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An Examination of the Perceived College Leadership, Governance, and Decision Making from Governing Board Members at Selected Midwest Tribal Colleges

William L. Gourneau

AN EXAMINATION OF THE PERCEIVED COLLEGE LEADERSHIP,
GOVERNANCE, AND DECISION MAKING FROM GOVERNING BOARD
MEMBERS AT SELECTED MIDWEST TRIBAL COLLEGES

by

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ii

This dissertation, submitted by William L. Gourneau in partial fulfillment of the requirements for the Degree of Doctor of Education from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.

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This dissertation meets the standards for appearance, conforms to the style and format requirements of the Graduate School of the University of North Dakota, and is hereby approved.

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iii

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iv

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ACKNOWLEDGEMENTS

This dissertation is dedicated to ... **All My Loved Ones**.

ABSTRACT

Traditional American Indian leadership was the foundation of today's Indian leadership. The belief in the Indian value system, which was integrated throughout traditional leadership, has greatly contributed to leadership qualities for Indian people. A change in how Native Americans interpret Indian leadership began with the introduction of tribal governments. Tribal governments forced Indian people into a different form of leadership. Although new leadership roles came into existence, the concept of traditional leadership continued. Many current tribal leaders were looked upon favorably if they possess traditional cultural values. Even today, elders and community members with strong cultural knowledge are sought out as leaders; this is especially true for Tribal Colleges and Universities (TCU).

Very little information was available on the effectiveness of TCU governing boards. The purpose of this study was to examine leadership skills of TCU governing boards and to attribute those skills to governance effectiveness. The Holland and Blackmon Board Self Assessment Questionnaire (BSAQ) instrument was used to identify and measure the effectiveness of leadership roles of TCU board members. The BSAQ has six competencies which define effectiveness of board members in each of the competency areas. The research questions developed in this study examined board differences between TCU governing boards and the BSAQ standard test value, relationships among competencies/dimensions, difference in overall

competencies/dimensions, and differences in competencies/dimensions by length of time an individual served on the board.

Conclusions were that there was not as much agreement by the Tribal College board members as there was by the norm group. This may be explained by the fact that as a group the Tribal College board members do not have as much experience working with a bureaucracy.

CHAPTER I

INTRODUCTION

Tribal colleges have existed for a brief amount of time. In 1968, the first tribal college, Navajo Community College, opened its doors on the Navajo reservation, to begin the Tribal College Movement (Stein, 1992). There were other tribes that also felt the need for higher education institutions on their reservations, so what followed led to the creation of a national tribal higher education system. The Tribal College Movement evolved and expanded, and as time passed it continually advanced. There are now 36 tribal colleges throughout the nation and Canada (American Indian Higher Education Consortium, 2003).

The first administrators and governing boards were visionaries that gave tribal colleges much needed direction; but with growth, increased institutional operating stress is being placed on administration and governing bodies of tribal colleges. Leadership has become an important component contributing to the ongoing success of tribal colleges (Stein, 1992). All the skills related to leadership must surface in order for tribal college leaders to make decisions that most favorably impact their institutions. Affirmations of leadership skills become important for the continued success of tribal colleges (Ambler, 2002).

According to Chait, Holland and Taylor (1996), effective governance is defined as, "a collective effort, through smooth and suitable processes, to take actions that

1

advance a shared purpose consistent with the institution's mission" (p. 1). Effectiveness of tribal college boards can be viewed as successful by examining the progress made by tribal colleges, but is this an accurate account? Chait, Holland and Taylor (1996) also state that, "effective governance by a board of trustees is a relatively rare and unnatural act" (p. 1). So what is identified as effectiveness? Chait, Holland and Taylor (1996) identify six dimensions that can contribute to an effective non-profit governing board. The six dimensions are contextual, educational, interpersonal, analytical, political, and strategic. These dimensions identify areas in which each board can work to become a more effective board (pp. 7-8). The Holland, Blackmon and Associates Board Self Assessment Questionnaire (BSAQ) has been developed out of a need to assist in the identification of the dimensions of effectiveness of a governing board. This survey was designed to measure specific dimensions (also called competencies) that indicate effectiveness of non-profit boards. So, the BSAQ is an instrument to identify non-profit governing bodies' effectiveness, and may be appropriate to tribal colleges.

American Indian Leadership

The American Indian has long held leadership in high regard. When examining American Indian leadership, culture and values are important components that contribute to identifying leaders. The features of traditional leadership indicate values throughout; "Spirituality, generosity and kindness, honored all living things, humility, and respect" are keys words that assist in the description of American Indian leaders (American Indian Policy Center, 1997). The tribal value system, used throughout American Indian traditional leadership, can be interpreted differently among tribes; nevertheless, values are important in the identification of leaders and leadership. Also, tribal behaviors,

2

influenced by values and directed towards leadership, determine whether or not a leader is credible. But for the purpose of this discussion, these "Indian values" will be treated as though they are common across most tribes, although each tribe has its own political orientation despite traditional political differences.

Over the years, components of traditional leadership have given way to modern governments now in place on reservations. According to His Horse Is Thunder and Gipp (2003):

> Native people have undergone tremendous change in the past 100 plus years as they have adapted to the bombardment of European contact while at the same time continuing to practice their own cultural beliefs, traditions, and ceremonies. The bi-cultural world that has developed for Native people is often contradictory in its ideals, values and custom. (p. 15)

Although American Indian traditional leadership has faded, features of traditional leadership still influence modern American Indian governance (American Indian Policy Center, 1997).

Even though leadership qualities have changed from traditional Indian qualities to present day qualities, good leadership qualities are still considered honorable and held in high regard. There are many reasons for the changes in leadership qualities, but probably the most significant factor for change was the introduction of the Indian Reorganization Act (IRA) of 1934 (American Indian Policy Center, 1997). The IRA "provided for the establishment of tribal governments that would adopt standard constitutions based on the European-American conception of government" (American Indian Policy Center, 1997, p.10). Bureaucracy entered into the realm of leadership and European style governance began. Together, the two have formed the structure for what is in place in present day tribal government.

Education and Leadership

Changes in Indian education have also contributed to changes in defining qualities of good leadership. During European colonization of America, Indians were exposed to European forms of education; Indian culture and values were often forced aside, and new educational mainstream societal values of the Europeans were taught to Indian children. Although, quite often Indians understood the mainstream values of the European colonists, they resisted those values because European values often conflicted with the values of Native Americans. Even when Indians agreed with the ideals behind European values, differences in culture often resulted in conflicts about how to implement values (Tsianina Lomawaima, 1999).

The history of European-type mainstream education and leadership, in general, indicates that through self-examination, educational proponents continually sought better ways to teach, to learn, and to lead while developing new methods of teaching and of learning that might be more successful in accomplishing the goals of education. Of course, not all the new methods were successful in all situations. The leadership roles of the Indian, once looked upon highly, were displaced and replaced with bureaucratic organizations that were unfamiliar to Native Americans and seemed to impose a foreign way of doing things on Indian people. Some of the new "educational opportunity" created for American Indians conflicted with their cultural values. Those values, expressed through Indian culture, and the European management style used in educational affairs, did not always mesh. Differences in Indian and European values presented a problem to both sides. An example of this occurred when Virginia colonists offered to provide a college education to the Six Nations tribal people. There have been

4

strong words that resound the feelings of Indian people toward the education proposed by

colonists and eventually the U.S. Government and others. Canassatego, a Six Nations

Chief, offered his interpretation of the education of some of the warriors who returned

from receiving a college education. Canassatego is quoted as saying:

> You who are so wise must know that different nations have different conceptions
> of things. You will not therefore take it amiss if our ideas of the white man's kind
> of education happen not to be the same as ours. We have had some experience of
> it. Several of our young people were brought up in your colleges. They were
> instructed in all your sciences; but, when they came back to us, they were bad
> runners, ignorant of every means of living in the woods, unable to bear either cold
> or hunger. They didn't know how to build a cabin, take a deer, or kill an enemy.
> They spoke our language imperfectly. They were therefore unfit to be hunters,
> warriors, or counselors; they were good for nothing. We are, however, not the
> less obliged for your kind offer, though we decline accepting it. To show our
> gratefulness, if the gentlemen of Virginia shall send us a dozen of their sons, we
> will take great care with their education, instruct them in all we know, and make
> men of them. (Nerburn and Mengelkoch, 1991, pg. 14)

This offer fell on deaf ears and Canassatego was never taken seriously by the

gentlemen of Virginia. As a consequence, these well intended changes in education,

brought about by Europeans, did not result in a successful "pathway" to education for

many American Indian children and youth (Adams 1995, Cleary and Peacock 1998,

Tsianina Lomawaima 1999).

