



Institute of American Indian and Alaska Native Culture and Arts Development



Board of Trustees Meeting
May 10, 11, and 12, 2018

Photo: Jason Ordaz

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

BOARD OF TRUSTEES MEETING

MAY 2018

Travel Day: Wednesday, May 9th and Saturday, May 12th (late afternoon) OR Sunday, May 13th

Wednesday, May 9TH, 2018- President's Circle Events

Opening Reception- Allan Houser Sculpture Garden

5:30 PM - 7:00 PM

**Thursday, May 10, 2018
COMMITTEE MEETINGS
LKN Welcome Center Board Room**

President's Circle Events

IAIA Campus Gathering Circle celebration breakfast

9:00 AM - 10:00 AM

Academic Affairs Committee

10:00 AM – 11:00 AM

Dr. Deborah Goodman, Chair – LKN Welcome Center Board Room

- I. Enrollment Management
- II. Student Life Division
- III. Academic Division
- IV. Resolution FY2018-06 -- Performing Arts

IAIA Circles Events

Shuttle Departing IAIA

11:00 AM - 2:00 PM

Studio tours: Teri Greeves, Dennis Esquivel and Keri Ataumbi

Return Shuttle Back to Campus for Board Members

2:10 PM – 2:30 PM

Institutional Advancement Committee

2:30 PM – 3:30 PM

Brenda Kingery, Chair – Location: LKN Welcome Center Board Room

- I. IAIA Planning Study Update – Dini Spheris, Michelle Buchanan
- II. IAIA Foundation
- III. IAIA Alumni Update
- IV. 2018 Gala Planning
- V. Allan Houser Scholarship Reception

Museum Committee**3:30 PM – 4:30 PM****Beverly Morris, Chair, Location: LKN Welcome Center Board Room**

- I. Museum Updates

Friday, May 11, 2018**Final Committee Meeting and General Session****IAIA Board of Trustees Meeting****LKN Welcome Center Board Room****9:00 AM – 3:30 PM****Finance Committee****9:00 AM – 10:30 AM****JoAnn Balzer, Chair – Location: LKN Welcome Center Board Room**

- I. Budget to Actuals – year to date
- II. Resolution FY2018-05 -- 2nd Quarter Gift Acceptance
- III. Museum Shop Updates
- IV. Bookstore Updates
- V. Human Resources
- VI. Facilities

General Session**LKN Welcome Center Board Room****10:30 AM – 3:30 PM**

- I. Call to order – Loren Kieve, Chair
- II. Invocation
- III. Determination of a Quorum
- IV. Approval of Agenda
- V. Approval of minutes
- VI. Investment Update and Discussion on Investment Policy—Kevin Harper, First Citizens
- VII. President's Report
- VIII. ASG President's Report
- IX. IAIA Alumni Council President Report – Heidi Brandow

LUNCH with incoming & outgoing ASG officers and Cabinet – Location: The Hogan	12:00 PM- 1:00 PM
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- X. Academic Affairs – Dr. Deborah Goodman, Chair
 - 1. Resolution FY2018-06 -- Performing Arts
- XI. Institutional Advancement Committee – Brenda Kingery, Chair
- XII. Finance Committee – JoAnn Balzer, Chair
 - 1. Resolution FY2018-05 -- 2nd Quarter Gift Acceptance
- XIII. Museum Committee – Beverly Morris, Chair
- XIV. New Board Business
 - 1. Election of Board officers
- XV. Executive Session (*if necessary*)
- XVI. Adjourn

BFA Closing Exhibition, Private Circle Reception <i>Public Reception 4PM – 6 PM</i> IAIA MoCNA Museum	4:00 PM – 5:00 PM
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Trustees Dinner The Shed 113 E. Palace Ave.	6:30 PM – 8:30 PM
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Saturday, May 12, 2018
COMMENCEMENT CEREMONIES
 IAIA Campus

Breakfast Reception with faculty and graduating students	10:00 AM – 11:00 AM
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Commencement Ceremonies IAIA Dance Circle	11:00 AM – 1:00 PM
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Community lunch IAIA Cafe	1:00 PM – 2:00 PM
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Travel Day- Saturday, May 12th (late afternoon) or Sunday, May 13th, 2018
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IAIA Board of Trustees 2018 - 2019 Schedule of Meetings

August 15, 2018	Wednesday	IAIA Gala	5:30 p.m. – 9:00 p.m.
August 16, 2018	Thursday	Board Retreat/General Session	9:00 a.m. – 4:00 p.m.

**Travel Days: Tuesday, August 14th or Wednesday, August 15th and Friday, August 17th*

Saturday/Sunday, August 18 – 19, 2018 – Indian Market

November 8, 2018	Thursday	Open House	3:00 a.m. – 6:00 p.m.
November 9, 2018	Friday	Committee Meetings	9:00 a.m. – 4:00 p.m.
November 10, 2018	Saturday	General Session	9:00 a.m. – 12:00 p.m.

**Travel Days: Wednesday, November 7th or Thursday, November 8th and Saturday, November 10th (afternoon) or Sunday, November 11th*

Sunday, November 11, 2018 – Veterans Day (IAIA will be closed on Monday, November 12)

February 14, 2019	Thursday	Scholarship Awards Dinner	5:30 p.m. – 7:30 p.m.
February 15, 2019	Friday	Committee Meetings	9:00 a.m. – 4:00 p.m.
February 16, 2019	Saturday	General Session	9:00 a.m. – 12:00 p.m.

**Travel Days: Wednesday, February 13th or Thursday, February 14th and Saturday, February 16th (late afternoon) or Sunday, February 17th*

May 16, 2019	Thursday	Committee Meetings	10:00 a.m. – 4:00 p.m.
May 17, 2019	Friday	Committee Meetings	9:00 a.m. – 10:30 p.m.
May 17, 2019	Friday	General Session	10:30 a.m. – 3:30 p.m.
May 18, 2019	Saturday	Commencement	11:00 a.m. – 1:00 p.m.

**Travel Days: Wednesday, May 15th and Saturday, May 18th (late afternoon) or Sunday, May 19th*

August 14, 2019	Wednesday	IAIA Gala	5:30 p.m. – 9:00 p.m.
August 15, 2019	Thursday	Board Retreat/General Session	9:00 a.m. – 4:00 p.m.

**Travel Days: Tuesday, August 13th or Wednesday, August 14th and Friday, August 16th*

Saturday/Sunday, August 17 – 18, 2019 – Indian Market

November 7, 2019	Thursday	Open House	3:00 p.m. – 6:00 p.m.
November 8, 2019	Friday	Committee Meetings	9:00 a.m. – 4:00 p.m.
November 9, 2019	Saturday	General Session	9:00 a.m. – 12:00 p.m.

**Travel Days: Wednesday, November 6th or Thursday, November 7th and Saturday, November 9th (afternoon) or Sunday, November 10th*

Monday, November 11, 2019 – Veterans Day (IAIA will be closed)

IAIA Board of Trustees Committees and Liaisons

May 2018

Executive Committee Dr. Robert Martin, President Loren Kieve, Chair Brenda Kingery, Vice Chair JoAnn Balzer, Treasurer Debby Goodman, Secretary Andrea Sanders, Member at Large	Academic Affairs Committee Char Teeters, Dean Debby Goodman, Chair Ann Marie Downes Princess Johnson Brenda Kingery Larry Rogers Matt Snipp Littlebear Sanchez, ASG President
Finance Committee Lawrence Mirabal, CFO JoAnn Balzer, Chair Ann Marie Downes Charlie Galbraith Debby Goodman	Institutional Advancement Committee Judith Pepper, Director Brenda Kingery, Chair JoAnn Balzer Barbara Ells Charlie Galbraith Beverly Morris
Museum Committee Patsy Phillips, Director Beverly Morris, Chair Bidtah Becker Barbara Ells Charlie Galbraith Princess Johnson Larry Roberts Andrea Sanders Matt Snipp Littlebear Sanchez, ASG President	Audit Committee Lawrence Mirabal, CFO Bidtah Becker, Chair Barbara Ells Charlie Galbraith
Accreditation Liaisons Bill Sayre, Director, Office of Institutional Research Ann Marie Downes, Chair Debby Goodman Barbara Ells Andrea Sanders Matt Snipp	President Martin's Annual Evaluation Loren Kieve, Board Chair Larry Roberts, Chair Debby Goodman Ann Marie Downes Beverly Morris
Gala Board Liaisons Judith Pepper, Director, Institutional Advancement Chee Brossy, Alumni and Constituent Relations Manager IAIA Alumni Association President JoAnn Balzer Barbara Ells Beverly Morris	Honorary Doctorate Board Representatives Dr. Robert Martin, President Ann Marie Downes Charlie Galbraith Andrea Sanders Foundation Board Liaisons Judith Pepper, Director, Institutional Advancement Barbara Ells Beverly Morris

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

PERFORMING ARTS AND FITNESS PROGRAMS PRESENTATION

**Friday, February 16, 2018
LKN Welcome Center Board Room**

Loren Kieve convened the meeting at 9:00 AM and introduced Raven Davis-Mayo, who is representing the Foundation Board at today's meetings.

Dean Char Teters introduced JoAnn Bishop, Fitness Director, and Drs. Sheila Rocha and Jonah Winn-Lenetsky, Performing Arts faculty.

Ms. Bishop reported on the Fitness Center. There is an almost 50% increase in use compared with January of last year. New classes in basketball and volleyball are being offered. The volleyball class scrimmaged with Santa Fe High School's volleyball team, and she's arranging a basketball scrimmage with Southwestern Indian Polytechnic Institute. The Archery class is very strong this semester, and the instructor really appreciates the new space. The Dance Studio is being used for Yoga, and the class is full. Ms. Bishop thanked Laurie Logan Brayshaw for getting the USDA Rural Development grant funds that purchased the new fitness equipment.

Degree-seeking undergraduates are required to take two credits of fitness classes. There are many students using the fitness center for their own enjoyment as well. A few of the fitness classes are filled with mostly staff.

Dean Char Teters then introduced Dr. Jonah Winn-Lenetsky, the newest Performing Arts faculty member who started in November. His Master's and Ph.D. are from the University of Minnesota. As an actor and director much of his work has focused on the environment. He's been working on the potential curriculum for the new BFA.

Dean Teters introduced Dr. Sheila Rocha, chair of Performing Arts. She was a visiting faculty member last year, but now is on contract. Dr. Rocha spoke about the scholarship awards presentation yesterday evening. Only one participant on stage was an actual performing arts minor; the rest are majoring and minoring in other areas, but they are all very enthusiastic about the prospect of a BFA. The puppet master was particularly pleased with their work.

Thirty six students are currently enrolled in Performing Arts classes. More minors are signing up; there are currently 7. The first student to earn a minor will graduate in May, with two more next fall.

Dr. Winn-Lenetsky is teaching a devised theater class this semester and creating an original performance piece in collaboration with Cinematic Arts on set designs. The performance will focus on threats to the environment and how Native communities are

affected disproportionately. We hope James Luna will participate and perform. The new Black Box is very high tech and an excellent space.

The program could use the baby grand piano that is currently located in the Hogan. There are three spinets on campus as well, and a harpsichord is in the auditorium. But it might cost as much as \$2,500 to tune and move the baby grand and one spinet.

The new BFA will need approval by the Higher Learning Commission after Faculty Council and the Board approves it. That will take 3 to 5 months. That will probably come later in the fall semester.

The students also did a puppet show at the Roundhouse for Native American Day in February.

Board members expressed their appreciation for the performance last night. They mentioned the lights, sound, music, performance, and the focus on eco-activism.

INSTITUTE OF AMERICAN INDIAN ARTS
INSTITUTIONAL ADVANCEMENT COMMITTEE
MEETING MINUTES

Friday, February 16, 2018
LKN Welcome Center Board Room

Board Members:

Loren Kieve
Dr. Robert Martin
Bidtah Becker
Princess Johnson
Ann Marie Downes
Dr. Deborah Goodman
Beverly Morris*
Barbara Ells*
Lawrence Roberts
Tiffany Adams
Brenda Kingery, Committee Chair*
Dr. Matthew Snipp

Staff:

Melissa M. Brown
Judith Pepper
Eileen Berry
Dean Charlene Teters
Dr. Lara Evans
JoAnn Bishop
Dr. Sheila Rocha
Dr. Jonah Winn-Lenetsky
Dr. William Sayre
Blue Tarpalechee
James Lujan

Guests:

Raven Davis-Mayo

Not in attendance:

Charles Galbraith*
Andrea Sanders
JoAnn Balzer*

*Committee Members

Brenda Kingery, Chair, called the meeting to order at 09:30 AM.

I. Student Film Presentation

Judith Pepper introduced James Lujan, Chair of Cinematic Arts and Technology. He spoke about several recent activities. The Hostiles screening, which our consultant, Chris Eyre, organized was very well attended. There was a special IAIA panel at the Santa Fe Film Festival which was well attended, and three students showed their films. It discussed the future of Native film and how IAIA fits with that. Mr. Lujan is serving as an external reviewer of UNM's film program. Our program compares well with theirs. Most of their faculty are in Media Arts and Critical Studies; only one faculty member is on the production side, and students are frustrated with the reliance on adjunct faculty for their production courses. IAIA has a solid, well-rounded program.

Mr. Lujan reported that he's been in conversations with Drs. Rocha and Winn-Lenetsky from Performing Arts and how their two programs can support each other. And now

that the Performing Arts and Fitness Center is complete, he'd like to see if a sound stage can be constructed for Cinematic Arts.

Mr. Lujan then showed a 3-minute film highlighting award-winning student work from the last few years.

There has been \$500,000 of improvements to the Digital Dome, through a grant from the US Department of Defense. There are new high definition 4K projectors and an improved 5.1 Dolby sound system. We are the only art school in the country with a full articulating Digital Dome.

Thanks to the grant, two new RED cameras and lenses were purchased for film-making. These are the cameras that Hollywood uses to shoot films like Guardians of the Galaxy.

Cinematic Arts is also interested in introducing a minor in computer programming for the arts. The previous DOD grant from a couple of years ago supported curriculum development.

The department is also organizing and archiving all student work on our servers. The end goal is a publically available archive of award-winning films on the school's YouTube page as well. The institute shares the rights for the films with the students. They can put them onto a streaming service, but we have the right to screen the films to promote the program.

The Council on International Relations brought five indigenous Russians to campus last month. They were very impressed with our Cinematic Arts program, and they have invited Mr. Lujan to come to Russia for some teaching in Karelia. There might be some opportunities for students, too.

Mr. Lujan ended his presentation by thanking Ms. Pepper for organizing the Hostiles screening at short notice. It was very successful and provided the program with a lot of publicity.

II. IAIA Alumni

The Alumni Council is developing an Alumni Association. They've voted that the definition of an alumnus is someone who has graduated, not just attended. There won't be membership dues. The plan is to build it first, build cohesiveness, and then focus on fund raising.

A discussion ensued about limiting membership to graduates only. There are trade-offs and different schools can handle it differently. Are there illustrious "alumni" who are not actually graduates? From a fund-raising perspective, it's best to have as large a pool as possible. Perhaps there can be levels of membership, with non-graduates as associates.

Ms. Pepper reported on a \$150,000 bequest from the Neal Family Trust of California. IAIA is one of the seven beneficiaries. We had no contact with them before receiving this gift. There may be some costs related to closing out the estate, but they will be minor. She will try to find out what their interest in IAIA was.

III. Capital Campaign Planning Study

The committee held a conference call with Michelle Buchanan, Holly Lang, and Jessica Dominguez of Dini Spheris, consultants in Houston who are assisting with capital campaign planning. Dini Spheris was chosen by the Foundation Board Executive Committee to provide us with help in getting the capital campaign under way. Ms. Pepper provided a handout to the Board describing the process in more detail:

Service Overview and Timeline

- Measure IAIA's current standing in the philanthropic community
- Engage and assess interest of prominent prospects and potential campaign leaders
- Refine and confirm the case for support, philanthropic opportunities, and costs
- Determine the level of potential financial support for the campaign
- Identify new prospects (regional and national) and outline cultivation and solicitation strategies for lead gifts
- Identify and address potential roadblocks to success
- Determine staffing and other fundraising infrastructure needs

Philanthropic Opportunities

- Improve student success, to include a scholarship endowment, gap scholarships, and student assistance for recruitment and retention. \$2.8M to \$6.45M.
- Strengthen academic success, to include Trustees' endowed professorships, priority program expansion, such as a BFA in Performing Arts, a low-residency MFA in Studio Arts and other programs. \$4M.
- Additional academic and housing space. \$3M.
- Build college community, to include facilities stewardship. \$1M.
- Administrative and fundraising costs. \$0.3M.

Over the next five months, our consultants will hold personal conversations throughout the country with approximately 50 individuals, foundations, and corporations, both existing and prospective donors. They will discuss where people are in their thinking about IAIA and their potential interest in financial support and serving as volunteer leadership for the campaign. Dini Spheris will also prepare a prospect list and develop an official planning committee.

The Philanthropic Opportunities and the amounts associated with them will be shared in the interviews to see what the interviewees think and how they react. The total is between \$11M and \$14.75M. This list was developed by President Martin, Cabinet, and with suggestions from the Foundation Board. At this stage this is not a solicitation document or the case for support and is not set in stone. Rather it is a guiding

document with an outline of what we might want to seek. Dini Spheris will provide recommendations on specifics after the five month study is over for final approval by Dr. Martin and the Board of Trustees.

There was discussion about the third priority in the philanthropic opportunities document, regarding additional academic and housing space. Ms. Buchanan pointed out that the \$3M target for new construction doesn't represent the entire anticipated cost. Dr. Martin commented that if we look at another multi-purpose building that includes housing and academic programming we can pursue state and federal funding. Governmental funds can't be used for stand-alone gymnasiums or dormitories. In addition, a multi-purpose building would allow for more faculty, staff, and residential student interaction and less separation.

Funding for endowed professorships would allow us to recruit visiting or limited-term faculty who might not otherwise come to the institution. We have a ranked salary structure for faculty which we don't want to deviate from. But an endowed professorship wouldn't necessarily follow that structure.

Funding for an MFA in Studio Arts would allow us to grow our strengths. Several alumni and friends of the Institute have asked if we will develop one. A feasibility study is underway this semester. We will still need input from the Dean, Associate Dean, and faculty on just how we'll go forward.

Ms. Buchanan then discussed another part of the handout, which outlines gift levels and the number of gifts necessary to reach \$14.75M. We'll be wanting to talk with people and companies that can make these gifts and with people who can provide us with the connections to reach potential donors.

Board members were asked to review, over the next week or so, the initial prospect list that Ms. Pepper has and then share the names of anyone they think should be included. In addition, if they think that someone who is included in the list isn't quite the right choice to let them know. The Kellogg Foundation was mentioned as a group that should be added.

Dini Spheris does not have a Native American liaison who works with Tribal governments and communities, but they do have substantial experience assisting Tribes in Oklahoma and Oregon with fund raising. And before they approach a Tribe, they will discuss any details with Ms. Pepper that they should know about.

Ms. Pepper reiterated that these will not be "ask" conversations. Rather, Dini Spheris will go in and talk about IAIA and what is going on here with respect to student accomplishments, retention, the need for growth, and supporting just one student can support an entire community. Ultimately, their report will provide the Institute with a structure plan for solicitations and a recommendation on the total amount.

The Board discussed their interest in having more involvement in the planning process and including Dr. Deborah Goodman and Brenda Kingery, in particular, in the planning study. Mr. Davis-Mayo commented that the Foundation Board would like to provide more input and information to the Board of Trustees.

Ms. Pepper discussed an interesting opportunity that Dr. Lara Evans has developed. Sunrise Springs Resort and Spa is going to support three artists-in-residence this summer. They will be providing housing, travel, and studio space. We'll provide them with the same studio space we always have on campus as well. There won't be any geographic restrictions on where we recruit these artists. The Margaret A. Cargill Philanthropies supports artists from specific regions, and Sunrise Springs will support Native artists from anywhere in the country. Our first on-campus artist will be Meghann O'Brien, a Chilkat weaver, arriving in early May.

Valorie Walters, Executive Director of the Chickasaw Cultural Center, visited campus recently. She introduced us to Ryan Espen, vice president of Themed Entertainment Association. They represent the industry that builds museums, zoos, entertainment parks and similar facilities. They are very interested in our graduates, and will be holding a conference in Santa Fe in October. Students will be invited to attend and learn about employment opportunities.

IV. 2018 Gala Planning

An alumna, for the first time, will serve as a co-chair of the gala: Kari Ataumbi. Colleen Cayes will continue and will mentor Ms. Ataumbi. We hope to establish this pattern each year, with one co-chair having some experience and the other being new to the event.

The Art Auction Committee also has alumni representation. Ms. Ataumbi and Lorraine Gala Lewis will participate. Ms. Lewis is from Taos and Nambe and has an excellent network of artists. There will be a new category for just student artists this year, with the students present at the Gala. We'll also have an Alumni category, too. The Gala will take place on Wednesday, August 15, at the La Fonda. Princess Johnson will do the paddle call again this year as well.

V. IAIA Foundation

Mr. Davis-Mayo reported that the Foundation Board is re-writing the by-laws. The current ones are for another type of an organization than we are.

New members are bringing in some good energy. Monte Yellow Bird has talked about how IAIA has gone through several eras, often relating back to the different campuses the Institute has inhabited. Monte suggested we somehow create links to those different periods for current students to experience.

Bidtah Becker recalled that a few years ago, Tony Abeyta and some colleagues came to the Board to talk about the Paolo Soleri Amphitheater at the Santa Fe Indian School and whether there was an opportunity to build something similar at IAIA. But the planning costs were going to be at least \$100,000 and we couldn't afford it. The Rancho Viejo community might also object to having a large performance space here. It has deteriorated since it was closed in 2010. IAIA did offer to salvage some of it, but the school wasn't interested.

Ms. Kingery adjourned the meeting at 10:51. She thanked everyone for a great discussion.

INSTITUTE OF AMERICAN INDIAN ARTS

ACADEMIC AFFAIRS COMMITTEE MEETING MINUTES

**Friday, February 16, 2018
LKN Welcome Center Board Room**

Board Members:

Loren Kieve
Dr. Robert Martin
Bidtah Becker
Princess Johnson*
Ann Marie Downes*
Dr. Deborah Goodman, Chair*
Beverly Morris
Barbara Ells
Lawrence Roberts*
Tiffany Adams*
Brenda Kingery*
Dr. Matthew Snipp*

Staff:

Melissa M. Brown
Dr. William Sayre
Dean Charlene Teters
Dr. Lara Evans
Dean Carmen Henan
Mary Silentwalker
Elizabeth Stahmer (ASG)
Blue Tarpalechee

Guests:

Raven Davis-Mayo

Not in attendance:

Charles Galbraith
Andrea Sanders
JoAnn Balzer

*Committee Members

Dr. Deborah Goodman, Chair, called the committee to order at 10:55 AM. She commented on the fact that the Institute is accomplishing so much, such as assessment, the HLC assurance argument, and program review. There was also a discussion of Cinematic Arts and Performing Arts in the Institutional Advancement committee earlier.

I. Academic Division

Dr. Goodman introduced Dean Charlene Teters for her report. She reported on a new student leadership development initiative she's developing with Tiffany Adams called the Shero Project. It will be presented in March, which is Women's History Month. The campus will be asked to nominate their Sheros, with a plan of making posters and hanging them all over campus. Suzan Harjo would be an excellent example.

Ms. Adams reported on another project in collaboration with Dean Teters. They are planning a women's leadership symposium where women can come together, share ideas, and listen to speakers. Dean Teters will interview several student leaders and

activists on campus. This will work in parallel with the focus on building community which she and Elizabeth Stahmer have been focused on this year. Ben Calabaza will also be contributing.

Loren Kieve suggested that they include Valerie Red Horse Mohl, who's just finished a documentary on Wilma Mankiller.

Associate Dean Dr. Lara Evans reported on assessment. She's working on giving it more of a structure. During the fall semester in-service week for faculty, the week before classes started, she introduced an Indigenous assessment project to the faculty, looking at work from the Studio Arts senior thesis exhibition. The discussion focused on what learning was in evidence in the student work. Two more Indigenous assessment sessions have been held since then. We're including reports of this work in the assurance argument. The senior thesis show was particularly worthwhile to study because it represents interdisciplinary learning between Studio Arts and Museum Studies.

Dean Teters then reported on several student success initiatives within the Academic Division. Students who would normally be placed in developmental English and instead being placed in an accelerated section, where the students will reach college-level English courses sooner. This is under the supervisor of Jennifer Love, our Developmental Education coordinator. She mentoring other faculty in the teaching techniques she's using.

Ms. Love also supervised the Summer Bridge program last summer. It was very successful. We have a 93% retention rate for participants. We're going to include a Performing Arts emphasis in this year's program. Summer Bridge doesn't cost the students anything and gives them some good preparation for fall semester. They get some college credit, and they also get some experience with developmental Math and English.

We're recently completed an environmental health and safety assessment of the studios to ensure that students are working with materials safely, and ventilation is functioning properly. The Environmental Health and Safety Committee is now meeting regularly, and we're prioritizing any retrofits that need to be done. Some of the issues can be solved simply, by fixing trip and fall hazards or replacing furniture.

The studios are generally open from 8:00 AM to 12:00 PM. We have student monitors who manage the studios after hours.

Brenda Kingery **moved** to accept Resolution 2018-04, Achieving the Dream: Be it resolved, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development is committed to supporting the Institute's involvement in Achieving the Dream. Seconded by Barbara Ells. It was passed by unanimous vocal approval.

II. Enrollment Management Division

Mary Silentwalker, Director of Admissions, gave the Enrollment Management report on behalf of Nena Martinez Anaya, who was out of the office.

Ms. Silentwalker reviewed the spring semester enrollment report. On campus headcount is up, from 309 to 323. Dual credit enrollment is down this semester, due to a variety of reasons. Some high school faculty didn't want to teach anymore, in some cases we needed to find new faculty, and some schools didn't want to participate because of spring semester testing.

Ms. Martinez Anaya has developed new articulation agreements with UNM Taos and Santa Fe Community College.

We have measured the effectiveness of the Learning Lab. Students who have been tutored in the lab have a 16% higher course success rate than students who have not.

More students from the Dual Credit program are now coming to IAIA. We will be hiring a new Dual Credit Coordinator who will focus on building enrollment and encouraging students to attend IAIA on campus.

Talking Circle is something we've done for about 16 years. Over 55% of students who participate persist into the next semester. Our new Retention Specialist Heidi Brandow is developing a curriculum and incorporating alumni experiences.

At 11:15 AM, Bidtah Becker, Barbara Ells, and Melissa Brown left to attend the Audit Committee meeting.

We also track students who participate in Summer Bridge. We have changed the format, however, and the program is now for students who are already enrolled in fall semester rather than for students who may be planning to attend other colleges.

III. Student Life Division

Dean Carmen Henan discussed the upcoming IAIA Pride Week. This is a student-initiated series of events. The American Indian College Fund is providing a \$5,000 grant for it, which Laurie Logan Brayshaw worked on. The program includes a history of Two Spirit, a Terminology and Inclusivity workshop, a student film festival, a showing of the film Fire Song, about the murder of a Navajo LGBTQ person, a panel at the Student Success Summit, and an Extravaganza Day on Friday, March 2. First Nations out of Albuquerque will come up and provide HIV, AIDS, and Hepatitis C testing. Ignacio Rivera will provide a keynote presentation. Tewa Women United and other Santa Fe partners will also attend. AICF staff will also attend, and there will be a dance in the evening. Students will finish up with a presentation about the event at the AIHEC student conference in North Dakota during spring break.

There are a number of students who are of the LGBTQ population or who are advocates. We have a gender neutral floor in the residence hall. We're also looking at gender neutral restrooms.

It's also very important to raise awareness about these issues. For instance, we all need to understand what the terminology is. When talking to a Two Spirit person, we need to honor the pronouns that they use for themselves, such as they/their rather than he/his or she/her.

Blue Tarpalechee made a short presentation about Achieving the Dream. He serves as co-chair of the ATD core team.

Student success is usually defined as graduation, and we will be paying attention to that. But we should also empower students to get what they need and further their education in whatever form that takes. What about students who are here for two years or who transfer? We need to count them as success. For instance, some students who already have degrees are coming to the institution to get a Business certificate.

Our work is focusing on three questions: Who are our students? What is their experience? How can we improve that experience? And a related underlying question of: How do we know?

We are trying to take a holistic approach to what student success looks like. The ATD network of colleges is like a Netflix subscription. The more you use it, the better its recommendations. We are looking at specific efforts that will apply to us, which are probably not the same as UNM and SFCC. We're looking at what Dean Teters has described, like accelerated English and Summer Bridge. We're also looking at Student Life programming. And all with the theme of building data literacy and making decisions informed by evidence. Anecdotal information is useful and has a place, but we want to make sure that all of our decisions can point to an evidentiary model that will lead us to student success.

Both Dean Teters and Mr. Kieve called attention to the fact that Mr. Tarpalechee is himself a successful alumnus, and his work leading ATD is greatly appreciated.

Dr. Goodman commented on a recent Trusteeship magazine article including within success the desire to give back to communities. Mr. Tarpalechee confirmed that many of our students want to do this.

Ms. Johnson announced that she's working on an exciting new projected, an animated series for PBS Kids called "Molly of Denali." It will focus on a little Alaska Native girl and her family, living in rural Alaska. It's being produced by WGBH in Boston, and it's already been set for 80 episodes. Atom in Vancouver, BC, is doing the animation. She and Dr. Martin have been researching if it's possible to place an IAIA alumnus at WGBH to work on the series.

IV. Honorary Doctorate Nominating Committee Recommendation

Dr. Martin thanked Lawrence Roberts and Anne Marie Downes for serving on the committee, and Ms. Johnson for nominating the individual.

Mr. Roberts **moved** to accept Resolution 2018-01, Honorary Doctorate Recipient: Be it resolved, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development approves the nomination of George Rivera to receive the Honorary Doctorate Degree of Humanities at the May 12, 2018, IAIA commencement ceremonies. Seconded by Brenda Kingery. It was passed by unanimous vocal approval.

Dr. Goodman adjourned the meeting at 11:41. Board members went over to the CLE to participate in a community gathering at lunch.

INSTITUTE OF AMERICAN INDIAN ARTS

AUDIT COMMITTEE MEETING MINUTES

**Friday, February 16, 2018
LKN Welcome Center Board Room**

Board Members:

Bidtah Becker, Chair*
Barbara Ells*

Staff:

Melissa M. Brown
Larry Mirabal
Aimee Balthazar

Guests:

Scott Eliason

Not in attendance:

Loren Kieve*
Charles Galbraith*
Dr. Robert Martin
Princess Johnson
Ann Marie Downes
Dr. Deborah Goodman
Beverly Morris
Lawrence Roberts
Tiffany Adams
Brenda Kingery
Dr. Matthew Snipp
Andrea Sanders
JoAnn Balzer

*Committee Members

Bidtah Becker, Chair, called the meeting to order at 11:20 AM MST.

I. FY 2017 Audit Status Report

Larry Mirabal said that the audit has gone very well and introduced Scott Eliason of Jaramillo Accounting Group. Mr. Eliason discussed the audit in detail.

Management has gone through all the drafts. We have a few formatting issues left in the Financial Statements that will be corrected before they're final. The last step is for Mr. Mirabal and Dr. Martin to sign the Annual Representation Letter. Drafts of tax returns are also done and management has reviewed them.

There is also a separate letter that describes the accounting policies and how they are consistent with other institutions of higher education. You follow the requirements of the Government Accounting Standards Board (GASB).

There are two estimates in the Financial Statement, one is the estimate of depreciation which is what the organization believes to be the useful life of the capital assets. The second is the allowance for doubtful accounts receivable which are almost exclusively related to student accounts. The amount is consistent with expectations.

We did not incur any difficulties in performing the audit. There were no uncorrected misstatements. Management has done a good job of adjusting the books at year-end to full accrual basis.

There are two audit findings that relate to compliance and internal control specifically related to Federal Awards. We have to audit Federal Awards every year if there's more than \$750,000 in totality, which there is. The institution has received \$5.1 M this year, outside of the federal appropriation and includes anything that falls under OMB A-133. Federal funds for the new building are included here along with the DOD digital dome grant, for instance. Because the institution is low-risk, the Auditor is required to audit at least 20% of the Federal Programs. But Student Financial Aid is audited every year.

The first one had to do with the case of returning federal aid dollars to the federal government when a student withdraws. The institution must return some portion of awarded financial if the student was enrolled for less than 60% of the term. As part of determining what 60% actually is, we have to count the number of days that make up Spring Break. IAIA counted five days, but it actually lasts nine days, including the two weekends. That threw the total calculation off a little. This is one of about a dozen Special Tests and Provisions within a Compliance Supplement. The correction has been made.

The second one had to do with a federal requirement that the institution reports in enrollment. In particular, it lists students as either enrolled, graduated or withdrawn. In spring semester 2017, the graduates weren't reported, because the date of graduation in our database was listed as one day after the end of the semester, and it was the semester dates that were used to pull the reports. The errors have been corrected, and a system is in place to make sure the correct dates are used going forward.

Correction of both have been made, and statements from Financial Aid and Institutional Research that explain how these errors will be avoided in the future are included in the audit. Mr. Eliason said that it is difficult in student financial aid to have a perfectly clean record, because there are so many compliance tests. Larger institutions with multiple staff members in financial aid have a better chance to stay on top of the regulations.

The following items regarding the audit were discussed briefly:

- The audit opinion is unmodified and clean. There are no audit findings related to any other parts of the institution aside from Federal Awards.
- The balance sheet shows a large increase, now that forward funding is at 75% of the institution's annual appropriation.

- The new Fitness and Performing Arts Center has been constructed without any debt. This places the institution in a good place, and it's pretty rare to be able to do this.
- The Income Statement shows more revenue and more expenses due to the rise in enrollment. There still is a \$2 M line of credit that is available to the institution as well.
- The auditors did email several fraud-related questions to Ms. Becker recently. There are no problems, but it might be a best practice to have the Board go into Executive Session, as a pro forma matter, to discuss the audit.
- The 990s need to be reviewed within the next week.

Bidtah Becker adjourned the meeting at 11:50 AM MST.

INSTITUTE OF AMERICAN INDIAN ARTS

MUSEUM COMMITTEE MEETING MINUTES

**Friday, February 16, 2018
LKN Welcome Center Board Room**

Board Members:

Loren Kieve
Dr. Robert Martin
Bidtah Becker*
Princess Johnson*
Ann Marie Downes
Dr. Deborah Goodman
Beverly Morris, Chair*
Barbara Ells*
Lawrence Roberts*
Tiffany Adams*
Brenda Kingery
Dr. Matthew Snipp*
Andrea Sanders*
Charles Galbraith*

Staff:

Melissa M. Brown
Dr. William Sayre
Patsy Phillips
Tatiana Lomahaftewa Singer
Manuela Well-Off-Man

Guests:

Raven Davis-Mayo

Not in attendance:

JoAnn Balzer

*Committee Members

I. Museum Update

Beverly Morris, Chair, called the meeting to order at 1:25 PM. She thanked Ms. Adams for organizing a wonderful lunch. The Board enjoyed sharing their backgrounds and getting to know the students.

