

FALL 2003

Office of University
Partnerships
Tribal Colleges and
Universities Program

TCUP CENTRAL

Expanding the Future of Tribal Education

New Cultural Center Serves Larger Community

It was important that the cultural center reflect the rich heritage and culture of the Crow people," states David Yarlott, president of Little Big Horn College. Starting in 1998 and culminating in the facility's grand opening in the summer of 2003, the college and the Crow community engaged in a complex process to design and build a center that reflects their history, culture, and values. The Cultural Learning Lodge is the new home of the school's Crow studies department and will house Apsaalooke Tours—a small business incubator project.

Little Big Horn College, located in the town of Crow Agency in south central Montana, is a public 2-year community college chartered by the Crow Tribe of Native Americans. The tribe established

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Executive Order (13270) establishing White House Initiative on Tribal Colleges and Universities: "Tribal colleges are both integral and essential to their communities. Often they are the only postsecondary institutions within some of our Nation's poorest rural areas. They fulfill vital roles by maintaining and preserving irreplaceable languages and cultural traditions, offering a high-quality college education to younger students, and providing job training and other career-building programs to adults and senior citizens."

—President George W. Bush
July 3, 2002

Tribal Colleges Build Opportunities and Preserve Culture

American Indian leaders and tribal colleges are striving to ensure the preservation of their culture through higher education that teaches their history and culture in a way reflective of each tribe's particular character. The geographic isolation of many reservations and the lack of local higher educational opportunities prompted the development of 32 tribal colleges throughout the United States. For the past 30 years, Native American tribal colleges have responded to the educational needs of Native Americans who confront overwhelming barriers to obtaining higher education.

Educational opportunities beyond high school are increasingly important to

Native American students and their communities. Since 1982 the enrollment in tribal colleges and universities increased from roughly 2,000 to more than 24,500 undergraduate and graduate students. The average number of students per school is 840, but student population ranges from 200 to several thousand. Tribal colleges provide a unique approach that combines small class size and personal attention with a cultural relevance that encourages and assists students and tribal members to overcome the barriers they face to higher education.

HUD's Office of University Partnerships (OUP) created and administers the Tribal College and Universities Program

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U.S. Department of Housing
and Urban Development
Office of Policy Development
and Research



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(TCUP) to assist tribal colleges and universities in building, expanding, renovating, and equipping their own facilities with a primary focus on multipurpose buildings used by the larger community. The department awards a maximum of \$400,000 to each eligible grantee that must be spent within a 24-month period. OUP currently oversees the administration of 15 TCUP grants throughout the country. Most of the grantees are concentrated in the upper Midwest, the Great Plains, and the Southwest.

Colleges and universities are using federal funds and are often working with other local and national partners to expand the opportunities available to local residents. Each college and university has a particular need for its grant, but most use their grant resources to help preserve and promote aspects of their unique culture and heritage. Grantees are building and equipping technology resource centers for students and tribal members and are developing distance-learning systems to reach new students in remote areas of the reservation or outside of the area. The colleges are using TCUP funds to expand classroom and community meeting space, build language centers and exhibit space to teach tribal members about their heritage, but most importantly, build hope and increase opportunities for students and their communities in ways that reflect their culture and heritage. ❖

Tribal Colleges Increase Space and Expand Opportunities

The 15 tribal colleges and universities that received TCUP grants are engaged in a variety of projects—from building cultural centers to equipping language labs—that focus on addressing the needs of the community and highlight their cultural heritage. The following descriptions summarize the types of activities that grantees are undertaking. Because grantees can undertake many activities, the descriptions highlight the more significant efforts.

Keweenaw Bay Ojibwa Community College—Baraga, Michigan—is using its grant to construct a technology resource center to provide expanded and upgraded educational facilities to meet current and future needs of the community. The 3,236-square-foot center will house a classroom, computer lab, distance-learning lab, GIS lab, and four faculty offices. When classes are not in session the center will be open to all members of the Keweenaw Bay Indian community. The center will provide residents valuable opportunities to acquire skills to foster employment and move toward self-sufficiency.