Also, a portion of the cultural conflict was embedded in the religious intentions of

the education provided by missionaries; churches became involved and took on the task

of education, their underlying purposes for educating the American Indian were to

"civilize and convert the Indian" (Fowler, 1992, p. 2). This is thought by most American

Indians to really mean that the Europeans wanted to recreate Indian cultures so that the

indigenous peoples were much more like the newcomers to America. Whatever the

reason, the results were catastrophic to the lives and culture of the American Indian (Tsianina Lomawaima, 1999).

One key example of the catastrophe was the creation of boarding schools. Richard Pratt (Adams, 1995) was one of the forefathers of Indian boarding schools. Pratt didn't agree with the popular statement of his era, that, "the only good Indian is a dead Indian," instead he believed, "kill the Indian, save the man" (p. 52). Pratt stated that he liked the Indian people, but had little use for their culture. His motivation was to bring the Indian into civilization and a new world and culture (Adams, 1995). Although the notion was to bring the Indian into the "developing" world, the effort did not result in the intended outcomes. The Boarding school era proved to be very destructive to Indian people, as well as traumatic to the children of that time, and it also became destructive to the future of Indian people (Adams 1995, Tsianina Lomawaima 1999).

It has taken a long time for Indian education to change, but slowly changes are beginning to be made. American Indian peoples are rebuilding the foundations of Indian education, and tribal cultures are being reintroduced as a component of the children's educational process. The ways of the past, the traditions, integrated with contemporary educational processes have created an emerging mindset, that Indian educational foundations for today's Indian leaders build upon past traditions. Traditional values, culture, language, and leadership skills have become important components in the development of American Indian education. Future success depends on the American Indians' ability to continue down the educational path that integrates into the educational system these important values, once known, but since forgotten or forced aside. This

new path for American Indian education must continue to move ahead, taking into consideration what direction to proceed (Swisher & Tippeconnic III, 1999).

As Indian educators begin opening new pathways, Cajete (1994) best describes the "path" in this way:

> We move mountains by first moving ourselves, and the way we educate makes all the difference in the world. The choice is ours. We make the difference. It is we who decide to live, or not live our visions. We are the creators of the world and realities we live in. We are the ones who must choose the path of our learning. (p. 68)

It is only in the last thirty years that most of the control of educating Indian children was taken over by American Indians, themselves. Before this, Indian children were educated in schools controlled by Americans with European backgrounds. Indian control of education became possible with the introduction of legislation for self-determination, which gave Indian people an opportunity for more control over affairs that directly affected their lives (Fowler, 1992, Monette, 1995). Tippeconnic III (1999) states that:

> In the midst of educational reform and improvement across the United States, a movement toward self-determination is taking place among American Indians and Alaska Natives. This movement toward Indian control of Indian education actually started in the 1960's, secured legislation in the 1970's, survived the 1980's, picked up momentum in the 1990's and promises to gain even greater significance beyond 2000. (p. 33)

However, even though American Indian education has given way to modern educational processes, meant to bring the American Indian into the current economic and social world of the dominant society, a strong tie to culture and values remains. As mentioned before, tribal colleges are taking the traditional value system of Indians and are integrating those values into a college environment. This is important to the development of an effective

educational system for Indians and good Indian leadership, allowing both to develop in a

positive direction, while retaining culture. The Indian education movement has

continued its forward progress with the development of tribal colleges (Stein, 1999).

Tribally Controlled Colleges

In 1968, the first tribally controlled college became a reality for the tribal

members of the Navajo nation. According to Stein (1992), "one hundred years after

formal American education was imposed upon the Navajo people, the first tribally

controlled college in the United States was founded on the Navajo reservation" (pg. 9).

The Navajo Community College became the first tribal college in America and paved the

way for other tribal colleges to follow. Although there were other Indian Higher

Education institutions at that time, they were located outside of reservation borders.

Examples of other higher education institutions that serviced American Indians included

these Bureau of Indian Affairs institutions: Haskell Indian Institute (in 1970 became

known as Haskell Junior College and in 1993 as Haskell Indian Nations University

(Haskell Indian Nations University General Catalog, 2002-2004), the Institute of

American Indian Arts, and Southwest Indian Polytechnic Institute. Before the Navajo

Community College, colleges located within reservation borders were non-existent.

The idea of bringing higher education onto reservations was a new and exciting

direction for Indian education and American Indian tribes. Shortly after the Navajo

Community College opened its doors, other tribes began exploring the possibility of

building institutions of higher education for their reservations. The path that Navajo

Community College provided was quickly followed by other tribes. In 1972, six tribal

colleges began to offer college courses on their respective reservations (Stein, 1992). In

8

the latter part of the twentieth century and in a little over thirty years, the expansion of tribal colleges dramatically increased, and tribal colleges joined together to form the American Indian Higher Education Consortium (AIHEC), a national organization that supports tribal colleges located on Indian reservations. At the time AIHEC was formed, other tribes were in the development stages of building tribal colleges on their reservations (Robbins, 2002). The access to higher education for tribal members had become an important factor for encouraging American Indian people to go beyond high school. AIHEC (1999) stated that:

> Tribal Colleges were created over the last 30 years in response to the higher education needs of American Indians, and generally serve geographically isolated populations that have no other means of accessing education beyond high school level. They have become increasingly essential to educational opportunity for American Indian students, a status they have achieved in relatively a [sic] brief period of time. Tribal Colleges are unique institutions that combine personal attention with cultural relevance, in such a way as to encourage American Indians – especially those living on reservations – to overcome the barriers in higher education. (p. A-1)

Shortly after tribal colleges began to open, it became apparent that there was a need for a tribal college organization that addressed the common efforts of tribal members attempting to found tribal colleges on reservations. Out of this need, the American Indian Higher Education Consortium, a uniquely American Indian organization was born. It was founded in 1972 by the presidents of the nation's first six tribal colleges, as an informal collaboration among member colleges. Today, AIHEC has grown and now includes 36 member colleges in the United States, as well as one Canadian institution. Unlike most professional associations, it is governed jointly by all its member institutions (American Indian Higher Education Consortium, 1999). The American Indian Higher Education Consortium became the "collective spirit and voice of

9

our nation's Tribal Colleges and Universities (TCU's) advocating and promoting policy, legislation, and regulations to the U.S. Congress, federal departments and agencies, and the White House to strengthen American Indian higher education" (Robbins, 2002, p. 84). AIHEC united tribal colleges in their efforts to improve services and obtain funding. AIHEC began contacting local, state and federal legislators for recognition and to provide inspiration for developing legislation that would more adequately fund tribal colleges (Robbins, 2002).

In the development and implementation process the organizational and governance structures envisioned varied from tribal college to tribal college. AIHEC compiled research that compared commonalities among tribal colleges. While there were differences in the stages of development, governance and academic structures, and size and population of the institution, the research found that basic commonalities existed among tribal colleges. Some of these basic commonalities were:

1. most were less than 25 years old;
2. most had relatively small student bodies that were predominately American Indian;
3. most were located on remote reservations, with limited access to other colleges;
4. most were chartered by one or more tribes, but maintained their distance from tribal governments;
5. all had open admissions policies; and
6. all began as two-year institutions (AIHEC, 1999, p. A-3).

These and other commonalities continue to create strong and vital bonds among tribal colleges that reinforce the efforts of AIHEC and the Tribal College Movement. One of the most important commonalities not mentioned in AIHEC's research, but mentioned in much of the AIHEC literature, has to do with the cultural aspects that are prevalent throughout tribal colleges (AIHEC, 1999). The cultural aspects include many similarities

throughout tribes; most commonly, the respect of elders and their wisdom and features of traditional leadership. This is evident throughout the oral history of the American Indian (American Indian Policy Center, 1997). Traditional leadership roles are still used and have assisted in the development of tribal colleges. Together, traditional leadership and culture nurtured the development of existing leadership roles in tribal colleges (Stein, 1992).

It is important to know the roles the leaders and the community played in the development of tribal college organizations. Cajete (1994) states that:

> Indigenous leadership was about commitment to nurturing a healthy community and enriching the cultural tradition of one's people. Indigenous leadership was about service and support of community values and life. Indigenous leaders were predisposed to care deeply and imagine richly with regard to their people. They listened to their own visions and the visions of their people; they used their imagination and creativity; and they gathered the people and moved them together to find their life. (pg. 175)

According to Robbins (2002), contributions of Indian elders to their communities play a very important role in the development of tribal colleges by providing leadership, wisdom, cultural and ceremonial teachings, and by passing along tribal histories to children, thus contributing to the education of the next and future generations. Also, the American Indian Policy Center (1997) study examining Traditional American Indian Leadership states:

> Full elder status was earned by those who displayed care for future generations and honored responsibilities of cultural traditions and tribal relations. Elders demonstrated generosity and kindness, and honored all living things including people, plants, animals and the earth. They were deeply respected and valued for the wisdom and experience they accumulated over time. Elders were the source of information for younger generations, and passed on knowledge through oral traditions. American Indians depended on this transfer of knowledge for their cultural survival. (p. 1)

The Policy Center's study indicated the importance of a tribal elder's role and the contributions elders make to tribal and community social activities. The study also indicated that an elder's actions were an important component in the development and direction of creating tribal and community leaders. An elder's knowledge of culture, values, and leadership give guidance so that today's Indian children will be future leaders. To ensure their connections with their Indian ancestry, it will be essential that Indian children learn the values and culture of their tribal groups through their elders.