Patsy Phillips began her report by talking about funding sources for Museum activities. The Museum works with Laurie Brayshaw Logan in seeking grant funding. They have received \$50,000 from the Andy Warhol Foundation for social engagement residencies. The tobacco company has provided funding for a publication. The Ford Foundation provided a grant last year. We will approach the Andy Warhol Foundation again for a major exhibition with an international focus. We also want to work on issues in Indian Country, possible uranium mining.

Our second floor show, Action/Abstraction Redefined, is up and we have some funding for a catalogue, but we need more. A catalogue provides for life of a show after it's taken down.

Manuela Well-Off-Man described the new main exhibition Without Boundaries: Visual Conversations. It is curated by Sonya Kelliher-Combs, our former Board member and organized by the Anchorage Museum. Alaskan artists are well-represented.

We also have on view Art and Activism: Selections from the Harjo Family Collection. Ms. Harjo's son, Duke, will be at the opening, and he brought some additional objects. Suzan has given us over 60 items, including works by David Bradley and Harry Fonseca. Ms. Well-Off-Man co-curated this show with Stephanie Stuart, an IAIA student. James Rutherford is going to broadcast the opening live on his iPhone so that Ms. Harjo can watch.

The Museum is also showing a short by Ms. Johnson in the Media Gallery.

Our exhibition The Three Generations of Inuit Women is traveling. It was in New York and it opens tonight at the Scottsdale Museum of Arts. Andrea Handley is attending the opening. It then travels to the Armory Center for the Arts in Los Angeles.

Ms. Well-Off-Man has arranged for the BFA show Breaking Grounds to stay open longer this year. December graduates will be able to participate. It opens in February instead of later in the semester.

Ms. Morris asked if a hard copy of the Museum's e-News can be provided to the Board.

The Board then discussed the process of placing students in out-of-state internships. Karen Gomez, the career services person, handles that. Institutions let us know about available positions, and we also seek them out.

Ms. Lomahaftewa Singer provided an update on the Peabody Essex Museum's T.C. Cannon show. We sent eight paintings to them, from his early student work. They did some minor restoration on three. The Heard Museum is also doing a T.C. Cannon show. She spoke there. It's a little odd that there are two different major shows. Our work was appraised before we sent it out. A firm called Art Handlers does our shipping for us. And hopefully we'll do a T.C. Cannon tribute in the Ells viewing gallery.

Mr. Kieve has asked Amanda Maples, the Curator of African and Native projects at Stanford University's Cantor Art Center, to get in touch with the Museum. They want to bring in some contemporary art.

Mr. Kieve has also found a publication that ranks the Museum as the 16th best College Art Museum in the country. We rank higher than Duke or Stanford. The Board was pleased with this news!

Beverly Morris adjourned the meeting at 1:55 PM.

INSTITUTE OF AMERICAN INDIAN ARTS

FINANCE COMMITTEE MEETING MINUTES

**Friday, February 16, 2018
LKN Welcome Center Board Room**

Board Members:

Loren Kieve
Dr. Robert Martin
Bidtah Becker
Princess Johnson
Charles Galbraith*
Ann Marie Downes, Interim Chair*
Dr. Deborah Goodman*
Beverly Morris
Barbara Ellis
Lawrence Roberts
Tiffany Adams
Brenda Kingery
Matthew Snipp
Andrea Sanders

Staff:

Melissa M. Brown
Dr. William Sayre
Lawrence Mirabal
Aimee Balthazar
Todd Spilman
Peter Romero
Judith Pepper
Rachel Machovec
Miria Caldwell

Guests:

Raven Davis-Mayo

Not in attendance:

JoAnn Balzer, Chair*

*Committee Members

Ann Marie Downes, Acting Chair, called the Finance Committee Meeting to order at 2:00 PM MST.

I. Budget to Actuals—year to date

JoAnn Balzer is out of town, and Ms. Downes was filling in for her. She thanked Mr. Mirabal and his staff for their work. All things are showing on the positive side in many respects. Ms. Downes is pleased with the financials. She was particularly appreciative of Dr. Martin's success in gaining forward funding.

Mr. Mirabal began his report by thanking Ms. Downes for her work and careful review of the financials. He then reviewed the financial report with the Board.

Budget to Actuals. 75% of the fiscal year remains, and we have 80% of expense budgets intact. We are on track for a balanced budget. All departments are tracking where they should be.

Statement of revenues, appropriations revenue. When Congress passes the next budget, we'll have forward funding in our allocation for FY 19. There have been five or six continuing resolutions already this year. Without forward funding, several problems could have cropped up. Students could have been very worried each time a midnight deadline approached. We've been able to avoid this issues nicely.

Non-appropriations revenue. We are tracking well on the revenue side, and we're up almost \$300,000 from this point last year. Most areas are hitting their projections. The MFA tuition hasn't been booked yet, and the endowment draw hasn't taken place, both of which would add to the revenue number.

Revenues and expenditures. This is an internal profit and loss statement. Here, too, we are in a healthy position. There are 27 or 28 budgeted departments here, and all the managers are doing an excellent job of staying within their budgets.

Institutional Advancement. Revenues here are 23% higher than they were at this point last year. Ms. Pepper and her team are starting to gain traction. Their expenditures are the same or slightly under last years. Overall, they have a net of about \$100,000 at the end of the first quarter compared with last year.

Museum Shop. Our gross sales are up about 24% from this point last year, and net is up a similar amount. The store is profitable, before notional rent. This is only the second time we've seem a profit. Miria Caldwell and her staff are doing very well. We think there's a better symbiotic relationship between Ms. Phillips and her staff and the Museum store. Communication is better. They are putting on more events, and the store is more involved with them. The overall look of the store is better as well. This in the face of a downturn in downtown traffic over the last 12 to 18 months. We're not sure what the reason is, and it appears to be only in certain areas. Restaurants are doing well, but other shop owners confirm what we're experiencing. Hopefully, the summer season will return things to normal. The programming for schools and families has been particularly meaningful.

The Campus Bookstore. Dollar-wise, the bookstore is not doing as well as the Museum Shop, but percentage-wise, it's doing better. Gross sales are up almost 43% and net sales up around 25%. The migration away from textbooks has helped tremendously. It has freed Rachel Machovec and her student workers to be more creative. She's improved our food product mix and put in displays that are more attractive. She has sidelines that the students want, such as gym clothes and gender-specific T-shirts. Now that textbooks are cheaper, students have more cash in their pockets for art supplies. She's also made the space more welcoming for students to hang out. Ms. Adams reported she likes the new look and feel, too.

Conference Services. Phil Cooney has had some small activity here, about \$4-5,000. This summer, however, we're very excited to welcome the Santa Fe Institute for a 1-2 week meeting. The fee will be in excess of \$100,000, and it's going to be something unlike we've done before. There will also be a welcoming reception at the Museum.

Mr. Cooney has spent a lot of time cultivating them, and Dr. Martin has met with them as well.

Endowment. Mr. Mirabal reported on an investment call with the First Citizen's Bank team on January 23. They reviewed both macro and IAIA market conditions. They caution us against getting too excited about the returns. They don't think we're in a bubble, but it is abnormal, and we should expect a couple of corrections, one of which did come in early February. The market rebounded nicely, however.

The bank team would like to meet with or call in to the Board in May. They have some recommendations regarding the temporarily restricted and endowment funds. There are six catalysts they cite that we should consider in 2018 that will drive the equity side of the market: easy money, strong and growing corporate earnings, strong global economic data, confident consumers, pro-growth fiscal policies, and what they refer to as TINA, or "There Is No Alternative" to the equity market that would provide good returns, even with the anticipated corrections.

The recent tax reform legislation did not bring any changes for public higher education institutions. Mr. Mirabal doesn't expect any adverse effects on the endowment. But it's something Institutional Advancement will have to consider as they are approaching donors.

Interest rate hikes by the Federal Reserve Bank will also probably not affect the equity market too much. Other investment vehicles may become more popular and funds may migrate toward bonds from equity if the rates go up more than is anticipated.

Ms. Downes then discussed the renovation of the Academic building. It's the oldest instructional space on campus (the casitas and Hogan are older) and houses our largest program. A team of faculty, the Dean, and Ms. Adams went through the building systematically, talked with people, and identified about 80 projects that could provide improvements. Mr. Mirabal and Peter Romero estimated costs for each one and the group prioritized the work. Some of it will be done over spring break, but most will be addressed over the summer. Examples of projects include grinding and polishing concrete floors, installing new LED lighting, mounting monitors, removing projectors, and fixing traps in sinks.

The other major project is the conversion of the old fitness center into a student space. Current plans have one side more geared toward studying and the other side for more social activities.

Ms. Downes thanked Mr. Mirabal and his team and, in particular, Ms. Caldwell and Ms. Machovec for their successes in the Museum Shop and Bookstore.

II. Resolution FY 20018-003—FY18 1st Quarter Gift Acceptance

Dr. Goodman **moved** to accept Resolution 2018-03, 1st Quarter Gift Acceptance: 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. Seconded by Beverly Morris. It was passed by unanimous vocal approval.

III. Human Resources

Todd Spilman, Director of Human Resources, gave his report.

Payroll provider. Our transition to a new payroll provider didn't work out. Their system failed to perform in the final testing phase, just before winter break. We backed out of it and transitioned back to the old system. There was no effect on staff or faculty. We'll continue to look for a new provider.

Wellness program. The walk-run challenge in December was very popular. At the Staff Council winter roundtable, we presented a wrap up of all year's activities and got a lot of positive feedback. We're now planning activities for this year.

Staff turnover. Turnover for 2017 was 12.3%, down from 12.5% from the year before. This is the second lowest rate in eight years, and during that time it's been as high as 28%. If you don't include retirements in the calculation, the rate drops to 9%, and it drops to 5% if you don't take into consideration individuals who left because of personal or family medical issues, the need to relocate, or to drop out of the workforce entirely. The numbers indicate what we all know, which is that IAIA is a great place to work!

Long-term employees. We honored longer-term employees at our welcome back lunch in January.

IV. Facilities

Mr. Romero, Facilities Director, provided his report. He reports he's been here three months now, and he appreciates the support he's received from everyone.

Performing Arts and Fitness Center. The building is occupied and operational. There's still a small punch list that's being addressed under warranty, and the issues are not affecting operations. We've hired Larry Samuel, Tesuque, for the cleaning and maintenance position in the building. It's a full time job. For instance, the gym floor will need to be swept twice or three times a day. This is a backfill of a vacant position that we've repurposed.

Mr. Romero will be providing active shooter training for Southwestern Indian Polytechnic Institute next month. He'll work with Mr. Spilman to provide it here, too. We also have CPR training.

Ms. Adams brought up the need for signs on campus to direct people to the automatic doors for each building. In addition, she's been shut in and hit by the doors. Several Board members suggested that everyone on campus should be more aware of these issues and to do as much as possible to resolve them. Small changes can make a big difference for someone. ADA compliance is the minimum we should do.

V. Book Store Update

Mr. Mirabal provided an update for the Bookstore during his earlier remarks.

VI. Museum Shop Update

Ms. Caldwell provided a report on the Museum Shop. There are several elements that have contributed to a positive environment in the shop. We have live artists demonstrating their work. Over the holidays we have eight different pop-up shops. Customer service is good, and her staff are very passionate about contemporary Native art. Last weekend we had students reading their poetry and a Native artist, Kyle Perkins, playing the guitar. We've done collaborative community paintings. We're creating authentic moments that visitors don't necessarily experience in downtown Santa Fe. Board members have heard from artists in the community that Ms. Caldwell has been particularly welcoming.

Sales were up between Indian Market and the holidays, which Ms. Caldwell didn't expect. But Santa Fe has been a ghost town in January, so the shop has focused on cleaning and organizing. Our next even is in March when we'll have a Museum reader for kids.

Ms. Adams will get in touch about hosting the final reception for the Women's Leadership Conference.

Ms. Downes adjourned the meeting at 2:45 PM.

INSTITUTE OF AMERICAN INDIAN ARTS

GENERAL SESSION MEETING MINUTES

**Saturday, February 17, 2018
LKN Welcome Center Board Room**

Board Members:

Loren Kieve
Dr. Robert Martin
Bidtah Becker
Princess Johnson
Ann Marie Downes
Dr. Deborah Goodman
Beverly Morris
Barbara Ells
JoAnn Balzer
Tiffany Adams
Brenda Kingery
Dr. Matthew Snipp
Charles Galbraith
Andrea Sanders

Staff:

Melissa M. Brown
Eric Davis
Lorenza Marcais (ASG)
Larry Mirabal
Elizabeth Stahmer (ASG)
Patsy Phillips
Jonathan Breaker
Mary Silentwalker
Laurie Brayshaw Logan
Aimee Balthazar
Charlene Carr
Dean Charlene Teters
Dean Carmen Henan
Judith Pepper
Dr. Lara Evans

Guests:

Scott Eliason

Not in attendance:

Lawrence Roberts

I. Call to Order

Loren Kieve, Chair, called to meeting to order at 9:01 AM MST.

II. Invocation

Andrea Sanders provided the invocation.

III. Determination of quorum

Mr. Kieve determined that a quorum was present.

IV. Approval of agenda

Mr. Kieve approved the agenda.

V. Approval of minutes

A **motion** to approve the minutes of the November, 2017, meeting was made by Dr. Matthew Snipp and seconded by Brenda Kingery. It was passed by unanimous vocal approval.

VI. President's report

Dr. Martin reviewed the New Mexico Legislative Session which ended on Thursday. We were included in the General Obligation Bond for \$800,000, which we hope the Governor will approve.

There is an additional \$50,000 for Dual Credit tuition reimbursement to be shared among the NM Tribal Colleges. We have a recurring amount of \$200,000 and the \$50,000 is on top of that. The bill was sponsored by Peter Wirth of Santa Fe and Senate Majority Leader. SIPI is probably not going to offer any dual credit courses, and Dine College is scaling theirs back, which leaves Navajo Tech and us. Last year, IAIA received \$140,000.

We were unsuccessful getting an amendment to the Higher Education bill to allow our students to receive the lottery scholarship. Some of the state-supported institutions are opposed, but we believe it will be revenue neutral because lottery-eligible students are not attending the TCUs, they are going to the state-supported institutions. The funds the lottery are providing to the scholarship are dropping and it now covers only about 60% of tuition.

Dr. Martin just returned from Washington, D.C., and AIHEC's Advocacy Week. We had meetings with our congressional delegation. Two students, LeRoy Grafe and Scarlett Cortez, were present, and did a good job not only at the Student Congress but with the delegation. It was fortunate that the President released his FY 19 proposed budget on Monday morning. Our budget came out okay. We got a slight increase of \$125,000. We were encouraged to ask for another \$2 M in forward funding, but it was then removed in the pass back. Overall Senators Udall and Heinrich and Congressman Lujan are all very supportive. Trustee Galbraith reported that he was pleasantly surprised by the President's budget.

Dr. Martin also reported that he and the students had dinner with Barbara Davis Blum, who sends her regards. She appreciated the photo of the studio that was named in her honor. Thanks to Loren and Ann Kieve for that. She's planning on visiting Santa Fe for Indian Market.

Ms. Becker asked about trends in enrollment as outlined in Nena's enrollment report. Headcount and FTE are up on campus, but down in dual credit and the MFA program from last year.

The new HLC faculty qualifications guidelines required us to review the dual credit faculty, and a few were not approved to teach going forward. But most of the drop is due to schools not wanting to offer dual credit courses in spring semester. The school

counselors are our main contact, and in the spring they have to handle the state-mandated PARCC testing which takes a lot of time. Zuni High School had some logistical restructuring, and our faculty member was moved to another campus and couldn't get their course off the ground. Dr. Martin indicated that we want to increase our online count as well.

When it comes to planning for growth on campus, it's important to look at the on campus numbers rather than the total numbers which include dual credit, who are off campus. But the enrollment report covers all students, and the FTE and headcount goals for the future reflect the entire student population.

The report is still in draft form because we are finalizing dual credit enrollments. Sometimes the high schools don't get back to us immediately. Also, when the report refers to "on campus" students that means students on the IAIA campus and students taking online courses. We include both groups together because most of the online students are on campus students, and the faculty who teach online and face-to-face courses are the same.

The Academic Dean makes the final determination as to whether a faculty member is qualified, with reference to the HLC Faculty Qualifications Guidelines. It's not that we had unqualified faculty teaching courses in the past; rather, we have new guidelines and new definitions to comply with. The guidelines allow for exceptions, which is important for faculty who are teaching in areas where there aren't many or any graduate programs. 100% of our full-time faculty fall within the guidelines, and all but a few on campus adjuncts do. An example would be a working artist who doesn't necessarily have a Master's degree in a particular field, but they have had decades of experience. We are allowed to use the exceptions policy to approve that individual because of their rich experience.

It is difficult to deal with many different schools of different types under different jurisdictions. We currently have 13 partnerships and over 30 different course sections this spring. We have partnered with the other TCUs to find qualified instructors for Navajo language.

The American Indian College Fund is seeking funds to help pay for tuition for TCU faculty who don't meet the HLC's minimum number of graduate credits rule.

The discussion then turned to online classes. We are all not pleased with the low enrollment numbers and want to find a way to improve them. We've had online certificate programs for several years. Admissions is working with Marketing and Communication to define the niche we want to occupy. Museum Studies has the best numbers, and many of those students are working professionals looking to get the certificate part time and hopefully improve their salary and/or position.

We've adopted a new learning management system, Canvas, which is more user friendly than our previous product, Blackboard. And we encourage students who are unsure about moving to New Mexico to try out one of our online courses first.

There is more and more informal instruction taking place online, outside of traditional higher education programs. Much of the content is being delivered through YouTube, and individuals are not seeking credit or degrees. This could negatively impact our online programs.

Museum Studies is going to increase online course offerings this summer. Studio Arts will also have a paid summer apprenticeship funded by the Margaret A. Cargill Philanthropies.

Stanford University has had a lot of success with online courses that fulfill some sort of continuing education requirement, for example, courses that lead to certification or recertification.

Jonathan Breaker, the new Continuing Education Manager, was introduced. We are looking to expand IAIA's continuing education program. We are improving our administrative processes by streamlining them into Empower, the student information system. We'll be able to advertise courses online through our own website and also allow for online registration and payment.

Students earn continuing education units (CEUs) rather than college-level credits. We also issue certificates of completion. But CEUs can't be converted into course credit on a student's transcript. The methods of instruction, the content level, and the methods of evaluation are all very different from college courses that lead to a degree.

An individual who wants to improve their career prospects or learn new things can either do that through continuing education or by seeking a degree. The Museum Studies certificate is made up of college-credit courses. But what if an individual doesn't need that much instruction or work, and, for instance, just needs to learn about Quick Books accounting software? They don't need an entire semester-long course, they may just need a couple of weekends of instruction. That's what continuing education can deliver.

There is one situation where the institution does "convert" CEUs into course credit, and that is in the Indian Student Count that we calculate and share with AIHEC. It's a funding formula that determines how much support we get for Title III and the USDA Endowment program. The equation counts CEUs at a fraction of credits and also imposes an upper limit on the total. We get more money if we have a continuing education program.

But for an individual student or class, we want to keep these two separate. We don't mix CEU courses with college credit courses because the method of instruction is different and the standards are different. The Higher Learning Commission looks at continuing education only peripherally. If we were to offer college credit through

continuing education, we would have to comply with a much stricter set of rules. By remaining somewhat outside of their purview, we can use continuing education as a test bed for new programs and to respond quickly to community needs, something that takes longer with the academic program.

Mr. Breaker then told the Board a little about himself. He moved to the position from Admissions, where he was Assistant Director for Mary Silentwalker. He's Blackfoot Cree First Nations from Canada originally, with lots of relatives in the Blackfoot Confederacy of Montana.

Charlene Carr, Director of Land Grant Programs, spoke next. Her report this quarter focused on what she does in the field and on campus, in partnership with Tribal communities and other groups. The Board discussed the cover photo of the Board book, which is a drone shot of the Community Garden, taken by Jason Ordaz. We are growing perennials such as sage, yarrow, and Indian Tea in the garden. Each student in the program has their own area. We use drip, flood, and furrow irrigation.

Eric Davis reported on social media activities. In January, we saw an 18% increase in users of the website with a 45% increase in numbers of sessions, and a 15% increase in time spent on the site. We are continually creating new content and getting larger audiences. Facebook is also an important outlet for information. And Nusenda Credit Union's advertisements, which feature our students, are seen throughout the city in print and on a wrapped transit bus.

Mary Silentwalker, Admissions Director, reported that there has been a sharp increase in interest in the MFA program, with the highest number of applications ever submitted. She believes this is due to social media promotion and the production of videos of students and writers.

Two MFA students have very big books coming out this year. Terese Mailhot is publishing *Heart Berries: A Memoir about growing up First Nation*. The book has been listed as a recommended read by the New York Times, GQ, Elle, and Cosmopolitan to name a few. Tommy Orange is publishing *There There: A Novel* this summer. We filmed them together discussing the benefits of a Native-focused MFA program and put it on Facebook. Because of their successes, publishers have been getting in touch with Jon Davis to see if there are any other good books in the pipeline.

We are also working on a large marketing program for the online program. Many schools offer similar programs, and it's important to find the right niche market. Mr. Davis is focusing heavily on libraries, museums, and cultural centers for our three online Certificate programs.

Our latest campaign for the academic program includes interviews with the department chairs. Steve Wall, from Indigenous Liberal Studies, just completed one. The interview with James Lujan is getting a lot of attention. Jason Ordaz has developed a focused direction for our social media and online presence.

The Hostiles screening was also very successful. We filled 300 seats and made new connections.

VII. Audit Committee—Bidtha Becker, Chair

Ms. Becker introduced Scott Eliason of Jaramillo Accounting Group (JAG), our auditors, who reviewed the audit documents. The audit is complete, and JAG also has draft tax returns ready for the Institute and the Trust. Everything went well, and there was good communication with management throughout the process.

There are two opinions, the first is on the financial statements, and that opinion is an unmodified, or clean opinion. Management has a good internal control structure which was tested.

The second opinion is on the Federal Awards, and it is also unmodified or clean. There are two Federal findings that will be reported, both in the Student Financial Aid area.

The next section is management's discussion and analysis, which Larry Mirabal and Aimee Balthazar prepared. They analyze the results of the operation last year, and there are two major events that took place. The first is now being 75% forward funded. The financial position of the Institute is now stronger. Current assets went up about \$7 M, mostly due to forward funding. The second is a large jump in capital assets, particularly in net of accumulated depreciation. It's an increase of between \$5 and \$6 M. This is due to the completion of the new Performing Arts and Fitness Center. Constructing the new building without taking on any debt was an excellent move.

The Board then looked briefly at several pages of the audit, including the balance sheet, an audit of the foundation, the balance sheet statement and the position of the previous year, the income statement, federal and state grants, capital grants, cash flow statements, accounting policies, footnotes, accounts receivable, the endowment, and compliance reports.

Mr. Eliason then focused on the two audit findings related to Federal Awards. The first had to do with enrollment reporting. A process must be in place to report to the Federal Government a list of our students and whether they graduate, continue, or withdraw. The reporting that went in for spring semester missed some graduates, so they were listed as withdrawn rather than graduated. The report was constructed with the wrong end date of the semester, off by one day. Institutional Research has corrected that, and it will be tested again next year.

The second finding relates to Title IV. A calculation is required to be done each semester that takes into consideration the length of spring break. The institution stated that the break was 5 days long, but it is actually 9 days long, counting the weekends. The calculation is applied to students who withdraw from the institution and determines what percentage of a class they have taken at the point of withdrawal. If a student has

taken over 60% of a class, then the institution is not obliged to return any financial aid monies. The error was found in the records of four students and has been corrected.

These types of findings are required to be reported, but they are pretty minor, easy to correct, and have been corrected. Federal Financial Award rules are very complex, and the rules change each year. We've had a minor finding almost every year. Most colleges and universities often have them as well.

Ann Marie Downes **moved** to go into Executive Session. Bidtah Becker seconded the motion. The Board went into Executive Session at 10:15 AM MST. The Board came out of Executive Session at 10:24.

Ms. Becker asked the other members of the Audit Committee, Mr. Galbraith and Ms. Ells, to review the 990s and send any comments or concerns to Larry next week.

Bidtah Becker **moved** to accept Resolution FY 2018-02, FY 17 Audit Acceptance: 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 2017. Seconded by Beverly Morris. It was passed by unanimous vocal approval.

Mr. Kieve thanked Ms. Becker and the Audit Committee for their work.

VIII. Museum Committee—Beverly Morris, Chair

Beverly Morris congratulated Patsy Phillips on a beautiful show. We had about 350 in attendance, and we didn't do any marketing. Duke Harjo was very pleased with the show. The show will stay up until late April.

The Board also discussed whether the Museum Shop give away an IAIA bookmark with all book purchases, perhaps designed by a student or based on something in the collection.

IX. ASG President's Report

Tiffany Adams introduced Elizabeth Stahmer and highlighted that she has been instrumental in bringing the Red Shawl Project to campus. She's also very involved in creating community building activities this year. The Board thanked Ms. Stahmer for her work.

ASG has filled all its leadership positions. Lorenza Marcais is here, and Paige Heenan and Ella Driscoll have also stepped into positions that others could no longer fill, for whatever reason.

ASG has been creating several social events for students, including family parties, a Valentine's party, and dances. Ms. Adams has seen students who are normally very shy joining in, interacting with other students, dancing, and having a great time.

ENCORE, the National Conference of Race and Ethnicity in Higher Education, has offered IAIA a free vendor table to sell student art work at this year's conference in New Orleans. They have a Suzan Harjo award, and Ms. Johnson's brother was a keynote speaker last year. She hopes that funding can be found to send a group of students and faculty to the meeting. They have a Native American Caucus and Native American programming. Ms. Adams has attended the last five years, gave a presentation last year, and will present again this year. Involvement has been very powerful for her.

As a follow up to yesterday's conversations with students, several Board members discussed the background check they went through to become Board members. They look at social media, collect information about a person back to the age of 18, and in interviews go back to age 12. You have to supply every address you've lived at and the names of three people at that address that knew you.

X. Academic Affairs—Dr. Deborah Goodman, Chair

Dr. Goodman asked if the Board could view the award winning films from Cinematic Arts. Ms. Morris requested if the Board could get the anthology of creative writing student work each year. Dean Char Teters will get them to Melissa Brown, who will mail them out.

Dean Teters reported on Program Review which is almost finished. Three areas would like to develop MFA programs: Indigenous Liberal Studies, Studio Arts, and Museum Studies. Studio Arts has hired an individual to do preliminary work. Dr. Jessie Ryker-Crawford, as part of her sabbatical, has been looking into Museum Studies' ideas. Students are expressing interest in all of them. The MFA programs would be terminal, but the ILS program would not be, and would need Ph.D. instructors.

Alumna Melissa Shaginoff is the new Curator of Indigenous Arts and Culture at the Anchorage Museum.

Dr. Lara Evans responded to questions about the Artists-in-Residence program. Ms. Adams appreciated interacting with Wade Patton, who gave out ledger paper to students.

Dean Carmen Henan reported on commencement. The Planning Committee has selected Layli Long Soldier as commencement speaker. We discuss the event with all the graduates, either face to face or by phone, particularly for the MFA students. We do a graduate survey, and we're particularly interested to know their Tribal affiliation, so that we can get Tribal flags. Our marketing and photographer are getting set up. We'll be discussing if we can have the commencement luncheon in the new building. We're

looking for singers and dancers from the Pueblos, and we'll continue to film our graduates and recording their greetings.

Past Board members and past Presidents will be invited to the ceremony.

Judith Pepper discussed tracking what happens to our graduates. The Alumni office is sending out a survey next week to 800 individuals. She'll share the results with the Board. Dr. Bill Sayre also mentioned the SNAAP survey which went out last year. He'll share a summary with the Board again.

Dean Henan reviewed the process of selecting the commencement speaker. The planning committee nominates individuals and votes for the top four. There is student representation who takes information back to the students and provides for their input.

Dr. Goodman moved to accept Resolution 2018-04, Achieving the Dream: Be it resolved, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development is committed to supporting the Institute's involvement in Achieving the Dream. Seconded by Beverly Morris. It was passed by unanimous vocal approval.

Dr. Goodman moved to accept Resolution 2018-01, Honorary Doctorate Recipient: Be it resolved, that the Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development approves the nomination of George Rivera to receive the Honorary Doctorate Degree of Humanities at the May 12, 2018, IAIA commencement ceremonies. Seconded by Barbara Ells. It was passed by unanimous vocal approval.

XI. Institutional Advancement Committee—Brenda Kingery, Chair

Ms. Pepper reviewed the Institutional Advancement Committee meeting yesterday. We introduced Raven Mayo, the new chair of the Foundation Board. He announced five new members. We had a conference call with Dini Spheris, our Capital Campaign planning contractor. We discussed the gala and alumni programs.

Ms. Kingery and Dr. Goodman will liaison with the planning study. Ms. Pepper is thanked for being here.

Barbara Ells asked if we expedite the purchasing process at the auction. Ms. Pepper is aware of the problem, and the IAIA IT Director is meeting with La Fonda IT people to see why access is so slow. We are going to improve that and develop a much smoother check out process.

JoAnn Balzer discussed the planning study. Should we do a national press conference in Washington or New York? When the Opera does anything, that's what they do. We should make a big deal out of our efforts to create a future of creative Native American people. She also has about 25 people who should be on the list.

Ms. Pepper said that there will be national marketing for the Capital Campaign. It's also possible that we will find the lead gift donor, who would also be involved in the kickoff.

Ms. Balzer asked to look at the discovery letter, and should be included with Ms. Kingery and Dr. Goodman as Board liaisons with the planning study.

Dr. Goodman asked if all the big Tribes should be on the list. Ms. Pepper would like all suggestions, but also indicated that the number of conversations with people and companies will be between 40 and 50. As we talk to these and other tribes, we will get a feel for their interest to participate. Ms. Becker asked Ms. Pepper to call her so that they could discuss the Navajo Nation.

XII. Finance Committee—Ann Marie Downes, Interim Chair

There were no questions for Mr. Mirabal on the 1st quarter financials. Ms. Downes thanked Mr. Mirabal and his team for their work and Ms. Balzer for the opportunity to serve as interim chair. We will need time at the next meeting to talk with the investment advisors.

Ann Marie Downes moved to accept Resolution 2018-03, 1st Quarter Gift Acceptance: 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. Seconded by Andrea Sanders. It was passed by unanimous vocal approval.

XIII. New Board Business

Mr. Kieve discussed the May meeting and what kind of luncheon we should organize. Some members expressed interest in viewing some of the student films. Dr. Martin will send everyone a link to the films and show a few at the next meeting.

Mr. Kieve thanked Tiffany Adams again for arranging the meeting with the students. It was an incredible, energized exchange about who we are and what we hope to achieve. He would like to see more experiences like that in the future and do one at least once a year. As a result of the discussion, Dr. Martin will look at the child care issue again, what the options and costs are.

XIV. Adjourn

Bidtah Becker moved to adjourn the meeting. Barbara Ells seconded. It was passed by unanimous vocal approval.

The Board adjourned its General Session meeting at 11:11 AM MST.

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

RESOLUTION # 2018 – 005

May 10, 2018

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 January 1, 2018 through March 31, 2018, which are listed below:

2nd Quarter (January 1 – March 31, 2018)

Gifts of \$ 495,241	\$ 192,562 Scholarships & Endowments;
	\$ 63,337 General Donations & Museum Memberships;
	\$ 239,341 Grant Proceeds and Temporarily Restricted Gifts

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 March 31, 2018

FISCAL YEAR 2018	IAIA				2nd Qtr
Gift/Donor	Fund	Jan-18	Feb-18	Mar-18	Total
Pamela D. Waite Memorial Endowed Scholarship	1308	\$	1,000	\$	1,000
Kim Denise Willeto Rstrctd Scholarship	1387		300		300
IAIA Board of Trustees Endwd Schlrsip	1388	609	1,000		1,609
Permanent Endowment	1390		467		467
Emergency Student Fund	3002	100	1,005		1,105
Andrew Krusko, Sr Memorial Scholarship Fund	3011		2,350		2,350
General Scholarships	3101	1,787	20,483		22,269
American Indian College Fund	3104	59,573			59,573
Truman Capote Scholarship	3109		50,000		50,000
Johnson Scholarship Foundation Entrepreneurship	3134		20,625		20,625
IAIA BOT Scholarship Fund	3142	5,340			5,340
MFA Scholarship Fund	3155	1,050	5,500		6,550
Allan Houser Scholarship	3156	5,700	450		6,150
Jeri Ah-be-hill Scholarship	3162	125	100		225
Carol Ann Bradley Scholarship Fund	3165	5,000			5,000
Loren G. Lipson MD Scholarship	3167	5,000	5,000		10,000
TOTAL SCHOLARSHIPS/AWARDS		\$ 84,283	\$108,279	\$ -	\$ 192,562
General Donations	5001			\$ 52,290	\$ 52,290
Museum Membership	5004	3,474	7,573		11,047
TOTAL - UNRESTRICTED		\$ 3,474	\$ 7,573	\$ 52,290	\$ 63,337
USDA Tribal Colleges Endowment Program	4013		\$ 11,612		\$ 11,612
Center for Arts & Cultural Studies-Restricted	4100	165	273		439
Full Dome Development Interactive Training	4152		25,002	9,502	34,505
Immersive Laboratory	4155	9,549		52,986	62,535
Museum Restricted	4200	1,151	1,600		2,751
Combes - IAIA Collection Storage Fund	4271		9,000		9,000
USDA - IAIA Seed Library Yr 1	4925		11,843		11,843
Multi-Purpose Building Capital Campaign - Trust	6171	629	2,301		2,930
Cinematic Arts Department	4100/180	2,000			2,000
Balzer Contemporary Edge Gallery	4100/185	10,000			10,000
USDOE Title III - MFA Curriculum & Academic Support	4430/02		2,307		2,307
USDOE Title III - Institutional Advancement Alumni	4430/03		26,375		26,375
USDOE Title III - IAIA Outreach Program	4430/04		1,668		1,668
USDOE Title III - Academics Visiting Faculty Program	4430/05		6,686		6,686
USDOE Title III - Cinema Arts Computer Equipment	4430/09		2,826		2,826
USDOE Title III - Fitness and Wellness Program	4430/11		2,489		2,489
USDOE Title III - Development Ed Coordinator	4430/12		15,231		15,231
USDA Edctonl Wrkshps & Summer Youth Camps Yr3	4924/03		18,638		18,638
USDA Edctonl Wrkshps & Summer Youth Camps Yr4	4924/04		8,291		8,291
IAIA Student Agricultural Research Project	4926/01		7,216		7,216
TOTAL - RESTRICTED		\$ 23,494	\$153,359	\$ 62,489	\$ 239,341
GRAND TOTAL		\$ 111,251	\$ 269,211	\$ 114,779	\$ 495,241

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

RESOLUTION # 2018 – 006

May 10, 2018

Whereas, the Institute of American Indian Arts, with the generous support of many individuals and organizations, has constructed the Performing Arts and Fitness Center; and

Whereas, the Institute has hired qualified Performing Arts faculty who have developed a new Performing Arts program; and

Whereas, the Faculty of the Institute have reviewed and recommend the approval of the new Performing Arts program; and

Whereas, the Dean of the Academic Division and the President also support the creation of the new Performing Arts program; 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 Faculty, the Dean, and the President and approves the new Associates of Fine Arts and Bachelors of Fine Arts in Performing Arts.

