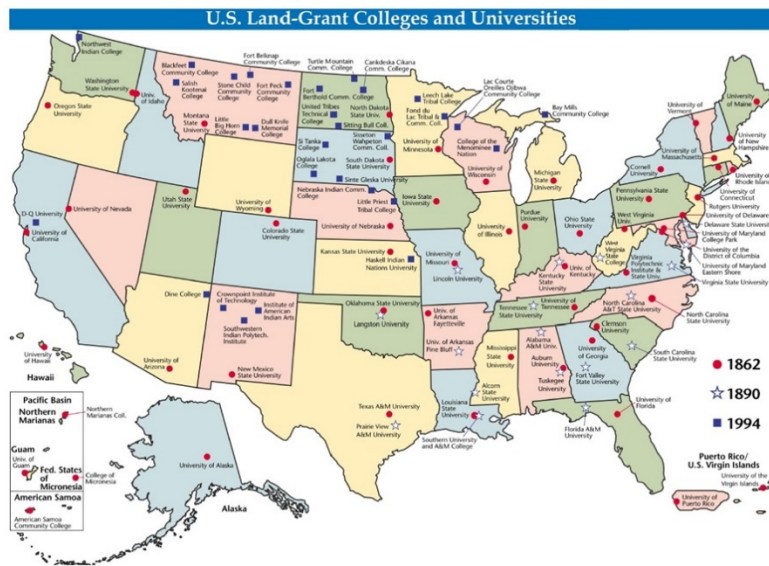


Figure 1. USDA Cooperative State Research, Education, and Extension Service Washington, D.C. Agricultural Map. June 2003

The American Indian Higher Education Consortium (AIHEC), and tribal colleges and universities (TCUs), worked hard to gain land-grant status under the Equity in Educational Land-Grant Status Act of 1994. Since then, 34 TCUs have received land-grant status and are collectively known as the "1994 land-grant institutions," or "1994s." The 1994s serve tribal communities in cooperation with Tribes and their members through teaching, extension and research programs to meet their agricultural needs. New Mexico has three 1994s (Figure 1): SIPI, Navajo Technical University, and the Institute of American Indian Arts (IAIA).

*Promoting Healthy Native Communities.*





## *Promoting Healthy Native Communities (Priorities):*

The IAIA Land Grant Programs is funded through National Institute of Food and Agriculture, USDA:

- Staff provides extension and outreach, research and teaching programming (Fig. 2)
- Target audience and partners includes the 22 NM Native American Tribes, state agencies, USDA agencies, and New Mexico State University (sister land grant institution).
- Land Grant Programs priority areas are to strengthen Native crop production, small agricultural business, Native youth programming, and health & wellness



Figure 2. Educational and technical assistance provide to NM tribal farmers and youth through raised bed gardening, summer camp activities and one-on-one field assistance.

## The Extension Programs at IAIA:

- Staff provides relevant information regarding USDA and agricultural issues to communities
- Staff works with beginning farmers/ranchers: one-on-one, on-farm demons, workshops and trainings (Fig. 3)
- Specialist provide soil sampling, collection and interpretation of results
- The on-campus greenhouse and garden serves as research and production demonstration spaces



Figure 3. Hands on workshops provide to NM Pueblo farmers and ranchers through the Beginning Farmer and Rancher Program in cooperation with New Mexico State University.

## The Research Programs at IAIA:

- Provides college students with leadership skills and basic research project experience
- Addresses agricultural needs of local New Mexico Pueblo and tribal communities
- IAIA collaborates with the Los Lunas and Alcalde NMSU Agricultural Science Centers
- Students facilitate data collection, complete a research paper, poster, and present to NM Tribes (Fig. 4)



Figure 4. Students design and complete agricultural research projects during academic and summer sessions.

*Promoting Healthy Native Communities.*

### Office of Sponsored Programs

The Office of Sponsored Programs is comprised of two sections:

- Grants and Contracts
- Continuing Education

#### Grants and Contracts

The Office of Sponsored Programs provides proposal writing support and fiscal support services to all IAIA departments. The support includes:

- Researching and writing proposals for faculty and staff
- Editing proposals written by faculty and staff
- Assisting with budget development for proposals
- Submitting proposals via electronic sites (e.g. grants.gov, Fastlane.gov, culturegrants.org)
- Review of all grants and contracts to insure financial and accounting accountability.
- Completing internal Grant forms for the Finance department.
- Monitoring and insuring compliance of expenditures relating to each grant or contract as per approved IAIA and granting agency regulations and guidelines.
- Assisting Principal Investigators (PI)/Project Directors (PD) in completing their appropriate narrative and financial reports.

#### Continuing Education

Currently, Continuing Education (CE) focuses its efforts on the educational needs of Native Americans in the Santa Fe and Albuquerque areas. Continuing Education Units (CEU's) are awarded for all courses, and used for the quantitative recording, reporting, accumulation, and recognition of participation in non-academic continuing education activities. CE also contracts with agencies to award CEU's for workshops that are held across the country.

Continuing Education helps students:

- Maintain or improve professional competencies
- Gain personal enrichment

Instructors are sought throughout the area to teach courses in the following categories:

- Workforce Development
- Leadership Development
- Healthy Eating, Healthy Living
- Life Pathways Development
- Native Youth Leaders Pathways Development
- Cultural Pathways

## DEPARTMENT OF MARKETING AND COMMUNICATIONS

ERIC DAVIS – DIRECTOR

JASON ORDAZ – WEBMASTER AND MARKETING SPECIALIST

The key mission of the department is to raise the profile of the school and museum in the local, national, and international arenas in order to increase enrollment and donor involvement.

We utilize both strategic and tactical programs to communicate the school's, mission, goals, and priorities to the press and public – and the IAIA community.

Press releases, online marketing efforts, and in-person communications are the key tools that we use.

The IAIA website underwent a top to bottom overhaul recently to better represent the school and its mission. All media activities are designed to drive potential students to the website to learn more about IAIA and the IAIA Museum of Contemporary Native Arts, and how they fit into the Native community.

Our social media activities (focused primarily on Facebook) are designed to engage the public (including potential students), and raise their interest in IAIA. We consistently highlight the successes of our students, staff, faculty, and alumni to reinforce what a degree from IAIA means.

Our advertising campaign was redesigned to feature Academic Dean Charlene Teters, an internationally-known artist, educator, and activist. After listing her accomplishments, we challenge potential students with the question, "What will you do when you are IAIA?" By elevating the perceived value of a degree from IAIA, we believe that we will attract more students.

The key to new student recruitment has been determined to be word-of-mouth from alumni, current, students, and relatives of former students. We continually put stories out into the public to reinforce what our people are accomplishing in their chosen professions.

We have creating strategic partnerships with some of the largest events in Santa Fe to bring IAIA to the public. Sponsoring appropriate events throughout the city provide our Admissions and Recruitment team opportunities to interact with the public that may not have been otherwise possible. Some events include the Summer Bandstand, AHA Festival of Progressive Arts, along with the Santa Fe Independent Film Festival. We currently have IAIA-themed shows on two local radio stations. Our visibility in the Santa Fe market has increased greatly over the past two years due to these alliances. This program will continue to grow as appropriate.

We will continue to highlight the successes of our students and alumni at all possible opportunities. IAIA is not selling degrees – we highlight what people accomplish in their field when they graduate from IAIA. A large percentage of the top names in contemporary Native arts have passed through our doors and students who wish to make an impact in that world are consistently reminded not only of what past attendees have accomplished, but what our current and future graduates are doing.

# INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE CULTURE AND ARTS DEVELOPMENT



## BUILDING A FOUNDATION FOR THE NEXT 50 YEARS

As approved by the Board of Trustees on February 19, 2016

### INTRODUCTION

IAIA operates under a strategic plan that is continually being updated, most recently in 2015-2016. Representatives of the faculty, staff, students, administrators, alumni, and Board of Trustees members developed Plan 2020 along with input and feedback from their respective constituencies. The group determined that several of IAIA's institutional priorities and strategic themes in Plan 2017 had been accomplished, several were still in progress, and new ones were necessary to keep IAIA moving forward. Particular emphasis was placed on making sure that our priorities were strategic rather than operational -- and that progress toward completion could be measureable. Our vision and mission statements remain unchanged.

The Plan is implemented through the President's Cabinet. Each division/department develops annual work plans that outline their efforts toward achieving the goals of Plan 2020, listing strategic projects that they will undertake to meet the priorities. Quarterly progress reports are prepared for the President's and Board's review.



## HISTORY OF IAIA

The Institute of American Indian Arts was established in 1962 during the administration of President John F. Kennedy and opened on the campus of the Indian School in Santa Fe, New Mexico. Under the leadership of Dr. George Boyce, Lloyd Kiva New, and others, the Institute embodied a bold and innovative approach to arts education. Many of the four-thousand students who have since attended IAIA have gone on to earn recognition as acclaimed artists, writers, educators, and leaders in their professions.



In 1975 IAIA became a two-year college offering degrees in studio arts, creative writing, and museum studies. It was accredited in 1984 by the Commission on Institutions of Higher Learning of the North Central Association of Colleges and Schools (now the Higher Learning Commission) and by the National Association of Schools of Art and Design (NASAD). IAIA was subsequently accredited in 2001 to award baccalaureate degrees as a four-year college. Today IAIA offers both two- and four-year degrees in Creative Writing, Indigenous Liberal Studies, Museum Studies, New Media Arts, and Studio Arts, along with a minor in Performing Arts.

In 1986 Congress established IAIA as the Institute of American Indian and Alaska Native Culture and Arts Development. IAIA thus became one of only three congressionally chartered colleges, and the only national center of research, training, and scholarship for Native Americans devoted solely to American Indian and Alaska Native arts and culture, recognized by Congress as “our only native art form and cultural heritage.”

In 1992 IAIA relocated the IAIA Museum of Contemporary Native Art to downtown Santa Fe. As the nation’s leading exhibition facility for contemporary art by Indigenous artists, the Museum also houses the National Collection of Contemporary Native Art. The museum underwent an extensive renovation in 2004 and in mid-2005 reopened as a dynamic setting for exhibitions, educational programs, and cross-cultural dialogue.



In 2000 the Institute's academic campus moved to its permanent home on 140 acres just south of Santa Fe. Today the campus consists of several state of the art buildings that include a welcome center, library, academic center, residence hall, family housing, a science and technology building, a sculpture and foundry complex, and a conference and cultural learning center.

## OUR VISION

To be the premier education institution for Native arts and cultures

## OUR MISSION STATEMENT

To empower creativity and leadership in Native arts and cultures through higher education, lifelong learning and outreach

## OUR MISSION OBJECTIVES

Improve student success

Strengthen academic programs

Build college community

Advance contemporary Native arts and culture

Expand capacity as a 1994 Land Grant institution

## OUR CORE VALUES

### **Collaboration**

Joining together for student success

### **Excellence**

Upholding high standards for students, faculty and staff

### **Creativity**

Encouraging fearless expression in art and life

### **Respect**

Fostering an understanding of cultures, perspectives and identities

### **Integrity**

Demanding honesty, accountability and responsibility to one's community, oneself and the world at large

### **Sustainability**

Being effective stewards of IAIA's financial, human, physical, and natural resources in ways that minimize impact on the environment and ensure the future viability of IAIA

## MISSION OBJECTIVES AND INSTITUTIONAL PRIORITIES

### **I. Improve student success**

- A. Increase involvement of all IAIA stakeholders in student success
- B. Increase enrollment; improve retention and completion
- C. Increase scholarship funds
- D. Track student success after college
- E. Develop student leadership skills

### **II. Strengthen academic programs**

- A. Develop and promote an indigenous assessment model
- B. Implement an academic strategic plan that will address Plan 2020 institutional priorities and future growth
- C. More fully implement academic program review
- D. Assess the feasibility of adding undergraduate and graduate programs in several fields of study
- E. Offer more courses in Science, Mathematics, and Computer Science that meet the needs of our students
- F. Continue developing a Performing Arts program

### **III. Build college community**

- A. Implement the Climate Action Plan with campus-wide involvement
- B. Update the Campus Master Plan including land use
- C. Implement a faculty and staff professional development plan
- D. Bring students, faculty, and staff together in campus-centric activities
- E. Promote health, wellness, and safety for all members of the campus community
- F. Implement an internal and external marketing and communication plan
- G. Build a performing arts and fitness center
- H. Implement a deferred maintenance and equipment replacement schedule
- I. Grow and maximize resources for college programs

### **IV. Advance contemporary Native arts and cultures**

- A. Expand collaboration between the Museum, academic, and student support programs
- B. Implement Museum Docent and Volunteer programs
- C. Advance scholarship and dialogue on indigenous arts and culture
- D. Grow the IAIA collection
- E. Engage with Indigenous communities world-wide
- F. Strengthen the connection between the College, its Museum, and the larger Santa Fe community.

**V. Expand capacity as a 1994 Land Grant institution**

- A. Communicate IAIA's role as a Land Grant institution
- B. Promote and support agriculture in New Mexico Native communities
- C. Provide programming to Native youth
- D. Improve and support the health and wellness of New Mexico Native communities
- E. Provide training and support for New Mexico Native and Tribally-owned small agricultural businesses

# Institute of American Indian Arts - Phone Directory - Switchboard: (505) 424-2300

## Campus Security (505) 577-1660 or (505) 424-5800 Snow Line (505)424-2363 Feb, 2017

Office of the President		(F) 424-0050	Student Life Division		(F) 424-4900
Dr. Robert Martin	President	424-2301	Carmen Henan	Dean Of Student Life Division	424-2336
Jacque King	Executive Assistant	424-2301	Nocona Burgess	Student Activities Coordinator	424-2339
Finance and Accounting		(F) 424-3900	Ben Calabaza	Recreation (Activities) Asst.	428-2338
Lawrence Mirabal	Chief Financial Officer	424-2316		Student Activities Cell Phone	505-699-3127
Aimee Balthazar	Controller	424-2323	Jacqueline Chitto	Assistant to the Dean of Students	424-2337
LynnAnnRose Miles	Senior Accountant	424-2374	Richard Gablick	Area Coordinator, Student Housing	428-5808
Shawna Victorino	AP/Payroll Specialist	424-2320	Peggy Lomay	Area Coordinator, Student Housing	428-5808
Rachel Machovec	Campus Bookstore Manager	428-5935	Greer McSpadden	Student Counselor	424-5758
Facilities Maintenance & Conference Service		(F) 424-3535	Blue Tarpalechee	Student Housing Director	424-2380
James Mason (Cell 505-660-1134)	Facilities Director	424-2326	Leslie Romero	Area Coordinator, Student Housing	428-5808
Derek Billie	Custodial Tech	424-2326	ASG, Associated Student Government		424-5792
Manuel Caballero	Custodial Tech	424-2326	Residential Center Fax Number		424-0080
Alvin Sandoval (Cell 505-690-9934)	Shuffle Driver	424-2326	Student Success Center (SSC)		(F) 424-0909
Dora De Teran	Custodial Tech	424-2326	Nena Martinez-Anaya	Chief Enrollment & Retention Officer	424-2331
Victor Vlad	Maintenance Utility Tech	424-2326	Lara Barela	Financial Aid Director	424-5724
Ed Zimmerman	Senior Maintenance Tech	424-5718	Leah Boss	Student Accounts	424-5732
Phil Cooney (Cell Phone 910-465-9611)	Conference Services Director	424-2384	Steve Oizumi	Financial Aid / Scholarship Advisor	424-5737
Health & Wellness			Karen Gomez	Career Advisor	424-2319
JoAnn Bishop	Health, Wellness & Fitness Director	424-2306	Mary Curley	Admissions & Recruitment Director	424-2307
Human Resources		(F) 424-0505		Admissions Fax	505-424-4500
Todd Spilman	Human Resources Director	424-2317		Front Desk	424-2325
Elizabeth Lucero	Senior HR Specialist	424-2329	Raquel Covarrubias	Admissions Specialist	424-2311
Information and Technology			Jonathan Breaker	Asst. Director of Admissions & Recruitment	424-2334
Anthony Coca	IT Director	424-2327	Loyola Rankin	Admissions Counselor	424-2315
Bert Candelaria	PC/MAC Tech	424-2324	Jeminie Shell	Retention Director	424-5707
Toby Martinez (Cell Phone 213-254-5149)	IT System Manager	424-5731	Nicole Lovato	Retention Specialist	424-2328
Institutional Advancement 1-800-804-6423		(F) 424-0900	Matt Fontis	Learning Lab Specialist	
Eileen Berry	Interim Director of Institutional Advancement	424-2309	Lee Honie	Navajo Learning Lab Specialist	
TBD	Development Officer	424-5712	Christine Jonshon	Learning Lab Specialist	
Chee Brossy	Alumni/Constituent Relations Manager	424-5704	Deloria Lomawaima		
Gracie Schild	Advancement Services Manager	424-2310	IAIA Museum (505) 983-8900		(F) 983-1222
Angela Sedillo	Office Coordinator	424-5730	IAIA Museum Information		983-1777
Marketing & Communication			Patsy Phillips	Director of IAIA Museum	428-5901
Eric Davis	Marketing & Communication Director	424-2351	Marcella Apodaca	Finance & Admin Coordinator	428-5903
Jason Ordaz	Marketing Specialist	424-2348	Thomas Atencio	Facilities & Security Manager	428-5905
Office of Institutional Research			Andrea Hanley	Museum Membership & Programs	428-5907
Bill Sayre	Director of Institutional Research	424-2364	Mattie Reynolds	Preparator & Exhibitions	428-5906
Anita Gavin	Asst. Director of Institutional Research	424-5701	Manuela Well Off Man	Chief Curator	428-5922
Office of Sponsored Programs			John Joe	Museum Collections Registrar	428-5898
Laurie Logan Brayshaw	Director of Sponsored Programs	424-2305	Tatiana Lomahawewa Singer	Collections Curator	428-5899
Joannie Romero	Continuing Education Manager	424-2308	Maria Favela	Part-Time Security	428-5905
Land Grant Programs		(F) 424-0707	Brian Sloan	Full-Time Security	428-5905
Charlene Carr	Land Grants Programs Director	428-5950	Sallie Wesaw Sloan	Graphic Designer	428-5908
Stephanie Martinez	Office Coordinator	424-2387	IAIA Museum Store (505) 983-8900		(F) 983-1222
Library			Miria Caldwell	Museum Store Manager	428-5911
Information Desk/Study Room Reserves		424-5715	Madeline Loft Cain	Asst. Store Manager	428-5917
Valerie Nye	Director	424-2397	Shawndi Appah	Full-Time Sales Associate	428-5912
Jessica Mlotkowski	Librarian/Cataloger	424-2333	Jana Reano	Part-Time Sales Associate	428-5912
Ryan Flahive	Archivist	424-2392	Museum Store Basement Storage		428-5914
Jennifer James	Librarian	424-2399	Shipping & Receiving		428-5909
Grace Nuvayestewa	Library Specialist	424-2398			
Peggy Trujillo	PT Library Asst	424-5717			

# Institute of American Indian Arts Phone Directory

**Switchboard: (505)-424-2300; Campus Security (505)-577-1660 or (505) 424-5800**

**Feb, 2017**

<b>Academics (F) 424-0707</b>			<b>Core Faculty (F) 424-3030</b>	
Charlene Teters	Dean Academic Division	424-2354	Neal Ambrose Smith, Studio Arts	424-2370
Delight Talawepi	Assistant to the Dean	424-2373	Thomas Antonio, Essential Studies-Science Department C	424-5794
Jon Davis	MFA in Creative Writing - Director	424-2365	Amber-Dawn Bear Robe, Visiting Prof. - Studio Arts	424-5819
Doris Hernandez	Assistant to the Faculty	424-5748	Dana Chodzko, Studio Arts Sabbatical	424-5709
Sandy Hudson	Registrar	428-5954	Felipe Colon, Museum Studies Department Chair	424-2372
	Registrar's FAX	424-5786	Lara Evans, Museum Studies	424-2389
Matthew Eaton	Sculpture Tech	424-2367	Brian Fleetwood, Studio Arts	424-2313
Rudolfo Serna	Assistant to MFA Director	428-5932	Kahlil Hudson, Cinematic Arts	424-2378
Copy Room		424-5703	Jeff Kahm, Studio Arts	424-2369
Resource Room		424-5706	Linda Lomahaftewa, Studio Arts	424-2362
<b>Business, Entrepreneurship and Academic Technology</b>			James Lujan, Cinematic Arts Department Chair	424-5716
Stephen Fadden	Distance Learning Coordinator	424-5713	Evelina Lucero, Creative Writing Department Chair	424-5708
Ellen Shapiro	Business & Entrepreneurship Coordinator	424-5798	Anne McDonnell, Essential Studies -English	424-5733
Russel Stolins	Instructional Design & ePortfolio Manager	424-5797	Kim Parko, Essential Studies-English + First Yr. Semester	424-5780
Seph Turnipseed	Academic Technology & Prod. Resources Tech.	424-5729	Mats Reinissun, CINE + Dome Manager	424-2349
Academic/Student Computer Lab		424-5736	Jim Rivera, Studio Arts	424-2356
Equipment Checkout		424-5744	Sheila Rocha, Visiting Prof. Performing Arts	424-5952
<b>Balzer Gallery</b>			Jessie Ryker-Crawford, Museum Studies	424-2361
Mary Deleary	Gallery Coordinator	428-5813	ARISTA SLATER-SANDOVAL, Visiting Professor Studio Arts	424-2386
<b>Student Health Clinic 428-5925</b>			James Stevens, Creative Writing	424-2377
<b>Café Bon Appetit</b>			Porter Swentzell, Indigenous Liberal Studies	TBD
Guido Lambelet	General Manager	505-306-0027	Craig Tompkins, CINE + Studio Arts Department Chair	424-5717
<b>CAMPUS BOOKSTORE</b>			Belin Tsinnajinnie, Math & Essential Studies-Sabbatical	424-5788
Rachel Machovec	Campus Bookstore Manager	428-5935	Stephen Wall, Indigenous Liberal Studies Department Chair	424-2376
<b>CollegeAdjunct Faculty: Leave Message with Doris 424-5478</b>			<b>Library &amp; Technology Center (LTC)</b>	
JAMISON BANKS	ED MAGLISCEAU	SHARON ROSS	Gold Room	424-5719
MELANIE BUCHLEITER	ASHLEE MCNEELY	RICHARD SANCHEZ	Olive Room	424-5721
JON CARVER	Willamarie Moore	SUSAN SCARBERRY-GARCIA	Orange Room	424-5720
MAYUMI CARVER	NICOLE MORRIS	JOHN WELL OFF MAN	Print Lab	424-5729
NANCY DELEARY	PATRICK MORRISSEY	LEAH WHITE HORSE	Music Room	424-5722
STANLEY EICHELBERGER	JONATHAN MUGFORD		Assessment Resources Room	424-5723
ANGELICA GALLEGOS	Ehren Natay		Student Computer Lab	424-5736
MOIRA GARCIA	RANDY NEUMANN		Smart Classroom	424-5735
GEORGE HUGHES	MARTHA QUICK			
PETER KERSHAW				
TREVOR LUCERO				

# Institute Policies

In all of its activities, the Board of Trustees must act in accordance with the policies established by the IAIA.

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## **Travel** *(IAIA Accounting Policies and Procedures Manual)*

### **Policies & Controls**

- a. An employee traveling on official business is expected to exercise the same care in incurring expenses that a prudent person would exercise if traveling on personal business.
- b. Traveling expenses which will be reimbursed are confined to those expenses essential to the transacting of official business.
- c. All travel shall either be authorized or approved by an official to whom such authority has been delegated.
- d. Ordinarily, a travel authorization shall be issued prior to the incurring of expenses.
  - The Travel Authorization should be as specific as possible as to the travel being performed.
- e. Per Diem rates listed by CONUS will be used as published in the Federal Travel Directory by the General Services Administration and Department of Defense.
  - The Per Diem rates include all charges for meals (tips) and lodging.
  - Where meals and/or lodging are furnished without charge or billed directly to the Institute, an appropriate deduction shall be made from the authorized per diem rate.
- f. Policies regarding allowable transportation expenses are as follows:
  - 1) Allowable expenses include fares, rental fees, mileage payments, and any incidental expenses such as telephone and parking;
  - 2) Methods of transportation which are authorized include railroads, airlines, buses, helicopter, streetcars, subway, taxicabs, government-owned and contract rental

automobiles and airplanes, privately owned and rented automobiles and airplanes, and other necessary means of conveyance;

- 3) Travel on official business should be by the methods of transportation which will result in the greatest advantage for the Institute, cost and other factors considered.
- 4) In selecting a particular method of transportation, consideration should be given to the total cost to the Institute, which includes costs of per diem, overtime, and loss of work time as well as actual transportation costs.

g. Policies governing the use of commercial transportation are as follows:

- 1) Taxicabs for local or while on official business travel may be allowed if authorized or approved as advantageous to the Institute.
  - The employee will be allowed reimbursement of the taxifare as well as tips in the amount of 15% of the reimbursable fare.
- 2) Rental cars or other special conveyances will be allowed if authorized or approved as advantageous to the Institute.
  - *If the hire does not include the costs of incidental expenses of gasoline or oil, rental of garage, etc., these expenses should be paid by the person furnishing the accommodation or by his operator and should be itemized in the bill.*
  - When two or more people travel together in the same rental car or special conveyance, each traveler must include that information in his travel voucher.
- 3) Cost of transportation paid by the Institute shall not exceed the lowest first class rate of the transportation facility used.
  - Justification will be required and certified by the traveler on the voucher that the lowest first-class accommodations were not available, or that use of superior accommodations was authorized or approved by his designee and/or the President of the Institute.
- 4) With regards to airline accommodations, less-than-first-class accommodations instead of those designated first-class should be used with due regard to efficient conduct of the Institute's business and the traveler's conveyance, safety and comfort.

- 5) *SATO Travel is the agency IAIA uses to book airline travel and car rentals because they handle government contracts and have provided excellent service in the past.*
- SATO direct bills IAIA on CitiBank MasterCard and provides itineraries for all travel, thereby making reconciling travel much easier.
  - All traveling employees should be using SATO to book flights. The phone number for SATO is 1-800-359-7286.
- h. Policies governing the use of privately owned cars or other privately owned conveyances are as follows:
- 1) Mileage reimbursements will be made when employees and others rendering service to the Institute use privately owned cars or airplanes in the conducting of official business within or outside their designated post of duty or places of service when such use is authorized or approved as advantageous to the Institute.
    - It is the responsibility of the proper officials of the Institute to fix appropriate mileage rates.
    - Reimbursement will be allowed for round-trip mileage of a privately owned car used by an employee or relative going to and from either the employee's home or place of business to or from a transportation terminal.
- i. Miscellaneous expenses:
- 1) Telephone, teletype, telegraph, cable, fax machines, and radio services may be used on official business when necessary.
    - Charges for local phone calls and one home call per day while on official business are allowable.
  - 2) Copy/typing services or rental of equipment for preparation of reports or correspondence while on official business are allowed when authorized or approved.
- j. Policies for claims for reimbursement are as follows:
- 1) All persons authorized to travel on business for the Institute should keep a record of expenditures properly chargeable to the Institute, noting each item at the time the expense is incurred and the date. Reimbursements are made on the actual travel time (beginning and ending). The information should be used in the preparation of the related travel voucher.

- 2) Receipts are required and must be dated consecutively and submitted with the travel voucher for the following expenditures:
  - Airlines, Hotels w/ telephone charges, rental cars, taxis, limos, etc, and other services utilized as approved.
  - Failure to produce a receipt in any instance must be fully explained on the travel voucher. Mere inconvenience in the matter of taking receipts shall not be considered a valid reason for failing to furnish receipts. Duplicate receipts will not be accepted.
- 3) Erasures and alterations on travel vouchers must be initialed by the traveler or designated individuals, and erasures and alterations on receipts must be initialed by the person who signed the receipt.
- k. The Institute shall establish necessary administrative arrangements for an appropriate review of the justification for travel expenses claimed by the traveler to determine whether they are proper subsistence expenses. Center/Department Heads are cautioned to see that travel is administered in accordance with the spirit and intent of the law and to take such steps as necessary to prevent abuse.

## **Disbursements** *(IAIA Accounting Policies and Procedures Manual)*

### **Policies & Controls**

- a) Check runs are conducted every two weeks as published in the schedule prepared by Financial Services.
  - 1) To be included in the check run, the properly complete and approved documentation (vendor invoice against and existing P.O. or Check Requisition) must be received by 12:00 noon on the Friday before the check run.
  - 2) Requisitions lacking signatures or P.Os that do not match the invoice will cause a delay in payment.
- b) Checks greater than \$10,000 require two signatures.
- c) Rush checks will be addressed on a case by case basis.

## **Staff Policies and Procedures** *(EXCERPTED)*

### **2.2 Indian Preference Policy - Board of Trustees Resolution 99-23<sup>1</sup>**

The Institute of American Indian and Alaska Native Culture and Arts Development (IAIA) is authorized in its enabling federal legislation, "{n}otwithstanding any other provision of Federal or State law," to develop a policy or policies "to extend preference to Indians in... employment by the Institute, and contracts, fellowships, and grants awarded by the Institute." IAIA's enabling statute further provides that, in hiring staff, "the President of the Institute shall, to the maximum extent practicable, give preference in hiring to Indians."

IAIA was established by Congress in recognition that Indian and Alaska Native culture and art occupies "a unique position in American history as our {nation's} only native art form and cultural heritage."

IAIA's mission, as it has defined it, is "to serve as a multi-tribal center of higher education for Native Americans," "dedicated to the study, creative application, preservation and care of Indian arts and culture."

This mission is premised on the beliefs that:

- culture is inseparable from human expression;
- art is inseparable from culture; and
- the arts are therefore primary, integral expressions of living Native cultures.

IAIA recognizes the longstanding, dedicated and profound service and contributions to IAIA and Native American art and culture by people from all walks of life.

IAIA believes that the best way to carry out the Indian preference policy directed by Congress, in the context of its mission, is to attract and retain educators, staff and others associated with IAIA who understand and appreciate the unique Native American cultural tradition served by IAIA, and who are willing to devote their time, talent and training as caretakers to ensure that this precious heritage will be preserved and perfected for the generations to come.

Accordingly, in the hiring and retention of employees, including faculty and staff, and in awarding contracts, grants or other benefits, IAIA will:

- a) establish threshold criteria for the position or award;

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<sup>1</sup> Effective June 1, 1999-This policy is not intended to be retroactive or to apply to any pending employment or contractual decisions or issues. It is also not intended to limit IAIA's full discretion to use its best judgment to determine, taking all appropriate factors into consideration, which faculty, staff, other employees, consultants or contractors IAIA should hire, retain or contract with.

- b) take responsible steps to see that potential employees or recipients of contracts, grants or awards from IAIA are aware of these criteria at the time;
- c) give strong consideration, taking into account all of the applicant's other qualifications, to whether the applicant is an Indian or Alaska Native; and
- d) offer the position, contract, grant or award to the person or entity who, based on all of the requirements of the position and each applicant's overall qualifications, including whether the applicant (or the owner if the applicant is an entity) is an Indian or Alaska Native, will best serve IAIA's mission of preserving and carrying on Native American art and culture for future generations.

### **2.2.1 Tribal Affiliation Certification**

The IAIA requires that all applicants seeking Indian preference provide the HR Department with tribal affiliation certification of enrollment with a federally recognized tribe. Falsification of such documents or provision of false information regarding tribal affiliation is grounds for the IAIA to terminate further consideration of an applicant for employment and is grounds for the IAIA to terminate employment.

## **2.3 Equal Employment Opportunity and Non-Discrimination**

Within the bounds of its Indian Preference Policy (2.2), it is the express policy and purpose of the IAIA to provide educational and employment opportunities without regard to race, color, sex, ancestry, national origin, religion, age, disability, veteran status, sexual orientation, or any other basis prohibited by applicable federal and state law.

The IAIA disapproves of and will not tolerate discrimination based on race, color, sex, sexual orientation, ancestry, national origin, religion, age, disability, veteran status, or any other prohibited criteria. Any incident of discrimination by anyone, including non-employees, must immediately be brought to the attention of the President or the HR Manager for appropriate action. Generally, the HR Manager will be responsible for conducting an investigation to determine the validity of allegations of discrimination and recommending appropriate action to the President.

## **2.5 Alcohol- and Drug-Free Workplace**

The IAIA adheres to the Drug-free Workplace Act of 1988. The IAIA is a drug-free and alcohol-free workplace. The IAIA has adopted a no tolerance policy with respect to alcohol and drug abuse.

No employee will distribute, dispense, possess, manufacture, use or be under the influence of any alcoholic beverage (fortified wine or other intoxicating liquor) while on IAIA premises. Nor will employees unlawfully manufacture, distribute, dispense, possess, or use or be under the influence of any narcotic drug, hallucinogenic drug,

amphetamine, barbiturate, marijuana, anabolic steroid or other controlled substance, as defined in schedules I through V of section 202 of the Controlled Substances Act, 21 U.S.C. § 812, and as further defined by regulation at 21 C.F.R. §§ 1300.11 through 1300.15, at any time at the IAIA or in any IAIA location or IAIA vehicle.

Employees must notify the HR Manager in writing of convictions of any criminal drug statute for a violation occurring in any of the places listed above, no later than five calendar days after such conviction.

The possession or use of prescribed medication by the person for whom they are prescribed and consistent with such prescription will not be deemed a violation of this policy. Except that, prescription drugs may create an unacceptable risk. An employee must notify his/her supervisor if he/she is taking prescription medications that may cause side effects that impair his/her abilities. The supervisor may attempt to find other duties for the employee to perform while on the medication, or place the employee on leave until use of the medication is completed.

The IAIA will take disciplinary action against any employee who violates this policy, up to and including immediate discharge. The IAIA may also require an employee who violates this policy to participate satisfactorily in a substance abuse treatment or rehabilitation program.

The IAIA may contact law enforcement and other external authorities when it suspects a violation of this policy has occurred. This contact may result in prosecution by such authorities.

The only exception to the alcohol free policy relates to the serving and consumption of alcohol at functions at the IAIA Museum as officially allowed according to the resolution of the IAIA Board of Trustees, May 14, 1999, which states, "Be it resolved that the Board of Trustees... approves the serving of alcoholic beverages within the confines of the facilities of the IAIA Museum. The Board of Trustees further resolves that this approval does not extend to any other IAIA properties unless otherwise approved by the Board of Trustees of IAIA."

## **2.12 Confidentiality**

Employees are prohibited from using information or knowledge received as a result of being employed by the IAIA for personal advantage or for purposes detrimental to the IAIA.

Information about the administrative, operational and/or non-scholastic activities of the IAIA acquired in the course of performing employment duties and not generally known or readily available to the public is considered proprietary to the IAIA and is confidential information.

## **2.13 Public Relations**

The IAIA seeks to promote excellent public relations and good will at all times. Cordiality and helpfulness should be the everyday goal of IAIA employees in their contacts with the public and media representatives.

All complaints or requests for information should be courteously referred to the appropriate department head or employee and answered as soon as possible. Complaints should not be discouraged because they may be of value in evaluating the IAIA's relations, facilities and programs.

Contacts with the media, although often desirable, can have unforeseen results. In the interests of avoiding problems and conflicts, especially regarding IAIA policy, all employees must notify and obtain clearance from the President before undertaking discussions and interviews with media representatives.

The President must approve news releases and publicity regarding the IAIA. Employees must work with the Communications Director or his/her designee in preparing a news item or official statement concerning the IAIA. The Communications Director or his/her designee coordinates all official news releases for commercial, electronic, or printed purposes.

Announcements that might be considered official statements about the IAIA's work and affairs are reviewed and released through the President only.

IAIA employees should keep the HR Department and the Communications Director informed of IAIA research and developments of public interest, including but not limited to special awards or honors received by members of the IAIA community.

## **2.14 Acceptance of Gifts and Gratuities**

Employees will not accept any favor or gratuity from any person, firm or organization that is engaged in or attempting to engage in business transactions with the IAIA. "Favor" or "gratuity" includes, but is not limited to, items of monetary or collectible value, discounts on personal purchases, and other arrangements advantageous to the employee. Favor or gratuity does not include occasional meals or gifts valued at or under \$25.00 if fully disclosed to the employee's supervisor.

Personal gifts are sometimes given to employees by individuals who could benefit from a relationship with the IAIA. When this occurs, the employee must disclose and state the circumstances surrounding receipt of any such gift to his/her supervisor.

## **Political Activities by Employees and Others**

The IAIA recognizes and approves of the right of free speech and expression of opinion on any subject by any IAIA employee. An employee who speaks or acts shall not do so in the name of the IAIA unless the Board of Trustees or the President has authorized him/her to do so.

The IAIA does not contribute to, or otherwise support, any political party or candidate for elective public office. The expression of political views and opinions will be those of an individual and not of the IAIA.

The IAIA recognizes the right of employees to engage in lawful political activities; however, such activities, like any other personal, non-IAIA activity, must be done on the employee's own time and must not interfere with his/her IAIA duties.

Employees, political candidates, and those supporting a political position may not campaign during work hours; use IAIA resources (e.g., equipment, facilities, information such as IAIA address or distribution lists or directories) for distributing campaign materials or for other campaign purposes; represent their political views or those of any political candidate or party as being those of the IAIA; distribute campaign material through campus mail; place campaign materials in or on IAIA property; sell tickets at any IAIA location; use students for any campaign activity during IAIA business hours; or ask students to take home campaign literature for individual candidates.

Candidates may be invited by the IAIA to address members of the IAIA community after IAIA hours.

### **2.19.3 Obligations of the IAIA to Protect Property Rights**

If the President recommends that the IAIA disclaim and neither assert nor exploit its interest in intellectual property described in Section 2.19.1.1, and that recommendation is approved by resolution of the Board, the employee will be notified of same and the IAIA shall assign all of its right, title and interest in and to the intellectual property to the employee, and the IAIA will have no further right, obligation or duty with respect thereto, except that, in some instances, the IAIA may elect to impose certain limitations or obligation or retain some income rights in such property.

The Board, in consultation with the President, will decide how, when and where any intellectual property of the IAIA is to be protected. The IAIA may seek to assert its intellectual property rights either through its own efforts or those of an appropriate private law firm or attorney. Upon the request of the IAIA and at the cost of the IAIA, employees shall execute and acknowledge reasonable forms of assignments to document ownership of works by the IAIA, as the IAIA may determine is prudent and necessary.

### **2.21 Use of IAIA Name and Logo**

The IAIA's name and logo are the exclusive property of the IAIA and may not be used in connection with goods or services offered by any outside organization or individual without the prior permission of the President. The IAIA may use quotations or visual images from employees with the permission of the employee in annual reports, recruitment brochures, academic catalogs, IAIA web sites, or other promotional or educational materials. Proper recognition will be given to the employee.

Official IAIA stationery may not be used in connection with outside activities except with respect to academic and scholarly activities as approved by the President. No report or statement relating to outside activities may use the name IAIA or be attributed to it, without the express written permission of the President.

## **2.50 Appeals to the Board of Trustees**

The appeal to the Board of Trustees of a decision to discharge or to not reemploy is a review of the record. The Board may affirm, reverse or modify the President's Final Decision, or it may remand the matter for the taking of additional evidence.

### **2.50.1 Written Notice of Appeal**

To appeal the President's decision, the employee must submit a written Notice of Appeal to the President's office within five (5) business days of the date the employee receives the President's Final Decision. Otherwise, the decision of the President will become final. The Notice of Appeal must state the grounds for the appeal and must be confined to the issues and evidence previously submitted and contained in the record.

### **2.50.2 Board Review**

Upon receipt of the notice of appeal, the President will notify the Chair of the Board of Trustees. The Chair will place the matter on the agenda for the next Board meeting, at which time the Board will: (a) designate a committee made up of three (3) members of the Board to consider the appeal and recommend a decision to the Board; or (b) determine the schedule for the submission of briefs and oral argument, if any.

If a committee is designated to consider the appeal, the committee will have access to the record, will issue a schedule for the submission of briefs and for oral argument, if any, and will submit a recommended decision to the Board at the next regularly scheduled Board meeting. The Board will render its decision in writing within fifteen (15) calendar days of that meeting, and its decision will be final.

## **Additional Policy Sources**

The following documents containing binding IAIA policies are available through the Office of the President, and should be read in their entirety:

**Accounting Policies and Procedures Manual**

**Collection Management Policies**

**Student Life Policies and Procedures**

**Student Handbook**

**Institute of American Indian Arts Catalog**

**Accreditation Handbook—North Central Association of the Higher Learning Commission**

**Accreditation Guide—National Association of Schools of Art and Design**

**Board Minutes & Resolutions**



# **Institute of American Indian and Alaska Native Culture and Arts Development**

## **Board of Trustees**



## **Mission Statement**

**“The IAIA Board of Trustees dedicates itself to celebrating, promoting and preserving the Indian and Alaska Native view of the world. The Board of Trustees approves policy and insures funding and resources for the highest quality programs and faculty. We, the Board of Trustees, honor spirituality, creativity, inclusiveness, courage, humility and honesty.”**

# Institute of American Indian Arts

## TRUSTEE AGREEMENT

As an individual trustee, of the Institute of American Indian Arts (IAIA), I understand that I have a legal and ethical responsibility to ensure that IAIA does the best work possible in pursuit of its goals. To this end, I commit to the following:

1. I will endorse the vision and mission of IAIA and actively support it.
2. I will become familiar with IAIA's financial reports and all board-approved policies. I will study the annual operating and capital budgets prior to approval.
3. I will develop an understanding of IAIA's core programs and activities.
4. I will participate in the initial orientation and any on-going training provided for trustees.
5. I will make what is for me a substantial financial contribution to IAIA on an annual basis.
6. I will participate in fundraising events and other activities of IAIA.
7. I will act as an informed advocate for the IAIA in the community.
8. I will introduce others to the work of IAIA, and assist in expanding its pool of supporters.
9. I will strive to attend all IAIA board meetings. I will review meeting materials in detail prior to each meeting, and arrive prepared to engage in thoughtful dialogue. I will notify the board chair and the assistant to the President in advance, if I am unable to attend a meeting.
10. I will actively participate in at least one standing committee of the board. I will strive to attend all meetings of the committee.
11. I will participate in planning, monitoring and evaluating IAIA's and the board's goals.
12. I will reflect and vote upon significant legal, contractual and policy issues that affect IAIA.
13. I will receive and reflect upon the data, information, background materials and staff support necessary to make decisions and request additional information when needed.
14. I will offer encouragement, support, and constructive feedback to the President and board members, and assist with the annual written performance evaluation of the President. I understand that the President is accountable to the board and that all other staff and faculty members are accountable to the President.
15. I will maintain confidentiality of sensitive board discussions, and adhere to IAIA's conflict of interest policies.
16. I will hold myself and other trustees accountable for meeting the expectations outlined in this document and the IAIA's mission.
17. I understand that I have no authority as an individual Board member and that Board decisions are made by the Board as one collective entity.

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Board Member Name

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Board Member Signature

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Date

### **2016-2017 IAIA Board of Trustee Goals**

1. Fiscal integrity: Board financial literacy, training on reading IAIA financial statements so that all Trustees understand financial reports and the ways in which the fiscal decisions and procedures impacts overall policy.
2. Increase Board visibility on campus and in the community.
3. Educational quality: Schedule a session on assessment of student learning outcomes and program review. What does it mean and what ways will the Board use this information?
4. Increased focus on student success, including evidence relative to persistence and completion.
5. Recognize and reward Faculty
6. Advancement goals
  - Support IAIA with monetary and in-kind gifts.
  - Solicit support from the Tribal Nations with which Trustees have affiliations
  - Provide new major donor contacts to Institutional Advancement
  - Host cultivation and/or solicitation events
  - Sign cultivation and thank-you letters to potential and existing donors

# **CHAPTER 56 - AMERICAN INDIAN,** **ALASKA NATIVE, AND NATIVE** **HAWAIIAN CULTURE AND ART** **DEVELOPMENT**

## **Section 4401. Findings**

The Congress finds that -

(1) Indian art and culture and Native Hawaiian art and culture have contributed greatly to the artistic and cultural richness of the Nation;

(2) Indian art and culture and Native Hawaiian art and culture occupy a unique position in American history as being our only native art form and cultural heritage;

(3) the enhancement and preservation of this Nation's native art and culture has a fundamental positive influence on the American people;

(4) although the encouragement and support of Indian and Native Hawaiian arts and crafts are primarily a matter for private, local, and Indian and Native Hawaiian initiative, it is also an appropriate matter of concern to the Federal Government;

(5) it is appropriate and necessary for the Federal Government to support research and scholarship in Indian art and culture and Native Hawaiian art and culture and to complement programs for the advancement of such art and culture by tribal, private, and public agencies and organizations;

(6) current Federal initiatives in the area of Indian art and culture and Native Hawaiian art and culture are fragmented and inadequate; and

(7) in order to coordinate the Federal Government's effort to preserve, support, revitalize, and disseminate Indian art and culture and Native Hawaiian art and culture, it is desirable to establish -

(A) a national Institute of American Indian and Alaska Native Culture and Arts Development, and

(B) a program for Native Hawaiian culture and arts development.