Tribal colleges have taken on some of the responsibility of tribal elders to educate Indian children, and have utilized tribal elders in many ways that enhance education and provide cultural foundations. Tribal elders serve on tribal college boards, provide cultural classroom assistance, share storytelling, conduct language immersion, encourage students, and are role models (Robbins, 2002). The use of tribal elders in tribal colleges brings back many traditions that might be lost when these elders pass into the spirit world. Through elders, Indian culture, and other traditions and values are being brought back into society on reservations. Thus, with the implementation of tribal colleges and their involvement in reviving Indian culture, the role of elders, and the resulting revival in Indian traditions and values, tribal colleges are helping sustain community involvement in culture and are also influencing leadership roles. Indian control of Indian futures has become more evident throughout the reservations and in educational institutions (Tippeconnic III, 1999, McLeod, 2002).

Stein (1992) indicated that one of the most important structures contributing to the success of a tribal college was the institution's governing body, the organization that helped administrators guide tribal colleges. Currently, tribal college governing structures

12

have attempted to integrate traditional leadership and culture with modern governance. The five tribal colleges included in this study; Ft. Berthold Community College, Candeska Cikana Community College, Haskell Indian Nations University, Turtle Mountain Community College, and United Tribes Technical College, have board structures and governance designed to take into consideration each institution's needs and each tribal community's needs (Candeska Cikana Community College Board of Regent By-Laws, 2003; Ft. Berthold Community College Policy Manual, 2001; Haskell Indian Nations University Board of Regents Constitution and By-Laws, 1999; Turtle Mountain Community College Self Study, 2003; United Tribes Technical College Catalog, 2003-2004).

Despite the commonalities listed on p. 10, there have been governance difficulties as a result of political influence, but even with these difficulties, governance of tribal colleges remains focused on providing valuable educational opportunities to tribal community members. Uniquely, at the Turtle Mountain Community College, a two tiered board was set up to avoid tribal politics (Stein, 1992; Turtle Mountain Community College Self Study, 2003). This unique structure seems to have accomplished what it was designed to do. Even so, no other tribal college board structure resembles what Turtle Mountain Community College put in place. Stein (2001) goes on to say:

> For a college to be successful, its board of trustees must act as a buffer between the college and the local governing body and clearly set policy for the college's administrative practice. By doing this, the board of trustees insures that good educational practices will be maintained rather than policies phasing in and out as the local political scene changes. To be a true institution of higher learning, an indigenously controlled community college must be an intimate part of its local community, yet remain politically and administratively separate from the local government body. Getting too close to the daily business of the tribal government or local governing body is a sure formula for failure (Stein, 2001, p. 12).

13

Stein (1992) describes how the Navajo Community College overcame political involvement, "The early years of the Navajo Community College were not without distractions of these kinds, but with strong support from the Tribal Chairman and the success of the college, politics were set aside" (p. 21). Strong community support, good communications, college success in educating students, and excellent leadership provided a solid foundation for tribal colleges to build upon and survive.

While the support of traditional Indian leadership and the features identifying this style of leadership is an important component to establishing successful governance of tribal colleges, the existence of the European style of governance is the format from which most tribal college governing boards are structured. The successful integration of traditional Indian leadership and a European style of governance is important in identifying tribal college governance effectiveness. Also, to become effective boards and to succeed in guiding tribal colleges, governing boards must take into consideration the elements and the dimensions of effectiveness described by Chait, Holland, and Taylor (1996).

Need for Study

The history of tribally controlled colleges is brief, but during this short history tribally controlled colleges have made a big impact on tribal communities. According to an AIHEC report (1999):

> Tribal Colleges were created over the last 30 years in response to the higher education needs of American Indians, and generally serve geographically isolated populations that have no other means of accessing education beyond the high school level. They have become increasingly important to educational opportunity for American Indian students, an importance they have achieved in a relatively brief period of time. Tribal Colleges are unique institutions that

14

combine personal attention with cultural relevance, in such a way as to encourage American Indians - especially those living on reservations - to overcome the barriers in higher education. (p. A-1)

In tribal college history there have been many trials and tribulations in the development, implementation, and continuation of higher education institutions on Indian reservations. Political battles and the securing of tribal college funding have been a problem. TCU's do not receive state support and they receive less than $4,000 per student to pay the costs of education from the federal government (Robbins, 2002). Even so, the success of tribal colleges has caused many other tribes to consider the development of higher education institutions for their own reservations.

The number of tribally-controlled colleges continues to rise as a result of newly formed tribal colleges throughout the nation. As witness, the number of tribal colleges associated with AIHEC went from 6 in 1972 to 36 listed on the AIHEC 2003 Virtual library site (http://www.aihecvl.org/?coll=athome, AIHEC, 2003). The continual growth of AIHEC and the Tribal College Movement allows greater expansion of educational opportunities within reservation borders. These additional tribal colleges show that tribal communities were bringing higher educational opportunities to their reservations as a method of addressing the educational needs on their reservations (Boyer, 2004).

The successes of current tribal colleges have provided tribes with a set of models and processes that can be used in the formation of new tribal colleges. With experience, the processes necessary for the development of tribal colleges are becoming more clear and easier to implement, although funding remains a problem (Boyer, 2004). The documented knowledge that comes with this experience of forming new colleges

15

contributes to plans of current developers in a way that can and should strengthen the structural foundations of institutions of the future (Ambler, 2002).

Three areas of effective governance of a tribal college were: the governing body, the processes they employed, and the policies they established. Leadership and governance became important forces for creating and strengthening these structural foundations within the organization of tribal colleges (Archambault and Allen, 2002).

Elders and community leaders made up governing boards to assist in the guidance of tribal colleges. The combination of traditional leadership and contemporary governance had, at times, been a struggle for tribal colleges. The decision making process was identifiably an area that could be affected by sources that may have been either within or outside the college. The problems associated with this combination of traditional leadership and contemporary governance were often discussed by tribal college officials and their boards, but there was very little literature on the topic. The questions, then, were: How were important decisions made?, What was the format for such decision making?, and Who was or should be most influential in the decision making process? Answers were not easily formulated or documented. Archambault and Allen (2002) stated that "For colleges, board responsibility should be policy, strategic planning, and oversight" (p. 15). Not all decisions must be made by governing boards; good leaders could make decisions for their institutions and should not to have worry about offending the governing board. The misconception was that governing boards feel that their duties as board members were to manage the college. Presidents and boards must work together to provide direction and successful decision making processes for their college (Archambault and Allen, 2002).

The thirty years history of tribal colleges has not allowed enough time for governing practices to become established, for research to be conducted, for best practices to have been clarified, and for all this to have appeared in the literature. The available literature examined the governing body structures of institutions of higher education that were more specifically non-Indian or were outside the borders of reservations, and have had many more years of development. While some of this literature could be applied to one or another aspect of a tribal college, the information expressed does not take into consideration cultural differences. This made the blending of traditional Indian leadership with contemporary governance structures difficult, but not impossible (Badwound, 1990). The identification of processes that contributed to the effectiveness of existing leadership and decision making methods became important in providing a means to future development. The BSAQ provided defining data that contributed to the effectiveness of governance processes employed by board members of tribal colleges participating in this study.

Purpose

Dimensions of perceived effective governance for tribal college governing boards were examined to determine what components were the most descriptive of governing bodies of tribal colleges. Members of governing boards responded to the Holland, Blackmon, and Associates Board Self-Assessment Questionnaire (BSAQ) to determine their perceived knowledge and abilities on six competencies associated with the performance of board members: (a) understands context, (b) builds learning, (c) nurtures group, (d) recognizes complexity, (e) respects process, and (f) shapes direction. The data from the BSAQ determined the knowledge base of tribal college board members in

17

regard to these six competencies and may suggest areas for board inservice training and other actions administrators can take in helping boards function in more effective ways.

Research Questions

Perceptions of tribal college governing board towards leadership and decision-making were examined to determine what components were most descriptive of governing bodies of tribal colleges. According to Chait, Holland and Taylor (1996) there are six dimensions that contribute to the overall process of leadership and decision making.