Offered by: _____

Seconded by: _____

Vote: Aye _____ Nay _____

Attachments: Yes **X** No _____

Deborah Goodman
Board Secretary
May 10, 2018



Internal Memo:

To: James Lujan, Chair Curriculum and Committee Members

CC: Charlene Teters, Academic Dean; Lara Evans, Associate Academic Dean

From: Sheila Rocha, Chair Performing Arts department

Date: April 10, 2018

Please accept the accompanying BFA and AFA degree plans, course proposals and materials for the IAIA's Performing Arts department.

The Performing Arts program supports the following institutional goals:

1. Supports student success
2. Creates a foundation in Performing Arts that will provide flexibility for departmental growth
3. Meets HLC requirements

Included are the following documents for your review and approval at curriculum committee meeting April 10th.

- Memo
- BFA Degree Plan
- AFA Degree Plan
- Learning Outcome Curriculum Maps
- Annual Course Offering Schedule
- Appendix of Course Proposal Descriptions (abridged)

Chair, Curriculum Committee

Date: _____

Chair, Faculty Council

Date: _____

Academic Dean

Date: _____

Student Name:

Advisor:

Performing Arts
BACHELOR OF FINE ARTS
DEGREE
FALL 2019/SPRING 2020
120 CREDITS

Course #	Bachelor of Fine Arts Degree Studio Arts 120 Credits	Credits	Semester Taken	Grade	Transfer Credit
GENERAL EDUCATION REQUIREMENTS		30			
LIBS103	Creative & Critical Inquiry	2			
LIBS104	ePortfolio	1			
IDST101 or TRDA101 or ANTH160 or HIST101 or HIST102	Introduction to Indigenous Studies or Traditional Arts and Ecology or Cultural Anthropology or Survey of Native American History I or Survey of Native American History II	3			
ENGL101	English Composition I	3			
ENGL102	English Composition II	3			
SCIE100, SCIE101 or SCIE103	Science with Lab	4			
MATH102, MATH103 or MATH104	Geometry: Artist's Perspective or College Algebra or Numbers and Society or College Level Math	3			
TECH101	Technology Basics for College	3			
HEAL	Health/Wellness Elective	1			
HEAL	Health/Wellness Elective	1			
ARTS101 or LIBS111 PERF 142	Elective Indigenous Influence in US Music & Culture	3			
PERF250	Sophomore Seminar-Perf Practicum	3			
FOUNDATIONAL REQUIREMENTS		24			
FUND100	Studio Fundamentals	3			
PERF 105	Acting I	3			
PERF120	Intro to Indigenous Performance	3			
PERF 180	Story-Telling	3			
PERF 192	Stagecraft	3			
PERF194	Costume and Regalia	3			
PERF195	Technical Theater Production	3			
ENGL 220	Survey of North American Plays	3			
ART HISTORY REQUIREMENTS Choose two (6)		6			
ARTH 260	American Indians in Cinema	3			
ARTH 270	Indigenous Media	3			
ARTH 300	Contemporary Native American Art History	3			
DEPARTMENTAL REQUIREMENTS		36			
PERF101	Introduction to Performance Poetry	3			
CINE 120	Sound for Film I	3			
PERF195	Technical Theater	3			
PERF121	Playwriting I	3			
PERF 206	Indigenous Aesthetics for Perf Arts	3			
PERF 250	Performance Practicum	3			
PERF 310	Puppetry	3			
PERF408	Devised Perf	3			
PERF440	Community Arts Leadership	3			

PERF492	Senior Project	3			
PERF495	Senior Thesis	3			
PERF 280 PERF 380 PERF 385	Internship I Internship II Apprenticeship	3			
	DEPARTMENT ELECTIVES FUND 102, FUND 111, PHOT 121, PERF 142, PERF 195, PERF 209, CINE 220, PERF 221, PERF 230, PERF 242, PERF 250 PERF 280, PERF 290, PERF 298, ENGL 320, PERF 321, CINE 345, PERF 350, PERF 375, PERF 398, PERF 421	15			
	Free Electives	9			

I, _____ agree this will be the degree plan I will fulfill. If the department
Print Student Name
 makes changes to the curriculum during my residency, I will have the option of going to the new degree plan and if I chose to do so, I will sign a new degree plan with my Advisor and submit to the Registrar. I understand I cannot go back to the original degree plan if I chose the new option.

Student Signature: _____ **Date:** _____

I, _____ am responsible for submitting a "Course Substitution Form" attached to the Registration form
Print Advisor Name or the Add/Drop form in the event my Advisee cannot take the required course as indicated above.

Advisor Signature: _____ Date: _____

Registrar's Signature: _____ Date: _____

PERFORMING ARTS BLOCK SCHEDULE

BACHELOR OF FINE ARTS – 120 CREDIT HOURS

1ST Semester - 15 LIBS 103 2 ENGL 101 3 TECH 101 3 FUND 100 3 PERF 105 Acting 1 3 LIBS 104 ePortfolio 1	2nd Semester - 15 ENGL 102 3 MATH 102 3 PERF 192 Stagecraft 3 IDST 101 or other 3 ARTS101, LIBS111 3 OR PERF142
3rd Semester - 15 PERF 120 Intro to IP 3 ARTH 260, 270 OR 300 3 PERF 194 Costume/Regalia 3 ENGL 220 Lit 3 PERF 180 Story-Telling 3	4th Semester - 16 PERF 101 Perf Poetry 3 SCIE 4 PERF 250 Performance Practicum 3 PERF 195 Tech 3 FREE ELECTIVE 3
5th Semester - 16 ARTH 260, 270 OR 300 3 CINE 120 3 PERF 121 3 PERF 280 3 PERF 250 3 HEAL 1	6th Semester - 15 PERF 195 3 PERF 380 3 FREE ELECTIVE 3 DEPT ELECTIVE 3 DEPT ELECTIVE 3
7th Semester - 15 DEPT ELECTIVE 3 DEPT ELECTIVE 3 FREE ELECTIVE 3 PERF 385 APPRENTICESHIP 3 PERF 492 SENIOR PROJECT 3	8th Semester - 13 DEPT ELECTIVE 3 PERF 495 SENIOR THESIS 3 PERF 408 DEVISED 3 PERF 440 COMM ARTS LEADERSHIP 3 HEAL 1

Total 120 hours

		PERFORMING ARTS																		
PROGRAM LEARNING OUTCOMES (PLO's)		FUND 100	PERF 101	PERF 105	PERF 120	CINE 120	PERF 121	PERF 142	PERF 180	PERF 192	PERF 194	PERF 195	PERF 205	PERF 206	PERF 209	ENGL 220	PERF 221	PERF 230	PERF 242	PERF 250
1. Demonstrate Knowledge of Indigenous Performance Histories and Practice			K		K		K	K	A					K		K		K		
2. Demonstrate Creative Leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing												K	K		A		A			A
3. Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.		K				K				K	K	A							A	A
4. Analyze and critique the elements of performance				K	K		K	K				K	A	A		A		K		A
		Key: K= Knowledge/Comprehension A= Application/Analysis S= Synthesis/Evaluation (based upon Bloom's Taxon)																		

PERFORMING ARTS																					
PROGRAM LEARNING OUTCOMES (PLO's)			ARTH 260	ARTH 270	PERF 280	PERF 290	PERF 298	ARTH 300	PERF 310	ENGL 320	PERF 321	PERF 340	PERF 350	PERF 375	PERF 380	PERF 385	PERF 398	PERF 408	PERF 440	PERF 492	PERF 495
1. Demonstrate Knowledge of Indigenous Performance Histories and Practice			K	A				K	A					S					S		S
2. Demonstrate Creative Leadership through the creation and application of theater, dance and music applying principles that observe an indigenous											S	S	S			S		S	S	S	
3. Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.									S				A			S				S	
4. Analyze and critique the elements of performance			A		A	S	A			S	S		A	A	S		S	A			S
			Key: K= Knowledge/Comprehension A= Application/Analysis S= Synthesis/Evaluation (based upon Bloom's Taxon)																		

PERFORMING ARTS																	
PROGRAM LEARNING OUTCOMES (PLO's)	PERF 421																
1. Demonstrate Knowledge of Indigenous Performance Histories and Practice																	
2. Demonstrate Creative Leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	S																
3. Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	S																
4. Analyze and critique the elements of performance																	
Key: K= Knowledge/Comprehension A= Application/Analysis S= Synthesis/Evaluation (based upon Bloom's Taxon																	

Student Name:

Advisor:

**PERFORMING ARTS
ASSOCIATE OF FINE ARTS
DEGREE
60 CREDITS**

Course #	ASSOCIATE of Fine Arts Degree Studio Arts 60 Credits	Credits	Semester Taken	Grade	Transfer Credit
	GENERAL EDUCATION REQUIREMENTS	24			
LIBS103	Creative & Critical Inquiry	2			
LIBS104	ePortfolio	1			
IDST101 or TRDA101 or ANTH160 or HIST101 or HIST102	Introduction to Indigenous Studies or Traditional Arts and Ecology or Cultural Anthropology or Survey of Native American History I or Survey of Native American History II	3			
ENGL101	English Composition I	3			
ENGL102	English Composition II	3			
MATH102, MATH103 or MATH104	Geometry: Artist's Perspective or College Algebra or Numbers and Society or College Level Math	3			
TECH101	Technology Basics for College	3			
ARTS101 or LIBS111 PERF 142	Elective Indigenous Influences in American Music & Culture	3			
PERF250	Sophomore Seminar (Performance Practicum)	3			
	DEPARTMENT REQUIREMENTS	36			
FUND 100	Studio Fundamentals	3			
PERF 105	Acting I	3			
PERF 120	Intro to Indigenous Performance	3			
PERF 180	Story-Telling	3			
PERF 192	Stagecraft	3			
PERF 194	Costume and Regalia	3			
PERF 195	Technical Theater Production	3			
ENGL 220	Survey of North American Plays	3			
		24			
	Choose one (3)				
PERF101	Introduction to Performance Poetry	3			
CINE 120	Sound for Film I	3			
		3			
	ART HISTORY REQUIREMENTS Choose one (3)				
ARTH 260	American Indians in Cinema	3			
ARTH 270	Indigenous Media	3			
ARTH 300	Contemporary Native American Art Hi	3			
		3			
	Upper Level Requirements (Any 200 level PERF course Choose 2)	6			
PERF 205	Acting II	3			
PERF 206	Indigenous Aesthetics & Philosophies in the Performing Arts	3			

PERF 209	Eco Performance	3			
CINE 220	Sound for Film II	3			
PERF 221/CRWR221	Playwriting II	3			
PERF 230	Dance Appreciation	3			
PERF 242	Fundamentals of Music Knowledge	3			
PERF 280	Internship I	3			
PERF 290	Topics Colloquium in Performance Arts	3			
PERF 295	Technical Theater Production	3			
PERF 298	Independent Studies	3			
	Total	60			

I, _____ agree this will be the degree plan I will fulfill. If the department
Print Student Name
 makes changes to the curriculum during my residency, I will have the option of going to the new degree plan and if I chose to do so, I will sign a new degree plan with my Advisor and submit to the Registrar. I understand I cannot go back to the original degree plan if I chose the new option.

Student Signature: _____ **Date:** _____

I, _____ am responsible for submitting a "Course Substitution Form" attached to the Registration form
Print Advisor Name or the Add/Drop form in the event my Advisee cannot take the required course as indicated above.

Advisor Signature: _____ **Date:** _____

Registrar's Signature: _____ **Date:** _____

PERFORMING ARTS BLOCK SCHEDULE

ASSOCIATE FINE ARTS DEGREE - 60 CREDIT HOURS

1 ST Semester - 15		2 nd Semester - 15	
LIBS 103	2	ENGL 102	3
ENGL 101	3	MATH 102	3
TECH 101	3	PERF 192 Stagecraft	3
FUND 100	3	IDST 101 or other	3
PERF 105 Acting 1	3	ARTS101, LIBS111 OR PERF142	3
3 rd Semester - 15		4 th Semester - 15	
PERF 120 Intro to IP	3	PERF 101 Perf Poetry or CINE 120	3
ARTH 260, 270 OR 300	3	PERF 180 Story-Telling	3
PERF 194 Costume/Regalia	3	PERF UPPER Level elective	3
PERF 195 Tech	3	PERF Upper Level elective	3
ENGL 220 Lit	3	PERF 250 Performance Practicum	3
LIBS 104 ePortfolio	1		

Total 60 credit hours

INSTITUTE OF AMERICAN INDIAN ARTS – DEPARTMENT OF PERFORMING ARTS

COURSE OFFERING SCHEDULE

FALL “EVEN” YEARS	FALL “ODD” YEARS
<p>PERF 105 ACTING I</p> <p>PERF 120 INTRODUCTION TO INDIGENOUS PERFORMANCE</p> <p>PERF 142 INDIGENOUS INFLUENCES IN US MUSIC & CULTURE</p> <p>PERF 195 TECHNICAL THEATER</p> <p>PERF 221 PLAYWRITING II</p> <p>PERF 310 PUPPETRY</p> <p>PERF 250 PERFORMANCE PRACTICUM</p> <p>PERF 375 QUEER/TWO-SPIRIT PERFORMANCE</p> <p>CINE 120 SOUND FOR FILM I</p>	<p>PERF 105 ACTING I</p> <p>PERF 120 INTRODUCTION TO INDIGENOUS PERFORMANCE</p> <p>PERF 180 STORY-TELLING</p> <p>PERF 192 STAGECRAFT</p> <p>PERF 195 TECHNICAL THEATER</p> <p>PERF 206 INDIGENOUS AESTHETICS FOR PERFORMING ARTS</p> <p>PERF 221 PLAYWRITING II</p> <p>PERF 290 COLLOQUIUM (SPECIAL TOPICS)</p> <p>PERF 408 DEvised THEATER</p> <p>CINE 120 SOUND FOR FILM I</p>
SPRING “ODD” YEARS	SPRING “EVEN” YEARS
<p>PERF 101 INTRODUCTION TO PERFORMANCE POETRY</p> <p>PERF 180 STORY-TELLING</p> <p>PERF 194 COSTUME & REGALIA</p> <p>PERF 205 ACTING II</p> <p>PERF 142 FUNDAMENTALS OF MUSIC KNOWLEDGE</p> <p>PERF 121 PLAYWRITING I</p> <p>PERF 250 PERFORMANCE PRACTICUM</p> <p>PERF 321 PLAYWRITING III</p> <p>CINE 220 SOUND FOR FILM II</p> <p>CINE 345 VISUAL EFFECTS & COMPOSITING</p>	<p>PERF 121 PLAYWRITING I</p> <p>PERF 205 ACTING II</p> <p>PERF 209 ECO PERFORMANCE</p> <p>ENGL 220 SURVEY OF CONTEMP NORTH AMERICAN PLAYS</p> <p>CINE 220 SOUND FOR FILM II</p> <p>PERF 230 DANCE APPRECIATION</p> <p>PERF 340 IMPROVISATION</p> <p>CINE 345 VISUAL EFFECTS & COMPOSITING</p> <p>PERF 440 COMMUNITY ARTS LEADERSHIP</p> <p>PERF 492 SENIOR PROJECT</p> <p>PERF 495 SENIOR THESIS</p>

Appendix 1.

List of Courses with brief descriptions.



PERF101 Lecture. 3 credits. INTRODUCTION TO PERFORMANCE POETRY

This performance-based course is designed to increase student proficiency with language and celebrate self-expression. PREREQ: none

PERF 105 Lecture. 3 credits. ACTING I

Explores basic acting techniques and scene studies. PREREQ: none

PERF 120 Lecture. 3 credits. INTRODUCTION TO INDIGENOUS PERFORMANCE

An examination of ceremonial and ritual performance comprised of Indigenous knowledge systems and traditions. It will include a survey of theatrical practice, its history, artists and evolution. PREREQ: none

PERF 121 Lecture. 3 credits. PLAYWRITING

Currently in the catalogue.

PERF142 Lecture. 3 credits. INDIGENOUS INFLUENCES IN U.S. MUSIC AND CULTURE

Study of musical contributions by Native Americans and their influence on U.S. music in the areas of blues, jazz, rock, popular music and classical. This course further explores the political and cultural impact that Native musical presence has had on U.S. culture. PREREQ: ENGL101

PERF180 Lecture. 3 credits. STORY-TELLING

Introduction to the practice of oral and written narrative traditions as exemplified through the art of story “telling”. Participants explore a variety of oral and textual storytelling practices and techniques. PREREQ: 101

PERF192 Studio. 3 credits. STAGECRAFT

Provides a basic understanding of design, construction and/or use of theatrical scenery, properties, lighting equipment, sound equipment, theatrical rigging systems and the proper and safe use of hand and power tools associated with these areas. PREREQ: none

PERF 194 Studio. 3 credits. COSTUME & REGALIA

This course introduces the goals and methods of designing apparel for performance that includes historical and modern Native American regalia drawing upon ancient concepts. PREREQ: ENGL102

PERF 195 Studio. 1-6 credits. TECHNICAL THEATER PRODUCTION

Introduction to the equipment, technologies and language used by technicians and designers when working in the sound and lighting areas of technical theatre. Students will examine the function and operation of equipment as well as explore the sound and lighting processes. PREREQ: FUND 100; PERF 192 or to be taken concurrently.

PERF 205 Lecture. 3 credits. ACTING II

Currently in the catalogue.

PERF 206 Lecture. 3 credits. INDIGENOUS AESTHETICS AND PHILOSOPHIES FOR THE PERFORMING ARTS

A comparative and explorative study of Native knowledge systems that propel story, dance, and music. It will then apply these aesthetics in the building of original works of performance installation that reimagine new narratives. PREREQ: PERF 105 Acting I; PERF 120 Introduction to Native Performance or taken in conjunction

PERF 209 Studio. 3 credits. ECO THEATER

Students learn techniques for devising original performances and the class will culminate in a performance event based on environmental themes. PREREQ: none

ENGL 220 Lecture. 3 credits. SURVEY OF NORTH AMERICAN PLAYS

Currently in the catalogue.

PERF 221 Lecture. 3 credits. PLAYWRITING II

Currently in the catalogue.

PERF 230 Lecture. 3 credits. DANCE APPRECIATION

Covering multiple forms of dance through lectures, movement and videos. Students will learn about a broad range of traditional dance forms from around the world and about the history of popular contemporary dance styles.

PREREQ: none

PERF 242 Lecture. 3 credits. FUNDAMENTALS OF MUSIC KNOWLEDGE

Intended for students with little or no previous musical experience. Introduces music notation and basic music theory topics such as intervals, scales, keys, and chords, as well as basic rhythm skills. Provides for those who would like to extend their musicianship skills through ensemble work and voice. PREREQ: none

PERF 250 Studio. 1-6 credits. PERFORMANCE PRACTICUM

Intensive course that gives students the opportunity to go through the process of preparing and putting on a play or performance. PREREQ: FUND 100; ENGL 101; Acting 105

PERF280 3 credits. INTERNSHIP I

Currently in the catalogue. PREREQ: Consent of instructor.

PERF 290 Colloquium. 1-3 credits. SPECIAL TOPICS IN PERFORMANCE ARTS

Currently in the catalogue. PREREQ: ENGL 101 and Instructor consent.

ENGL 320 Lecture. 3 credits. SURVEY OF WORLD PLAYS

Currently in catalogue. PREREQ: ENGL 220

PERF/CRWR 321 Lecture. 3 credits. PLAYWRITING III

Currently in catalogue. CRWR/PERF 121; CRWR/PERF221. Pre or co-requisite ENGL102

PERF 340 Studio. 3 credits. THEATRICAL IMPROVISATION

Multiple techniques to explore short and long form improvisation and story-telling from comedic improv games, to collaborative story-telling and scene creation. PREREQ: PERF 105; ENGL 101

CINE 345 Studio. 3 credits. VISUAL EFFECTS & COMPOSITING

Learning of visual effects process from green screen compositing and digital matte painting to title effects and 3D effects. Provides insight into the various techniques used in the industry. PREREQ: PHOTO 121 or CINE 210.

PERF 375 Studio. 3 credits. QUEER/TWO-SPIRIT PERFORMANCE

Explores the complex history, struggle and resiliency of gay, lesbian, bisexual, transgender, queer, intersex and Two-Spirit LGBTQ2 performance. PREREQ: ENGL101, PERF103, ENGL102 (Pre or Co-Requisite)

PERF 388 1-6 credits. INDEPENDENT STUDIES

Currently in catalogue. PREREQ: Permission of the Program Director and Instructor

PERF 408 Studio. 3 credits. DEVISED THEATER

Build ensemble performance using integrated music, theater, and dance/movement vocabularies and skills. Training in each discipline and combining them in the exploration of composition and performance-making.

PREREQ: Acting 205; PERF 142 or 242

PERF 440 Lecture. 3 credits. COMMUNITY ARTS LEADERSHIP

Currently in catalogue.

Foster students' ability to apply the performing arts as a catalyst for change in their communities. As artist educators, students will develop their leadership skills by studying pedagogy and creating lesson plans and initiate empowerment workshops to inspire dialogue. The capstone for the course is facilitating a lesson plan/workshop in the Santa Fe community. PREREQ: Acting 105, PERF 180, PERF 250 and Junior or Senior status.

PERF 495 Senior Project

PERF 492 Senior Thesis

Course Proposal Form

FUND100

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	FUND100 levels
Power of place	Demonstrate Knowledge of Indigenous Performance Histories and Practice	
Creative Expression	Demonstrate Creative Leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	K
Effective communication	Analyze and critique the elements of performance	

PERF101

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF101 levels
Power of place	Demonstrate Knowledge of Indigenous Performance Histories and Practice	K
Creative Expression	Demonstrate Creative Leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Analyze and critique the elements of performance	

PERF105

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF105 levels
Power of place	Demonstrate Knowledge of Indigenous Performance Histories and Practice	
Creative Expression	Demonstrate Creative Leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Analyze and critique the elements of performance	K

Measurable learning outcomes

PERF120

Academic Program Values	Program Learning Outcomes	PERF120 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	K
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	K

Measurable learning outcomes

CINE120

Academic Program Values	Program Learning Outcomes	CINE120 levels
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Power of place	Demonstrate knowledge of indigenous performance histories and practice	
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	K
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	

Measurable learning outcomes

PERF121

Academic Program Values	Program Learning Outcomes	PERF121 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	K
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	K

PERF142

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF142 levels
Power of place	Demonstrate Knowledge of Indigenous Performance Histories and Practice	K
Creative Expression	Demonstrate Creative Leadership through the creation and application of theater, dance and	

	music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Analyze and critique the elements of performance	K

PERF180

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF180 levels
Power of place	Demonstrate Knowledge of Indigenous Performance Histories and Practice	A
Creative Expression	Demonstrate Creative Leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Analyze and critique the elements of performance	

PERF192

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF192 levels
Power of place	Demonstrate Knowledge of Indigenous Performance Histories and Practice	
Creative Expression	Demonstrate Creative Leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	K
Effective communication	Analyze and critique the elements of performance	

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PERF194

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF194 levels
Power of place	Demonstrate Knowledge of Indigenous Performance Histories and Practice	
Creative Expression	Demonstrate Creative Leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	K
Effective communication	Analyze and critique the elements of performance	

PERF195

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF195 levels
Power of place	Demonstrate Knowledge of Indigenous Performance Histories and Practice	
Creative Expression	Demonstrate Creative Leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	K
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	A
Effective communication	Analyze and critique the elements of performance	K

PERF205

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF205 levels
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Power of place	Demonstrate knowledge of indigenous performance histories and practice	
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	K
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	A

PERF206

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF206 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	K
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	A

PERF209

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF209 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	A

Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	

Measurable learning outcomes
ENGL220

Academic Program Values	Program Learning Outcomes	ENGL 220 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	K
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	A

Measurable learning outcomes
PERF221

Academic Program Values	Program Learning Outcomes	PERF221 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	A
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	

PERF230

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF230 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	K
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	K

PERF242

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF242 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	A
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	

PERF250

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF250 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	A
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	A
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	A

ARTH260

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	ARTH260 levels
Power of place	Demonstrate Knowledge of Indigenous Performance Histories and Practice	K
Creative Expression	Demonstrate Creative Leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Analyze and critique the elements of performance	A

ARTH270

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	ARTH270 levels
Power of place	Demonstrate Knowledge of Indigenous Performance Histories and Practice	A
Creative Expression	Demonstrate Creative Leadership through the creation and application of theater, dance and	

	music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Analyze and critique the elements of performance	

PERF280

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF280 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	A

PERF290

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF290 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	

Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	S

ARTH300

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	ARTH300 levels
Power of place	Demonstrate Knowledge of Indigenous Performance Histories and Practice	K
Creative Expression	Demonstrate Creative Leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Analyze and critique the elements of performance	

PERF310

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF310 levels
Power of place	Demonstrate Knowledge of Indigenous Performance Histories and Practice	A
Creative Expression	Demonstrate Creative Leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	S
Effective communication	Analyze and critique the elements of performance	

ENGL320

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	ENGL320 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	S

PERF321

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF321 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	S
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	S

PERF340

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF340 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	S
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	

CINE345

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF350 Levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	S
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	A
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	A

PERF375

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF375 Levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	S
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and	

	music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	A

PERF385

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF388 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	S
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	S

PERF398

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF398 Levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	

Effective communication	Demonstrate an ability to analyze and critique the elements of performance	S

PERF408

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF408 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	S
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	A

PERF440

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF440 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	S
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	S
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	

PERF421

Measurable learning outcomes

Academic Program Values	Program Learning Outcomes	PERF421 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	S
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	S
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	

Measurable learning outcomes

PERF492

Academic Program Values	Program Learning Outcomes	PERF492 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	S
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	S
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	

Measurable learning outcomes

PERF495

Academic Program Values	Program Learning Outcomes	PERF495 levels
Power of place	Demonstrate knowledge of indigenous performance histories and practice	S
Creative Expression	Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an indigenous framework of knowing	
Community engagement	Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production.	
Effective communication	Demonstrate an ability to analyze and critique the elements of performance	S

To: Dr. Robert Martin, President
From: Charlene Teters, Academic Dean
Date: May 2018
Subj: Quarterly Board Report
With input from Library Director Valerie Nye; JoAnn Bishop, Director of Fitness and Wellness; and Department Chairs

Mission Objective 1: Improve Student Success

A. Increase involvement of all IAIA stakeholders in student success

Project I – Academics - Registrar: Degree Audit Implementation and Advisor Training

The Degree Audit module in Empower has been programmed for the 2016-17 and 2017-18 academic years to ensure that all students' courses are accurately reflected in their specific degree plan as a guide to degree completion. During the summer we will add academic year 2015-2016 into degree audit. Advisor training has begun in the use of the Degree Audit. Expected completion June 30, 2018. 70% complete.

B. Increase enrollment; improve retention and completion

Project I – Studio Arts: Foundations Update

Foundations Coordinator, Assistant Professor Matt Eaton has held independent meetings with the adjuncts and begun the process of observing adjunct faculty teaching. Updates to curriculum will need to take place once assessments have been completed on Foundations courses. Curriculum for Sophomore Seminar has been created and was offered this spring semester. 70% complete.

Project II – Studio Arts: Community Building

There has been an increase in both guests to classes and inclusion of AiR artists in courses within Studio Arts. Some open critiques have occurred, primarily at the upper level. A plan for activities, a calendar, was never created specifically for Studio Arts. This projects goal was to focus on increasing the inclusion of guest lecturers and AiR artists in classroom learning. 60% complete.

Project III – MFA Creative Writing: Increase Enrollment by Instituting a Young Adult MFA Track

The proposals are ready now, but the approval process has been postponed until fall 2018. Until an official track is created, we will go forward on an ad hoc basis and place students in a fiction workshop directed towards the young adult novel led by Cherie Dimaline. 40% complete.

Project IV – Business & Entrepreneurship: On-line Awareness and Marketing

Building online awareness of our program. More market research to determine who our target market is. The coordinator has posted to Facebook, testimonial videos from Youtube and Facebook. Additional meetings with our Marketing department will happen in spring 18 semester. May 2018. 30% complete.

Project V – Indigenous Liberal Studies: Develop Retention & Graduate Tracking Capacity

Establish culture of retention and graduate tracking system. ILS will assess activities to encourage incoming students to become involved in department and ILSSO. The graduate tracking system will require funding for a digital data base. This project has made little progress. Expected completion July 2018. 10% complete.

Project VI - Develop and implement an accelerated English Developmental Education course:

This **Achieving the Dream project** was piloted in the Fall 2017. Freshmen students who tested into developmental education course (ENGL099) were enrolled in ENG101 (college level) in order to accelerate their progress of English requirements. 88% (7/8) of students in the accelerated course moved into ENGL102. We will continue to offer this accelerated course and review the data, assess retention, update syllabus for Fall 2018. May 2018. 70% complete.

C. Increase scholarship funds

Project I – MFA Creative Writing: Increase Scholarship Fund to \$250,000 yearly

Maintain Taitanchi, Truman Capote, Morris relationships (\$142,000 year), support gala (\$30,000 year), develop additional donors for \$78,000 per year. This will be a combined effort with both Director and Institutional Advancement working with grants and individuals. Expected completion July 2018. 10% complete.

Project II – Business & Entrepreneurship: Business & scholarship grants

Research other business scholarships & grants by working with IAIA Development and Career office on grants, scholarships & internships. This will provide Scholarship and/or internship funding for 2+ students. Expected completion June 2018. 10% complete

D. Track student success after college

Project I – MFA Creative Writing: MFA Alumni Success

I am happy to report that it's difficult to keep up with the successes of this program. But we're getting most of the news and archiving it. Email appeals have been more successful than survey tools, and our alumni email list is now completely accurate. 75% complete.

Project II – Business & Entrepreneurship: Review business certificate graduates

Review list of Business Certificate graduates and make efforts to contact them to follow up on surveys & interviews of business certificate graduates that were done Spring 17. Expected completion Spring 2018. 10% complete.

E. Develop student leadership skills

Project I – Creative Writing: Indigenous Assessment

The dates for the Reading & Defense by the Thesis I and II students have been decided; Thesis I students will read and defend on May 1, 4 p.m. in the Library Reading area, and Thesis II students will read April 24, 4 p.m. in the Lecture Hall. The reading & defense is open to the community. Recording of the event will be coordinated with the Academic Tech staff. James Stevens and Evelina Lucero will upload the recordings to the department folder on OneDrive.

Faculty identified a community for an indigenous assessment of the student readings. The community will include Dean Charlene Teters, Associate Dean Lara Evans, Steve Wall, Val Nye, Jim Rivera, Sheila Rocha, Jennifer Love, adjuncts: Jenn Shapland and Annette Rodriguez, students: Teklu Hogan, and others to be identified; and CW faculty James Stevens, Annie Haven McDonnell, and Evelina Lucero. The assessment is scheduled for Friday, May 4. Participants will be invited by April 20.

The Creative writing faculty will use the department oral presentations rubric to assess the presentations to gather data. We will also hire an outside evaluator to review the Theses portfolios and write a report. At a later date, probably the beginning of the Fall semesters, we will assemble another committee to assess the evaluator's report. May 2018 - 80% complete.

Project II – Library: Leadership Partnership

Elleh Driscoll started the Student Success Club in Fall 2017. Library staff members served as club sponsors, connected the club to campus departments and individuals, and met with Elleh about her ideas throughout the fall semester. 70% Complete

Project III - Develop a Women's Leadership Summit. The Academic Dean In collaboration with IAIA Student leaders, developed a student directed Women's leadership Summit. The goal of this summit to provide a forum for students to learn more about themselves as leaders. Students and the Academic Dean designed a series of events over two days. Events on campus were well attended. The off-campus events were not. We now know to provide a van to transport students to off campus receptions or events. Completed March 2018. 100% complete.

Mission Objective 2: Strengthen Academic Programs

A. Develop and promote an indigenous assessment model

Project I – Library: Student assessment of the library

The library conducted a focus group with students in April and will use this information as part of the department's assessment project for 2018. 80% Complete

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

Project I - To implement an On-Line Adjunct Orientation

Implement an On-line orientation to ensure quality training in all aspects of IAIA. As IAIA continue to grow, adjunct instructors will increase, and an on-line orientation will help extend important content.

This project is on-track and key features have been developed. The prototype of this course is being used this term. In addition to assignments in which faculty submit various forms and confirmations of IAIA policy statements, there are discussions where questions can be asked or answered. To be completed by July 2018. 85% complete.

C. More fully implement academic program review

Project I – Cinematic Arts: Searchable Archive

For the searchable archive of student films from 2009 to present, a student worker had been working with the Library to give the proper catalog information for films on an Excel spreadsheet. Films were classified up until Spring 2017. This portion of the project has stalled due to grant money running out which paid the student. It is hoped that this part of the project can resume in the Fall, working with IT to create an interface with IAIA's servers which can house the films. All the films from 2009 to Fall 2018 have been collected and centralized on a hard drive, which will eventually be transferred to the servers.

For the online portion of the project, which will showcase the best student work on IAIA's website, the CINE department has been in talks with IAIA's Communication Department about the best way to facilitate the films. Most of the films have been curated and should be ready to launch this summer. Expected Completion May 2018. 80% complete.

Project II – The Assessment reports and work plans contributing to HLC Assurance argument.

This work led by the Associate Dean bridges the HLC assessment academy work and **Achieving the Dream** committee work. We have completed an Indigenous assessment forms useful for the Indigenous assessment processes. We have tested the new forms with faculty and staff and made revisions users recommend. We will locate a centralized location i.e. IAIA web-site, IAIA share drive, or Dropbox to store all Academic program assessment and work plans for public dissemination. Expected completion August 2018. 50% complete.

Project III – MFA Creative Writing: Improve the Survey of Alumni

We discussed the progression of skills during our July 2017 faculty meetings and decided to make the first year more skill-based providing vocabulary to speak about the work--as a way of leveling the incoming class. The MFA faculty also talked about a series of craft lectures that would address first semester needs. 90% complete.

Project IV – Academic Dean: Program Review

To ensure that our academic programs support and encourage relationships cross all constituents of IAIA, the Dean will brief the community and invite input on our current programs. The final program review document will include this dialogue. Program review is near complete and the Dean's recommendations have been forwarded to the president for review and comment. The Deans recommendations for programs was presented APPC (department chairs), Faculty Council and the Cabinet. May 2018. 90% complete.

Deans recommendations for programs:

Staffing/Faculty Summary

Two programs recommend an increase in their fulltime Core Faculty: Indigenous Liberal Studies and Museum Studies, in both cases because of increasing enrollment in courses offered by the departments. If IAIA were to move forward with an MFA in Studio Arts, a third Core Faculty would be needed for the Studio Arts department. Five staff positions are recommended to be reclassified as faculty positions: 2 Librarians, the Archivist, the Developmental Education Director, and the Balzer Gallery Director. Two of these staff members already make substantial contributions to governance and administrative initiatives. The other 3 reclassifications would improve institutional governance/campus initiative capacity.

Cinematic Arts

Budget year. 2018-2019, 2019-2020 and 2020-2021. The Deans recommend an increase in computer equipment line by \$11,000 each budget year. The size of the program at present is a very close match to the equipment on-hand. If enrollment increases by even just 10 additional students in the fall and retention of the previous year's students improves at the same time, it may become necessary to purchase additional equipment.