Fond du Lac Tribal and Community College—Cloquet, Minnesota—is using its grant to assist in the construction of a 34,363-square-foot building, nearly doubling the current campus. The new facility will house a 140-seat auditorium, four traditional classrooms, an earth sciences laboratory, an art studio, and exhibit space. The additional space will allow for the expansion of academic programs in environmental science, e-crime and computer security, geographical information systems, early childhood education, and a baccalaureate degree in elementary education. The new space will allow expansion of music and art programs and increase opportunities in the college's community service-learning program.

Stone Child College—Box Elder, Montana—is working with local and national partners to use its grant for construction of an academic facility for

expanded curriculum offerings, updated computer technology, and growth of the student population from 400 to 500 students. Working with the Chippewa Cree Tribe, the American Indian College Fund, and the U.S. Department of Agriculture, the college will build 11 classrooms to replace seven existing makeshift rooms and address the students' demand for up-to-date computer facilities and science labs. When completed the facility will provide space for training and educational services for the entire community.

Little Big Horn College—Crow Agency, Montana—used its grant to build a cultural learning lodge on the Crow Indian Reservation in south central Montana. The lodge houses the college's Crow studies department and provides opportunities for the school and members of the community to promote, maintain, and preserve the Crow language and culture. The building includes valuable space to help the college increase its enrollment, provides a large display space for community and cultural gatherings, and incorporates a display area for Crow cultural information.

Fort Belknap College—Harlem, Montana—is using its grant to design and build the Gros Ventre and Assiniboine Cultural Center, that will become the focal point of cultural education activities in the community. The new facility will house the college's Native American studies program and will be the new location for displaying traditional, cultural, and historical items. The new facility is designed to help the college meet its mission of maintaining the cultural integrity of the tribes by incorporating cultural activity space and increasing educational programs that promote and protect native language, art, history, and culture in a facility that meets institutional and community needs.

Turtle Mountain Community College—Balcourt, North Dakota—is using its grant to develop a wellness center, create a community resource directory, and renovate

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and expand its graphic arts training facility. The Anishinaubag Wellness Center will provide the community with educational opportunities about healthful living, proper nutrition, the environment, and Native American culture. The center will work with local agencies to address the needs of the community and will emphasize hands-on, experiential learning through computer assisted information systems and distance-learning technologies to encourage interactive instruction in outlying communities.

Cankdeska Cikana Community College—Fort Totten, North Dakota—is using its grant to upgrade existing campus buildings. The first priority identified by community members is adding air conditioning to existing classrooms. The TCUP grant provides the funding for the purchase, installation, and renovation necessary for the project. The school is also using its grant to build two science classrooms that will enable students and faculty to share information on an interactive video network system that is being upgraded through an additional grant from the University of North Dakota and North Dakota State University.

Little Priest Tribal College—Winnebago, Nebraska—is striving to enhance its facilities with the help of its TCUP grant and additional funding from the Winnebago Tribe, the U.S. Department of Agriculture, and the American Indian College Fund. The college is building a new cultural learning center that will house a tribal museum and the school's tribal language program. With the assistance of HUD and other partners, tribal leaders are developing an institution that offers students an opportunity to improve their knowledge of the Ho-Chunk language and traditions in an institution that fully reflects the culture of the tribe and the needs of the community.

Southwestern Indian Polytechnic Institute—Albuquerque, New Mexico—is using its grant to respond to an identified childcare need among students. A recent needs assessment conducted by the school identified a large number of potential students who were unable to enroll because of a lack of childcare. To respond to this need, the school is working with local and national partners to construct a facility and design a childcare and family support program that will address the community's needs. The facility will provide childcare services to approximately 75 low- and moderate-income families and offer training to 70 caregivers and early childhood educators.

Institute of American Indian Arts—Santa Fe, New Mexico—is using its grant to build a 55,800-square-foot, two-story library and technology center on its Santa Fe campus to increase the educational and economic opportunities of local tribal residents throughout Santa Fe, Los Alamos, and Rio Arriba counties. The new center will incorporate the latest computer and digital technology and include a new distance and continuing education facility, multimedia and telecommunication resources, and space to house the school's visual communications program. The new facility and resources will allow the school to reach Native American learners around the country and increase its campus registration.