The following research questions were used to guide the study.

1. What were the overall perceived levels of effectiveness as measured by the Holland, Blackmon and Associates Board Self-Assessment Questionnaire of the selected tribal college governing boards?

2. What were the relationships among the dimensions as measured by the Holland, Blackmon and Associates Board Self-Assessment Questionnaire of the tribal college governing boards?

3. What were the differences in dimensions as measured by the Holland, Blackmon and Associates Board Self-Assessment Questionnaire of the tribal college governing boards?

4. What were the differences in dimensions by length of time an individual served on the board as measured by the Holland, Blackmon and Associates Board Self-Assessment Questionnaire of the tribal college governing boards?

Definitions

The following definitions were used in the study:

American Indian Higher Education Consortium (AIHEC) – The American Indian Higher Education Consortium (AIHEC) is a unique - and uniquely American Indian - organization. Its mission statement, adopted in 1973, identifies four objectives: maintain commonly held standards of quality in American Indian education; support the development of new tribally controlled colleges; promote and assist in the development of legislation to support American Indian higher education; and encourage greater participation by American Indians in the development of higher education policy (AIHEC, 2004, p.1).

American Indian, Native American, Indian – A person who is a member of a United States government federally recognized Indian tribe and who possesses at least one fourth degree Indian blood (blood quantum varies between tribes) (Center for World Indigenous Studies, 1991, p. 9).

Bureau of Indian Affairs (BIA) – The Bureau of Indian Affairs (BIA) in the U.S. Department of the Interior is the federal agency with primary responsibility for working with federally-recognized Indian tribal governments and with Alaska Native village communities. Other federal, state, county and local governmental agencies may work with Indians or Alaska Natives as members of ethnic groups or as U.S. citizens. The BIA relates its work to federal tribal governments in what is termed a "government-to-government" relationship (Center for World Indigenous Studies, 1991, p. 2).

Indigenous – Indigenous communities, peoples and nations are those which, having a

historical continuity with pre-invasion and pre-colonial societies that developed

on their territories, consider themselves distinct from other sectors of the societies

now prevailing in those territories, or parts of them. They form at present non-

dominant sectors of society and are determined to preserve, develop and transmit

to future generations their ancestral territories, and their ethnic identity, as the

basis of their continued existence as peoples, in accordance with their own

cultural patterns, social institutions and legal systems (Cobo, 1986, p. 5).

Reservations – In the U.S., there are only two kinds of reserved lands that are well known

-- military and Indian. An Indian reservation is land a tribe reserved for itself

when it relinquished its other land areas to the U.S. through treaties. More

recently, Congressional acts, executive orders and administrative acts have

created reservations (Center for World Indigenous Studies, 1991, p. 9).

Spirituality – The connection to a higher power that exists in everything. "Spirituality for

the Native American is an outlook. It is completely integrated into one's lifestyle

- not thought of as "religion," but rather as a way of life"

(http://www.allthingswell.com/sp_indian.cfm, Fredricks, 2004, p.1).

Traditional American Indian Leadership – Traditional American Indian leadership

displayed several distinct characteristics (spirituality, generosity, kindness,

humility, respect and community servitude) that developed out of a longstanding

history of cultural traditions and values (American Indian Policy, 1997, p. 3).

Tribal Colleges and Universities (TCU's) – Tribally controlled colleges are chartered by

a specific tribe(s), usually located within the borders of a reservation. An

20

example of this is the Turtle Mountain Community College, which is located on a reservation and is tribally chartered. There are also the Bureau of Indian Affairs (BIA) Institutions of higher education that provide educational opportunities to specifically American Indian students, usually not located within the borders of a reservation. An example of this type of Tribal College is United Tribes Technical College located in Bismarck, ND. Tribal colleges are unique institutions that combine personal attention with cultural relevance, in such a way as to encourage Indians – especially those living on reservations – to overcome the barriers in higher education (AIHEC, 1999, p. A-1).

Tribe – An Indian tribe is a body of people bound together by blood ties who were socially, politically, and religiously organized, who lived together in a defined territory and who spoke a common language or dialect (Center for World Indigenous Studies, p. 9).

Delimitations

This study was delimited in the following ways:

The sample of tribal colleges included four of the five tribal colleges of North Dakota and one well known Bureau of Indian Affairs tribal college. Also, one of the four participating North Dakota tribal colleges was a well known BIA tribal college. The intent was to include the five tribal colleges of North Dakota, but one college chose not to participate. There was an unwritten agreement that forbids outside solicitation of information or request that might infringe on tribal college solidarity. Thus this sample was selected for two reasons: (a) because the data needed to be collected in person, locality played an important role, and (b) because of peers and colleagues at colleges

21

mentioned, the possibility of these colleges' boards participating in this study was greater.

A tribal value system can be interpreted differently within specific tribes. These values affect tribal behaviors towards leadership and can determine whether or not a leader is credible. Tribal values may be common and are embedded in the features of leadership, but some values can be interpreted more important to the person(s) interpreting them, and can affect their view of others credibility.

This study only represented a sample of tribal colleges, and other tribes may approach governance differently. At this time, there were 36 tribal colleges as members to AIHEC, five tribal colleges were taken from this population.

The governance structures of tribal colleges vary from one another, each possessing a structure unique to their communities. Board membership varied from 5 members to fifteen.

Literature available for specifically examining tribal college governing structure was limited. The literature available examined non-Indian institutions, and some of the governance procedures and approaches in non-Indian institutions did not appear to apply to traditional Indian leadership styles.

The Holland, Blackmon and Associates Board Self Assessment Questionnaire (BSAQ), instrument was chosen because it was the only one that was designated to measure the governance variables considered in the study.

The Holland, Blackmon and Associates instrument has limited data about its validity and reliability.

The short history of tribal colleges may have resulted in an inaccurate portrayal of governance, leadership, and educational opportunities leading to success. The measure of perceived effectiveness could be affected.

Assumptions

The following assumptions were made by the investigator in conducting the study.

1. Respondents to the survey were knowledgeable, forthright, and honest in answering the survey.

2. The survey had sufficient validity and reliability to justify its use in studying the perceived knowledge base and competencies of governing boards of tribally controlled American Indian Colleges.

CHAPTER II

REVIEW OF LITERATURE

This chapter will review the professional literature pertaining to components that influence leadership, governance, and the history of governing boards of tribal colleges.

Dimensions of perceived effective governance of governing boards in tribal colleges will be examined to determine what components are the most influential to governing bodies of tribal colleges.

Effective Board Governance

Chait, Holland, and Taylor (1996) view boards as organizations that often "drift with the tide" and have difficulty in providing perceived effective governance that is defined as, "a collective effort, through smooth and suitable processes, to take actions that advance a shared purpose consistent with the institutions missions" (p. 1). Although boards have good intentions, there seem to be consistent flaws in leadership and effectiveness that prevent boards from operating as efficiently as their intentions dictate.

According to Carver (2002) boards have the highest designation within organizations but are the least understood. He goes on to say, "Though possessed of ultimate organizational power, the governing board is understudied and underdeveloped. Here we confront a flagrant irony in management literature; *where opportunity for leadership is greatest, job design for leadership is poorest*" (p. 8). The understanding of leadership roles by governing boards is important to the overall effectiveness governing

boards are trying to obtain. Ultimately, problems facing today's boards put a strain on

leadership identity and effectiveness of governance, and as a result significantly impact

their institutions forward direction. Tweeten (2002) lists key trends that need to be

addressed by boards facing the challenges of transforming from ineffective governing

boards into effectively functioning governing boards ready to face the issues affecting

their institutions.

1. Limited availability of board members, resulting in inadequate participation in board activities.
2. Lack of preparation of Board members, resulting in less productive board meetings.
3. Lack of recruitment strategies, resulting in boards that are unable to attract and keep effective board members.
4. Board members who are on too many boards, thus limiting their preparation on any one board.
5. Lack of continuity among board membership because of departing board members.
6. Boards that are unwieldy and difficult to support because they are too large.
7. Boards that are ineffective because they don't understand the environment in which they are operating.
8. Board members who do not understand their roles as fully engaged board members.
9. Board members and CEO's who fail to form partnerships, resulting in policies and agendas that don't carry the organization forward. (p. 10)

Moving towards governing board effectiveness presents challenges for change;

governing boards must examine their own performance and look towards developing a

new model or make critical changes to their existing model for effective governance.