## **Section 4402. Definitions**

For the purpose of this chapter -

(1) The term "'Indian art and culture'" includes (but is not limited to) the traditional and contemporary expressions of Indian language, history, visual and performing arts, and crafts.

(2) The term "'Native Hawaiian art and culture'" includes the

traditional and contemporary expressions of Native Hawaiian language, history, visual and performing arts, and crafts.

(3) The term "'Institute'" means the Institute of American Indian and Alaska Native Culture and Arts Development established by this chapter.

(4) The term "'Indian'" means any person who is a member of an Indian tribe.

(5) The term "'Indian tribe'" means any tribe, band, nation, or other organized group or community of Indians, including any Alaska Native village (as defined in, or established pursuant to, the Alaska Native Claims Settlement Act (43 U.S.C. 1601 et seq.)), which is recognized as eligible for special programs and services provided by the United States to Indians because of their status as Indians.

(6) The term "'Native Hawaiian'" means any descendent of a person who, prior to 1778, was a native of the Hawaiian Islands.

(7) The term "'Secretary'" means the Secretary of the Interior.

(8) The term "'Board'" means the Board of Trustees of the Institute established under this chapter.

## **Section 4411. Establishment of Institute**

(a) In general

There is hereby established a corporation to be known as the "'Institute of American Indian and Alaska Native Culture and Arts Development'", which shall be under the direction and control of a Board of Trustees established under section 4412 of this title.

(b) Succession and amendment of charter

The corporation established under subsection (a) of this section shall have succession until dissolved by Act of Congress. Only the Congress shall have the authority to revise or amend the charter of such corporation.

## **Section 4412. Board of Trustees**

(a) Composition

(1) The Board of Trustees of the Institute shall be composed of 13 voting members and 6 nonvoting members as follows:

(A) Subject to the provisions of subsection (i) of this section, the voting members shall be appointed by the President of the United States by and with the advice and consent of the Senate, not later than 180 days after October 17, 1986, from among individuals from private life who are Indians, or other individuals, widely recognized in the field of Indian art and culture and who represent diverse political views, and diverse fields of expertise, including finance, law, fine arts, and higher education administration.

(B) The nonvoting members shall consist of -

(i) 2 Members of the House of Representatives appointed by the Speaker of the House of Representatives in consultation with the Minority Leader of the House of Representatives;

(ii) 2 Members of the Senate appointed by the President pro tempore of the Senate, upon the recommendation of the Majority Leader and the Minority Leader of the Senate;

- (iii) the President of the Institute, ex officio; and
- (iv) the president of the student body of the Institute, ex officio.

(2) In making appointments pursuant to paragraph (1) (A), the President of the United States shall -

- (A) consult with the Indian tribes and the various organizations of Indians;
- (B) publish in the Federal Register an announcement of the expiration of terms no less than 4 months before such expiration;
- (C) solicit nominations from Indian tribes and various Indian organizations to fill the vacancies;
- (D) give due consideration to the appointment of individuals who will provide appropriate regional and tribal representation on the Board; and
- (E) ensure that a majority of the Board appointed under paragraph (1) (A) are Indians.

(3) The President shall carry out the activities described in subparagraphs (B) and (C) of paragraph (2) through the Board. The Board may make recommendations based upon the nominations received, may make recommendations of its own, and may review and make comments to the President or the President's appointed staff on individuals being considered by the President for whom no nominations have been received.

(4) Members of Congress appointed under this section, or their designees, shall be entitled to attend all meetings of the Board and to provide advice to the Board on any matter relating to the Institute.

(b) Terms of office

(1) Except as otherwise provided in this section, members shall be appointed for terms of office of 6 years.

(2) The terms of office on the Board for the Members of the House of Representatives and of the Senate shall expire at the end of the congressional term of office during which such Member or Senator was appointed to the Board.

(3) Of the members of the Board first appointed under subsection

(a) (1) (A) of this section -

- (A) 4 shall be appointed for terms of office of 2 years;
- (B) 4 shall be appointed for terms of office of 4 years; and
- (C) 5 shall be appointed for terms of office of 6 years,

as determined by the drawing of lots during the first meeting of the Board.

(4) No member of the Board appointed under subsection (a) (1) (A) of this section shall be eligible to serve in excess of 2 consecutive terms, but may continue to serve until such member's successor is appointed.

(c) Vacancies

Any member of the Board appointed under subsection (a) of this section to fill a vacancy occurring before the expiration of the term to which such member's predecessor was appointed shall be appointed for the remainder of such term. If the vacancy occurs prior to the expiration of the term of a member of the Board appointed under subsection (a) (1) (B) of this section, a replacement shall be appointed in the same manner in which the original appointment was made.

(d) Removal

No member of the Board may be removed during the term of office of such member except for just and sufficient cause.

(e) Chairman and Vice Chairman

The President of the United States shall designate the initial Chairman and Vice Chairman of the Board from among the members of the Board appointed pursuant to subsection (a)(1)(A) of this section. Such Chairman and Vice Chairman so designated shall serve for 12 calendar months. Thereafter, the Chairman and Vice Chairman shall be elected from among the members of the Board appointed pursuant to subsection (a)(1)(A) of this section and shall serve for terms of 2 years. In the case of a vacancy in the office of Chairman or Vice Chairman, such vacancy shall be filled by the members of the Board appointed pursuant to subsection (a)(1)(A) of this section, and the member filling such vacancy shall serve for the remainder of the unexpired term.

(f) Quorum

Unless otherwise provided by the bylaws of the Institute, a majority of the members appointed under subsection (a)(1)(A) of this section shall constitute a quorum.

(g) Powers

The Board is authorized -

- (1) to formulate the policy of the Institute;
- (2) to direct the management of the Institute; and
- (3) to make such bylaws and rules as it deems necessary for the administration of its functions under this chapter, including the organization and procedures of the Board.

(h) Compensation

Members of the Board appointed pursuant to subsection (a)(1)(A) of this section shall, for each day they are engaged in the performance of the duties under this chapter, receive compensation at the rate of \$125 per day, including traveltime. All members of the Board, while so serving away from their homes or regular places of business, shall be allowed travel expenses (including per diem in lieu of subsistence), as authorized by section 5703 of title 5 for persons in Government service employed intermittently.

(i) Appointment exception for continuity

(1) In order to maintain the stability and continuity of the Board, the Board shall have the power to recommend the continuation of members on the Board pursuant to the provisions of this subsection. When the Board makes such a recommendation, the Chairman of the Board shall transmit the recommendation to the President no later than 75 days prior to the expiration of the term of the member.

(2) If the President has not transmitted to the Senate a nomination to fill the position of a member covered by such a recommendation within 60 days from the date that the member's term expires, the member shall be deemed to have been reappointed for another full term to the Board, with all the appropriate rights and responsibilities.

(3) This subsection shall not be construed to permit less than 7 members of the Board to be Indians. If an extension of a term under paragraph (2) would result in less than 7 members being Indians, the term of the member covered by paragraph (2) shall be deemed to expire 60 days after the date upon which it would have been deemed to expire without the operation of this subsection, except that the provisions of subsection (b)(4) of this section, relating to continuation of service pending replacement, shall continue to apply.

## **Section 4413. Executive Board**

### **(a) Composition**

The Board shall have an Executive Board composed of -

- (1) the chairman of the Board;
- (2) the vice chairman of the Board;
- (3) the secretary of the Board;
- (4) the treasurer of the Board; and
- (5) an at-large member of the Board elected by the Board at its initial meeting.

### **(b) Vacancies**

In the case of any vacancy which occurs in the position of at-large member before the expiration of such member's term, the Board shall elect a replacement to complete that term.

### **(c) Meetings**

The Executive Board shall hold not more than 4 regular meetings per calendar year. Special meetings may be held upon the call of the chairman or 3 members of the Executive Board.

### **(d) Quorum**

A majority of the Executive Board shall constitute a quorum.

### **(e) Powers**

The Executive Board may hold and use all the powers of the Board, subject to the approval of the Board.

## **Section 4414. General powers of Board**

### **(a) In general**

In carrying out the provisions of this chapter, the Board shall have the power, consistent with the provisions of this chapter -

- (1) to adopt, use, and alter a corporate seal;
- (2) to make agreements and contracts with persons, Indian tribes, and private or governmental entities and to make payments or advance payments under such agreements or contract (FOOTNOTE 1) without regard to section 3324 of title 31;
- (FOOTNOTE 1) So in original. Probably should be "'contracts'".
- (3) any other provision of law to the contrary notwithstanding, to enter into joint development ventures with public or private commercial or noncommercial entities for development of facilities to meet the plan required under section 4426 of this title, if the ventures are related to and further the mission of the Institute;
- (4) to sue and be sued in its corporate name and to complain and defend in any court of competent jurisdiction;
- (5) to represent itself, or to contract for representation, in all judicial, legal, and other proceedings;
- (6) with the approval of the agency concerned, to make use of services, facilities, and property of any board, commission, independent establishment, or executive agency or department of the executive branch in carrying out the provisions of this chapter and to pay for such use (such payments to be credited to the applicable appropriation that incurred the expense);
- (7) to use the United States mails on the same terms and conditions as the executive departments of the United States Government;
- (8) to obtain the services of experts and consultants in

accordance with the provisions of section 3109 of title 5 and to accept and utilize the services of voluntary and noncompensated personnel and reimburse them for travel expenses, including per diem, as authorized by section 5703 of title 5;

(9) to solicit, accept, and dispose of gifts, bequests, devises of money, securities, and other properties of whatever character, for the benefit of the Institute;

(10) to receive grants from, and enter into contracts and other arrangements with, Federal, State, or local governments, public and private agencies, organizations, institutions, and individuals;

(11) to acquire, hold, maintain, use, operate, and dispose of such real property, including improvements thereon, personal property, equipment, and other items, as may be necessary to enable the Board to carry out the purpose of this chapter;

(12) to the extent not already provided by law, to obtain insurance to cover all activities of the Institute, including coverage relating to property and liability, or make other provisions against losses;

(13) to use any funds or property received by the Institute to carry out the purpose of this chapter, including the authority to designate on an annual basis a portion, not to exceed 10 percent, of the funds appropriated pursuant to section 4451 of this title for investment, without regard to any other provision of law regarding investment or disposition of federally appropriated funds, on a short-term basis for the purpose of maximizing yield and liquidity of such funds; and

(14) to exercise all other lawful powers necessarily or reasonably related to the establishment of the Institute in order to carry out the provisions of this chapter and the exercise of the powers, purposes, functions, duties, and authorized activities of the Institute.

(b) Accounting for non-Federal funds

Any funds received by, or under the control of, the Institute that are not Federal funds shall be accounted for separately from Federal funds.

(c) Interest and investments

Interest and earnings on amounts received by the Institute pursuant to section 4451 of this title invested under subsection (a)(12) (FOOTNOTE 2) of this section shall be the property of the Institute and shall be expended to carry out this chapter. The Board shall be held to a reasonable and prudent standard of care, given such information and circumstances as existed when the decision is made, in decisions involving investment of funds under subsection (a)(12) (FOOTNOTE 2) of this section.

(FOOTNOTE 2) See References in Text note below.

## **Section 4415. President of Institute**

(a) Appointment

The Institute shall have a President who shall be appointed by the Board. The President of the Institute shall serve as the chief executive officer of the Institute. Subject to the direction of the Board and the general supervision of the Chairman of the Board, the President of the Institute shall have the responsibility for

carrying out the policies and functions of the Institute and shall have authority over all personnel and activities of the Institute.

(b) Compensation

The President of the Institute shall be paid at a rate not to exceed the maximum rate of basic pay payable for grade GS-18 of the General Schedule.

**Section 4416. Staff of Institute**

(a) Exemption from civil service

Except as otherwise provided in this section, title 5 shall not apply to the Institute.

(b) Appointment and compensation

(1) The President of the Institute, with the approval of the Board, shall have the authority to appoint, fix the compensation of (including health and retirement benefits), and prescribe the duties of, such officers and employees as the President of the Institute deems necessary for the efficient administration of the Institute.

(2) The President of the Institute shall fix the basic compensation for officers and employees of the Institute at rates comparable to the rates in effect under the General Schedule for individuals with comparable qualifications and positions, to whom chapter 51 of title 5 applies. If the Board determines that such action is necessary for purposes of recruitment or retention of officers or employees necessary to the functions of the Institute, the Board is authorized, by formal action, to establish a rate of, or a range for, basic compensation that is comparable to the rate of compensation paid to officers or employees having similar duties and responsibilities in other institutions of higher education.

(3) (A) Not later than 180 days after the President of the Institute is appointed, the President of the Institute shall make policies and procedures governing -

(i) the establishment of positions at the Institute,

(ii) basic compensation for such positions (including health and retirement benefits),

(iii) entitlement to compensation,

(iv) conditions of employment,

(v) discharge from employment,

(vi) the leave system, and

(vii) such other matters as may be appropriate.

(B) Rules and regulations promulgated with respect to discharge and conditions of employment shall require -

(i) that procedures be established for the rapid and equitable resolution of grievances of such individuals; and

(ii) that no individual may be discharged without notice of the reasons therefor and an opportunity for a hearing under procedures that comport with the requirements of due process.

(c) Appeal to Board

Any officer or employee of the Institute may appeal to the Board any determination by the President of the Institute to not re-employ or to discharge such officer or employee. Upon appeal, the Board may, in writing, overturn the determination of the President of the Institute with respect to the employment of such officer or employee.

(d) No reduction in classification or compensation

Individuals who elect to remain civil service employees shall be

transferred in accordance with applicable laws and regulations relating to the transfer of functions and personnel, except that any such transfer shall not result in a reduction in classification or compensation with respect to any such individual for at least one year after the date on which such transfer occurs.

(e) Leave

(1) Any individual who -

(A) elects under subsection (g) of this section to be covered under the provisions of this section, or

(B) is an employee of the Federal Government and is transferred or reappointed, without a break in service, from a position under a different leave system to the Institute, shall be credited for purposes of the leave system provided under rules and regulations promulgated pursuant to subsection (b) of this section, with the annual and sick leave to the credit of such individual immediately before the effective date of such election, transfer, or reappointment.

(2) Upon termination of employment with the Institute, any annual leave remaining to the credit of an individual within the purview of this section shall be liquidated in accordance with sections 5551(a) and 6306 of title 5, except that leave earned or accrued under rules and regulations promulgated pursuant to subsection (b) of this section shall not be so liquidated.

(3) In the case of any individual who is transferred, promoted, or reappointed, without break in service, to a position in the Federal Government under a different leave system, any remaining leave to the credit of such person earned or credited under the rules and regulations promulgated pursuant to subsection (b) of this section shall be transferred to the credit of such individual in the employing agency on an adjusted basis in accordance with the rules and regulations which shall be promulgated by the Office of Personnel Management.

(f) Applicability

(1) This section shall apply to any individual appointed after October 17, 1986, for employment in the Institute. Except as provided in subsections (d) and (g) of this section, the enactment of this chapter shall not affect -

(A) the continued employment of any individual employed before October 17, 1986; or

(B) such individual's right to receive the compensation attached to such position.

(2) This section shall not apply to an individual whose services are procured by the Institute pursuant to a written procurement contract.

(3) This section shall not apply to employees of an entity performing services pursuant to a written contract with the Institute.

(g) Termination of civil service positions

(1) On June 30, 1989, any position at the Institute which is occupied by an individual in the civil service shall terminate. During such period, such individual may make an irrevocable election to be covered under the provisions of this section, except that any such individual who is subject to subchapter III of chapter 83 of title 5 may elect to continue to be subject to such subchapter, and any such individual who is subject to chapter 84 of such title may elect to continue to be subject to such chapter.

(2) Any individual who makes an election under paragraph (1) to

continue to be subject to subchapter III of chapter 83 of title 5 or chapter 84 of such title shall, so long as continually employed by the Institute without a break in service subject to such subchapter or such chapter 84, as the case may be, continue to be treated as an employee subject to such subchapter or such chapter 84, as the case may be. Employment by the Institute without a break of continuity in service shall be considered to be employment by the United States Government for the purpose of such subchapter or such chapter 84, as the case may be. The Institute shall be responsible for making the contributions required to be made by an employing agency under such subchapter or such chapter 84, as the case may be.

(h) Collective bargaining

The Institute shall be considered an agency for the purpose of chapter 71 of title 5.

(i) Workmen's compensation

Employees of the Institute shall receive compensation for work injuries and illnesses in accordance with chapter 81 of title 5.

## **Section 4417. Functions of Institute**

(a) Primary functions

The primary functions of the Institute shall be -

(1) to provide scholarly study of, and instruction in, Indian art and culture, and

(2) to establish programs which culminate in the awarding of degrees in the various fields of Indian art and culture.

(b) Administrative entities

(1) The Board shall be responsible for establishing the policies and internal organization that relate to the control and monitoring of all subdivisions, administrative entities, and departments of the Institute.

(2) The specific responsibilities of each subdivision, entity, and department of the Institute are solely within the discretion of the Board, or its designee.

(3) The Board shall establish, within the Institute, departments for the study of culture and arts and for research and exchange, and a museum. The Board shall establish the areas of competency for the departments created under this paragraph, which may include (but are not limited to) Departments of Arts and Sciences, Visual Arts, Performing Arts, Language, Literature and Museology and a learning resources center, programs of institutional support and development, research programs, fellowship programs, seminars, publications, scholar-in-residence programs and inter-institutional programs of cooperation at national and international levels.

(c) Other programs

In addition to the centers and programs described in subsection (b) of this section, the Institute shall develop such programs and centers as the Board determines are necessary to -

(1) foster research and scholarship in Indian art and culture through -

(A) resident programs;

(B) cooperative programs; and

(C) grant programs;

(2) complement existing tribal programs for the advancement of

Indian art and culture; and

(3) coordinate efforts to preserve, support, revitalize, and develop evolving forms of Indian art and culture.

#### **Section 4418. Indian preference**

(a) In general

Notwithstanding any other provision of Federal or State law, the Institute is authorized to develop a policy or policies for the Institute to extend preference to Indians in -

(1) admissions to, and enrollment in, programs conducted by the Institute,

(2) employment by the Institute, and

(3) contracts, fellowships, and grants awarded by the Institute.

(b) Hiring preference

In carrying out section 4416(b)(1) of this title, the President of the Institute shall, to the maximum extent practicable, give preference in hiring to Indians.

#### **Section 4419. Nonprofit and nonpolitical nature of Institute**

(a) Stock

The Institute shall have no power to issue any shares of stock or to declare or pay any dividends.

(b) Nonprofit nature

No part of the income or assets of the Institute shall inure to the benefit of any director, officer, employee, or any other individual except as salary or reasonable compensation for services.

(c) Nonpolitical nature

The Institute may not contribute to, or otherwise support, any political party or candidate for elective public office.

#### **Section 4420. Tax status; tort liability**

(a) Tax status

The Institute and the franchise, capital, reserves, income, and property of the Institute shall be exempt from all taxation now or hereafter imposed by the United States, by any Indian tribe, or by any State or political subdivision thereof.

(b) Tort liability

(1) The Institute shall be subject to liability relating to tort claims only to the extent a Federal agency is subject to such liability under chapter 171 of title 28.

(2) For purposes of chapter 171 of title 28, the Institute shall be treated as a Federal agency (within the meaning of section 2671 of such title).

(3) For purposes of chapter 171 of title 28, the President of the Institute shall be deemed the head of the Agency.

#### **Section 4421. Transfer of functions**

(a) Institute of American Indian Arts

There are hereby transferred to the Institute of American Indian

and Alaska Native Culture and Art Development, and such Institute shall perform, the functions of the Institute of American Indian Arts established by the Secretary in 1962.

(b) Certain matters relating to transferred functions

(1) Subject to subsection (d) of this section, all personnel, liabilities, contracts, real property (including the collections of the museum located on the site known as the ''Santa Fe Indian School'' but not the museum building), personal property, assets, and records as are determined by the Director of the Office of Management and Budget to be employed, held, or used primarily in connection with any function transferred under the provisions of this chapter (regardless of the administrative entity providing the services on the date before the transfer) shall be transferred to the Institute.

(2) Personnel engaged in functions transferred by this chapter shall be transferred in accordance with applicable laws and regulations relating to the transfer of functions, except that such transfer shall be without reduction in classification or compensation for one year after such transfer.

(c) References in other laws

All laws and regulations relating to the Institute of American Indian Arts established by the Secretary in 1962 shall, insofar as such laws and regulations are appropriate, and not inconsistent with the provisions of this chapter, remain in full force and effect and apply with respect to the Institute. All references in any other Federal law to the Institute of American Indian Arts, or any officer transferred to the Institute of American Indian and Alaska Native Culture and Arts Development under subsection (b) of this section, shall be deemed to refer to the Institute of American Indian and Alaska Native Culture and Arts Development or an officer of the Institute of American Indian and Alaska Native Culture and Arts Development.

(d) Forgiveness of amounts owed; hold harmless

(1) Subject to paragraph (2) -

(A) the Institute shall be responsible for all obligations of the Institute incurred after June 2, 1988, and

(B) the Secretary shall be responsible for all obligations of the Institute incurred on or before June 2, 1988, including those which accrued by reason of any statutory, contractual, or other reason prior to June 2, 1988, which became payable within two years of June 2, 1988.

(2) With respect to all programs of the Federal Government, in whatever form or from whatever source derived, the Institute shall only be held responsible for actions and requirements, either administrative, regulatory, or statutory in nature, for events which occurred after July 1, 1988, including the submission of reports, audits, and other required information. The United States may not seek any monetary damages or repayment for the commission of events, or omission to comply with either administrative or regulatory requirements, for any action which occurred prior to June 2, 1988.

## **Section 4422. Reports**

(a) Annual report

The President of the Institute shall submit an annual report to the Congress and to the Board concerning the status of the Institute during the 12 calendar months preceding the date of the report. Such report shall include, among other matters, a detailed statement of all private and public funds, gifts, and other items of a monetary value received by the Institute during such 12-month period and the disposition thereof as well as any recommendations for improving the Institute.

(b) Budget proposal

(1) After September 30, 1988 and for each fiscal year thereafter, the Board shall submit a budget proposal to the Congress.

(2) A budget proposal under this subsection shall be submitted not later than April 1 of each calendar year and shall propose a budget for the Institute for the 2 fiscal years succeeding the fiscal year during which such proposal is submitted.

(3) In determining the amount of funds to be appropriated to the Institute on the basis of such proposals, the Congress shall not consider the amount of private fundraising or bequests made on behalf of the Institute during any preceding fiscal year.

## **Section 4423. Headquarters**

Santa Fe, New Mexico, shall be maintained as the location for the Institute of Indian and Alaska Native Culture and Arts Development. To facilitate this action and the continuity of programs being provided at the Institute of American Indian Arts, the Board may enter into negotiations with State and local governments for such exchanges or transfers of lands and such other assistance as may be required.

## **Section 4424. Compliance with other Acts**

(a) In general

The Institute shall comply with the provisions of -

(1) Public Law 95-341 (42 U.S.C. 1996 (, 1996a)), popularly known as the American Indian Religious Freedom Act,

(2) the Archeological Resources Protection Act of 1979 (16 U.S.C. 470aa et seq.), and

(3) the National Historic Preservation Act (16 U.S.C. 470 et seq.).

(b) Criminal laws

All Federal criminal laws relating to larceny, embezzlement, or conversion of the funds or the property of the United States shall apply to the funds and property of the Institute.

(c) Other Federal assistance

(1) Funds received by the institute (FOOTNOTE 1) pursuant to this chapter (FOOTNOTE 2) shall not be regarded as Federal money for purposes of meeting any matching requirements for any Federal grant, contract or cooperative agreement.

(FOOTNOTE 1) So in original. Probably should be capitalized.

(FOOTNOTE 2) See References in Text note below.

(2) The Institute shall not be subject to any provision of law requiring that non-Federal funds or other moneys be used in part to fund any grant, contract, cooperative agreement, or project as a condition to the application for, or receipt of, Federal

assistance. This subsection shall not be construed to effect (FOOTNOTE 3) in a negative fashion the review, prioritization, or acceptance of any application or proposal for such a program, solicited or unsolicited.

(FOOTNOTE 3) So in original. Probably should be ''affect''.

## **Section 4425. Endowment programs**

(a) Program enhancement endowment

(1) (A) From the total amount appropriated for this subsection pursuant to section 4451(a) of this title, funds may be deposited into a trust fund maintained by the Institute at a federally insured banking or savings institution.

(B) The President of the Institute shall provide -

(i) for the deposit into the trust fund referred to in subparagraph (A) -

(I) of a capital contribution by the Institute in an amount equal to the amount of each Federal contribution; and

(II) any earnings on the funds deposited under this paragraph; or

(ii) for the reservation for the sole use of the Institute of any noncash, in-kind contributions of real or personal property, which property may at any time be converted to cash, which shall be deposited as a capital contribution into the trust fund referred to in subparagraph (A).

(C) If at any time the Institute withdraws any capital contribution (as described in subparagraph (B)(i)) made by the Institute to the trust fund referred to in subparagraph (A) or puts any property (as described in subparagraph (B)(ii)) to a use which is not for the sole benefit of the Institute, an amount equal to the value of the Federal contribution shall be withdrawn from such trust fund and returned to the Treasury as miscellaneous receipts.

(2) Interest deposited into the trust fund pursuant to paragraph (1)(B)(ii) may be periodically withdrawn and used, at the direction of the Board or its designee, to defray any expense associated with the operation of the Institute, including the expense of operations and maintenance, administration, academic and support personnel, community and student services programs, and technical assistance.

(3) For the purpose of complying with the contribution requirement of paragraph (1)(B), the Institute may use funds or in-kind contributions of real or personal property fairly valued which are made available from any private or tribal source, including interest earned by the funds invested under this subsection. In-kind contributions shall be other than fully depreciable property or property which is designated for addition to the permanent collection of the Museum and shall be valued according to the procedures established for such purpose by the Secretary of the Treasury. For purposes of this paragraph, all contributions, including in-kind and real estate, which are on-hand as of November 29, 1990 and which have been received after June 2, 1988, but which have not been included in computations under this provision shall be eligible for matching with Federal funds appropriated in any fiscal year. All funds transferred to the Institute by the Secretary of the Treasury after June 2, 1988, shall be deemed to have been properly transferred as of July 23,

1992.

(4) Amounts appropriated under section 4451(a) of this title for use under this subsection shall be paid by the Secretary of the Treasury to the Institute as a Federal capital contribution equal to the amount of funds or the value of the in-kind contributions which the Institute demonstrates have been placed within the control of, or irrevocably committed to the use of, the Institute as a capital contribution of the Institute in accordance with this subsection.

(b) Capital improvement endowment

(1) In addition to the trust fund established under subsection (a) of this section, funds may be deposited into a trust fund maintained by the Institute at a federally insured banking or savings institution from the amount reserved for this subsection pursuant to section 4451(a) of this title for the purpose of establishing a separate special endowment for capital improvement (hereafter in this subsection referred to as the "capital endowment fund") to pay expenses associated with site selection and preparation, site planning and architectural design and planning, new construction, materials and equipment procurement, renovation, alteration, repair, and other building and expansion costs of the Institute.

(2) The President of the Institute shall provide for the deposit into the capital endowment fund of a capital contribution by the Institute in an amount equal to the amount of each Federal contribution and any earnings on amounts in the capital endowment fund.

(3) Funds deposited by the Institute as a match for Federal contributions under paragraph (5) shall remain in the capital endowment fund for a period of not less than two years. If at any time the Institute withdraws any capital contribution to the capital endowment fund before the funds have been deposited for this two-year period, an equal amount of the Federal contribution shall be withdrawn from the capital endowment fund and returned to the Treasury as miscellaneous receipts. At the end of the two-year period, the entire principal and interest of the funds deposited for this period, including the Federal matching portion, shall accrue, without reservation, to the Institute and may be withdrawn, in whole or in part, to defray expenses associated with capital acquisition and improvement of the Institute referred to in paragraph (1).

(4) For the purpose of complying with the contribution requirement of paragraph (2), the Institute may use funds which are available from any private, non-Federal governmental, or tribal source.

(5) Subject to paragraph (3), amounts appropriated under section 4451(a) of this title for use under this subsection shall be paid by the Secretary of the Treasury to the Institute as a Federal capital contribution equal to the amount which the Institute demonstrates has been placed within the control of, or irrevocably committed to the use of, the Institute and is available for deposit as a capital contribution of the Institute in accordance with this subsection.

(6) For the purpose of complying with the contribution requirement in this subsection, the Institute may use funds or in-kind contributions of real or personal property. For the purposes of this paragraph, all contributions, in-kind and real

estate, which are held by the Institute beginning on November 29, 1990, and which were received after June 2, 1988, but which have not been included in their entirety in computations under this section shall be eligible for matching Federal funds appropriated in any year.

(c) General administrative provisions

(1) Funds in the trust funds described in subsections (a) and (b) of this section shall be invested under the same conditions and limitations as funds are invested under section 1065(c)(2) of this title and the regulations implementing such section (as such regulations were in effect at the time the funds are invested).

(2) No part of the net earnings of the trust funds established under this section shall inure to the benefit of any private person.

(3) Any amounts deposited in a trust fund authorized under subsection (a) of this section may be used to secure loans procured for the purposes of constructing or improving Institute facilities.

(4) The President of the Institute shall provide for such other provisions governing the trust funds established under this section as may be necessary to protect the financial interest of the United States and to promote the purpose of this chapter as agreed to by the Secretary of the Treasury and the Board or its designee, including recordkeeping procedures for the investment of funds received under the trust fund established under subsection (b) of this section and such other recordkeeping procedures for the expenditure of accumulated interest for the trust fund under subsection (a) of this section as will allow the Secretary of the Treasury to audit and monitor activities under this section.

## **Section 4426. Provision of facilities**

(a) Plan

The Board shall prepare a master plan on the short- and long-term facilities needs of the Institute. The master plan shall include evaluation of all facets of existing Institute programs, including support activities and programs and facilities. The master plan shall include impact projections for the Institute's move to a new campus site. This master plan shall evaluate development and construction requirements (based on a growth plan approved by the Board), including (but not limited to) items such as infrastructure and site analysis, development of a phased plan with architectural and engineering studies, cost projections, landscaping, and related studies which cover all facets of the Institute's programs and planned functions.

(b) Deadline for transmittal

The plan required by this subsection shall be transmitted to Congress no later than 18 months after July 23, 1992. Such plan shall include a prioritization of needs, as determined by the Board.

## **Subchapter I - Notes**

SUBCHAPTER REFERRED TO IN OTHER SECTIONS

This subchapter is referred to in section 4451 of this title.

**BY-LAWS  
OF  
THE BOARD OF TRUSTEES OF THE INSTITUTE OF  
AMERICAN INDIAN AND ALASKA NATIVE  
CULTURE AND ARTS DEVELOPMENT  
(AMENDED)**

**Section I.      GENERAL AUTHORITIES**

- A. General Authority. The general authority for the Institute and the Board of Trustees is the American Indian, Alaska Native, and Native Hawaiian Culture and Arts Development Act, of October 17, 1986, Pub. L. 99-498, 20 U. S. C. 4401 et seq. (See Appendix "A" Attached)
- B. Name. The name of the school shall be the Institute of American Indian and Alaska Native Culture and Arts Development.
- C. Principal Office. Federal Building, Cathedral Place, Post Office Box 1836, Santa Fe, New Mexico 87504
- D. Fiscal Year. The Fiscal Year of the Institute shall be the calendar year from October 1 to September 30<sup>th</sup>.
- E. Legal Agent. The legal agent for all purposes is the Chairman of the Board of Trustees of the Institute; however, the Chairman has the authority to delegate this responsibility, in writing with copies to the Board, to the President of the Institute.
- F. Records. The Institute shall keep correct and complete records and books of accounts and shall keep minutes of the proceedings of the Board of Trustees maintained at the office of the Institute which shall be opened for inspection by members of the Board of Trustees for any purpose directly related to their responsibilities under these by-laws at any reasonable time.

**Section II.      BOARD OF TRUSTEES**

- A. Powers. The Board of Trustees (hereinafter referred to as the Board) of the Institute of American Indian and Alaska Native Culture and Arts

Development (hereinafter referred to as the Institute) shall be vested with the following powers and duties, consistent with the provisions of the American Indian, Alaska Native and Native Hawaiian Culture and Art Development Act (hereinafter referred to as the Act):

1. To formulate the policy of the Institute;
2. To direct the management of the Institute;
3. To make such by-laws and rules as it deems necessary for the administration of its functions under this title, including the organization and procedures of the Board, *and removal of the members for excessive absences, pursuant to the provisions of G.2, infra*; <sup>1</sup>
4. To adopt, use and alter a corporate seal;
5. To make agreements and contracts with persons, Indian tribes, and private or governmental entities and to make payments or advance payments under such agreements or contracts without regard to section 3324 or Title 31, United States Code (see Appendix A);
6. To sue and be sued in its corporate name and to complain and defend in any court of competent jurisdiction;
7. To represent itself, or to contract for representation, in all judicial, legal, and other proceedings;
8. With the approval of the agency concerned, to make use of services, facilities, and property of any board, commission, independent establishment, or executive agency or department of the executive branch in carrying out the provisions of this title and to pay for such use (such payments to be credited to the applicable appropriation that incurred the expense);
9. To use the United States mail on the same terms and conditions as the executive departments of the United States Government;

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<sup>1</sup> Amendment to the By-Laws, dated February 23, 1990

10. To obtain the services of experts and consultants in accordance with the provisions of section 3109 of Title 5, United States Code (see Appendix A); and to accept and utilize the services of voluntary and non-compensated personnel and reimburse them for travel expenses, including per diem, as authorized by section 5703 of Title 5, United States Code (see Appendix A);
11. To solicit, accept, and dispose of gifts, bequests, devises of money, securities, and other properties of whatever character, for the benefit of the Institute;
12. To receive grants from, and enter into contacts and other arrangements with, Federal, State or local governments, public and private agencies, organizations, institutions, and individuals;
13. To acquire, hold, maintain, use, operate, and dispose of such real property, including improvements thereon, personal property, equipment, and other items, as may be necessary to enable the Board to carry out the purposes of the Act;
14. To obtain insurance or make other provisions against losses;
15. To use any funds or property received by the Institute to carry out the purposes of the Act;
16. To appoint a President of the Institute;
17. To approve or to disapprove the following actions by the President of the Institute;
  - a) Appointment of such officers and employees as the President of the Institute deems necessary for the efficient administration of the Institute;
  - b) Fix the compensation (including health and retirement benefits); and
  - c) Prescription of duties;

18. To grant the president of the Institute the authority to appoint, fix the compensation of (including health benefits and retirement benefits), and prescribe the duties of such officers and employees as the President of the Institute deems necessary for the efficient administration of the Institute;
19. To hear appeals, under procedures to be established by the Board, by any officer or employee of the Institute from any determination by the President of the Institute to not reemploy or to discharge such officer or employee and to in writing, to affirm or to overturn the determination of the President of the Institute with the respect to the employment of such officer or employee;
20. To approve or to disapprove the President of the Institute's appointment of a director to administer a Center for Cultural and Art studies;
21. To approve or to disapprove the President of the Institute's appointment of a director to administer a Center for Research and Cultural Exchange;
22. To determine such programs and centers as are necessary to:
  - a) Foster research and scholarship in Indian art and culture through resident programs, cooperative programs, and grant programs;
  - b) Complement existing tribal programs for the advancement of Indian art and culture; and
  - c) Coordinate efforts to preserve, support, revitalize, and develop evolving forms of Indian art and culture;
23. To oversee and monitor the administration of endowment funds;
24. To development and submit to Congress the budget called for in the Act;

25. To create or to terminate special and standing committees of the Board, and to determine the membership, functions and duties of those committees; and
  26. To exercise all other lawful powers necessarily or reasonably related to the establishment of the Institute in order to carry out the provisions of the Act and the exercise of the powers, purposes, functions, duties, and authorized activities of the Institute.
- B. Composition. The Board of Trustees shall be composed of thirteen (13) voting members and six (6) non-voting members as follows:
1. The voting members shall be appointed by the President of the United States by and with the advice and consent of the Senate from among individuals widely recognized in the field of Indian art and culture and who represent diverse political views; and
  2. The non-voting members shall consist of:
    - a) Two (2) members of the House of Representatives appointed by the Speaker of the House of Representatives in consultation with the Minority Leader of the House of Representatives;
    - b) Two (2) members of the Senate appointed by the President pro tempore of the Senate, upon recommendation of the Majority Leader of the Senate;
    - c) The President of the Institute, ex officio; and
    - d) The President of the student body, ex officio.
- C. Terms of Office for Voting Members. Voting members shall serve terms of office of six (6) years on the Board. No voting member shall serve in excess of two (2) consecutive terms, but may continue to serve until such member's successor is appointed.
- D. Terms of Office for Non-Voting Members. Non-voting members shall serve terms of office as follows:

1. The terms of office on the Board for members of the House of Representatives and of the Senate shall expire at the end of the congressional terms of office during which such member was appointed to the Board;
  2. The term of office on the Board for the President of the Institute shall be ex officio; and
  3. The term of office on the Board for the President of the student body shall be ex officio.
- E. Vacancy – Voting Member. If a vacancy occurs prior to the expiration of the term of voting member of the Board, a replacement shall be appointed under the terms and conditions of Section III(b)(1), above, to serve for the remainder of the unexpired term.
- F. Vacancy – Non-voting Member. If a vacancy occurs prior to the expiration of the term of a non-voting member of the Board, a replacement shall be appointed under the terms and conditions of Section III(B)(2), above.
- G. Removal.
1. No member of the Board shall be removed during the member's term of office except upon a finding of just and sufficient cause by a majority of the remaining members.
  2. *Pursuant to this authority, the Board may take action to remove a member for excessive absences. In making such a determination, the Board directs the Chairman to make such a record, which shall be open to the members, which shall set forth the absences of members and the reasons for such absences, as they are communicated to the Chairman, with the date of such communication. In all cases where the Chairman determines that a member has been absent from two consecutive meetings without providing the Chairman with prior notice of such absences, the Chairman is directed to contact the member, apprise them of these facts and determine the member's level of interest in continuing to serve on the Board of the Institute. If the member then misses the next Board meeting for which notice has gone out, without providing the Chairman prior notice that the*

*member would be absent, the Chairman shall report to the Board the circumstances surrounding the three absences, the results of the Chair's discussion(s) with the member and, if desired, any recommendation for further actions. Three consecutive absences under these conditions shall constitute grounds for Board action removing the member involved.<sup>2</sup>*

### **Section III. OFFICERS**

- A. Initial Chair and Vice-Chair. The President of the United States shall designate the initial Chair and Vice-Chair of the Board from among the appointed voting members. The initial Chair and Vice-Chair shall each serve a term of twelve (12) calendar months.
- B. Chair and Vice-Chair. The Chair and Vice-Chair shall be elected from among the voting members of the Board
1. The Chair and Vice-Chair shall serve a term of two (2) years, or until the expiration of the term of the member elected to the position, whichever is less.
  2. A vacancy in the office of Chair or Vice-Chair shall be filled by the voting members of the Board.
  3. A member filling a vacancy in the office of the Chair or Vice-Chair shall serve for the remainder of the unexpired term.
- C. Secretary. The Secretary shall be elected from among the voting members of the Board.
1. The Secretary shall serve a term of two (2) years.
  2. The Secretary shall be responsible for assuring as to the following:
    - a) Serving notice of all Board meetings on all Board members;
    - b) Maintaining records of all Board meetings; and

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<sup>2</sup> Amendment to the By-Laws, dated February 23, 1990

- c) Maintaining records of all actions taken by the Board, including all votes or roll calls.
- 3. A vacancy in the office of Secretary shall be filled by the voting members of the Board.
- 4. A member filling a vacancy in the office of Secretary shall serve for the remainder of the unexpired term.
- D. Treasurer. The Treasurer shall be elected from among the voting members of the Board.
  - 1. The Treasurer shall serve a term of two (2) years.
  - 2. The Treasurer shall be responsible for the following:
    - a) Carrying out the mandates of the Board and the Finance and Audit Committee in overseeing the financial resources of the Institute;
    - b) Assuring that all books and accounts are accurately kept;
    - c) Presenting an annual financial statement to the Board, in such manner as the Board shall from time to time set forth; and
    - d) Recommending to the Board the Institute's investments, policy and plans.
  - 3. A vacancy of the office of Treasurer shall be filled by the voting members of the Board.
  - 4. A member filling a vacancy in the office of Treasurer shall serve for the remainder of the unexpired term.

#### **Section IV. MEETINGS OF THE BOARD OF TRUSTEES**

- A. Regular Meetings. The Board shall hold regular meetings of its members, at the call of the Chair, or majority of the members of the Executive Board. One of the regular meetings shall be designated as the annual meeting for the purpose of reviewing the activities of the previous year and planning the agenda for the following year.

- B. Emergency Meetings. Emergency meetings of the Board may be called by the Chair or by a majority of the Executive Board, either of which shall provide written or oral notice to all members. The agenda or nature of the business to be discussed shall be set forth in the notice and the topics to be discussed and/or acted upon shall be limited to said agenda. The Board may conduct emergency meetings of its members either in person or by telephone.
- C. Agendas. There shall be agendas for each meeting of the Board, which shall be developed by the Chair, in consultation with the Chairs of the Committees of the Board and the President of the Institute. Agendas shall, to the greatest extent possible, be provided to Board members in advance of meetings.
- D. Quorum. The following shall constitute a quorum:
1. At live (non-telephone) meetings, for the purpose of discussing business, five (5) voting members shall constitute a quorum:
  2. At live (non-telephone) meetings for the purpose of voting on business, a majority of the voting members shall constitute a quorum. Once a live quorum has been established, it shall be deemed to be continuous until challenged or until a voting member causes the number to fall below the minimum required by registering their departure with the Chair; and
  3. For a telephone meeting, a quorum for all purposes shall be a majority of the voting members.
- E. Controlling Voice. Action of the Board shall be a majority of the voting members constituting a quorum. Votes may be by acclamation or, at the request of any Board member, by recorded roll call. Voting may not be by proxy.
- F. Procedures. The rules contained in Roberts Rules of Order, Revised, shall govern the Board in all cases to which they are applicable, and in which they are not inconsistent with these By-laws.

G. Attendance and Participation. Members of Congress appointed to the Board, or their designee(s), shall be entitled to attend all meetings of the Board and to provide advice to the Board on any matter relating to the Institute. Notice of all meetings will be provided to said members.

## **Section VI. COMMITTEES OF THE BOARD**

A. Within their jurisdiction, the Committees of the Board shall establish their own procedures, provided that any business proposed by a Committee to the Board must be a majority vote of the Committee.

## **Section VII. EXECUTIVE BOARD**

A. Composition. The Board shall have an Executive Board composed of the following members:

1. The Chair of the Board;
2. The Vice-Chair of the Board;
3. The Secretary of the Board;
4. The Treasurer of the Board; and
5. An at-large-member elected by the Board at its initial meeting.

B. Powers. The Executive Board may hold and use all powers of the Board subject to subsequent ratification by the Board. The Executive Board may also meet at any time upon due notice given by the Chairman, and may discuss matters of business as determined by the Chairman. The Chairman will keep the Board advised of all such meetings. The Board may delegate specific tasks and powers to the Executive Board.

C. Meetings. The Executive Board shall hold not more than four (4) regular meetings per calendar year. Special meetings may be held upon the call of the Chair or three (3) members of the Executive Committee.

D. Quorum. A majority of the Executive Board shall constitute a quorum.

- E. Vacancies. Any vacancy occurring in the position of at-large member (of the Executive Board) before expiration of such member's term shall be filled by the affirmative vote of the Board. The newly elected member shall complete their preceding member's term.
- F. Reports. The Chair shall make such reports of actions taken by the Executive Board as he/she deems necessary, provided that in any instance in which formal action is taken which binds the Board or the Institute, such report shall be at the next meeting of the Board, with a summary of the action taken provided in advance of the meeting, or by earlier means, at the discretion of the Chair.

## **Section VIII. COMPENSATION AND INDEMNIFICATION.**

- A. Compensation. Voting members of the Board shall receive compensation at the rate of one hundred twenty-five dollars. (\$125.00) per day, including travel time, for each day they are engaged in the performance of their duties under the Act. All members of the Board, while so serving away from their homes or regular places of business, shall be allowed travel expenses (including per diem in lieu of subsistence), as authorized by section 5703 of Title 5, United States Code, for persons in Government service employed intermittently.
- B. Indemnification. The Board shall have the power to indemnify any current or former member of the Board, officer, agent or employee, of the Institute against judgements, claims and expenses actually incurred in connection with the defense of any action, suit or proceedings in which such person is made a party by reason of being or having been in such an official capacity, or any action connected with such capacity, except in relation to matters as to which the individuals shall be adjudged to be liable on the basis that he has breached or failed to perform the duties of his office and the breach or failure to perform constitutes willful misconduct or recklessness. The Board may make any other indemnification by a resolution adopted after notice by the members entitled to vote.