Sisseton Wahpeton Community College—Agency Village, South Dakota—is using its grant to make extensive renovations to the current college facility that will improve the school's professional appearance and accommodate recent increases in staffing and enrollment. Improvements to the buildings will focus on increasing the health and safety concerns of the college but will also address the overall appearance of the school with the addition of new signage, increased lighting, new ceiling tiles, and fresh paint.

Si Tanka College—Eagle Butte, South Dakota—is using its grant to renovate, equip, and operate four interactive classrooms on the main campus. The interactive classrooms will house 24 computer workstations and a computer teaching station. The grant will also fund the development of two-way teleconference classrooms with digital cameras, microphones, and video compression equipment. The new facility will enable the school to develop its instructional technology and distance learning capability, resulting in the sharing of resources and academic offerings between the Si Tanka and Huron campuses.

Oglala Lakota College—Kyle, South Dakota—located within the Pine Ridge Reservation, worked with local and national partners to construct the Oglala Lakota Cultural Center on the Piya Hub campus. The recently completed facility provides classroom space, a museum exhibit display of Lakota customs and artifacts, a presentation room for the study of Lakota customs and rituals, and a Lakota language learning lab for the development and preservation of the Lakota language.

College of the Menominee Nation—Keshena, Wisconsin—is using its grant to build a three-story addition to its Glenn Miller Hall, which will serve as the new campus commons. The new facility will provide students with space for socializing, a relaxing study environment, and an opportunity to engage in peer learning. The addition will include recreational and organization spaces designed and constructed by the students, a teleconference center and community meeting space, a campus bookstore, and a space for vending food services. The project will provide the school's Youth Options program—a specialized transition program with the Menominee Indian School District—an opportunity to engage in hands-on training in the building trades.

Fort Peck Community College—Poplar, Montana—is using its grant to help design, construct, and equip a comprehensive vocational and technical education center located adjacent to the main campus. The 12,000-square-foot facility will provide classroom, laboratory, office, storage, and support space for a number of high profile, accredited, career-training programs. Incorporating flexible spatial design, the new facility will be able to accommodate future curriculum and program changes. This project is essential to meet the needs of an expanding student body, while ensuring the continued growth and development of the college. ❖

the school in 1980, and it achieved full accreditation in 1990. Serving more than 200 full-time students, the majority of whom are Crow tribal members, the school offers eight associate's degrees with courses of study directly related to area job opportunities and economic development. The school offers one of the most extensive programs of regularly taught native language and culture courses in the country.

During the summer of 2003 the school is equipping the facility and moving in the new residents. Expansion of the school's language and cultural research and curriculum development program is planned for the campus and will reside in the new facility. The learning lodge will also serve as a place for the community to gather and participate in language classes, social gatherings, and cultural events.

To design a facility that reflects the heritage of the Crow people, the school engaged in a long process involving tribal elders, the college's faculty and students, architecture students at the University of Montana-Bozeman (UMB), and the larger tribal community. "We worked with the community in an open-door process to identify the important elements of the Crow culture to include in the building design," states Yarlott.

The school worked with architecture students at UMB to develop initial designs and models that reflected the ideas identified by the community. "The Crow people are closely tied to the seasons and specific geometric designs," adds Yarlott. With this information and a board of cultural advisors, students developed four designs that were presented to the staff and students and, eventually, the entire community for a vote.

The final design reflects Crow culture and is built around the concept of a tipi. The community area is rectangular but interior columns form a circle reflecting the tipi structure. The building is filled with meaningful geometric designs. "The entire building and the site are



reflections of our history, culture, and original homelands," states Yarlott.

Some early functions have been held in the new building, including a traditional Crow tobacco ceremony. After the facility is officially open, it will serve the

community's meeting space needs and add to the school's ability to preserve and promote the Crow culture.