Thus, it remains that boards must be open to changes that affect a college's environment

and culture. Carver (1997) views the process of governance as, "a framework within

which to organize the thoughts, activities, structure, and relationships of governing

boards" (p. 17). In the following quoted list, Carver (1997) goes on to describe what is

expected of a new model of governance:

1. *"Cradle" vision*: A useful framework for governance must hold and support vision in the primary position. Administrative systems cause us to devote great attention to the specifics. Such rigor, itself commendable, can overshadow the broader matter of purpose. There must be systemic encouragement to think the unthinkable and to dream. (pp. 17-18)

2. *Explicitly address fundamental values*: The governing board is a guardian of organizational values. The framework must ensure that the board focuses on values. Endless decisions about events cannot substitute for deliberations and explicit pronouncements on values. (pp. 17-18)

3. *Force an external focus*: Because organizations tend to focus inward, a governance model must intervene to guarantee a market like, external responsiveness. A Board would thus be more concerned with needs and markets than with the internal issues of organizational mechanics. (pp. 17-18)

4. *Enable an outcome-driven organizing system*: All functions and decisions are to be rigorously weighed against the standard of purpose. A powerful model would have the board to only establish a mission in terms of an outcome, but procedurally enforce a mission as the central organizing focus. (pp. 17-18)

5. *Separate large issues from small ones*: Board members usually agree that large issues deserves first claim on their time, but they have no common way to discern a big item. A model should help differentiate sizes of issues. (pp. 17-18)

6. *Force forward thinking*: A governance scheme should help a board thrust majority of its thinking into the future. Strategic leadership demands the long-term viewpoint. (pp. 17-18)

7. *Enable proactivity*: So that boards do not merely preside over momentum, a model of governance should press boards toward leading and away from reacting. Such a model would engage boards more in *creating* than in *approving*. (pp. 17-18)

8. *Facilitate diversity and unity*: It is important to optimize the richness of diversity in board composition and opinion, yet still assimilate the variety into one voice. A model must address the need to speak with one voice without squelching dissent or feigning unanimity. (pp. 17-18)

9. *Describe relationships to relevant constituencies*: In either a legal or a moral sense, boards are usually trustees. They are also, to some extent, accountable to consumers, neighbors, and staff. A model of governance

26

should define where these various constituencies fit into the scheme. (pp. 17-18)

10. *Define a common basis for discipline*: Boards have a tough time sticking to a job description, being decisive without being impulsive, and keeping discussion to the point. A model of governance should provide a rational basis for board's self-discipline. (pp. 17-18)

11. *Delineate the board's role in common topics*: A model of governance should enable a board to articulate roles without isolating roles from each other, so the board's specific contribution on any topic is clear. (pp. 17-18)

12. *Determine what information is needed*: A model of governance would introduce more precise distinctions about the nature of information needed to govern, avoiding too much, too little, too late, and simply wrong information. (pp. 17-18)

13. *Balance overcontrol and undercontrol*: It is easy to control too much or too little and, ironically, to do both at the same time. The same board can simultaneously be a "rubber-stamper" and a "meddler." A model of governance would clarify those aspects of management that need tight versus loose control. (pp. 17-18)

14. *Use board time efficiently*: Members of nonprofit and public boards receive token pay or none in exchange for their time. Though they willingly make this contribution, few have time to waste. By sorting out what really needs to be done, a model should enable boards to use the precious gift of time more productively. (pp. 17-18)

In order for boards to be effective, problems must be identified and addressed, this in turn, provides boards with direction. The role of board members as leaders and a board's task of providing leadership for a college are important components to the effectiveness of governing boards (Chait, Holland, and Taylor, 1996; Carver, 2002; Tweeten 2002).

The make up of governing board members varies and includes people that come from a variety of different backgrounds, professions, and education levels. These board members must become good leaders and possess leadership styles that: (a) motivate the

27

people of their institutions, (b) gather support from the community, and (c) allow them to be effective, while striving for the success of their organizations (Chait, Holland and Taylor, 1996; Carver, 2002; Tweeten 2002).

Not only are board members required to become good leaders, they must also be called upon to support other board members as those other members strive to improve their own leadership skills. According to Chait, Holland, and Taylor (1996):

> Effective boards groom leaders because the failure to do so produces excessive dependence on a few trustees (too often retirees or people "in transition") and raises the specter of an empty cupboard when the board needs new leaders. Without attention to leadership succession, chairs frequently remain in office too long – often 10 or more years, rather than 4 or 5, the norm among effective boards. (p. 81)

Leaders (or leadership) can contribute to an organization by providing direction and motivation to their followers. An example of an organization that relies on the leadership skills of its leaders, and one that most Americans know something about, is the United States Government. The United States government has had some exceptional leaders in the form of presidents; their leadership styles can be construed as examples of effective governance. Goodwin (1999) examined the leadership styles of three presidents, and developed an arrangement of useful leadership lessons that can be applied in identifying effective governance. Goodwin stated that, "Lyndon Johnson, John Kennedy, and Franklin Roosevelt were very different people and presidents, but their stories offer at least ten useful lessons for today's organizations" (p. 34). The lessons are:

- *Timing is (almost) everything.* Knowing when to introduce an initiative, when to go before one's constituencies – and when to hold off – is a crucial skill.
- *Anything is possible if you share the glory.* Giving others a chance to claim credit is an easy and effective way to get results.
- *Trust, once broken, is seldom restored.* It is the most fragile yet essential attribute of leadership. No leader can afford to take his word lightly.

28

- *Leadership is about building connections.* Effective leaders make people feel they have a stake in common problems.
- *Leaders learn from their mistakes.* To succeed, leaders must acknowledge and understand and improve on their shortcomings.
- *Confidence – not just in oneself – counts.* Most leaders are self-confident, sometimes to a fault; the real gift is the ability to extend faith in oneself to others. That means actually believing in their gifts.
- *Effective partnerships require devotion to one's partners.* Attention to the needs of the remote plant or institution pays off with energetic commitment.
- *Renewal comes from many sources.* Leaders must know themselves and find their own sources of strength.
- *Leaders must be talented brokers.* The ability to identify, recruit, and effectively manage the best and brightest people – including people unlike oneself – is itself a key talent.
- *Language is one's most powerful tool.* Without the ability to communicate, leaders can possess all the other attributes and still fail to have impact. (Goodwin, 1999, pp. 34-35)

These lessons have contributed to the success of three presidents and can be utilized to improve effectiveness of leaders in other organizations. The effectiveness of governing boards is only as good as the persons that make up the board. Boards must look to the future and develop long range plans that provide visionary methods of attaining institutional goals. Together, board members can define a vision for moving the institution forward, "all effective leaders share a gift for defining a vision, for moving people toward the future" (Goodwin, 1999, p. 36). Effectiveness must be the primary goal for governing boards.

Defining Leadership

Leadership can mean many different things. It is a quality that can be applied to an individual or a group. There can be respect when good leaders or good leadership is present, and at the same time, criticism. Those who become leaders demonstrate leadership skills that entice others to follow. Those who follow can determine the

success or failure of a leader. Circumstances may thrust an individual into a leadership role, but it does not mean that the individual will be a successful leader.

Components of leadership are not easily defined because they are open to so many different interpretations. Goodwin (1999) reinforces this notion by stating, "There are as many styles of leadership as there are leaders" (p. 25). While there are many opinions on leadership and what makes a leader, Kouses (1999) keeps rediscovering that "credibility is the foundation of leadership" (p.39).

Blanchard and Hersey (Situational Leadership Model, 2004) describe situational leadership as having four styles that define the kind of direction leaders take and is based on the needs of their followers. The four styles are directing, coaching, supporting and delegating, and are explained in the following:

- **Directing** Leaders define the roles and tasks of the 'follower', and supervise them closely. Decisions are made by the leader and announced, so communication is largely one-way. (para. 3)

- **Coaching** Leaders still define roles and tasks, but seeks ideas and suggestions from the follower. Decisions remain the leader's prerogative, but communication is much more two-way. (para. 3)

- **Supporting** Leaders pass day-to-day decisions, such as task allocation and processes, to the follower. The leader facilitates and takes part in decisions, but control is with the follower. (para. 3)

- **Delegating** Leaders are still involved in decisions and problem-solving, but control is with the follower. The follower decides when and how the leader will be involved. (para. 3)

Blanchard and Hersey (2004) view leadership as situational and assert that each of the four styles of leadership are appropriate depending on the situation. A major part of the process of the Blanchard and Hersey model is to diagnose leadership situations appropriately. Then, the right kind of leadership for a given situation (the appropriate

leadership style) is chosen. How well the leadership style fits the situation determines the effectiveness of the leadership.