Such indemnification shall not be deemed to be exclusive of, but shall be in addition to, any other rights, from whatever source derived, to which such member of the Board, Executive Board, officer, agent or employee may be entitled.

- C. Surety Board. All officers and agents of the Board and the Institute who handle its funds in any form and its properties shall give surety in such forms as the Board may prescribe, such sureties to be reviewed by the Finance and Audit Committee.
- D. Conflict of Interest. In any case where a member of the Board believes a material conflict of interest, whether because of personal, financial, legal, professional or other factors, would affect his or her vote on any matters, whether in Committee or in Board meetings, that member of the Board shall disclose the presence of the conflict and decline to participate.

*Any Board member who is desirous of establishing a relationship with the Institute (other than that as Board member) such as seeking consideration for regular or part-time employment or a consultancy arrangement, or as an exhibitor in the IAIA museum or any other relationship where conflict or appearance of conflict as determined by the Executive Board is possible that Board member must first resign from the Board and then wait for a period of one calendar year from the time of acceptance of such Board member's resignation before pursuing said employment consideration, consultancy, museum exhibit request or any other relationship with the Institute.<sup>3</sup>*

## **Section IX. AMENDMENT TO THE BY-LAWS.**

- A. These by-laws may be amended, added to, rescinded or repealed at any meeting of the Board by the vote of a majority of the voting members.

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<sup>3</sup> Resolution # 91-1, dated January 11, 1991.

**The Institute of American Indian and  
Alaska Native Culture and Arts Development (IAIA)**

**Conflict of Interest Policy:  
Acknowledgement and Financial Interest Disclosure Statement**

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**PART I:** IAIA follows a conflict of interest policy designed to foster public confidence in its integrity and to protect its interests. By signing and dating below, you acknowledge that you have received a copy of the current conflict of interest policy, have read and understood it, and hereby agree to comply with its terms.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

**PART II:** IAIA is required annually to file a Form 990 with the Internal Revenue Service, which form is then made available to the public. To complete Form 990 fully and accurately, IAIA needs each officer, director, trustee and key employee to disclose the information requested below.

A “conflict of interest” for purposes of Form 990, arises when a person in a position of authority over an organization, such as an officer, director, trustee or key employee, may benefit financially from a decision he or she could make in such capacity, including indirect benefits such as to family members or businesses with which the person is closely associated. A conflict of interest does not include questions involving a person’s competing or respective duties to IAIA and to another organization, such as by serving on the Boards of IAIA and the other organization, which do not involve a material financial interest of, or benefit to, such person.

Please check ONE of the following boxes:

- ☐ My interests and relationships have not changed since my last disclosure of interests.  
[Proceed to signature block below. Do not complete the table]
- ☐ I hereby disclose or update my interests and relationships that could give rise to a conflict of interest. [Complete the table below. Use additional pages as needed.]

<b>Family Relationship</b>	<b>Names of those presenting a conflict of interest</b>
Include spouse/domestic partner, living ancestors, brothers and sisters (whether whole or half blood), children (whether natural or adopted), grandchildren, great grandchildren, and spouses/domestic partners of living ancestors, brothers, sisters, children, grandchildren and great grandchildren.	
<b>Type of Interest</b>	<b>Description of interest that could lead to a conflict of interest</b>
Transaction or arrangements with IAIA	
Transactions or affiliations with other nonprofits	
Substantial business or investment holdings	
Transactions or affiliations with businesses not listed above	

I am not aware of any financial interest involving me or my family member or businesses with which I am closely associated that could present a conflict of interest for purposes of Form 990 that I have not disclosed either above or in a previous disclosure statement.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

# **IAIA Board of Trustees Committee Descriptions**

## **Finance / Human Resources / Facilities Committee**

The Finance / Human Resources / Facilities Committee subject to full Board approval:

- Reviews the quarterly financials;
- Selects the auditor, approves the audit plan, and receives and monitors the audit results;
- Establishes investment policy guidelines and reviews investments quarterly;
- Approves Personnel policies and procedures and receives quarterly updates on Personnel actions;
- Approves and monitors all maintenance and construction at the museum and on the campus.

## **Academic Affairs / Enrollment Management / Student Life Committee**

The Role of the AEMS Committee is to:

- Provide policy and budget oversight to issues affecting Academics, Enrollment, Museum, and Student Life.
- Offer advice as requested to the President of IAIA in any of these areas.
- Work collaboratively with all other board committees on issues affecting any of these areas.

## **Institutional Advancement / Planning Committee**

The Committee's role is to oversee the following functions at the IAIA:

- Institutional Advancement: This includes maintaining and building on the IAIA's relationships with its many constituencies, including donors, alumnae and friends, as well as the actual solicitation and raising of funds to carry on IAIA's mission.
- Communications: This includes all forms of communications, including public relations, advertising, newsletters, maintaining the integrity of IAIA's "brand" and logos, and keeping the public informed about IAIA and its activities.
- Planning: This includes long-range planning, taking into account IAIA's sources of funds and ongoing budget needs, for IAIA's future.

## **Museum Committee**

The Committee's role is to:

- Oversee the work of the Museum Director
- Oversee the Museum shop (coordinating with the Finance Committee)
- Oversee Museum membership and development (coordinating with the Institutional Advancement Committee)
- Oversee the Museum's programming and outreach

## IAIA Board of Trustees Committees

## February 2017

<p><b>Executive</b>, Dr. Martin, President</p> <p>Loren Kieve, Chair Brenda Kingery, Vice Chair                     , Treasurer Deborah Goodman, Secretary</p>	<p><b>Academic Affairs</b>, Char Teters, Dean</p> <p>Dr. Deborah Goodman, Chair Loren Kieve Brenda Kingery</p>
<p><b>Finance</b>, Lawrence Mirabal, CFO</p> <p>JoAnn Balzer, Chair Dr. Debroah Goodman Loren Kieve</p>	<p><b>Institutional Advancement</b>, Eileen Berry, Interim Director</p> <p>Brenda Kingery, Chair JoAnn Balzer Barbara Ells</p>
<p><b>Museum</b>, Patsy Phillips, Director</p> <p>Beverly Morris, Chair Barbara Ells Bidtah Becker Princess Johnson</p>	<p><b>Audit</b>, Lawrence Mirabal, CFO</p> <p>Bidtah Becker, Chair Barbara Ells</p>
<p><b>Honorary Doctorate Committee</b></p> <p>Deborah Goodman JoAnn Balzer Loren Kieve</p>	<p><b>Board Liaisons:</b></p> <p><b>Accreditation:</b>          <b>Gala:</b> Barbara Ells                 JoAnn Balzer</p>
<p><b>Every board member's goal: memorize IAIA's mission statement:</b></p> <p>To empower creativity and leadership in Native arts and cultures through higher education, lifelong learning and outreach.</p>	

02.10.17



## IAIA Board of Trustees 2017 Schedule of Meetings

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<b>February 16, 2017</b>	<b>Thursday</b>	Scholarship Awards Night	5:30 p.m. - 7:30 p.m.
<b>February 17, 2017</b>	<b>Friday</b>	Committee Meetings	9:00 a.m. – 4:00 p.m.
<b>February 18, 2017</b>	<b>Saturday</b>	General Session	9:00 a.m. – 12:00 p.m.

*\*Travel Days: Thursday, February 16<sup>th</sup> and Saturday, February 18<sup>th</sup> (late afternoon) or Sunday February 19<sup>th</sup>*

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<b>May 10, 2017</b>	<b>Wednesday</b>	President's Circle Events	TBD
<b>May 11, 2017</b>	<b>Thursday</b>	Committee Meetings	9:00 a.m. – 3:30 p.m.
<b>May 12, 2017</b>	<b>Friday</b>	General Session	9:00 p.m. – 2:00 p.m.
<b>May 13, 2017</b>	<b>Saturday</b>	Commencement	9:00 a.m. – 12:00 p.m.

*\*Travel Days: Tuesday, May 12<sup>th</sup> and Saturday May 13<sup>th</sup> (late afternoon) **OR** Sunday May 14<sup>th</sup>*

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<b>August 16, 2017</b>	<b>Wednesday</b>	IAIA Gala	5:30 p.m. – 10:00 p.m.
<b>August 17, 2017</b>	<b>Thursday</b>	Board Retreat	9:00 a.m. – 4:00 p.m.

*\*Travel Days: Wednesday, August 16<sup>th</sup> and Friday, August 18<sup>th</sup>*

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<b>November 3, 2017</b>	<b>Friday</b>	Committee Meetings	9:00 a.m. – 4:00 p.m.
<b>November 4, 2017</b>	<b>Saturday</b>	General Session	9:00 a.m. – 12:00 p.m.

*\*Travel Days: Thursday, November 2<sup>nd</sup> and Saturday November 4<sup>th</sup> (late afternoon) **OR** Sunday November 5<sup>th</sup>*

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Saturday/Sunday, August 19 – 20, 2017 – Indian Market

Saturday, November 11, 2017 – Veterans Day



**INSTITUTE OF AMERICAN INDIAN ARTS**  
**BOARD OF TRUSTEES TRAVEL GUIDELINES**

**May 14, 2009**

- 1. The Chair of the Board of Trustees must authorize all Board travel. For a scheduled Board meeting, the Executive Assistant to the Board will announce in advance the date of the meeting and the approved travel days, which will constitute the Chair's authorization for the Board members to travel on those days. Any travel time other than on approved Board activities will ordinarily be considered personal and will not be reimbursed.**
- 2. In general, US Government fares allow the traveler to change his/her airline reservation or cancel the reservation without an additional fee. But they are often considerably more expensive than non-Government fares, even after taking change fees into account. It is IAIA's policy that Board members will ordinarily use non-refundable non-Government fares. If the Board member has to change the reservation, the IAIA will reimburse the member for the change fee. To accomplish this, the Board Member may do the following:**
  - A. SATO Travel has the availability to match the price of any flights available on the internet, but requires the traveler to sign a waiver stating that he/she is aware that the flight is non refundable/non changeable. The waiver must be faxed to SATO Travel on the date of booking. This will allow the expense to be charged to IAIA's centrally billed account. SATO: 800-725-4483**
  - B. The Board member may also book and charge the flight to his/her IAIA Government credit card or personal credit card, and be reimbursed along with the member's other travel expenditures.**

- C. If there is a change that results in an additional charge, the member may submit the additional charge with a written explanation for the charge.**
- 3. The Institute will ordinarily reimburse up to the minimum round trip costs from the Board member's home base or business to the location of the Board meeting or activity.**
  - 4. Board members are required to submit expense vouchers to the Executive Assistant to the Board for submission to the Director of Finance and Administration within 30 days of the meeting or activity and may expect reimbursement within 15 days of submission. The Board Chair will approve all Board member reimbursement requests. The Treasurer of the Board will approve the Board Chair's reimbursement.**
  - 5. Every attempt should be made to arrive at Board meetings and activities on time and stay until they are over.**
  - 6. The Chair of the Board may make exceptions if justified in the interest of the IAIA.**

# IAIA Travel Voucher Info

Traveler's Name: \_\_\_\_\_ Title: **Member of Board of Trustees**

Purpose of Travel: \_\_\_\_\_

Departing from: \_\_\_\_\_ Time departed home/office: \_\_\_\_\_ am or pm?

Destination: \_\_\_\_\_ Travel Dates: \_\_\_\_\_

Time returned home/office \_\_\_\_\_ am or pm?

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## Transportation:

Airfare ☐ paid by IAIA (copy of Itinerary required) \$ \_\_\_\_\_  
☐ paid by traveler (receipts and itinerary required) \$ \_\_\_\_\_

Receipts required for:

Car Rental <input type="checkbox"/> \$ _____	Park <input type="checkbox"/> \$ _____
Shuttle <input type="checkbox"/> \$ _____	Park <input type="checkbox"/> \$ _____
Shuttle <input type="checkbox"/> \$ _____	Park <input type="checkbox"/> \$ _____
Taxi/Other <input type="checkbox"/> \$ _____	
Taxi/Other <input type="checkbox"/> \$ _____	
Personal Vehicle <input type="checkbox"/> \$ _____	(_____ miles x .505) reimbursement amount varies

**Transp. Subtotal:** \$ \_\_\_\_\_

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## Lodging:

☐ Paid by IAIA  
☐ Paid by traveler (receipts required)  
\_\_\_\_\_ nights x \$ \_\_\_\_\_/night = \$ \_\_\_\_\_  
\_\_\_\_\_ nights x \$ \_\_\_\_\_/night = \$ \_\_\_\_\_

Do not include telephone, meals, etc. charged to room.

**Lodging Subtotal:** \$ \_\_\_\_\_

**Meals:** Computed at per diem rate. (no receipts required unless traveler claims refund for more than self for "meeting costs" and lists attendees)

Meeting costs: \$ \_\_\_\_\_ Detailed register receipt required and "no alcohol" form signed.

**Meals Subtotal:** \$ \_\_\_\_\_

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## Miscellaneous (itemized and receipts required)

1. _____	\$ _____
2. _____	\$ _____
3. _____	\$ _____

**Misc. Subtotal:** \$ \_\_\_\_\_

Traveler's Signature: \_\_\_\_\_

Date submitted: \_\_\_\_\_

To: Dr. Robert Martin  
 From: Nena Martinez Anaya  
 Date: January 30, 2017  
 Subj: Quarterly Board Report

## Strategic Theme 1: Improve Student Success

### 1.2 Increase enrollment; improve retention and completion

The below chart includes the percentage increases/decreases since fall 2012 and enrollment goals for Plan 2020-(**bolded**). IAIA has been on an upward continuum of growth while averaging about **8.6%** of growth for the fall semesters and **8.5%** for the spring semesters.

The BOT approved the more attainable goal of reaching 700 FTE by the year 2020 with an average growth of **11%** growth for fall and **8.5%** average growth for the spring semesters. Both percentage increases for Fall/Spring are still very substantial goals where we will need to increase enrollment with on-line programs and off campus enrollment. Our goal for fall 2016 was to reach 500 FTE and we reached 474 which is an **11.5%** increase while we aimed for an 18% increase we have adjusted the percentage increases needed each year to reach 700 FTE by the year 2020 below. We surpassed our spring 2017 goal of 450 FTE with 490 FTE a 9% goal increase and a 17% increase from spring 2016.

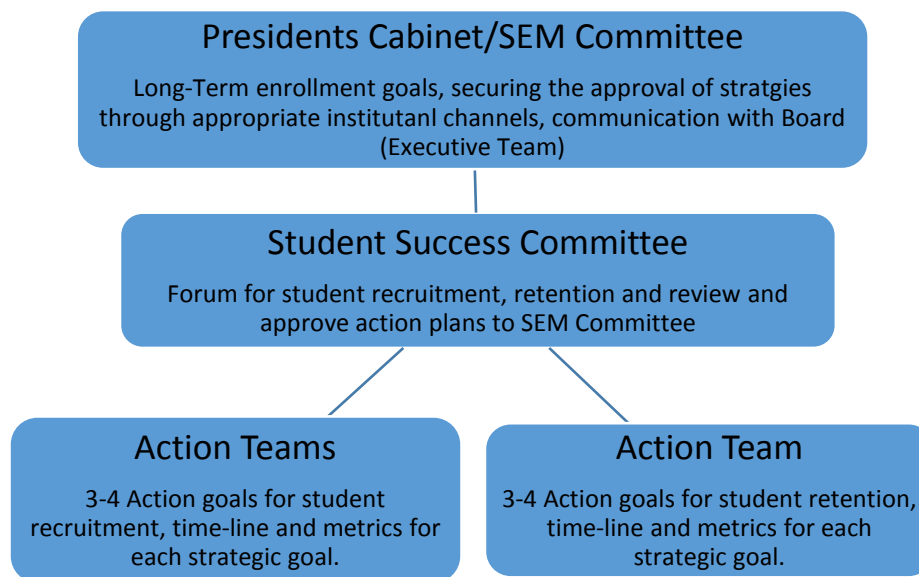
Fall Semesters	FTE	FTE	FTE % +/- GOAL	Actual FTE	Adjustment Percentage
FA12-FA13	325	344	5%		
FA13-FA14	344	393	14%		
FA14-FA15	393	422	7%		
<b>FA15-FA16</b>	<b>422</b>	<b>500</b>	<b>18%</b>	474	11.5%
<b>FA16-FA17</b>	<b>500</b>	<b>550</b>	<b>9%</b>		10%
<b>FA17-FA18</b>	<b>550</b>	<b>600</b>	<b>9%</b>		10%
<b>FA18-FA19</b>	<b>600</b>	<b>650</b>	<b>9%</b>		10%
<b>FA19-FA20</b>	<b>650</b>	<b>700</b>	<b>9%</b>		10%

Spring Semesters	FTE	FTE	FTE % +/-	Actual FTE	Adjustment Percentage
SP12-SP13	303	295	-3%		
SP13-SP14	295	344	16%		
SP14-SP15	344	382	11%		
SP15-SP16	382	420	10%		
<b>SP16-SP17</b>	<b>420</b>	<b>450</b>	<b>7%</b>	490	
<b>SP17-SP18</b>	<b>450</b>	<b>500</b>	<b>9%</b>		
<b>SP18-SP19</b>	<b>500</b>	<b>550</b>	<b>9%</b>		
<b>SP19-SP20</b>	<b>550</b>	<b>600</b>	<b>9%</b>		

We continue to utilize our enrollment strategies to increase enrollment and improve retention while we have seen the trend of declining enrollments from many colleges and universities nationally for the past four years. We plan to continue to grow enrollment but are aware that college enrollment nation-wide is declining.

The Strategic Enrollment Management Committee are the IAIA Presidents Cabinet Members who approve long term enrollment goals and updates to the SEM plan. Also, we have reinstated the Student Success Committee to provide a forum to strengthen retention and recruitment through policies and procedures regarding: Recruitment, Admissions and Student Success Center responsibilities. The Student Success Committee will track and review all

Retention Strategic Plan processes and data in order to annually update, implement and refine the Action Teams. Utilizing IAIA retention data, the Student Success Committee will provide ongoing input and feedback to strengthen the programs and activities provided by the Student Success Center. The committee will assist in identifying critical resources to meet student success retention goals and recruitment goals. The Committee will review, analyze and make recommendations to the Chief Enrollment/Recruitment Officer to be approved by SEM Committee and the President.



The following Action Teams have met the Strategic Enrollment Management goals and recommendations from the AACRAO Consultant report and/or have moved into departments that have been developed since 2013.

Scholarship Committee Action Team -The team has researched financial barriers with IAIA scholarships and provided recommendations approved by SEM Committee which took effect for fall 2015 and we are working with Bill Sayre to analyze the effects of the changes through the SSC Committee.

Continuing Education Action Team- A CEU Manager, Joannie Romero was hired and this team has evolved into the Office of Sponsored Programs under Laurie Logan Brayshaw.

Marketing Action Team- Marketing Director, Eric Davis was hired this department was formed to also include Jason Ordaz, The following recommendations from AACRAO have been completed.

- 2.C. Refresh and revamp the IAIA website to focus on prospective students.
- 7.A. Continue and enhance IAIA's new marketing initiatives to emphasize its distinctiveness as an institution focused on Native arts.
- 7.B. Maintain the focus of academic programs on Native arts.
- 7.C. Revise the website to focus on prospective students as the primary target market, with well-defined links to gateway pages for IAIA's many other important stakeholders, including faculty, staff, alumni, and parents.

Alumni/Faculty/Staff as Recruiters Action Team- the AACRAO Consultant highly discouraged this approach to have IAIA alum, faculty and staff recruit. "Recruitment travel and communications are best carried out by Admissions staff. When others

attempt to do this work, in spite of their best intentions, the result is often the dissemination of misinformation that actually is counterproductive to the recruitment process.” We will use faculty to discuss highlights of their programs with the dual credit and 2+2 programs.

5.A. Refine and limit plans to involve faculty and alumni in recruitment travel. Instead identify key points in the recruitment process where faculty and alumni can be most useful, making maximum use of their expertise and time.

Empower Action Team-This team completed the enrollment infrastructure with the Empower database. This online application set-up took an estimated 9-12 months to build the database to make electronic responses, inquires and admissions immediate.

- 3.A. Review all application and admission procedures and eliminate those that do not impact a significant number of admissions decisions.
- 3.B. Eliminate faculty involvement in admission decisions in cases where the student clearly meets IAIA admission standards. Utilize faculty only in cases where students are “on the bubble” and for whom there is a judgment call to be made.
- 3.C. Implement Empower admissions functions and automate the admission process.

**IAIA Strategic Enrollment Management Current Action Teams** have been identified to immediately assist with the pressing issues preventing increased enrollment. This is a campus-wide initiative to include IAIA members from all areas. Below are the remaining Action Teams: Offsite Action Team; Dual Credit/2+2 Action Team; Online Action Team; Statistical Analysis Action Team and are recommending two new Action Team- International Recruitment Action Team and an ADA Action Team to work on the Strategic ADA Campus Plan to be in compliance with national standard regulations in the classroom and campus-wide.

**Offsite Action Team** (Char Teters: Eric Davis; Nena Martinez Anaya; Admissions Team)  
The HEC –Higher Education Center opened in Santa Fe in January 2015. IAIA offered 5-6 courses at the site, but was unable to offer the courses at the site due to low enrollment. Two courses made, but due to transportation, the courses were moved to the IAIA campus (Spring 2015). We had no enrollment for fall 2015 or spring 2016. We offered Special Topics Courses from Indigenous Liberal Studies program to include Scott Momaday as the instructor, hoping a public figure in Indian Country would help attract enrollment, but we still had no enrollment. For fall 2016, we started working on promoting the HEC in June 2016, to discuss other courses that might work at HEC since the Special Topics courses and selected courses from Creative Writing; Museum Studies and ILS were not getting enrollment. We agreed that the Business/Entrepreneurship program would do well at HEC, since we were specializing in “the business of making and selling art”. Also, Eric Davis, Marketing Director did an HEC Advertisement Campaign for fall 2016 courses to include: Radio Spots; Facebook advertisement. We also recruited for the program in Admissions with the following events this summer:

It was determined on September 27, 2016, by Dr. Martin and the Chief Enrollment Officer that the HEC is no longer a viable option for IAIA. We have set up courses for the past four semesters with zero enrollment. Anecdotally, students have told us they prefer to take a course on our campus rather than the HEC. We will however, continue to work with the HEC to promote our 2+2 articulation agreements and advertise at the Higher Education Center.

San Juan College, Farmington, NM

The Chief Enrollment/Recruitment Officer and the Admissions Director have reached out to San Juan College to articulate five of their academic programs. We are in the process of finalizing the agreements as listed below:

San Juan Community College

- Certificate in Creative Writing
- Liberal Arts AA; Creative Writing
- Digital Media Arts & Design AAS
- Native Studies AA –
- Photography-

Institute of American Indian Arts

- AFA/BFA Creative Writing
- BFA-Creative Writing
- BFA-Studio Arts/Cinematic Arts
- BA-Indigenous Liberal Studies
- AFA/BFA Studio Arts

CNM-Central New Mexico Community College

The Chief Enrollment Officer and the Admissions Director are reviewing the articulation agreement with CNM since the degree plans at CNM have recently been updated. We asked to meet with CNM to offer a spring 2017 course and were advised that their enrollment was down in Fine Arts and they were going to focus on their priorities before extending an IAIA class to their students. We are anticipating a course offering of a 300/400 level Ceramics course at their campus for the fall 2017 semester.

Dual Credit/2+2 Action Team

The Dual Credit Program for 2016/2017- established new partnerships and signed with Zuni Public Schools, Pojoaque Valley High School District and the Rio Rancho School District. Below are the dual credit courses currently being offered for the spring 2017 semester:

High School	Course
Albuquerque Public Schools	Elementary Navajo I
Academy Technology/Classics	Ethnobotany of the Southwest w/Lab
Cuba High School	Music Fund./Composition
Espanola High School	Image, Voice, Identity
Espanola High School	Indigenous Concepts of Food
NM School for the Arts	Image, Voice, Identity
NM School for the Arts	Playwriting I
Santa Fe Indian School	Indigenous Agriculture
Santa Fe Indian School	Color Theory & Practice
Santa Fe Indian School	Intro to Indigenous Studies
Santa Fe Indian School	Elementary Navajo II
Santa Fe Indian School	2D Fundamentals
Shiprock High School	Introduction to Photography
Bernalillo High School	Art of Public Speaking
Bernalillo High School	Strategies & Skills for Academic Success
Walatowa Charter High School	3D Fundamentals
Walatowa Charter High School	Indigenous Concepts of Food
Walatowa Charter High School	Ethnobotany of the Southwest w/Lab
Walatowa Charter High School	Indigenous Concepts of Traditional Food/Wellness Lab
Tierra Encantada Charter High School	2D Fundamentals
Tierra Encantada Charter High School	Strategies & Skills for Academic Success
Native American Community Academy	Poetry Writing I
Kirtland Central High School	Introduction to Painting
Rio Rancho High School	Navajo I

#### Tribal College/University Articulations:

The Chief Enrollment/Recruitment Officer will focus on developing and updating current 2+2 articulation agreements with the other TCU's. We will collaborate with TCU's that have similar programs/majors and build on recruiting at their campuses. We will incorporate a timeline for articulation completion and visits over the next couple of years.

#### Online Programs Action Team

This team is scheduled to meet monthly this spring 2017 to help increase enrollment for the online programs. The team includes: Ellen Shapiro (Business & Entrepreneurship), Jessie Ryker-Crawford, (Museum Studies/Native American Art History), Stephen Fadden (Online Coordinator), Eric Davis (Marketing/Communications Director), Charlene Teters (Academic Dean), and the Nena Martinez Anaya (Chief Enrollment/Recruitment Officer). Our first meeting will be held on February 10, 2017 to brainstorm ideas and methods to increase enrollment in the Business/Museum Studies and Native American Art History programs. The Student Success Center, Retention Director, Jeminie Shell developed an "Online Handbook" that includes critical information in which online students need to know. We have also developed a video (created by IAIA students) for the website that explains the online process and provides a quiz so students can self-check where they are in the process and obtain help. We are working to develop a process for online tutoring but temporarily use Skype as the device to tutor. We have developed a process in Admissions to send the Online Handbook, the video link and the quiz to help prepare the student for online classes as soon as the student is admitted and registered. We will meet continuously throughout the remainder of the academic year. The goal is to increase online-certificate programs to 50 FTE. 50%

Statistical Analysis Action Team- This team is led by Bill Sayre, Institutional Research Director, who is continuously providing data to help make informed decisions within committees. He has provided the HLC- Persistence/Completion Academy Team with data to help in the decision making process.

International Recruitment Action Team-This team will be led by the Chief Enrollment/Recruitment Officer and the Admissions Director to help guide the recruitment and research of countries IAIA would like to target. We have had success with the following countries: Japan, China, Canada, Germany, South Korea and England as we've hosted students successfully from these countries and would like to explore pathways.

ADA Action Team- This team consists of Nena Martinez Anaya, Chief Enrollment/Recruitment Officer, James Mason, Facilities Manager and Jeminie Shell, Retention Director. We met with the State of New Mexico's Governor's Commission on Disability on September 12, 2016 to discuss how this commission could assist IAIA in developing a plan of action to ensure IAIA is in compliance with the American Disabilities Act both physically on the campus and in the classroom. Our goal is to develop a comprehensive ADA plan to correct and/or implement the federal requirements of students and guests on the IAIA campus and website. The Commission came to campus again on October 17, 2016 to meet with campus departments and we will set up several presentations to include students, faculty and staff to bring awareness to this issue. The Commission does a campus-wide, non-punitive evaluation and recommends and will assist IAIA with computer aided ADA software.

Additionally: Summer Bridge Program- The team consists of the Admissions Director, Mary Silentwalker, Developmental Education Coordinator, Jennifer Love, who will direct the program as the Faculty Counsel Chair, Porter Swentzell will be stepping down. The Admissions

staff is working to target the fall 2017 IAIA admitted students to attend the program and get a jump start to their college education by taking developmental and college success courses during the summer.

Additionally: Admissions/Recruitment

Fall 2017 by Program as of 1/24/17

Application Type	Fall 2017		
	Total Applications	Incomplete Applications	Accepted
New Freshman	218	170	48
Transfer	17	16	1
Graduate	14	14	
International	1	1	
Readmit	5	5	
Certificate	3	3	
Non-Degree	1	1	
<b>TOTAL</b>	259	210	49

Dual Credit Program Report

- Spring 2017 Dual credit program for the 2016-2017 Academic Year- 370 enrolled high school students (16% increase from SP17) across 12 schools in 37 courses (54.1% increase from SP16).
- Faculty- Hired a total of 25 adjunct faculty. Created a webpage specifically for Dual Credit Adjunct faculty to provide resources, forms, handbooks, and webinars. Hosted 3 online webinars for Dual Credit Adjunct Faculty on the following topics: Hiring Orientation, Empower, and Registration Process.
- Hosted a webinar for Dual Credit students to orient them to the Dual Credit program.

Recruitment Events

- Spring Recruitment Plan- Out of State- California, Arizona, Oklahoma, Minnesota, Montana, Washington, New York and Wyoming.
- The Admissions/Recruitment Department submitted a proposal for Institutional Funding for the Transfer Initiative and OAR was selected received \$28,000. A Transfer Initiative Plan was developed and is focused on establishing and maintaining transfer partnerships with TCU's to increase transfer applications. The funding will allow specific programing, recruitment material and recruitment travel to select TCU's.
- Transfer Day- on campus event will be held on April 7, 2017.
- Transfer IAIA Webinar will be held on February 17, 2017.

October 17, 2017 – January 27, 2017

**October**

- October 17-19 – First Alaska Institute Elders and Youth Conference (Fairbanks, AK)
- October 19 – SFCC College Night (Santa Fe, NM)
- October 20 – 2016 Wind River Indian Reservation College and Career Readiness Summit (Ethete, WY)
- October 20 – SFIS College Fair (Santa Fe, NM)
- October 20-21 – Santa Fe Independent Film Festival (Santa Fe, NM)

- October 21 – Mescalero College/Career Fair (Mescalero, NM)
- October 24 – Mesa Public Schools College Fair (Mesa, AZ)
- October 25 – SFCC Fall 2016 Transfer Day (Santa Fe, NM)
- October 25 – Tucson College Night (Tucson, AZ)
- October 26 – Alamo Navajo High College/Career Fair (Alamo, NM)
- October 27 – Zuni High School College Fair (Zuni, NM)
- October 27 – A:shiwi College Meeting
- October 27 – Summit High School College Fair (Flagstaff, AZ)
- October 27 – Coconino High School College Fair (Flagstaff, AZ)
- October 27 – Flagstaff High School College Fair (Flagstaff, AZ)
- October 31 – Navajo Pine College Day (Navajo, NM)

## **November**

- November 1 – Grants High College Application Day (Grants, NM)
- November 2 – Diné College Career and College Fair (Tsaile, AZ)
- November 2 – Diné College Career and College Fair (Chinle, AZ)
- November 3 – SIPI College and Career Fair (Albuquerque, NM)
- November 3 – SFCC College 2016 Veterans & Family Appreciation Day (Santa Fe, NM)
- November 5 – Choctaw Nation College Connect (Durant, OK)
- November 8 – CNM Tabling-Main Campus (Albuquerque, NM)
- November 9 – Albuquerque Job Corps Career Fair (Albuquerque, NM)
- November 9 – CNM Tabling-Montoya Campus (Albuquerque, NM)
- November 9 – IAIA Open House (Santa Fe, NM)
- November 10 – Back to School Family Institute (Santa Fe, NM)
- November 14 – Youth Entrepreneurship Summit (YES!) (Santa Fe, NM)
- November 16 – CNM Native American Mini Conference (Albuquerque, NM)
- November 16 – Navajo Prep College and Career Fair (Farmington, NM)
- November 17 – Taos Pueblo College/Career Fair (Taos, NM)
- November 18-20 – Indigenous Comicon (Albuquerque, NM)
- November 19 – UNM-Gallup College & Career Fair (Gallup, NM)
- November 21 – To'hajiilee College/Career Fair (To'hajiilee, NM)
- November 22 – Winslow High College Application Campaign (Winslow, AZ)
- November 29 – Laguna-Acoma High Application Day (Laguna, NM)

## **December**

- December 1 – CNM Tabling-Montoya Campus (Albuquerque, NM)
- December 2 – CNM Tabling-Main Campus (Albuquerque, NM)
- December 2 – Daggett Middle/High School Skype Presentation (Santa Fe, NM)
- December 6 – Red Mesa High College Fair (Red Mesa, AZ)
- December 10 – IAIA Art Market (Santa Fe, NM)

## **January**

- January 11 – Diné College New Student Orientation Resource Fair (Tsaile, AZ)
- January 14 – California Inter-Tribal Education Collaborative College Exploration Day (Riverside, CA)
- January 21 – Isleta 2017 College & Career Fair (Isleta, NM)
- January 25 – Tulsa Public Schools Indian Education College and Career Day (Tulsa, OK)
- January 27 – Newcomb Mid School College Prep Presentation (Newcomb, NM)
- January 27 – Tohatchi High School College Fair (Tohatchi, NM)

## Campus Tour Report

November 3, 2016 – January 27, 2017

### **Campus Visits**

**Individual Tours**-21 people

#### **Group Tours:**

- November 3 (30 people)- Wingate High School.
- November 9- (8 people)- Mescalero Apache HS
- November 9- (30 people)- Cuba HS.
- November 9- (48 people)- Zuni HS
- November 16 (24 people)- Riverside Indian School

#### **Tour assistance**

- November 11- Loyola assisted in presenting for the FALCON tour for the Land Grants Department. Non- student tour.

Retention Project One: The Learning Lab: *Tracking student use of Learning Lab and their course success and persistence toward graduation.* The Learning Lab continues its workshop offerings during spring 2017 and plans to add two more offerings this semester related to procrastination and technology tools for different learning styles. The Student Success Center partnership with the Creative Writing program continues this fall as well. This project is another way that the Student Success Center is trying to create bridges with departments around campus for the benefit of our students. This is a longitudinal study and data is being gathered and organized on a per-semester basis.

– *Full assessment of student outcomes from FA12-SP17 will be completed during summer 2017*

#### **FALL 2016**

- One-on-one tutoring sessions: 576
- Friday Lab sections = 5 (2 ENGL and 3 MATH)
- Tech Tutoring: 32
- Workshops – 34
- 4 Scholarship Essay workshops
- 30 other workshops: time management and various writing workshops
- Direct outreach:
  - 23 classrooms visited during first week of class spring 2017
  - 2 Study Nights held for midterm week, 2 for finals week; food provided by ASG and space/tutoring provided by SSC.

<b>Term</b>	<b># of One-on-One Student Visits</b>
Fall 2012	337
Spring 2013	315
Fall 2013	440
Spring 2014	417
Fall 2014	326
Spring 2015	363
Fall 2015	473
Spring 2016	604 – highest recorded (28% higher than fall 2015 and 66% higher than spring 2015)
<b>FALL 2016</b>	<b>576</b>

## Fall 2016 Workshop Schedule

Date	Workshop
16-Aug	Scholarship Workshop #1
17-Aug	Scholarship Workshop #2
22-Aug	Scholarship Workshop #3
23-Aug	Scholarship Workshop #4
24-Aug	Time Management #1: Goal setting and planning
30-Aug	The Art of the Essay
31-Aug	Time Management #2: Enhancing your study skills
6-Sep	Citation Workshop
7-Sep	Time Management #3: Goal Setting and Planning
13-Sep	MLA Workshop
14-Sep	Chicago Style Workshop
20-Sep	Artist Bio
21-Sep	Artist Statement
27-Sep	The Art of Critical Thinking
28-Sep	Time management #4: Promoting Academic Well-being
4-Oct	Mid-Term Study Night
5-Oct	Mid-Term Study Night
11-Oct	Time Management #1: Managing your time
12-Oct	The Art of the Essay
18-Oct	Time Management #2: Goal setting and planning
19-Oct	The Art of Comprehension
25-Oct	Time Management #3: Enhancing your study skills
26-Oct	Citation Workshop
1-Nov	Time Management #4: Promoting Academic Well-being
2-Nov	The Art of Argumentation
8-Nov	Artist Statement
9-Nov	Artist Bio
15-Nov	MLA Workshop
16-Nov	GRE Workshop
22-Nov	Chicago Style Workshop
29-Nov	The Art of Critical Thinking
30-Nov	MLA Workshop
6-Dec	Final Study Nights
7-Dec	Final Study Nights

**Retention Project Two:** *Tracking student participation in Talking Circles and how many persist toward graduation* - This is a longitudinal study and data is being gathered and organized on a per-semester basis. The study design is in its first stage, to be reviewed during the spring 2017 semester with support of IR department. 70%.

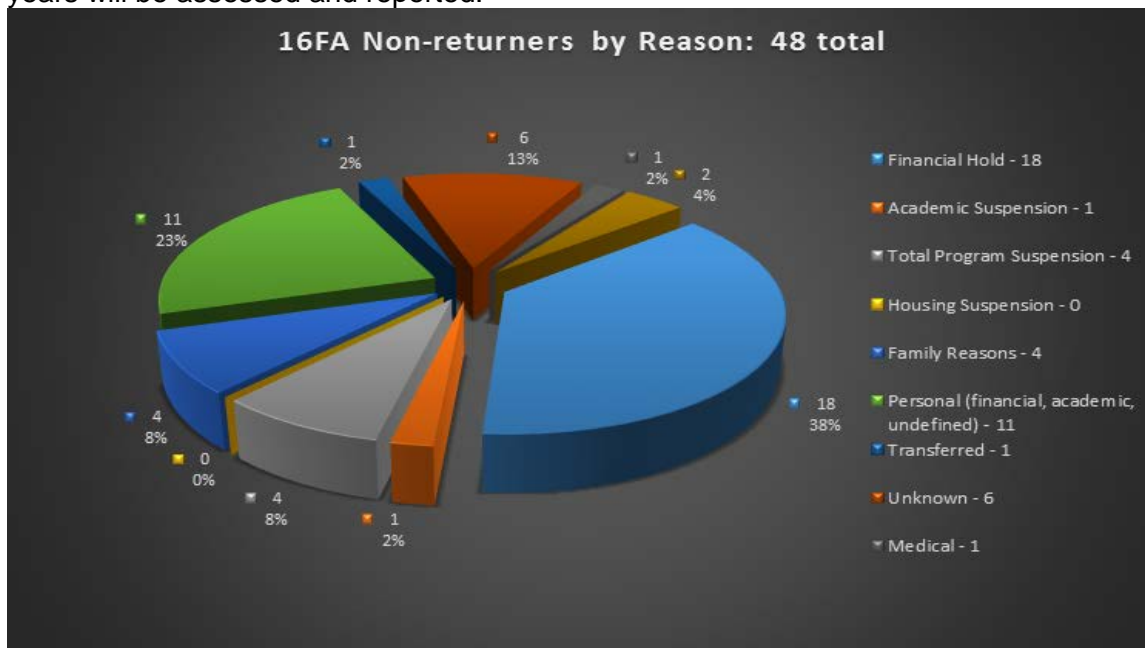
**Fall 2016 Totals:** Total: dinner attendance 218 and Talking Circle attendance 52

Dates:	F.Y.	Soph.	Jr.	Sr.	Staff/Faculty	Guest	Dinner	Talking Circ.
8/11/2016	14	2	1	0	1	0	20	15
8/18/2016	2	2	4	4	4	2	15	4
8/24/2016	4	0	7	0	0	0	12	5

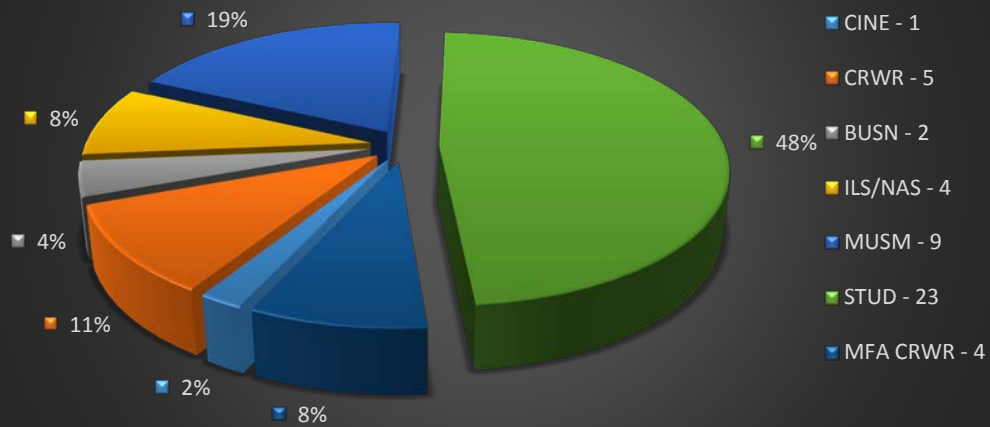
9/14/2016	3	3	1	3	0	2	15	1
9/22/2016	2	5	2	2	3	1	19	9
9/29/2016	1	2	2	2	3	1	14	1
10/6/2016	5	2	1	1	3	0	12	0
10/19/2016	4	3	2	3	0	2	13	3
10/27/2016	2	5	1	1	0	4	13	2
11/3/2016	2	2	1	0	1	1	10	1
11/10/2016	3	3	2	1	1	1	12	3
11/17/2016	3	2	2	3	3	2	13	2
12/1/2016	2	8	4	6	2	1	25	3
12/8/2016	2	7	5	4	2	3	25	3
<b>Total</b>	<b>49</b>	<b>46</b>	<b>35</b>	<b>30</b>	<b>23</b>	<b>20</b>	<b>218</b>	<b>52</b>

Data collection is being streamlined for easier longitudinal tracking and during spring 2017 the Retention Director will continue the assessment of the persistence of students attending Talking Circle each semester.

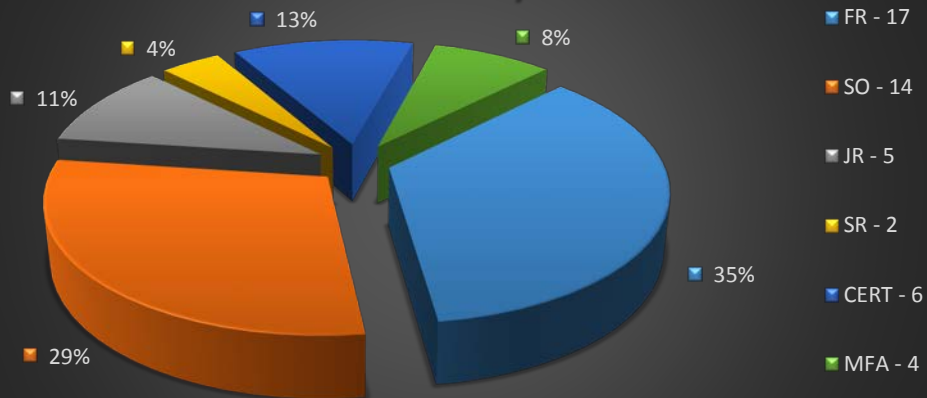
Retention Project Three: Tracking Student Persistence - The basis of this project has been in process for several years, but a new effort to assess the data will be undertaken. The data will be reported via Board Report and also to the Student Success Committee. Data collection occurs soon after the start of each semester to determine why students are not returning to IAIA (the non-returns report). The information will be used to identify possible policy/procedure changes that would help remove barriers to student persistence and completion. The fall 2016 report shows that 48 students from spring 2016 did not return for fall 2016. The charts below break down the information by various factors. The spring 2017 report will be completed soon after add/drop period is over. During spring and summer of 2017 the data from the last 3-5 years will be assessed and reported.

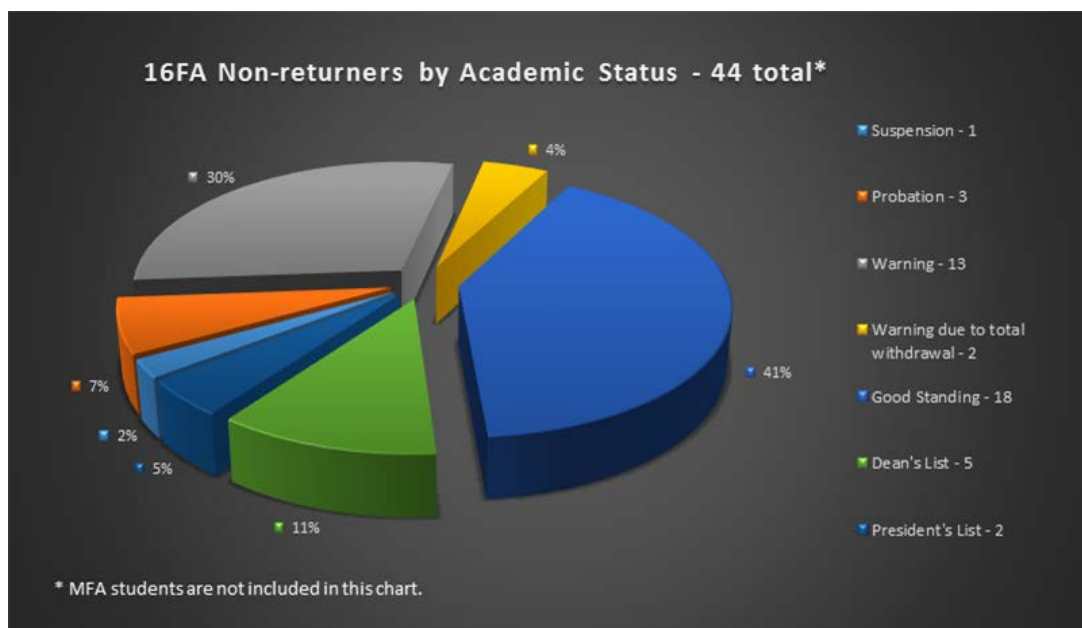


### 16FA Non-returners by Major: 48 total



### 16FA Non-returners by Year: 48 total





**Retention Project Four: *Achievement Coach Program***-This program is designed as a second-tier advising level. The Coach works in conjunction with primary academic advisors and the Retention Director to support and provide outreach to students on Academic Warning or Probation, and those who have received an Early Alert or attendance alert.