For additional information, contact: David Yarlott, president, Little Big Horn College, (406) 638-3100. ❖

Background of the Crow People

The Crow people call themselves Absaroke—a bird that was once native to their original homeland south of Lake Winnipeg. During the late 18th century they migrated to southwestern Montana and Wyoming. In 1991 nearly 8,500 members were enrolled in the tribe that primarily lives in Bighorn and Yellowstone counties of Montana.

The Crow reservation was established by treaty in 1868 and covers an area of approximately 1.5 million acres—400,000 of which are tribally owned. All male and female adults are members of the general council and elect four tribal officers and various committees to govern the tribe and administer the tribal court.

Generosity is highly prized by the Crow people. In the past a leader of a successful raid was entitled to everything they could gather but was socially obligated to give it away. The Crow were also known for their craftsmanship illustrated in their fine weapons, clothing, blankets, leather items, and intricate ceremonial carvings.

Most Crow people speak their native language and follow traditional customs such as healing ceremonies, the giving of Indian names, and the use of medicine bundles in traditional prayers. An annual August fair features traditional food, rodeos highlighting horsemanship skills, giveaways, and other activities that reflect the traditional ways of the Crow people.

Source: *A Native American Encyclopedia: History, Culture and Peoples*, by Barry M. Pritzker. ❖

Cultural Center Houses Native American Studies Program

The new three-story log building on the Piya Hub campus near the town of Kyle, South Dakota, stands as a symbol of Oglala Lakota College's dedication to the preservation of tribal culture and its ongoing desire to promote tribal self-determination. With the help of a HUD TCUP grant and the commitment of college resources, the school has added needed learning space and a facility that serves the community's desire to preserve and promote the Lakota culture.

Oglala Lakota College is located within the 7,000-square-mile Pine Ridge Reservation and serves a community of 1,400 students and 38,000 residents, most of whom are Oglala Sioux Tribe members. The area is known as a high-poverty region confronted with the challenges of tremendous geographic distances, high alcoholism rates, and the lack of a centralized community structure. This last factor is particularly relevant as the tribally controlled college stresses the Lakota culture and tribal self-determination.

To increase educational opportunities to local tribal members and to provide a venue for the preservation of local customs, Oglala Lakota College engaged residents, faculty, and students in the process of building a new cultural center that is the focus of the school's Native American studies program. "We offer a graduate program that teaches the particular style of leadership that is traditional within the Lakota culture," states Thomas Shortbull, president of Oglala Lakota College. The masters degree program in Lakota leadership and management is helping build the skills of new tribal leaders.

The Oglala Lakota Cultural Center is now the home of the Lakota studies and language faculty and research offices. The old facility was a 12-by-15-foot room that did not provide adequate space for staff and research material. "Our faculty are very thankful for the additional space and the opportunity to expand our native studies program," states Shortbull.

The building is a multipurpose facility that houses the Native American studies program, a language lab, a community meeting space, and a museum area to display and promote Lakota traditional artifacts and history. "The exhibit area provides people with a history of how the Lakota people were exploited by westward expansion from 1800 to 1890—the year of the Wounded Knee Massacre," adds Shortbull.

The school worked with a number of partners including HUD, the Kellogg Foundation, the Ludwig Foundation, and the American Indian College Fund, to complete the project. "We are very appreciative to HUD to allow us to have our dreams come true for the Lakota studies program," states Shortbull.

For additional information, contact: Thomas Shortbull, president, Oglala Lakota College, (605) 867-5239, tshortb@olc.edu. ❖



Background of the Lakota Tribe

Lakota is a Sioux dialect spoken by the Titunwan or prairie dwellers of the upper Midwest. There are 13 subdivisions of the Sioux, including the Western group called the Oglala—meaning they scatter their own. The Lakota refer to themselves as Lakota—meaning ally.