Bolman and Deal (2003) describe leadership for different contexts as characterized by frames. The leader examines the leadership context of the organization and its personnel to determine the "frame" that best applies. Bolman and Deal explain these frames as four areas that assist in making leadership qualities definable. The areas are:

Structural: A structural scenario casts managers and leaders in the fundamental roles of clarifying goals, attending to the relationship between structure and environment, and developing a clearly defined structure appropriate to what need to be done…. The main job of a leader is to focus on task, facts, and logic, rather than personality and emotions. Most people problems stem from structural flaws, not personal limitations or liability. The structural leader is not rigidly authoritarian and often does not attempt to solve every problem by using orders (though that is sometimes appropriate). Instead, the leader tries to design and implement a process or structure appropriate to the circumstances. (p. 322)

Human Resources: The human resource leader believes that people are the center of any organization…. The human resource leader works on behalf of both the organization and its people, seeking to serve the best interests of both. The job of the leaders is support and empowerment. Support takes a variety of forms: showing concern for people, listening to their aspirations and goals, and communicating personal warmth and openness. The leader empowers through participation and openness and by ensuring that people have the autonomy and resources they need to do their job. (p. 324)

Political: The political leader believes that managers have to recognize political reality and know how to deal with conflict…. The job of the leader is to recognize major constituencies, develop ties to their leadership, and manage conflict as productively as possible. Above all, leaders need to build a power base and use power carefully. They can't give every group everything it wants, but they can create arenas where groups can negotiate differences and come up with reasonable compromise. They also need to work at articulating what everyone has in common. (p. 327)

Symbolic: The symbolic leader believes that the most important part of a leader's job is inspiration - giving people something they can believe in… Symbolic leaders are sensitive to an organization's history and culture. They seek to use the

best in an organization's traditions and values as a base for building a culture that has cohesiveness and meaning. They articulate a vision that communicates the organization's unique capabilities and mission. (p. 329)

Each of these frames describes a leader's interaction with followers; it also places leadership in a structure or organization that these types of leadership serve best.

DePree (1989) simply defined the role of leaders as:

The first responsibility of a leader is to define reality. The last is to say thank you. In between the two, the leader must become a servant and a debtor.... Concepts of leadership, ideas about leadership, and leadership practices are subject of much thought, discussion, writing, teaching, and learning. (p. 11)

Dupree views leadership as enlightenment, though from a spiritual context. Dupree's view of leadership is similar in nature to the concept of traditional Indian leadership. Also, Dupree's description of leadership can be placed in one or more of Blanchard and Hersey's (1996) situational leadership models or Bolman and Deals (2003) leadership frames, thus there are generalities among the different views that define leadership, and there are generalities as to how leadership may be viewed by the follower.

Traditional American Indian Leadership

According to McLeod (2002), "Tribal leadership is the embodiment of a lifestyle, an expression of learned patterns of thought and behaviors, values and beliefs" (p. 11); these learned patterns are a product of American Indian culture passed from generation to generation. But, like traditional values, traditional leadership features can also be interpreted differently among tribes. "Every tribe has its own culture and tradition. There is no 'one Indian way,' and the practice of Indian leadership should be understood in this context" (Nee-gon-nee-shid, 1997, p. 4).

When examining American Indian leadership, the aspects of traditional leadership were recognized as important components of leaders and were measured by the individuals of the Indian community when identifying their leaders. Thus, recognizing an American Indian leader in a traditional manner reflected that leader's ability to provide a necessary function to the people, tribe and community served (American Indian Policy Center, 1997). In a sense, followers identified with the features they felt a leader must possess, thus providing important guidelines for recognizing leadership qualities. Each leadership role is determined by a person's ability to perform that role well, and the features of traditional leadership are tools in which identification of good leaders can be determined. Traditional leadership has been the foundation for Indian leaders of the past and has been integrated into present day leadership. According to the American Indian Policy Center (1997), the following are features of traditional leadership.

1. Spirituality was a core element of American Indian life and all leadership possessed spiritual significance.
2. Leaders demonstrated generosity and kindness, and honored all living things.
3. Elders cultivated the leadership of future generations.
4. American Indian leaders were humble servants to the community. Individuals did not seek leadership. Leaders emerged from their own contributions to the community and the people recognized and selected those considered most able to lead.
5. No one person was always a leader and many were leaders at different times.
6. The community could cease to recognize leaders by simply choosing to not follow him or her.
7. American Indian leaders led by example rather than by authority or command.
8. American Indian leaders took their time when making a decision. When they gave their word on a decision it was a final, binding pledge.
9. When tribal leaders met to deliberate on a matter they sought understanding and consensus through mutual inquiry. There was no debate.

10. American Indian methods of resolving social conflict were based on the concept of restitution that focused on restoring respectful personal and social relations. (pp. 6-7)

When studying components of traditional leadership, the features in the preceding list were common among all tribes studied. Traditional leadership features intertwine with traditional values in identifying Indian leaders and their roles to the American Indian community, and these traits become important when followers look to connect with leaders. American Indians hold traditional leadership in high regard and continue to try to integrate many aspects into today's leadership (McLeod, 2002).

Placing the aspects of traditional leadership into the Bolman and Deals (2003) leadership frames and Blanchard, Hersey, and Johnson (1996), situational leadership isn't a goal of this study. Even so, it seems clear that the styles of coaching, supporting, and delegating would all be possible with traditional Indian leadership. Others might argue that traditional leadership would fit nicely in Bolman and Deals Human Resource frame, while still others might believe that traditional leadership would fit into their Symbolic Frame. Both frames appear to describe traditional leadership concepts. Whether a leader is directing, coaching, supporting or delegating, or is involved in one of the leadership frames, and while leadership can fluctuate between the situational model or any frame model, leadership abilities and skills could be defined by those who are considered followers (Bolman and Deal, 2003, Hersey, Blanchard and Johnson, 1996).

The American Indian's view of traditional leadership relates to the importance that followers place on the traditional values those leaders possess. The community view towards traditional leaders commitment to them is described as, "American Indian leaders were humble servants to the community…The community recognized and sought

34

leadership from persons perceived as having the knowledge, wisdom, skills and experience to act as a leader for the tribe" (American Indian Policy Center, 1997, p. 4). This commitment is further explained by Johnston (1976) as he described Ojibwa tribal leaders in the context that, "a leader did not act upon his own initiative. In matters that concerned the community he was expected to seek and rely upon the guidance of a council consisting of the leading men and women in the community" (p. 63). Who makes up the community? The Tribe? It's those that are the followers.

<center>American Indian Teachings (Values)</center>

The American Indian value system and the concept of traditional leadership have contributed to the foundation of leadership handed down to today's Indian leaders. Indian leaders who possess traditional values and characteristics are successful in leading their people. When a traditional American Indian leader is recognized, that recognition reflects the leader's ability to provide a necessary function to the people, the tribe and community served (American Indian Policy Center, 1997).

The inclusion of values in leadership is embedded in the traditional culture of American Indians. So when considering leaders, the American Indian viewed persons who possessed ability and practiced good faith, "Personal traits encompassing values were considered when leaders were put in place" (American Indian Policy Center, 1997, p. 2). These values are seen across Indian country and are embedded in many teachings, although some values may vary, the meaning of values are looked upon highly. The Ojibwa called these values the seven teachings. The seven teachings are:

1. To cherish knowledge is to know WISDOM.
2. To know LOVE is to know peace.
3. To honor all of the Creation is to have RESPECT.

<center>35</center>

4. BRAVERY is to face the foe with integrity.
5. HONESTY in facing a situation is to be brave.
6. HUMILITY is to know yourself as a sacred part of creation.
7. TRUTH is to know all of these things. (Benton-Banai, 1988, p. 64)

These values (or teachings) seem to be common throughout Indian country, but tribes and individuals may have somewhat different priorities with these values so that may affect social behaviors accordingly. Also, even though American Indian social structures are similar, they are not all the same. In the past, this meant that, "Because of the diversity of the American Indian tribal cultures and traditions, there was no single system of traditional American Indian leadership" (American Indian Policy Center, 1997, p. 2). Ultimately, American Indian values were considered an important part of each tribe's culture and were one of the sources for identifying leadership (McLeod, 2002).

There have been other factors taken into consideration when identifying leaders of American Indians. Ingrained in every day rituals of the American Indian there has been spirituality. In the past, religious ceremony was a part of every day life and helped in guidance and decision-making among all members of each tribe, but was particularly important for the leader.

An underlying spirituality was one of the most important social values to the American Indian. They had the faith that a higher power gave guidance to their leaders in decision-making. "Spirituality was a fundamental cornerstone of American Indian culture, and leadership was one of the ways the culture was sustained and nurtured" (American Indian Policy Center, 1997, p. 4). Spirituality was seen as an important component to guidance. Leaders sought spirituality (and guidance) from a higher power that provided one with a vision or means of doing something.