Library and Archives

Because of the high-profile donation of papers and art materials from Susan Shown Harjo, James Luna, etc. the archive has experienced an increase in interest from the public. This may be a time to begin modest annual budget increases for the Archives for supplies, professional development, expenses for program/exhibition support, and collection development. Annual predictable funding will allow the archives to plan projects from year-to-year. If growth of the Archives collection and public inquiries continue at this pace, increased staffing would be appropriate within the next two years: an assistant archivist or archives technician staff position or possibly a graduate fellowship position filled by a Museum Studies graduate student, once that program is sufficiently established.

Endowed Professorships.

Art History, Studio Arts and Performing Arts would be desirable for future growth.

Business & Entrepreneurship

The Business Certificate Program is the least integrated program and is underutilized. The Deans propose that the program undergo a second-tier review in 2018-2019 to determine if it should continue. Enrollment trends would be studied in more depth and student and alumni input would be solicited.

- D. Assess the feasibility of adding undergraduate and graduate programs in several fields of study

Project I – Museum Studies: Develop a plan for the formation of a Museum Studies Graduate Program

The Museum Studies department has been developing a plan for the formation of a Museum Studies Graduate Program. Dr. Jessie Ryker-Crawford will be presenting the graduate program proposal to the MUSM/ARTH Faculty at the first department meeting of revised date Fall 2018. 30% complete.

Project II – Indigenous Liberal Studies: Graduate Program Development

A plan for the development of an ILS graduate program. The planning phase will go into the next academic year. September 2018. 10% complete.

Project III - Assess the feasibility of adding a Low-Residency MFA in Studio Arts

Develop a plan for an MFA designed for serious artists who want to develop a professional body of work in a low-residency program. Identify a project manager to research Low residency MFA programs and develop a plan. Update: We have contracted an IAIA alumna to draft a plan for IAIA modeled after the Vermont College of Art Low-Residency. Revised completion of plan will be Fall 2018. 50% complete.

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

Project I - Implement Carnegie Pathways Quantway program

We are launching the Quantways course materials for Dev Ed Math in the Fall 2018 and Associate Professor, Belin Tsinnajinnie has made valuable contributions to the Quantway organization as a project leadership. Implementation set for August 2018. 100% complete.

- F. Continue developing a Performing Arts program

Project I – Performing Arts: Development of Performing Arts Program

The Baccalaureate and Associates degree plans are complete and degree plans have been approved at the faculty council meeting April 19, with the board approval the internal approvals will be complete. Next steps:

- Substantive change document.
- Review enrollment numbers for current PA classes from past 3 years.

- Assess the best way to utilize and incorporate the Black Box and other new state of the art performance facilities into existing and future curriculum and campus activities
- Departmental networking of future relationships with scholars and masters in the field of performance

70% complete.

Mission Objective 3: Build College Community

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

Project I: Graphic Novel Grant.

The IAIA Library received the Will Eisner Grant for Graphic Novels for Libraries in June 2017. The goals of the grant are to: select and make available graphic novels that are funded by the grant, create a graphic novel space in the library, manage a graphic novel contest, and provide awards to student winners of the contest. The library is committed to: increasing the number of graphic novels in the library's collection, encouraging students to check out graphic novels, holding at least three graphic novel events prior to the contest, and holding a graphic novel contest.

- To date, the library has ordered \$2000 in graphic novels allowed by the grant and has received all of the graphic novel award books.
- The library hosted a graphic novel consultation for students in Spring 2018 as they prepared their work for the graphic novel competition.
- The library's graphic novel collection has grown by over 70% since August 2017. The collection currently has 490 items in this special collection. The graphic novels have circulated 198 times from August 2017 - March 2018.
- Students entered 6 entries into the Library's Graphic Novel Contest. A committee is evaluating the entries and the winners will be announced at the May 10th student awards lunch.

70% Complete

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

Project I - Institutionalize the Environmental, Health and Safety committee. The EHS committee completed the OSHA blood borne pathogen training. Provided OSHA respiratory protection for classes and visiting artists. Modified ventilation systems in the Jewelry Studio casting area. Modified existing system and added additional ventilation systems in the Fab Lab. Foundry safety equipment for metal pouring was upgraded. Expected completion July 2018. 70% complete.

Project II – CINE Departmental Safety Manual (new)

The CINE department has drafted its first safety manual, which is intended to standardize health and safety practices on all IAIA student films, as well as serve as an assessment project for the CINE department learning outcome that students will "practice ethical behavior." The manual is based on a template created by USC's School of Cinematic Arts and Emerson College Visual and Media Arts Department,

which, is in turn, based on OSHA recommendations for the film industry. The manual has been tailored to reflect IAIA's policies, equipment and campus.

The manual is currently under review by IAIA's Health and Safety Committee and is awaiting final approval. It will be issued to all CINE students in the Fall of 2018. 95% complete

F. Implement an internal and external marketing and communication plan

Project I – Museum Studies: Website

Update the 2016/2017 Art History website page and develop the Museum Studies Website Page. Launch the completed Art History and Museum studies website page in May 2018. 100% complete.

I. Grow and maximize resources for college programs

Project I – Fitness & Wellness Department: Archery Team:

Bill Mills Foundation grant received for \$960, an ASG club/team has been developed to participate in events. The Archery Team will travel every weekend to ABQ to participate in competition and to spend down the grant. Completed May 2018. 100% complete.

Mission Objective 4: Advance Contemporary Native Arts and Culture

C. Advance scholarship and dialogue on indigenous arts and culture

Project I: Arrangement/Description of IAIA Slide Collection.

The slides have been roughly arranged by type of image (students, exhibitions, paintings, sculpture, events, etc) and placed in archival sleeves boxes. Once the arrangement is complete we will start the description of the collection.
60% Complete

Project II – Library: Complete preservation, arrangement, description, and digitization of the Merina Lujan (Pop Chalee) Papers

Our contract archivist, Marissa Hendricks, has arranged and preserved the collection and is currently working on the description document and data entry. Photography of the collection by alumni Terran Kipp Last Gun will begin on January 12th and conclude January 19th. The bulk of this project was completed in mid-February and the publication of the finding aid is the final step to completing the project. The final grant report is due in Mid-June. 98% Complete

Project III – Library: Draft processing plan for Suzan Harjo paper.

Based on the preliminary inventory, we wrote a general series arrangement for the Harjo papers. However, preservation, arrangement, and description of this huge collection will require significant funding, materials, and staffing to complete.
30% Complete

Project IV – MFA Creative Writing: Plan an Anthology of Craft Lectures

Plan anthology publication. Self-publish or propose to establish press. Make a call for entries and appoint editors.

We will publish Native student, alumni, and faculty craft essays. Content will be developed by transcribing existing craft lectures from our Vimeo channel, offering the speakers a chance to edit, expand, and revise before publishing on the Mud City online journal blog, followed by consideration for the anthology. Expected completion July 2018. 40% complete.

Project V - Project: Arrangement/Description of IAIA Museum Record Group 9. (new)

The archives received an NEH grant in December 2017 for \$3877 to process the MoCNA Collection, Record Group 9. 20% Complete

E. Engage with indigenous communities world-wide

Project I – Indigenous Liberal Studies: Establish funding source for international exchanges.

Establish contacts and relationships to facilitate outside funding. Successful solicitation for funds to support UIEM exchange and other similar activities. Update: A draft fundraising letter has been submitted to Judith Pepper OIA, for review and input for this project. Expected completion, revised completion date August 2018. 90% complete.

F. Strengthen the connection between the College, its Museum, and the larger Santa Fe community.

Project I - Develop a Performing Arts and Fitness building access and internal external Use policy. This committee will also evaluate and develop safety protocols for student, faculty and community use of the PAFC. We have approved a policy on access and conduct in the PAFC. 40% complete.

Other news:

Academic Dean, Charlene Teters.

- Presenter, Achieving the Dream.
- Speaker, Penn State University
- Speaker, University of Virginia, Richmond
- Speaker, Red Shawl Solidarity project. IAIA
- Juror, 32 League of Innovation, National Student Art competition.
- Speaker, AALTO UNIVERSITY, FINLAND

Cinematic Arts

Faculty Member Peter M. Kershaw, along with his production company, **Duchy Parade Films, LLC**, have put together a production plan for a contemporary feature film which is set and will be filmed in New Mexico. The film - ***The Dark Places*** - written and also to be directed by Kershaw, will be produced by Duchy Parade Films, LLC in partnership with **IAIA**.

Performing Arts Update:

End of Semester performances in the Blackbox theater:

- Improv and storytelling, April 20.
- Water: An original eco-performance about threatened rivers. April 28.

Library Board Report – April 2018

Archives

- The archives acquired the papers of artist and IAIA faculty member (1963-1981) Seymour Tubis. The collection was donated by his daughter. Tubis is credited with establishing IAIA's printmaking department. The collection is 7 cubic feet of correspondence, catalogs, event flyers, photographs, and slides that document his career.
- Ryan hosted Colorado College faculty, Karen Roybal, and her 8 students April 5-6 as they explored issues related to their course, "Archives of Power."

Library Shelving

- The library has a new range of shelving was installed in the library in March. The entire library collection will be shifted this summer, specifically to make room for the growing collection of art books.

Library Staff Update

Cataloging Position:

- The library's Cataloger resigned at the beginning of December. A part-time former IAIA employee (IAIA's former Cataloger), Pam Donegan, has stepped into the empty position to process the library's new acquisitions this spring.
- A search committee continues the process of searching for a new cataloger. Two in-person interviews were conducted in April.

Valerie Nye, Library Director

- Had a book proposal about libraries and intellectual freedom accepted by the publisher, American Library Association Editions

Ryan Flahive, Archivist

- Is organizing a meet-up for the North Central region of the New Mexico Museum Association (NMAM) in Taos in May 2018.
- Hosted 54 Disc Golfers on the IAIA Disc Golf Course for a tournament that benefitted the IAIA Disc Golf Club

Jon Davis, the MFA Director, was Visiting Writer at the Vermont Studio Center, won second prize in the WB Yeats Society of New York's 2018 Yeats Poetry Prize competition, has a short story in *Barrelhouse*, three poems in *Cream City Review*, two poems in the *Taos Journal of Poetry & Art*, single poems in *The Ekphrastic Review* and *Waxwing*, a poem in celebration of the New Mexico Museum of Art in *El Palacio*, and a suite of collaborative poems with Dana Levin in *They Said: A Multi-Genre Anthology of Collaborative Writing* from Black Lawrence Press. He gave readings at Barnes & Noble Bookstore in New York City, Vermont Studio Center, and the New Mexico Museum of Art.

MFA student news

- **David Weiden** signed with Aevitas Creative Management.
- **Jake Skeets** was a winner in the 2018 Discovery/Boston Review Poetry Contest.
- **David Tromblay** has work in *RED INK: An International Journal of Indigenous Literature, Arts, & Humanities*; *Open: A Journal of Arts & Letters*; *Watershed Review*; and *The Dead Mule School of Southern Literature*.
- **Rowena Alegria's** story, "Janet Cramer, Class Whore," was a finalist in *Mississippi Review's* fiction contest and will appear in an upcoming issue.
- **Erin Singer** has stories in *Conjunctions* and *Ploughshares*.
- **Michelle LaPena's** story "Life Along the River" appears in *Waxwing*.
- **Lauren Monroe, Jr.** is a 2018 Time Warner Producer Fellow at Sundance.
- **Leah Lemm** received a 2018 Cedar Cultural Center Commission to produce a song cycle.

MFA ALUMNI NEWS

- **Bryan Bearhart** was nominated for Best New Poets for a poem published by *Foglifter* magazine.
- **Kyce Bello** read, with Barbara Rockman, at OpCit Books on April 28.
- **Chee Brossy** read April 13 at the Society of the Muse of the Southwest in Taos, NM.
- **Migizi Pensoneau** and the 1491s wrote a play that will be produced by the Oregon Shakespeare Festival.
- Recent IAIA MFA alumni agent signings include **Chee Brossy** and **Terese Mailhot** with Massie & McQuilkin and **Ginger Gaffney** with Wales Literary Agency. **Terese** also signed with Jack Jones Literary Arts Speakers Bureau.
- **Ginger Gaffney** received a Tin House 2018 Winter Scholarship to attend the Tin House Workshops.
- On February 22, **Terese Mailhot**, **Tommy Orange**, and the Low Rez program were featured in a major article on *Buzzfeed: Remember Their Names: These Writers Are Launching A New Wave Of Native American Literature*.
- Moon and Star," by IAIA MFA alum **Ginger Gaffney** is in the Winter 2017 issue of *Tin House*.
- **Jennifer Love** participated in Santa Fe Community College's "Women Write: An Interactive Panel" on Wednesday, February 21, 2018.
- **Béatrice Szymkowiak's** chapbook *Red Zone* has been accepted for publication by Finishing Line Press.
- *GENESIS*, the first book of poems by IAIA MFA alumnus **Crisosto Apache**, was published by Lost Alphabet.
- **Jennifer Love's** essay "Origin Story" took first place in creative nonfiction in the *Santa Fe Reporter's* annual writing contest.
- **Ramona Emerson's** film *The Mayors of Shiprock* won the Best Documentary Award at the 2017 LA Skins Fest.

20 April 2018

Board Report: Alumni Council

Alumni Survey:

- The Alumni Council recently completed a survey. The results offer insight on how the Alumni Council and IAIA at-large, can better support and include IAIA alumni. Some areas of interest include:
 - Create opportunities for IAIA alum to participate in artist lectures, presentations, and on-campus workshops
 - Currently working with IAIA Continuing Ed.
 - Develop mentorship and internship opportunities for IAIA alum to work with current IAIA students
 - Currently working with SSC Retention Specialist (Mentorship Program) & IAIA Internship and Career Director
 - Workshops related to: grant writing, professional development, networking, and business and entrepreneurship.
 - Currently working with IAIA Continuing Ed.
 - More highlights and updates on IAIA alum to be collected and shared online and on social media
 - Currently working with Jason Ordaz

Upcoming Alumni Luncheon:

- Planning our upcoming Alumni Luncheon which will take place during Indian Market, August 2018, at the Museum of Contemporary Native Arts in Santa Fe.
 - Considering modifying the luncheon to include panel discussions with IAIA alum as guest panelists

2017-18 ASG Semester Report

As a government body, we have accomplished many of the goals we have set for ourselves. This includes our efforts to create a more inclusive Associated Student Government organization. The goal was to create events and meeting structures, which are student centered, positioning the students first with our events and ASG meetings. Agendas were crafted which were in line with Roberts Rules of Order, to create lasting leadership and government systems exposure, for the student body that also promoted important events and allowed time for students to share concerns or questions.

The bulk of our events have been designed to create a family atmosphere here on campus, with the intent of creating inclusivity to foster friendship and lasting relationships. Most of the ASG events have been well attended by students and faculty. It was an honor and a pleasure to serve on the IAIA Associated Student Governing body as representatives. We all hope that our work created events and provided support for students, which will have lasting memories for our IAIA community.

As we end the year, we feel that the “IAIA Family Pride” events have been a huge success, and helped in the creation of more connections and cohesion among our student body. This includes the addition of the officers who filled our open positions at the end of last semester.

I would like to add some concerns I have about ASG and the advisors who support us. There needs to be improvement in areas of support and leadership building for our ASG officers and advisors which happens in tandem. This includes and is not limited to: support staffing available as advisors, training for advisors in high contact relations with students, professional development training for advisory staff and students, and written protocol for advisor student relations. This could provide an opportunity for growth for both parties and alleviate unnecessary stresses for the students in ASG officer positions. Written protocol is also needed for there to be less confusion about responsibilities.

It was truly the work of the group, which made all things possible, for this academic year. I am deeply moved by the opportunity to serve the students and the institute as the outgoing ASG President.

Tiffany Adams

IAIA Associated Student Government President

Fall 2017 ASG Events

Orientation Completion Party- Honoring students from Summer Bridge and Orientation week with a party in the SUB

Welcome Back Party- party for returning and new students with Alumni to hear success stories and motivation.

Dartmouth Welcome Party- Event for joining IAIA community together with the visiting Dartmouth students.

Student Representative Campaign- Promoted involvement in ASG. Students made public speeches, created campaign posters; 8 positions were filled.

Team Building Fun Night- Event for community cohesion, team building, and gathering anonymous Open Forum topics.

MAKE Santa Fe Q&A- Interdepartmental sponsorship by ASG, Institutional Advancement, Alumni Relations, Student Life, and Academics. To bring awareness about shared resource space currently available and coming affordable housing in an Artists Residential Community.

Halloween Harvest Dance- DJ, food, games, dancing.

Halloween Family Housing Party- costume contest, games, treats, for families and children of the IAIA community.

ASG sponsored events: Art Rush, ILSSO Fry Bread sale,

Spring 2018 ASG Events:

Student Representative Retreat at the Ghost Ranch in Abiquiu- Team building and cohesion, hiking, horseback riding, team building activities, and ASGA student leadership skype.

Welcome Back Ice Breaker Party- Games, Music, Food for students and ASG to get to know each other and come together as a community.

ASG with Faculties- Worked with and coordinated the removal of fences in the family housing area.

Student Union Building Launch Dance Party with DJ: Adrian Wall

Club Drive- Promoting student involvement in extracurriculars and clubs. Food, Music, and prizes.

Women's Leadership Summit- worked with and coordinated with group to create activities for student's engagement. Panel participants.

Gregg Deal- Guest scholar and artist, activities included performing arts, live painting, lecture, and student engagement.

Sweetheart Dance- Formal dance with DJ for Valentine's Day.

Red Shawl Solidarity Project 2 day workshop- Events, films, food, speeches and promoting IAIA community gathering to create safer campus.

Celebrate Mother Earth- Clean up Campus and Fashion Show event with food, and prizes.

Powwow Support and Facilitation- Set up and assisting throughout the day, helping to coordinate powwow with Student Activities. Coordinated volunteers and provided funding for specials and other activities.

ASG Funded Events- for Student NCORE trip, AIHEC Conference, Museum students

trip to Canada, IAIA emergency fund, study nights, POWWOW.

The 2017-18 ASG officers have allocated \$6000 to begin the Bus Stop Project as soon as term ends. This will include a ground-breaking ceremony on May 14, 2018. This much-needed Bus Stop shelter for IAIA students, staff, faculty, and community has been a project in the making for over two years starting with a former ASG officer, Scarlett Cortez.

ASG Officers:

Tiffany Adams, Chemehuevi Konkow/ Nisenan

President

2017-18

Academic Building upgrade committee. Provided student voice and report to committee and ASG

2017-18

Worked with foundation on fundraising

AIHEC- Represented ASG as the voting member. Documented and supported students and their events. Provided support for students.

2018

NCORE- Organizer- Coordinated with NCORE for the providing of vending tables to sell student work at conference. Obtained vendor space for the sale of student work at conference.

2017

Organized and created documentation and Resolution to stop the Flying J Truck Stop.

2017-18

Attended all Board of Trustees meetings.

2017-18

Worked in tandem with all officers to achieve goals of IAIA Student Government.

Worked directly with faculty and staff on student issues.

2017-18

Created digital media and artwork for stickers and flyers.

2017-18

Welcomed incoming students at Family Housing Orientation Meetings, Welcome Back Party.

2018

Red Shawl Event

Elizabeth Kianu Stahmer

ASG Vice President Spring 2018 Report

5 May 2018

The second semester of my ASG term was starkly different from the first in that we had all our officer positions filled with people who invested themselves in their roles. The support and teamwork was refreshing and inspiring. I'm honored to have worked with this group of women, to have learned and shared this group experience with them, and will always value the lessons of group dynamics and collaboration that I gained from it.

January 2018

- Created, developed, and coordinated ASG Officer and Student Representative 3 Day Retreat at Ghost Ranch in Abiquiu, NM with facilitation by Americans for Indian Opportunity facilitator Ron Martinez Looking Elk.
- Welcomed incoming students at Family Housing Orientation Meetings
- Co-coordinated and production of Welcome Back Party to kick off the semester
- Co-coordinated and production of Launch the Student Union Building Party
- Supported coordinators of Club Rush

February 2018

- Supported coordinators of Sweetheart Dance
- Began chairing weekly Red Shawl Solidarity Project production meetings of IAIA community volunteers
- Supported coordinator of visiting artist Gregg Deal events

March 2018

- Created, developed, coordinated and produced IAIA's first Round Dance with support of ASG, ILSSO, Dean Carmen, Phil Cooney, Larry Mirabal, Bon Appetit Café, and multiple Clubs and individuals
- Launched Horses on Campus email campaign to show IAIA community interest in equine therapy and interdisciplinary curricular relevancy
- Coordinated, facilitated, and supported AIHEC Hand Games team ribbon skirts sewing (3 nights)

April 2018

- Produced week long Red Shawl Solidarity Project that included:
 - Rekindling the Pueblo Oven
 - 2 film showings: *The Mask You Live In* & *Miss Representation* with student panels
 - 8.5 hour Stand-Up in the Dance Circle to raise awareness about Sexual Assault
 - 2 day Red Shawl facilitated Workshop coordinated shawl material and fringe preparation (4 sessions)
 - Dean Charlene Teters' 1985 painting of "Woman in Red Shawl" on display in Collections
 - Red Shawl topical book display and iPad stand with Missing Indigenous Persons website in Library
- Presented interdisciplinary / interdepartmental concept and 2 auction packages to the Gala Event Committee to increase visibility and awareness of Indigenous Liberal Studies, Museum Studies, Creative Writing, Performing Arts, and Cinematic Arts departments
- Coordinated community involvement of visiting artist Cannupa Hanska Luger's Bead Project #MMIWQT artist activism event
- Drafted letter for IAIA Board of Trustees to join ASG's resolution to support Gateway Alliance to Stop the Construction of Pilot Flying J Truck Stop at the entryway into Rancho Viejo

May 2018

- Coordinated Red Shawl Solidarity Project culmination at IAIA's 2018 Powwow:
 - Dancing together for murdered and missing Indigenous women, children, and LGBTQ+
 - Blanket Dance- coordinated donation receipt for Santa Fe Indian School's Leadership Institute Brave Girls program – collected \$255.00
 - Red ribbon prayers tied on bushes and trees around Dance Circle – students invited powwow attendees to participate
 - Developed and administered Stop the Truck Stop Petition – Santa Fe community signatures gathered by students during powwow
- Attending May 8th, 2018 Board of Commissioners meeting to represent IAIA's Associated Student Government and our resolution to stop the construction of the Pilot Flying J Truck Stop at the entryway of Rancho Viejo, and to deliver the signed petition.

Paige Hennan

Public Relations

Handled all communications online and emails with and for ASG to student body and others.

Created flyers and other PR communications.

Organized multiple events to create community cohesion with students.

Elleh Driscoll, Meskwaki

Secretary

Recording secretary at all ASG meetings

Provided and created agendas and other supporting documents for all meetings and some correspondence

President of Student Success Club

Library student worker

Lorenza Elena Chavez Marcais

Mescalero Apache/Chicana "Apachecana"

ASG Treasurer

Liaise with Aimee Balthazar, Controller Financial Services for the expeditious and detailed financial flow of ASG Budget. Reconciliation ASG budget and check requests.

Board of Trustees Committees- Finance Committee, Museum Committee

Serves on the following committees- Member of FASC Committee, Member of Proposal Committee

Student Worker: Museum Collections

President of Alpha Chi Honor Society, President of Museum Club

President of Las Mariposas Spanish Cultural Club

Paige Hennan

Public Relations

Handled all communications online and emails with and for ASG to student body and others.

Created flyers and other PR communications.

Organized multiple events to create community cohesion with students.

To: Dr. Robert Martin
 From: Nena Martinez Anaya
 Date: April 23, 2018
 Subj: Quarterly Board Report

Strategic Theme 1: Improve Student Success

1.2 Increase enrollment; improve retention and completion

The charts below include On Campus Enrollment; Full-time Enrollment and Head-Count Enrollment. We continue to grow On-Campus Enrollment and have continuously exceeded our Head-Count Enrollment. There was a slight decrease in FTE enrollment this semester and factor this to the Spring 2017 semester which had an unusually high FTE of 490 to include 14.5% growth from the previous semester. Our trends have shown that FTE growth is averaging 10-12%.

Spring	On Campus
2016	274
2017	309
2018	323
2019	
2020	

Spring	FTE Goal	FTE Actual
2016	450	420
2017	450	490
2018	500	474
2019	550	
2020	600	

Spring	Head-Count Goal	Head-Count Actual
2016	530	610
2017	600	707
2018	650	689
2019	675	
2020	700	

Recruitment Report

February

- American Indian Day (Santa Fe, NM)
- Monthly Central New Mexico Visit Main Campus/Montoya Campus (Albuquerque, NM)
- Film Day, Legislations Days (Santa Fe, NM)
- Taos College and Career Fair (Taos, NM)
- Alhambra & Central High School Native American College Day (Phoenix, AZ)
- Arizona School Counselors Association Annual Conference (Fort McDowell, AZ)
- San Carlos College/Career Fair (San Carlos, AZ)

March

- SIPI College and Career Fair (ABQ, NM)
- American Indian Higher Education Consortium Student Spring Conference (North Dakota) with local recruitment
- CNM Main Campus College Transfer Fair (ABQ, NM)
- Native American Literature Symposium (Prior Lake, MN) with local recruitment
- Tsaille Student Resource Fair (Tsaille, AZ)
- Dulce JOM Film Festival (Dulce, NM)
- Cuba Schools Art Showcase (Cuba, NM)
- SFIS Middle School Career Fair (Santa Fe, NM)

April

- SFCC Spring 2018 Transfer Day (Santa Fe, NM)
- SFIS Celebration of the Arts 2018 (Santa Fe, NM)
- Native Women's Business Summit (ABQ, NM)
- NM Educational Assistance Foundation Spring Fair (Albuquerque, NM)
- SFCC Fantastic Futures Community Career Fair (Santa Fe, NM)
- Hopi Job/Education Fair (Kyostsmovi, AZ)
- MCC Tailgate Transfer Fair (Mesa, AZ)
- Warrior Path Conference (Sacaton, AZ)
- IAIA Music Festival (Santa Fe, NM)
- Monthly CNM Main Campus (ABQ, NM)
- Monthly CNM Montoya Campus Visit (ABQ, NM)
- ABQ Public Academy for Performing Arts College and Career Fair (ABQ, NM)
- Career Enrichment Center College/Career Fair (Albuquerque, NM)

Campus Tour Report: Individual Tours: 18 people/families

Group Tours:

- February 6 - Butterfly Healing Center (14 people)
- February 19 - Pueblo de Cochiti Youth Council (15 people)

- March 7 - Kha'p'o Community School (16 people)
- March 8 - Navajo Regional Behavioral Health Center, Academic Education Program (12 people)
- March 19 - Metropolitan State University of Denver (11 people)
- March 21 - Whitehorse High School (32 people)
- March 28 - Thoreau High School (17 people)
- March 30 - Many Farms High School (9 people)
- April 4 - Miyamura High School (20 people)
- April 6 - Cuba Independent Schools (17 people)
- April 18 - Riverside Indian School (24 people)
- April 20 - Rock Point Community School (20 people)

Tour Assistance:

- February 5 - Requested by Institutional Advancement. 1 visitor. Bryson Meyers led tour
- February 8 - Requested by Lara Evans. 8 visitors. Talia White led tour
- February 12 - Requested by Karen Gomez. 2 visitors. Bryson Meyers led tour
- March 2 - Requested by Student Life. 3 visitors. Bryson Meyers led tour
- March 26 - Requested by Karen Gomez. 1 visitor. Rachelle Pablo led tour

Additionally:

- Melanie Bucheiter began her position as: Dual Credit Coordinator on: March 26, 2018.
- Roanna Shebala began her position as: Admissions Counselor on: April 9, 2018.
- Esteban Moreno began his position as: Student Accounts Coordinator on April 2, 2018.

Recruitment Report

- Spring Recruitment out of state location- AZ, OK, ND, MN, CA

Student Type	Total Applications	Accepted	
New Freshman	210	102 TOTAL	(133 this time last year FA17)
		15	Provisional
		6	Participated in Dual Credit
Transfer	32	9 TOTAL	(4 this time last year FA17)
		4	Consortium Agreements (1 Sea Alaska, 1 SJCC, 1 Haskell, 1 SFCC)
Graduate	42	32 TOTAL	(15 this time last year FA17)
International	3	1	
Readmit	4	4	(2 this time last year FA17)
Certificate	4	2	
Non-Degree	1	1	(1 this time last year FA17)
TOTAL	296	151	(156 this time last year FA17)

1.2 Increase enrollment; improve retention and completion

PROJECT SUCCESS INITIATIVES

Revise Orientation: The goal for Orientation is to: *improve the experience for students using data from past assessments to improve retention.* We collected randomly selected assessments from the previous 6 years and identified a few key objectives to revise the freshman orientation at IAIA and the following were identified:

- Shorten Orientation Schedule: Formerly a 5-day Orientation to a 3-day Orientation.
- Shorten presentation times that focus more on critical knowledge from one hour sessions to 20 minutes sessions.

Based on the trial run from this new approach used for the Spring 2018 Orientation, the SSC will apply the same modified approach to the Fall 2018 Orientation. Additional modifications to the newly revised orientation schedule include implementing more Indigenous-based cohort building activities, additional faculty participation, and more departmental participation (i.e. tours, presentations) during the 3-day period.

Financial Literacy for Students: The goal for this program is to: *improve student understanding of financial responsibility in school and in their personal lives.* We are utilizing the Project Success platform (GradReady Online Tool) to help students work through modules and quizzes are given. We have utilized the tool for students who have an outstanding bill due to IAIA and require the student to create a GradReady Account and complete specific modules prior to signing their payment arrangement with IAIA Student Accounts. The

required modules are: (1) Complete your FAFSA; (2) Review your Award Letter; (3) Understand your loan options (private loans). The GradReady account access is live on the IAIA website and can be found at: <https://iaia.edu/student-success-center/financial-aid/> which is also available to faculty and staff.

GradReady Accounts Created	Total 116
Enrolled - 1st Year	69
Enrolled - 2nd Year	9
Enrolled - 3rd Year	16
Enrolled - 4th Year	6
Enrolled - Beyond 4th Year	4
Faculty/Staff	6
Graduate Student	3
Not Yet Enrolled	3

<u>GradReady Summary Report</u>	<u># of Users</u>	<u># of Quizzes Completed</u>	<u>Average Quiz Score</u>
Path 1: Paying for college (5 quizzes)	90	183	83%
Path 2: Money Management (6 quizzes)	5	27	79%

Emergency Aid Program: The goal for this program is: *help students with unexpected emergencies that would otherwise require the student to drop-out of school.* We communicate this program to students with flyers and emails indicating emergency help is available to them. Below indicates the number of students who have received assistance:

- Fall 2017 – 10 students awarded \$6,023.13; 9 of these 10 returned for Spring 2018
- Spring 2018 – 8 students awarded \$3,758.08

Paid Internship Program: The goal of this program is: *assist students with real-life job experience through the field of their major while earning college credit and an hourly wage.* Through the Great Lakes Paid Internship Program students are gaining experiential learning at a site of their choosing. Students are paid ten dollars per hour for up to twenty hours per week and not to exceed forty hours within a pay period. At the close of the Award Year 2017-2018, a survey has been designed to evaluate various points of the internship experience to gauge planning for future sites.

Spring 2018 Internship Sites	Student's Major
New Mexico Film Office (2 positions)	Cinematic Arts & Technology
New Mexico History Museum	Museum Studies
IAIA Balzer Contemporary Edge Gallery	Museum Studies
Ralph T. Coe Center for the Arts	Museum Studies
IAIA Land Grant	Cinematic Arts & Technology
Desert Academy, International Baccalaureate World School	Studio Arts

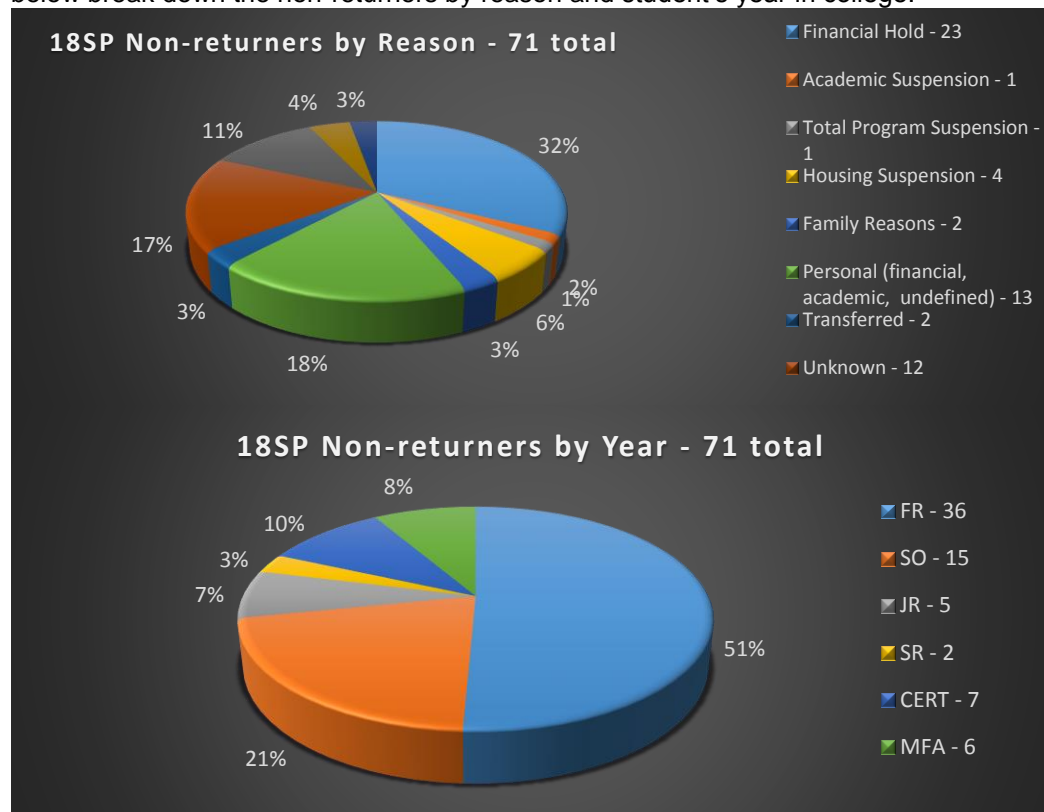
IAIA Scholarship Application Process: The goal for this is: *Improve the transparency of the application process and to increase the number of students applying for IAIA; AICF scholarships.* A Scholarship Ad Hoc Committee was formed Spring 2018 by Dr. Martin. We have an outline in place and have begun implementation for the Fall 2018 semester.

Additionally: Student Success Retention Projects: *Improve Disability Support Program and ADA Accessibility on campus.* Continuing: Disability Support Services web page is under revision.

- ADA Training Schedule: March 28, Southwest ADA Center presented to faculty “Assessing Accommodation and Accommodation Denial”; April 18 “Physical Disabilities and Access”
- Revision of animals on campus policy underway after Retention Director attended training on the topic provided by Southwest ADA Center.