#### **Fall 2016:**

##### Early Alerts

- 138 alerts (75 individual students; some students received more than 1 alert)
- 63 contacted (some were contacted multiple times; some withdrew prior to contact)
- 37 students responded
- 5 students attended 1 or more Achievement Coaching session
- Volume of attendance alerts continues to be too high to address all of them, so the Retention Director sends specific concerns to the Achievement Coach for follow-up
- Annual outcomes: will be assessed during summer 2017 (will include which students persisted, etc.)

##### Academic Warning and Probation

- 26 students identified
- 10 total met with Achievement Coach or Retention Director and developed academic plans

#### **Retention Project Five: *Improve Disability Support Program and ADA Accessibility on campus.***

The Disability Support Program was restructured this fall. The Chief Enrollment/Recruitment Officer and Retention Director have established a 'Disability Support Services Office' in the SSC. In coordination with other key stakeholders on campus, the department started a comprehensive accessibility self-study and creation of a campus improvement plan to comply with Title III and Section 504 of the Americans with Disabilities Act. The New Mexico Governor's Commission on Disability (GCD) agreed to partner with IAIA on this project, at no cost to the institution. This project began on October 17, 2016, and will continue through spring 2017. The Plan of Improvement that comes out of this self-assessment will prioritize projects based on a variety of factors, and spread expenses across several years.

The physical evaluation of campus facilities has been completed and the GCD is in the process of writing their full report, which will be available soon. The electronics/technology assessment

has been partially completed, with most departments having met with the specialist from GDC and the others to be scheduled to do so early this semester. The GDC also delivered two trainings on how to create accessible documents, one to staff and one to faculty. An additional training will be planned for February and a report will be available soon. The next step is to perform our policies and procedures review, and a meeting will be held in early February for that aspect of the self-study.

Additionally: an Online Orientation Program is being developed and should be available on the website early in the spring 2017 semester to better prepare and support online students. The program includes a welcome video featuring faculty and staff who support online programs; a Frequently Asked Question section; a 'what to expect' section including explanation of online course policies; and a quiz to help assess the students' knowledge. The welcome video was conceived and filmed by two IAIA students in the Cinematic Arts & Technology program, Mark Lewis and William Willey.

#### Additionally: Financial Aid

The Federal Report (FISAP) indicated no errors as noted from United States Department of Education. Preliminary allocations were received January 2017 for fall 2017.

The Financial Aid Director submitted over 25 separate reports/documents to the IAIA Finance Department in early December 2016 for the January/February 2017 the annual external audit. Last year there were no findings for the Financial Aid department. The Financial Aid Director and staff will be requesting Institutional Research reports and pulling files to address questions as requested by the auditors.

FAFSA Frenzy was held on November 15, 2016, as part of IAIA Open House. Local area high school seniors were invited to attend the IAIA Open House and file their FAFSA. The Financial Aid Office received 15 new admissions applications as a result and all 15 listed IAIA as a selected college/university.

#### Scholarship Awards Night:

- AICF-TCU Application process currently open.
- Staff hosting table set-ups and "Lunch & Learn" events.
- The spring 2017 Scholarship Awards Night Dinner will be held on: Thursday, February 16, 2017 at 5:30 p.m. in the IAIA Café.

#### American Indian College Fund- Student of the Year:

Manny Ramirez was selected as IAIA's 2017 Student of the Year. He is an enrolled member of the Otoe-Missouria Tribe and is a senior majoring in Studio Arts. He also has engaged in ASG and service activities on-campus.

#### Work-Study Pay Increase:

- The Financial Aid Director is presenting this topic at campus-wide committee meetings for review and feedback to increase the hourly wage from \$7.50 per hour.

**1.4 Track student success after college:** Expand career/job and internship opportunities for IAIA students.

Project One: Utilize the Empower Database to track the success of our graduates.

The Career Advisor's ongoing efforts in creating a thorough, clear, concise and professional layout for the student side of Empower continues. A significant delay was discovered when the

Career Advisor did not have access to various screens. Upon discovery, one-to-one training with Institutional Research personnel was immediately organized and access was granted to various screens. As a result, on-going training is maintained learning applicable screen codes and learning the student functionality of Empower. Upon completion of the transition from CCN to Empower, slated for February 2017 for currently enrolled students, the Career Advisor will conduct campus-wide training regarding the “how to” to effectively utilize the Empower-Web system for uploading career portfolios, internship and job placement opportunities. Thereafter, the Career Advisor will update Empower with previous year’s completed internships. In the meantime, the Career Advisor continues to communicate to currently enrolled students about upcoming internships, employment opportunities through internet means. After Empower is fully leveraged we will begin to analyze data and track students who use the system to measure the success of our students. 60%

#### Project Two: Improve Career Readiness.

The first Career Readiness project the Career Advisor led was Graduate School Day held on Friday, November 4. 27 students attended; 17 students registered; 19 attendees completed a survey. 73% of institutions invited attended. Academic Dean Teters, Brain Fleetwood, Chee Brossy and Laura Walkingstick served on a panel offering insight to graduate school experiences. New this year were representatives from two institutions that offered a teaching certificate providing information for students who express the desire to teach after completion of their Bachelor degree. Graduate programs who were not able to attend sent materials for dissemination.

#### **Graduate School Survey Results**

	Excellent	Good	Needs Improvement	N/A	Total
Covered useful material	68.42%	31.58%	0.0%	0.0%	19
Practical to my needs	36.84%	47.37%	10.53%	5.26%	19
Well organized	63.16%	31.58%	5.26%	0.0%	19
Effective activities	42.11%	47.37%	5.26%	5.26%	19
Useful visual aids/handouts	38.89%	27.78%	27.78%	5.56%	18

The Career Advisor individually met with Department Chairs whose programs require an internship to meet degree credits. The goal of the Career Advisor was to establish rapport and learn about best strategies in identifying educational and meaningful internships for IAIA students. The academic programs included Cinematic Arts & Technology, Creative Writing, Indigenous Liberal Studies, Museum Studies and Studio Arts.

The Career Advisor and the Journey Home Coordinator, Lara Evans (Cherokee), PhD, conducted an Internship Info Session on November 15, 2016. Topics covered were the *Application Process; Importance of Deadlines; How to Write a Competitive Essay; and Internships for Your Degree Program*. Twelve students attended. Five students shared their recent internship experience offering suggestions for success.

The Career Advisor accepted an invitation to meet the Director of Human Resources and of the Georgia O’Keeffe Museum at their year-end board meeting, December 2016. The Career Advisor provided a summary of IAIA’s degree programs that require an internship. The group expressed a strong interest in having IAIA students apply for competitive internship positions. Additionally, the Career Advisor continues to follow up with local contacts (provided by IAIA Marketing Director and Department Chairs) who have expressed an interest in providing IAIA students with either an internship experience or possible employment.

Career Advisor continues to meet with students providing career services such as resume writing, cover letter writing, graduate school searches, employment searches, time management strategies, classroom presentations and spring semester New Student Orientation.

The following services are on-going as they are effective means of familiarizing students with career readiness tools and resources:

- One-on-one career advising appointments regarding resume writing, cover letter reviews, and interview tips
- Utilize employment search tools such as O\*NET Online, Occupational Outlook Handbook and accessing free online career assessments
- Collaboration with Learning Lab regarding career seeking resources
- Continuous contact with external job prospects
- Maintain an off-campus job board

Additionally: Career Readiness: Career Advisor coordinates IAIA's Financial Aid Work-Study Program. The Career Advisor's efforts in shifting student employment from Blackboard to IAIA's website was a successful transition. All students can access various Work-Study positions more readily. Having Work-Study positions posted through Blackboard was challenging to find especially for incoming freshmen who likely were not familiar with Blackboard. All Work-Study materials including the employment application, job descriptions, manuals and important deadline dates, are available on IAIA website. Additionally, and in conjunction with the Financial Aid Director, the Career Advisor updated Work-Study Manuals for Students and for Supervisors. In total, 78 work-study students were employed during Fall 2016.

### **1.5 Develop student leadership skills**

#### **Project One: Mentorship Program**

The SSC has piloted several mentoring programs over the past 3-4 years, but each iteration had very limited participation. Our new pilot program is starting this fall, titled "The Four Directions Project". The program is based on research done over the summer by a student intern and is being rolled out in stages:

- (1) Using faculty and staff as mentors and focusing on first- and second-year students as mentees;
- (2) Incorporating peers as mentors, ideally using junior/senior students who had been through the mentoring program themselves to serve as peer mentors.

The pilot rolled out in the fall just after midterm with 17 participants: 8 mentees and 9 mentors signed up. The required mentor training took place on 10/8/17, but not all mentors could make it so the Retention Specialist offered a second training. Mentors-mentees were matched by similar interests. All of the pairs were able to meet at least one time, whereas some were able to meet with their partner up to seven times.

Based on participant feedback, some changes have been made to the spring program, including structured monthly gatherings for all participants.

<b>Description</b>	<b>Dates</b>
Deadline for registration	2.3.2017
Mentor Training	2.3.2017
Mentee Gathering	2.7.2017
Mentor/mentee initial gathering	2.10.2017
Monthly program lunch gatherings	Feb 28 <sup>th</sup> , Mar 21 <sup>st</sup> , Apr 11 <sup>th</sup> , May 2 <sup>nd</sup>

Complete meeting evaluations	<i>Ongoing during the semester</i>
Complete program agreements	<i>Initial Gathering 2.10.2017</i>
Complete program evaluations	<i>Complete by 5.5.2017</i>
Project ends	<i>5.5.2017</i>

Additionally: Alpha Chi Honor Society: ten students were invited to join Alpha Chi in fall 2016 and seven accepted. The group is back to meeting weekly and is currently working on scholarship applications to the organization and will plan the spring induction ceremony. They will hold additional fundraising activities for the national conference trip in the spring. They are also continue working on setting up a service project, volunteering with the Native American Student Services program associated with Santa Fe Public Schools.

**3.3 Implement a faculty and staff professional development plan Retention Staff Training and Professional Development:** Below are the professional development opportunities the staff has recently participated in:

Nena Martinez Anaya-Chief Enrollment/Recruitment Officer

- BIE-AIHEC-Achieving the Dream workshops, December 13-17, 2016, Rapid City, SD.

Karen Gomez, Career Advisor

- Training: Title IX online training, November 22, 2016
- Training: Creating Accessible Documents, IAIA Campus, American Disability Act, December 15, 2016
- New Mexico Consortium of Career Educators and Employers, University of New Mexico, December 9, 2016

Steve Ozumi, Financial Aid Advisor:

- Webinar: Good is Good, but Why be Average? Tips for Improving Customer Service November 3, 2016
- Webinar: Review TCU Scholarship Program Reporting, November 3, 2016
- Webinar: Professional Judgement: Unraveling the Mystery, November 3, 2016

Leah Boss, Student Accounts Coordinator

- Webinar: Verification: Four Simple Steps, November 10, 2016
- Webinar: Five Ways Student Loans Impact Credit, November 10, 2016
- Webinar: Satisfactory Academic Progress: Moving Students in the Right Direction, November 10, 2016
- Webinar: Good is Good, But Why Be Average? Tips for Improving Customer Service, November 2, 2016

Jeminie Shell, Retention Director

- Governor's Commission on Disability Workshops (on-campus training) – "Creating Accessible Documents". IAIA Campus. December 15, 2016 (with staff) and January 10, 2017(with faculty).

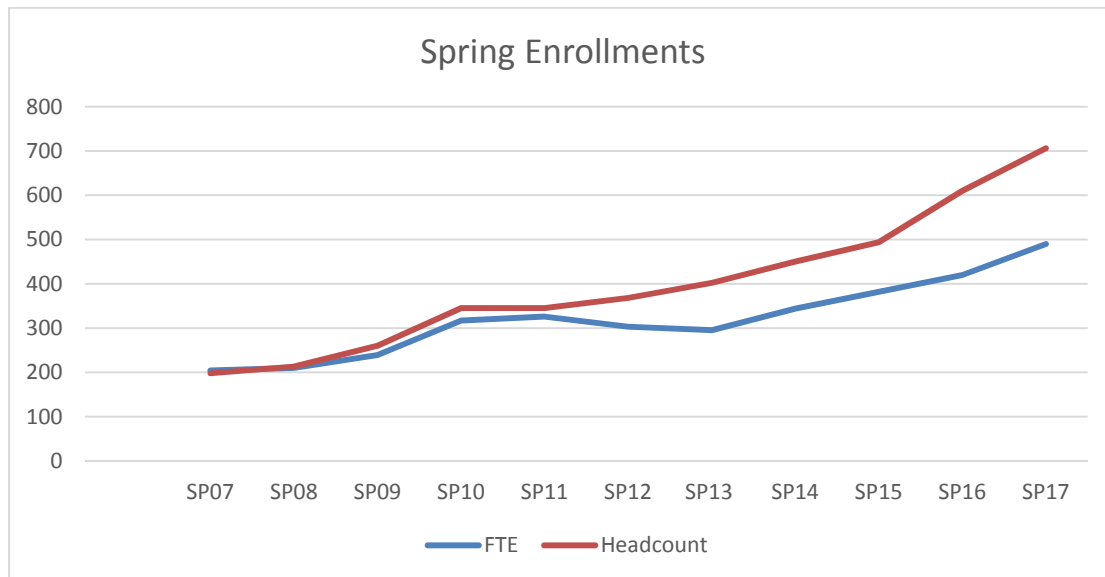
**Strategic Theme 3: Build College Community**

**3.4 Bring students, faculty, and staff together in campus-centric activities**

Project One: Student Success Summit. This academic year's annual Summit will be held during the spring 2017 semester on: February 22, 2017. We have begun the planning sessions with the Student Success Center staff and the topic will be "Leadership". The keynote speaker is IAIA Alum, Keri Ataumbi, who graduated in 1996.

## Spring 2017 Enrollment Report

Enrollment				Demographics			Ethnicity		
FTE	490	Graduate (full-time)	49	On Campus Housing	171	Reported Disability	24	American Indian/Alaska	485
Head-Count	707	Graduate (part-time)	7	Dorms	133	1 <sup>st</sup> Generation College	355	Black/African American	2
Credits Registered	5676	Degree Seeking	337	Family Housing	33	Veterans	5	Asian	5
Full-Time Students	300	Non-Degree Seeking	370	Total Males	295	<b>Graduation</b>		White/Caucasian	53
Part-Time Student	407	On-Line Classes undergraduate	14	Total Females	405	<u>Spring 2017/Fall 2016</u>		Hispanic of any race	107
New Freshmen	17	Students enrolled on-line undergraduate	116	Federal Tribes Represented	100	BA/BFA	38	Unknown	45
Transfers	24	Unduplicated on-line undergraduate	72	States Represented	33	AA/AFA	6	Non-Resident Alien	3
Re-Admitted	7	IAIA Employees	21	Foreign Countries	2	Certificate	10	Two or More races	7
Dual Credit-HC	342	IAIA Employee FTE	4	Average Age	25	MFA	26	Native Hawaiian/Pacific Islander	0
Continuing-	290	On-line only-undergraduate	20	Mode Age	17				



<b><u>SPRING</u></b>	SP07	SP08	SP09	SP10	SP11	SP12	SP13	SP14	SP15	SP16	SP17
FTE	204	210	239	317	326	303	295	344	382	420	490
Headcount	198	213	260	345	345	368	402	450	494	610	707

## Spring 2017 Enrollment Report

### Full Time Enrollment by Class & Headcount

<b>FTE by Class/Head-Count/Credits</b>	<b>FTE</b>	<b>Head-Count</b>	<b>Enrolled Credit hours</b>	
Freshman	114	101	1367	
Sophomores	96	84	1142	
Juniors	67	57	800	
Seniors	44	39	532	
Graduate	66	56	597	
Non-Degree	7	29	91	
Dual Credit	96	341	1148	
<b>Total</b>	<b>490</b>	<b>707</b>	<b>5676</b>	
<b>Major Field of Study</b>	<b>Certificate Only</b>	<b>AA/AFA</b>	<b>BA/BFA</b>	<b>MFA</b>
Museum Studies	10		11	
Creative Writing		1	22	54
Studio Arts		20	79	
Cinematic Arts/Technology		11	29	
Native American Studies		5		
Indigenous Liberal Studies			26	
Certificate-Business/Entre.& Business Cert.w/a major	32			
Certificate: Native American Art History	4			
<b>Total-</b>	<b>21</b>	<b>37</b>	<b>167</b>	<b>54</b>

## Spring 2017 Enrollment Report

### Enrollment Goals

Enrollment Goals	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Goal		350-FTE 440 HC	400-FTE 480-HC	500-FTE 580-HC	500-FTE HC-600	550-FTE HC-650	600-FTE HC-700	650-FTE HC-750	700-FTE HC-800
Actual	325-FTE 419-HC	344-FTE 446-HC	393-FTE 531-HC	422-FTE 524-HC	474-FTE 593-HC				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018			
Goal		325-FTE 410-HC	350-FTE 440-HC	450-FTE 530-HC	450-FTE 600-HC	500-FTE 650-HC	550-FTE 675-HC	600-FTE 700-HC	650-FTE 750-HC
Actual	295-FTE 402-HC	344-FTE 450-HC	382-FTE 494-HC	420-FTE 610-HC	490-FTE 707-HC				

### States & Countries

State	# of Students	State	# of Students
Alaska	7	North Carolina	2
Alabama	1	North Dakota	3
Arizona	39	Nebraska	1
California	18	New Mexico	519
Colorado	5	New York	4
Florida	1	Oklahoma	15
Georgia	1	Oregon	5
Hawaii	2	Rhode Island	1
Iowa	3	South Dakota	8
Idaho	2	Texas	8
Illinois	2	Utah	3
Indiana	2	Washington	15
Kansas	2	Wisconsin	12
Kentucky	2		
Louisiana	2		
Maryland	2		
Minnesota	5	<b>Countries</b>	
Missouri	2	Canada	5
Montana	6	South Korea	1
Nevada	1	<b>Total</b>	<b>707</b>

## Spring 2017 Enrollment Report

### Tribes Represented

Tribe		Tribe		Tribe	
Acoma Pueblo	3	Kasigluk Traditional Elders Co	1	Pojoaque Pueblo	1
Alaskan Native	4	Kiabab Band of Paiute Indians	1	Ponca Tribe of Nebraska	1
Alaskan Native-Bristol Bay Cor	1	Kickapoo Traditional Tribe of	1	Prairie Band Potawatomi Nation	1
Alaskan Native-Eskimo	1	Kiowa Tribe of Oklahoma	3	Qawalangin Tribe (of Unalaska)	1
Alaskan Native-Inupiaq	1	La Courte Oreilles Band of Lak	1	Red Lake Band of Chippewa Indi	1
Alaskan Native-Tlingit	1	Lac Du Flambeau Tribe	1	Sac and Fox of the Mississippi	2
Assiniboine & Sioux Tribes	2	Laguna Pueblo	2	Salt River Pima-Maricopa Indians	2
Blackfeet Tribe	2	Lax-Kw'Alaams	1	San Carlos Apache	4
Caddo	1	Little Pine First Nation	1	San Felipe Pueblo	1
Chemehuevi Indian Tribe	1	Little River Band Of Ottawa	1	San Juan Pueblo	3
Cherokee Nation of Oklahoma	5	Lower Sioux Indian Tribe	1	Sandia Pueblo	1
Cheyenne River Sioux Tribe	2	Lummi Nation	1	Santa Ana Pueblo	1
Cheyenne/Arapaho Tribe	3	Menominee	2	Santa Clara Pueblo	4
Chickasaw Nation of Oklahoma	1	Menominee Indian Tribe of Wisc.	1	Santa Domingo Pueblo	4
Chippewa	2	Mescalero Apache Tribe	3	Sault St. Marie Chippewa Tribe	1
Chippewas of the Thames First Nation	1	Mille Lacs Tribe	1	Seneca Nation of Indians	1
Choctaw Nation of Oklahoma	2	Mississippi Band of Choctaw	1	Shinnecock Nation	1
Cochiti Pueblo	4	Mohawk	1	Shoshone Bannock Tribe	3
Comanche Tribe	1	Muscogee Creek	3	Spirit Lake Dakota Sioux	1
Conf - Colville Reservation	3	Naotkamegwaning First Nation	1	St Regis Mohawk Tribe	2
Cowesses First Nation	1	Navajo Nation	54	Te-Moak Tribe of Western Shosh.	1
Crow Indians	1	Nez Perce Tribe	2	Tesuque Pueblo	3
Crow Tribe of Indians of Montana	1	Nooksack Indian Tribe	1	Three Affiliated Tribes	1
Eastern Band Cherokee	1	Northern Cheyenne Tribe	1	Tohono O'Odham Nation	5
Gila River Indian Tribe	1	Oglala Sioux Tribe	7	Tule River Indian Tribe	1
Ho-Chunk Nation	2	Oneida Wisconsin	2	Turtle Mountain Chippewa	1
Hopi Tribe	8	Otoe-Missouria Tribe	1	Ute Indian Tribe	5
Inuvialuit Regional Corporation	1	Papago Tribe of Arizona	1	White Mountain Apache Tribe	2
Isle Jean Charles Band of Biloxi	1	Pascua Yaqui Tribe	1	Winnebago Tribe of Nebraska	3
Isleta Pueblo	4	Pawnee Tribe	1	Yakama Tribe	4
Jemez Pueblo	2	Peepeekisis 1st Nation	3	Yankton Sioux Tribe	1
Jicarilla Apache Nation	1	Pit River Tribe	1	Ysleta Del Sur Pueblo	1
Karuk	1	Poarch Band of Creek Indians	1	Zia Pueblo	1
				Zuni Pueblo	4

Additional Requirements for high school students who graduated with less than a 2.0 GPA

**Current:**

Freshmen Application Requirements

1. Completed IAIA Admissions Application
2. \$25.00 Non-refundable Application Fee
3. Official High School Transcript indicating graduation month/date/year or GED Transcript indicating passing scores
4. If applicable, all official college/university transcripts must be listed and received by IAIA otherwise, admission may be denied.
5. College Placement Test scores

**Proposed Revision:**

A Student will be accepted as Provisional if:

-Less than a 2.0 High School GPA

Students admitted as "Provisional" with the following provisions:

Provisional status will remain in place for 1 (one) year

-Required to attend IAIA Summer Bridge Program

-Required to take LIBS110-College Success Course 1<sup>st</sup> semester

-Required to be advised by the Retention Specialist or Retention Director the 1<sup>st</sup> year for increased

support including bi-weekly meetings

-Required to attend weekly tutoring sessions in the Learning Lab

-Highly encouraged to attend Talking Circle or the Mentorship Program

**Rationale:**

To better support students who are at-risk, in addition to the current policy, we'd like to implement a new entry status of "provisional acceptance" that would allow us to identify who needs more support and permit these students one year to demonstrate their commitment to their own college success.

To: Dr. Robert Martin  
From: Carmen Henan  
Date: January 30, 2017  
Subj: Quarterly Board Report

## **Institutional Priority I. Improving Student Success**

- **A.1.1. Parent Digital Postcards**

The parent orientation was lightly attended with only two families participating. Of those in attendance, neither family opted to participate in our Digital Postcard project. We completed the first action step toward this goal, purchasing a camera. The project is 10% complete.

- **B.1.1. Hire a full-time art therapist/counselor**

The Counseling Supervisor is working on a proposal for a full-time art therapist to augment the counseling program to fill the needs of the growing student body. A job description was completed and a budget is being developed with the assistance of the Human Resources Director. The goal to hire a full-time art therapist by fall 2017 is 20% complete.

- **B.2.1. Strengthen the People's Path alcohol and drug program**

The People's Path Drug and Alcohol program continues to serve students who are needing support in their recovery process. In addition to comprehensive mental health, drug and alcohol assessments, students who receive a 1<sup>st</sup> strike who test positive for a substance abuse disorder are required to complete an eight-week series of counseling sessions, attend weekly AA meetings, and complete 10 hours of community service. Along with weekly AA meetings held in the Hogan on Saturdays, there is a student driven Recovery Group for alcohol and drugs that meets every Wednesday at noon. The project is 25% complete.

- **E.1.1 Train RAs in Leadership**

The promotion of J.R. Romero from Area Coordinator to Residential Coordinator resulted in a review of existing training materials and practices. Development and review continued through the 2017 spring training and feedback will be incorporated into the 2017 fall training to complete this project on its projected timeline. The project 25% complete.

- **E.2.1 Provide student professional development workshops**

The first Housing workshop highlighted the art work and professional development of IAIA alum Shaun Beyale. The workshop was well attended and the student response was very enthusiastic. The students are excited about future workshops and discussion of professional development, artist materials, networking, and portfolio building. The Student Activities program continued offering the *"Business of Art"* workshops facilitated by Nocona Burgess, Activities Coordinator. The ASG Treasurer, Del Curfman, and Nocona Burgess met with the Red Dot Gallery to set up an opportunity for students to exhibit their artwork at an upcoming Red Dot Gallery exhibition on Canyon Road. This institutional priority is 30% complete.

### **Institutional Priority III. Building College Community**

- **C.1.1 Implement staff professional development**

The Housing Director has attended three professional development conferences and trainings. The Counseling supervisor provides supervision to the two Art Therapists, and they also receive supervision from a licensed Art Therapist from the Southwestern College. The counseling staff recently attended a workshop at Solace Treatment Center in Santa Fe on Violence and Pornography, and continues to seek out relevant trainings in the area. The Dean of Students and Housing Director attended an Achieving the Dream (ATD) meeting in Rapid City, SD to begin assessing, adapting, and/or creating new strategies for student retention and success using the ATD assessment strategies and best-practices. Other Student Life staff have begun to identify training areas they would like to develop. The project is 30% complete.

- **D.1.1. Develop one new Student Life (SL) sponsored campus-wide activity per semester**

A new SL sponsored campus-wide activity was not sponsored this past fall semester. The staff will determine a campus-wide activity for the 2017 spring semester at their next scheduled staff meeting. The project as of this date is 0% complete.

- **E.1.1. Develop two new health/wellness & safety event per semester**

The Activities program offered Saturday running and hiking series for students from 9:30 am-11:00 am. The S.A.F.E. @ IAIA Club held a forum as an opportunity for students to bring forth their issues and concerns in a safe venue

for discussion. These issues were later shared with departments to determine how they can best be addressed. This forum was student lead in planning, scheduling, and setting up the departmental follow-up meeting. This project was 100% complete for the 2016 fall semester.

- **F.1.1 Develop IAIA merchandise for SL sponsored events**

The housing program held a contest to determine a student designed IAIA t-shirt. The shirts will be distributed as prizes for select SL activities. Printing of shirts set for early February. The activities program is designing a logo for shirts and bags for Student Life promotion and giveaways. The project is 25% complete.

#### **Institutional Priority IV. Advance Contemporary Native Arts and Culture**

- **A.1.1. Organize one IAIA student faculty, staff and alumni event with the Museum during the academic year.**

The activities program is planning an event in April 2017 as a mixer for students, faculty, staff and alumni. This would give students a chance to meet alumni and invited guests such as, local artists, gallery and museum professionals in the community. The project has just started with it being 10% completed.

- **C.1.1 Develop two Artist Round Table discussions per semester.**

The Activities Coordinator is planning on meeting with the ASG to schedule round table discussions for the 2017 spring semester and he has already talked to artists interested in participating in these discussions. The project is only 10% completed.

#### Other:

- Housing Numbers for the 2017 spring semester:

	<b>Residence Center</b> (154 beds at max capacity)	<b>Family Housing</b> (24 casitas)	<b>Totals</b>
New Students – 17SP	14	0	14
Returning from 16FA	104	30	134
Readmits	5	2	7
Transfers	3	0	3
From off campus	3	1	4
<b>Total Students on Campus</b>	<b>129</b>	<b>33</b>	<b>162</b>

- Spring 2017 housing withdrawals:

	<b>Residence Center</b>	<b>Family Housing</b>
Total program suspension	0	0
housing suspension	0	0
Move off campus-personal	0	0
Move off campus- dropped below minimum hours	0	0
School withdrawal	1	0
<b>Total:</b>	<b>1</b>	<b>0</b>

Other:

- The activities program and ASG have formed a committee to work on the Recreation Center renovations and how it can be better utilized for student needs.
- Beginning discussions have been held on the benefits and programs the activities program can begin offering students when the new Performing Arts and Fitness building is completed in spring 2018.

To: Dr. Robert Martin, President  
From: Charlene Teters, Academic Dean  
Date: February, 2017  
Subj: Quarterly Board Report  
With input from Library Director Valerie Nye; JoAnn Bishop, Director of Fitness & Wellness; and Department Chairs

### **Strategic Theme 1: Improve student success.**

#### **1.1 Increase involvement of all IAIA stakeholders in student success**

##### **Project one: - Academic Tech: Learning Management System (LMS) Migration –**

Our Academic Technology department is conducting pilot tests of two learning management systems during Spring 2017. One or both will replace Blackboard by Fall 2017. Over 60 class sections are testing or have migrated to one of these new systems. Our MFA Creative Writing program has completed its migration to a new system.

- **Training Initiatives** – A custom online help system for IAIA students and faculty covers specific skills and tasks related to these new systems. Similar online help is being developed for other IAIA systems for use by students, faculty, and staff. Face-to-face workshops for faculty are scheduled to take place in February and May. Other workshops will take place for students and staff. A series of follow-up tech trainings is in the planning stages for an end of the semester workshop, Summer webinars and Fall workshops.
- **Campus-wide Migration Status** - Migration to easier-to-use learning management and ePortfolio systems is approximately 30% complete.

**Project two: - Registrar:** Complete programing for degree audit module in Empower in assurance that all student courses are accurately reflected in their specific degree plan. In the Spring 2017 the Registrar will hold closed office hours to expedite progress towards completion of this project by May 2017. 65%.

#### **1.2 Increase enrollment; improve retention and completion**

**Project one: – Developmental Education:** Create a Dev. Ed. Committee to focuses on issues of sustainability, sufficient academic preparation, and pedagogy. The Dev. Ed. Coordinator will also facilitate meetings and provide support for faculty and adjuncts teaching Dev. Ed. courses. Develop and implement linked courses to increase persistence and engagement of student learning: a) Drawing I with English 99; English 99 and English 98. The Dev. Ed. Coordinator Expected completion date: May 2017 60%

**Project two – MFA:** Increase enrollment by instituting a Young Adult MFA track. Expected completion date: Propose course, November 2016; Institute curriculum, December 2016; Hire two faculty members, January 2017; Advertise and begin recruiting, January 2017. 15%

#### **1.5 Develop student leadership skills**

**Project One - Library: Student Worker Leadership Training.** Library student workers will receive training on critical aspects of the library including: customer service, library skills, research skills, and cleaning. Library staff members will ensure students are trained on all aspects of the library. 85% Complete

**Project Two – Library: Artist Libguide.** A library guide highlighting resources on Native American artists to be used in conjunction with Studio Arts classes. Art faculty will be contacted to gather list of artists and librarians will create a libguide to highlight the artists and the library's resources associated with the artist. 100% Complete

## **Strategic Theme 2: Strengthen Academic Programs**

**2.1** Develop and promote an Indigenous assessment model.

**Project one: – Creative Writing, Indigenous Liberal Studies, Library, Health and Fitness :** Using an indigenous assessment paradigm to assess one end-of-the-semester public readings in the Fall and Spring. ILS course and program improvement, follow-up on initial Indigenous assessment activities and assist other IAIA departments & programs including Health and Fitness course assessment: May 2017 40%

**2.2.** Implement an academic strategic plan that will address Plan 2020 institutional priorities and future growth

**Project one: Academic Strategic Plan:** Create an Academic Strategic Plan linked to IAIA mission and Plan 2020. The core work group is the APCC members who will meet two days in Fall and two days in the Spring and then culminate with a daylong facilitated retreat. The mission will be translated to goal and realistic resources. Assess the feasibility of adding undergraduate and graduate programs in several fields of study. May 2017. 25%

**2.3.** More fully implement academic program review

**Project one: – Studio Arts:** Fully Activate Assessment within Studio Arts. A crucial step has been achieved: creating the online repository and populating it with documents, meeting notes, and data. Current assessment activities have been updated and additional assessment activities created (Sr. Critiques, Sr. Artist Presentations, ePortfolio Review, Sr. Exit Survey, Sophomore Capstone, Foundations Show). Assessment rubrics have been evaluated and updated as needed for each assessment activity. Additional and regular assessment meetings have taken place outside of regular meeting times. May 2017, 80%

**Project two: – Studio Arts:** Create a foundations-level show to fully activate assessment within Studio Arts.

A full timeline for the project has been developed, artwork from FA16 has been set aside and is awaiting collection, names of outside evaluators have been collected, assessment rubrics are nearing finalization, and Mary Deleary is helping organize the gallery and mounting plans. The Foundations Show is approximately 70% complete.

**Project three: – MFA:** Review assessment projects: Evaluating students' ability to incorporate critiques into revisions and evaluate mastery of their chosen genres. Rubrics for each of the four genres we teach have been developed. An outside evaluator, evaluated the program and the rubric itself. This led to the current year's project: a focus on these finer points. Incoming creative work and end of program creative work will be kept for a thorough overview. Expected completion date: July 2017. 60%

**Project four: - Academic Unit** will implement a course evaluation via on-line intersection by using Survey Monkey. The data is collected on-line and available immediately. We have completed one successful semester cycle using the on-line form. We will make minor changes to improve, implement again this spring 2017 and evaluate this May 2017. 85%

2.5. Offer more courses in Science, Mathematics, and Computer Science that meet the needs of our students

**Project one: – Essential Studies:** Develop a new science class entitle “Desert Ecology”. Desert Ecology is offered with full enrollment this spring. In addition, the Library Director, Valerie Nye and Thomas Antonio received a grant from the New Mexico Library Foundation Board of Trustees for \$4,101. The grant has been given to purchase library materials and field equipment in support of the research needs of the new course offered at IAIA. 100% complete.

### **Strategic Theme 3: Build College Community**

3.4 Bring students, faculty, and staff together in campus-centric activities.

**Project one: - MFA:** Writers Festival, renamed the Readers Gathering. The Lannan Foundation has continued to support the visiting writers program and to provide tickets for students and faculty to their events. We have submitted a grant to the New Mexico Humanities Foundation to support The Readers Gathering. May 2017 50%

**Project two: - Library: Connecting students with alumni.** The IAIA archives will produce outreach fliers for the college community. The fliers will be featured on tables in the café for optimal exposure. 10% Complete

3.5 Promote health, wellness, and safety for all members of the campus community

**Project one: - Academic unit:** Develop a Health and Safety program for the Arts. The Dean Will Chair a committee of campus wide representatives, to recognize, evaluate, and to reduce potential hazards to the extent possible. Develop training materials for faculty, adjuncts and in Residence Artists. May 2017 15%

### **Strategic Theme 4: Advance Contemporary Native Arts and Culture**

4.1 Expand collaboration between the Museum, academic and student support programs

**Project one: - Library: Linking museum and library resources.** Create a link to the museum’s digital collection on the library’s website. Meet with museum staff to see how the library can work in a collaborative way to share collection information. Library staff members will research the possibilities of linking the museum’s digital collection with the library’s catalog. 40% Complete

**Project two: - Library: Smithsonian Photo Collection.** Librarians will work with students to rehouse the Smithsonian Photo Collection held in the library. 40% Complete

4.5. Engage with indigenous communities world-wide

**Project One: - Library: Sequoyah Tribal Newspaper Project.** The library's historic tribal newspapers will be identified. Historic tribal newspapers will be shipped to Sequoyah National Research Center. 50% Complete

#### **Other news:**

##### **Academic Tech: Equipment Checkout**

Academic Tech's equipment check out is being revised to create a more efficient web based equipment inventory, reservation, and checkout process to accommodate technology equipment needs of students and faculty.

#### **Staff news:**

**Charlene Teters** and Jaune Quick Too Smith will participant in a panel discussion entitled 'The Problematics of Making Art While Native and Female' at the Museum of Art and Design in New York city February 18. Saturday evening, at the New York Institute of Technology, I will receive the Women's Caucus for Art Lifetime Achievement Award. All events are part of the Feminist Art Project and connected to the College Art Association conference. Many of the faculty from the Studio Arts department will be in attendance.

**Ryan Flahive** Chaired the Lloyd Kiva New Centennial Convocation in October and Chaired the New Mexico Association of Museums Conference in November. In November, he accepted the "Hewett Institutional Award for Excellence" from the New Mexico Association of Museums for IAIA's role in the Lloyd Kiva New project. In January, he is performing a photograph preservation assessment for Urban American Indian Involvement, INC in Los Angeles. He also delivered two presentations at Occidental College in Los Angeles in January.

**Jessica Mlotkowski** has been named the New Mexico State Coordinator for the Art Libraries Society of North American Mountain West Chapter. In November, she organized the group's professional meeting and activities in Santa Fe.

**Val Nye** has been invited to attend National Library Legislative Day in Washington DC May 1-2 as part of the New Mexico librarians' delegation.

**Jon Davis** was a featured writer at the Northern Colorado Writers Conference in 2016 & will be again this year. His manuscript, *Improbable Creatures*, won the Off the Grid Prize from Grid Books and will be published in October of this year. He co-translated from the Arabic with the author, Naseer Hassan, *Dayplaces*, which will be published by Tebot Bach Press in their New World Translation Series, in April.

- His poem, "The Invention of Ecstasy," appeared in *Poems About Sculpture*, published by Alfred A. Knopf's Everyman's Library Pocket Poets series.

- His poem, "Of Gwendolyn Brooks," is forthcoming in the *Golden Shovel Anthology* from the University of Arkansas Press. His flash fiction, "Theoretically," is forthcoming in *Comic Relief: Flashing for Comic Relief* from Salt Publishing in Great Britain.
- He has had five short stories in *Flash: The International Short-Short Story Magazine* out of the University of Chester in Great Britain. Short stories also in *A-Minor* and *Hinchas de Poesia*. "Your New White Husband," which appeared on *McSweeney's Internet Tendency*, received over 1,000 Facebook shares.

**Associate Professor, Evelina Lucero**

A chapter from a novel-in-progress, *Silicon Coyote*, was published in *Eleven, Eleven*, *A Journal of Literature and Art*, Issue 22, Winter 2017. An online journal published by the California College of the Arts MFA Writing Program. The piece is titled "Hello Darkness."

To: Dr. Robert Martin  
From: Eileen Berry  
Date: January 30, 2017  
Subject: February 2017 Quarterly Trustee Report

**Priorities:** Continue stewardship and cultivation of current and prospective donors; engage in activities, events, committee meetings and ongoing communications.

*Project: Raise \$825,000 in annual net donations*

- *Raise \$100,000 (net) in annual giving*
  - *Raise \$725,000 (net) in scholarships*
  - *Offer Consistent addition of donors to the President's Circle*
- The Year-End appeal, included two mailings, to almost 4,000 households (about half were Alumni) raised over \$60,000 in cash and pledges, an increase over last year's \$54k. Average gift size is \$278. To note, over \$4,000 was raised through the web in the last week of the year - a new appeal effort for us. 18 new first-time donors were reported. Advancement will offer a Spring Appeal
- Scholarship support continues to be robust; strong interest remains in furthering the impact of Scholarships in existence plus at least one new scholarship was created. The Sternberger Trust increased their support by \$10,000 to \$47,000 - aiding 10 students. The Scallan Foundation awarded another \$50,000 focusing on student retention. The Jeri Ah-Be-Hill Scholarship is close to reaching an endowed level (30k); an early spring campaign is planned to meet and likely exceed the goal. Fran Mullin continues to match Allan Houser Scholarship gifts up to \$10,000 and as added supporting a second student each year to his individual support giving. The family of Carol A. Bradley has set up a new current-use scholarship.
- Consultant Nadine Stafford has been engaged to create a brochure illustrating to potential donors, how a named, endowed or current use scholarship can impact current and future students. This piece will be date-neutral and available for many audiences.

Major Donors:

- Currently there are 130 members of the President's Circle, remaining steady in membership, with a slight increase. We have several new individual donors giving more than \$5,000 as a first-time gift, including \$30,000 directed by the Agua Caliente Tribe in Palm Springs, CA. The planning committees of the August Scholarship Dinner & Auction have decided to offer President Circles membership to art donors with item value of \$2500 and above, believing this will be a welcome benefit for all.

Events

- Spring 2017 Scholarship Awards Dinner occurs on campus February 16, 2017.

- President Circles Events are in the planning stages for May 2017. Selected alumni will be invited to host trustees/board members/donor/guests as a thank you for their generous support and interest in IAIA. Lucinda Marker will help execute the event series.
- The Annual Scholarship Dinner and Auction slated for Wednesday, August 16<sup>th</sup>, Janey Potts has been retained to manage the event. Foundation board members Melissa Coleman and Colleen Cayes are co-chairs. Significantly increased and earlier efforts around the planning and execution of the event began in 2016. Planning meetings have occurred, committees formed and subcommittees are being tasked to meet targeted goals. Financially, we have tasked ourselves to gross \$288,500 income.
- Fran Mullin, Chef Mark Kiffin and The Compound Restaurant will again host a reception for the Allan Houser Scholarship Fund on the day before the dinner/auction, Tuesday, August 15.

Percent Completed: 35%

*Project: Raise \$1,250,000 in net donations for the Performing Arts & Fitness Center campaign*

- The groundbreaking of the newest IAIA Campus structure occurred November 9, 2016 (during the annual Open House). Foundation Board Members and the IAIA Board of Trustees have taken leadership roles in funding the new Center. Among the mentioned groups, Advancement staff are working toward 100% participation.
- The public phase of the campaign kicked off in September, and continues with the successful paver inscription appeal, currently over 56 gifts and pledges have been received, with total gift pledges exceeding \$1.3 million. The advancement staff plans another solicitation/reminder in the spring, wrapping up the public campaign in July. We have 39 paver engravings sold to date.
- Advancement and IAIA's office of Sponsored Programs has met to consider approaching potential corporate and institutional foundations for the closing phase. Nike/Nike N7, Chevron Mining, CHRISTUS Health, and PSE (Precision Shooting Equipment).
- Percent Completed: 85%

*Project: Implement alumni relations plan*

- Communication continues to be a priority in the strategy to build a cohesive alumni community, manifesting in continued contact through the online newsletter, a strong social media presence, and consistent interaction (email, phone calls, meetings) with the Alumni Council. On December 10, 2016, Alumni Relations held the annual Holiday Art Market in the Balzer Gallery and IAIA Painting Studios. Funds raised through booth fees support alumni relations projects. Seventy-one artists purchased booths at the market, the largest showing of any IAIA Holiday Market to date. The Market featured alumni,

students, faculty, and outside Native artists. Advertising appeared in the Santa Fe New Mexican, the Pasatiempo, the Santa Fe Reporter, THE Magazine, as well as on radio spots with KSFR and Hutton Broadcasting. Alumni Relations Manager Chee Brossy continues to meet with alumni to maintain relationships and advance the Alumni Relations Community Building program.

*Project: Establish Alumni Council*

- The Alumni Council met for the ninth time in October at the IAIA campus. This was the first meeting of the 2016-2017 Council. The Council continues to make progress toward establishing programmatic alumni outreach. The current Councilors are Karl Duncan '09, Nancy Fields '06, George Greendeer '86, Rose Simpson '07, Linley Logan '85, and Kevin Locke '13. The new Council will hold its second meeting in February, 2017. The Council continues to receive presentations from the President's Cabinet members to stay informed on the work at IAIA.
- The Advancement department met with the President's office and the Archives Manager to map out a publication piece featuring alumni. The publication would be written in mind for varied audiences; potential scholarship donors, interested students and to legacy donors, demonstrating the success of alumni. Advancement will examine the project further in the second quarter.