The gifts of certain leadership skills or deep beliefs in cultural values, that contributed to a person's abilities were a part of the American Indian social structure. "Because spirituality was a core element of American Indian life, all leadership possessed spiritual significance… strong leaders were those who had a strong spiritual core" (American Indian Policy Center, 1997, p. 4). It was crucial to the fate of the American Indian to have a leader who was considered honorable, showed respect, and was spiritual. These personal traits were considered when leaders were put in place. The practice of spirituality continues today among Indian leaders.

Some American Indian leaders are widely recognized for leadership. Among them are Chief Joseph, Sitting Bull, Geronimo, and Crazy Horse. These persons possessed great leadership abilities. Probably the most notable label attached to these leaders was "War Chief". Historically, people were quick to make note of leaders, War Chiefs, who led resistances against the United States Army, and although this gave recognition to legitimate leaders, these leaders provided much more than those things for which they are recognized. By focusing on achievements of Indian leaders during times of war, the public has often ignored contributions that other legitimate and important Indian leaders have made (Edmunds, 1980).

Because of events in the lives of American Indians, many leaders were specialists in specific areas where leadership was needed most. Specialists in diplomacy, medicine, hunting, teaching, spirituality, and war developed as history dictated (as the need arose). "Many others were or became Indian leaders. There was no one person who was always the leader. Different times dictated different leaders according to their abilities and respect" (American Indian Policy Center, 1997, p. 4).

Throughout the history of the American Indian, depending upon the local conditions or situations facing a tribe, designated leaders were warriors, spiritual leaders, or women. As an example, in the well known historical event called the Battle of Little Big Horn, there was more that one Indian leader on the battlefield. In that battle, Crazy Horse and Gall were the war chiefs, while Sitting Bull, behind the scene, was the strategist and spiritual leader (Hoover, 1980). Both types of leaders had specific responsibilities to the warriors on the battle field and together their leadership provided great strength and led to victory. This type of shared leadership was common throughout Indian history. American Indians look back at traditional leadership with great pride knowing that the leadership was based on respect, honor, and tribal values.

Tribal Governance

The phenomenon of equality of all people was a concept that appeared to be hard for Europeans to accept. Many tribal communities used a method where all members were equal and the decision making process required absolute agreement by all tribal members of that community. The community leaders did not posses any more power than the next person (Edmunds, 1980). In comparison to traditional leadership and governance, the terms each meant something different, rather than the same thing. When examining American Indian traditional leadership there was a significant difference in the interpretation of the meaning of leadership, as opposed to the standard interpretation, which included governance. American Indian leadership and governance were not the same. The American Indian Policy Center (1997) identified the words "leadership" and "governance" as having different meanings.

The concept of government is rooted in European political philosophy and tradition, and it denotes a bureaucratic organizational system of legitimate public power. Governance is commonly defined as the exercise of authority, control or power. Given this definition, American Indians did not traditionally "govern" themselves and it is inaccurate to try to fit American Indian leadership paradigms into this conceptual framework. (p. 2)

Because governing bodies were not traditional to the American Indian, adjustments to governmental structure continue to this day.

Integrating traditional leadership into modern American Indian leadership has been a difficult process. This is due, at least in part, to the fact that traditional Indian leadership was not the same as governance. Even so, governance is now the primary function of leaders on reservations and within other Indian organizations (American Indian Policy Center, 1997). Although in the past, government structures resembled formal governance as defined by today's governmental structures, leaders were not elected and the council was made up of mostly elders, so past governments were not reflective of today's elected, decisive and controlling tribal government.

Begay (Presentation at the Market Place Event, January 17, 2004, Grand Forks, ND) stated that there were different types of leadership in Indian country. The Great Plains tribes had a more decentralized leadership structure, meaning that there was a somewhat weak executive and a strong council. This meant that the council could override a leader when necessary. In the southwest, in particular among the Apaches, the leadership structure was centralized, meaning the executive was strong and the council was weak. The leader made the decisions and the rest followed. From these observations, it can be argued that tribes did have some kind of governance in the past, but the focus of tribal affairs continued to be driven by traditional leadership (American

39

Indian Policy Center, 1997). While these differences made each tribe somewhat unique, tribes remained connected in other ways.

Today, modern leadership has taken a different direction than traditional leadership. Pride in heritage is sometimes lost in all the politics that occur in reservation communities (Ambler, 2002). Features of traditional leadership have not always been applied in modern governance. The collision of two worlds, modern and traditional has provided some interesting results in Indian communities today. It remains to be seen whether Indian communities will be able to successfully merge traditional leadership with governance, as it is understood in today's world (McLeod, 2002). For example, reservation communities sometimes attempt to elect tribal council members on the features of traditional leadership, but fail in identifying other traits that may interfere with a leader's ability to also use a system of recognized legitimate power (... may interfere with a leader's ability to govern effectively). Inappropriate use of power and control by one individual, or a group of individuals, are prime examples of failed American Indian leadership; thus, applying the features of traditional leadership alone to an election were insufficient to elect a perceived effective leader, one that could both govern and appeal to the people.

The American Indian interpretation of leader has changed over time and is reflected in historical events that portray changes in the society of American Indians over time. In the early 1900s, an examination of the status of the American Indian was commissioned by the U. S. government. The result was the Merriam Report of 1928. The Merriam Report exposed the failure of Indian policy established by the federal government (Monette, 1995). The Indian Reorganization Act of 1934, which followed

the Merriam Report, was an attempt to give back to Indian tribes control of their governance, education, and land. Then Indian Affairs Commissioner, John Collier, proposed to Congress that Indian tribes be given some control of these important elements of Indian life. Collier proposed to stop allotments, consolidate land holdings, create tribal governments, and replace existing Indian courts (Nies, 1996).

How Indians viewed leadership before the Indian Reorganization Act of 1934 and after was quite different and presents difficulty in today's definition. Today's Indian government and leadership resulted from the governmental structure implemented by the Indian Reorganization Act of 1934 (Nies, 1996; Wilkinson and The American Indian Resources Institute, 2004). Tribes were thrust into developing governmental bodies, with constitutions and elections of leaders that would directly affect Indian interest, and with little experience in the ways of making decisions imposed by this culturally different approach. Traditional leadership was slowly becoming nothing but an image; governance was to become the replacement (American Indian Policy Center, 1997).

The culture and way of life of the American Indian was being aggressively attacked and the developments of new policies towards assimilating Indian people into mainstream society were taking place. As a result, cultural environments were changed affecting traditional leadership and traditional education. Traditional teachings were almost forced to extinction and replaced by Euro-American education (Tsianina Lomawaima, 1999).

Indian Education

The education of Indian people has contributed to the change in traditional leadership in both positive and negative ways. In tracing the events that impacted the

41

foundations of leadership and education of the American Indian, a researcher would find a trail of paperwork and one-sided agreements that paved the way for the development of Federal Indian policy. Indian education began with early European colonization efforts and was forwarded when the federal government began to get involved in the process of educating the Indian. Through treaties and later legislation, the federal government began to dictate Indian education policy that ultimately more or less determined the educational process of Indian people (Monette, 1995). As a result of policy developed for and about Indians, changes to the American Indian infrastructures and traditional leadership also began. Federal Indian policy focused on developing processes by which Indian people could be assimilated into mainstream society. The development of government and a new path of education processes provided new opportunities. The responsibilities for the changes, unfortunately, would be assigned to agencies that did not always have the best interests of the Indians as their number one priority. Boarding schools became the norm, and ultimately a devastating project aimed at destroying Indian language, values and culture (Tsianina Lomawaima, 1999).

Much like leadership and government, the way Indian education has been interpreted in America has changed from traditional Indian teachings, known to Indian people, to the educational systems of Euro-Americans. Over time, from the beginning of the introduction of Euro-American education to the Indian people, continually changing government policies have dictated the structure of educational systems experienced by Indians. Even today, processes for educating Indian children and youth are continually changing. According to Tsianina Lomawaima (1999):

The term American Indian education has been used to refer to two distinctly different, segregated, and often opposing words: (1) the education of American Indian children by their parents, extended families, and communities, and (2) the education of American Indian children, teenagers, adults and communities by colonial authorities, particularly European American Institutions. (p. 5)

The drive to convert and civilize Indian people to the Euro-American view continued throughout the history of new America (Nies, 1996). The process aimed at the American Indian began with the colonist and continues today. From the very beginning of the attempts at conversion, churches became involved, and as time passed these churches were assigned the task of providing education and religious conversion of Indian people. In the 1870's, Pratt began developing the concept of boarding schools, and with the assistance of churches, the concept escalated (Adams, 1995). Years after the forced education of Indian people began, the devastating effects have been surfacing. In the prologue of "Look to the Mountains" Deloria (Cajete, 1994) described the implementation of the boarding school and what such a tragic event produced:

Richard Pratt, experimenting with Chiracahua Apache prisoners at Fort Marion, conceived of the idea of mass, forced, off-reservation education that, it was supposed, would sweep away barbarism of the Indian in one generation... A majority of the graduates of the federal boarding schools eventually found employment in the expanding federal bureaucracy that controlled the reservations and helped to create the lethargic administration apparatus we have today in the Bureau of Indian Affairs. (Cajete, 1994, p. 11)

The implementation of boarding schools was one of the most devastating events in the history of the American Indian. As a result, Indian culture, leadership and the education processes of Indians suffered tremendously. Boarding schools forced change in Indian youth. Indian students were not allowed to speak their own language, were forced to change their views of religion, were not allowed to see their families, were

denied the opportunities to have or participate in Indian cultural events and were forced to assimilate (Adams, 1995). The effects of these changes remain.