Additionally: Student Success Retention Projects Non-returns (student persistence) reporting

SP18 semester's non-returning students totaled 71. This is a report created each semester that looks at all non-returns in aggregate, not broken down by cohorts. Overall trends have held since this report was first implemented: financial concerns are the number one reason why students don't persist. Charts below break down the non-returns by reason and student's year in college.



1.4 Track Student Success After College: Expand career/job and internship opportunities for IAIA students. Internship/Career Director, has an on-going system regarding, contacting organizations for potential internship possibilities including: Native Hope, Wheelwright Museum, USDA U.S. Forest Service, Santa Fe Public Schools.

Project Two: Improve Career Readiness. "Stop-In" services are provided to students for career readiness. Includes employment searches, graduate school searches, LinkedIn creation, and Internship searches. Empower database internship and employment access available. This is expected to be widely utilized by students, faculty and staff.

Additionally: Student Success Retention Projects IAIA Career/Job Fair was held on: April 6, 2018. Over fifty non-profit and profit organizations and businesses are invited but only the following attended: Meow Wolf; Navajo Times; SWAIA; New Mexico Film Office; Buffalo Thunder Resort; Ray Tracey-Co Executive Producer of Shadow Wolves.

1.5 Develop student leadership skills Project One: Mentorship Program

Based on additional research and a consultation meeting with the University of New Mexico Mentoring Institute, the Student Success Center Mentorship Program has been revised. The most vital components of this revision include:

- A successful and sustainable mentorship program will require a budget and research is being done to look for grants.
- A peer-to-peer model that includes student-mentors and IAIA alumni-mentors.

- Inclusion of a rewards program that offers financial, gift/prize, and/or meal incentives to mentors and mentees.

To date, all previous Mentorship Programs have had minimal success and lack a sustainable lifespan at IAIA because it operated without dedicated institutional financial support.

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/Retention Officer

4/6/18-4/10/18-Higher Learning Commissions Conference; Chicago, IL

4/19/18-New Mexico Higher Education Conference, Albuquerque, NM

Leah Boss, Student Accounts Coordinator

3/22/18 – National Student Clearinghouse (NSC) Report Training for Emergency Aid Program

4/25/18 – NMAFSA (State Conference) Training/Federal Update and NMAFSA Business Meeting

Lara Barela, Financial Aid Director

4/25/18 –NMAFSA Training/Federal Update and NMAFSA Business Meeting

Karen Gomez, Advising Director

12/8/2017 – New Mexico Consortium of Career Educators & Employers, Albuquerque, NM

Rosalina Albino, Admissions Specialist

3/7/18 -AICF LBGTQ Webinar

Karen Gomez, Advising Director

3/16/18 – Unidos Career and Coaching Collaborative, Albuquerque, NM

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

Project One: *The Student Success Summit*. As part of the efforts to increase student retention and graduation rates, we gather annually to learn from students and their IAIA experience. This year's key note speaker was Carrie Billie, President & CEO of AIHEC. Our goals for this year's summit align with some of our mission objectives:

- Improve Student Success
- Strengthen academic programs
- Build college community

Below are the results from the survey given to students, staff and faculty.

Presenters: 28 Total (6 students)	Workshop #1 50 Minutes to the First Draft 81% were satisfied or extremely satisfied 6% were somewhat satisfied 1% were not satisfied 12% did not attend
Attendees: 150 Students 28 Staff 19 Faculty/Adjunct	Workshop #2 Flash Mentoring 77% were satisfied or extremely satisfied 9% were somewhat satisfied 5% were not satisfied 9% did not attend
Survey-Respondents overview: 69 Total (35% of attendees) 60 students (87% of respondents) 2 faculty (3% of respondents) 7 staff (10% of respondents) 80% were satisfied or extremely satisfied 13% were somewhat satisfied 7% were not satisfied	Workshop #3: Focus Group: What has your experience been like at IAIA? 67% were satisfied or extremely satisfied 16% were somewhat satisfied 2% were not satisfied 15% did not attend
	Workshop #4: Student Panel: LGBTQ 68% were satisfied or extremely satisfied 16% were somewhat satisfied 6% were not satisfied 10% did not attend

To: Dr. Robert Martin
From: Lawrence T. Mirabal, CFO
Date: 4.25.18
Subj: Quarterly Board Report for Finance, HR, IT, Facilities, Bookstore and Museum Store

Mission Objective 1: Improve Student Success

Inst. Priority "C" - Increase scholarship funds

Project: Implement an endowment management system that is capable of unitizing funds.

In collaboration with the Advancement office, will identify, procure, and implement software that tracks endowment investments and is capable of unitizing funds on an individual level. This will provide for more accurate apportioning of individual gifts over time and will allow the Advancement office to produce improved reporting on the endowment to external stakeholders.

Update – A suitable vendor was identified ("Fundriver") and an exploratory session was scheduled, with both Finance and Advancement staff. Fundriver offered a turn-key, web-based solution for endowment tracking and unitization. After a satisfactory experience with the exploratory session, the decision was made to go forward with Fundriver. Payment details were worked out between departments and an implementation schedule was set. The implementation was successful and IAIA recently went live with Fundriver. Thus far, the system has performed well and to specification. The college now can track the endowment at the individual fund level and to unitize those funds.

This project is 100% complete.

Inst. Priority "A" - Increase involvement of all IAIA stakeholders in student success

Project: Develop an online help knowledge database that can be used college-wide.

Academic Technology will develop and launch an online database that can share critical information with students, faculty, and staff. The database will include information on the college's learning management systems, the Empower system, online conferencing, and other systems.

Update – All key pieces of the project are in place. Deployment of online resource maps for faculty and students is now complete. Links to the help maps have been developed and carry visual branding, so that they are easily recognizable. IAIA staff will be surveyed, so that a staff version of the help maps can be developed. Although the help

maps will be a constantly evolving database, the completion of the staff help map will complete the project.

This project is 95% complete.

Inst. Priority “B” – Increase enrollment

Project: Develop a new course for online faculty.

Academic Technology will create and deliver a new course, specifically designed to assist online faculty with developing and teaching classes in an online environment. The focus of this course is primarily on the mechanical details of creating online course materials, assignments, and discussions. This course makes use of our ScreenSteps knowledge database to provide step-by-step instruction and reference materials.

Update – This project continues to make progress. During this reporting period, a new “Teaching and Technology” forum platform was added, for \$180 per year. This platform will support IAIA faculty by focusing on the development of valuable technological skills. Some elements of the course design were piloted in January 2018, while a version of the complete course is slated to be piloted in summer 2018.

This project is 75% complete.

Mission Objective 3: Build college community

Inst. Priority “D” – Bring students, faculty, and staff together in campus-centric activities

Project: Convert the vacated fitness center into a student union/student study space.

The project will be led by the CFO and the Facilities Director. A committee of campus stakeholders will be assembled to assess needs and wants for the new space. Based on input from these campus representatives, a renovation plan will be developed, to re-design and renovate the space. A budget will be developed, and work should commence in phases, beginning with spring break and finishing over the summer.

Update – The CFO and the Facilities director have met with Student Life staff on several occasions and walked the facility together. Ideas for paint, furnishings, general layout, and equipment replacement were discussed. While some of the initial work may be accomplished during the spring semester, it is anticipated that most of the project will be completed over the summer break. The CFO and the Facilities director are still awaiting final direction from Student Life, as to what is wanted and needed in that space, by the students.

This project is 15% complete.

Inst. Priority “H” – Build college community

Project: Implement a deferred maintenance and equipment replacement schedule.

The IT department will develop an inventory of all computing equipment currently in use. This inventory will then be cross checked against dates that the equipment was placed into service. Base on this assessment, IT will then distribute equipment information to campus departments, for replacement planning.

Update – During this reporting period, the IT dept. discovered inaccuracies within its inventory database. IT has worked toward cleaning up its inventory list by auditing and verifying its inventory database against what is physically present in departments, throughout the IAIA campus.

This project is 30% complete

Inst. Priority “I” – Grow and maximize resources for college programs

Project: The Finance office will perform an audit of all forms required for submission

To promote greater efficiency for college business operations, the Finance office will assess all forms that it currently requires for tasks, ranging from contract execution to requesting checks. Finance staff will identify ways that required paperwork can be reduced and redundancies can be eliminated. The result will be fewer forms that are simpler to use, along with a reduction in the number of steps required to conduct business at the college.

Update – The Finance team has begun making progress on the review of required forms. A review of the Travel Authorization and Travel Voucher forms is underway. Besides assessing what information is necessary and must be included on the form, the physical format of the form will be reviewed. Additionally, various administrators that routinely use the forms will be consulted for their input.

This project is 15% complete.

Inst. Priority “I” – Grow and maximize resources for college programs

Project: A comprehensive renovation project will be initiated and branded, to refurbish the studio spaces and faculty offices, within the academic building.

The CFO will assemble a committee comprised of faculty, students, academic leadership, and facilities staff to assess studios and office space, in the academic

building. Based on this assessment, a budget will be formulated, and a timetable will be established, for work to be completed. The focus of the project will be on renewing academic spaces and replacing essential equipment that is at the end of its service life. Suppliers and contractors will be selected, and work will commence during spring break, with the most intrusive work to be completed over the summer break.

Update – The CFO assembled a committee with representation from academics, students, and staff. Over the course of several weeks, committee members toured and assessed each studio space in the academic building, as well as the faculty offices, and the foundry building. A worksheet was compiled of projects to be completed and that list was evaluated for cost and contractor needs. The project worksheet resulted in over 80 projects, with an estimated cost of \$325,000. Over spring break, Facilities was able to complete some flat screen monitor installs and begin work on some re-configuration construction work, at the foundry building. Major projects will be completed over the summer break. Committee members have been tasked to begin ordering equipment for their areas and RFB's for contractors have been prepared.

This project is 30% complete.

Mission Objective 4: Advance Contemporary Native Arts and Culture

Inst. Priority "F" - Strengthen the connection between the college, its museum, and the larger Santa Fe community

Project: Develop a searchable database at the Museum store for all books available for sale

The Museum store will develop a searchable database of all books currently in inventory. This database will make searching for individual titles much easier for patrons and store staff. All inventory will need to be organized, sorted, and logged, prior to establishing the database. This will ensure that the items and counts included in the database are accurate and reliable.

Update – Work continues on deep cleaning, organizing, and condensing of stock, within the Museum Store. Additionally, a mid-year inventory was completed for the first time. This inventory is in addition to the yearly inventory that occurs at the fiscal year end. The inventory results will provide even more concise information for entry into the searchable database of books.

This project is 25% complete.

Departmental Reports:

Finance/Office of the CFO:

- The CFO, in collaboration with the IAIA Stores manager and HR, re-organized the management structure of the Museum Store and the Campus Bookstore. The new structure includes one manager and one assistant manager for both stores. All staff at both stores will be completely cross-trained, so that resources can be shifted quickly between stores, when the need arises. The manager will spend most of her time at the museum store, while the assistant manager will primarily work at the bookstore.
- With the assistance of Elizabeth Lucero and Melissa Brown, conflict of interest forms were distributed and completed, by cabinet, key employees, and the BOT, for fiscal year 2018.

HR:

- Human Resources and Finance are reviewing payroll, benefit administration and human resource management providers. The goal is to transition to a new provider possibly as early as July 2018.
- The IAIA Employee Wellness Program is on-going. A weekly Wednesday Noon walk was launched in February. Employees meet at the flagpole at noon and do a brisk 30-minute walk.
- The Financial and Administrative Services Committee (FASC) recommended a change in policy regarding both the Fitness Center and the Fitness Activities Reimbursement benefit. Previously, benefit eligible employees received a yearly \$150.00 reimbursement for fitness activities. The reimbursement could be used for yearly access to the Fitness Center or towards other activities such as yoga classes, fitness boot camps etc. With the approval of the policy change all employees are allowed access to the Fitness Center and benefit-eligible employees can use their fitness reimbursement funds for other activities.
- Turnover data continues to be collected and analyzed on an on-going basis, to provide senior leadership with information to help improve retention. Highlighted below is the turnover data the reporting period of **January 2018- April 2018:**
 - 3 Staff members left IAIA, all were voluntary resignations:
 - Executive Administrative Assistant to the President left due to personal reasons.
 - Advancement Services Manager left due to personal reasons.
 - IAIA Museum Store Manager left due to personal reasons.
 - On the promotion and recruitment side, the following 4 positions were filled during this reporting period:
 - Admissions Counselor and Native
 - Advancement Services Manager and non-Native
 - Executive Assistant to the President and non-Native

- Student Accounts and Financial Aid Coordinator and non-Native
- Counselor and non-Native
- Public Service and Cataloging Librarian and non-Native
- Manager, IAIA Stores (Promotion) and non-Native

Facilities:

- The Conference Services department continues to finalize details on the Santa Fe Institute group that will be coming to campus this summer.
- A new Maintenance Technician, Mr. Larry Samuel (Tesuque Pueblo), was hired to provide support for the new performing arts & fitness center.
- Workorder turnaround time has been significantly reduced during this reporting period.
- Since January 1, 2018, 642 work orders have been completed.
- New vendors relationships have been created, resulting in cost savings and better service for the college.
- Creating a “student-centered” culture within the Facilities dept. has been a priority. The department is focused on providing fast, efficient, and skilled service to the campus community.

IT and Academic Technology:

- The installation of 2 new VMware hosts and the associated Dell storage for the virtual file server infrastructure has been completed.
- Contracts have been signed by IAIA and CenturyLink to upgrade our internet bandwidth from 200 megabits/second to 1000 megabits/second with a cost reduction of \$700.00/month.
- New firewall options to replace the older network firewall are being explored.
- A one-week expedited installation of new fiber optic lines that feed the SUB and Casitas Family housing was finished on April 6th. This was necessary due to deterioration of the fiber optic lines that were put in when the Family Housing units were constructed in 2000. Not only did this project restore connectivity to the Casitas, but it also upgraded the speed of internet service.

Museum Store:

Category	Quarter 2 FY 17	Quarter 2 FY 18	Variance
Admission Sales (\$)	\$16,746	\$25,441	+8,695
Merchandise Sales (\$)	\$45,786	\$52,671	+6,885
Merchandise Profits (\$)	\$21,736	\$24,964	+3,228

- January thru March is usually the slowest time for the Museum Store as there are not as many tourists in town. However, we still managed to have a few fun events at the Store! Our first event was a Valentine's Community Art Day. The event was held on Saturday, February 10th to coordinate with the Creative Writing Department's poetry reading event. The store featured make & take valentines, a collaborative painting project, a collaborative book-making project, a live musician, and refreshments. The store also sponsored the March 10th MoCNA Reader children's book event featuring author Emmett "Shkeme" Garcia (Santa Ana Pueblo & Jemez Pueblo). Mr. Garcia told stories and conducted sing-a-longs while educating listeners about Pueblo life and culture. The event also included book-signing and refreshments.
- The store is now in preparations for the busy tourist season and Indian Market 2018. So far, we have secured a pop-up shop featuring comic book authors & artists from Native Realities, who will be selling and signing their books.
- Miria will be leaving the Museum Store in June, to relocate to Fort Collins, CO. Miria will be missed by the entire team and we wish her all the best, as she settles in, in Colorado. The stores will now be managed by the devoted and diligent hands of Rachel Machovec. Miria is training and working with Rachel to ensure the smoothest transition possible.

New Artists Featured in the Museum Store:

Matagi Sorensen (Yavapai/Apache) - Jewelry

Tammy Rahr (Cayuga) - Beadwork

Monty Yellow Bird (Arikara/Hidatsa) – Mixed Media Painting

Wendy Boivin (Menominee) – Beaded Jewelry

Indian Pueblo Cultural Center – Pueblo Pottery Coffee Mugs

Campus Bookstore:

FY 18 Q2 Total Sales: \$21,374.00	Profit: \$5,869.00 Profit Margin: 27.5%
FY 17 Q2 Total Sales: \$12,158.00	Profit: \$3,875.00 Profit Margin: 31.9%
FY 16 Q2 Total Sales: \$12,968.00	Profit: \$3,856.00 Profit Margin: 29.7%

All numbers were taken from the Counterpoint Flash Sales Report for the dates January 1st through March 31 in each respective year.

- The Campus Bookstore has continued to gain sales momentum in Q1 of FY 18. **Sales have increased 75.8% when compared to Q1 in FY17.**
 - The Campus Bookstore attributes the bulk of this growth to the expansion of relevant inventory on the shelves of the store-snacks, art supplies, and IAIA apparel.
 - An increase in the student body should also be credited for a portion of this expansion, but overall sales numbers outpace this growth in population.

- Students are buying more of what they would normally buy elsewhere, at the Campus Bookstore.
 - FY18 Q1 Food/Beverage sales have increased 48.8% when compared to FY17 Q1 Food/Beverage sales.
 - Sales of Art Supplies in FY18 Q1 have increased 58% compared to FY17 Q1.
- In celebration of the new fitness center, the Campus Bookstore has stocked IAIA Logo athletic apparel for both women and men.
- The Campus Bookstore has produced inventory to be found exclusively on our new online store. The Online store launch is imminent. The store is especially grateful to Jason Ordaz for all his diligent efforts in getting the technical side of this project together.
- The Campus Bookstore is ramping up for spring textbook returns.
- The Campus Bookstore now has a seasoned team of student workers who further the capacities of what the Campus Bookstore can achieve through the thoughtfulness and energy they bring to the space.

**Quarterly Report to the Board of Trustees
Institute of American Indian Arts
May 2018**

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

**FINANCIAL STATEMENTS
As of March 31, 2018**

BUDGET TO ACTUAL - SUMMARIZED
IAIA & AUXILIARY
For the Six Month Period Ending March 31, 2018

	TOTAL BUDGET	TOTAL ACTUAL EXPENDITURES	TOTAL BUDGET REMAINING	% REMAINING
EXPENDITURES BY CATEGORY				
COST OF SALES	\$ 176,883	\$ 164,541	\$ 12,342	7%
SALARIES & FRINGE BENEFITS	8,174,487	4,067,793	4,106,694	50%
OPERATING EXPENSES	1,097,733	426,260	671,474	61%
FOOD & CATERING	773,659	452,146	321,513	42%
PROFESSIONAL SERVICES	812,364	382,125	430,239	53%
SCHOLARSHIPS & FELLOWSHIPS	13,000	0	13,000	100%
M&R, UTILITIES & OTHER	1,421,537	669,797	751,739	53%
TRAVEL	308,910	131,060	177,850	58%
TRAINING	63,848	21,472	42,376	66%
VEHICLES	66,090	16,991	49,099	74%
NON-BUDGETED AUX. REVENUES	0	-105	105	
TOTAL EXPENDITURES	\$ 12,908,511	\$ 6,332,081	\$ 6,576,430	51%

EXPENDITURES BY DEPARTMENTS

BOARD OF TRUSTEES	\$ 82,886	\$ 30,866	\$ 52,020	63%
OFFICE OF THE PRESIDENT	904,338	396,367	507,971	56%
INSTITUTIONAL RESEARCH	294,837	128,201	166,636	57%
INSTITUTIONAL ADVANCEMENT	382,441	158,067	224,374	59%
FINANCIAL SERVICES	709,719	375,603	334,116	47%
INFORMATION TECHNOLOGY	706,596	316,297	390,299	55%
CENTER FOR STUDENT LIFE	464,787	204,640	260,147	56%
ADMISSIONS & RECRUITMENT	340,264	144,030	196,234	58%
FACILITIES MANAGEMENT	1,475,678	707,571	768,107	52%
MUSEUM	998,288	493,172	505,116	51%
ACADEMIC DIVISION	2,945,779	1,494,759	1,451,020	49%
STUDENT SUCCESS CENTER	752,826	323,980	428,846	57%
LIBRARY	419,830	204,956	214,874	51%
MFA CREATIVE WRITING PROGRAM	619,579	317,041	302,538	49%
MUSEUM SHOP	289,103	179,271	109,832	38%
CAMPUS BOOKSTORE	169,794	120,832	48,962	29%
STUDENT HOUSING	1,047,654	613,395	434,259	41%
CONFERENCE SERVICES	106,318	43,129	63,189	59%
STRATEGIC PRIORITIES PROJECTS	197,793	80,008	117,785	60%
NON-BUDGETED AUX. INITIATIVES (Net)	0	0	0	
TOTAL EXPENDITURES BY DEPARTMENTS	\$ 12,908,511	\$ 6,332,081	\$ 6,576,430	51%

EXPENSES NOT ALLOCATED TO DEPARTMENTS

Unemployment Insurance	\$ 30,000
IAIA Advocacy Fund	75,000
Interest on Debt - Residence Ctr NMFA Loan (3.4%) + fees	261,790
Residence Center NMFA Loan	212,835
Reserve Addition	507,309
Set Aside for Strategic Priorities Projects	2,205
	\$ 13,997,649

STATEMENT OF REVENUES - COMPARATIVE
IAIA & AUXILIARY
Second Quarter Comparison - FY18 & FY17

	FY18			FY17 Actual 6 Months Ending 3/31/2017	Variance Between FY 18 & FY17 YTD Actual Positive/(Negative)
	Projected Annual Revenues	Actual 6 Months To 3/31/2018	% of Projected Achieved YTD		
REVENUES					
Federal Appropriation	\$ 9,835,000	\$ 7,377,000	75.0%	\$ 8,666,045	\$ (1,289,045)
<i>Forward funding received prior year</i>		<i>7,377,000</i>		<i>2,000,000</i>	
Tuition & fees	\$ 1,227,194	\$ 1,178,518	96.0%	\$ 1,009,040	\$ 169,478
Distance Learning/Academic Tech.	128,285	112,230	87.5%	128,340	(16,110)
MFA Creative Writing Program	605,233	254,370	42.0%	259,140	(4,770)
Student Fitness Center	14,500	9,144	63.1%	7,994	1,150
Residence Hall	502,537	492,833	98.1%	498,151	(5,318)
Family Housing Rentals	180,300	194,140	107.7%	173,038	21,103
Meal Plan	466,988	575,420	123.2%	563,226	12,194
Conference Services	115,000	76,885	66.9%	12,154	64,731
Museum Admissions	81,034	61,205	75.5%	45,927	15,278
Museum Shop Sales	205,759	137,204	66.7%	110,731	26,473
Campus bookstore sales	77,380	119,957	155.0%	101,242	18,715
Museum memberships	42,000	21,125	50.3%	24,095	(2,970)
Museum Contributions (temp restricted)	5,000	6,447	128.9%	4,456	1,990
General Contributions (unrestricted)	113,341	62,159	54.8%	32,443	29,716
Scholarship, Education Donations	440,229	582,288	132.3%	616,651	(34,363)
Trust Endowment Draw	155,000	0	0.0%	0	0
Miscellaneous Income/Indirect Revenue	75,000	47,986	64.0%	52,950	(4,963)
REVENUES EXCLUDING FEDERAL APPROPRIATION	\$ 4,434,780	\$ 3,931,910	88.7%	\$ 3,639,577	\$ 292,333
Estimated reduction for:					
Uncollectible Student Accounts	(124,422)				
Excess Institutional Scholarships	(200,000)				
Museum Gift Shop	(289,103)				
Campus Bookstore	(99,794)				
TOTAL REVENUES	\$ 13,556,461	\$ 11,308,910	83.4%	\$ 12,305,622	\$ (996,712)

SCHEDULE OF REVENUES AND EXPENDITURES
IAIA & AUXILIARY
Second Quarter Comparison - FY18 & FY17

	FY18 Unaudited 6 Months Ending March 31, 2018	FY17 Audited 6 Months Ending March 31, 2017	Variance Favorable or (Unfavorable)
REVENUES			
Federal Appropriation	\$ 7,377,000	\$ 8,666,045	\$ (1,289,045)
Tuition & Fees	1,554,261	1,404,514	149,747
Residence Hall/Family Housing	686,973	671,189	15,785
Meal Plan	575,420	563,226	12,194
Museum Shop	198,409	156,658	41,751
Campus Bookstore Sales	119,957	101,242	18,715
Conference Services	76,885	12,154	64,731
Unrestricted Contributions	83,284	56,538	26,746
Temporarily Restricted Contributions	588,734	621,107	(32,373)
Trust Endowment Draw	-	-	-
Miscellaneous Income	47,986	52,950	(4,963)
TOTAL REVENUES	\$ 11,308,910	\$ 12,305,622	\$ (996,712)
EXPENDITURES			
Cost of Sales	\$ 164,541	\$ 129,353	\$ (35,189)
Salaries & Fringe Benefits	4,067,793	3,851,970	(215,823)
Operating Expenses	426,260	444,505	18,245
Food & Catering	452,146	320,369	(131,776)
Professional Services	382,125	344,691	(37,433)
Scholarships & Fellowships	-	5,009	5,009
M&R, Utilities & Other	669,797	645,387	(24,411)
Travel	131,060	148,528	17,468
Training	21,472	32,130	10,658
Vehicles	16,991	25,498	\$ 8,507
Total Costs General & Administrative	\$ 6,332,186	\$ 5,947,441	\$ (384,745)
NON-BUDGETED AUX. INITIATIVES (Revenue)	(105)	(2,376)	(2,271)
TOTAL EXPENDITURES	\$ 6,332,081	\$ 5,945,065	\$ (382,474)
NET INCOME/(LOSS)	\$ 4,976,830	\$ 6,360,557	\$ (1,383,727)

SCHEDULE OF REVENUE AND EXPENDITURES
INSTITUTIONAL ADVANCEMENT
Second Quarter Comparison - FY18 & FY17

	FY18 Unaudited 6 Months Ending March 31, 2018	FY17 Audited 6 Months Ending March 31, 2017	Favorable or (Unfavorable) Change
REVENUES			
Donations:			
Endowed Scholarship Donations	\$ 15,807	\$ 6,918	\$ 8,889
Permanent/Chair Endowment Donation	4,747	4,356	391
General Donations	62,159	32,443	29,716
Scholarship Donations	582,288	616,651	(34,363)
Miscellaneous Revenue			-
TOTAL REVENUES	\$ 665,001	\$ 660,367	\$ 4,634
EXPENDITURES			
Personnel			
Salaries - staff	\$ 108,982	\$ 111,381	\$ 2,399
Student Workers - temporary, non-Wo	1,792	2,921	1,129
Social security	8,251	8,366	116
Retirement savings benefit	5,212	6,683	1,471
Insurance benefit	11,580	11,793	213
Nontaxable Fringe Benefits (Fitness)	150	150	0
Total Personnel Expenditures	\$ 135,967	\$ 141,294	\$ 5,327
Operating Expenditures			
Activities - students	\$ 27	\$ -	(27)
Advertising - promotional	2,850	-	(2,850)
Contributions, gifts & awards	454	1,060	606
Copier supplies & charges	-	2,053	2,053
Dues & Memberships	720	700	(20)
Exhibit costs	643	-	(643)
Food & catering	111	433	321
Instructional supplies	2,500	-	(2,500)
Insurance - general liability	-	50	50
Licenses & permits	-	20	20
Meeting Costs	481	285	(196)
Office supplies	1,267	1,706	440
Postage, freight & delivery	147	231	84
Printing	(171)	641	812
Receptions & shows	-	28	28
Solicitation & Cultivation	219	358	139
Subscriptions & Publications	261	141	(120)
Computer equip & software under \$5,0	1,950	-	(1,950)
Maintenance - equipment & software	5,480	4,421	(1,059)
Consultants/Professional Services	490	3,105	2,615
Legal	2,760	-	(2,760)
Training - fees & materials	49	1,427	1,378
Travel	1,464	2,014	550
Utilities	399	242	(157)
Total Operating Expenditures	\$ 22,101	\$ 18,914	\$ (3,187)
TOTAL EXPENDITURES	\$ 158,067	\$ 160,208	\$ 2,140
NET INCOME/(LOSS)	\$ 506,934	\$ 500,160	\$ 6,773

SCHEDULE OF REVENUE AND EXPENDITURES
MUSEUM SHOP
Second Quarter Comparison - FY18 & FY17

	FY18 Unaudited 6 Months Ended March 31, 2018	FY17 Audited 6 Months Ended March 31, 2017	Favorable or (Unfavorable) Change
SALES			
Sales less Discounts	\$ 137,673	\$ 110,659	\$ 27,014
Shipping & Packing	320	546	(225)
Refunds	(789)	(474)	(316)
	<u>\$ 137,204</u>	<u>\$ 110,731</u>	<u>\$ 26,473</u>
Cost of Goods Sold			
Cost of Sales	\$ 77,444	\$ 63,896	\$ (13,548)
Gross Profit on Sales	\$ 59,760	\$ 46,835	\$ 12,925
GP %	43.56%	42.30%	1.26%
OTHER INCOME			
Admissions	\$ 61,205	\$ 45,927	\$ 15,278
INCOME BEFORE OPERATIONAL EXPENSES	\$ 120,965	\$ 92,762	\$ 28,203
EXPENDITURES			
Personnel			
Salaries	\$ 65,322	\$ 64,395	\$ (927)
Payroll Taxes	4,891	4,816	(75)
Savings Plan	1,879	1,008	(871)
Insurance	12,280	11,025	(1,254)
Total Personnel Expenditures	<u>\$ 84,371</u>	<u>\$ 81,244</u>	<u>\$ (3,127)</u>
Personnel costs as % of sales + admissions	42.52%	51.86%	9.34%
Operating Expenditures			
Advertising - promotional	\$ 2,350	\$ 1,314	\$ (1,036)
Bank charges	5,123	3,845	(1,278)
Cash (over)/short	(35)	213	248
Contributions, gifts & awards	-	261	261
Dues & Memberships	60	59	(1)
Exhibit costs	409	2,139	1,730
Food & catering	456	608	152
Licenses & permits	845	1,056	211
Meeting Costs	948	262	(686)
Office supplies	3,766	3,884	118
Postage, freight & delivery	539	1,137	598
Printing	36	417	381
Receptions & shows	448	624	176
Stipends & honoraria	260	-	(260)
Subscriptions & Publications	31	22	(9)
Visiting artists/lecturers - fees/honoraria	700	-	(700)
Computer equip & software under \$5,000	-	1,880	1,880
Equipment & Furniture under \$5,000	304	4,949	4,645
Leasing - equipment	1,216	850	(366)
Maintenance - equipment & software	-	1,209	1,209
Consultants/Professional Services	-	207	207
Training - fees & materials	-	199	199
Total Operating Expenditures	<u>\$ 17,456</u>	<u>\$ 25,137</u>	<u>\$ 7,681</u>
TOTAL EXPENDITURES	\$ 101,827	\$ 106,381	\$ 4,554
INCOME/(LOSS) Before Notional Rent	\$ 19,138	\$ (13,619)	\$ 32,757
Notional Rent	22,400	22,400	-
NET INCOME/(LOSS)	<u><u>\$ (3,262)</u></u>	<u><u>\$ (36,019)</u></u>	<u><u>\$ 32,757</u></u>

SCHEDULE OF REVENUE AND EXPENDITURES
CAMPUS BOOKSTORE
Second Quarter Comparison - FY18 & FY17

	FY18 Unaudited 6 Months Ended March 31, 2018	FY17 Audited 6 Months Ended March 31, 2017	Favorable or (Unfavorable) Change
SALES			
Sales less Discounts	\$ 120,360	\$ 101,490	\$ 18,870
Sales Returns & Refunds	(402)	(248)	(154)
	<u>\$ 119,957</u>	<u>\$ 101,242</u>	<u>\$ 18,715</u>
Cost of Goods Sold			
Cost of Sales Includ. Text Books	\$ 87,097	\$ 65,457	\$ (21,641)
Gross Profit on Sales	\$ 32,860	\$ 35,786	\$ (2,925)
GP %	27%	35%	-8%
INCOME BEFORE OPERATIONAL EXPENSES	\$ 32,860	\$ 35,786	\$ (2,925)
EXPENDITURES			
Personnel			
Salaries	\$ 24,420	\$ 19,321	\$ (5,099)
Payroll Taxes	1,415	1,373	(42)
Savings Plan	1,119	388	(731)
Insurance	4,294	3,675	(619)
Total Personnel Expenditures	<u>\$ 31,248</u>	<u>\$ 24,757</u>	<u>\$ (6,491)</u>
Personnel costs as % of sales	20.36%	19.08%	1.27%
Operating Expenditures			
Federal/State Work Study	216	-	(216)
Advertising - promotional	(20)	-	20
Bank charges	1,591	1,115	(476)
Cash (over)/short	(33)	(143)	(110)
Contributions, gifts & awards	20	165	145
Dues & Memberships	52	63	11
Exhibit costs	20	-	(20)
Meeting costs	-	24	24
Office supplies	511	144	(367)
Postage, freight & delivery	130	-	(130)
Maintenance - equipment & software	-	591	591
Consultants/Professional Services	-	848	848
Total Operating Expenditures	<u>\$ 2,487</u>	<u>\$ 2,808</u>	<u>\$ 321</u>
TOTAL EXPENDITURES	\$ 33,735	\$ 27,564	\$ (6,171)
NET INCOME/(LOSS)	\$ (875)	\$ 8,221	\$ (9,096)

SCHEDULE OF REVENUE AND EXPENDITURES
CONFERENCE SERVICES
Second Quarter Comparison - FY18 & FY17

	FY18 Unaudited 6 Months Ended March 31, 2018	FY17 Audited 6 Months Ended March 31, 2017	Favorable or (Unfavorable) Change
REVENUE			
Facilities Rentals	\$ 72,708	\$ 7,000	\$ 65,708
Catering Revenue	4,177	5,154	\$ (977)
INCOME BEFORE OPERATIONAL EXPENSE:	\$ 76,885	\$ 12,154	\$ 64,731
EXPENDITURES			
Personnel			
Salaries	\$ 27,821	\$ 27,302	\$ (519)
Payroll Taxes	1,798	1,759	(39)
Savings Plan	1,669	1,638	(31)
Insurance	4,343	4,012	(331)
	\$ 35,631	\$ 34,711	\$ (920)
Personnel costs as % of Revenue	46%	286%	239%
Operating Expenditures			
Bank charges	\$ 19	\$ 441	\$ 423
Dues & Memberships	52	47	(5)
Food & catering	7,427	4,381	(3,046)
TOTAL EXPENDITURES	\$ 43,129	\$ 39,580	\$ (3,549)
NET INCOME/(LOSS)	\$ 33,756	\$ (27,427)	\$ 61,182

PERMANENT ENDOWMENTS
Six Months Ending March 31, 2018

	Program			Quasi			Scholarship			General & Faculty		
1st Quarter Fiscal Year 2018												
Equities Gain / (Loss)	\$	76,512	2.96%	\$	8,316	2.95%	\$	33,158	2.95%	\$	40,162	2.97%
Dividend & Interest		18,616	0.72%		1,882	0.67%		8,083	0.72%		9,776	0.72%
Fees		(2,558)	-0.10%		(278)	-0.10%		(1,108)	-0.10%		(1,343)	-0.10%
Total 1st Quarter	\$	92,570	3.58%	\$	9,920	3.52%	\$	40,133	3.57%	\$	48,594	3.60%
Average Monthly Account Balance	\$	2,588,971		\$	281,472		\$	1,125,388		\$	1,351,569	
2nd Quarter Fiscal Year 2018												
Equities Gain / (Loss)	\$	(25,697)	-0.97%	\$	(2,798)	-0.98%	\$	(11,155)	-0.97%	\$	(13,493)	-0.97%
Dividend & Interest		11,408	0.43%		1,241	0.43%		4,960	0.43%		5,998	0.43%
Fees		(2,644)	-0.10%		(287)	-0.10%		(1,151)	-0.10%		(1,391)	-0.10%
Total 2nd Quarter	\$	(16,933)	-0.64%	\$	(1,844)	-0.64%	\$	(7,346)	-0.64%	\$	(8,886)	-0.64%
Average Monthly Account Balance	\$	2,637,996		\$	286,800		\$	1,149,437		\$	1,388,147	
ASSET GRAND TOTAL	\$	5,385,002										

To: Dr. Robert Martin
From: Judith Pepper
Date: May 11, 2018
Subj: 2nd Quarter Board Report

Mission Objective 1: Improve Student Success

A. Increase involvement of all IAIA stakeholders in student success

1.1. Project: IAIA Foundation Board

- Development Committee
Melissa Coleman, Chair
Members: Gail Shawe Bernstein, Colleen Cayes, David Rettig
 - Planning Allan Houser Scholarship Fundraising Event:
Hosted by Fran Mullin, Founder and Donor of Houser Scholarship Fund
June 14, 2018, Compound Restaurant
Goal - \$40,000
 - Designing on-campus cultivation events with IAIA Foundation Board members as hosts with student-led tours.
- Finance Committee
Members: Kelly Huddleston, Treasurer; Stock Colt, Vice Chair
 - Met with Advancement staff and reviewed the Foundation Accounting Procedures and agreed replacing Quick Books with Financial Edge Software will be more efficient and accurate for accounting and reporting donations.