IAIA Foundation

*Project: Increase Membership*

- The IAIA Foundation Board welcomed three new local board members in November, Colleen Cayes, Stock Colt and Peter Ives. Each brings considerable experience, energy and commitment to outreach and fundraising for IAIA. Upon their election, they were given an orientation session and consequently each has joined committees to assist in efforts for the annual Scholarship Auction and Dinner in August. The Foundation Board has elected a new slate of officers; Sherry Kelsey serves as chair; Raven Davis-Mayo, vice chair; Melissa Coleman, Treasurer. Beverly Morris was elected for Secretary, yet that position remains vacant upon her election to the Board of Trustees. A list of very strong potential board members is in review, seeking to instate the next 'class' as several existing member's terms are set to expire in 2017. The plan is to expand membership outside NM in areas of highest interest and giving potential.

Strategy:

- The IAIA Foundation recognizes its role as a fundraising board and will focus on strengthening community engagement and growing resources to maximize student programs. The group is committed to increase visibility for IAIA by creating partnerships, prospecting donors, engaging in media relations and involving alumni more aggressively.
- Percent completed: 50%

### *Advancement Administration*

- The Office of Institutional Advancement is currently led by interim director Eileen Berry. IAIA began a national search to fill this position late in November 2016. The Advancement Office has expanded its capacities and at its current levels is considering institutional priorities and embarking on a strategic plan on how to successfully structure the department for success.
- Advancement is committed to focus on donor stewardship; we will implement engaging student scholarship awardees with donors by inviting them to write thank you notes. The Houser family and lead donor Fran Mullin are planning events to further connect the two Houser scholars to the legacy of Allan Houser.

Percent Complete: 40%

### *Project: Develop and/or refine IAIA Advancement policies*

- The Gift Acceptance Policy IAIA and the IAIA Foundation has been in committee assessment for preparation for sharing with IAIA attorney for review, prior before it is sent to the full staff Institutional Advancement Committee and Board of Trustees. The resulting draft will require review by April, comprised of representatives from the IAIA Foundation Board of Directors and the IAIA Board of Trustees. The final version is expected to be approved by both Boards for adoption by May 2017.
- Percent Completed: 80%



**INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE  
CULTURE AND ARTS DEVELOPMENT**

**RESOLUTION # 2017 -004**

**February 17, 2017**

**Whereas**, the Board of Trustees of IAIA approved a policy on naming facilities, spaces, collections, programs and endowments to recognize the importance of strengthening and diversifying its partnerships with individuals and organizations that make significant contributions to IAIA's mission; and

**Whereas**, Charmay Allred has made a generous financial contribution to IAIA in support of the Performing Arts & Fitness Center.

**Whereas**, Ms. Allred continues her support for IAIA; and

**Whereas**, the IAIA President recommends this naming proposal; therefore

**Be it resolved**, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development approves the proposal to name the Theater Green Room: Charmay Allred Green Room.

Offered by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Vote:                      Aye \_\_\_\_\_                      Nay \_\_\_\_\_

Attachments:              Yes \_\_\_\_\_                      No   X   \_\_\_\_\_

\_\_\_\_\_  
Board Secretary, Deborah Goodman

\_\_\_\_\_  
Date

**INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE  
CULTURE AND ARTS DEVELOPMENT**

**RESOLUTION # 2017 - 005**

**February 17, 2017**

**Whereas**, the Board of Trustees of IAIA approved a policy on naming facilities, spaces, collections, programs and endowments to recognize the importance of strengthening and diversifying its partnerships with individuals and organizations that make significant contributions to IAIA's mission; and

**Whereas**, Laurel and Raven Davis-Mayo have made a generous financial contribution to IAIA in support of the Performing Arts & Fitness Center.

**Whereas**, the Davis-Mayo's continue their support for IAIA; and

**Whereas**, the IAIA President recommends this naming proposal; therefore

**Be it resolved**, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development approves the proposal to name the Concessions Stand: In Honor of Laurel & Raven Davis-Mayo.

Offered by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Vote:                      Aye \_\_\_\_\_                      Nay \_\_\_\_\_

Attachments:              Yes \_\_\_\_\_                      No   X   \_\_\_\_\_

\_\_\_\_\_  
Board Secretary, Deborah Goodman

\_\_\_\_\_  
Date

**INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE  
CULTURE AND ARTS DEVELOPMENT**

**RESOLUTION # 2017 - 006**

**February 17, 2017**

**Whereas**, the Board of Trustees of IAIA approved a policy on naming facilities, spaces, collections, programs and endowments to recognize the importance of strengthening and diversifying its partnerships with individuals and organizations that make significant contributions to IAIA's mission; and

**Whereas**, Loren and Anne Kieve have made a generous financial contribution to IAIA to support the Performing Arts & Fitness Center and wish to honor the 22 years of service by Trustee Barbara Davis Blum

**Whereas**, The Kieves continue their support for IAIA; and

**Whereas**, the IAIA President recommends this naming proposal; therefore

**Be it resolved**, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development approves the proposal to name the Dance Studio A: Barbara Davis Blum Dance Studio Given by Anne and Loren Kieve and IAIA to honor her 22 years as a Trustee

Offered by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Vote:                      Aye \_\_\_\_\_                      Nay \_\_\_\_\_

Attachments:              Yes \_\_\_\_\_                      No \_\_\_\_\_ X \_\_\_\_\_

\_\_\_\_\_  
Board Secretary, Deborah Goodman

\_\_\_\_\_  
Date

**INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE  
CULTURE AND ARTS DEVELOPMENT**

**RESOLUTION # 2017 - 007**

**February 17, 2017**

**Whereas**, the Board of Trustees of IAIA approved a policy on naming facilities, spaces, collections, programs and endowments to recognize the importance of strengthening and diversifying its partnerships with individuals and organizations that make significant contributions to IAIA's mission; and

**Whereas**, Michael and Beverly Morris have made a generous financial contribution to IAIA in support of the Performing Arts & Fitness Center.

**Whereas**, The Morris' continue their support for IAIA; and

**Whereas**, the IAIA President recommends this naming proposal; therefore

**Be it resolved**, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development approves the proposal to name the Dance Studio B: Michael and Beverly Morris Dance Studio

Offered by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Vote:                      Aye \_\_\_\_\_                      Nay \_\_\_\_\_

Attachments:              Yes \_\_\_\_\_                      No   X   \_\_\_\_\_

\_\_\_\_\_  
Board Secretary, Deborah Goodman

\_\_\_\_\_  
Date

**INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE  
CULTURE AND ARTS DEVELOPMENT**

**RESOLUTION # 2017 - 008**

**February 17, 2017**

**Whereas**, the Board of Trustees of IAIA approved a policy on naming facilities, spaces, collections, programs and endowments to recognize the importance of strengthening and diversifying its partnerships with individuals and organizations that make significant contributions to IAIA's mission; and

**Whereas**, Robert and Barbara have made a generous financial contribution to IAIA to support the Performing Arts & Fitness Center.

**Whereas**, The Ells continue their support for IAIA; and

**Whereas**, the IAIA President recommends this naming proposal; therefore

**Be it resolved**, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development approves the proposal naming the West Entrance Gathering Circle: IAIA Trustee Barbara Ells and Robert Ells celebrate the generosity of the other 2016 Trustees: JoAnn Balzer, Bidtah Becker, Barbara Davis Blum, Cynthia Chavez Lamar, Deborah Goodman, Princess Johnson, Sonya Kelliher-Combs, Loren Kieve, Brenda Kingery, and Kristine Miller.

Offered by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Vote:                      Aye \_\_\_\_\_                      Nay \_\_\_\_\_

Attachments:              Yes \_\_\_\_\_              No \_\_\_\_\_ X \_\_\_\_\_

\_\_\_\_\_  
Board Secretary, Deborah Goodman

\_\_\_\_\_  
Date

**INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE  
CULTURE AND ARTS DEVELOPMENT**

**RESOLUTION # 2017 - 009**

**February 17, 2017**

**Whereas**, the Board of Trustees of IAIA approved a policy on naming facilities, spaces, collections, programs and endowments to recognize the importance of strengthening and diversifying its partnerships with individuals and organizations that make significant contributions to IAIA's mission; and

**Whereas**, JoAnn and Bob Balzer have made a generous financial contribution to IAIA to support the Performing Arts & Fitness Center.

**Whereas**, the Balzers continue their support for IAIA; and

**Whereas**, the IAIA President recommends this naming proposal; therefore

**Be it resolved**, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development approves the proposal to name the Lobby Corridor Gallery in honor of JoAnn and Bob Balzer.

Offered by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Vote:                      Aye \_\_\_\_\_                      Nay \_\_\_\_\_

Attachments:              Yes \_\_\_\_\_                      No \_\_\_\_\_ X \_\_\_\_\_

\_\_\_\_\_  
Board Secretary, Deborah Goodman

\_\_\_\_\_  
Date

To: Dr. Robert Martin  
From: Lawrence T. Mirabal, CFO  
Date: 1.30.17  
Subj: Quarterly Board Report for Finance, HR, IT, Facilities, Bookstore and Museum Store

## **Mission Objective 1: Improve Student Success**

### 1.1 Increase involvement of all IAIA stakeholders in student success

**Project:** Increase the number of loaner computers available to students.

In collaboration, the IT and Academic Tech departments will identify budget, assess hardware options, and prepare pricing models for acquiring additional computers to loan to students. Having access to appropriate computing equipment is essential to student success. The current pool of loaner equipment is not adequate to meet the demands of students, as enrollment continues to grow.

**Update** – The IT Director has scheduled a meeting with IAIA’s Dell representative to discuss a possible donation of equipment. Securing a donation from a corporate sponsor would be a great help in maximizing the number of units that can be provided for the students.

**This project is 10% complete.**

### 1.1 Increase involvement of all IAIA stakeholders in student success

**Project:** Develop an IT presence on the IAIA website.

In collaboration with the Marketing and Communications department, the IT dept. will establish an IT-specific resource page on the IAIA website. The goal of the page is to establish a student-friendly portal that will allow for easy access to resources available from IT.

**Update** – This project has not begun.

**This project is 0% complete.**

### 1.5 Develop student leadership skills

**Project:** Increase the leadership capacity of students by mentoring and training them to present on the CFO’s behalf to various campus stakeholder groups, including the Board of Trustees, the President’s Cabinet, and campus committees. Students will need to be

identified to participate in the project. Through a series of meetings with the CFO, student participants will be briefed on data, updates, and key information to be presented on the CFO's behalf. The CFO will also mentor the student participants in with the goal of improving their presentation and leadership skills.

**Update** – This project has not begun.

**This project is 0% complete.**

## **Mission Objective 2: Strengthen Academic Programs**

**2.2** Implement an academic strategic plan that will address Plan 2020 institutional priorities and future growth.

**Project:** The IT department, in partnership with the Finance office and the Emergency Management Planning committee, will prepare an updated disaster recovery and business continuity plan. Once complete, the plan will provide a step-by-step roadmap for ensuring the continuity of IT operations, in the event of an emergency.

**Update** – The first quarter of the plan update is now complete. The documentation required has been extensive, as it includes not only a process overview, but also individual steps for re-establishing IT capabilities. It is estimated that the next stage of plan development will require consultation with several departments, as well as the Emergency Management Planning committee.

**This project is 25% complete.**

## **Mission Objective 3: Build College Community**

**3.1** Implement the Climate Action Plan with campus-wide involvement.

**Project:** Prepare an action plan to address the recommendations brought forward by the engineering students, from WPI. Primarily, the recommendations centered on energy saving initiatives and implementing strategies for monitoring their effectiveness.

**Update** – Facilities is currently completing counts of upgraded lighting needs on a building-by-building basis. After the counts are complete, they will be associated with lighting unit costs to achieve an estimated expense by building. After these estimates are formulated, a timeline will be created for the purchase and installation of the more efficient lighting units.

**This project is 10% complete**

### 3.5 Promote health, wellness, and safety for all members of the campus community.

**Project:** In consultation with our insurance provider, the HR office will develop a quarterly wellness program for IAIA employees. The program should include engaging activities that promote wellness and target the specific needs of the IAIA employee population.

**Update** – Under the leadership of HR, an employee Wellness Council has been formed, to organize wellness initiatives and events. The council's first meeting is set for the month of February. Utilizing the feedback that IAIA received from the BioMetric scan that was held on campus in September, events and activities will be customized toward the particular needs of employees.

**This project is 25% complete.**

### 3.7 Build a multi-purpose performing arts and fitness center.

**Project:** Complete the design, construction, furnishing, and occupancy of a new 24,000 sq. ft. multi-purpose performing arts and fitness center. This includes ensuring deadlines are met, quality controls are in place, payment applications are processed and reviewed thoroughly, and that all contractors and sub-contractors are meeting performance standards.

**Update** – Design is complete and the construction contractor (Jaynes) mobilized on the site, in October, 2016. A ceremonial groundbreaking was held on 11/9/16. Work is currently progressing according to schedule, despite the moisture and cold temperatures. Weekly construction meetings are held with the contractor, architects, and ownership teams. This ensures that all matters are addressed and can be dealt with, in a timely fashion.

**This project is 15% complete.**

## **Mission Objective 4: Advance Contemporary Native Arts and Culture**

### 4.1 Expand collaboration between the museum, academic, and student support programs.

**Project:** Improve the visibility of the Museum and Museum shop in downtown Santa Fe, by installing new signage on the front of the building. The new signage will be brushed aluminum and will replace the existing brass signage that is currently mounted on the building. The existing signage is extremely difficult to see in the daylight and is not visible at all in low light conditions. By having more visible signage, we hope to increase traffic within both the Museum and the Museum store.

**Update** – The Facilities director has received a quote from the sign company. The quote was reasonable and was accepted. Once temperatures rise above freezing, the existing sign will be removed, followed by stucco repair work. After the repair work is completed, the new signage will be installed.

**This project is 20% complete.**

## **Departmental Reports:**

### **Finance/Office of the CFO:**

- The Controller prepared for and has been overseeing the college's yearly external audit. This has required a heavy amount of reconciliation work, as well as the preparation of numerous schedules. In addition, the Controller has fielded a number of ad-hoc requests by the auditors, during their time on campus.
- The HR Director and the CFO held a series of meetings with the college's benefits broker. Over the course of those meetings, a renewal deal was struck with Cigna insurance. ***The renewal resulted in no plan design changes, nor any premium increases for employees, for the upcoming year.***
- Early analysis indicates that the results for the self-insured health insurance benefit that IAIA undertook in 2016 saved the college roughly \$70,000 over a comparable, third-party insurance arrangement. The college will be able to retain this savings in a claims reserve account.
- The CFO and the President have executed a new \$2M line of credit, with Wells Fargo bank. The new line of credit is unsecured. This will be in place of the previous line of credit that the college held with First Citizens Bank, which was for \$1.75M and required the holding of a \$250,000 CD to secure.

### **HR:**

- IAIA has moved optional employee dental coverage from Metlife to Cigna. Metlife renewal rates were significantly higher for 2017. Cigna rates were lower and the coverage is as good if not better.
- Open Enrollment for IAIA benefit eligible employees was completed November 24, 2016. Employees were provided with information on available programs and experts from Daniels Insurance were on campus and at the Museum to answer questions.
- As part of the Wellness Program, IAIA received the aggregate results from the Employee Preventative Health Screening held on campus in September. An employee Wellness Council has been formed. The council will use the aggregate data to create and customize events and initiatives towards improving employee health.
- Turnover data continues to be collected and analyzed on an on-going basis, in order to provide senior leadership with information to help improve retention.

Highlighted below is the turnover data the reporting period of **November 2016 – December 2016:**

- 2 Faculty members left IAIA, both were voluntarily resignations:
  - 1 faculty member left for personal reasons.
  - 1 faculty member retired, under a phased retirement agreement.
- On the recruitment side, the following 2 positions were filled during this reporting period:
  - Assistant Professor, Ceramics (Fall 2017 Start) and Native
  - Assistant Professor, Sculpture and not Native (internal candidate and promotion)
- The HR Department has hired 60+ adjunct instructors and 50+ student workers for the 2017 spring semester to this point.

### **Facilities:**

- Facilities completed a renovation of the old Academic Bldg. FabLab into the new NE Classroom. Funded by the Academic Dept., Facilities painted, added mini-blinds, added LED lighting, replaced the carpet, selected, purchased and installed new classroom tables and chairs to form the basis for new standardization of our classrooms, as funds allow.



- Facilities, Marketing Communications, and IT completed a project to add a live streaming Construction Cam, to the IAIA Website at <https://iaia.edu/about/live/>
- Facilities has been interviewing to add a Heating Ventilation & Air Conditioning Technician to our staff. This position would generate significant savings over the costs of contractors.
- In conjunction with the Campus Public Art Committee and Dr. Martin, added sculptures by David D. Beams, Craig Goseyun, and started an exterior mural

with Daniel McCoy. Mr. McCoy had to suspend his mural painting due to cold temperatures. Will resume this spring when weather permits.



- During the semester break, Facilities cleaned twenty Residence Center rooms, and two casitas as recent students moved out after completion of their degree programs. Both units required deep cleaning, interior painting, and floor scrubbing and waxing. Also did normal campus scrubbing, and touchup painting in the CLE Hallways and the Bon Appetite Café.

#### **IT:**

- Two student workers were hired for the spring semester, to man the IT Help Desk. They have worked out very well and are doing a good job.

#### **Museum Store:**

Category	1 <sup>st</sup> Quarter 2015	1 <sup>st</sup> Quarter 2016	Variance
Admission Counts (#)	2681	2905	+224
Admission Sales (\$)	\$29,042	\$32,225	+ \$3,183
Total Sales (\$)	\$67,972	\$78,001	+ \$10,029
Gross Profit (\$)	\$36,993	\$41,841	+ \$4,848

- **Ira Lujan: Taosoan Glass** exhibit is on display in the Lloyd Kiva New Gallery in the museum store from January 27 – April 21, 2017. The exhibit features glass works for sale by Ira Lujan (Taos / Ohkay Owingeh Pueblo).
- The Museum Store is participating with the IAIA BFA Creative Writing Valentine's Event **Chocolate, Roses & Truthful Lies: A Poetry Reading**. The event takes place on February 4, 2017. The reading will happen in the MoCNA Project Lab from 2:00 – 4:00 pm. The events in the store will run from 1:00 – 5:00 and will include author signings, chocolate tasting and sales from **Kakawa Chocolate House**, make & take collage valentines featuring text from Native American love books and poetry, photograph opportunity area with Valentine- inspired props, and a sale on featured inventory items related to the love theme.
- The store manager is in the early phases of planning an Indigenous **Comic Book Author Reading & Signing** event in collaboration with the Native Realities publishing company. This event will tentatively take place in either March or April.
- The Museum Store is in the midst of the 2<sup>nd</sup> phase of updating the design/layout of the showroom floor. The end goal is to create an efficient, inviting, engaging experience to provide museum visitors with a positive and inspiring experience as they enter and depart from the museum.
- Facebook and Instagram are being increasingly used as a method of advertisement.
- Local artist, Sheridan McKnight donated a set of 2 paintings to be reproduced on a variety of items and marketed as an exclusive line of the IAIA Museum Store.
- A master plan for inventory book organization is being implemented to provide a more visitor-friendly and efficient book-locating process both on the showroom floor and in the stock room.
- Store management continues to connect with IAIA Alumni in hopes of establishing renewed wholesale and consignment relationships.
- The Museum Store continues to actively seek out fresh, inspiring, relevant new artists to appeal to a wider demographic of customers.
- The store would like to begin a relationship with a third-party fine art packing/ shipping company to provide safe transport and delivery of higher-priced fragile artwork.

### Campus Bookstore:

- **Bookstore Numbers:**

According to Counterpoint, sales in the Campus Bookstore have increased 6.5% from the same quarter last year. If one accounts for the overall growth of the student body, however, these results are not entirely unexpected.

Quarter	Total Sales	Total Profit	Profit %
First Quarter FY 16	\$18,413	\$5,050	27.40%
First Quarter FY 17	\$19,626	\$6,173	31.50%

There is a noticeable improvement in the area of consignment sales - meaning the sale of student artwork in the Campus Bookstore. The bookstore takes a consignment fee of 10%-15% on consignment sales. This is not a huge source of profit, nor should it be. But is a source of pride, networking, and some extra financial support for the students selling artwork. This improvement has come out of standardizing the process for selling consignment work and improving the display of the work.

The Campus Bookstore's goal in this area is to prepare students for what it will be like to market their own art work once they leave school. By holding high standards for the display of their work and involving them in the process it is the Bookstore's hope that they leave IAIA with the knowledge and the confidence to thrive in the professional art world.

Quarter	Total Consignment Sales	Number of Tickets
First Quarter FY 16	\$155	3
First Quarter FY 17	\$620	23

- **Transition to eCampus:**

In October of 2016 the Campus Bookstore was thrown a curveball when Rafter, the textbook distributor IAIA worked with, was liquidated unexpectedly. On short notice the college had to find a new company to provide textbooks and track rentals for all students, as textbooks are provided as part of their tuition. The Campus Bookstore completely oversees and facilitates this textbook program. *We are happy to report that there has been no disruption in this service* since the demise of Rafter. We are at the beginning of the Spring Semester 2017 and all students are receiving their textbooks. From a student's perspective the only thing that has changed is the label on the box, from Rafter to eCampus.

From the perspective of the Campus Bookstore manager, there is one primary benefit to working with eCampus over Rafter; the textbooks arrive pre-bundled by student. In the past, a pallet of textbooks took three working days to unpack, shelve, and bundle. With the textbooks pre-bundled a pallet of books takes two hours to unload and shelve, while only requiring a third of the space.

**Quarterly Report to the Board of Trustees  
Institute of American Indian Arts  
February 2017**

**Presented by Lawrence Mirabal, CFO  
Aimee Balthazar, Controller**

**FINANCIAL STATEMENTS**

**As of December 31**

**BUDGET TO ACTUAL - SUMMARIZED**  
**IAIA & AUXILIARY**  
**For the Three Month Period Ending December 31, 2016**

	<b>TOTAL BUDGET</b>	<b>TOTAL ACTUAL EXPENDITURES</b>	<b>TOTAL BUDGET REMAINING</b>	<b>% REMAINING</b>
<b>EXPENDITURES BY CATEGORY</b>				
COST OF SALES	\$ 155,867	\$ 47,140	\$ 108,727	70%
SALARIES & FRINGE BENEFITS	7,639,094	1,748,433	5,890,661	77%
OPERATING EXPENSES	1,105,884	230,866	875,017	79%
FOOD & CATERING	759,873	144,828	615,045	81%
PROFESSIONAL SERVICES	729,977	150,504	579,473	79%
SCHOLARSHIPS & FELLOWSHIPS	13,000	0	13,000	100%
M&R, UTILITIES & OTHER	1,391,868	262,336	1,129,532	81%
TRAVEL	343,134	66,203	276,931	81%
TRAINING	59,495	18,966	40,529	68%
VEHICLES	55,454	6,751	48,703	88%
NON-BUDGETED AUX. REVENUES	0	-896	896	
<b>TOTAL EXPENDITURES</b>	<b>\$ 12,253,645</b>	<b>\$ 2,675,131</b>	<b>\$ 9,578,514</b>	<b>78%</b>
<b>EXPENDITURES BY DEPARTMENTS</b>				
BOARD OF TRUSTEES	\$ 82,737	\$ 17,125	\$ 65,612	79%
OFFICE OF THE PRESIDENT	709,095	160,126	548,969	77%
INSTITUTIONAL RESEARCH	291,392	78,790	212,602	73%
INSTITUTIONAL ADVANCEMENT	375,672	77,355	298,318	79%
FINANCIAL SERVICES	698,133	146,377	551,756	79%
INFORMATION TECHNOLOGY	448,771	101,759	347,012	77%
CENTER FOR STUDENT LIFE	428,547	86,943	341,605	80%
ADMISSIONS & RECRUITMENT	313,393	84,497	228,895	73%
FACILITIES MANAGEMENT	1,421,547	306,048	1,115,498	78%
MUSEUM	980,912	206,492	774,420	79%
ACADEMIC DIVISION	2,995,127	667,913	2,327,213	78%
STUDENT SUCCESS CENTER	731,852	163,048	568,804	78%
LIBRARY	412,316	100,771	311,545	76%
MFA CREATIVE WRITING PROGRAM	616,453	140,316	476,137	77%
MUSEUM SHOP	270,277	89,403	180,874	67%
CAMPUS BOOKSTORE	157,775	19,144	138,631	88%
STUDENT HOUSING	1,020,715	205,525	815,189	80%
CONFERENCE SERVICES	104,806	19,300	85,506	82%
STRATEGIC PRIORITIES PROJECTS	194,124	2,253	191,871	99%
<b>TOTAL EXPENDITURES BY DEPARTMENTS</b>	<b>\$ 12,253,645</b>	<b>\$ 2,675,131</b>	<b>\$ 9,578,514</b>	<b>78%</b>
<b>EXPENSES NOT ALLOCATED TO DEPARTMENTS</b>				
Unemployment Insurance	\$ 30,000			
President's Governmental Relations Fund	75,000			
Interest on Debt - Residence Ctr NMFA Loan (3.4%)	269,699			
Residence Center NMFA Loan	204,905			
Reserve Addition	504,963			
Set Aside for Strategic Priorities Projects	5,876			
Offset Museum Shop & Campus Bookstore	(358,052)			
	<b>\$ 12,986,036</b>			

# STATEMENT OF REVENUES - COMPARATIVE

## IAIA & AUXILIARY

### First Quarter Comparison - FY17 & FY16

	FY17			FY16	Variance Between FY 17 & FY16 YTD Actual Positive/(Negative)
	Projected Annual Revenues	Actual 3 Months To 12/31/2016	% of Projected Achieved YTD	Actual 3 Months Ending 12/31/2015	
<b>REVENUES</b>					
Federal Appropriation	\$ 9,619,000	\$ 7,518,056	78.2%	\$ 1,863,290	\$ 5,654,766
Tuition & fees	\$ 1,827,260	\$ 552,120	30.2%	\$ 482,165	\$ 69,955
Residence Hall	478,606	255,641	53.4%	240,230	15,411
Family Housing Rentals	175,049	90,821	51.9%	91,739	(918)
Meal Plan	406,076	293,060	72.2%	277,847	15,213
Conference Services	110,000	250	0.2%	26,075	(25,825)
Museum Admissions	77,175	30,026	38.9%	27,001	3,026
Museum Shop Sales	190,518	71,200	37.4%	57,847	13,353
Campus bookstore sales	64,480	12,138	18.8%	13,867	(1,729)
Museum memberships	40,000	6,848	17.1%	3,367	3,481
Museum Contributions (temp restricted)	5,000	3,035	60.7%	0	3,035
General Contributions (unrestricted)	97,451	3,289	3.4%	2,812	476
Scholarship, Education Donations	366,857	312,019	85.1%	163,398	148,621
Trust Endowment Draw	130,000	0	0.0%	0	0
Miscellaneous Income/Indirect Revenue	75,000	25,153	33.5%	24,039	1,115
<b>REVENUES EXCLUDING FEDERAL APPROPRIATION</b>	<b>\$ 4,043,472</b>	<b>\$ 1,655,601</b>	<b>40.9%</b>	<b>\$ 1,410,387</b>	<b>\$ 245,215</b>
Estimated reduction for:					
Uncollectible Student Accounts	(118,384)				
Excess Institutional Scholarships	(200,000)				
Museum Gift Shop	(270,277)				
Campus Bookstore	(87,775)				
<b>TOTAL REVENUES</b>	<b>\$12,986,036</b>	<b>\$ 9,173,657</b>	<b>70.6%</b>	<b>\$ 3,273,677</b>	<b>\$ 5,899,981</b>

**SCHEDULE OF REVENUES AND EXPENDITURES**  
**IAIA & AUXILIARY**  
**First Quarter Comparison - FY17 & FY16**

	FY17 Unaudited 3 Months Ending December 31, 2016	FY16 Unaudited 3 Months Ending December 31, 2015	Variance Favorable or (Unfavorable)
<b>REVENUES</b>			
Federal Appropriation	\$ 7,518,056	\$ 1,863,290	\$ 5,654,766
Tuition & Fees	552,120	482,165	69,955
Residence Hall/Family Housing	346,462	331,969	14,493
Meal Plan	293,060	277,847	15,213
Museum Shop	101,227	84,848	16,378
Campus Bookstore Sales	12,138	13,867	(1,729)
Conference Services	250	26,075	(25,825)
Unrestricted Contributions	10,137	6,179	3,958
Temporarily Restricted Contributions	315,054	163,398	151,656
Trust Endowment Draw	-	-	-
Miscellaneous Income	25,153	24,039	1,115
<b>TOTAL REVENUES</b>	<b>\$ 9,173,657</b>	<b>\$ 3,273,677</b>	<b>\$ 5,899,981</b>
<b>EXPENDITURES</b>			
Cost of Sales	\$ 47,140	\$ 39,532	\$ (7,608)
Salaries & Fringe Benefits	1,748,433	1,712,210	(36,223)
Operating Expenses	230,866	200,373	(30,494)
Food & Catering	144,828	87,999	(56,828)
Professional Services	150,504	138,565	(11,939)
Scholarships & Fellowships	-	5,370	5,370
M&R, Utilities & Other	262,336	260,170	(2,166)
Travel	66,203	58,928	(7,275)
Training	18,966	4,616	(14,350)
Vehicles	6,751	3,349	\$ (3,401)
Total Costs General & Administrative	\$ 2,676,027	\$ 2,511,111	\$ (164,916)
NON-BUDGETED AUX. INITIATIVES (Revenue)	(896)	0	(896)
<b>TOTAL EXPENDITURES</b>	<b>\$ 2,675,131</b>	<b>\$ 2,511,111</b>	<b>\$ (164,020)</b>
<b>NET INCOME/(LOSS)</b>	<b>\$ 6,498,527</b>	<b>\$ 762,566</b>	<b>\$ 5,735,961</b>

# SCHEDULE OF REVENUE AND EXPENDITURES MUSEUM SHOP

## First Quarter Comparison - FY17 & FY16

	FY17 Unaudited 3 Months Ended December 31, 2016	FY16 Unaudited 3 Months Ended December 31, 2015	Favorable or (Unfavorable) Change
<b>SALES</b>			
Sales less Discounts	\$ 70,954	\$ 57,381	\$ 13,573
Shipping & Packing	410	466	(56)
Refunds	(164)	0	(164)
	<b>\$ 71,200</b>	<b>\$ 57,847</b>	<b>\$ 13,353</b>
<b>Cost of Goods Sold</b>			
Cost of Sales	\$ 39,407	\$ 31,105	\$ (8,302)
<b>Gross Profit on Sales</b>	<b>\$ 31,793</b>	<b>\$ 26,743</b>	<b>\$ 5,051</b>
<b>GP %</b>	<b>44.65%</b>	<b>46.23%</b>	<b>-1.58%</b>
<b>OTHER INCOME</b>			
Admissions	\$ 30,026	\$ 27,001	\$ 3,026
<b>Income Before General &amp; Administrative</b>	<b>\$ 61,820</b>	<b>\$ 53,743</b>	<b>\$ 8,076</b>
<b>General &amp; Administrative Expenditures</b>			
Personnel			
Salaries	\$ 30,180	\$ 31,057	\$ 876
Payroll Taxes	2,263	2,344	81
Savings Plan	284	915	630
Insurance	4,221	2,747	(1,474)
	<b>\$ 36,948</b>	<b>\$ 37,062</b>	<b>\$ 114</b>
<b>Personnel costs as % of sales + admissions</b>	<b>36.50%</b>	<b>43.68%</b>	<b>7.18%</b>
Advertising - promotional	\$ 907	-	\$ (907)
Bank charges	2,142	2,158	16
Cash (over)/short	334	(18)	(351)
Contributions, gifts & awards	-	278	278
Dues & Memberships	37	165	128
Exhibit costs	1,197	-	(1,197)
Food & catering	561	-	(561)
Licenses & permits	422	-	(422)
Meeting Costs	217	-	(217)
Office supplies	3,002	330	(2,672)
Postage, freight & delivery	355	460	105
Printing	172	149	(23)
Subscriptions & Publications	11	-	(11)
Computer equip & software unde	26	-	(26)
Equipment & Furniture under \$5,	2,625	120	(2,505)
Leasing - equipment	422	131	(291)
Leasing - facilities	-	284	284
Maintenance - equipment & softv	617	692	75
Consultants/Professional Service	-	140	140
Travel - mileage	-	3	3
	<b>\$ 13,048</b>	<b>\$ 4,892</b>	<b>\$ (8,156)</b>
<b>Total General &amp; Administrative Expenditures</b>	<b>\$ 49,996</b>	<b>\$ 41,955</b>	<b>\$ (8,042)</b>
<b>INCOME/(LOSS) Before Notional Rent Expense</b>	<b>\$ 11,823</b>	<b>\$ 11,789</b>	<b>\$ 34</b>
Notional Rent	11,200	11,200	-
<b>NET INCOME/(LOSS)</b>	<b>\$ 623</b>	<b>\$ 589</b>	<b>\$ 34</b>

**SCHEDULE OF REVENUE AND EXPENDITURES**  
**INSTITUTIONAL ADVANCEMENT**  
**First Quarter Comparison - FY17 & FY16**

	<b>FY17</b>	<b>FY16</b>	
	<b>Unaudited</b>	<b>Unaudited</b>	
	3 Months	3 Months	
	Ending	Ending	
	December 31, 2016	December 31, 2015	<b>Favorable or (Unfavorable) Change</b>
<b>REVENUES</b>			
Donations:			
Endowed Scholarship Donations	\$ 5,000	\$ 669	\$ 4,331
Permanent/Chair Endowment Donations	\$ 1,649	601	1,048
General Donations	\$ 3,289	2,812	476
Scholarship Donations	\$ 312,019	163,398	148,621
<b>TOTAL REVENUES</b>	<b>\$ 321,957</b>	<b>\$ 167,480</b>	<b>\$ 154,477</b>
<b>EXPENDITURES</b>			
Personnel			
Staff Salaries	\$ 53,980	\$ 51,761	\$ (2,218)
Student Wages	1,545	246	(1,299)
Social Security	4,052	3,899	(152)
403B Plan	3,239	2,993	(245)
Insurance Benefit	4,705	4,308	(396)
Total Personnel Expenditures	\$ 67,520	\$ 63,208	\$ (4,312)
Operating Expenditures			
Advertising - promotional	407	288.9	(118)
Contributions, gifts & awards	164	55	(109)
Copier supplies & charges	97	0	(97)
Dues & Memberships	700	1,510	810
Exhibit costs	0	80	80
Food & catering	313	124	(189)
Insurance - general liability	50	0	(50)
Licenses & permits	20	392	372
Meeting Costs	172	637	465
Office supplies	1,304	1,197	(106)
Postage, freight & delivery	231	0	(231)
Printing	1,064	4,988	3,924
Receptions & shows	28	550	522
Solicitation & Cultivation	358	945	587
Subscriptions & Publications	141	79	(62)
Equipment & Furniture under \$5,000	0	11	11
Leasing - equipment	685	0	(685)
Maintenance - equipment & software	2,210	2,066	(145)
Consultants/Professional Services	5	2,321	2,316
Training - fees & materials	978	525	(453)
Training - accommodations and meals	0	857	857
Travel - accomodation & meals	0	431	431
Travel - transportation	538	2,641	2,103
Utilities - telephone	92	119	26
Total Operating Expenditures	\$ 9,835	\$ 20,057	\$ 10,222
<b>TOTAL EXPENDITURES</b>	<b>\$ 77,355</b>	<b>\$ 83,265</b>	<b>\$ 5,910</b>
<b>NET INCOME/(LOSS)</b>	<b>\$ 244,602</b>	<b>\$ 84,215</b>	<b>\$ 160,387</b>

**SCHEDULE OF REVENUE AND EXPENDITURES**  
**CAMPUS BOOKSTORE**  
**First Quarter Comparison - FY17 & FY16**

	<b>FY17</b> <b>Unaudited</b> 3 Months Ended December 31, 2016	<b>FY16</b> <b>Unaudited</b> 3 Months Ended December 31, 2015	<b>Favorable or</b> <b>(Unfavorable)</b> <b>Change</b>
<b>SALES</b>			
Sales less Discounts	\$ 12,226	\$ 14,045	\$ (1,819)
Shipping & Packing	-	7	(7)
Sales Returns & Refunds	(88)	(186)	98
	<b>\$ 12,138</b>	<b>\$ 13,867</b>	<b>\$ (1,729)</b>
<b>Cost of Goods Sold</b>			
Cost of Sales	\$ 7,733	\$ 8,427	\$ 694
<b>Gross Profit on Sales</b>	<b>\$ 4,405</b>	<b>\$ 5,440</b>	<b>\$ (1,035)</b>
<b>GP %</b>	<b>37%</b>	<b>40%</b>	<b>-3%</b>
<b>Income Before General &amp; Administrative</b>	<b>\$ 4,405</b>	<b>\$ 5,440</b>	<b>\$ (1,035)</b>
<b>General &amp; Administrative Expenditures</b>			
Salaries	\$ 8,077	\$ -	\$ (8,077)
Payroll Taxes	603	0	(603)
Insurance	1,407	-	(1,407)
Personnel	<b>\$ 10,087</b>	<b>\$ -</b>	<b>\$ (10,087)</b>
<b>Personnel costs as % of sales</b>	66.54%	0.00%	66.54%
Advertising - promotional	-	290	290
Bank charges	509	501	(9)
Cash (over)/short	(111)	(95)	16
Contributions, gifts & awards	115	-	(115)
Dues & Memberships	63	17	(47)
Meeting costs	24	-	(24)
Office supplies	76	272	196
Postage, freight & delivery	-	7	7
Computer equip & software under \$5,000	-	383	383
Maintenance - equipment & software	296	276	(19)
Consultants/Professional Services	352	16,800	16,448
<b>Total General &amp; Administrative Expenditures</b>	<b>\$ 11,411</b>	<b>\$ 18,451</b>	<b>\$ 17,127</b>
<b>NET INCOME/(LOSS)</b>	<b>\$ (7,006)</b>	<b>\$ (13,011)</b>	<b>\$ 6,005</b>

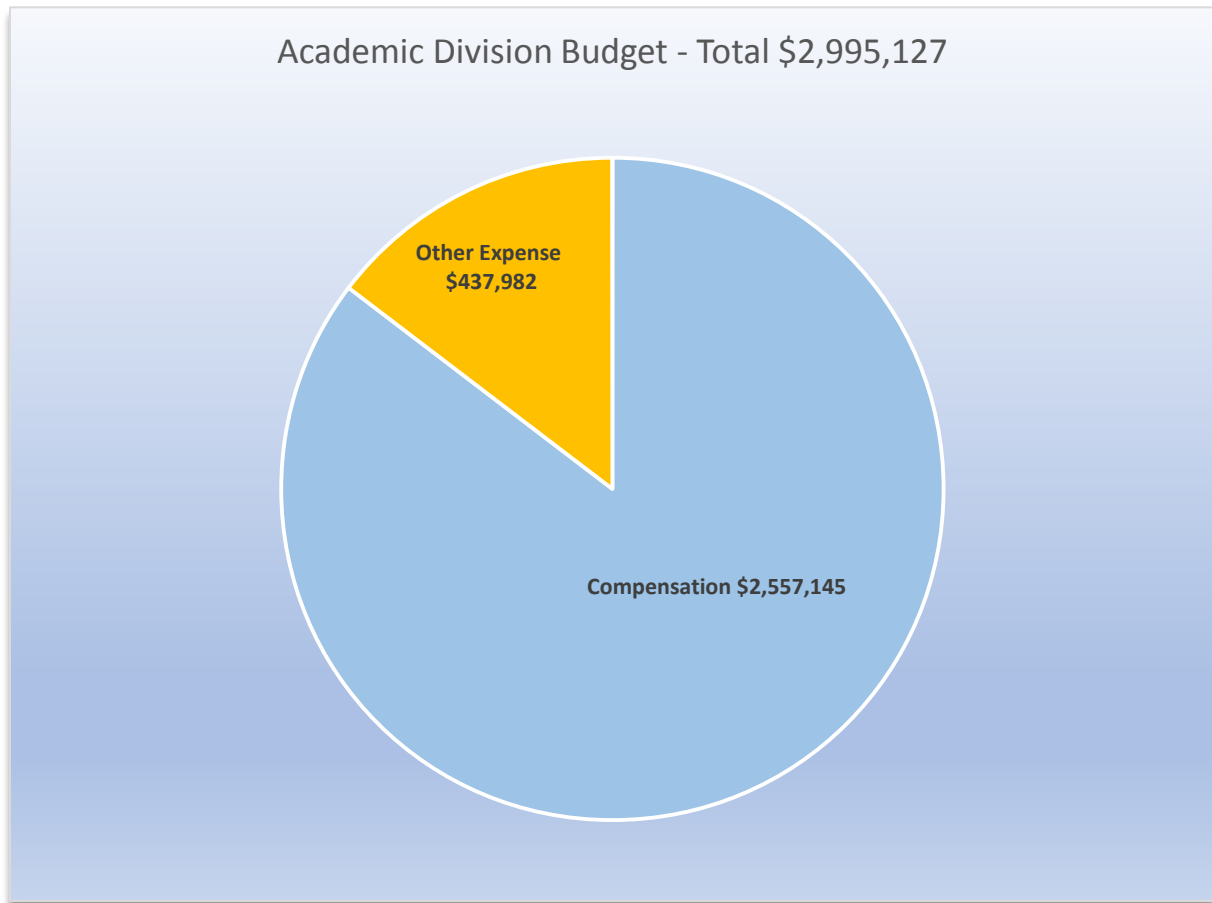
**SCHEDULE OF REVENUE AND EXPENDITURES**  
**CONFERENCE SERVICES**  
**First Quarter Comparison - FY17 & FY16**

	<b>FY17</b> <b>Unaudited</b> 3 Months Ended December 31, 2016	<b>FY16</b> <b>Unaudited</b> 3 Months Ended December 31, 2015	<b>Favorable or</b> <b>(Unfavorable)</b> <b>Change</b>
<b>REVENUE</b>			
Facilities Rentals	\$ 250	\$ 26,075	\$ (25,825)
	<b>\$ 250</b>	<b>\$ 26,075</b>	<b>\$ (25,825)</b>
<b>General &amp; Administrative Expenditures</b>			
Personnel			
Salaries	\$ 12,403	\$ 12,535	\$ 132
Payroll Taxes	811	819	7
Savings Plan	744	752	8
Insurance	1,721	1,575	(146)
	<b>\$ 15,680</b>	<b>\$ 15,681</b>	<b>\$ 1</b>
<b>Personnel costs as % of Revenue</b>	<b>6272%</b>	<b>60%</b>	<b>-6212%</b>
Expenses			
Bank charges	\$ 75	\$ 78	\$ -
Dues & Memberships	47	46	-
Food & catering	3,499	-	(3,499)
Travel - accomodation & meals	-	1,110	1,110
Travel - mileage	-	62	62
Travel - transportation	-	92	92
<b>Total General &amp; Administrative Expenditures</b>	<b>\$ 19,300</b>	<b>\$ 17,069</b>	<b>\$ (2,233)</b>
<b>NET INCOME/(LOSS)</b>	<b>\$ (19,050)</b>	<b>\$ 9,006</b>	<b>\$ (28,056)</b>

**PERMANENT ENDOWMENTS**  
**Three Months Ending December 31, 2016**

	Program Enhancement			Quasi		Scholarship Endowments		General & Faculty Endowments				
1st Quarter Fiscal Year 2017												
Equities Gain / (Loss)	\$	(66,066)	-2.79%	\$	(518)	-2.79%	\$	(28,173)	-2.78%	\$	(34,489)	-2.79%
Dividend & Interest		61,153	2.58%		477	2.57%		26,081	2.57%		32,104	2.60%
Fees		(6,382)	-0.27%		(50)	-0.27%		(2,731)	-0.27%		(3,333)	-0.27%
Total 1st Quarter	\$	(11,295)	-0.48%	\$	(91)	-0.49%	\$	(4,823)	-0.48%	\$	(5,718)	-0.46%
Average Monthly Account Balance		\$2,367,347			\$18,548			\$1,015,035			\$1,236,984	
ASSET GRAND TOTAL		\$ 4,668,995										

**\*Per Ms. Goodman's request at the November B.O.T. meeting, here is a total of the Academic Budget, along with subtotals for compensation and all other non-comp budget.**



**INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE  
CULTURE AND ARTS DEVELOPMENT**

**RESOLUTION # 2017 – 010**

**February 17, 2017**

**Whereas**, the President of the Institute of American Indian Arts has reviewed and recommends the acceptance of the gift donations to the IAIA Trust from October 1, 2016 through December 31, 2016, which are listed below:

1st Quarter (October 1 – December 31, 2016)

Gifts of \$ 1,836,143	\$ 319,286	Scholarships & Endowments;
	\$ 10,137	General Donations & Gifts In Kind;
	\$ 1,506,720	Grant Proceeds and Temporarily Restricted Gifts (see attached detail)

**Now Therefore Be it resolved**, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development concurs with the recommendation of the President and accepts said gifts.