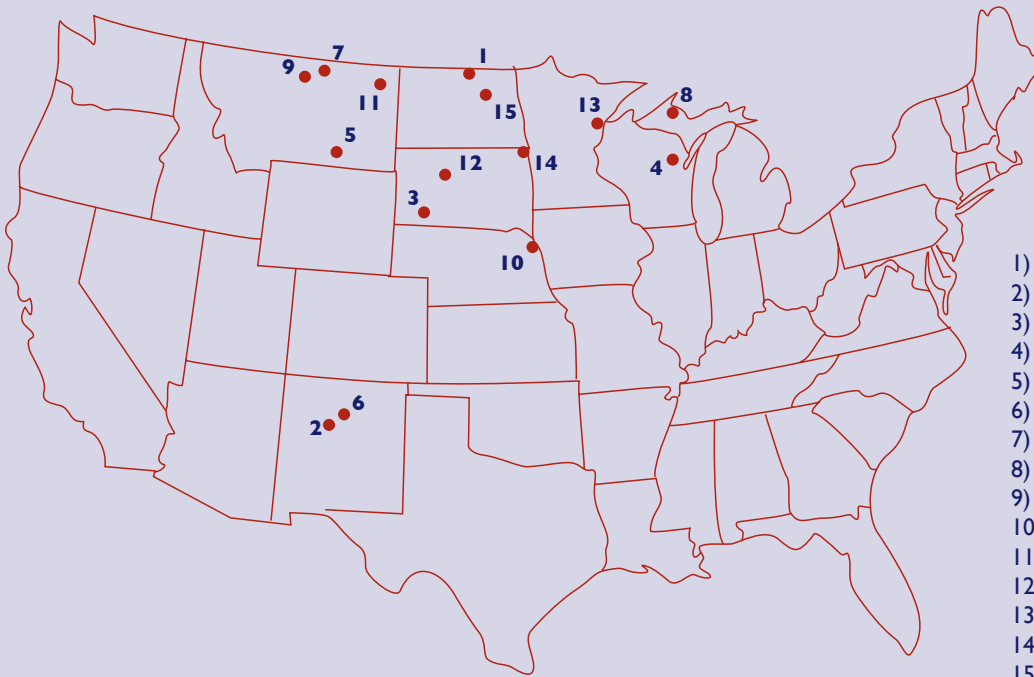
In the late 17th century the Lakota lived in north central Minnesota and in parts of Wisconsin. During the 18th and 19th centuries they migrated to the western Dakotas, northwestern Nebraska, northeastern Wyoming, and southwestern Montana. In the late 18th century the Lakotas numbered about 13,000. By the 1990s there were approximately 55,000 Lakota living on reservations, mostly the Oglalas at the Pine Ridge Reservation and the Sicangus at the Rosebud Reservation.

The Pine Ridge Reservation was established in 1868 and contains 2.7 million acres. More than 372,000 acres are tribally owned and governed by tribal council. Since the 1920s the Lakotas have continued to press for legal possession of the 7.7 million acres of the Black Hills—the Lakotas' holiest land—that was appropriated by the United States government. In 1980 the Supreme Court ruled that the Lakotas' treaty had been violated and that they were entitled to \$17.5 million plus interest. All eight Sioux tribes have refused the cash settlement, opting to hold out for congressional action that would return the land to them.

Major historical events of the mid- to late-19th century, such as the Battle of Greasy Grass—also known as Custer's Last Stand—and the Wounded Knee Massacre remain paramount in the hearts and minds of the Lakota people. Even today, many tribal members commemorate the events with annual ceremonies and pilgrimages to the sites.

Source: *A Native American Encyclopedia: History, Culture and Peoples*, by Barry M. Pritzker. ❖

2001–2002 TCUP Grantees



- 1) Turtle Mountain Community College
- 2) Southwestern Indian Polytechnic Institute
- 3) Oglala Lakota College
- 4) College of the Menominee Nation
- 5) Little Big Horn College
- 6) Institute of American Indian Arts
- 7) Fort Belknap College
- 8) Keweenaw Bay Ojibwa Community College
- 9) Stone Child College
- 10) Little Priest Tribal College
- 11) Fort Peck Community College
- 12) Si Tanka College
- 13) Fond du Lac Tribal and Community College
- 14) Sisseton Wahpeton Community College
- 15) Cankdeska Cikana Community College

Congratulations to the 2003 TCUP Grantees!

For a complete list of the new grantees and a description of their projects, please visit the OUP Web site at www.oup.org.

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