1.2 Project: Build Organizational Culture of Philanthropy

- Meet regularly with ASG President, Tiffany Adams
- Met with Land Grant Advisory Council and updated on Advancement Mission, Philanthropy Planning Study and the Scholarship Dinner & Auction
- Fundraising Request:
 - Mariposas en Movimiento Club – Raise awareness and educate the IAIA community about the exchange program with UIEM and IAIA.

1.3 Project: President's Circle

- Membership – 156, exceeded goal of 144 with 12 new members.
- May Circles Event:
Wednesday, May 9, 2018
Reception in Performing Arts and Fitness Center
Moving Forward Campaign Donors Acknowledged
Student Performance in Black Box Studio
Lunch and Studio Tours to two Alumni

1.4 Project: Alumni Relations

- Published 2 Alumni e-newsletters
- Working with Continuing Education for Alumni lecturers

- Because of the success of the 2018 August Alumni Luncheon with over 100 Alumni in attendance, it was decided to cancel the April Alumni Day. And to focus and design the August Luncheon more as an Alumni reunion with an engaging agenda including a panel led discussion for Alumni.

1.5 Project: Alumni Council

- Alumni Council Meeting held in February 2018

C. Increase Scholarship Funds

- Two new and innovative fundraising activities for Advancement:
 - **Hostiles** movie screening with over 300 attendees, raising \$1593 for Cinematic Arts Department
 - **Arts Space** Online Auction, raising \$3404
- Spring Appeal Letters sent to 500+ prospective donors focusing on student scholarship need.
- Advancement monthly eblasts contain brief articles and online giving options for scholarship donations.
- Scholarship Dinner & Auction
 - Event Committees and Sub Committees are planning and designing a fresh and exciting event.
 - Fundraising Goal - \$230,000
 - Yocha Dehe Winton Nation - \$10,000 Presenting Sponsor
 - Online Sponsorship and General Admission Sales Activated
 - Sponsorships – 9 tables sold as of April 25, 2018.

D. Track Student Success After College

- Alumni Relations conducted Alumni Engagement Survey with 126 responses.
 - Trend shows alumni would like to engage with IAIA as mentors, visiting artists and guest lecturers.
 - Alumni seek professional development and networking opportunities.
 - A frequent write-in suggestion – to hold an alumni art show or exhibition sponsored by IAIA.

E. Develop Student Leadership Skills

- After the Spring Scholarship Awards Dinner, 83 students wrote thank you notes that were included in an Advancement thank you letter to scholarship donors.
- Two student clubs presented at community gathering hosted by Advancement (Pie / Philanthropy Day) to educate the student body of the importance of Philanthropy.
- Collaborated with Academics and ASG for the Women's Leadership Summit that brought together IAIA students and IAIA Alumni and Tribal Women Leaders discussing the positive dynamics of Tribal Women Leaders.

Mission Objective 3: Build College Community

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

3.1 Alumni Relations

- Hosted lunch and presentation with Michael and Angel Two Bulls '16 attended by 30 students, faculty and staff.

3.2 Advancement / Philanthropy Day

- Hosted community gathering attended by 149 students, faculty and staff with Advancement staff describing the impact of Philanthropy on student scholarships, facilities, special projects and programs, faculty, etc.

3. I Grow and Maximize Resources for College Programs

3.1 Philanthropy Planning Study

- Planning Study and Tribal Relations Committees met in March with Dini Spheris facilitating the discussion.
- Prospect Lists created with more than 70 national, regional and local prospects
- Over 20 interviews completed as of April 25, 2018.
- Focus for the next two months will be conducting discovery conversations regionally and nationally.
- Dini Spheris will provide update reports in May to IAIA Foundation Board and Board of Trustees.

3.2 Tribal Relations

- Pending meeting with Eight Northern Pueblos Council to provide update about IAIA growth of academics, facilities and programs.

To: Dr. Robert Martin, President
From: Dr. Bill Sayre, Director, Institutional Research
Date: April 25, 2018
Subj: Quarterly Board Report

Mission Objective 1: Improve Student Success

A. Increase involvement of all IAIA stakeholders in student success

Project: Creation of annual/semester Fact Book. 65% complete. Anita Gavin, Assistant Director of Institutional Research, and I continue to develop new skills in Tableau, a data visualization software package, for use in creating an annual/semester Fact Book. Anita will be attending training at the annual meeting of the Association of Institutional Research in May, and we're also looking at a new Tableau product for data preparation. We developed a new data set on persistence and used Tableau to present the results to the Achieving the Dream core team at a retreat in late March. A summary of the data appears at the end of this report.

Project: Prepare the 2017-2018 Higher Learning Commission (HLC) Assurance Argument. 50%. Co-author Valerie Nye, Library Director, and I continue to collect evidence, meet with faculty and staff, and work on the next drafts. It is due to HLC on July 31. The steering committee and our consultant, Dr. Susan Murphy, will be reviewing the latest draft in May. Interested Board members are also welcome to look at it.

Other: As a part of Project Success and Achieving the Dream, we are currently administering the National Survey of Student Engagement to our undergraduates.

Other: The Achieving the Dream Core Team continues to make progress:

- Hosted a visit from our data and leadership coaches in late March
- Participated in a retreat at Buffalo Thunder to begin development of our annual work plan and to discuss data on student attrition
- Appointed two new co-chairs for next year: Dr. Jessie Ryker-Crawford, Professor of Museum Studies, and Jennifer Love, Developmental Education Coordinator.
- Prepared a draft work plan for our coaches to review in April
- We will be participating in the HLC Persistence and Completion Academy Results Forum in Chicago in May, where we'll finalize our ATD work plan

B. Increase enrollment; improve retention and completion

Project: Develop new skills in statistical analysis and predictive modeling. This is a student success project. 50%. I used the RapidMiner advanced analytics platform to build models of student persistence.

E. Develop student leadership skills

Project: Teach a continuing education course in Data Literacy. 25%. We have begun discussion on topics to cover. Anita and I will present this course either this summer or early in the fall in collaboration with Achieving the Dream.

Other: IR hosted two Association of Institutional Research webinars on how to conduct surveys. Students and staff attended.

Mission Objective 2: Strengthen Academic Programs

A. Develop and promote an indigenous assessment model

Project: Institutional effectiveness plan. 50%. I continue to work on specific elements of this plan for the upcoming assurance argument.

Other: I prepared a poster on Indigenous Assessment that was displayed in the Tribal College Resource Room at the Higher Learning Commission's annual conference in Chicago.

Mission Objective 3: Build College Community

C. Implement a faculty and staff professional development plan

Project: Collect baseline data on faculty and staff development to date. 0%. No activity this quarter.

Other: Stephen Wall, chair of ILS, and I attended a two-day training on Institutional Review Boards in Tucson in March, sponsored by AIHEC. Dean Charlene Teters is the chair of our IRB. I serve as IRB Administrator and handle requests and processes.

Other: Reports and datasets generated by Institutional Research this quarter:

- IPEDS Student Financial Aid
- IPEDS Graduation Rates
- IPEDS 200% Graduation Rates
- IPEDS Admissions
- IPEDS Outcome Measures
- IPEDS Fall Enrollment
- College Affordability and Transparency Explanation Form
- AIHEC AIMS Interim Report
- The Journey Home (internships) persistence data
- Dual Credit reports (3)
- Unmet Financial Aid Report
- College Board college guide
- Peterson's undergraduate college guide
- Peterson's graduate college guide (2)
- Wintergreen Orchard college guide

- USDA Food and Agricultural Education Information System survey
- HLC annual institutional update
- Achieving the Dream ICAT survey
- Non-returners report, 17FA to 18SP
- List of tribal affiliations for all students
- Student persistence from 17FA to 18SP for Achieving the Dream
- Data submissions to the National Student Clearinghouse (4)
- EFAST reports on textbook adoptions (4)
- Spring 2018 enrollment and student reports (4)

Mission Objective 4: Advance contemporary Native arts and cultures

E. Engage with indigenous communities world-wide.

Project: IAIA alumni employment patterns. 20%. We have purchased a one-year license for a national economic data set that includes current information about 900 individuals who attended IAIA. This potentially is the largest dataset on our alumni that we have to date. Our alumni surveys usually only collect about 150 responses at any one time.

Other: We hosted a visit from faculty of Tohono O'odham Community College in March. They were particularly interested in meeting with ILS faculty and Charlene Carr to talk about teaching science and mathematics.

Student Persistence Dataset: Fall 2017 to Spring 2018

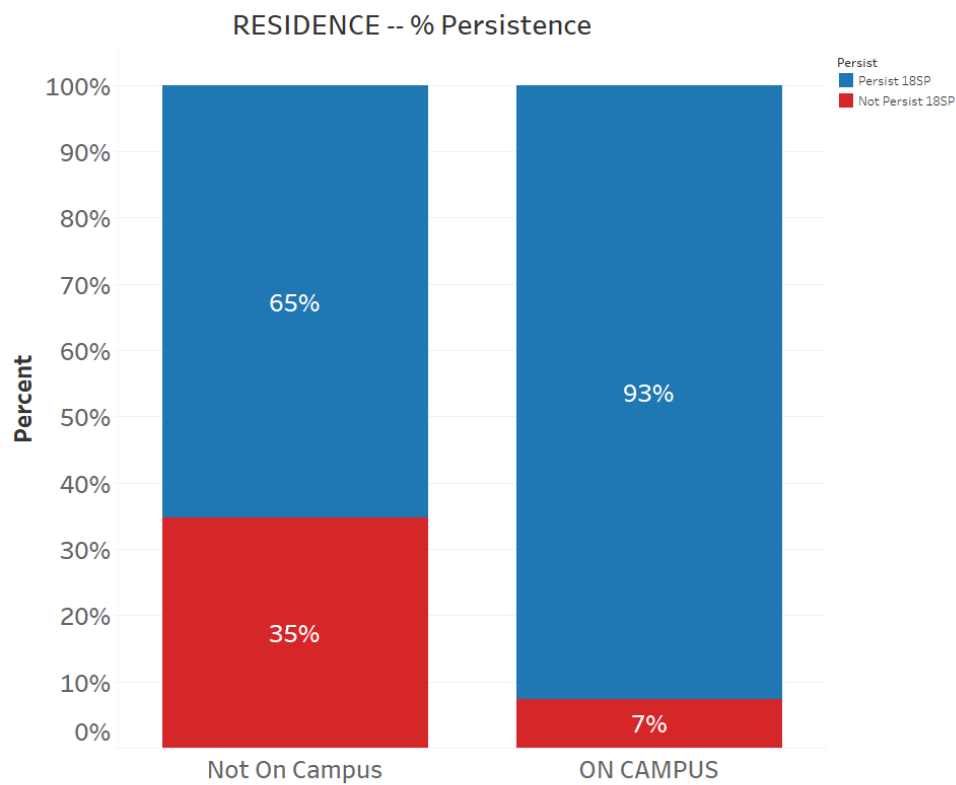
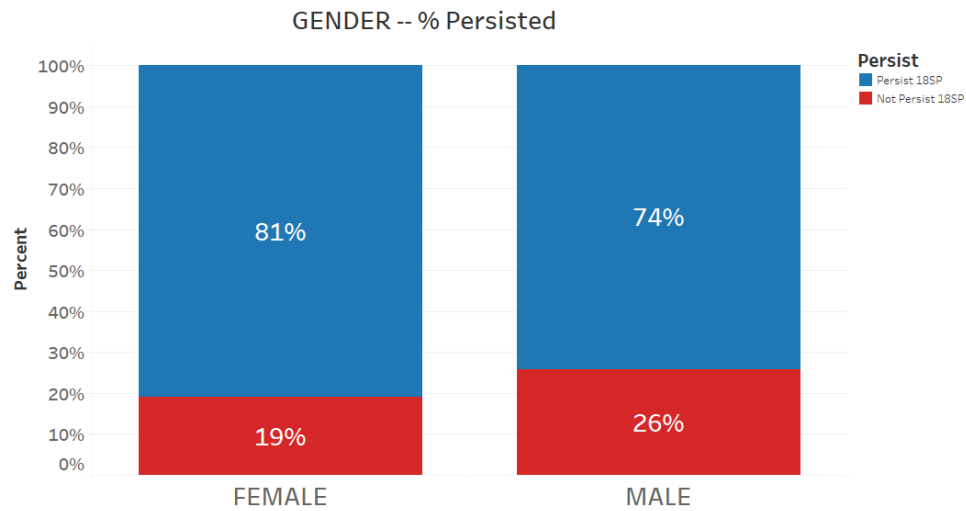
- 322 degree-seeking undergraduates were enrolled in Fall 2017
- Who came back in Spring 2018? 251 students. 78%
- Who didn't? 71 students. 22%. Note: the 7 students who graduated aren't included.

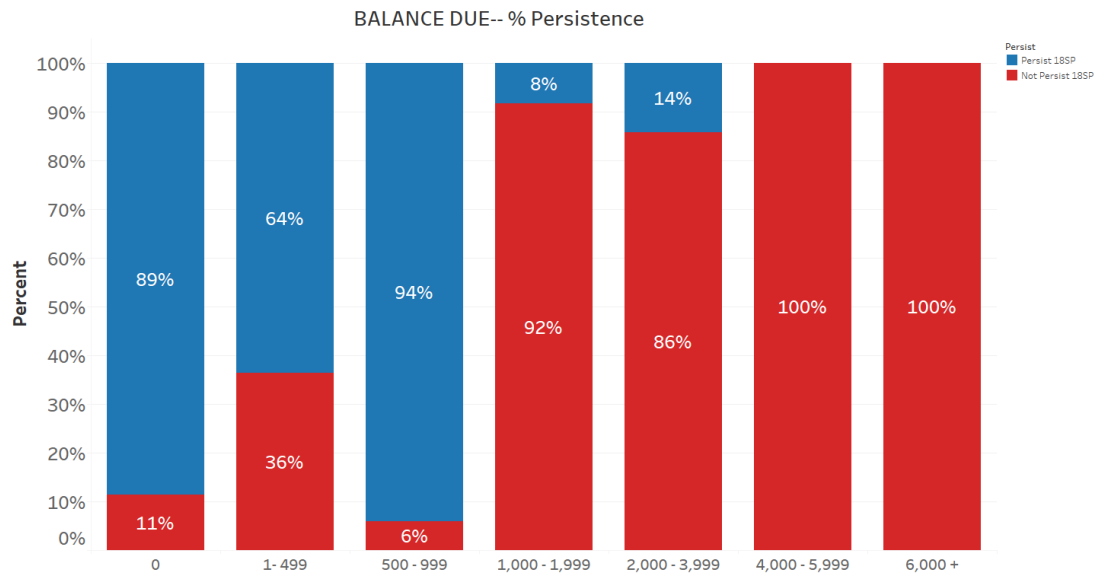
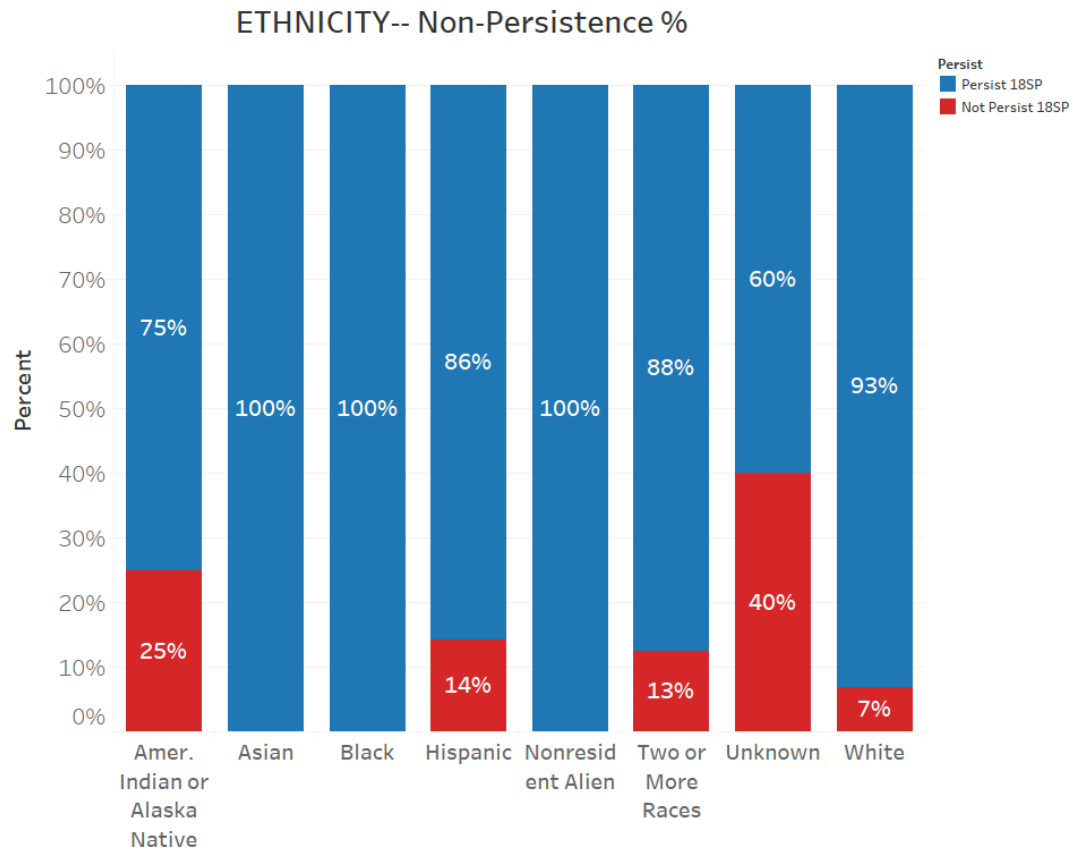
Information we've collected

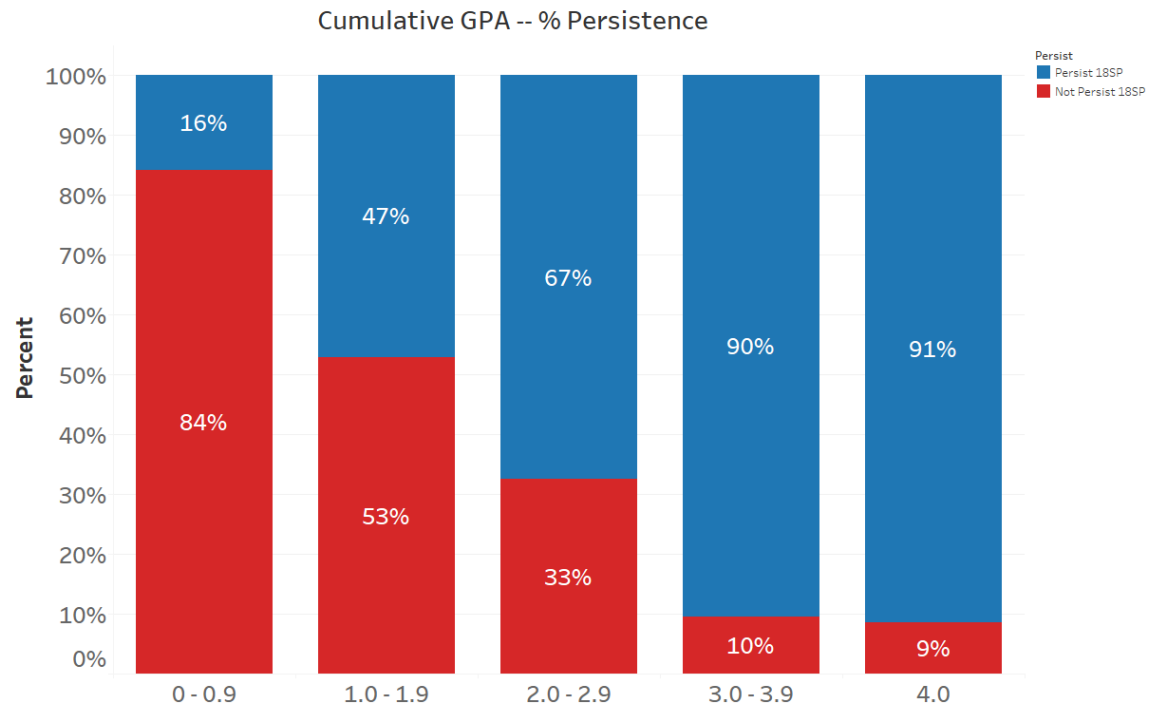
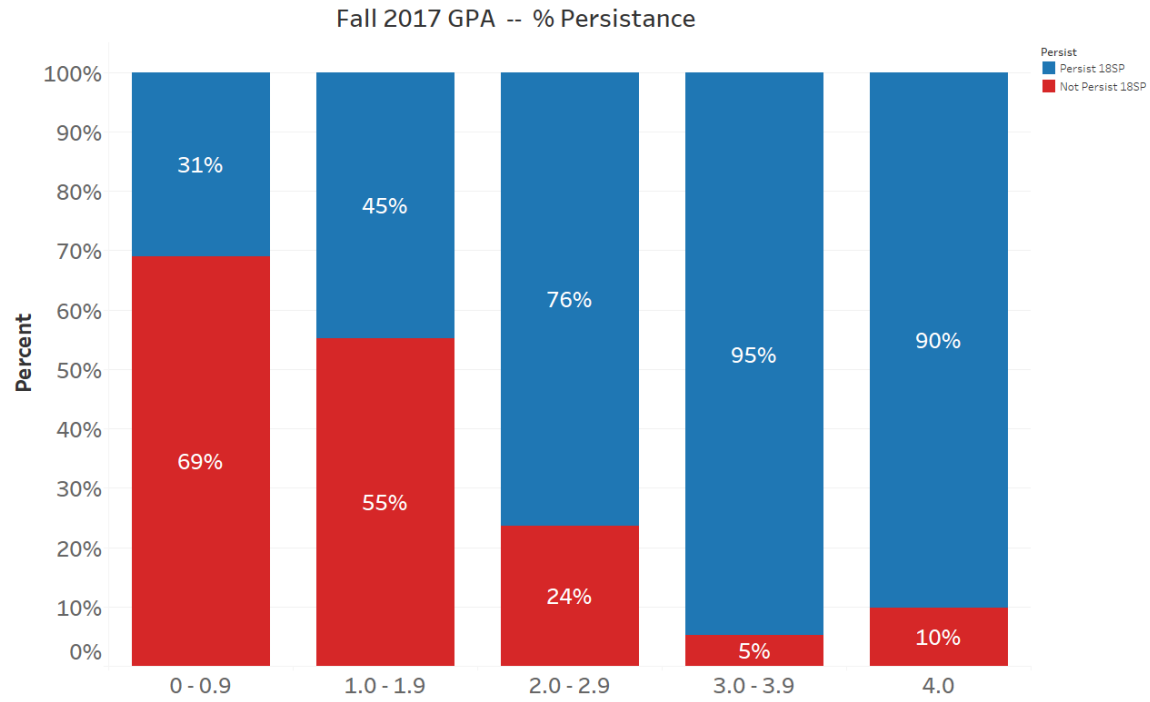
- Whether they persisted or not
- Age
- Gender
- Ethnicity
- CIB
- Entry Type (new freshman, transfer, continuing, etc.)
- Major
- Degree
- Class Division
- Enrolled credits
- Completed credits
- Fall 2017 GPA

- Cumulative GPA
- Developmental education experience (classes, grades)
- Balance due
- On/off campus

Selected charts—Red: Did not persist. Blue: Persisted.







To: Dr. Robert Martin
From: Charlene Carr
Date: April 25, 2018
Subject: Quarterly Board Report

Strategic Theme 1: Improve Student Success

1.5 Develop student leadership skills

Project Narrative: 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 connectedness to the land has occurred. In an effort to increase food sovereignty and sustainability through environmentally conscious manner, the Director will integrate the Tribal College Research and EcoAmbassador's grant program into the IAIA Student Research Program. The proposed Program through agriculturally related research opportunities for IAIA students will expose students 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.

1. *EPA Tribal EcoAmbassador's and Tribal College Research Grant Programs:* The Director completed the EPA's Tribal EcoAmbassador's Grant Program on March 31, 2018. The Director recruited a total of six students for the research internship program that included students, Mia Olsen, Kyle Kootswatewa, Joshua Dixon, Tiara Folsom, Ivan Bennett and Debon Victor. Mia Olsen completed her watermelon study Fall 2017. Students, Kyle Kootswatewa, Tiara Folsom, Ivan Bennett and Debon Victor continued their research in the 2018 Spring semester leveraging the TCU Research Grant resources. On February 14-18, 2018 student, Kyle Kootswatewa, attended the Alaska Environment Form in Anchorage Alaska and presented his research on "Plant inventory guidelines for IAIA: Emphasis on utilitarian plants." The Director will complete final reports for submission to EPA. Students will complete their Spring research session in May 2018. Students that wish to continue will have an opportunity to either complete their projects or advance to mentoring with NMSU mentors in 2018 summer. [A summary list and photos of activities has been provided at the end of this report.] 2. The Director has submitted in collaboration with two 1862 institutions and will continue to seek external resources to build staff capacity and develop the student research internship program.

(EPA Grant Percentage Complete: 100%)

(TCU Research Grant Percent Complete: 40%)

2. *Native American Heritage Committee (NAHC)*: The purpose of the committee is to provide education and awareness focusing on Indigenous heritages throughout the year to the IAIA community. Students come from varying communities, different cultures, and different backgrounds and will gain knowledge about indigenous heritages through activities coordinated by the committee. The committee is comprised of the Director, IAIA staff, and faculty. The committee is scheduled to meet at the end of April to develop a cultural calendar for the entire year and coordinate with Student Life to offer more activities. (Percent Complete: 35%)

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 focusing on Land Grant initiatives (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.

1. *Standing Land Grant Advisory Committee Meetings*: The Advisory Committee includes Pueblo Tribal community members, farmers and ranchers, USDA and sister land grant institution representatives. The committee provides input on land grant program direction and relevant programming that are culturally appropriate to meet the agricultural education, outreach and research needs of New Mexico producers.

The committee met on April 9, 2018 and meeting content included: introduction of three new members (Ellen Shapiro - IAIA Business & Entrepreneurship Coordinator, Kyle Kootswatewa - Hopi and IAIA student, and Delbert Chisholm, Taos Pueblo); review of 2017 strategic planning activities; 2018 TCU Extension Capacity Grant RFA focused on small agricultural business; building Tribal relations; and Judith Pepper - Director of Institutional Advancement presented the campaign planning initiative. The committee will continue to meet through year on a quarterly basis. (Percentage Complete: 50%)

2. *Strategic planning to build relationships between 1994s and 1862s with USDA NIFA cooperating*. The Director currently collaborates with NMSU Extension and Research Directors: Edmund Gomez (RAIPAP) – see 5.2 section 1 for further program details, Dr. Steven Guldán (Alcalde ARC) and Dr. Mark Marsalis (Los Lunas ARC) – see 1.5 for further program details.

Collaboration will aid IAIA to build capacity in agricultural and natural resource education, research and outreach programming. (Percentage Complete: 50%)

3. *Building Tribal Relations with New Mexico Communities*: The Tribal Relations group purpose is to promote engagement and support for IAIA among indigenous communities' worldwide. The group is currently focusing on local New Mexico relationships and the Director is awaiting confirmation of a meeting request with Eight Northern Indian Pueblos Council (ENIPC) to inform Pueblo Governors of the building relationships initiative and seek permission to coordinate a listening session and strategic planning workshops among local Tribal communities. The Director will collect input from Tribal communities and combine input for a cohesive aligned plan. The cohesive strategic plan will be proposed to the President's Cabinet and incorporated into their work plans as an institutional wide effort to promote connections with the local tribal communities. Tribal members on the Land Grant Advisory Committee are informed of this activity, are in support of initiatives and have offered to assist the Director to schedule individual meetings with local Tribal leadership. (Percentage Complete: 65%)
4. The Director serves on the FALCON Board and is a council member on the Western Extension Risk Management Education Center (ERMC). The Director completed a conference call to plan for the 2018 FALCON Conference. The Director also serves as a council member on the Western ERMC and completed a conference call with members to prepare for the 2018 WERMC programs. (Percentage Complete: 80%)

5.2 Promote and support agriculture and natural resources 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 the following: 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.

1. *New Mexico Beginning Farmer and Rancher Program*: IAIA in cooperation with NMSU provides the New Mexico's Pueblo beginning farmers and ranchers (BFR's) outreach programming through educational and technical assistance to meet the individual production, marketing and financing needs of Native American BFR's. The Director attends BFR team meetings, provided

one-on-one technical assistance, workshops, and trainings in coordination with NMSU agents. Outreach efforts include coordinating conferences, tours and on-farm demonstrations. The New Mexico Pueblo Beginning Farmer and Rancher Agricultural conference is coordinated by the BFR team and was provided at the IAIA campus on February 8th and 9th, 2018 and 109 farmers and ranchers attended the conference. Producers gained skills and knowledge to develop their management, production practices and marketing strategies for their farms and ranches. Recent subject matter of presentations include: USDA Panel, small field vegetables, building soil health, open discussion of BFR identification issues, landrace chile & chile production, hoop house production, greenhouse and raised bed tour by C. Carr, tractor safety & maintenance, extension risk management, bull selection & EPDs, cow calf management, horse care, cattle diseases & vaccinations, beef/cattle marketing, and alfalfa & forage production, part II business planning & USDA FSA and NRCS loan application assistance. [A summary list and photos of activities has been provided at the end of this report.]

(Percentage Complete: 65%)

2. The Director became a member of the New Mexico Western Sustainable Agriculture Research and Education (WSARE) Professional Development Program (PDP) Advisory Committee, and participated in a conference call to coordinate 2018 Walking Tour and NM WSARE Annual Conference. The major task of committee is to develop appropriate professional agricultural development programs for the agricultural stakeholders in New Mexico. The Director participates on conference calls, ad hoc committees. The Director is coordinating the 2018 Farm Walking tour to be hosted by Tesuque Pueblo and toured the farm spaces and demonstration plots. The walking tour is tentatively scheduled for August 2018. The Director is also on the annual conference planning ad hoc committee; educational presentations will include livestock production and issues surrounding drought conditions in the summer and fall seasons.
3. The Director and Gardener attended a Food Safety training to become certified to increase food safety and compliance associated with delivering food to the Bon Appetit. Both the Director and Gardener are certified and will be able to educate producers about food safety.
4. The Director followed up with Sandia and Santo Domingo Pueblo Tribal members regarding their soil sample results. The Director will receive results from CSU and provide an interpretation to producers in an effort that they will gain knowledge about their field and be able to use knowledge gained to improve their soil health.

5.3 Provide programming to Native youth

Project Narrative: Extension and research programs through IAIA will develop youth programming in collaborations with New Mexico's 22 tribal communities to increase their critical thinking skills, exposure to agricultural, environmental, natural resources, and research opportunities in agriculture to increase interest and access to higher education.

1. *IAIA Student Orientation:* The Director participated in the flash mentoring sessions during the 2018 IAIA Student Success Summit with fellow faculty and staff members. The Director mentored 12 students in which students gained insights regarding personal college experiences and tips they could use for study, writing and engaging in college programs.
2. The Director will continue to seek external resources (USDA grants and partnerships) to build staff capacity to develop 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 stakeholders with educational assistance to increase their health and wellbeing to be thriving community members.

1. *Community Garden Group:* Teresa Quintana, Gardener, recruited new participants for the 2018 Spring semester and will notify staff, students, and faculty about summer opportunities to plant warm season crops. Participants work directly with Teresa on small back-yard and raised bed gardening. (Percentage Complete: 40%)
2. The Director will continue to seek external resources (USDA grants and partnerships) to build staff capacity and develop 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 extension programs. The Director has developed strategic planning sessions with input from the Land Grant Advisory Committee. The Director also provides opportunities to access USDA programs and provides technical assistance with USDA application processes. The program targets agricultural producers

and programs who wish to gain knowledge in an effort to make decision making strategies for their farm/ranch operations and/or tribal agricultural programs.

1. *Land Grant Advisory Committee Focuses on 5.5 Land Grant Priority:* The committee met April 9, 2018 at IAIA to review strategic planning focusing on initiative 5.5 - Provide training and support for New Mexico Native and Tribally-owned small agricultural businesses. To move forward with on the implementation to focus and build programming for small agricultural business the Director will incorporate plans into the next 2018-2022 TCU Extension grant program. Committee members input was sought in regards to small agricultural business topic areas. Input regarding relevancy and appropriateness of topics to Native communities, approaches for delivery of programming and other suggestions were gathered to be incorporated into the project narrative for the TCU grant RFA. The committee members will provide individual letters of support to submit with the RFA. The Director is working with Sponsored Programs to incorporate the committees' input, complete and submit a proposal in June 2018. Judith Pepper, Director of Institutional Advancement, also presented the Planning Study initiative to the committee to gather additional insights and suggestions on approaches to meet with local Tribal Governorship. Committee members also received an update regarding Tribal Relationship initiatives and will assist the Director during individual Tribal meetings for the second phase of the strategic planning. The committee's next meeting is tentatively scheduled June 2018.
2. (Percentage Complete: 30%)
3. The Director will submit to the TCU Extension grant program to build staff capacity and develop the small agricultural business programs.