Offered by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Vote:                      Aye \_\_\_\_\_                      Nay \_\_\_\_\_

Attachments:              Yes   **X**                        No \_\_\_\_\_

\_\_\_\_\_

Deborah Goodman, Secretary

**SCHEDULE OF GIFT REVENUE**  
**For the Quarter Ending Dec. 31, 2016**

<b>FISCAL YEAR 2016</b>	<b>IAIA</b>				<b>1st Qtr</b>
<b>Gift/Donor</b>	<b>Fund</b>	<b>Oct-16</b>	<b>Nov-16</b>	<b>Dec-16</b>	<b>Total</b>
Permanent Endowment	1390	\$ 1,245	\$ 404	\$	1,649
Kim Denise Willetto Rstrctd Scholarship	1387	5,000			5,000
IAIA Board of Trustees Endwd Schlrsip	1388		618		618
Emergency Student Fund	3002	307	1,119		1,426
General Scholarships	3101	20,592	123,003		143,595
MFA Scholarship Fund	3155	104,060	22,256		126,316
Allan Houser Scholarship	3156	250	9,492		9,742
Kim Denise Willetto Scholarship	3160	250			250
Jeri Ah-be-hill Scholarship	3162		1,000		1,000
Andrew Krusko, Sr Memorial Scholarship Fund	3011	2,230			2,230
Johnson Scholarship Foundation Entrepreneurship	3134 D		7,250		7,250
IAIA BOT Scholarship Fund	3142		20,211		20,211
<b>TOTAL SCHOLARSHIPS/AWARDS</b>		<b>\$ 133,934</b>	<b>\$ 185,352</b>	<b>\$ -</b>	<b>\$ 319,286</b>
General Donations	5001	\$ 1,794	\$ 1,495	\$ -	\$ 3,289
Museum Membership	5004	4,915	1,933		6,848
<b>TOTAL - UNRESTRICTED</b>		<b>\$ 6,709</b>	<b>\$ 3,428</b>	<b>\$ -</b>	<b>\$ 10,137</b>
USDA Tribal Colleges Endowment Program	4013		9,462	10,538	20,000
Center for Arts & Cultural Studies-Restricted	4100	\$ 414	\$ 165	\$	579
Smithsonian/NMAI Artist Leadership Program	4100/04		3,000		3,000
Eco Ambassador Program 2015-2016	4150/01	2,000			2,000
Full Dome Development Interactive Training	4152	14,769		19,529	34,298
Immersive Laboratory	4155			1,195	1,195
Lannan: New Artist Residency Program	4073	30,000			30,000
Museum Restricted	4200	2,535	500		3,035
NMAI Arts Organization Leadership Program	4253	7,500	1,500		9,000
USDOE Title III - Academics Visiting Faculty Program	4430/05		3,483	6,982	10,465
USDOE Title III - Development Ed Coordinator	4430/12			5,979	5,979
USDOE Title III - Enviromental Health & Safety	4430/07		13,386		13,386
USDOE Title III - Fitness and Wellness Program	4430/11			3,237	3,237
USDOE Title III - IAIA Outreach Program	4430/04		2,189	6,568	8,758
USDOE Title III - Institutional Advancement Alumni	4430/03		2,903	9,395	12,298
USDOE Title III - Technology For Student Success	4430/06			8,844	8,844
USDoE - Title III Institutional Aid	4536			453,725	453,725
NMHED - Academic Building Roof	4539	325,808	347,177		672,985
NMAID - Fitness & Wellness Center IGA#609-15-1163	4540		119,175		119,175
USDA Rural Development Agreement	4839	16,375			16,375
USDA - IAIA Seed Library Yr 1	4925		23,524	11,610	35,134
USDA - Student AG. Research	4926		6,008	7,885	13,892
USDA - Student Research Experience & Visiting	4922		224		224
USDA Edctonl Wrkshps & Summer Youth Camps Yr2	4924/02		15,893	11,240	27,133
Multi-Purpose Building Capital Campaign - Trust	6171	0	2,006		2,006
<b>TOTAL - RESTRICTED</b>		<b>\$ 399,400</b>	<b>\$ 550,594</b>	<b>\$ 556,726</b>	<b>\$ 1,506,720</b>
<b>GAAP BASIS MONTHLY TOTAL</b>		<b>\$ 540,043</b>	<b>\$ 739,374</b>	<b>\$ 556,726</b>	<b>\$ 1,836,143</b>



# Fiscal Strategies to Improve Student Retention and Degree Completion

*Submitted by  
Lawrence T. Mirabal, CFO  
to Dr. Robert Martin, President  
October 4<sup>th</sup>, 2016*

# Table of Contents

**Key Assumptions.....Page 3**

**The Approach .....Page 4**

**External data about retention and graduation.....Page 5**

**Discussion about IAIA’s internal data.....Page 6**

**Goals and Targets.....Page 7**

**Recommendations.....Page 8**

**Conclusion.....Page 11**

### *Key Assumptions and core tenets of this proposal*

- IAIA is committed to increasing its retention and graduation rates. The college recognizes that this will require new and creative ways of thinking about how we motivate students.
- In several key areas, this proposal will call for financial resources to be committed by the college. The college views these commitments as an investment in the long-term success of its students, as well as the college itself.
- The college is open to a multi-faceted approach to achieve its retention and graduation goals. As such, this proposal is only one component within the larger conversation. There are a number of additional strategies still to be considered, within the Academic and Student Success areas.
- It is not IAIA's intent to adopt any policy or initiative that is punitive in nature, as a tool for motivating students. Rather, it is IAIA's intent to incentivize success.
- IAIA is open to a "best of breed" approach to this process. The college recognizes that no solution is a magic bullet, that works for all schools. This means ideas will be utilized from a number of sources, including Complete College America, the HLC, and other colleges and universities.
- The initiatives put forth in this proposal are based not only on tried and true practices used by third parties, but also on extensive data that was provided by IAIA's office of Institutional Research and the Student Success Center. A very special *"Thank You"* is in order, to **Dr. Sayre** and **Ms. Martinez Anaya**, for their help in collecting this complex data in a very short timeframe.

## **The Approach:**

The goal of this proposal is to provide options for Dr. Martin and the IAIA Board of Trustees to consider, in order to achieve higher retention and graduation rates for undergrad, degree-seeking students, at IAIA. The options presented here are from the perspective of the financial side of the college and are not all-encompassing.

Although research has shown that both private and public universities have had success with a number of approaches, this proposal will focus only a few key methods and will avoid some of the more exotic and complex examples that have been used by institutions around the country. By keeping the approach relatively simple, the college can focus more succinctly on implementation and execution, rather than on trying to significantly modify processes and software to accommodate elaborate models.

The issues of retention and graduation rates are complicated and as such, there is no “one size fits all” model that works for every college. In preparing this proposal, many ideas were analyzed and a number were dismissed, because they simply did not fit IAIA’s model. Some, were geared toward high-tuition/high-discount private colleges, while others were specific to very large research universities. What is presented in this document are those practices that are practical to implement and fit the needs of IAIA.

## **External data about retention and graduation rates:**

Complete College America (CCA) cites enrollment intensity as a key component in improving a student's likelihood of completing a four-year degree. According to their data (based on a BPS survey following the transcripts of a "nationally representative sample of students"), students who earned a bachelor's degree in four years completed an average of 29.8 credits in their first year. This rounds to 15 credits per semester. From there, as years-to-completion increase, there is a corresponding decrease in credits taken in the first year. For instance, students that took 5 years to finish their bachelor's degree took an average of 26.9 credits in their first year, while students taking a full 6 years to finish only averaged 25.6 credits taken in that first year. CCA also cites that students that earned between 24 and 29.9 credits in their first year were more than twice as likely to earn a degree than those that took fewer than 24 hours. This is a noteworthy statistic!

Not only is enrollment intensity a large factor in student success and in improving the chances of graduation, but so is the student's enrollment status, as either part-time or full-time. CCA's data demonstrates that overwhelmingly, full-time students have much higher degree completion rates than part-time students, citing that one-third of part-time students withdraw within their first year. In contrast, mixed enrollment students had a 42% graduation rate after 6 years, while full-time students had a 63% graduation rate over that same 6-year period.

There are other effects that prolonged enrollment and low graduation rates have on the college, besides unflattering reportable data. There is a very real squeeze on financial aid resources, as students in their 5<sup>th</sup> or 6<sup>th</sup> year of attendance continue to draw on limited scholarship funds. Additionally, with increased freshman and transfer enrollment, Student Life services such as the dorms, the casitas, and the cafeteria, become crowded as they operate at near capacity levels. This can create a less than ideal experience for all students that utilize these services, but especially for those that are new to the college.

Students also bear a significant burden, when extending out their time to completion, beyond 4 years. While IAIA has an extremely low cost of attendance at just under \$12,000 per year, it is still significant when you are multiplying that amount by 5 or 6, rather than by 4. Even with very generous financial aid packaging, students are still paying significantly more than they need to, when they remain beyond 4 years to complete their degree. It should also be noted that this does not even take into account the opportunity cost that the student is incurring, by postponing their entry into full-time employment or business ownership. That amount alone can be significant.

## **Discussion about IAIA's internal data:**

Dr. Sayre and Ms. Martinez Anaya provided extensive data, dating back 5 years, in some cases. The data yielded the following interesting facts about IAIA.

- The average completion time for a bachelor's degree is 6 years.
- The average course load for degree-track students at IAIA is 12 hours.
- At the time of graduation, the average number of credits amassed for a bachelor's candidate is 130-133 hours.
- 85% of degree seeking students have taken at least one developmental course.

Another data set, provided by Dr. Sayre, tracked the course load for cohorts of bachelor graduating classes, going back 5 years. After breaking the data set down further, we could see the following:

- The cohorts attempted an average of 12.3 credits per semester, in pursuit of their degree.
- The cohorts attended IAIA for an average of 10.2 semesters.
- An average of 130.1 credits was earned by the cohorts, by the time they graduated.
- In observing the average number of credit hours attempted during their final two semesters at the college, only one cohort (the 13-14 graduates) averaged 15 hours or more, for both semesters of their final year.

## **Goals and Targets:**

If we accept as fact that the quicker a degree is completed, the greater likelihood there is of completing that degree altogether, then it is obvious that there is room for improvement. IAIA's internal statistics are very much in line with what colleges are reporting nationally. The good news is that IAIA does not seem to be much of an outlier in any of these areas from other colleges (excepting the developmental-ed participation data), which means that strategies that have been successful at other institutions have a reasonable chance of being successful at IAIA as well.

The college should seek to increase enrollment intensity for full-time, degree seeking students. The result of increased enrollment intensity should be a shortened number of semesters that students require to complete their undergraduate degrees. Reducing the number of semesters to graduate through increased enrollment intensity not only provides students a better chance of achieving degree completion, but also has a positive impact on the college as a whole. Resources can be freed up and made available to more students, much more quickly. This includes not only financial aid resources, but also campus services, such as housing, tutoring, and computer labs.

In order to achieve the goals, there needs to be a fundamental shift in certain paradigms, at IAIA. These include establishing the following targets:

- Changing the notion of 12 hours being the norm for "full-time" enrollment, toward degree completion. 15 hours needs to become the target, in order to graduate students within 4 years. While this certainly will not be a realistic load for some students, those that are able to tackle the increased course load should be incentivized to do so at every opportunity.
- Reduce the average time needed to complete a bachelor's degree from 6 years to 4 years.
- Reduce the average credits accrued at the time of graduation from 130 hours to 120.

## **Recommendations:**

There are a number of strategies that have been employed at colleges around the country, in an attempt to grow degree completion rates, by increasing enrollment intensity. Some of the same strategies recommended by Complete College America and others, have already been adopted by IAIA. This is a great start and demonstrates that the college has already taken the matter of degree completion very seriously. These include:

- Implementing banded tuition - charging the same tuition rate for 12-18 hours of enrollment
- Decreasing the hours required for an undergraduate degree from 130 to 120
- Aligning financial aid policies with the needs of full-time students and continuing to refine those parameters
- Continuing to create a culture where student success is recognized and celebrated

In addition to the steps that the college has already taken, there are three additional fiscal strategies that could be used. They are as follows:

### **Strategy 1:**

***Introduce a tuition waiver in the senior year for any student maintaining satisfactory progress on their degree plan, that is on track to graduate on time.***

There are two models here that are presented for consideration (both models based on AY 16-17 pricing of \$2,350/semester) They use graduating cohorts from 2009-2016 as sample groups for modeling:

<b>Model #1 - granting the final two semesters (senior year) free for satisfactory degree progress</b>										
<b>Graduating class</b>	<b>09SP</b>	<b>10SP</b>	<b>11SP</b>	<b>12SP</b>	<b>13SP</b>	<b>13FA</b>	<b>14SP</b>	<b>15SP</b>	<b>16SP</b>	<b>Avg. Cost</b>
Cost @ 100% achievement	32,900	14,100	23,500	51,700	51,700	23,500	9,400	23,500	42,300	<b>30,289</b>
Cost @ 50% achievement	16,450	7,050	11,750	25,850	25,850	11,750	4,700	11,750	21,150	<b>15,144</b>
Cost @ 30% achievement	9,870	4,230	7,050	15,510	15,510	7,050	2,820	7,050	12,690	<b>9,087</b>

<b>Model #2 - granting the final semester free for satisfactory degree progress</b>										
<b>Graduating class</b>	<b>09SP</b>	<b>10SP</b>	<b>11SP</b>	<b>12SP</b>	<b>13SP</b>	<b>13FA</b>	<b>14SP</b>	<b>15SP</b>	<b>16SP</b>	<b>Avg. Cost</b>
Cost @ 100% achievement	16,450	7,050	11,750	25,850	25,850	11,750	4,700	11,750	21,150	<b>15,144</b>
Cost @ 50% achievement	8,225	3,525	5,875	12,925	12,925	5,875	2,350	5,875	10,575	<b>7,572</b>
Cost @ 30% achievement	4,935	2,115	3,525	7,755	7,755	3,525	1,410	3,525	6,345	<b>4,543</b>

It should be noted that the likelihood of 100% achievement of on-time graduation is extremely small. Therefore, it would be more realistic to assess both models at their 50% achievement number, or below.

In order to be implemented, students would sign an agreement that outlines the provisions of program. Through this agreement, the student would commit to making satisfactory progress toward an on-time bachelor's degree, while the college would commit to a waiver of tuition during the student's senior year, provided the student make satisfactory progress. Academic advisers would need to certify that a student is making satisfactory progress toward on-time degree completion, after reviewing the student's degree plan and the classes the student has completed toward it. Upon the student beginning their senior year, they would present an overall certification notice from the Dean's office, to the student account office. The student account office would then waive the tuition for the period selected (1 semester or 2). Should the student not successfully complete their degree in that final senior year, a decision would need to be made to either charge back the student for the senior year's tuition, or simply restart the tuition billing process, for the student's next semester.

### **Strategy 2:**

#### ***Offer online classes at 75% of the regular tuition price.***

As of the fall 2016 semester, there were only 19 online-only students registered, with a grand total of only 174 students registered for some type of online class. Given the logistic and time constraints that many of IAIA's students are under, as well as finite campus resources, the online area is an ideal venue for expansion and enhancing the student's chances of staying on track with their degree plan.

Given the complexity of current online enrollment data tracking, as well as its unpredictable nature, it is difficult to determine what a 75% discount would translate to in dollars. However, it is reasonable to assume that if the college implemented the program and then assessed the data, after 2, 4, and 6 semesters, the cost would become evident. It should also be noted that the net discount would actually be less than 50%, in reality. This is because online classes do not require many of the resources that on campus classes require, including utilities and wear on classroom facilities.

The scope of online classes should be modified, coincidental with the implementation of the tuition differential, to include essential studies, developmental-ed, and other classes that are part of undergraduate degree programs. This would be a change from the certificate-only model that is currently in use. This modification should be a win/win, as

it will allow students to scoop up classes that they must take at a discount, while also allowing the professors delivering these classes to do so, without having to travel to campus and deliver them in person. Scheduling can be extremely flexible, thereby increasing the chances of high attendance in the classes. It is unlikely that this change would cost more than \$10,000 in its first year. However, with increased opportunities for taking core classes, there should be revenue offsets possible, by capturing students that would have otherwise been part-time. The possibilities are large if the incentive is adequate.

### **Strategy 3:**

#### ***Offer on-campus, developmental-ed classes in the summer at a 50% discount.***

The purpose of this strategy is to engage students quickly and intensely in an immersive experience, allowing for adequate focus on core subjects. The developmental-ed courses could be offered over a truncated semester and because they would be the sole focus of on-campus, summer classes, all students attending would share a common purpose and experience. The reduced tuition rate would serve as the incentive to get the students in the door. The shared synergy between the summer students could serve as a motivator and a bonding experience, increasing the chances of retaining them into the fall and spring semesters.

While the prospect of offering classes at such a deep discount seems like an improbable strategy on the surface, it is important to bear in mind that because these classes do not currently exist, they would be new revenue, irrespective of the amount. Even when accounting for the amounts paid to professors for these classes, they should still be net-positive.

This table presents different revenue models, assuming different rates of enrollment in summer developmental-ed classes, as well as different numbers of adjuncts hired:

<b>Model - Summer developmental-ed classes @ 50% tuition</b>							
<b>Graduating class</b>	<b>Tuition Revenue @ \$98/hr.</b>	<b>2 adjuncts @ \$3,000/ea.</b>	<b>2 adjuncts @ \$3,000/ea.</b>	<b>3 adjuncts @ \$3,000/ea.</b>	<b>4 adjuncts @ \$3,000/ea.</b>	<b>5 adjuncts @ \$3,000/ea.</b>	<b>Net Revenue Range</b>
10 FTE - summer school	11,760	3,000	6,000	9,000	12,000	15,000	\$8,760 to (\$3,240)
20 FTE - summer school	23,520	3,000	6,000	9,000	12,000	15,000	\$20,520 to \$8,520
30 FTE - summer school	35,280	3,000	6,000	9,000	12,000	15,000	\$32,280 to \$20,280

From the table, it becomes clear that economies of scale begin to be achieved as projected enrollment grows, even at the reduced tuition rate.

## **Conclusion:**

It should be noted that the recommendations included in this document are only from one perspective. They are focused primarily on financial incentives that can be used to increase retention and on-time degree completion. The recommendations should be considered as one viewpoint in a much broader conversation that is taking place within committees at IAIA. There are many other enhancements that can be made to the academic programs, the financial aid process, and even student services, in order to achieve the goal of degree completion for our students.

Once the decision has been made to adopt any significant recommendation, it is imperative that there be suitable publicity and a sound marketing effort to introduce the change. It is extremely important that students are made aware of the rationale behind these changes and have their questions answered as thoroughly as possible. It is only through this type of transparency that the motivations driving initiatives will become clear; they are for the benefit of the students and their success....period. It is important to include this emphasis in whatever informational campaign is put forward, both for the administration, as well as the students. The goal must remain constant, unwavering, and free from distraction, if it is to be successful.

Finally, the timing of implementing any strategy is vitally important. What class levels are included in the initial rollout, what semester the rollout commences, and at what point the initiative is assessed for effectiveness, are all important milestones that must be carefully considered. Inclusion in the new program must be weighed against practicality and equitability. It is recommended that the Student Success area and the students themselves have a large voice in how this occurs.

*\*This document is merely a written record of ideas and recommendations, intended for the use of IAIA stakeholders. As such, no citations have been included, with respect to the data that has been included in the document. However, all of the source data is certainly available in its raw form, for review.*

**INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE  
CULTURE AND ARTS DEVELOPMENT**

**RESOLUTION # 2017 - 011**

**February 18, 2017**

**Whereas**, the Finance and Administration Committee of IAIA have reviewed and recommended the adoption of recommendations 2 and 3 of the attached document "Fiscal Strategies to Improve Student Retention and Degree Completion", commencing with the 17-18 academic year and after the establishment of guidelines and agreements for execution; and

**Whereas**, the President of IAIA concurs with the recommendation of the Finance and Administration Committee and recommends adoption of both recommendations 2 and 3 for the purpose of improving retention and graduation rates at the Institute of American Indian Arts;

**Now Therefore Be it resolved**, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development concurs with the recommendation of the President and adopts recommendations 2 and 3 from the attached document "Fiscal Strategies to Improve Student Retention and Degree Completion".

Offered by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Vote:                      Aye \_\_\_\_\_                      Nay \_\_\_\_\_

Attachments:              Yes   **X**                        No \_\_\_\_\_

\_\_\_\_\_

Deborah Goodman, Secretary



To: Dr. Robert Martin, IAIA President  
From: Patsy Phillips, Director  
IAIA Museum of Contemporary Native Arts (MoCNA)  
Date: January 30, 2017  
Subj: Quarterly Board Report from Patsy Phillips

### **Strategic Theme 1: Improve Student Success**

#### **1.1 Increase involvement of all IAIA stakeholders in student success**

Manuela Well-Off-Man, Chief Curator, collaborated with Dr. Lara Evans, IAIA Professor Art History and Museum Studies on IAIA artist in residence exhibition *Now Is the Time: Investigating Native Histories and Visions of the Future*. Among the artists are former IAIA students Dyani White Hawk, Jonathan Thunder, Rory Wakemup, and Jonathan Loretto. The exhibition opened January 27, 2017.

IAIA graduate Danny McCoy opened his solo exhibition *The Ceaseless Quest for Utopia* at MoCNA January 27.

#### **1.5 Develop student leadership skills (Work plan: Identify students for work-study and internships)**

The work in this section empowers students to become leaders by offering leadership programs and learning opportunities and addresses all the goals of this statement.

The Museum hosted five student internships through December 2016 - Collections - Stephanie Stewart and Austin Big Crow; Public Program - Feather Metsch and Curatorial - Tracy Cable and Aurelie Journee. For example, Aurelie Journee, a French PhD student and Tracy Cable, a Certificate Museum Studies Student who graduated in December, assisted Manuela with the *New Impressions: Experiments in Contemporary Native American Printmaking* exhibition. They contributed to the exhibition label texts, researched artist videos and materials for the hands-on printmaking activity – all of these elements enhance the visitor experience at MoCNA.

Two IAIA Museum Studies students are employed in the Collections Department for Spring 2017: Stephanie Stewart and Austin Big Crow. Students are assisting with collection's projects such as pulling works for research visits, helping with photography needs and assisting in day-to-day operations.

The collections department accepted an intern from Bennington College, Vermont from January 4 – February 17, 2017. Lucy Ordaz is a sophomore studying dance, visual arts, international business and law. In addition to working in the collections department, Lucy assisted with the exhibitions.

Led by Mattie Reynolds, Exhibit Coordinator/Preparator, the museum exhibition team worked closely with IAIA students Stephanie Stewart, Austin Big Crow as well as recent graduates Terran Kipp and Danny McCoy to install the new January exhibitions *New Impressions*; *Athena LaTocha: Inside the Forces of Nature*; and *Now is the Time*. They were trained in all aspects of the exhibition's installation including painting, layout, lighting and vinyl text installation.

Manuela met with IAIA graduates Samantha Tracy and Terran Kipp to plan the upcoming BFA show. Samantha and Terran will co-curate this exhibition in collaboration with museum staff. Both will give presentations in IAIA classes to promote the exhibition and recruit student artists. They plan to host gallery talks with participating student artists.

### **Strategic Theme 3: Build College Community**

### **3.3 Implement a faculty and staff professional development plan**

Tatiana Lomahaftewa-Singer, Collections Curator, served on a committee to plan, present and attend the New Mexico Association of Museums (NMAM) conference held at IAIA November 16-18, 2016. Tatiana participates on the IAIA Staff Council and the President's Advisory Council.

John Joe, Collections Registrar, is taking Intermediate Digital Arts at IAIA; co-teaching a special topics course Photographing Art; enrolled in an Intermediate Photography course at SFCC and participates in ongoing studio art critiques.

Manuela gave exhibition previews and gallery tours for faculty, staff and students for the *Rick Bartow* retrospective and other exhibitions.

Manuela, John, and Mattie attended NMAM conference program *Discussing 21st Century Native American Museums*, hosted on IAIA campus.

### **3.4 Bring students, faculty, and staff together in campus-centric activities**

Andrea Hanley, Program and Membership Manager, Sallie Wesaw Sloan, Graphic Designer, Mattie, Manuela, Tatiana and John contribute to the museum's social media postings.

### **3.5 Promote health, wellness, and safety for all members of the campus community**

The two staff who works on campus utilizes the IAIA Fitness center daily - John works out and Tatiana is enrolled in Conditioning I.

## **Strategic Theme 4: Advance Contemporary Native Arts and Culture**

### **4.1 Expand collaboration between the Museum, academic and student support programs**

The work in this section empowers students to become leaders by offering leadership programs and learning opportunities and addresses all the goals of this statement.

Develop Strategic Plan 2020 for the Museum – Patsy Phillips, Director, is overseeing the development of the museum's new Strategic Plan 2020 in collaboration with senior staff and Bill Sayer, IAIA Director of Institutional Research. In addition to museum staff, the planning team will include representative(s) from faculty, students and staff. The IAIA Plan 2020, the leadership statement and leadership goals will serve as the bases for the museum plan.

MoCNA/SKYPE with the Curators organized by Andrea, November 12, featured Chief Curator Manuela and Jordan Schnitzer Museum McCosh Associate Curator Danielle Knapp as they discussed the impact of recently passed artist Rick Bartow (Wiyot tribe of Northern California) on contemporary Native art, and Rick Bartow: *Things You Know But Cannot Explain—A Retrospective Exhibition*.

Managed by Andrea, MoCNA collaborated with the Indigenous Comic Com, on a program called LISTEN, PLAY, LEARN! Indigenous Comic Con Master Workshops at MoCNA Thursday, November 17. The Indigenous Comic Con was the first ever pop culture convention dedicated to exploring and showcasing Indigenous peoples in the worlds of mass media and popular culture. As part of the Indigenous Comic Con, MoCNA hosted a day of Master Class workshops for students and emerging professionals in Santa Fe. Event included over 20 students from IAIA and SIPI and emerging professionals in the field of comic books and game design working with industry professionals. The event featured: Tim Truman, Illustrator on Jonah Hex and Conan and the Creator of Scout; Arigon Starr, Creator of Super Indian and award winning playwright; Mark Truman, CEO of Magpie

Games and successful Kickstarter entrepreneur; Rebecca Naragon, Program Specialist, U.S. Department Interior, Indian Affairs, Office of Indian Energy and Economic Development.

A new program *Coffee + Cup Making + Chief Curator* on December 8, developed and organized by Andrea, offered, conversation, coffee, and the creation of a clay coffee cup. Designed as a program to introduce new Chief Curator Manuela to Santa Fe, staff Ceramist and Graphic Designer Sallie Wesaw Sloan created an informal setting hand-building coffee cups with over 30 participants which were fired and picked up at a later date.

Managed by Andrea, the IAIA BFA Creative Writing Event called, *Chocolates, Roses & Truthful Lies: A Poetry Reading* was held at the museum on February 4. Students: Douglas Bootes, Vivian Carroll (Cherokee Nation), Veronica Clark, Katharina Deiter (Peepeekisis First Nation), Courteney Handy, Paige Hannan, Savannah Junes (San Juan Pueblo), Jamie Natonabah (Navajo Nation). Faculty: Jon Davis, Evelina Zuni Lucero (Isleta/Ohkeh Owingeh Pueblo), Annette Rodriguez, James Thomas Stevens (Akwasasne Mohawk), and Jennifer Shapland.

The public programming series Brown Bag it with MoCNA is a free lunchtime series featuring guest speakers, open dialogue and engaging discussions around contemporary Native art was developed by Andrea. Friday, February 17, artist Emmi Whitehorse (Navajo) will discuss her art practice. See Whitehorse's work in *New Impressions - Experiments in Contemporary Native American Printmaking*.

#### **4.1 Implement Museum Docent and Volunteer programs**

Patsy and Andrea continue to work on the Docent + Volunteer program by participating in meetings, creating and gathering relevant materials including a select bibliography of books on Native American Fine Art and a reading guide for the exhibition Visions and Visionaries. To teach the docents about IAIA, MoCNA and contemporary Native Arts, the following guest speakers have lectured: Patsy, Manuela, Lara Evans; Contemporary Native Artist Panel Discussion and Q + A: Eliza Naranjo Morse, David Gaussoin, and Sallyann Paschall; Contemporary Art and Issues Panel: Laura Harris, Executive Director of Americans for Indian Opportunity, Jessie Ryker-Crawford, IAIA Associate Professor of Museum Studies, and Stephen Wall, IAIA Chair of Indigenous Liberal Studies. Manuela trained docents to give tours in the Visions and Visionaries exhibition. After four months of training, the instruction is complete and docents are currently giving tours and volunteers are assisting in various areas of the museum.

#### **4.3 Advance scholarship and dialogue on indigenous arts and culture**

The work in this section empowers students to become leaders by offering leadership programs and learning opportunities and addresses all the goals of this statement.

Patsy attended a national consortium meeting November 17 and 18 in Washington, DC, managed by Cynthia Chavez of the Smithsonian, National Museum of the American Indian and funded by the Mellon Foundation. The group is examining ways NMAI can coordinate and partner with peer organizations to improve the effectiveness and efficiency of training and professional development in the field as a whole; and to identify associated possible changes to NMAI's own training and professional development offerings.

Association of Tribal Libraries, Archives and Museums (ATALM) - Patsy is a member of a national planning committee for this association and attended a planning meeting in December 2016. The next ATALM conference will be at the Hyatt Regency Tamaya, Santa Ana Pueblo, New Mexico, October 9 – 12, 2017.

"American Indian Art 101," Patsy is working with Dr. Nancy Marie Mithlo, independent scholar, and Dr. Lara Evans to publish a book manuscript by the University of New Mexico Press in concert with the Institute of

American Indian Arts, 2017. The textbook will provide national standards for teaching American Indian art. Project goals aim to position the IAIA collection as central to the development of contemporary Native arts. The publication will forward the indigenous perspective as demonstrated by the IAIA students and faculty in all of their complexity. Patsy is writing a chapter on the ethics of interviewing Native peoples, biography and will focus her chapter on an IAIA alum (TBD).

Organized by the University of New Mexico, Patsy and Andrea are advising and working on Decolonial Gestures | A symposium on Indigenous Performance May 5 – 6<sup>th</sup>, 2017 (Santa Fe and Albuquerque). The symposium will be a two day interdisciplinary gathering on digital art and performance featuring panel discussions, workshops, film screening, and performances. MoCNA will host a reception and one day of workshops.

Manuela reached out to Native art historians and curators, including IAIA faculty members to discuss potential essay themes for the upcoming *Connective Tissue* exhibition catalog. The exhibition will feature artist who have an innovative approach to fiber as an art medium. There hasn't been a major fiber-related exhibition or publication that approaches this art genre in a broader, more experimental and contemporary sense.

The Helen Hardin Media Gallery will showcase *Social Engagement Art Residency Shorts* from February 15 - June 30, 2017. Andrea manages a 10 day Social Engagement Art residency program which offers four Native artists a year an opportunity to create socially engaged art. These shorts are from this residency and will offer glimpses into the art practice of eight of the fifteen who have been involved in this program. James Lujan (Taos Pueblo), Department Chair of Cinematic Arts & Technology at IAIA produced and directed this series. The program also includes, *Knowing You, Santa Fe* a film project by Steven J. Yazzie created during his residency.

Policies & Procedures manual is drafted. Before this manual can be finalized, MoCNA must determine ownership of the Honor's Collection. Local attorney, Arthur Lofton, drafted a Legal Opinion regarding ownership of the collection; however, the attorney was not able to establish ownership. Patsy and Arthur will meet with Dr. Martin to discuss the Legal Opinion. After this issue is settled, MoCNA can finalize the Policy and Procedures manual and pursue accreditation with the American Alliance of Museums.

#### **4.4 Grow the IAIA collection**

Tatiana and John manage the Acquisitions Committee. For this period, the following works were accepted for the permanent collection: Gift of Dr. Michael and Daphna Schmerin (Pending Paperwork); Veloy Vigil, "Shepherd," date-n/a, oil on canvas; Doug Hyde, "Antelope Man," date-n/a, alabaster; Gift of Noelle King (Pending Paperwork); Kathleen Nez, "Subconscious Self Portrait" 2001, hand painted stoneware; Gift of Phillip Barrons (Pending Paperwork); Fritz Scholder, "The Offering," 1957-58; Gift of the Artist, Linda Lomahaftewa; College portfolio from the San Francisco Art Institute containing 52 works on paper, dated between 1965-73; Gift of Dr. Lara Evans (Pending Paperwork); Merritt Johnson, "Condolences (Yoterihwihson / It is Appropriate)," 2016, Hand dyed & woven fiber grenade; Frank T. Dine' Yazhi III (otherwise known as R.I.S.E: Radical Indigenous Survivance & Empowerment), "Indigenous Queer (Pre-Aids) & Indigenous Queer (Pre-1970's)," 2016, Digital photograph on newsprint; Gift of Nancy Mithlo (Pending Paperwork), Dyani Whitehawk, "Sioux Blue," 2011, oil on canvas; Gift of the Artist, Jason Garcia (Pending Paperwork); Jason Garcia, "Feast Day Selfie ed. 2/20," 2016, silkscreen print; and Jason Garcia, "Rain Cloud, ed 8/20," 2016, silkscreen print.

#### **4.5 Engage with indigenous communities world-wide**

The exhibition, *Akunnittinni: A Kinngait Family Portrait*, curated by Andrea is currently in negotiations with two venues to travel the exhibition nationally. The exhibition was on display at the Museum from January to December, 2016.

Manuela is discussing a potential exhibition project with Kóan Jeff Baysa, one of the co-founders of the Honolulu Biennial. The exhibition explores how nuclear testing affected Native Americans in New Mexico, and in comparison, the indigenous peoples of the Marshall Islands (and other Pacific islanders).

#### **4.6 Strengthen the connection between the College, its Museum, and the larger Santa Fe community**

Patsy serves on the advisory board for the New Mexico Actors Lab established by Robert Benedetti, a well-known director/producer. The board members are from the Santa Fe community and advise on topics such as, staffing, ticket prices, policies, publicity, outreach and future aims and possibilities of growth.

In collaboration with Eric Davis, Patsy is managing the museum's participation in a new KVSF Radio Show that highlights local museums. Established by Hutton Broadcasting, the new show launches in February and will be called "Coffee and Culture."

The Museum offers residencies to local artists working in any media. The museum's current resident is David-Alexander Hubbard Sloan (Navajo) who works in the media of painting, printmaking, and jewelry. This residency will run from November, 2016 - March, 2017.

Andrea organized a museum store exhibition called, *Ira Lujan: TAOSOAN GLASS*, featuring glass works for sale by Ira Lujan (Taos/Ohkay Owingeh Pueblo) at the Lloyd Kiva New Gallery which opened January 27 and runs through April 21, 2017. Lujan has studied under Tony Jojola (Isleta Pueblo) and Preston Singletary (Tlingit) at the prestigious Pilchuck Glass School, an international center for glass art education.

Manuela and her husband, IAIA alumnus John Well-Off-Man, participated in Eric Davis' IAIA radio show "Through Our Eyes" and promoted IAIA and MoCNA related events, programs and classes.

**INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE  
CULTURE AND ARTS DEVELOPMENT**

**RESOLUTION # 2017 -004**

**February 17, 2017**

**Whereas**, the Board of Trustees of IAIA approved a policy on naming facilities, spaces, collections, programs and endowments to recognize the importance of strengthening and diversifying its partnerships with individuals and organizations that make significant contributions to IAIA's mission; and

**Whereas**, Charmay Allred has made a generous financial contribution to IAIA in support of the Performing Arts & Fitness Center.

**Whereas**, Ms. Allred continues her support for IAIA; and

**Whereas**, the IAIA President recommends this naming proposal; therefore

**Be it resolved**, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development approves the proposal to name the Theater Green Room: Charmay Allred Green Room.

Offered by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Vote:                      Aye \_\_\_\_\_                      Nay \_\_\_\_\_

Attachments:              Yes \_\_\_\_\_                      No   X   \_\_\_\_\_

\_\_\_\_\_  
Board Secretary, Deborah Goodman

\_\_\_\_\_  
Date

**INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE  
CULTURE AND ARTS DEVELOPMENT**

**RESOLUTION # 2017 - 005**

**February 17, 2017**

**Whereas**, the Board of Trustees of IAIA approved a policy on naming facilities, spaces, collections, programs and endowments to recognize the importance of strengthening and diversifying its partnerships with individuals and organizations that make significant contributions to IAIA's mission; and

**Whereas**, Laurel and Raven Davis-Mayo have made a generous financial contribution to IAIA in support of the Performing Arts & Fitness Center.

**Whereas**, the Davis-Mayo's continue their support for IAIA; and

**Whereas**, the IAIA President recommends this naming proposal; therefore

**Be it resolved**, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development approves the proposal to name the Concessions Stand: In Honor of Laurel & Raven Davis-Mayo.

Offered by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Vote:                      Aye \_\_\_\_\_                      Nay \_\_\_\_\_

Attachments:              Yes \_\_\_\_\_              No   X   \_\_\_\_\_

\_\_\_\_\_  
Board Secretary, Deborah Goodman

\_\_\_\_\_  
Date

**INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE  
CULTURE AND ARTS DEVELOPMENT**

**RESOLUTION # 2017 - 006**

**February 17, 2017**

**Whereas**, the Board of Trustees of IAIA approved a policy on naming facilities, spaces, collections, programs and endowments to recognize the importance of strengthening and diversifying its partnerships with individuals and organizations that make significant contributions to IAIA's mission; and

**Whereas**, Loren and Anne Kieve have made a generous financial contribution to IAIA to support the Performing Arts & Fitness Center and wish to honor the 22 years of service by Trustee Barbara Davis Blum

**Whereas**, The Kieves continue their support for IAIA; and

**Whereas**, the IAIA President recommends this naming proposal; therefore

**Be it resolved**, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development approves the proposal to name the Dance Studio A: Barbara Davis Blum Dance Studio Given by Anne and Loren Kieve and IAIA to honor her 22 years as a Trustee

Offered by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Vote:                      Aye \_\_\_\_\_                      Nay \_\_\_\_\_

Attachments:              Yes \_\_\_\_\_                      No \_\_\_\_\_ X \_\_\_\_\_

\_\_\_\_\_  
Board Secretary, Deborah Goodman

\_\_\_\_\_  
Date

**INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE  
CULTURE AND ARTS DEVELOPMENT**

**RESOLUTION # 2017 - 007**

**February 17, 2017**

**Whereas**, the Board of Trustees of IAIA approved a policy on naming facilities, spaces, collections, programs and endowments to recognize the importance of strengthening and diversifying its partnerships with individuals and organizations that make significant contributions to IAIA's mission; and

**Whereas**, Michael and Beverly Morris have made a generous financial contribution to IAIA in support of the Performing Arts & Fitness Center.

**Whereas**, The Morris' continue their support for IAIA; and

**Whereas**, the IAIA President recommends this naming proposal; therefore

**Be it resolved**, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development approves the proposal to name the Dance Studio B: Michael and Beverly Morris Dance Studio

Offered by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Vote:                      Aye \_\_\_\_\_                      Nay \_\_\_\_\_

Attachments:              Yes \_\_\_\_\_                      No   X   \_\_\_\_\_

\_\_\_\_\_  
Board Secretary, Deborah Goodman

\_\_\_\_\_  
Date

**INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE  
CULTURE AND ARTS DEVELOPMENT**

**RESOLUTION # 2017 - 008**

**February 17, 2017**

**Whereas**, the Board of Trustees of IAIA approved a policy on naming facilities, spaces, collections, programs and endowments to recognize the importance of strengthening and diversifying its partnerships with individuals and organizations that make significant contributions to IAIA's mission; and

**Whereas**, Robert and Barbara have made a generous financial contribution to IAIA to support the Performing Arts & Fitness Center.

**Whereas**, The Ells continue their support for IAIA; and

**Whereas**, the IAIA President recommends this naming proposal; therefore

**Be it resolved**, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development approves the proposal naming the West Entrance Gathering Circle: IAIA Trustee Barbara Ells and Robert Ells celebrate the generosity of the other 2016 Trustees: JoAnn Balzer, Bidtah Becker, Barbara Davis Blum, Cynthia Chavez Lamar, Deborah Goodman, Princess Johnson, Sonya Kelliher-Combs, Loren Kieve, Brenda Kingery, and Kristine Miller.

Offered by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Vote:                      Aye \_\_\_\_\_                      Nay \_\_\_\_\_

Attachments:              Yes \_\_\_\_\_                      No \_\_\_\_\_ X \_\_\_\_\_

\_\_\_\_\_  
Board Secretary, Deborah Goodman

\_\_\_\_\_  
Date

**INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE  
CULTURE AND ARTS DEVELOPMENT**

**RESOLUTION # 2017 - 009**

**February 17, 2017**

**Whereas**, the Board of Trustees of IAIA approved a policy on naming facilities, spaces, collections, programs and endowments to recognize the importance of strengthening and diversifying its partnerships with individuals and organizations that make significant contributions to IAIA's mission; and

**Whereas**, JoAnn and Bob Balzer have made a generous financial contribution to IAIA to support the Performing Arts & Fitness Center.

**Whereas**, the Balzers continue their support for IAIA; and

**Whereas**, the IAIA President recommends this naming proposal; therefore

**Be it resolved**, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development approves the proposal to name the Lobby Corridor Gallery in honor of JoAnn and Bob Balzer.

Offered by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Vote:                      Aye \_\_\_\_\_                      Nay \_\_\_\_\_

Attachments:              Yes \_\_\_\_\_                      No \_\_\_\_\_ X \_\_\_\_\_

\_\_\_\_\_  
Board Secretary, Deborah Goodman

\_\_\_\_\_  
Date

**INSTITUTE OF AMERICAN INDIAN ARTS  
FINANCE COMMITTEE  
MEETING MINUTES  
Thursday, November 10, 2016  
LKN Welcome Center Boardroom**

**Board Members:**

Barbara Ells  
Bidtha Becker  
Brenda Kingery  
Dr. Cynthia Chavez Lamar  
Dr. Deborah Goodman\*  
Dr. Robert Martin  
JoAnn Balzer  
Kristine Miller  
Loren Kieve\*

**Staff:**

Aimee Balthazar  
Dr. Bill Sayre  
Jacque King  
James Mason  
Larry Mirabal  
Todd Spilman

**Guests:**

Chad BrownEagle  
Clarence Hughes  
Joni Pierce

**Not in attendance**

Barbara Davis Blum\*  
Princess Johnson  
Sonya Kelliher-Combs

\*Committee Members

In Barbara Davis Blum's absence, Loren Kieve Chaired the Finance Committee meeting. Mr. Kieve called the Committee meeting to order at 9:07 am (MST).

1. **Presentation**

Joni Pierce and Clarence Hughes, Senior Investment Strategists at Wells Fargo provided a presentation on the Institute of American Indian Arts (IAIA) investment profile.

2. **Report**

The Board of Trustees (BOT) meeting materials included the Finance report, also available on BoardMax.

On October 11, 2016, IAIA received a call from Sara Leoni CEO of Rafter, informing the College that the company was to be liquidated. Colleges participating in the textbook program formed a consortium to research options. IAIA will continue the textbook program with eCampus, another vendor.

3. **Work Plan**

Mr. Mirabal provided the Work Plans for Finance, Human Resource, Facilities, IT, Campus Bookstore and IAIA Museum Store for the BOT materials, also available on BoardMax

4. **Budget to Actual**

Larry Mirabal reviewed IAIA's Financial Statement.

❖ Budget to Actuals:

- As of August 31, 2016, with 11% of the fiscal year completed, IAIA's expenses are tracking 14% under budget.
- The BOT requested a separate line item in the financial statement that shows the total amount of scholarship funds IAIA awards each year.

❖ Statement of Revenue:

- IAIA achieved 111.7% of projected appropriated revenue and 117.1% of non-appropriated revenue.
- Tuition, contributions, and miscellanies income are all tracking above predictions.
- ❖ Schedule of Revenues and Expenditures:
  - The revenues and expenditures are nearly \$700,000 positive compared to this time last fiscal year. While expenses increased to \$156,000, IAIA's revenue also increased to over \$850,000.
  - Revenue for the Museum Store remains slightly positive; however, sales decreased by the same reporting point last fiscal year. With continuity and new initiatives from the staff, the store is expecting to strengthen as we approach the Holidays.
  - The Institutional Advancement revenue increased 22% over last year. The Advancement Department eclipsed the \$867,000 FY16 projected goal. The department expenditures increased slightly leaving a net income of \$167,217.
  - The Schedule of Revenue and Expenditures for the Campus Bookstore reflect a large difference between FY15 and FY16. This difference is due to a partial year payment issued to the textbook program in FY15, and tuition revenue received in FY16.
  - Revenue for Conference Services exceeded revenue expectations in summer bookings. As IAIA continues to add internal programing, available conference dates are limited.
- ❖ The Trustees requested a detailed report on the Academic's expenditures, i.e. faculty salaries, and operating expenses.

## 5. Resolutions

- Dr. Deborah Goodman moved to recommend the following resolution to the BOT during the next general session. Resolution 2016-017 FY16 4<sup>th</sup> Quarter Gift Acceptance: Therefore be it Resolved, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development concurs with the recommendation of the President and accepts said gifts. JoAnn Balzer seconded the motion. There was no further discussion on the subject. Loren Kieve called for a vote: in favor – 8; opposed – 0; abstained – 0. The Finance Committee will present Resolution 2016-008 during the next BOT general session meeting.
- Brenda Kingery moved to recommend the following resolution to the BOT during the next general session. Resolution 2017-001 Tuition and Fees Resolution: Therefore be it Resolved, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development concurs with the recommendation of the President and adopts the attached tuition and fee schedule. Barbara Ells seconded the motion. There was no further discussion on the subject. Loren Kieve called for a vote: in favor – 8; opposed – 0; abstained – 0. The Finance Committee will present Resolution 2017-001 during the next BOT general session meeting.

## 6. Human Resources (HR) Update

- As part of the IAIA Wellness Program, the HR department hosted the following activities:
  - Health Fair Days, June 21, 2016
  - Employee Preventive Health Screening, September 20, 2016
- Positions filled during this reporting period
  - Housing Director
  - Residential Coordinator
  - Art Therapist
  - Museum Store Assistant Manager
  - Visiting Assistant Professor in Performing Arts
- Available positions

- Director of Institutional Advancement
- Assistant Professor Studio Arts in Sculpture

7. Facilities Update

- The groundbreaking ceremony for the new Performing Arts and Fitness Center took place yesterday, November 9, 2016, expected completion January 2018.
- Facilities oversaw the completion of the IAIA Museum sidewalk replacement and repairs project.

8. Museum Shop Update

- The IAIA Museum Store has a full staff.
- The staff is reviewing potential floor space layout and display designs.
- Trustees discussed creating a permanent sign at the Museum devoted to explaining the museum is part of the IAIA.
- IAIA will replace the dark sign on the Museum building with one similar to the metal sign on the Lloyd Kiva New Welcome Center.
- The IAIA Museum Holiday sale event takes place November 25-27, 2016.

Loren Kieve adjourned the meeting at 10:52 am (MST).

**INSTITUTE OF AMERICAN INDIAN ARTS  
INSTITUTIONAL ADVANCEMENT COMMITTEE  
MEETING MINUTES**

**Thursday, November 10, 2016  
LKN Welcome Center Boardroom**

**Board Members:**

Barbara Ells\*  
Bidtah Becker  
Brenda Kingery\*  
Dr. Cynthia Chavez Lamar  
Dr. Deborah Goodman  
Dr. Robert Martin  
JoAnn Balzer\*  
Kristine Miller  
Loren Kieve

**Staff:**

Angela Sedillo  
Alex Shapiro  
Bill Sayre  
Chee Brossy  
Dean Teters  
Eileen Berry  
Gracie Schild  
Jacque King

**Guests:**

Manuel Ramirez

**Not in attendance**

Barbara Davis Blum  
Princess Johnson  
Sonya Kelliher-Combs\*

\*Committee Members

Brenda Kingery, Chair, called the Institutional Advancement Committee meeting to order at 11:33 am (MST).

1. Institutional Advancement Report

The Institutional Advancement report was provided in the Fall 2016 Board of Trustees (BOT) meeting materials, also available on BoardMax.

Alex Shapiro, Director of Institutional Advancement, submitted his resignation, effective November 23, 2016. Eileen Berry, Development Officer, will serve as the Interim Director.

2. Advancement Work Plan

The Board materials included the Institutional Advancement Work Plan, also on BoardMax.

3. Performing Arts & Fitness Center Campaign

The Institute of American Indian Arts (IAIA) secured \$8.5 million from individuals, foundations, the State of New Mexico, and various Federal sources. The Advancement Department seeks to raise the remaining million by launching the public phase, named "Put Your Name on Campus." For a gift of \$750 or more donors can have an engraved message on the granite pavers in the outdoor entry.

4. Scholarship Dinner & Auction

The gross revenue for the 2016 Gala was higher than 2015, however; due to increased event costs, the new net revenue was slightly lower than the previous year.

5. Alumni Relations and Alumni Council

The Alumni Council elected three (3) new Councilors of the seven (7) member Council in August:

- Rose Simpson, class of 2007
- Linley Logan, class of 1985
- Kevin Locke, class of 2013

The Alumni Council requests the Trustees to consider an Alumnus as the next BOT member. The White House appoints IAIA Board of Trustees with no input from the Trustees. The BOT invites an Alumni Council representative to attend the BOT quarterly meetings.

IAIA joined the Strategic National Arts Alumni Project (SNAAP). This project offers IAIA tools to survey alumni and benchmark results with arts alumni from other schools.

6. Institution of American Indian Arts (IAIA) Foundation Update

The Foundation Board of Directors approved a resolution appointing Eileen Berry to serve as Interim Executive Director of the Foundation, effective November 8, 2016

The Foundation Board elected new officers:

- Sherry Kelsey, Chair
- Raven Davis-Mayo, Vice Chair
- Melissa Coleman, Treasurer

New Foundation members:

- Colleen Cayes
- Peter Ives
- Stock Colt

IAIA Board of Trustees, Barbara Ells and Brenda Kingery, attended the Foundation meeting on November 8, 2016. The Board of Trustees invited a representative from the Foundation Board of Directors to attend the Trustees quarterly meetings.

7. Endowment Project

New project included on the Advancement work plan:

- Endowment Project: The goal is to double the Endowment Scholarship Fund, raise \$725,000 in net donations, over five (5) years.

Brenda Kingery adjourned the meeting at 12:25 pm (MST).

**INSTITUTE OF AMERICAN INDIAN ARTS  
ACADEMIC AFFAIRS COMMITTEE  
MEETING MINUTES  
Thursday, November 10, 2016  
LKN Welcome Center Boardroom**

**Board Members:**

Barbara Ells  
Bidtah Becker  
Brenda Kingery\*  
Dr. Cynthia Chavez Lamar\*  
Dr. Deborah Goodman\*  
Dr. Robert Martin  
JoAnn Balzer  
Kristine Miller\*  
Loren Kieve\*  
Sonya Kelliher-Combs\*

**Staff:**

Andrea Hanley  
Char Teters  
Carmen Henan  
Doris Hernandez  
Jacque King  
Lara Evans  
Manuela Well-Off-Man  
Mary Curley  
Patsy Phillips  
Steve Wall  
Tatianna Lomahaftewa Singer  
Valerie Nye

**Guests:**

Chad BrownEagle  
LeRoy Grafe  
Scarlett Cortez

**Not in attendance**

Barbara Davis Blum  
Princess Johnson

\*Committee Members

Dr. Deborah Goodman called the Academic Affairs Committee meeting to order at 1:49 pm (MST).

1. **Presentation**

The Institute of American Indian Arts (IAIA) Assessment Academy Team: Charlene Teters, Academic Dean; Dr. Bill Sayre, Director of Institutional Research; Lara Evans, Museum Studies; Stephen Wall, Indigenous Liberal Studies; and Valerie Nye, Library Director; provided an Assessment of Student Learning Outcome presentation. The Assessment Team provided Summer Internships Student Work Samples in the Board of Trustees (BOT) meeting materials. The Indigenous Assessment process involves faculty and staff from multiple departments.

2. **Academic Division Report**

Three areas Dean Teters highlighted on the Academic report included:

- Academic Strategic Plan – assess the feasibility of adding undergraduate and graduate programs in several fields of study
- Assessment – implement the indigenous assessment model to evaluate student works in all departments
- Persistence and Completion – develop, implement and assess linked courses (i.e. Drawing with English 99) to increase persistence and engagement of student learning.

3. **Enrollment Management Report**

In the absence of Nena Martinez Anaya, Chief Enrollment & Retention Officer, Mary Curley, Admissions & Recruitment Director reviewed the received student application numbers as of November 10, 2016:

**Spring 2017**

Total applications received	102
Incomplete applications	73

Accepted

▪ Freshmen	14
▪ Transfer Students	5

▪ Readmit	4	Accepted	
▪ Certificate	1	▪ Freshmen	19
▪ Non-Degree	1	▪ Transfer Students	5
<b>Fall 2017</b>		▪ Readmit	1
Total applications received	95	▪ Graduates	6
Incomplete applications	63	▪ International	1

The Chief Enrollment/Recruitment Officer, the Admissions Director and the San Juan Community College are developing an articulation agreement for five (5) academic programs.

Spring 2017, IAIA will implement a new Dual Credit Program partnership with Zuni Public Schools, Pojoaque Valley Hill High School District, and the Rio Rancho School District.

#### 4. Student Life (SL) Division Report

Carmen Henan, Dean of Students, introduced Chad BrownEagle, the Associated Student Government (ASG) President and student representative for the BOT Academic Committee, and Dolores “Scarlett” Cortez, Treasurer for ASG. The student representative for the Museum Committee is LeRoy Grafe, ASG Vice President. Mr. Grafe also serves as the American Indian Higher Education Consortium (AIHEC) Student Congress Historian.

In September, IAIA hired Blue Tarpalechee, as the new Housing Director. Mr. Tarpalechee (Class of '12) was a Housing Residential Coordinator since 2014. Natascha Holmes (Class of '99) joined the IAIA Student Life team as an Art Therapist.

Dean Henan discussed the following Work Plan Projects:

- Improve Student Success
  - Digital parent postcards
  - Strengthen the People’s Path alcohol & drug program
  - Train Residential Assistant’s (RA) in Leadership
  - Provide student professional development workshops
- Building College Community
  - Staff professional development
  - SL campus-wide activity per semester
  - Health/wellness event per semester
  - Develop merchandize for SL sponsored events
- Advance Contemporary Native Arts & Culture
  - Organize an annual IAIA students, faculty, staff, and alumni, event with the Museum
  - Develop two (2) Artist roundtable discussion per semester

IAIA was one of eight Tribal Colleges and Universities (TCU) receiving the American Indian Higher Education Consortium’s (AIHEC) Achieving the Dream (ATD): *Native Pathways to Success* grant. . AIHEC in collaboration with ATD will provide resources and tools to TCUs committed to making better use of data to monitor and improve student success at their College.

In preparation for IAIA’s increasing enrollment, the College has explored off-campus housing options. IAIA will sign a Memorandum of Agreement (MOA) with the Glorieta Conference Center to utilize their dorms for student housing overflow. The Facilities Manager and Housing Director plan to discuss a Housing MOU with the Santa Fe University of Art and Design.

Dr. Deborah Goodman adjourned the meeting at 2:44 pm (MST).

**INSTITUTE OF AMERICAN INDIAN ARTS  
MUSEUM COMMITTEE  
MEETING MINUTES  
Thursday, November 10, 2016  
LKN Welcome Center Boardroom**

**Board Members:**

Barbara Ells\*  
Bidtha Becker\*  
Brenda Kingery  
Dr. Cynthia Chavez Lamar  
Dr. Deborah Goodman  
Dr. Robert Martin  
JoAnn Balzer  
Kristine Miller  
Loren Kieve  
Sonya Kelliher-Combs\*

**Staff:**

Andrea Hanley  
Dr. Bill Sayre  
Jacque King  
Manuela Well-Off-Man  
Patsy Phillips  
Tatiana Lomahaftewa-Singer

**Guests:**

LeRoy Grafe

**Not in attendance**

Barbara Davis Blum  
Princess Johnson\*

\*Committee Members

Sonya Kelliher-Combs, Chair, called the Museum Committee meeting to order at 2:44 pm (MST).

1. Museum Report:

- The Fall 2016 Board of Trustees (BOT) meeting materials included the Museum's report, also available on BoardMax. The BOT had no questions regarding the report.

2. Museum Work Plan

- The Museum Work Plan was included in BOT meeting materials, also available on BoardMax.

3. Museum Update

- The Institute of American Indian Arts (IAIA) Museum implemented a Docent, and Volunteer program in which twenty (20) participants signed up for the training. The training program started October 18, 2016. The Volunteers finished their training on November 1, 2016; the Docent training continues until January 31, 2017.
- November 10, 2016, the IAIA Museum presented SKYPE with the Curators. Manuela Well-Off-Man, Chief Curator - IAIA Museum, and Danielle Knapp, McCosh Associate Curator - Jordan Schnitzer Museum, discussed the Rick Bartow exhibition: *Things You Know But Cannot Explain*: a retrospective exhibition on display at the IAIA Museum until December 31, 2016.
- Andrea Hanley, Museum Membership & Programs Manager, submitted a grant proposal to the Future of Children Legacy Fund Program. The Legacy Fund offers grants to nonprofit organizations serving Native American youth leadership and mentorship programs.

- The National Museum of the American Indian (NMAI) has accepted the IAIA Museum of Contemporary Native Arts' first traveling exhibit. The *Akunnittinni: A Kinngait Family Portrait Exhibit* curated by Andrea Hanley will open in New York.
- Dr. Nancy Marie Mithlo, Occidental College Associate Professor of Art History and Visual Arts, and Chair of American Indian Studies at the Autry Museum of the American West will curate a space at the 2017 Venice Biennale. Dr. Mithlo selected five (5) IAIA alumni to participate in the exhibition. The Biennale 57<sup>th</sup> International Art Exhibition will take place Saturday, May 13, through Sunday, November 26, 2017.
- Early in 2017, NMAI will submit a proposal to the Andrew W. Mellon Foundation for the professional development and training of Native peoples to advance in the Museum Studies field.
- Ms. Well-Off-Man discussed the current and upcoming exhibitions at the IAIA Museum.
- The Museum implemented *Guide by Cell*; visitors can call a local phone number from their cell phone and hear information on the museum, exhibitions, and particular works of art.

Ms. Kelliher-Combs adjourned the meeting at 3:07 pm (MST).

To: IAIA Board of Trustees  
From: Robert Martin, President  
Date: January 31, 2017  
Subj: President's Quarterly Report

## **Mission Objective 1: Improve Student Success**

### **1.1 Increase involvement of all IAIA stakeholders in student success**

- IAIA continues to participate in the Higher Learning Commission's (HLC) Persistence and Completion Academy as we continue to work to improve persistence rates of students who require remediation and have the highest drop-out rates. We recently joined the Achieving the Dream – a national organization with a broader focus including the total institution in improving student success.
- The Higher Learning Commission (HLC) and the other regional accreditors, through the Council of Regional Accrediting Commissions (C-RAC), are administering a survey to institutions with completion rates less than 25% or below the average for the appropriate Carnegie Classification, as calculated by the United States Department of Education's Integrated Postsecondary Education Data System (IPEDS). The survey asks for the ways in which the institution is working to improve student success. This is a research project for now, but all indications lead us to believe that in the future we will be held to a specific completion rate standard.

Last year, IAIA's rate was 24% for the Fall 2009 entering class cohort group. Thus HLC included us in the survey, and Dr. Sayre's report includes some of our answers. . We know, however, that the IPEDS methodology is essentially flawed. Their cohorts include only first-time, full-time students while excluding some drop-outs and transfers. Also, students who leave the institution and graduate from another college are excluded. This is challenging for institutions valuing access and addressing the needs of minority students.

As a result, we have developed our own method for calculating completion rates that also includes transfers, readmits, associate degree and certificate programs and those students who leave IAIA and graduate from other colleges. When taking those factors into account, our rate is actually 54%.

- Larry Mirabal, CFO, has developed a proposal to create financial incentives to encourage students to complete their degrees in a timely fashion – four years instead of five or six. The following three initiatives were considered:
  - A senior year tuition waiver for students who maintain satisfactory progress over four years by completing 15 credits per semester
  - 25% discount for online courses
  - 50% discount for summer classes focused on remediation or developmental education courses.

The first two options were approved and we are currently developing implementation plans. The third option, however, was eliminated from consideration at the present time because this year's summer bridge program is already planned to focus on remediation, and tuition is currently grant-supported.

If all students were to take advantage of the tuition waiver for their senior years, the maximum reduction in revenue would be \$35,000. We estimate that approximately 25% of students will be eligible for this option.

- Valerie Nye, IAIA Librarian, arranged during the final exam week in December to have emotional support dogs available to our students in the library.

#### 1.2 Increase enrollment; improve retention and completion

- IAIA Spring 2017 student enrollment is 490 full time equivalent (FTE) and 706 headcount as compared to 415 FTE for the Spring 2016 semester, representing an 18 percent increase in enrollment. The growth is primarily due to increases in dual credit enrollment. IAIA's Fall 2016 enrollment was 473 FTE and 589 headcount.
- Princess Johnson, IAIA Trustee, and I visited Juneau, AK, in November to meet with Dr. Rosita Worl, President of Sealaska Heritage Institute (SHI) and Dr. Richard Caulfield, Chancellor of the University of Alaska Southeast (UAS) to sign a memorandum of agreement to promote Northwest Coast art programs and opportunities for Alaskan students. UAS will develop a certificate and an associate degree program in the arts. IAIA and UAS will enter into an articulation agreement so that UAS students can transfer seamlessly to IAIA to complete a four-year degree. SHI will work with both educational institutions to provide expertise on Northwest Coast art, culture and history and also help raise funds for scholarships. This collaboration should result in more Alaska students attending IAIA.

A meeting was also held with Addison Field, Chief Curator of the Alaska State Museum. They are interested in developing an online Museum Studies certificate program, which we have in place already. It is hoped that IAIA can partner with UAS to offer this program to students in Alaska.

#### 1.3 Increase scholarship funds

- The Spring Semester Scholarship Awards Dinner is scheduled for Thursday, February 16, 2017, in the IAIA Café. Approximately \$573,000 in scholarships will be awarded. Kim Blanchard, a New York City attorney and member of the Board of Trustees for the American Indian College Fund, will be the keynote speaker. Kim funds the faculty-of-the-year award for all tribal colleges and a number of student scholarships.

### 1.5 Develop student leadership skills

The leadership statement approved by the Trustees at the November board meeting has been incorporated into Cabinet member annual work plans with the intent to strengthen and expand leadership capacity among our students.

### **Mission Objective 2: Strengthen Academic Programs**

- The Academic Division has held two meetings to development its first strategic plan, which will be linked to IAIA's mission, core values and the 2020 Strategic Plan. It will provide focus, direction and guidance to ensure our programs remain viable and promote student success. The plan should be completed during this spring semester.
- IAIA's Department of Cinematic Arts and Technology has entered into a year-long consulting contract with Chris Eyre to assist in developing the film program at IAIA. Chris is one of the most experienced, influential and respected voices in Native cinema. He was the director of the film "Smoke Signals" and former Chair of the Film School at the Santa Fe University of Art and Design. With his experience in the film industry and high profile in Indian Country, Chris will provide valuable insight, expertise and professional connections that can help grow IAIA's Cinematic Arts Department.

Chris will work with IAIA and its film program by assisting with marketing, recruitment and outreach, cultivating donors and scholarships, developing program initiatives to create excitement and awareness, and assisting with an advisory board for the program consisting of film industry professionals.

- IAIA will again partner with Marist College in New York to send two of our students to the Marist College Venice Biennale Student Arts Program during the month of May 2017. The Academic Dean and Studio Arts Chair are in the process of selecting the two students who will participate in this remarkable learning experience.

### **Mission Objective 3: Build College Community**

#### 3.6 Implement an internal and external marketing and communications plan

- We are participating in a new radio show on KVSM, Hutton Broadcasting. It will focus on culture and local museums and air on Wednesdays from 11:00 AM to 12:00 PM and is being organized by Shelly Thompson of the New Mexico Department of Cultural Affairs. Our role is to host the show monthly. Other participants are Candace Walsh of the Museum of New Mexico, Stuart Ashman of the Center for Contemporary Arts, and Mara Harris of the O'Keeffe Museum. It will start on February 1 and our first hosted show is scheduled for February 22. We will continue to participate in the current radio show on KSFR; the two will complement each other.

#### 3.7 Build a performing arts and fitness center

- Installation of utilities and pouring of the concrete slab are nearing completion. The building footprint is now visible. The tentative construction completion date is still scheduled for December 2017, and occupancy is tentatively slated for January 2018.

When you have an opportunity, please visit the IAIA website at [www.iaia.edu](http://www.iaia.edu) and on the left-side of the screen below the menu items, under PORTAL, click on **live** to view video streaming of the construction site for the Performing Arts and Fitness Center.

### 3.9 Grow and maximize resources for college programs

- As previously reported, the House and Senate passed their Interior-Environment Bills. The House mark recommends current level funding for IAIA but the Senate mark includes a \$216,000 increase in general operations plus full forward funding. This resulted in a proposed budget for IAIA of \$15,212,000, an increase of \$3,377,000 above the administration's request and \$3,593,000 above last year's enacted level. Congress failed to enact a FY 17 budget in December and passed a continuing resolution until April 28.

The American Indian Higher Education Consortium congressional advocacy week is scheduled for February 6-9 in Washington, D.C. Several Associated Student Government students and I will attend. This year will be more challenging because of the changes occurring and many executive department senior level positions are yet to be filled. In addition, due to the lack of a FY 17 federal budget, it is problematic in determining the budget request for FY 18. As a result, we will assume current level funding for FY 17 and again request a small increase in operational dollars and forward funding.

- The 2017 New Mexico Legislative Session began in January and will last for sixty days. The following are IAIA's funding requests:
  - \$400,000 in Capital Outlay funding to complete Phase II of the Academic Building renovation project. In 2015, IAIA received \$800,000 in Severance Tax Bonds to replace the roof and HVAC system for the 35,000 square foot building. We originally requested \$1.2 million from the state to complete the work, but only received \$800,000 due to declining oil and gas revenues. As a result, we replaced the roof but were able to only replace approximately half of the evaporative coolers with air conditioning units during Phase I of the project. Thus we are requesting \$400,000 to complete the project.
  - The New Mexico Tribal College Consortium also is seeking \$300,000 in recurring funding for the Tribal College High School Student Dual Credit Program. Three of the tribal colleges received \$250,000 in dual credit reimbursement funding in FY16 and will receive an equivalent amount in FY17. The recurring portion of this amount is \$200,000 with \$50,000 added each of the past two years by the Senate Leadership. The

\$250,000 is insufficient to address the increasing high school dual credit enrollments at each of the tribal colleges. For example, the TCU High School Dual Credit reimbursement for the 2015/2016 fall and spring semesters should have been \$352,000, which is \$103,000 more than the appropriation we actually received. Moreover, SIPI is launching their dual credit program, and it will be fully operational next academic year.

- The tribal college consortium again requests support for participation in the New Mexico Lottery Scholarship Program. Students attending tribal colleges are ineligible for the Lottery Scholarship. As a result, American Indian students are deprived of the opportunity to study programs and courses offered close to home and from a unique Native perspective. Both factors are essential in increasing student retention and graduation rates. Tribal colleges are the only public higher education institutions in the state excluded from this program.

It is estimated that given the current enrollment at NM tribal colleges, an additional 230 students would be eligible for the lottery scholarship. The estimated cost of this initiative is roughly \$256,000, which is equivalent to four-tenths of a percent (.004) of the total amount projected to be in the lottery scholarship program, in FY16 (\$61.6M).

- The office of Institutional Advancement continues to engage and cultivate potential donors for the building campaign, which will continue to raise funds for furnishing and equipping the facility.

The Director of Institutional Advancement position has attracted a relatively strong pool of applicants and the selection process should be completed by the end of February.

- Eileen Berry, the Interim Director, is performing admirably and has implemented a number of successful fundraising and capacity building initiatives for the office, the annual gala event and the IAIA Foundation. The Foundation has recently added three new board members: Peter Ives, local attorney and Santa Fe City Councilor, Stock Colt, who was on SWAIA Board for many years, and Colleen Cayes, strategic planning consultant.

### **2016-17 IAIA Institutional Strategic Priorities**

- Sustained enrollment growth through strategic recruitment and retention strategies.
- Increase Scholarship Funding.
- Continued focus on measuring the quality of our academic programs through student learning outcomes assessment and program review, with special emphasis on indigenous methodologies.

- Establish baseline data and goals for retention, persistence and completion rates.
- Define student success and completion rates in our own terms.
- Improve persistence rates of students who require remediation.
- Construction of the new Performing Arts & Fitness Center on the IAIA campus.
- Continued expansion of IAIA's renowned graduate program in creative writing.
- Explore feasibility of establishing additional low-residency graduate programs.
- Continue developing the Performing Arts Program.
- Expand the dual-credit and summer bridge programs.
- Pursue strategies enabling the college to become more efficient and prepared for contingencies that will ensure fiscal sustainability.

To: Dr. Robert Martin, President  
From: Dr. Bill Sayre, Director, Institutional Research  
Date: January 30, 2017  
Subj: Quarterly Board Report

### **Mission Objective 1: Improve Student Success**

#### **1. A. Increase involvement of all IAIA stakeholders in student success**

Project: Creation of annual/semester Fact Book. 30% complete. A substantial amount of information has been collected for the fact book (see discussions below on Achieving the Dream and Program Review and charts and tables at the end of the report). Data from the Enrollment Report and Fact Sheet will also be included.

Project: Prepare the 2017-2018 HLC Assurance Argument. 10%. Substantial work is underway on developing the material that will appear in the Assurance Argument (Program Review, Academic Strategic Planning, and completion data, for example). Writing the Assurance Argument (along with co-author Library Director Valerie Nye) begins this summer. It is due on July 31, 2018. We have been communicating with our HLC staff liaison on requirements, and we've been trained in running focus groups, one way we'll be collecting information for the argument.

#### **1. B. Increase enrollment; improve retention and completion**

Project: Develop new methods of measuring retention and completion. 50%. Last quarter's report reviewed our new definition of completion.

The Higher Learning Commission requested additional information about our efforts to improve completion rates. For full-time students (freshmen and transfers) entering in Fall 2009:

- Native students complete degrees at a lower rate than non-Native students: 47% vs. 75%.
- Younger students (ages less 25 upon admission) complete at lower rates than older students (ages 25 and over): 45% vs. 68%.
- Men complete at lower rates than women: 50% vs. 58%.
- However, there are even larger differences when we look at non-demographic factors. For example, part-time students in their first semester ultimately complete at lower rates than full-time students: 21% vs. 54%. These are mostly students who are enrolled in non-college-credit-bearing Developmental Education courses. Even the students who successfully complete their developmental education courses complete degrees at a lower rate than students who did not need developmental education.

Here is how we responded to the HLC as they consider setting minimum required completion rates for institutions:

*IAIA is a Tribal College, and, as such, we are committed to making access to higher education as straight-forward as possible for Native students. We admit any new freshman with a high school diploma or GED, without a minimum GPA requirement. We are affordable, with tuition rates similar to state-supported institutions, and we offer scholarships to most of our students. We are essentially subsidizing the cost of each student's education because the bulk of our funding comes from direct Congressional allocations and not from tuition. Even more scholarship support is available from Tribal governments and the American Indian College Fund.*

*Students of all abilities are welcome at IAIA. As with any other institution with these types of admission requirements, our retention and completion rates will be lower than more selective institutions. In fact, Tribal Colleges have a lower average retention rate than all other groups of institutions (Associates, Bachelors, Masters, and Doctoral), according to the most current IPEDS data.*

*Within the Tribal College family are institutions that largely serve a single Tribe and institutions that are multi-Tribal. IAIA is one of the latter, and we face further challenges in providing support for students who have come from all parts of the country and from all types of Tribal backgrounds.*

*When it comes to improving retention and completion, IAIA faces a higher mountain to climb than other institutions. We are working diligently to improve those rates, but our students' challenges are greater. Many come ill prepared, and many of those because of difficult socio-economic conditions both on and off the reservation. We are proud of our role in providing higher education to American Indians and Alaska Natives and readily face the inherent challenges. We are appreciative that the Higher Learning Commission recognizes that we are a different type of institution enrolling a different type of student and that standards of measure are going to be different for us from the vast majority of institutions.*

Other: We have joined the Achieving the Dream (ATD) network of institutions, with financial support from AIHEC. This is a group of (largely) community colleges committed to improving completion rates. Dean of Students Carmen Henan, Chief Enrollment and Retention Officer Nena Martinez Anaya, Housing Director Blue Tarpalechee, and I attended a kick-off meeting in Rapid City in December. I prepared a course completion rate analysis at ATD's request (appears at the end of the report) and we are now undertaking a self-assessment developed by ATD to determine where we can make improvements.

The course completion data set has been reviewed by the Persistence and Completion Academy Team, and we are developing plans to improve courses with low completion rates.

1. D. Track student success after college

Project: SNAAP Survey. 35%. The SNAAP Survey (Strategic National Arts Alumni Project) has been completed. This is a survey of alumni from hundreds of arts programs around the country. The data set has been recently received, and an analysis will start in the upcoming quarter.

**Mission Objective 2: Strengthen Academic Programs**

2. A. Develop and promote an indigenous assessment model

Project: Institutional effectiveness plan. No activity on the overall plan this quarter. 25%.

2. C. More fully implement academic program review

Project: Academic Program Review.

Academic Strategic Planning has begun. It is led by Academic Dean Charlene Teters, with assistance from Institutional Research and our external consultant, Dr. Susan Murphy. A final plan, including guidance for moving forward, academic program review results, and a template for new program proposals will be finished by the end of the semester.

Anita Gavin, Assistant IR Director, and I have developed the program review data set for this year. Highlights are included at the end of this report. The planning group is analyzing the data now, and academic departments will be preparing written responses.

**Mission Objective 3: Build College Community**

3. C. Implement a faculty and staff professional development plan

Project: Collect baseline data on faculty and staff development to date. No activity this quarter. 0% complete.

# Data Sets for Achieving the Dream, Academic Strategic Planning, and Academic Program Review

Department	Course	Title	14FA count	14FA rate	15SP count	15SP rate	15FA count	15FA rate	16SP count	16SP rate
<b>ARTH</b>	<b>211</b>	<b>Native American Art History I --Major required</b>	<b>13</b>	<b>69%</b>	<b>18</b>	<b>72%</b>	<b>15</b>	<b>80%</b>	<b>16</b>	<b>63%</b>
ARTH	220	World Cinema I--Major elective	6	83%					14	93%
ARTH	260	American Indians in the Cinema			22	86%	21	81%		
ARTH	312	Contemporary Art			17	94%			15	100%
ARTS	101	Intro to Visual Arts--Gen Ed elective	13	46%	9	100%	17	88%	11	100%
ARTS	301	Writing about Art--Major required	10	80%	10	80%	12	92%	15	87%
ARTS	402	Portfolio--Major required	6	83%	6	100%	6	100%	15	100%
<b>BUSN</b>	<b>220</b>	<b>Marketing--Major required</b>	<b>6</b>	<b>67%</b>	<b>17</b>	<b>41%</b>	<b>4</b>	<b>50%</b>	<b>6</b>	<b>100%</b>
<b>CINE</b>	<b>101</b>	<b>Introduction to Cinematic Arts and Technology--Major required</b>	<b>16</b>	<b>88%</b>	<b>9</b>	<b>67%</b>	<b>16</b>	<b>63%</b>	<b>7</b>	<b>100%</b>
<b>CINE</b>	<b>105</b>	<b>What is a Story?--Major required</b>	<b>9</b>	<b>67%</b>	<b>15</b>	<b>40%</b>	<b>15</b>	<b>73%</b>		
CINE	120	Sound I--Major required	17	71%			13	77%	6	83%
CRWR	261	Grammar and Mechanics I (1)--Major required	2	100%					14	93%
DIGA	101	Introduction to Digital Arts--Major required	10	80%	16	88%	19	68%	15	100%
ENGL	98	Basic English I--Dev Ed	11	91%	13	69%	10	70%	7	100%
ENGL	99	Basic English II--Dev Ed	23	74%	10	100%	29	72%	13	69%
ENGL	100	The Art of Public Speaking--Gen Ed	20	85%	18	94%	17	82%	16	88%
ENGL	101	English Composition I--Gen Ed	34	71%	39	62%	33	73%	27	81%
ENGL	102	English Composition II--Gen Ed	20	75%	34	82%	31	71%	17	82%
FUND	100	Studio Fundamentals (2)--Major required	17	82%	18	89%	21	90%	17	100%
<b>FUND</b>	<b>101</b>	<b>2D Fundamentals--Major required</b>	<b>35</b>	<b>66%</b>	<b>18</b>	<b>67%</b>	<b>24</b>	<b>58%</b>	<b>21</b>	<b>76%</b>
FUND	102	3D Fundamentals--Major required	21	76%	25	92%	26	77%	24	92%
FUND	103	Color Theory and Practice (2)--Major required	19	89%	14	100%	25	92%	20	90%
FUND	111	Drawing I--Major required	25	64%	30	83%	42	83%	21	90%
FUND	212	Drawing II--Major required	12	100%	22	91%	27	96%	17	100%

FUND	221	Figure Drawing--Major required	15	93%	13	100%	13	85%	15	93%
HEAL	138	Conditioning I (1)--Gen Ed elective	19	95%	18	94%	18	89%	15	67%
<b>HEAL</b>	<b>144</b>	<b>Weight Training I (1)--Gen Ed choice</b>	<b>13</b>	<b>85%</b>	<b>15</b>	<b>67%</b>	<b>14</b>	<b>57%</b>	<b>10</b>	<b>70%</b>
HEAL	150	Archery (1)--Gen Ed choice	11	91%	19	84%	12	83%	11	64%
<b>IDST</b>	<b>101</b>	<b>Introduction to Indigenous Studies--Gen Ed</b>	<b>27</b>	<b>67%</b>	<b>29</b>	<b>76%</b>	<b>14</b>	<b>64%</b>	<b>18</b>	<b>44%</b>
IDST	390N	Indigenous Aesthetics--Major elective					15	87%		
LIBS	103	First Year Seminar (2)--Gen Ed	46	80%	22	77%	51	59%	13	77%
LIBS	104	ePortfolio (1)--Gen Ed	13	77%	33	76%	30	93%	24	79%
<b>LIBS</b>	<b>110</b>	<b>Strategies and Skills for Academic Success</b>			<b>8</b>	<b>50%</b>	<b>11</b>	<b>64%</b>	<b>11</b>	<b>100%</b>
MATH	98	Basic Mathematics I--Dev Ed	12	75%	4	100%	12	83%	6	83%
<b>MATH</b>	<b>99</b>	<b>Basic Mathematics II--Dev Ed</b>	<b>16</b>	<b>81%</b>	<b>6</b>	<b>67%</b>	<b>14</b>	<b>57%</b>	<b>11</b>	<b>73%</b>
MATH	102	Geometry: Artist's Perspective--Gen Ed elective	16	75%	11	73%	11	91%	8	75%
MATH	104	Numbers and Society I--Gen Ed elective	11	64%	4	75%	12	75%		
<b>MUSM</b>	<b>110</b>	<b>Introduction to Repatriation--Major required</b>	<b>16</b>	<b>50%</b>	<b>3</b>	<b>33%</b>	<b>8</b>	<b>100%</b>	<b>6</b>	<b>83%</b>
<b>MUSM</b>	<b>120</b>	<b>Introduction to Curation and Research--Major required</b>	<b>13</b>	<b>54%</b>	<b>7</b>	<b>86%</b>	<b>10</b>	<b>80%</b>	<b>14</b>	<b>57%</b>
MUSM	260	Oral Histories Research--Major required	23	74%			7	71%		
PERF	290F	Devised Performance II--Minor elective							14	93%
PTNG	211	Intermediate Painting--Major elective	6	100%			5	100%	14	93%
SSEM	403	Studio Arts Seminar (2)--Major required	9	89%	1	100%	18	100%		
<b>TECH</b>	<b>101</b>	<b>Technology Basics for College--Gen Ed</b>	<b>57</b>	<b>61%</b>	<b>32</b>	<b>75%</b>	<b>50</b>	<b>66%</b>	<b>32</b>	<b>63%</b>
TRDA	101	Traditional Arts and Ecology--Major required	10	90%			15	87%		
Averages			678		605		763		556	

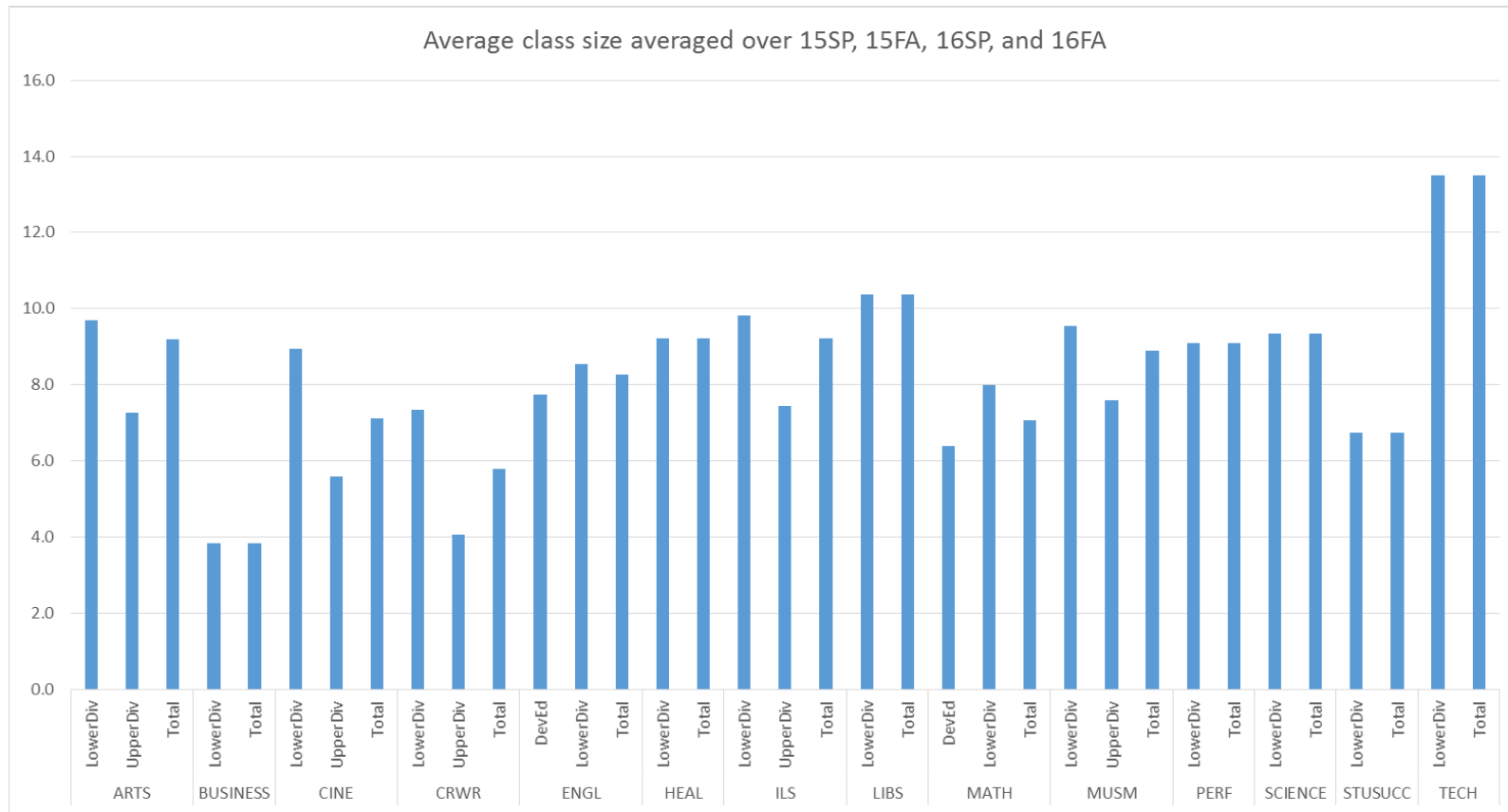
Notes

1. Success rates are the percentage of A, B, C, and P grades relative to all grades given, all sections combined.
2. Red lettering indicates rates less than 70%.
3. Bold indicates a course with two or more semesters of rates less than 70%

**Student Credit Hours (number of students times number of credits they are enrolled in)**

<b>Departments</b>	<b>Level</b>	<b>14SP</b>	<b>14FA</b>	<b>15SP</b>	<b>15FA</b>	<b>16SP</b>	<b>16FA</b>
<b>Business</b>	LowerDiv	316	328	276	264	279	376
<b>Cinematic Arts</b>	LowerDiv	121	222	132	213	153	129
	UpperDiv	165	127	154	171	123	150
<b>Creative Writing</b>	LowerDiv	119	130	54	157	158	226
	UpperDiv	99	59	67	61	48	36
	Grad	336	660	630	645	624	693
<b>Essential Studies</b>	DevEd	123	186	99	195	111	219
	LowerDiv	518	515	653	711	590	809
<b>Health</b>	LowerDiv	73	68	80	90	64	101
<b>Indigenous Liberal Studies</b>	LowerDiv	420	417	497	270	756	435
	UpperDiv	30	81	51	90	33	69
<b>Museum Studies</b>	LowerDiv	356	335	267	372	366	444
	UpperDiv	223	135	215	126	193	158
<b>Performing Arts</b>	LowerDiv	0	0	0	105	139	96
	UpperDiv	0	0	0	0	0	0
<b>Studio Arts</b>	LowerDiv	637	987	844	992	846	1112
	UpperDiv	408	169	271	263	304	356
<b>Total</b>		3944	4419	4290	4725	4787	5409

<b>Majors</b>	<b>14SP</b>	<b>14FA</b>	<b>15SP</b>	<b>15FA</b>	<b>16SP</b>	<b>16FA</b>
<b>Cinematic Arts and Technology</b>	40	46	50	54	33	44
<b>Creative Writing (undergraduate only)</b>	16	12	16	17	21	23
<b>Museum Studies</b>	25	24	19	22	18	18
<b>Indigenous Liberal Studies</b>	22	26	25	25	21	36
<b>Studio Arts</b>	109	125	122	154	140	180
<b>Certificate/Entrepreneurship-Business</b>	5	6	10	9	9	9
<b>Certificate/Museum Studies</b>	6	18	8	9	16	11
<b>Certificate/Native American Art History</b>			1	2	4	3
<b>MFA Creative Writing</b>	28	59	58	61	61	64
<b>New Media Arts (a discontinued major)</b>	16	7	4	1	0	0
<b>Non Degree</b>	169	217	196	184	300	242
<b>No Major Assigned</b>	3				1	
<b>Total</b>	439	540	509	538	624	630