Land Grant Programs Summary of Activities

I. BFR Exclusive Activities:

- 2/7/18 BFR Conference Preparation (registration, handouts, facilities setup, ant etc.)
- 2/8-2/9 NM Pueblo BFR Conference; IAIA; Subject Matter Presentations included: USDA Panel, small field vegetables, building soil health, open discussion of BFR identification issues, landrace chile & chile production, hoop house production, greenhouse and raised bed tour by C.Carr, tractor safety & maintenance, extension risk management, bull selection & EPDs, cow calf management, horse care, cattle diseases & vaccinations, beef/cattle marketing, and alfalfa & forage production; 109 participants
- 3/6/18 BFR Meeting; Alcalde; debriefing of Feb. conference & planning for April workshops; 4 team members
- 3/9/18 BFR Field visit with livestock producers' operation; provide assistance regarding cow-calf management; Cochiti Pueblo
- 3/20/18 BFR coordination of part II business planning workshop; tentative 4/13/18
- 4/5/18 BFR Gopher Control Workshop; La Mesilla, NM; 30 participants
- 4/5/18 BFR Team Meeting to plan April workshops; Espanola, NM; 4 members
- 4/13/18 BFR Part II Business Planning & USDA FSA & NRCS Loan Application assistance; Ellen Shapiro, Business & Entrepreneurship Coordinator presented part II workshop; Cochiti Pueblo; 19 participants
- 4/23/18 BFR IPM and Composting Workshop; Sandia Pueblo; 20 participants
Ellen Shapiro will prepare and provide a presentation at Cochiti Pueblo

II. IAIA Exclusive Outreach Activities:

- 2/13/18 Western Sustainable Agriculture Research & Education (SARE) committee call; teleconference to coordinate ad-hoc committees and events (small farm tour and NM Sustainable Agriculture Conference); 8 committee members
- 2/18-2/23 LEAD21 Session III; Final Leadership Development Program; Washington DC; Director attended final session and graduated program
- 2/28/18 Soil Sample Interpretation; Sandia Pueblo; 2 Tribal farmers & DNR staff member
- 3/1/18 Director participated in the flash-mentoring activity during the Student Success Summit; IAIA; 12 students mentored with Director
- 3/7/18 WSARE teleconference to coordinate the 2018 Walking Tour and NM WSARE Annual Conference; 15 members
- 3/7/18 Soil Sample Interpretation; Santo Domingo Pueblo; 2 Tribal farmers
- 3/8/18 Horses at IAIA Discussion with Elizabeth Stahmer
- 3/13/18 Teleconference WERME; preparation for 2018 grant program; 8 members
- 3/21/18 Director became a member of the IAIA Planning Study Tribal Committee; Judith Pepper introduced planning study initiative; 7 members
- 3/23/18 Director met farm coordinators Emigdio Ballon & Gailey Morgan; Tesuque Pueblo; planning meeting for the 2018 WSARE Walking Tour
- 3/26-3/17 Food Safety Training; Albuquerque, NM; The Director and Gardener attended a two day training to become Food Safety Certified; 2 staff
- 3/29/18 Tohono O'odham Community College Faculty Visit; IAIA; discussion regarding IAIA extension, teaching and research programs; 4 faculty
- 3/30/18 Director completed conference calls with the NM Health Department and FALCON Conference Planning Committee; 6 FALCON participants
- 4/9/18 Land Grant Advisory Meeting; reviewed strategic plan for small

agricultural business; will incorporate into the next TCU Extension grant program, Judith Pepper, Director of Institutional Advancement, presented the Planning Study initiative; IAIA; 10 participants

- 4/11/18 Land Grant work-study interview with Bernardino Anzar; student interviewed and in coordination with Karen Gomez, Career Advisor, student was hired under the Great Lakes Internship Program; IAIA
- 4/16/18 Director provided background information and reports regarding Land Grant outreach and research program data to Valerie Nye for the Assurance Argument; reports will be used to demonstrate outreach efforts and increase transparency of IAIA Land Grant Programs
- 4/18/18 WSARE Teleconference; Director updated ad hoc committee of recent meeting with Emigdio Ballon to host the Farm Walk at Tesuque Pueblo; ad hoc continued with the fall conference planning focused on livestock and drought; 8 participants

III. Research Activities:

- 2/14-2/17 Kyle Kootswatewa (student) and Stephanie Martinez (staff) attended and presented at Alaska's Forum on the Environment conference; IAIA Land Grant: Plant Inventory Guidelines (K. Kootswatewa); IAIA Land Grant Programs (S. Martinez)
- 3/23/18 Student/Mentor meetings with Kyle Kootswatewa, Tiara Folsom and Dr. Thomas Antonio; IAIA Land Grant Programs
- 3/26/18 Students met with Dr. Antonio for Herbarium training & research project Reviews; IAIA Science lab; Kyle Kootswatewa & Tiara Folsom
- 3/28/18 Land Grant Student Research Orientation Training Part II; work and food safety training provided by Teresa Quintana, Gardener; 4 students participated
- 4/25/18 Desert Ecology presentation by research student, Tiara Folsom; IAIA; 7 participants

IV. Equity: Please note Dr. Thomas Antonio oversees the equity portion of the Land Grant Teaching mission.

Pictures:



February 2018 New Mexico Pueblo Beginning Farmer Rancher Conference. IAIA. Photos by C. Carr.



BFR Gopher Control Workshop. La Mesilla, NM. Photos by C. Carr



Part II Business Planning and USDA FSA & NRCS Loan Application Assistance. Cochiti Pueblo. Photos by C. Carr & Teresa Quintana



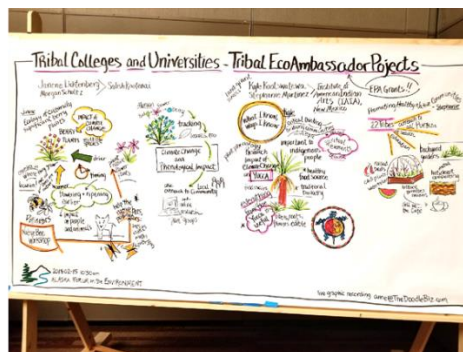
Planning for 2018 WSARE Farm Walking Tour. Solar energy used in operation, vertical strawberry production, & thermal radiant heating system. Photos by C. Carr



BFR Integrated Pest Management and Intro to Desert Composting at Sandia Pueblo. Photos by C. Carr



Field visit with livestock producer. Cochiti Pueblo. Photos by C. Carr and Joseph Garcia



Kyle Kootswatewa and Stephanie Martinez presentations at the Alaska Environmental Forum. Anchorage, Alaska. Photos by Santina Gay



Kyle Kootswatwa and Stephanie Martinez presented at the Alaska Environmental Forum. Anchorage, Alaska. Photos by Santina Gay



Student researchers: Debon Victor and Tiara Folsom mentored by Gary Nielson. Photos by C. Carr



Ivan Bennett preparing space for his compost pile and drip irrigation. IAIA. Bon Appetit food waste composting between month 1 (food waste is still recognizable) and month 5 (food waste breaking down). Photos by T. Quintana

END REPORT

To: Dr. Robert Martin
From: Eric Davis
Date: April 25, 2018
Subj: Quarterly Board Report

Mission Objective 1: Improve Student Success

A. Increase involvement of all IAIA Stakeholders in Student Success

Project: Whenever possible include expanded student representation in both on and off campus event execution and marketing activities. Access student internships with sponsored events.

Once again, MarCom expanded student involvement in the Annual IAIA MusicFest. Last year, students held positions as organizers, stage crew, production assistants, performers, and other key roles. This year we are producing the event in conjunction with the Student Activities Department. MarCom will continue to pursue internships for students with KSFR, SFIFF, AHA Festival, Ortega's on the Plaza, AMP concerts, Santa Fe Bandstand, Santa Fe Reporter, and others in conjunction with Karen Gomez, Internship and Career Director. Additionally, a current student will be filming our new video PSA for use on the Comcast system. Our student worker, LeRoy Grafe was given expanded duties in the MarCom department, photographing events and making social media posts for the school.

% completed - 60%

Other: The IAIA 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, graduating seniors, and alumni -- and will continue to expand the guest list with a more national focus, including high-profile guests such as Billy Mills, Daystar Rosalie Jones, Ty Defoe, Joely Proudfit, Anne Hillerman, Suzan Harjo, and LaDonna Harris.

% completed - 40%

Other: MarCom has met numerous times with the Achieving the Dream committee members to discuss communication objectives and plans. We have also attended some of their presentations. We will continue

to interface with the committee as needed to assist them in communication with students, faculty, staff, etc., and assist in any way that we can.

% completed – 25%

B. Increase enrollment

Project: Utilize paid advertising and social media to drive potential students to the redesigned IAIA Web site. Redesign recruitment/Branding (Dean Char) ad.

Placing advertising more closely in conjunction with Admissions and Recruitment, targeting traditional and on-line media outlets relevant to potential students. Have already increased exposure on key outlets as directed by Recruitment Director. The “Dean Char” ad creative has been replaced by the “Students” ad creative. (See end of report.)

Will continue to increase IAIA’s event and overall exposure on-line utilizing social media (primarily Facebook) and paid advertising. We intend to explore expanding into additional social media platforms (specifically Instagram) this year, and are still investigating a variety of different campaigns. The current number of “likes” for our main Facebook page is over 20,000. We will strive to increase engagement with our audience through both the various pages (School, Bookstore, Alumni, Museum, Performing Arts) and event pages and postings. A recent live-stream of the IAIA Red Shawl event generated 3,100 minutes watched, including international viewers -- with over 9,000 people reached.

Additionally, developing a summer campaign to attempt to increase our on-line student enrollment.

% completed – 60%

Other: We are planning on recording testimonials for all of the degree programs for use on our website and social media. The MFA, Business Program, and the ILS program are complete. James Lujan is scheduled for next week. Dean Teters after that. It will be mostly the department chairs, although we used student testimonials for the Business Program.

% completed - 60%

E. Develop Student Leadership Skills

Will revise student involvement with IAIA MusicFest event and other activities driven by MarCom department. Delegating key roles to students.

Project: Include students in planning and execution of MarCom activities.

Expand student involvement with IAIA MusicFest 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. Will increase student involvement with the afore-mentioned radio show on KSFR. Will expand circulation of the on-campus newsletter and solicit more stories and ideas from students.

% completed – 40%

Other: Will continue to meet faculty and staff (and students) on an ad hoc basis, to discuss their needs from MarCom. Will continue to examine past activities to develop needs list and improvements to existing processes. Will expand webpages for numerous groups. Will use best efforts to expand our presence and continue to develop consistency with our Facebook communications. Continuing Education and Land Grant departments are priorities for next semester.

% completed - 40%

Other: The MarCom department will continue to participate 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. Our webmaster/social media specialist may continue teaching an IAIA photography class next semester, and has already been scheduled for a CE class.

% completed - 35%

Mission Objective 3: Build College Community

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.

Will once again review past media and sponsorship investment/returns in order to prioritize Media Outlets and other channels for sharing information with the public -- especially potential students. The plan will continue to remain “soft” to take advantage of last-minute deals and other opportunities.

% completed – 30%

Other: Develop Policy and Procedure Manuals.
The process to update the IAIA Style Guide is continuing. The Editorial Guide will become part of this new document. The new Style Guide will address approval procedures, logo usage, faculty/staff/student Facebook and other social media behaviors, etc. All work will be done in-house. First set of revisions made, work will continue through the summer.

% completed – 20%

Other: Will expand relationships with key external media personnel. Will meet with key area journalists to discuss IAIA and new strategies for stories and features.

% completed - 25%

Other: Expand and revise Media Lists. The IAIA Email List has gone from less than 5,000 contacts when I started, to almost 10,000 currently. Our new website has provided additional opportunities for consumers to join our mailing list. The Hostiles screening added over 100

names to the list, and the website has generated over 1500 names from visitors.

% completed – 45%

Other: Will continue to collect copies of news stories and other examples of IAIA in various media for archival and other purposes. With the recent success of the book by Terese Mailhot and the upcoming book from Tommy Orange, we have received mention in many new publications this quarter.

% completed - 45%

G. Build a performing arts and fitness center

% completed - 100%

Mission Objective 4: Advance Contemporary Native Arts and Culture

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 will continue to be reviewed by MarCom department to insure consistent messaging. KSFR radio shows and appropriate advertising efforts will continue to reinforce connection between school and museum. Monthly newsletter will expand coverage of museum exhibitions and events. A joint school/museum advertisement has been developed, and will continue to be utilized in many of the programs for events that IAIA sponsors and other outlets where appropriate.

% completed - 35%

Other: Continue to utilize Event Sponsorship to strengthen IAIA's 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. Have recently begun to strengthen our ties to SWAIA, MIAC, and other institutions through sponsorship and joint collaborative programs. Project Indigine, which launches this summer, (funded by a city grant), is a collaboration between IAIA, MoCNA, MIAC, MOIFA, SWAIA, SAR, Wheelwright, Coe, and the Native Treasures Market – addressing Appropriation, Authenticity, Activism, and Art & Identity in Native arts.

% completed - 50%

Mission Objective 5: Expand Capacity as a 1994 Land Grant Institution

A. Expand communication regarding IAIA's role as a 1994 Land Grant Institution

Will continue to revise and expand Land Grant information on Website and social media.

% completed - 30%

Project: Will continue to examine developing Feature Stories for media. Will continue to issue press releases as appropriate.

% completed - 25%

WE ARE IAIA



STUDENTS

We come from all over the country and all over the world. We are serious about our art.

We study Studio Arts, Creative Writing, Museum Studies, Cinematic Arts and Technology, Indigenous Liberal Studies, Performing Arts, Native American Art History, and Business and Entrepreneurship.

We create. We learn. We grow. We are empowered. We have fun. We succeed. We are leaders. We are role models. We are part of a community. The IAIA Community.



What will YOU do when you are IAIA?

The Institute of American Indian Arts provides a world-class arts education to Native American and non-native students alike. We offer certificates, undergraduate, and graduate degrees. IAIA is accredited by the Higher Learning Commission and the National Association of Schools of Art and Design.

For more information please call 505.424.2325 or visit iaia.edu.

IAIA
INSTITUTE of
AMERICAN INDIAN ARTS

83 Avan Nu Po Road
Santa Fe, NM 87508-1300

To: Dr. Robert Martin, IAIA President
From: Patsy Phillips, Director IAIA Museum of Contemporary Native Arts (MoCNA)
Date: April 25, 2018
Subj: February 19 to May 13, 2018

Strategic Theme 1: Improve Student Success

1.1 Increase involvement of all IAIA stakeholders in student success

Tatiana Lomahaftewa-Singer (Curator Collections) serves as a staff sponsor to the IAIA Museum Club. This period the Club supported the IAIA Disc Golf Club golf tournament held on the IAIA Campus on April 7 by hosting a food & drink station welcoming the players to the campus. IAIA Museum Club announced the student/graduate art market lottery held on April 30. The club selected ten current full-time IAIA students and ten recent IAIA graduates (2013-2018) for the 3rd annual art market fundraiser which will be held at the IAIA museum August 18-19. Remaining applicants are automatically placed on a waiting list.

MoCNA held a barbeque in the Art Park for the Museum Club on May 2, 2018. Students and museum staff attended.

John Joe (Collections Registrar) participated in senior mid-term critiques and he provided photography services to students throughout the semester.

1.5 Develop student leadership skills (Work plan: Identify students for work-study and internships)
Work in this section empowers students to become leaders by offering leadership programs and learning opportunities and addresses all the goals of this statement.

Student interns and student workers this period: **Austin Big Crow** (Lakota), **Lorenza Marcais**, and **Dawna Walters** (Diné), **Stephanie Stewart** (Diné)/PT temporary hire and **Nathaniel Fuentes** (Tewa/ Diné).

Well-Off-Man's summer 2017 intern Gabriela Pacheco, who assisted with the organization of MoCNA's *Connective Tissue* exhibition, received an Andrew W. Mellon Summer Academy and Undergraduate Curatorial Fellowship at LACMA, Los Angeles.

Strategic Theme 3: Build College Community

3.3 Implement a faculty and staff professional development plan

Thomas Atencio (Facilities and Security Manager), attended the ISC West Security Conference 2018 in Las Vegas, April 9-13. The International Security Conference & Exposition – also known as ISC West – is the largest event in the U.S. for the physical security industry, covering Access Control, Alarms & Monitoring, Biometrics, IP Security, Video Surveillance / CCTV, Networked Security Products and more.

Carmen Henan presented to the museum staff, "Our Role in Campus Safety" on Friday, February 23.

Peter Romero presented to the museum staff, "Active Shooter on Campus," April 3.

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

Mattie Reynolds (Preparator and Exhibition Coordinator) worked with IAIA students **Stephanie Stewart**, **Austin Big Crow**, **Rachelle Pablo**, as well as recent IAIA graduate **Terran Last Gun Kipp** on exhibition installations. She also worked with **Mary Deleary's** exhibition prep class twice a week during the installations to give students hands on museum experience.

Reynolds also participated in all museum club meetings, and provides opportunities for museum club students to help with the upcoming install as well as other activities/hands on experiences that benefits museum studies students educationally and professionally.

Lomahaftewa-Singer attended the IAIA staff council meetings.

Andrea Hanley (Membership and Program Manager), **Sallie Wesaw-Sloan** (Graphic Designer), Reynolds, **Manuela Well-Off-Man** (Chief Curator), Lomahaftewa-Singer and Joe contributed to the museum's social media postings.

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

Lomahaftewa-Singer attended Health Council planning meetings.

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.

Phillips and Well-Off-Man work with a committee of MoCNA staff members, IAIA faculty (Felipe Colon), and staff (Bill Sayre) as well as a student representative on MoCNA's AAM accreditation project. The second step of the application process involved the revision of some of the five key documents, including MoCNA's code of ethics; strategic plan; and collections management plan. The disaster preparedness/emergency response plan was approved in the first review round. The goal for this project is to receive accreditation from the American Alliance of Museums.

Reynolds presented in Felipe Colon's MUSM291- Sophomore Capstone Course, focused on exposing students to different professionals in the museum field to better understand different career options.

Hanley was a guest lecturer in Felipe Colon's IAIA MUSM291- Museum Practicum course on March 29 where the presentation was geared towards how to familiarize students with the realities of working in different positions in a museum or cultural organization.

Phillips presented in Felipe Colon's MUSM291 on April 26, 2018 where she spoke about her trajectory to becoming a director and roles and responsibilities of a director.

Well-Off-Man gave exhibition tours to IAIA art history students

Well-Off-Man participated in IAIA's A-i-R selection committee meetings and helped select the next round of artists in residence.

Managed by Hanley, the Museum supports programming connected to the IAIA A-i-R Program. *IAIA Artist-in-Residence Workshops* with **Christa Cassano** (Confederated Tribes of Colville, Arrow Lakes Band) and **Wayne Nez Gaussoin** (Navajo/Picuris Pueblo) were held at the museum on Friday, February 23. Gaussoin discussed his practice and participants were guided through a creative process with the guidance of the artist. Cassano conducted a drawing workshop discussing her practice and participants created a self-portrait of either hands, feet or face with the guidance of the artist. Hanley also organized a *Brown Bag it with MoCNA* and the *IAIA Artist in Residence Program* on Wednesday, April 11. Artists **Marwin Begaye** (Navajo), **Monte Yellow Bird Sr.**, (Arikara and Hidatsa, Three Affiliated Tribes, North Dakota) and **Ian Kualii** (Native Hawaiian/Apache) discussed their artistic practice with visitors.

Managed by Hanley, *MoCNA/Skype™* (a video phone call, when projected onto a large screen allows for dynamic virtual dialogue) with Artist **Emily Johnson** (Yup'ik) was held on Friday, March 16. Johnson's work is currently featured in MoCNA exhibition, *Without Boundaries*. Well-Off-Man hosted MoCNA Skype program and interviewed *Without Boundaries* Artist Emily Johnson.

Hanley's newest program to develop includes several workshops this quarter: *Nizhónígo Anilééh (Make it Beautiful): A Flower Arranging Workshop through an Indigenous Creative Process* happened on Friday, April 6. MoCNA partnered with well-known floral designer, **Shawna Shandiin Sunrise** (Navajo) for a workshop on creating Santa Fe inspired flower arrangements. Gifted with a keen eye for color and balance, Sunrise is a 5th generation Diné weaver and IAIA graduate who connected harmony and placement in this flower arranging workshop. Participants were shown several types of floral designs utilizing local indigenous plants and fresh cut flowers.

Hanley managed the *Reading* on Saturday, May 5, 2018. Graduating seniors at the IAIA BFA Creative Writing program, **Pearlyne Coriz** (Santo Domingo Pueblo); **Vivian Carroll** (Cherokee) and **Victoria Gonzales** read from original works in poetry, fiction and non-fiction. Students readings drew from the portfolio created during each student's academic career and consists of the student's best writing while at IAIA.

4.2 Implement Museum Docent and Volunteer programs

Hanley continues to organize the Docent + Volunteer program by participating in meetings, creating and gathering relevant materials on contemporary Native arts, as well as upcoming MoCNA exhibition information. Volunteers help with several museum projects and events. Docents are now giving tours to school and other groups. The museum has implemented a scheduled Walk-in Docent tours for museum visitors on Saturdays and Mondays at 10:30 a.m. which is gaining momentum every month.

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.

Phillis attended the Native Museum Director's Consortium meeting in Washington, D.C. on April 13, organized by Kevin Gover, Director of the National Museum of the American Indian. This is a gathering where museum directors and their key staff present what they're doing in their museums and consider ways to collaborate. NMAI curators conducted a tour of *Americans*, NMAI's newest exhibition. At this meeting, Phillips agreed to host the next gathering of Native Museum Director's Consortium on Friday, August 17, 2018 during Indian Market weekend.

Phillips continues to conduct oral interviews with Suzan Shown Harjo for IAIA's archives. While on the trip to Washington, D.C. to meet with Museum Director's, Phillips met with Suzan Harjo where she interviewed her in person. Harjo lives in an extended care facility where her health is improving.

Phillips continues to conduct oral interviews with W. Richard West, Jr., former founder of the Smithsonian's National Museum of the American Indian, and current director for the Autry Museum in LA for IAIA's archives.

MoCNA received funding from the Andy Warhol Foundation for the Visual Arts for the museum's Social Engagement Art Residency for 2017 - 2018. Under the Warhol grant, the second round of residents were selected and met in Santa Fe from March 21-30, 2018, and included: **Anita Fields** (Osage Nation) Ceramic artist and Filmmaker **Sky Hopinka** (Ho-Chunk Nation of Wisconsin/Pechanga Band of Luiseño Indians). A mid-grant report was submitted to the Andy Warhol Foundation on April 9, 2018.

Hanley's panel on MoCNA's Social Engagement Residency will be presented at the prestigious *Open Engagement* Conference at the Queens College, New York on the weekend of May 11 – 13. Panelists include: Andrea Hanley (Navajo) Program Manager, **Jacob Meders** (Mechoopda Indian Tribe of Chico Rancheria, California) Assistant Professor in the New College of Interdisciplinary Arts & Science at Arizona State University, **Allison Rowe**, Doctoral Candidate, Art Education, University of Illinois Urbana-Champaign.

Hanley manages the Helen Hardin Media Film series. This current series was curated by **Maya Salganek**, Associate Professor, Film and Performing Arts, Department of Theatre/Film at the **University of Alaska Fairbanks**. Projects co-produced at UAF have been screened at Sundance Film Festival, ImagiNative Film and Media Festival, and broadcast nationally on PBS. The films will be on view thru June 4.

Phillips met with representatives from the Andrew Mellon Foundation on April 4, 2018. Mellon is interested in funding IAIA and MoCNA. Phillips is heading up the discussions with Dr. Martin, key faculty and staff regarding what we want to ask Mellon to support. The committee members met to discuss goals, objectives and action items for a proposal. Patsy Phillips, Lara Evans, Tatiana Lomahaftewa and Well-Off-Man participated in a conference call with Mellon Foundation program associate Holly Harrison and program officer Alison Gilchrest to discuss first steps for this Mellon Foundation grant proposal. The team continues to meet to determine the best proposal to Mellon.

Well-Off-Man collaborates with co-authors **Shanna Heap of Birds** (art history professor at University of Oklahoma), Dr. Martin will write a forward and Patsy Phillips will write an Introduction; essays will be written by IAIA associate dean Lara Evans, chair of Indigenous Liberal Studies department **Steve Wall**, archivist **Ryan Flahive** and collections curator Tatiana Lomahaftewa on the exhibition catalog *Action/Abstraction Redefined*, which will be published in fall and accompany the traveling exhibition.

MoCNA collaborates with Crystal Bridges Museum of American Art on the traveling exhibition *Native North America* (working title). The exhibition is co-curated by **Mindy Besaw** (Crystal Bridges); independent curator and writer **Candice Hopkins** (Tlingit); and Well-Off-Man. MoCNA will lend works by Lloyd Kiva New and T.C. Cannon to this exhibition. The exhibition catalog will include an introduction by the three co-curators and essays by **Heather Ahtone**, **Amelia Jones**, **Paul Chaat Smith**, **Aruna d'Souza**, and **Richard Hill**. *Native North America* will open at Crystal Bridges in October 2018. Other venues include Nasher Museum of Art at Duke University, North Carolina (late August 2019 to Jan. 2020) and MoCNA (Jan.-July, 2019 or Feb. to July 2020).

4.4 Grow the IAIA collection

New Acquisitions. The following items were reviewed and accepted at the Collections Acquisition Committee Meeting held on February 28, 2018:

1. Donation Proposal Accepted for Permanent Collection: Gift of Stan Metzger- 1-Sallyann Paschall, *Sensuous Dusk*, 2010, intaglio/chine colle' print, (Paperwork Pending)
2. Donation Proposal Accepted for Permanent Collection: Gift of Robin Black- 1-Darren Vigil Gray, *Morning Song*, 2013, acrylic painting (Paperwork Pending)
3. Donation Proposal Accepted for Permanent Collection: Gift of Loren Lipson- 1-Cara Romero, *Saints & Sinners/Coyote* series, 2017, Photograph (Paperwork Pending)
4. Donation Proposal Accepted for Permanent Collection: Patron Loren Lipson- any work by Courtney Leonard (Visit to artist's studio scheduled for May)
5. Bequest Proposal Accepted for Permanent Collection: Roger and Barbara Murphy collection of 20 works by Dan Namingha, Arlo Namingha and Emmi Whitehorse
6. Donation Proposal Recommended for Public Art Collection: Gift of Loren Kieve: Untitled (7-Skull caps), n.d., bronze/gold paint, by Randy Charles (Paperwork Pending)

IAIA AIR Acquisitions

1. Frank Buffalo Hyde (2017 IAIA AIR Artist), *Round Dance #4-Get up on the Dance Floor*, 2017, acrylic on canvas, Gift of Loren Lipson, special purchase from Donor Loren Lipson for the IAIA Public Art Collection (Paperwork Pending)

Per Acquisitions Committee recommendation, the collections department purchased the following works by Erica Lord (2017 IAIA AIR Artist) for the collection with Cargill Foundation Acquisition funds:

1. *Nephrology Burden Strap, DNA Micorarray Analysis*, 2008, glass beads/wire on cotton
2. *Un/Defined Self-Portraits*, 6 digital C-prints from the series, 2004-2007

Loan Requests

The following loan requests have been received and are being reviewed for approval or are in progress:

1. Harwood Museum of Art, Taos, NM, Pop Chalee exhibit, Oct. 24-28, 2018. Pop Chalee, Untitled (forest scene), n.d., tempera on paper (cat#: TA-155)
2. Crystal Bridges Museum of Art, Bentonville, AR, Oct. 6, 2018 – Jan. 1, 2019.
3. Bill Blackmore (Athabaskan), Untitled, ca. 1960, screen and hand dyed textile (cat#: ATH-26)
4. Harrison Burnside (Navajo), Untitled, ca. 1980, screen and hand dyed textile (cat#: N-149)
5. T.C. Cannon (Caddo/Kiowa), *Instructor In Green*, ca. 1966, acrylic and oil on canvas (cat#: CD-3)
6. Nathan Jackson (Tlingit), Untitled, n.d., screen and hand dyed textile (cat#: PROP-3)
7. Lloyd Kiva New (Cherokee), Untitled (sun motifs), n.d., screen and hand painted textile (cat#: CHE-9)
8. Lloyd Kiva New (Cherokee), *Cherokee Syllabary Textile*, ca. 1960, screen and hand dyed textile (cat#: PROP-27)

Unfunded Strategic Priority Special Project: Update on the strategic priority funds for the purchase of new shelving. Students: **Lorenza Marcais, Stephanie Stewart, Austin Big Crow, and Dawna Walters** were hired at the beginning of the semester to help the collections staff to prepare for the new shelves. From the middle of February through March, students and staff relocated existing shelving, inventoried boxes, tracked object movement and conducted registration for each object that relocated to new locations for this project. Students and staff also made boxes and trays for the objects that will be going onto the new shelves. The new shelves were ordered and installed by end of April. The project is on schedule and expected to be completed by the end of May or early June. During this project, visits to the collection have been limited to groups no larger than 4-5 people for the safety of the objects that were placed on tables in the collections storage.

4.5 Engage with indigenous communities world-wide

Phillips represented IAIA at performance artist, James Luna's wake and burial held on the Luiseno Reservation in California on March 16 and 17. Representatives from other museums and artists nationally and internationally attended. Phillips spoke at Luna's service held at IAIA on March 22. Luna has donated all his archival material and some art work to IAIA.

Sponsored by the Canada Consulate General, Phillips, Well-Off-Man, **Heather Ahtone** (senior curator, American Indian Cultural Center and Museum) and **Mindy Besaw** (curator of art, Crystal Bridges Museum of American Art) were invited to meet with Canadian museums and art professionals. The group visited with Greg Hill, curator at the National Gallery of Canada; Michelle LaVallee, Director at the Indigenous Art Centre at Indigenous and Northern Affairs Canada; Claudio Marzano, art consultant at Canada Council's Art Bank; Royal Ontario Museum representatives Dr. Mark Engstrom (Deputy Director, Collections and Research), Trudy Nicks (Senior Curator, retired), J'net Ayayqwayaksheelh (Indigenous Outreach and Learning Coordinator); Alysa Procida, Executive Director at the Inuit Art Foundation; OCAD gallery director Francisco Alvarez; Dr. Gerald McMaster, Canada Research Chair (CRC) in Indigenous Visual Culture & Curatorial Practice at OCAD; Museum of Anthropology, University of British Columbia representatives Moya Waters (Acting Director), and curators Pam Brown, Sue Rowley and Karen Duffek; as well as Museum of Vancouver director of collections & exhibitions Viviane Gosselin and assistant curator Sharon Fortney. The goal of the trip was to network with Canadian museum peers and engage in a dialogue about potential future collaborations.

Reynolds managed MoCNA's participation in the national social media campaign launched by the National Museum of Women in the Arts for Women's History Month highlighting female Native artists.

Akunnittinni: A Kinngait Family Portrait is on display at the **Scottsdale Museum of Contemporary Arts**, Scottsdale, AZ thru May 20, 2018. And, will open on July 1, 2018 and end on September 23rd, 2018 at the **Armory Center for the Arts in Pasadena, California**.

Desert ArtLAB: Ecologies of Resistance is open at the **Maxwell Museum of Anthropology at the University of New Mexico**, Albuquerque, New Mexico thru May 19, 2018. The exhibition is scheduled to open October 13, 2018 and end on January 13, 2019 at **The Fine Arts Center at Colorado College in Colorado Springs, CO**.

Last Supper by C. Maxx Stevens, a conceptual installation that illustrates the effects of unhealthy food on Native Peoples is on view at the Maxwell Museum of Anthropology at the University of New Mexico, Albuquerque, New Mexico, thru May 19, 2018.

Phillips and Hanley attended the openings of *Akunnittinni* and *Last Supper* on March 2, 2018 in Albuquerque.

4.6 Strengthen the connection between the College, its Museum, and the larger Santa Fe community

For national Women's Month, Phillips interviewed Suzan Harjo about her activist life and her exhibition, *Art & Activism: Selections from The Family Harjo Collection* on Eric Davis' KFSR radio program.

Phillips attends city-wide meetings and contributes to a state-wide marketing effort led by Shelley Thompson, NM Cultural Affairs. This group effort is providing more outreach in the city and the state, and the museum has seen an increase of attendance/visitors since joining this marketing group. MoCNA submitted images from our planned exhibitions for the 2018 summer marketing efforts.

Phillips participated in a membership committee meeting for the International Women's Forum in Albuquerque. The purpose of the meeting was to set policy for IWF's membership program. Only 100 women in New Mexico are selected to be in this forum.

Well-Off-Man participated in the Arts Roundtable for Presbyterian Santa Fe Medical Center and provided a list of contemporary Native American artists from this region for potential art commissions.

Strategic Theme 5: Expand Capacity as a 1994 Land Grant Institution

5.3 Provide programming to Native youth

Hanley collaborated with the MoCNA Store for *The MoCNA Reader: Kids' Day* on Saturday, March 10. MoCNA's book club, the MoCNA Reader welcomed children (K-5) to the museum. The museum store highlighted Native children's book author **Emmett "Shkeme" Garcia** from the Pueblos of Tamaya (Santa Ana) and Walatowa (Jemez). A reading from Garcia's *Sister Rabbit's Tricks*, a sing-a-long, book signing, snacks, and a 20% discount on all children's books in the museum store were given.

Hanley participated in the development and implementation of S.T.E.P. (Share the Experience Pass). A new program that looks to connect regional libraries with Santa Fe museum experiences. Patrons can check out a pass for free admission for up to 6 friends or family members to the Georgia O'Keeffe Museum, the Santa Fe Children's Museum, IAIA Museum of Contemporary Native Arts, and the Santa Fe Botanical Garden. The S.T.E.P program was implemented on February 27th region wide.

Phillips and Hanley attended the kickoff meeting for S.T.E.P. on February 27 held at the Children's Museum. Organized by the O'Keeffe Museum, all participants were invited to attend.

To: IAIA Board of Trustees
From: Robert Martin, President
Date: May 2018
Subj: President's Quarterly Report

Mission Objective 1: Improve Student Success

1.1 Increase involvement of all IAIA stakeholders in student success

- The Achieving the Dream (ATD) leadership and data coaches visited IAIA, March 26-27. In addition to myself, the coaches met with the ATD Core Team, faculty, staff, and students.

The coaches recommended more follow up conference calls with the ATD Core Team and the two co-chairs. The coaches commented that IAIA is moving in the right direction, but progress lags in comparison to several of the other tribal colleges. It is imperative we identify projects and measure our progress to improve student success.

Immediately prior to the ATD coaches visit, the ATD Core Team held a day-long retreat that resulted in production of a work plan delineating timelines and responsible persons. Once it is completed, it will be shared with the college and incorporated into Cabinet members' action plans.

Three broad areas are being examined in the action plan:

- Financial factors - Increase student financial resources through financial aid and scholarships.
- Developmental and General Education – English, math and reading data indicate improvements in the Development Education Program will contribute tremendously to student success. Currently, only English and math are offered at IAIA, but the coaches suggest adding reading because it is often prerequisite for writing and math skills.
- Attendance tracking and early alerts – we have these programs in place but have not measured their effectiveness.

Three IAIA faculty and staff attended the DREAM 2018 Conference in Nashville. Scarlett Cortez, the student representative on our ATD core team was selected as a Dream Scholar and speaker at the conference. Scarlett, a spoken word artist, gave an empowering, inspiring and moving address. She represented IAIA very well and impressed everyone with her message of being supported at IAIA. At the spring American Indian Higher Education Board of Directors meeting in March, several presidents complimented Scarlett's speech. Dean Charlene Teters also gave an inspiring and poignant address to a packed room at the conference.

- IAIA's Eighth Annual Student Success Summit was held March 1, 2018. The workshops focused on "Student Success Strategies" to assist students in

overcoming barriers to their success. Carrie Billy, AIHEC President and CEO, provided an inspirational keynote address, which set the tone for the summit. Flash Mentoring, student focus groups and panels, four workshops, and raffle drawings were included in the summit program.