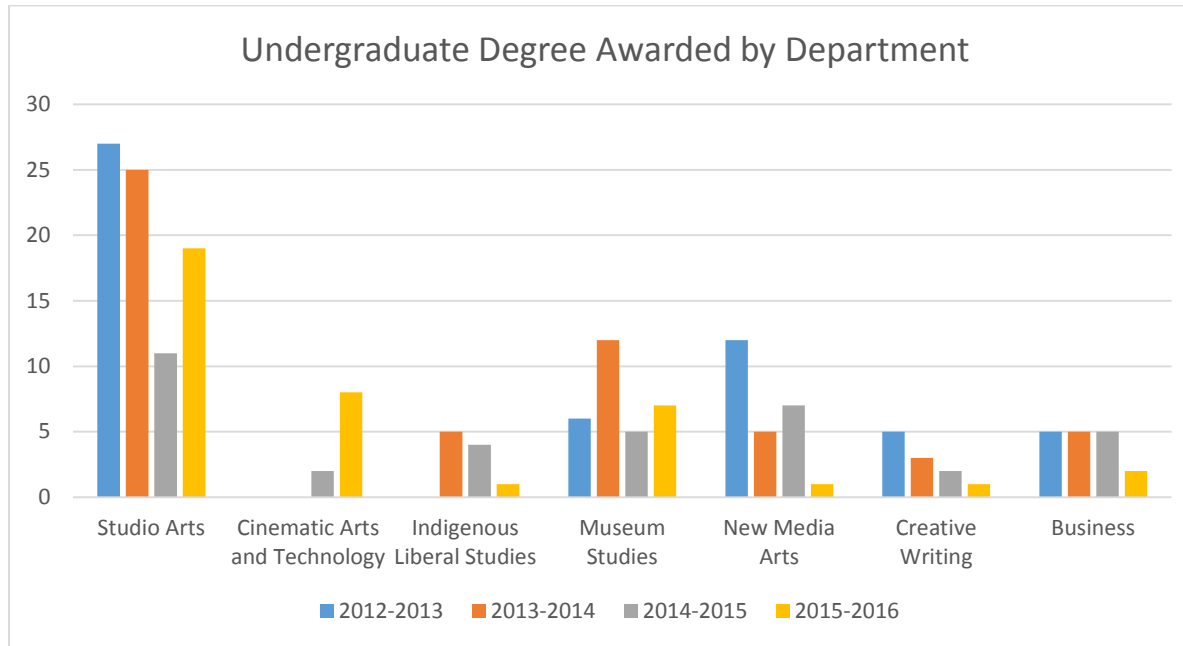


#### Average Class size

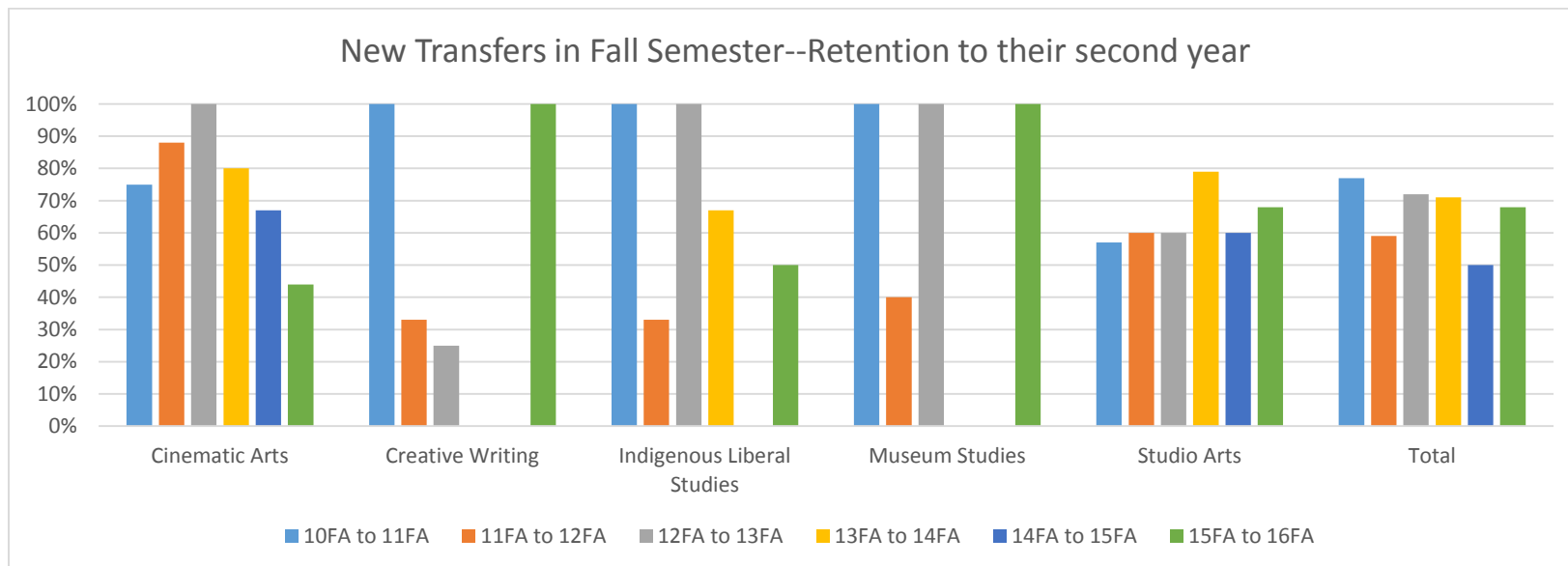
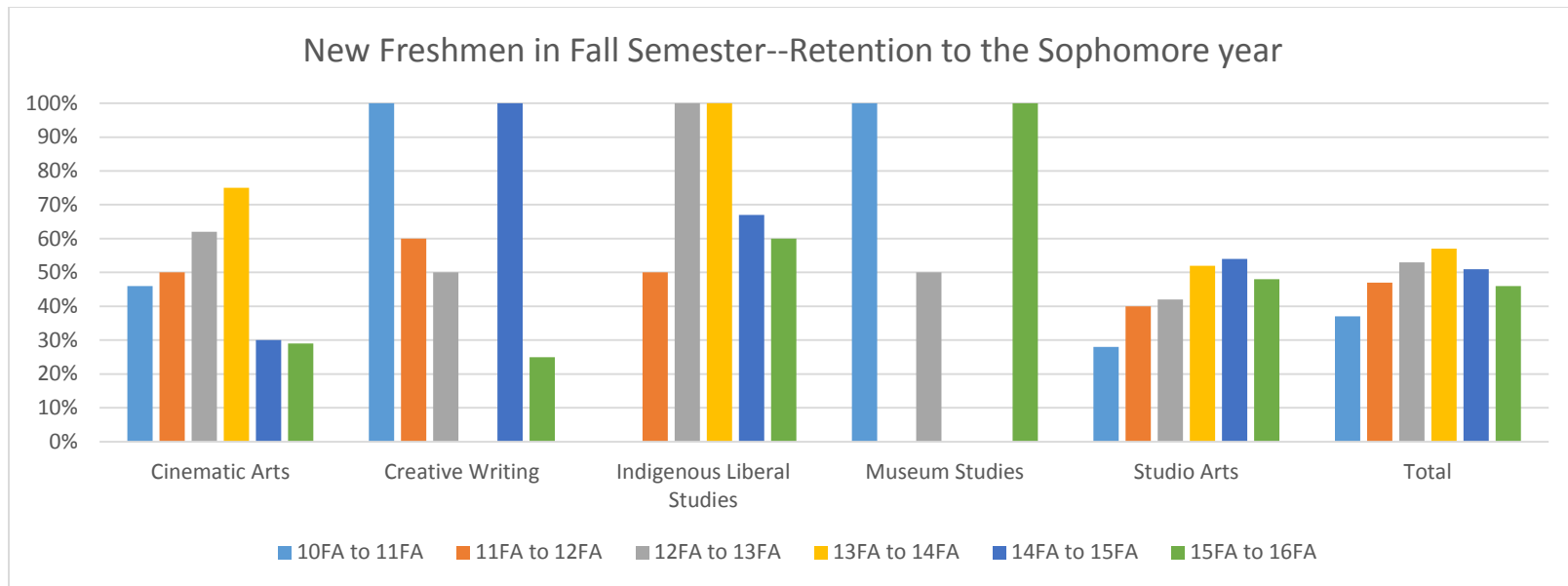
Department	Level	15SP	15FA	16SP	16FA	Total
STUDIO ARTS	LowerDiv	9.7	9.9	8.8	10.4	9.7
	UpperDiv	6.1	7.5	6.6	8.9	7.3
	Total	8.8	9.5	8.4	10.1	9.2
BUSINESS	LowerDiv	4.0	4.3	4.1	3.3	3.8
	Total	4.0	4.3	4.1	3.3	3.8
CINEMATIC ARTS AND TECHNOLOGY	LowerDiv	9.0	9.7	8.0	9.3	9.0
	UpperDiv	7.6	4.3	5.0	6.2	5.6
	Total	8.2	6.6	6.6	7.4	7.1

CREATIVE WRITING	LowerDiv	3.0	5.4	8.4	9.5	7.3
	UpperDiv	5.0	3.8	4.0	3.3	4.1
	Total	4.3	4.6	6.4	7.4	5.8
ENGLISH	DevEd	11.5	6.6	5.3	8.8	7.7
	LowerDiv	9.4	8.9	8.7	7.1	8.6
	Total	9.8	8.0	7.6	7.8	8.3
HEALTH	LowerDiv	8.8	8.9	7.6	11.6	9.2
	Total	8.8	8.9	7.6	11.6	9.2
INDIGENOUS LIBERAL STUDIES	LowerDiv	8.9	12.3	8.2	11.9	9.8
	UpperDiv	5.5	13.0	6.0	6.0	7.4
	Total	8.2	12.6	8.0	9.7	9.2
LIBERAL STUDIES	LowerDiv	10.3	9.4	7.7	13.8	10.4
	Total	10.3	9.4	7.7	13.8	10.4
MATHEMATICS	DevEd	4.0	7.0	7.0	7.0	6.4
	LowerDiv	6.0	7.0	8.0	15.0	8.0
	Total	5.0	7.0	7.3	9.0	7.1
MUSEUM STUDIES	LowerDiv	6.9	10.9	8.9	11.4	9.6
	UpperDiv	8.0	7.3	7.2	8.0	7.6
	Total	7.3	9.9	8.2	10.7	8.9
PERFORMANCE ARTS	LowerDiv	10.0	7.5	10.0	9.5	9.1
	Total	10.0	7.5	10.0	9.5	9.1
SCIENCE	LowerDiv	11.0	10.0	8.0	9.5	9.3
	Total	11.0	10.0	8.0	9.5	9.3
STUDENT SUCCESS	LowerDiv	4.0	8.0	11.0	4.0	6.8
	Total	4.0	8.0	11.0	4.0	6.8
TECHNOLOGY	LowerDiv	15.5	13.2	12.5	13.0	13.5
	Total	15.5	13.2	12.5	13.0	13.5
AVERAGE		8.5	8.6	7.8	9.3	8.5
Notes						
1. Nonzero active classes only						
2. No dual credit						
3. No online classes						
4. No independent study, internships, or projects						
5. No practica, theses, or apprenticeships						
6. No graduate classes						

## Degrees Awarded



<b>Degree Awarded</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
Studio Arts				
AFA Studio Arts	5	1		4
BFA Studio Arts	22	24	11	15
Cinematic Arts and Technology				
AFA Cinematic Arts				2
BFA Cinematic Arts			2	6
Indigenous Liberal Studies				
AA Native American Studies		1	1	
BA Indigenous Liberal Studies		4	3	1
Museum Studies				
AFA Museum Studies		2	1	
BFA Museum Studies	3	8	3	3
Certificate Museum Studies	3	2	1	4
Certificate Native American Art History				
New Media Arts				
AFA New Media Arts	3	1	1	
BFA New Media Arts	9	4	6	1
Creative Writing				
AFA Creative Writing	2			
BFA Creative Writing	3	3	2	1
MFA Creative Writing			15	26
Business				
Certificate Entrepreneurship-Business	5	5	5	2
<b>Total</b>	<b>55</b>	<b>55</b>	<b>51</b>	<b>65</b>



**To:** Dr. Robert Martin  
**From:** Charlene Carr  
**Date:** January 30, 2017  
**Subject:** Quarterly Board Report

**Strategic Theme 1: Improve Student Success**

**1.5 Develop student leadership skills**

*Project Narrative:* IAIA empowers its students to become leaders, and are also reminded to be just as helpful to themselves as they are to others. Previously, the PD developed a Research program to provide IAIA college students with an opportunity to develop leadership skills through agricultural research projects. Food is an essential resource needed to sustain people, unfortunately food production has often damaged the health of the earth, a loss of agricultural practices and/or a general loss of connection to the land has occurred. In an effort to increase student leadership skills and simultaneously increase food sovereignty and sustainability through an environmentally conscious manner, the Director will integrate the Research and EcoAmbassador's program into IAIA academics by developing a LIBS 121 Internship course.

The proposed Program would accomplish this through agriculturally related research opportunities for IAIA students, exposing them to research careers where their liberal arts education can be combined with applied science, broadening their interests in graduate school, and provide a service towards the agricultural needs of the local New Mexico Pueblo and Tribal Communities. The course will allow students to earn college credit for their research and credited towards the Indigenous Liberal Studies degree program. The PD will develop a curriculum for the LIBS 121 course and the course will be offered starting summer 2017. The course will be offered for the fall and spring academic semesters in addition to the summers.

The Director received notification of an intent to award EPA's Tribal EcoAmbassador grant to IAIA in the amount of \$50,000. The EcoAmbassador's award will additionally allow the PD to hire a part time gardener who will manage the greenhouse/garden and assist the PD with mentorship of students during their research projects. The Director is awaiting the award letter from the EPA agency. (Percentage Complete: 40%)

## **Strategic Theme 5: Expand Capacity as a 1994 Land Grant Institution**

### **5.1 Communicate IAIA's role as a Land Grant institution**

*Project Narrative:* The Director oversees the Land Grant Extension and Research programs. The Director provides educational and technical assistance through outreach programs focusing on Land Grant priorities (strengthening: crop production, Native youth programs, small agricultural business, and health and wellness programs) to target audiences (IAIA constituents, New Mexico's 22 tribal communities; farmers/ranchers, and sister land grant institutions) in an effort to increase IAIA's exposure as a 1994 land grant institution.

*Establishment of the Land Grant Advisory Committee* - The Director has completed the Community Advisory Committee structure document and recruited a total of 10 participants who are members from the Ten Southern Pueblos, Eight Northern Pueblos, farmers, ranchers, NMSU Cooperative Extension partners, IAIA staff, faculty and students, and local, state and federal professionals/specialists. The committee will serve to make recommendations regarding the delivery and implementation of educational and technical assistance under outreach, research and teach programs that focus on Land Grant strategic priority areas (crop production, native youth programs, small agricultural business and health and wellness) to promote healthy Native communities. The advisory committee's first meeting will be on February 21, 2016 to review committee responsibilities, complete a strategic planning session identify outcomes for relevant tribal outreach, research and teaching programs. (Percentage Complete: 95%)

*Strategic planning to build relationships between 1994s and 1862s with USDA NIFA cooperating.* The Director previously attended USDA-NIFA strategic planning sessions to develop collaboration opportunities for 1994 and 1862s. The land grant representatives identified action areas to break down barriers among institution to institution relationships, improve multi-state and regional cooperation, and overcoming policy/resource challenges at the state, regional and national levels. The Director is co-chair of action item #4 – to provide land grant university mission training to TCU administration. (Percentage Complete: 50%)

*FALCON Board Member Service* – The Director serves on the First American Land Grant Consortium (FALCON) Board as Secretary. FALCON is a non-profit, professional association, sanctioned by motion of the AIHEC Board of Directors that represents administrators, faculty and staff at 1994 Land-Grant Institutions (TCU's). The FALCON portal shares information, fosters partnerships, promotes professional development and serves for its members.

## 5.2 Promote and support agriculture in New Mexico Native communities

*Project Narrative:* The Director provides outreach under agricultural extension, research and teaching programs to target audiences. Program areas include but are not limited to: small garden and crop production (vegetable and fruit production), greenhouse management, raised bed gardening, agricultural youth programs, access to USDA opportunities and other related areas of interest through the IAIA Land Grant Programs. Efforts will allow farmers and ranchers to gain the skills and knowledge necessary to achieve their agricultural endeavors.

New Mexico State University Cooperative Extension Service (NMSU CES) and the Institute of American Indian Arts (IAIA), in cooperation with USDA NIFA and New Mexico's 18 Pueblos provide the New Mexico Pueblo Beginning Farmer and Rancher Project (NMPBFRP) to develop a practical approach to meeting the individual production, marketing and financing needs of Native American Beginning Farmers and Ranchers (BFR's) of the central New Mexico through this three year project. Delivery of program includes one-on-one technical assistance, educational workshops, conferences and trainings, tours and on-farm demonstrations. These efforts will assist them in developing sustainable management, production practices and marketing strategies on their farms and ranches in an effort to compete and succeed in American agriculture. A total of 112 BFR's have been recruited and are located within the 10 Southern and 8 Northern Pueblos. The first workshop of the program will be held on Feb. 3, 2017 in Acoma Pueblo. (Percentage Complete: 20%)

The Director was awarded the Chamiza Foundation Preservation of Culture grant in August 2016 to serve the Pueblo de Cochiti community members, specifically targeting tribal elders, youth and their families to preserve the Keres language through agricultural education. The Director completed five raised bed garden demonstrations in 2016 and will complete the project in 2017. Educational spring season content will include language activities, spring cleanup and care, warm season planting, and harvesting. (Percentage Complete: 60%)

## 5.3 Provide programming to Native youth

*Project Narrative:* Extension and research programs through IAIA will provide New Mexico's 22 tribal communities and their youth with agricultural programs to increase their critical thinking skills, exposure to agricultural, environmental, natural resources, social sciences, research opportunities in agriculture and access to higher education.

The Director completed the IAIA Student Research Program in November 2016 and will be submitting a USDA NIFA Research RFA for the 2017 fiscal year. The aim of the research program exposed IAIA tribal college students to agricultural research in an effort students will gain research design and methodology skills in addition to leadership skills. A total of eleven students (Travis Miller, Nicole Mitchell, Rebecca Johnson, Anthony Shoulderblade, Alundra Jim, Justina Bruns, Kyle Kootswatewa, Zachariah Castiano, Tyler Puente, Loni Bernally, and Mia Olsen) successfully completed the program from December 2014 through December 2016. Student projects included New Mexico landrace chile peppers, beginning farming experience, juniper and pinon study, chile pepper production study, chile pepper pest control and an IAIA herbarium study. The project allowed students to gain knowledge and experience in research activities while sharing new research findings with the Pueblos and Tribes via research papers and oral presentations. The student lead projects reached a total of 150 people through their public presentations. (Percentage Complete: 100%)

The Director will develop a for-credit research internship course with Dean Charlene Teters which will be provided in the 2017 summer semester at IAIA (see program described in section 5.2). Implementation of this program is on hold awaiting award notification from EPA. The program will allow six IAIA college students to increase their scientific knowledge base in six research projects. The internship will consist of structured research curriculum; student output will include completion of a research paper, poster and oral presentation. The students will inform Tribal communities through various public presentations. (Percentage Complete: 5%)

The Director will continue to seek external resources (USDA grants and partnerships) to build staff capacity and strengthen the Native youth programs.

#### 5.4 Improve and support the health and wellness of New Mexico Native communities

*Project Narrative:* Health and wellness programs are a component of extension programs. The Director in cooperation with tribal communities will identify areas of need and provide tribal communities with technical and educational assistance to increase their health and wellbeing to be thriving community members.

The Director and Fitness Director completed the second annual Food Days at IAIA in October 2016. (Percentage Complete: 100%) The event at IAIA reached 100 campus members in an effort to promote healthy food awareness among IAIA staff, faculty and students through

educational booths and demonstrations. Activities focused on acquisition of food, preparation, culture, health, and sharing. The project team held a debriefing meeting on Nov. 3, 2016; results indicated transitioning to a two day event, educational booths were effective and the team will plan for a third event in February 2017. (Percentage complete: 0%)

The Director will work with community gardeners to utilize the raised beds in the garden in an effort that they will gain skills and knowledge to sustain themselves utilizing small back-yard gardening. The Director will provide gardeners with hands-on instruction to plant and care for the raised bed crops. (Percentage Complete: 40%)

The Director will continue to seek external resources (USDA grants and partnerships) to build staff capacity and strengthen the health and wellness programs.

#### 5.5 Provide training and support for New Mexico Native and Tribally-owned small agricultural businesses

*Project Narrative:* The small agricultural business program is a component of the extension program. The Director provides educational and technical assistance related to strategic planning, program management, and access to USDA resources to tribal producers. This is in an effort to improve their make decision making strategies for their farm/ranch operations and/or tribal agricultural programs.

The Director will collaborate with MoGro, a New Mexico non-profit organization, to expand the previous data collection to identify factors that limit farmer and rancher participation in USDA programs. Previously, the Director completed 35 assessments in 2016 and the team will collect 30 more assessments among New Mexico's tribal producers to developed relevant educational programs to meet their small agricultural business needs. (Percentage Complete: 20%)

The Director will continue to seek external resources (USDA grants and partnerships) to build staff capacity and strengthen the small agricultural business programs.

## **END REPORT**

To: Dr. Robert Martin  
From: Laurie Brayshaw  
Date: Jan 30, 2017  
Subj: Quarterly Board Report

**Strategic Theme I. Improve Student Success**

**B. Increase enrollment; improve retention and completion**

Continuing Education

Project: Establish the Continuing Education Program

Target Area I: Develop Courses Based upon the 2015 Tribal Community Needs Survey & Recruit Instructors

Four new Continuing Education courses have been offered on the IAIA campus:

<b>Continuing Education Course</b>	<b>Date</b>	<b># of Students</b>	<b>CEU's per course</b>
Project Management for Agricultural Programs in Pueblo Communities	9/26/16	3	.6
Problem, Solution, Action- How to Develop an Elevator Speech	10/19/16	7	.6
Communications for Tribal Programs & Other Organizations	11/4/16	6	.6
The Art of Grant Writing	11/14-16/16	3	2

- Recruiting is ongoing for instructors to teach in the following core areas:
  - Workforce Development
  - Leadership Development
  - Life Pathways Development
  - Healthy Eating, Healthy Living
  - Native Youth Pathways Development
  - Cultural Pathways
- IAIA Continuing Education will continue to publicize course offerings to the local Pueblo communities and the greater Santa Fe/Albuquerque areas through emails, the IAIA Newsletter, brochures, and the KSFR radio show. The Spring 2017 catalog is being printed and a link to a pdf of the catalog will be on the Continuing Education webpage. Copies of the catalog will also be given to the local Pueblo communities and Native American groups in Santa Fe, Espanola, and Albuquerque.

### Target Area II: Develop a Web Platform for Course Registration & Webpage for CE

Courses are advertised on the Continuing Education webpage, and the page includes a link to a Wufoo form for course registration and payment. Empower training is ongoing.

- The Empower enhancement for the integration of a Continuing Education Empower-based site is in progress.
- Continuing Education participated in Empower Training on 10/18/2016.

### Target Area III: Develop the College & Career Readiness Program

Partnerships are being renewed and new MOU's will be signed by the Superintendents of Jemez Valley, Pojoaque Valley, and the Bernalillo Public School systems. The middle school program will run from February 2017–June 2017.

- The Year III curriculum has been developed and is ready to be delivered to the Jemez Valley and Pojoaque Valley middle schools.
- Contracted with two Parent Educators - Karen Gomez & Melanie Martinez.
- Contracted with two Experiential Educators to work with students - Corey Herrera & Nicole Lovato.
- An IAIA Student was hired as “Work-Study” and will assist with clerical support.
- Dr. Michael Yellowbird, Professor of Sociology and Director of Tribal and Indigenous Peoples Studies at North Dakota State University will deliver a workshop in Culturally-Responsive Pedagogy Workshops on 3/29/17 for the K-12 educators in the program. IAIA faculty and staff will also be invited to attend.

### Target Area IV: Recruit Instructors & Volunteers

There has been more interest in teaching CE courses from IAIA faculty and staff. Networking with a variety of educators and professionals in northern New Mexico to teach a variety of classes has also taken place.

- Joannie Romero, IAIA Continuing Education Manager will present to the ASG government in January 2017 titled “How to Teach a Continuing Education Course”. The educational opportunity will be beneficial for students building their curriculum vitae.
- Through conferences and networking, four additional instructors have been recruited to teach Continuing Education Courses.
- Lois Ellen Frank of Red Mesa Cuisine has agreed to teach three courses in Native American cuisine.
- Collaboration has resumed with Caroline Trapp and the Physicians Committee for Responsible Medicine (PCRM). IAIA will offer CEU's for several online courses on nutrition.

#### Target Area V: Provide CEU's for Conferences/Symposia/Workshops

Continuing Education has partnered with organizations to issue Continuing Education Units (CEU's) for their conferences.

- The National Indian Education Association (NIEA) finalized the list of the 2016 conference participants, and 38 CEU's were issued.
- Continuing Education partnered with the First Americans Land-grant Consortium (FALCON) to issue 10 CEU's at the annual conference in November 2016.
- A MOU is being developed with Caroline Trapp and PCRM for their Albuquerque conference in May 2017.

#### Target Area VI: Continue to Build & Refresh Partnerships with Tribal Communities & Other Organizations

Through local conferences and collaborative meetings, IAIA Continuing Education continues to build a contact list.

- 56 IAIA Continuing Education courses/workshops will be offered within the local Pueblo communities that specifically target Workforce Development, Leadership Development, & Life Pathways Development.
- IAIA Continuing Education will be signing an MOU for a Spring 2017 Partnership with the Indigenous Language Institute (ILI).
- IAIA Continuing Education will be signing an MOU with Physicians Committee for Responsible Medicine (PCRM) for a Spring 2017 Partnership.
- New MOU's will also be signed for the IAIA College & Career Readiness Program at Bernalillo Public Schools, Jemez Valley Public Schools, & Pojoaque Valley Public Schools.
- We will also revisit the planning and timeline with the NIEA Partnership.
- Joannie Romero, IAIA Continuing Education Manager, presented at the NMPED-Indian Education Tribal Consultation summit which was held in Farmington, New Mexico. Local tribal and state leaders were present and learned about the College & Career Readiness Program as well as the short and long range goals of Continuing Education.

### **E. Develop student leadership skills**

#### Continuing Education

Project: Provide a training class for IAIA students in how to teach a Continuing Education course

The Continuing Education Manager is developing a course with the input of the Associated Student Government. The course will be taught to any interested IAIA students during the current semester.

### **Strategic Theme III: Build College Community**

#### **I. Grow and maximize resources for college programs**

##### Sponsored Programs

Project: Identify potential external funding

A proposal was submitted to AIHEC for the Achieving the Dream initiative. The proposal was **awarded**. AIHEC will provide proven resources and tools, rather than funding. The grant provides two years of assistance which includes one site visit per year and one virtual technical assistance, and they will give us two (2) registrations to the DREAM 2017 and the DREAM 2018 conference and tribal focused pre-conference. The resources and tools are estimated at \$12,000 per year.

Assisted JoAnn Bishop with the writing and submission of a proposal to the DreamStarter Teacher application. The proposal requests \$720 for the Archery Team to practice in an indoor 3D Archery facility in Albuquerque.

Assisted Manuela Well Off Man with a proposal to the Santa Fe Natural Tobacco Company. The proposal requested \$20,850 for a catalog to accompany the "Connective Tissue" exhibit. We were notified that the proposal was **funded**, but we do not know the amount.

Assisted Val Nye with a submission to the New Mexico Library Foundation. The proposal requested \$4,101 to purchase books and equipment that would support the Desert Ecology course. The proposal was **awarded** for \$4,101.

Rudolpho Serna and I wrote and submitted a proposal for \$20,000 to the New Mexico Arts Commission. The proposal requested funding for the MFA programs twice yearly "Readers Gathering".

A proposal was written and submitted to the Kerr Foundation of Oklahoma for \$56,800. The proposal requested funding for the wood flooring in the dance studios of the new Multipurpose Performing Arts and Fitness Center.

A Letter of Interest was submitted to the AICF for a grant due Feb 28, 2017. The grant would allow for landscaping around the new Multipurpose Performing Arts and Fitness Center.

A proposal was submitted to the Institute of Museum and Library Services (IMLS) for \$286,417. The proposal requested funding to digitize the Museum collection and enter all of the associated metadata for each item into CONTENTdm – the online digital asset management system that UNM shares with IAIA.

A proposal for \$250,000 over five years was submitted to AIHEC for to develop and deliver a Records Management Certificate program. The proposal was denied.

I participated in one Student Appeal Hearing for the Student Life Department.

The following reports were completed and submitted:

- Monthly Capital Project Monitoring System Reports for the three open Capital Appropriations from the State of New Mexico.
- The yearly reports for the four open U.S. Department of Education Title III grants were completed and submitted.

### **Strategic Theme 5: Expand Capacity as a 1994 Land Grant Institution**

#### Sponsored Programs

The proposal to the USDA Tribal College Equity grant program was **funded** for \$101,147. The grant will allow for the continuation of the Ethnobotany course.

The proposal to the USDA Tribal College Extension program was **funded** for \$99,000. The grant will allow for the continuation of the delivery of greenhouse and garden outreach programs and workshops to the local Native American communities.

To: Dr. Robert Martin  
From: Eric Davis  
Date: January 30, 2017  
Subj: Quarterly Board Report

**Institutional Priority I.A. - Increase involvement of all IAIA Stakeholders in Student Success**

**Project:** Whenever possible include student representation in both on and off campus event execution and marketing activities. Access student internships with sponsored events.

Have begun the process of integrating student involvement with Spring Music Festival as organizers, crew, and other key roles. Pursuing internships for students with KSFR, KVSF, SFIFF, AHA Festival, Ortega's on the Plaza, AMP concerts, and others.

% completed - 20%

**Other:** Our weekly radio program on KSFR continues to receive good response from the local audience. We have developed regular features with appearances by artists in the IAIA Artists-in-Residence program, and have begun expanding the guest list with a more national focus, including high-profile guests such as Billy Mills, Daystar Rosalie Jones, Ty Defoe, and LaDonna Harris. Beginning in February, we will start a monthly radio program on KVSF-FM, in conjunction with the staff at the Museum, to focus on museum activities and exhibitions.

% completed - 40%

**Institutional Priority I.B. - Increase enrollment**

**Project:** Utilize paid advertising and social media to drive potential students to the redesigned IAIA Web site. Redesign recruitment (Dean Char) ad with new IAIA VIP.

Develop advertising plan and budget in conjunction with Admissions and Recruitment. Target traditional and on-line media outlets relevant to potential students.

The advertising campaign featuring Dean Teters continues to receive great response whenever it is placed, but I feel it is time to find a new personality to feature in the ads. A short list has been developed through conversations with the Communications Committee, the Cabinet, ASG, and others. However, if we institute the “4<sup>th</sup> year no tuition” program, the advertising campaign will be revised to reflect this as the main focus. We continue to increase our exposure on-line utilizing social media (primarily Facebook, and Twitter to a lesser extent, with planned expansion into additional social media platforms in 2017. The current number of “likes” for our main page is over 18,000 with some recent posts reaching over 94,000 people. Engagement with our audience through both the various pages (School, Bookstore, Alumni, Museum, Performing Arts) and event pages and postings continues to increase – indicated by the upswing in attendance at almost all of our events. As we get more data from the site, we’ll be able to better determine the click-through rate from our social media efforts.

% completed – 70%

**Other:** As we have for the past two years, the Marketing and Communications department will create a video featuring students who are current scholarship recipients, to be shown at the Scholarship Dinner. Students, in their own words, will tell of how the scholarships helped them attend IAIA and move towards achieving their life goals. Last year it was warmly received at the event -- and in subsequent showings to a variety of stakeholders. For the upcoming 2017 Scholarship Dinner, we plan to include several alumni who have taken their IAIA scholarships and degrees and began successful careers. The IA department will fly them in for the video shoot, and we plan to set-up presentations and discussions with current students while they are in town.

% completed - 20%

## **Institutional Priority I.E. - Develop Student Leadership Skills**

Encouraging student involvement with Spring Concert event and other activities driven by MarCom department. Delegating key roles to students.

**Project:** Include students in planning and execution of MarCom activities.

Encouraging student involvement with Spring Concert event and other activities driven by MarCom department, with the goal of delegating key roles to students. The Marketing and Communications Department has improved communications with campus groups and individual students through constant visibility on campus, and the promotion of events held by all stakeholders. Additionally, the afore-mentioned radio show on KSFR has featured members of most campus groups, including students. Consistent circulation of our on-campus newsletter has been a great help and well-received by both the IAIA and outside communities. Writers Festival, Food Day, and Open House have been ideal situations to highlight this program. The department will continue to take a more aggressive stance as it relates to Powwow and positioning it as an educational experience. More projects are in the planning stage including a music festival the day after Powwow with heavy involvement of students from all departments to further their leadership skills.

% completed – 20%

**Other:** Continuing to meet faculty and staff (and students) on an ad hoc basis, to discuss their needs from MarCom. Continuing to examine past activities to develop needs list and improvements to existing processes. Created/Updated webpages for numerous groups and departments – and assisted with revising pages for the new website. Expanded presence and developed consistency on Facebook communications.

% completed - 30%

**Other:** As often as work duties allow, the department participates in student activities such as film shoots, exhibition openings, activities, club events, etc. I feel as a member of the President's Cabinet it helps improve the students' perception of accessibility to the administration, and shows an interest in their development.

% completed - 30%

### **Institutional Priority III.F. - Implement an internal and external marketing and communications plan**

**Project:** Develop plan after reviewing previous plans and determining effectiveness. External plan will be in conjunction with Admissions and Museum. Internal plan will revolve around regular email communications, website announcements, and Facebook exposure.

Prioritize Media Outlets and other channels for sharing information with the public -- especially potential students. The 2016 Strategic Marketing Plan will be reviewed and updated for 2017

% completed – 10%

**Other:** Develop Policy and Procedure Manuals.  
Style Guide is complete, and will be reviewed for possible revision this year. Editorial Guide has also been completed and distributed. Plans are to address faculty/staff/student Facebook and other social media behaviors, to compliment guidelines in Handbook.

% completed – 20%

**Other:** Continuing to develop relationships with key external media personnel. Scheduling meetings with key area journalists to discuss IAIA and new strategies for stories and features. Will continue to expand media relationships. The recent City of Santa Fe Arts Commission grant that we received enabled us to expand advertising and marketing

activities on a focused basis (Facebook) outside of the Santa Fe metro. Planning for marketing future museum exhibitions will contain more advertising outside of the Santa Fe/Albuquerque area, (based on new requirements for additional city grant money) which will depend on the specifics of the exhibitions and artists involved. Additionally, I have developed relationships with key Santa Fe Communications and PR personnel and New Mexico Cultural Affairs personnel. The Press Tour that was executed last year through the city's media relations office generated numerous stories from the visit.

% completed - 40%

**Other:** Expand and revise Media Lists. The IAIA Media List has gone from less than 5,000 contacts when I started 2 years ago, to almost 10,000 currently. Our new website has provided additional opportunities for consumers to join our mailing list -- which has generated an additional 1200 names.

% completed – 70%

**Other:** Collecting copies of news stories and other examples of IAIA in various media for archival and other purposes. We have been very successful, compared to previous years, in getting exposure for IAIA in local and national outlets. Our e-mail/press release communication has been very effective, with a 16% increase in our open rate in 2016, bringing us to 23.60%.

% completed - 40%

### **Institutional Priority III.G. - Build a performing arts and fitness center**

**Project:** Demo video developed by architect is now on our website and is being used by the IA department to help with continued fundraising. Groundbreaking Ceremony was well attended and IAIA received exposure on KOAT-TV through anchor Royale Dá, who hosted the event. A live video stream of the building's progress is now available on our website.

Once the building is complete, a variety of new events will be developed and executed to take advantage of the facility. Plans are to involve the neighborhood in other possible uses of building.

% completed - 20%

#### **Institutional Priority IV. F - Strengthen the connection between the College, its Museum, and the larger Santa Fe Community**

**Project:** Consistent communication to public utilizing full name of museum: IAIA Museum of Contemporary Native Arts.

All Museum-developed communications pieces are being reviewed by MarCom department to insure consistent messaging. Both radio shows and appropriate advertising efforts will continue to reinforce connection between school and museum.

% completed - 60%

**Other:** Utilize Event Sponsorship to strengthen the connection to the community. We have continued our promotional partnerships with Santa Fe Bandstand, Santa Fe Independent Film Festival, and the AHA Festival of Progressive Arts, which have added to our local visibility. Will continue to expand the program as the MarCom budget will allow. AMP concerts will be producing a concert at the Railyard on the Friday of Indian Market, at which we will have a large presence.

% completed - 20%

#### **Institutional Priority V.A. - Communicate IAIA's role as a 1994 Land Grant Institution**

Assure Land Grant information on Website is accurate. Expand Land Grant pages to include all activities.

% completed - 40%

**Project:** Develop hand-out in conjunction with Land Grant Department to be utilized at all appropriate events. Develop Feature Stories for media. Press releases as appropriate.

% completed - 20%

**Other:** The Marketing and Communications Department has revised the Boilerplate Copy that is used on all of our press releases to include mention of the Land Grant Programs. We are increasing the department's visibility on the website, and will issue press releases on appropriate activities as the program continues to expand.

% completed - 40%

## Board Report

Jan. 30, 2017

## ASG Report

This past Fall Semester (of 2016) was a great experience, as ASG president, it gave me the chance to build a unified community within our campus. I am confident in ASG, that we can achieve the same goals, and bring in more for our students for their academics. The following is a breakdown on Fall 2016's events, projects, and goals.

### ❖ Past Events

#### ➤ President: Standing Rock

ASG had the opportunity of sending a letter to Standing Rock to represent our stand in solidarity with the protest, which later influence me as an individual to take action. We sent a group of students along with myself to Standing Rock where IAIA students did an art workshop with the youth.

#### ➤ Public Relations: Welcome Back Dance

As President, my focus was to bring the IAIA community together and to do this, the ASG scheduled events that allowed students to interact with each other. The Public Relations Officer, Manuel Ramirez, succeeded this by throwing a Welcome Back Dance, which gave our returning and new students the chance to interact with each other and feel comfortable.

#### ➤ President & Vice President: Open Forum

Along with the ASG Vice President, Leroy Grafe, we hosted a few open-forums, just for students so that they would feel comfortable expressing their opinion. Only a few attended, however, and next time I would like to approach the forums with a different process.

#### ➤ President: ILS proposal

The Indigenous Liberal Studies students proposed to have a room specifically designated for their major, where they would be able to store books and where computers would be provided. ASG voted to support their proposal and a written statement of support was prepared.

➤ Vice President: ASG office

A small initiative of the ASG was to redo our office into a workable, comfortable space that would make us more welcoming to students. This has worked remarkably well and many students are noticing the space for the first time and stopping by.

❖ **Projects**

➤ Vice President: AIHEC Volley Ball

The ASG Vice-President organized a volleyball team for the upcoming AIHEC competition which meets every week and plays at Santa Fe University of Arts and Design (SFUAD). These practices have resulted in students getting significantly better at the sport of volleyball and if the team remains focused we will have a shot at winning the AIHEC volleyball competition.

➤ Secretary: Bus stop

Getting a bus stop for the school campus is something the ASG Secretary, Dolores Cortez, is wanting to accomplish. She is getting a committee started to brainstorm the best ways to go about it and really see what needs off campus students and families with children have for it, especially in rainy or cold weather.

➤ Secretary: Snapchat filter for IAIA

Another thing the ASG Secretary is working on is getting a snapchat filter for the institution. Many students have questioned why other schools have one and IAIA doesn't. Students have stated that getting this small thing will allow them to show more school pride and give the school a larger social media presence.

➤ Treasurer: Recreation Center

The ASG Treasurer, Del Curfman, formed a committee to redesign the Student Recreation Center upon the relocation of the Fitness center on the completion of the new Fitness and Wellness building in 2018. Our goal is to expand the Rec Center and possibly relocate the current ASG office located in the CLE to be included in the plans.

➤ President: Skate park project

During my time at IAIA, I noticed a lot of students who had the common hobby of skateboarding. The students don't have any place to skateboard other than the sidewalks on campus, and the basketball court where they practice on a detached rail. I would like to find a

budget to create a skate park out of the basketball court, since the new building will include a basketball court.

#### ❖ **ASG President End of the Year Report**

With a new leading role as ASG President, I had the intentions of having an eventful semester to help create a comfortable environment for everyone, which I feel the ASG succeeded at. However, did I achieve the goals identified by the ASG? I found attaining student involvement challenging. I am going to use a new approach, by mixing the events and governing. I also would like to say thank you to my team, it took a few bumps to get on the same page, we bonded as friends as well as a team. I learned a few things during our conflicts, and I am more confident in myself for the spring semester, and can't wait to see what the future holds for us.

**INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE  
CULTURE AND ARTS DEVELOPMENT**

**RESOLUTION # 2017 – 010**

**February 17, 2017**

**Whereas**, the President of the Institute of American Indian Arts has reviewed and recommends the acceptance of the gift donations to the IAIA Trust from October 1, 2016 through December 31, 2016, which are listed below:

1st Quarter (October 1 – December 31, 2016)

Gifts of \$ 1,836,143	\$ 319,286	Scholarships & Endowments;
	\$ 10,137	General Donations & Gifts In Kind;
	\$ 1,506,720	Grant Proceeds and Temporarily Restricted Gifts (see attached detail)

**Now Therefore Be it resolved**, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development concurs with the recommendation of the President and accepts said gifts.

Offered by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Vote:                      Aye \_\_\_\_\_                      Nay \_\_\_\_\_

Attachments:              Yes   X                        No \_\_\_\_\_

\_\_\_\_\_

Deborah Goodman, Secretary

**SCHEDULE OF GIFT REVENUE**  
**For the Quarter Ending Dec. 31, 2016**

<b>FISCAL YEAR 2016</b>	<b>IAIA</b>				<b>1st Qtr</b>
<b>Gift/Donor</b>	<b>Fund</b>	<b>Oct-16</b>	<b>Nov-16</b>	<b>Dec-16</b>	<b>Total</b>
Permanent Endowment	1390	\$ 1,245	\$ 404	\$	1,649
Kim Denise Willetto Rstrctd Scholarship	1387	5,000			5,000
IAIA Board of Trustees Endwd Schlrsip	1388		618		618
Emergency Student Fund	3002	307	1,119		1,426
General Scholarships	3101	20,592	123,003		143,595
MFA Scholarship Fund	3155	104,060	22,256		126,316
Allan Houser Scholarship	3156	250	9,492		9,742
Kim Denise Willetto Scholarship	3160	250			250
Jeri Ah-be-hill Scholarship	3162		1,000		1,000
Andrew Krusko, Sr Memorial Scholarship Fund	3011	2,230			2,230
Johnson Scholarship Foundation Entrepreneurship	3134 D		7,250		7,250
IAIA BOT Scholarship Fund	3142		20,211		20,211
<b>TOTAL SCHOLARSHIPS/AWARDS</b>		<b>\$ 133,934</b>	<b>\$ 185,352</b>	<b>\$ -</b>	<b>\$ 319,286</b>
General Donations	5001	\$ 1,794	\$ 1,495	\$ -	\$ 3,289
Museum Membership	5004	4,915	1,933		6,848
<b>TOTAL - UNRESTRICTED</b>		<b>\$ 6,709</b>	<b>\$ 3,428</b>	<b>\$ -</b>	<b>\$ 10,137</b>
USDA Tribal Colleges Endowment Program	4013		9,462	10,538	20,000
Center for Arts & Cultural Studies-Restricted	4100	\$ 414	\$ 165	\$	579
Smithsonian/NMAI Artist Leadership Program	4100/04		3,000		3,000
Eco Ambassador Program 2015-2016	4150/01	2,000			2,000
Full Dome Development Interactive Training	4152	14,769		19,529	34,298
Immersive Laboratory	4155			1,195	1,195
Lannan: New Artist Residency Program	4073	30,000			30,000
Museum Restricted	4200	2,535	500		3,035
NMAI Arts Organization Leadership Program	4253	7,500	1,500		9,000
USDOE Title III - Academics Visiting Faculty Program	4430/05		3,483	6,982	10,465
USDOE Title III - Development Ed Coordinator	4430/12			5,979	5,979
USDOE Title III - Enviromental Health & Safety	4430/07		13,386		13,386
USDOE Title III - Fitness and Wellness Program	4430/11			3,237	3,237
USDOE Title III - IAIA Outreach Program	4430/04		2,189	6,568	8,758
USDOE Title III - Institutional Advancement Alumni	4430/03		2,903	9,395	12,298
USDOE Title III - Technology For Student Success	4430/06			8,844	8,844
USDoE - Title III Institutional Aid	4536			453,725	453,725
NMHED - Academic Building Roof	4539	325,808	347,177		672,985
NMAID - Fitness & Wellness Center IGA#609-15-1163	4540		119,175		119,175
USDA Rural Development Agreement	4839	16,375			16,375
USDA - IAIA Seed Library Yr 1	4925		23,524	11,610	35,134
USDA - Student AG. Research	4926		6,008	7,885	13,892
USDA - Student Research Experience & Visiting	4922		224		224
USDA Edctonl Wrkshps & Summer Youth Camps Yr2	4924/02		15,893	11,240	27,133
Multi-Purpose Building Capital Campaign - Trust	6171	0	2,006		2,006
<b>TOTAL - RESTRICTED</b>		<b>\$ 399,400</b>	<b>\$ 550,594</b>	<b>\$ 556,726</b>	<b>\$ 1,506,720</b>
<b>GAAP BASIS MONTHLY TOTAL</b>		<b>\$ 540,043</b>	<b>\$ 739,374</b>	<b>\$ 556,726</b>	<b>\$ 1,836,143</b>

**INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE  
CULTURE AND ARTS DEVELOPMENT**

**RESOLUTION # 2017 - 011**

**February 18, 2017**

**Whereas**, the Finance and Administration Committee of IAIA have reviewed and recommended the adoption of recommendations 2 and 3 of the attached document "Fiscal Strategies to Improve Student Retention and Degree Completion", commencing with the 17-18 academic year and after the establishment of guidelines and agreements for execution; and

**Whereas**, the President of IAIA concurs with the recommendation of the Finance and Administration Committee and recommends adoption of both recommendations 2 and 3 for the purpose of improving retention and graduation rates at the Institute of American Indian Arts;

**Now Therefore Be it resolved**, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development concurs with the recommendation of the President and adopts recommendations 2 and 3 from the attached document "Fiscal Strategies to Improve Student Retention and Degree Completion".

Offered by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Vote:                      Aye \_\_\_\_\_                      Nay \_\_\_\_\_

Attachments:              Yes   **X**                        No \_\_\_\_\_

\_\_\_\_\_

Deborah Goodman, Secretary



**INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE  
CULTURE AND ARTS DEVELOPMENT**

**RESOLUTION # 2017- 012**

**February 18, 2017**

**Whereas**, the Chief Financial Officer of the Institute of American Indian Arts has reviewed and recommends the acceptance of the audit of Fiscal Year 2016; October 1, 2015 through September 30, 2016.

**Now Therefore Be it resolved**, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development concurs with the recommendation of the Chief Financial Officer and accepts said audit, for Fiscal Year 2016.

Offered by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Vote:                      Aye \_\_\_\_\_                      Nay \_\_\_\_\_

Attachments:              Yes \_\_\_\_\_              No \_\_\_\_\_X\_\_\_\_\_

\_\_\_\_\_  
Deborah Goodman, Secretary