1.2 Increase enrollment; improve retention and completion

- The Spring 2018 Semester Scholarship Awards Dinner was the first one to be held in the Performing Arts and Fitness Center gymnasium. In addition to the Board of Trustees, a substantial number of donors and supporters were in attendance. Going forward, we plan to invite all IAIA faculty and staff to attend as well. Given the growth of the event, a planning committee will be established with representatives from the IAIA community.
- The following IAIA Scholarship Program Ad Hoc Committee recommendations are in the process of being implemented for the 2018-2019 academic year:
 - Develop a scholarship program communications plan to disseminate information and educational outreach initiatives through a robust social media strategy and webinars.
 - Update scholarship application; seek more self-selection options
 - Schedule application/essay writing workshops in more convenient locations and times for students
 - The Associated Student Government could assist with hosting pre-deadline workshops
 - Educate student applicants that several scholarships are equity-based rather than need or merit-based
 - Focus more on need-based scholarships
 - Named scholarships posted on website with a drop-down menu and perhaps a separate application
 - Focus on full-circle scholarships (funding a student until degree completion)
 - Maintain essay but place it at the beginning of the application form
 - Incorporate alumni as mentors to current students
 - Notify students who didn't meet procedural requirements in submission of application
 - Permit additional time for students to apply by scheduling the application dates earlier – November 1 for Spring semester and April 1 for Fall semester.
 - Seek faculty influence to help make students more aware of opportunities and encourage interest
 - Include the "Scholarship Essay" as a required class assignment to increase student applications.

1.4 Develop student leadership skills

- IAIA students won 35 awards at the 2018 American Indian Higher Education Consortium (AIHEC) Spring Conference competitions. Caleigh Benally was elected as Southwest Representative to the AIHEC Student Congress. Roy Grafe and Scarlett Cortez' terms as AIHEC Student Congress officers will end this June.

- Jeff DeMint and Roy Grafe accompanied Nocona Burgess, Student Life staff member, to the American Indian College Fund Flame of Hope Gala in New York City in April. Jeff and Roy assisted with the IAIA Student Art Sale featured during the Gala reception. This event provides an excellent opportunity for IAIA students to connect with new collectors and sell their artwork. The total sales increased this year by more than \$1,000.
- Bryson Meyers was selected as the new IAIA Ambassador for the 2018-2019 academic year. Effie Wall was the First Runner-Up. Candidates are judged on their speaking, poise and talent.

Mission Objective 2: Strengthen Academic Programs

- The required courses and curricula for an AFA and BFA in Performing Arts were developed by the Performing Arts faculty and approved by the Faculty Council, Dean and my office. Next it will be presented to the Trustees for approval. If approved, it will then be submitted to the Higher Learning Commission for approval during the summer.
- Nancy Deleary, an IAIA alum and Adjunct Professor in IAIA's Studio Arts Program, completed a feasibility study for offering a low-residence MFA Program in Studio Arts at IAIA. Given that Performing Arts was the priority, the Academic Dean is expected to complete a proposal during the summer, which will be vetted by the faculty during the 2018 Fall Semester.
- Dean Teters has completed the Academic Program Review process, which will be used to inform academic planning, establish strategic priorities and allocate future resources for academic programs.
- The American Indian College Fund received a grant from the Mellon Foundation to provide support for tribal college faculty members to earn 18 graduate credits in the discipline in which they currently teach, if they do not have a Master's Degree in that subject. This is the assumed practice for higher education faculty qualifications recently approved by the Higher Learning Commission. Although our permanent, full-time faculty are qualified, we do have popular adjunct faculty that would benefit from this financial support. Mellon will continue to assist faculty in completing their doctoral or master's degrees as well.
- Renovation of the Academic Building Studios and offices is scheduled to be completed by the end of the summer.

Mission Objective 3: Build College Community

- 3.6 Implement an internal and external marketing and communications plan
- Official minutes from Board, Cabinet, Advisory Council, Standing Committees, Faculty Council, Staff Council and Associated Student Government will be available in a central, accessible location on our website. Currently, it is password protected.

- Elizabeth Stahmer, Associated Student Government Vice President and other students, faculty and staff have expressed concerns regarding lateral violence on campus, which is internalized racism and oppression directed toward individuals in one's immediate environment who are not responsible for the discrimination that one has experienced. Elizabeth remarked that non-Native students have experienced harassment and discrimination from Native students. Ms. Stahmer stated that being defined as 'non-Native' is offensive because it is an exclusive rather than inclusive term that is demoralizing.

This issue was discussed with Cabinet members and the consensus was that a subtle undercurrent and sometimes overt display of racism and cultural bias has been experienced in interactions on campus. Of course, this is counter to IAIA's core values of respect for others and diversity. Although IAIA exists to celebrate Native culture and arts and have an Indian preference hiring policy, we admit students and hire employees who aren't Native. Once someone is accepted for enrollment as a student or an employee is hired, they should feel respected and valued.

It also should be noted this issue is not unique to IAIA, but presents a challenge for all minority serving institutions and organizations. Ironically, a high percentage of tribal colleges and universities, including IAIA, scored low on the equity dimension of Achieving the Dream's Institutional Capacity Assessment Tool (ICAT), an online self-assessment to help colleges assess their strengths and areas for improvement in seven key dimensions.

Although this issue is complex and challenging, the consensus among Cabinet members is that we should address behavior, whether overt or subtle, by developing an on-going education and training program emphasizing respect and inclusiveness for all members of the community.

- I attended the AIHEC President's Meeting in March, Higher Learning Commission Board of Trustees meeting and Annual Conference in April followed immediately by the American Indian College Fund Trustees meeting.

At the AIHEC meeting, two new tribal colleges were admitted for membership in a new category called 'Emerging & Developing Tribal Colleges – California Tribal College and San Carlos Tribal College.

The southwest tribal colleges will be hosting the 2020 Student Conference and Competitions. Our application to host the 2020 AIHEC Basketball Tournament was approved.

- The American Indian College Fund Board of Trustees discussed the fact that less than one-half of 1% of philanthropy goes to Indian Country and half of that

amount goes to non-Native organizations. We also heard from the following current and potential funders:

- Cora Gaane, Vice President at Wells Fargo Foundation, announced a new initiative in which Wells Fargo has made \$50M in grant funding available to Indian Country. Grant guidelines will be issued at a later date.
 - Xavier de Souza Briggs, Vice President, Ford Foundation shared that they do not fund education anymore, per se. Ford, however, funds related activities: Native arts and culture, tribal nation building and sovereignty.
 - Lorenzo Esters, Vice President of Philanthropy, Strada Education Network (formerly USA Funds) advised that when approaching foundations an institution should build on their own priorities and collaborate/partner with other organizations. Funders are interested in funding transformative change, which fuels investment incentives.
- The Higher Learning Commission (HLC) Annual Conference was sold-out and had a waiting list for registration. Tribal colleges were well represented and the scheduled Tribal College Roundtable Wisdom Sessions and Luncheon with the HLC President and CEO were well attended.

At the President's meeting, we heard the following from various speakers:

- Despite the chaos in Washington, D.C., higher education is doing okay under the current administration.
 - The reauthorization of the higher education and farm bills will not be enacted by congress this year.
 - While participation rates for Native students have increased, completion rates have not improved. Not completing a degree makes a difference of approximately \$500,000 for individual earnings during a lifetime.
 - Higher education should focus on progress rather than just persistence.
 - Federal financial aid (Pell grants) should be available for certificate programs less than 16 credit hours, which is currently the minimum.
 - Experiential learning should have equal weight to classroom learning. Learning can take place outside of the academy and should be recognized
- I was honored to be invited to deliver the commencement address at the College of Muskogee Nation's 10th Commencement Ceremonies, April 20, 2018.

3.7 Build a performing arts and fitness center

- With the Performing Arts and Fitness Center coming online in January, policies and procedures have been developed to increase use of the facility for full-time and adjunct faculty, staff, family members and students. Since part-time students have access to the facilities, this will be marketed to the general community for the 2018 Fall Semester.
- Rancho Viejo community members have complained about the lighting in the Performing Arts and Fitness Center. In an effort to be good neighbors, we have

taken steps to address these concerns. Due to the complexity of the LED lighting system and warranty concerns, we engaged the building architect, construction contractor, and electrical engineers to resolve issues with the exterior “saber” lights, which have been dimmed by 85%. Immediately following the dimming of these lights, an audit of exterior lighting for the remainder of the campus was completed, resulting in the replacement of several fixtures and the re-aiming of others. This work has further reduced the light emanating from campus.

We also invited Rick Lovato, Santa Fe County Senior Code Enforcement Inspector, to campus to determine if our lighting is in compliance with county codes. Due to our status as a federal agency, IAIA is not technically subject to county codes. For that reason, Mr. Lovato was unable to measure the lighting output for campus and issue a written report of his findings. Mr. Lovato did inspect the lighting fixtures, however, which he found to be capped, shielded and in compliance with code.

Since Mr. Lovato was unable to measure lighting output, Peter Romero, IAIA Facilities Director, took lumen measurements from various locations along the IAIA property line. These readings measured far below the 900 lumens threshold allowed by code. In fact, all readings measured less than 50% of threshold, even while standing directly under the Performing Arts and Fitness Center entrance lights. At this point, we have practiced due diligence in addressing lighting concerns.

- As previously reported, the space vacated when the old fitness center moved to the new building will be converted to a student union. Work is scheduled to be completed by the end of summer.

3.8 Grow and maximize resources for college programs

- IAIA's FY 18 core funding enacted by Congress is \$9,835,000. The FY19 appropriations process is underway with \$9,960,000 proposed in the President's budget for IAIA.
- IAIA's application for a Fulbright Scholar-in-Residence has been funded. This will permit us to bring a professor from the Intercultural University of the State of Mexico to IAIA as part of a formal faculty exchange program.
- The Office of Institutional Advancement's Planning Study has been initiated with interviews of representatives from the Board of Trustees, IAIA Foundation Board, donors, Foundations and Corporations. As the process continues, the list of philanthropic goals will be refined based on what is realistically attainable.

Mission Objective 4: Advance contemporary Native arts and cultures

4.2 Advance scholarship and dialogue on Indigenous arts and culture

- Patsy Philips, Museum Director, has taken the lead in coordinating the

development of a proposal for submission to the Mellon Foundation to establish a Research Center for study, training, and publications in contemporary Native arts and culture. Components of a research center are in place already in various IAIA programs. The concept of a research center also is contained in IAIA's enabling legislation. The research center would consolidate IAIA's research resources (libraries/archives, museum collections, exhibits, and museum studies) and increase public accessibility and scholarship relative to IAIA's collections and resources, as well as increase the scope of research activities. A research center would address a need in the field for scholarship and academic programs dedicated to contemporary Native Art.

A team from Mellon, including their Vice President, visited the museum recently and indicated an interest in funding this concept at IAIA. I also had an opportunity to address a conference of Mellon grantees at the Tamaya Resort in Santa Ana Pueblo the next day and the Vice President again expressed an interest in collaborating with IAIA to address the need for scholarship and education programs in Native arts and culture.

Mission Objective 5: Expand capacity as a 1994 Land Grant institution

5.1 Communicate IAIA's role as a Land Grant Institution

- Charlene Carr, Land Grant Programs Director, and Teresa Quintana, the Program Gardener, completed a two-day food safety certification training session for the IAIA garden. This training should assist in increasing the amount of produce sold to the cafeteria.
- Ms. Carr is serving on the Campaign Planning Study Tribal Committee, which consists of representatives from the IAIA Board of Trustees, IAIA Foundation Board of Directors and representatives from the college. Ms. Carr, Laguna Pueblo member, also is providing the lead for the IAIA Tribal Relations Ad Hoc Committee and has relationships with New Mexico tribes.

To: Dr. Robert Martin
From: Laurie Brayshaw
Date: April 25, 2018
Subj: Quarterly Board Report

Strategic Theme I. Improve Student Success

B. Increase enrollment; improve retention and completion

Percentage complete 50%

Continuing Education

Project: Increase the number of IAIA students and members of the outside community that enroll in Continuing Education courses and workshops.

Activities/Workshops Offered

- Training hosted by the National Indian Education Association (NIEA).
“Understanding the Impact of Historical Trauma and Boarding Schools”,
Oklahoma City, OK (4/28/18)

Jonathan Breaker has been contacting organizations and tribal contacts to build partnerships with respect to CEUs and training opportunities. In addition to the annual convention of the National Indian Education Association (NIEA), they have agreed to partner with IAIA Continuing Education to provide CEUs for all their training events.

Since January, CE has been working with the Institutional Research department implementing the Empower system for CE programming. The changes have allowed CE students to view courses through the CE Empower website, submit web-registration and pay fees on-line. The Student Records module in Empower has allowed for the automated record management of student information, CEUs, and the issuance of CEU transcripts. The new system has also streamlined the advertisement and display of CE courses making the information more available. In addition to the new system, CE has also begun to issue electronic **Badges** to students for completion of courses. Badges are new to the world of Continuing Education, but utilized quite often by institutions of learning to recognize the completion of courses or training. The electronic information from a Badge, issued normally by email, can be included in CV/resumes, posted to social media and shared across online platforms.

On April 23, CE announced the release of Summer 2018 classes as part of two series “**Workforce Development for Artists**” and “**Artist Talks**”. The Artist Talk series will focus on the sharing of artistic skills and creative development processes of artists. Participants can learn more about the artistic expression of each artist and enhance any skillsets addressed by each workshop. The Workforce Development for Artists series is designed to equip artists with skills and training to promote themselves both as an artist and a professional. CE secured the participation of IAIA faculty (Nocona Burgess and

Jason Ordaz) to provide instruction in the areas of networking, entrepreneurship, finance and business development specific to artists. The areas of instruction are responsive and informed by research undertaken from IAIA 2014 Tribal Needs Survey and SNAAP Survey results involving IAIA Alumni. The majority of Summer CE courses will be offered for free in efforts to bring in more CE students. In addition, they will be broadcasted through web-conferencing and will be recorded and available online allowing for more access to a larger pool of CE students.

CE will continue to be responsive to the training and development needs of groups such as IAIA Alumni. CE has a unique and niche role to play in the development of future artists, particularly film-makers in northern New Mexico. A potential course series, based on the needs of those people looking to access the film industry and obtain employment in below-the-line careers, can help them acquire specific skill sets and training to help them be employment ready. CE will research partners with industry people and groups to identify these needs and how they may be addressed. CE is also looking at partnering with urban Native contacts to work with Native American families in family financial planning. CE will continue to observe and evaluate the roll-out of Summer 2018 class schedule as it informs the current development of the Fall 2018 course schedule.

IAIA Continuing Education – Work Plan 2018				
Project	Project Description	Deliverable	Expected Start Date	Expected End Date
Empower	Fall 2018 course schedule in Empower	<ul style="list-style-type: none"> • Training with Comspec (in person) • Establish Empower/Web-Empower automated CE Course registration and payment processing for Fall 2018 	June (date tbd) July 15	June July 30
<u>Summer 2018</u> CE Courses	Market CE courses for Summer (to be offered from early June to late July)	<ul style="list-style-type: none"> • Continue marketing for Summer CE Courses 	April 23	July 23
<u>Fall 2018</u> CE Courses	Develop and market CE courses for Fall 2018 (to be offered mid-September to late November)	<ul style="list-style-type: none"> • Establish Course Schedule • Hire/recruit instructors • Marketing for Fall CE Courses 	April 30 July 30 July 30	July 30 August 15 November 30
IAIA CE Website Development	Update and develop the website	<ul style="list-style-type: none"> • Update website for Fall 2018 	July 30	August 15
Provide IAIA Continuing Education Units (CEUs) for Conferences and Symposia/Workshops	Partner with organizations to offer CEUs and IAIA Badges for participant learning during conferences,	<ul style="list-style-type: none"> • National Indian Education Association National Convention October 2018 	Ongoing	Ongoing

	symposia and workshops.	<ul style="list-style-type: none"> Indigenous Language Institute 		
Partnership Building with Tribal Communities	Partner with tribal communities on CE workshops.	<ul style="list-style-type: none"> Work with local and non-local tribes. - South Pueblos Training and Employability Group - New Mexico Tribal Higher Education Council 	<p>Ongoing</p> <p>Meeting scheduled for May 2018</p> <p>Meeting postponed from March 2018</p>	Ongoing
Spring 2019 CE Courses	TBD	TBD	TBD	TBD

Strategic Theme III: Build College Community

I. Grow and maximize resources for college programs

Percentage complete 100%

Sponsored Programs

Project: Use the information about IAIA needs and interests to identify potential funding for these areas.

A proposal was submitted to the LANL Foundation for \$2,500. The proposal requested funding to support a CE class in Financial Literacy and Home Ownership for Native Americans. The proposal was denied. CE will now look to collaborate with The Housing Trust in Santa Fe to deliver these workshops.

A proposal was written and submitted to AIHEC for \$95,640 to develop courses for an Agribusiness curriculum. The proposal was denied.

A proposal was written and submitted to AICF to upgrade the video equipment in three classrooms. The \$4,554 request will allow IT to upgrade the equipment that is already in the classrooms and allow for clearer and more vibrant presentations.

The Santa Fe Arts Commission proposal was **awarded** for \$14,000. The grant will fund the marketing for four events that will take place on the campus and at the Museum. The events include three Museum exhibits, the twice yearly Writers Festival, the Pow-Wow and MusicFest, and the MACF Visiting Artists.

UNM approached Dean Henan to join the existing "Partnership for Success" grant. The subcontract, budget, budget justification, and award forms were completed and submitted to UNM for approval. IAIA is entering during the 3rd year of a 5 year grant.

Elva Yanez of the New Mexico USDA Rural Development office visited the campus to inspect the equipment that was purchased for the Performing Arts and Fitness Center with the 2017 USDA-RD grant award. Ms. Yanez has helped guide us through the purchase process over the past year due the rule changes with the agency.

I am participating on the GO Bond for Higher Education Executive Committee along with representatives from a majority of the higher education institutions in New Mexico. The Executive Committee reviews the marketing material and the campaign budget. The \$128 mil GO Bond will be on the fall 2018 ballot, and IAIA is requesting \$800,000 to complete the HVAC upgrade for the Academic Building along with code compliance upgrades across the campus.

Felipe Colon requested that I speak to his Museum Studies Practicum class about the grant writing process. I explained the research, planning and writing that are required to create a proposal.

To: Dr. Robert Martin
From: Carmen Henan
Date: April 26, 2018
Subj: Quarterly Board Report

Mission Objective 1: Improving Student Success

A. Increase involvement of all IAIA stakeholders in student success

Project 1: Parent Digital Postcards

- The housing program is geared up for the 2018 fall semester Move-In Day. A canopy tent has been purchased to make sure the initiative is clearly visible to parents to encourage their participation. Physical postcard templates are ready for parents to sign and will be delivered to the students' campus mailboxes, which included instructions on where to access the digital postcard greeting from parents recorded on Move-In Day. This strategy is an effort to improve retention through addressing homesickness, a common obstacle to our students' success.

This project is 100% complete.

B. Increase enrollment; improve retention and completion

Project 1: Hire a full-time art therapist/counselor

- Eliza Combs was hired on March 26, 2018 as IAIA Counselor, she is a Licensed Professional Clinical Mental Health Counselor (LPCC) with a Master of Arts in Counseling and Art Therapy, and a Bachelor of Fine Arts in Sculpture and Art History. Her professional experience has been as a clinical mental health counselor, an expressive arts therapist, and an adult, child and family therapist. The addition of Ms. Combs, fills the vacant position of the much-needed position in Student Life. Ms. Combs has been welcomed by students, staff and faculty and she is seeing around 12 students since being here with issues that include trauma responses, identity exploration, health issues, alcohol use, communication, and isolation.

This project is 100% complete.

Other:

- The counseling team attended the Red Shawl Solidarity Project and participated in the Music and Healing Festival held on Saturday, April 21st by having a Community Art table with 50 people coming through to make a healing image, play with rocks and clay and/or create an image of their choosing with watercolor, crayons, marker or chalk. The participants were able to take their creations home with them.
- The Art Therapist/Counselor, Natascha Holmes, has seen 56 students as of April 24th and has had 288 counseling sessions with issues that include a wide number of presenting issues and concerns, from anxiety, depression, PTSD, Bi-Polar disorder, drug abuse, domestic violence, insomnia, and many other issues.

Project 2: Strengthen the People's Path alcohol and drug program

- With the recommendations of the completed 2017 Biennial Review, Student Life will prioritize the recommendations to enhance our current prevention program along with the data collected from the New Mexico (NM) Student Community Survey 2018.

The Biennial Review is 100% complete.

- Student Life has received a sub-award of \$100,000 grant from the University of New Mexico (UNM), which leads the New Mexico Higher Education Prevention Consortium (NMHEPC) of colleges and universities, which is funded by the NM Department of Human Services through their Behavioral Health Services Division's Office of Substance Abuse Prevention. The project is funded to address the problems related to underage drinking, opiate painkiller abuse, gambling, and adverse childhood experiences. During the week of April 23-30, 2018, the NM Student Community Survey 2018 was administered on campus with students, faculty, staff and local community members who may be aware of student substance abuse. IAIA's goal was to administer 200 surveys to persons 18 years or older and Santa Fe County resident. A \$5.00 incentive was given to individuals completing the survey. The data entry is being handled by an external research company, which will share the data collected with IAIA to determine our student needs, so we can develop substance abuse prevention strategies, projects and initiatives for our student community. This project is 10% complete.

E. **Develop student leadership skills**

Project 1: Train RAs in Leadership

- No update and the RA training in leadership was successfully completed for SP18. Evaluations indicated the RAs feel prepared and value the information presented. Identified improvements include more team building and emergency response training. A well-trained RA cohort is key to giving housing students positive peer leadership, thus improving student success.

The project is 100% completed.

Other:

- IAIA student, Bryson Runsabove-Meyers, Chippewa Cree, was selected as the 2018-19 IAIA Ambassador during the Ambassador competition on April 25th and LeOreal "Effie" Wall was 1st runner-up. Bryson will be introduced as the incoming Ambassador at the 2018 IAIA Spring Powwow on Saturday, May 5, 2018.

Project 2: Provide student professional development workshops

- The Associated Student Government (ASG) is currently planning for four students to attend the 2018 National Conference on Race & Ethnicity (NCOR) in New Orleans, LA during May 29-June 2, 2018. IAIA has been given a booth space to sell artwork that will help fund the student trip and the current ASG President, Tiffany Adams, will be a presenter at the conference.
- The AIHEC Student Congress (ASC) is hosting their 3rd Annual Leadership in Future Endeavors (LIFE) Conference at the Northwest Indian College (NWIC) in Bellingham, WA during June 19-21, 2018 with

travel days on June 18 and June 22. IAIA will be sending Leroy Grafe, 2017-18 ASC Historian, Scarlett Cortez, 2017-18 ASC Southwest Regional Rep, newly elected Caleigh Benally, 2018-19 ASC Southwest Regional Rep and a couple of the newly elected IAIA Associated Student Government officers to the conference. The daily themes of the conference are on governance, entrepreneurship, and health/wellness. The activities include a Shark Tank activity, a Three Sisters Canoe expedition, and a salmon & seafood feast will conclude the conference.

The project is 90% complete.

Mission Objective 3: Building College Community

C. Implement a staff professional development plan

Project 1: Staff professional development

- This quarter the Housing Director, Blue Tarpalechee, attended the 2018 Achieving the Dream (ATD) Conference in Nashville, TN during February 20-23, 2018. Currently, Mr. Tarpalechee serves as co-chair of the IAIA-ATD team on campus.
- The Dean of Students attended the following webinars, workshops, and conferences during this quarter:
 - Webinar on “Tobacco-Free College Program” grant on February 6th.
 - Webinar on “Minors on Campus: What are the Risks?” on February 20th.
 - NM Student Services Conference at UNM in Albuquerque during February 22-23rd.
 - A workshop with the NM Office of Substance Abuse Program during February 27-28th.
- The Dean of Students, who serves as Lead Advisor for the AIHEC Student Congress, will be attending the 3rd Annual LIFE Conference at the Northwest Indian College in Bellingham, WA in June 2018.

This project is 95% complete.

Project 2: Develop a plan for a structure at the IAIA Santa Fe Trails Bus Stop

- Santa Fe Trails will donate and deliver a bus stop structure to IAIA pending site preparation. Peter Romero, Facilities Director, received a quote for paving services from AFJ Custom Paving. Based on the location of the bus stop, IAIA would need to level the area and clear vegetation. IAIA would also need to provide a paved walkway to existing sidewalks to be ADA compliant. The following cost is based on the mentioned recommendations:
 - Price for Grading, Base course and asphalt paving - \$6,200 + Tax
 - Price Option 1: 113 Linear feet of concrete curb - \$2,843 + Tax
 - Price Option 2: 11 Linear feet of asphalt curb - \$1,806 + Tax

Either option provides a walkway to existing sidewalks, so that riders do not have to walk on the IAIA campus road. The current Associated Student Government (ASG) has approved to fund \$6,000 toward the cost of the project and the remainder of the cost remains unfunded.

The project 75% complete.

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

Project 1: Develop one new Student Life (SL) sponsored campus-wide activity per semester

- The student LGBTQ Project that was awarded an American Indian College Fund (AICF) grant for \$5,000 turned out to be a successful event. The IAIA Pride Week activities were held on campus during February 26-March 2, 2018. The events during the week included: a keynote speaker, Ignacio Rivera; LGBTQ and Two-Spirit history facilitated by students Ryan Young and Anangookwe Wolf; Inclusiveness training by student Mia Olson; HIV, AIDS and Hep C testing; a film festival; a pop-up art exhibit; a LGBTQ panel discussion during the 2018 Student Success Summit; and ending with a "Pride Extravaganza" with local partner organizations in Santa Fe and Albuquerque. The IAIA Pride Week planning committee has decided to make Pride Week an annual event due to the success of the event. The project is 100% complete.

Other: Monthly Community Gatherings

- February's Community Gathering held on March 1st involved the Student Success Summit activities and a community lunch for faculty, staff and students.
- March's Community Gathering held on March 28th was on the awards won by IAIA students at the 2018 AIHEC Student Conference in Bismarck, ND and the Women's History Month with honorary guest Joely Proudfit, founder of the Native Networkers, an alliance to promote American Indian representation in the film industry.

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

Project 1: Develop two new health/wellness & safety events per semester

- There is no update on the bike project. The last update from last quarter remains the same with the total cost estimated around \$12,000. This includes the cost of bikes, a hitch mounted rack, maintenance supplies (tubes, chains, tools). The rack is a Hitch Mounted Rack for the IAIA 14 passenger van. Rob & Charlies, a local bike shop, will be able to provide an educational discount as well as 2 free tune-ups for each bike. As well as additional training to regularly maintain bikes.
- The 3rd Annual Red Shawl Solidarity Project was held with a week of activities, which began with oven bread baking and dead tree clearing as a community building project. The rest of the week included documentary films with panel discussions, a call to action event to Stand-Up for solidarity for sexual assault awareness month, and the Red Shawl workshop on April 23rd & 24th at the Hogan with keynote speaker, Dean Charlene Teters, and facilitators from the Coalition to Stop Violence Against Native Women and Tewa Women United. The project is 90% complete.

F. Implement an internal and external marketing and communication plan

Project 1: Develop IAIA merchandise for SL sponsored events

- A logo design for Student Life merchandise has not been decided upon as of this date. The deadline for printing will be pushed back to the summer. The merchandise will still be available for the 2018 fall semester and the project is anticipated to be completed by the original deadline of September 31, 2018. The project is 15% complete.

Mission Objective 4: Advance Contemporary Native Arts and Culture

A. Expand collaboration between the Museum, academic and student support programs.

Project 1: Organize one IAIA student faculty, staff and alumni event with the Museum during the academic year.

- No progress has been made in this last quarter of the academic year therefore, the project is still being considered for an event at Indian Market.

Other:

- The Student Activities program collaborated with the American Indian College Fund to host a student art sale at their 2018 Annual “Flame of Hope” Gala in New York City, NY on April 11, 2018. The Activities Coordinator, Nocona Burgess, along with IAIA students, Leroy Grafe and Jeffery DeMint worked at the sale and a total of \$4,700 was sold. The students will profit the full amount on their artwork sold.

C. Advance scholarship and dialogue on indigenous arts and culture

Project 1: Develop two Artist RoundTable discussions per semester.

- One Artist Roundtable discussion with Ati Maier was held on March 23rd at the NM Museum of Art. Ms. Maier is a multidisciplinary artist in drawing, painting, photography, 3-D video, animation, installation & performance art. The project is 50% complete for this semester.

Other:

- Housing numbers as of April 26, 2018:

	RESIDENCE CENTER (154 beds at max capacity)	FAMILY HOUSING (24 Casitas)	TOTALS
New Students – SP18	10	0	10
Returning from FA17	92	41	133
Readmits	8	0	8
Transfers	0	0	0
From off campus	2	1	3
Total Students	112	42	154
- Student capacity % (number of actual students to number of max beds)	73%	n/a (no designed capacity metric)	73%
- Room usage % (number of rooms/casitas occupied to number of total rooms/casitas)	91%	96%	93%
BEHAVIORAL			

Total Program Suspension		0	0	0
Student Housing Suspension		1	0	0
Move off-campus – personal		0	1	0
Moved off campus – dropped below min. hours		1	0	0
School Withdrawal (though we anticipated return)		0	3	0
Absentia Totals – January 23, 2018		2	4	6

Notes on the housing numbers above:

- Student capacity and room usage dropped for the dorm in this quarter, while the family housing usage saw an increase. This is because several dorm students relocated to the family housing casitas as we began to honor room requests and/or accommodations.
- The totals are not cumulative, they only represent this quarter.

Other:

- 2018 AIHEC Student Conference: Sixteen students attended the conference in Bismarck, ND during March 11-14, 2018. The following 34 awards were won by IAIA students:

- **Archery:**

- LeOreal “Effie”Wall/Women’s Individual 3rd Place

- **Art:** Alex Lewis/Best of Show

Alex Lewis/President’s Choice

Joseph Newman/Honorable Mention

Caitlyn Bird/Honorable Mention

- Kinsley Gehachu/1st Place Ceramics
- Dominic Knight/1st Place Digital Arts
- Golga Oscar/3rd Place Dimensional
- Manuel Ramirez/1st Place Drawing
- Chad Browneagle/2nd Place Drawing
- Patrick Bednark/3rd Place Drawing
- Leroy Grafe/1st Place Jewelry
- Tiffany Adams/2nd Place Jewelry
- Amber Byers/3rd Place Jewelry
- Leroy Grafe/3rd Place Leather
- Alex Lewis/1st Place Mixed Media

- Patrick Bednark/1st Place Painting
- Leroy Grafe/3rd Place Painting
- Scarlett Cortez/1st Place Photography
- Leroy Grafe/2nd Place Photography
- Tina Sparks/3rd Place Quilt

- Alex Lewis/1st Place Sculpture
- Jacob Frye/3rd Place Sculpture

- Jontay Kham/2nd Place Textiles
- **Film:**
 - Leroy Grafe/Director's Award
 - Leroy Grafe/Best Editing
 - Littlebear Sanchez/Best Screen Writing/Plot
 - Chad Browneagle/Best Special Effects
 - Christopher Cate'/Best Acting Role (non-student in Chad Browneagle's film)

- **Poetry Slam**
 - Marissa Irizarry/2nd Place

- **Speech**
 - Tiffany Adams/1st Place Persuasive
 - Scarlett Cortez/1st Place Individual Serious Interpretation
 - Daryl Bolton/2nd Place Individual Serious Interpretation

- **Tribal College Journal – Student Writing**
 - Rowena Alegria/Fiction
 - A.M. Osceola/Poetry

- **AIHEC Student Congress**
 - Caleigh Benally/2018-19 ASC Southwest Regional Representative

Other:

- Achieving the Dream (AtD) Core Team Update

The current composition of the AtD Core Team has been adjusted to accommodate current co-chairs Blue Tarpalechee and Craig Tompkins vacating their positions for relocation and sabbatical, respectively. The new co-chairs will be Jennifer Love and Jessie Ryker Crawford and they will be working with core team members Bill Sayre, Anita Gavin, Nena Anaya, Char Teters, Carmen Henan, Steve Wall, and Lara Evans. We have added Leah Boss and Heidi Brandow to the team. We will be adding a student rep to the team once the fall semester begins.

This quarter the team completed the ICAT and has been developing the communication plan and action plan. Meetings have continued their biweekly schedule and minutes are stored in our Outlook group.

Initiatives Update

- *Student Success Summit* – The summit was completed successfully with good attendance from students. We were able to collect a large amount of qualitative data on student perspectives concerning success and institutional deficiencies.
- *ICAT* – Successfully administered. Our results indicate that our community believes we have a strong level of capacity across all seven focus areas.
- *NSSE* – The NSSE is currently being administered.
- *Student Success Inventory/Audit* – Cabinet provided details on the student success initiatives that we would evaluate for our initial audit. This work has been postponed until the action plan is completed.
- *Communication Plan* – Work continues on the communication plan. Eric Davis will be joining the meetings on an as needed basis as the team continues to work on a name, mission/success statement, and newsletter items. The completion of the action plan will inform all of these, so we have prioritized that and will use it to flesh out the communication plan. The logistical side of the communication plan are more straightforward (things like distribution methods), we are just waiting on the content with which to populate them.

Conclusion

The first year of the project has certainly lived up to its Discovery phase name. The core team has familiarized itself with the AtD framework and in turn made efforts to cultivate a culture of evidence across campus. A number of data sets produced by IR have provided key context for the work we are doing and narrowed our focus for the action plan. As we head into the second phase of the project we will continue to gather and evaluate evidence as part of an ongoing cycle of assessment and improvement.

Other:

- The IAIA Spring Powwow is scheduled for Saturday, May 5, 2018 on the Dance Circle from 10:00 am – 7:00 pm. The head staff for this year's powwow are:
 - Head Man: Beau Falling Star Tsatoke (Kiowa)
 - Head Lady: Justina Bruns Nape Waste Win (Oglala Lakota)
 - Head Gourd Dancer: Beau Falling Star Tsatoke (Kiowa)
 - Host Southern Drum: Pumpkin Vyne Skidi (Pawnee)
 - Host Northern Drum: Thunder Boyz (Cochiti Pueblo)
 - Master of Ceremony: Erny Zah (Navajo/Jicarilla Apache/Choctaw)
 - Student MC: Chad Browneagle (Shoshone Bannock/Spokane)
 - Arena Director: Aaron Frye (Cherokee/Chickasaw)
 - Student AD: Bryson Runsabove Meyers (Chippewa Cree)

Other:

- The 2018 IAIA Commencement Ceremony is scheduled for Saturday, May 12, 2018 at 11:00 am - 12:45 pm on the Dance Circle. There are 72 graduates this year with the following degree numbers: 9 Certificates, 3 Associate of Arts; 31 Bachelor of Arts/Bachelor of Fine Arts; and 29 Master of Arts. The Master of Ceremony is Stephen Wall, the student undergraduate speaker is Vivian Carroll, the student graduate speaker is Rose Simpson, and the honorary doctorate will be presented to George Rivera.