The era of forced Indian education and the attempt at destruction of the cultural ways of Indians changed the view and definition of what education and leadership in Indian communities is today (Tsianina Lomawaima, 1999). In 1975, with the Self Determination Act, Indian people began to realize the importance of taking back control of the education of their youth. The creation of Indian education by Indian people started a new era where the integration of culture could again become part of the process for educating Indian children. The introduction of higher education to the Indian communities became a part of taking control and starting new educational areas never before seen on reservations. Through tribal colleges, the seeking and learning of Indian traditions and culture were accepted as important elements to be integrated throughout the functions of the colleges, hopefully the results of the BSAQ will help define areas that need further development. Tribal colleges developed mission statements, goals and objectives, and curriculum that included local culture and the importance of re-introducing customs, language and ceremonies back into the learning process.

Tribal Colleges

Although the Tribal College Movement began a few years before the 1975 Self Determination Act, this legislation was very instrumental in the development of tribal educational opportunities. The Self Determination Act of 1975 gave tribal governments the means to change, develop and implement tribal and federal programs on reservations. Tribal governments had the opportunity to take control of any or all programs provided

44

by the federal government (Tippeconnic III, 1999; Warner, 1999). As a result, health, education, and governance became the main areas experiencing change.

As tribes and tribal colleges move forward, the integration of the features of traditional leadership and modern governance has become critical partners. Indian people have worked with the U.S. governmental system enough now so that they understand how to carry out the tasks of government appropriately. As a result, developments of modern governmental structures are seen in tribal councils, tribal organizations, laws and constitutions, national Indian organizations, and tribally controlled colleges.

Furthermore, all cultures are changing all the time. Traditional culture is valuable in understanding where a people have come from and for sharing core values, and many processes can be employed in ethical ways that support core values. Changing to the "European type" of governance doesn't have to offend the core values of Indians.

Culture, values, and traditional leadership continue to be engrained in Indian people. The emergence of tribal colleges was a critical component in bringing those traditional values into the present. Education on reservations has provided future economical opportunities to the people of the reservation. Tribal colleges also brought the local culture into classrooms, while Indian educators stressed the elements of Indian education, both cultural and academic. In the past thirty years, the Tribal College Movement initially struggled but has made tremendous progress towards providing educational opportunities to tribal members living on or near Indian reservations (Ambler, 2002). Since the inception of the first tribal college in 1968, there have been many other tribes initiating and building local tribal colleges for their reservations. Stein (1999) states:

The founding of Navajo Community College in July 1968 broke ground for a number of other individuals across Indian country to establish colleges. The 31 tribal colleges currently operating across the United States and Canada demonstrate the success of the tribal college movement. (p. 262)

Since Dr. Stein's article in 1999, more tribal colleges have opened their doors and begun offering valuable educational opportunities to tribal members. These events reinforce the desire of tribes to bring higher education to their reservations. There are currently a number of tribes exploring initiatives for the development of tribal colleges on their reservations. The Tribal College Movement continues and success has become more evident as the number of institutions increases and more opportunities for student successes are realized (Robbins 2002).

There has always been a constant struggle with securing adequate funding for tribal colleges. The Tribally Controlled College Assistance Act of 1978 provided congressional approval for funding to tribal colleges (Monette, 1995; Tippeconnic, 1999; Warner, 1999).

Tribal colleges were developed and implemented to not only provide reservations with higher education opportunities and future economic growth, but also to integrate culturally sensitive higher educational needs on reservations. In the introduction of culturally sensitive instruction, a community's elders were used as the primary providers. Tribal elders were sought for guidance and cultural wisdom, and wisdom does not conclude that Indian people should go back to the 'old ways,' but to be aware and know what the 'old ways' meant. Using the features of traditional leadership, guidance by elders became an important part of the tribal college environment (McLeod, 2002;

Robbins, 2002). This can be seen as a feature of traditional leadership that continues to take place.

Although the focus of improving educational opportunities for American Indians has remained the same, there have also been many changes made during the tenure of the tribal college. Changes in governance, leadership, finances, and the advancement of educational opportunities put a strain on tribal colleges (Ambler, 2002). Since the inception of tribal colleges, the importance of governance of tribal colleges became critical in determining the colleges roles and responsibilities to the people served, but as times changed so did the perception of roles and responsibilities of governing boards. In many cases, negative aspects of tribal governance has been exposed in a number of manners, this also applies to the governance at tribal colleges. There are many tribal college administrators who have been in place for many years. Unfortunately, over the past ten years, there have been a number of tribal college administrators who have been terminated because of their differences of opinions with influential tribal personnel (Archambault and Allen, 2002).

Tribal Colleges and the Seven Teachings

Along with the use of elders, another important part of integrating culturally sensitive information into a tribal college environment, is to promote Indian core values as often as possible. These values are reflected in the mission statements of tribal colleges; they are used in instruction when possible, and printed in many college publications, reports, and proposals.

Indian values and/or teachings, in part or as a whole, are being emphasized and are being integrated into tribal colleges. Since traditional Indian values are integral parts

47

of traditional Indian leadership, the resurgence of these values has been strengthening leadership in tribal colleges. Strength in leadership has become an important part of Indian education (Turtle Mountain Community College Catalog, 2002-2004; Turtle Mountain Community College Self Study Report, 2003; Robbins, 2002). An example ... Turtle Mountain Community College (TMCC) uses the seven teachings (values) of the Ojibwa as a guide to the institution, to remind Indian people of the importance of their value system and what their teachings mean to them. TMCC has engraved these teachings in the pillars at the entrance to the college to show their significance.

These seven teaching reflect the Ojibwa value system and cultural heritage. They are used as cultural guidance for the Turtle Mountain Community College students and leaders, alike. The use of traditional value systems or teachings was and will continue to be an important step for tribal colleges and their communities in their effort to strengthen local culture and leadership.

Indian values are engrained in Indian leadership. In the past, Indian values were an important part of the features of traditional leadership. Today, these values are again being integrated into leadership roles. Indian values are an important part of how Indian leadership is defined. Values are part of the foundation a good leader must possess in order for the community to accept that leader. The knowledge gained of traditional leadership by students, can ultimately be a valuable asset to community leadership when Indian communities are faced with the need for integrating modern governance and traditional leadership features (Candeska Cikana Community College Board of Regent By-Laws, 2003; Ft. Berthold Community College Policy Manual, 2001; Haskell Indian Nations University Board of Regents Constitution and By-Laws, 1999; Turtle Mountain

48

Community College Self Study, 2003; United Tribes Technical College Catalog, 2003-2004).

The cultural tone integrated into each tribally controlled institutional environment provides a board with vision that encompasses community needs. Tribal colleges governing boards take these needs into consideration when developing school policies that assist in guiding the colleges (Stein 1992; Stein 1999; Robbins, 2002; Boyer, 2004).

Tribal College Governing Boards

All along, since the European colonization of America, tribal governing bodies and especially tribal colleges held that the concept of integrating traditional leadership and modern governance was of the utmost importance to all Indian communities. Tribal college governing boards are an example of this process. Tribal college boards are made up of members who, much like members of a non-Indian institution, are representative of a variety of backgrounds, education, and professions, but unlike non-Indian institutions, governing boards are enrolled members of local tribes. Thus, tribal colleges have also been referred to as Tribally Controlled Colleges. This representation means that each college had been approved by the local tribe through a tribal resolution.

Most tribal college governing boards have operated under the auspices of the local tribal government, and were believed to have been given the freedom to meet the needs of the community. With the exception of a few colleges, tribal councils participate on tribal college governing boards as voting members. This participation can be viewed as an intrusion to the progress of tribal colleges and unnecessary (Archambault and Allen, 2002). While participation of a tribal council may have been necessary in the early years of new tribal colleges, recently, overzealous tribal councils and tribally appointed board

49

members have cost tribal colleges some of their most influential Indian professionals. Personality conflicts have sometimes resulted in termination of employment of these professionals. This has, at times, put institutions in jeopardy of losing accreditation and funding (Ambler, 2002).

Recently, there have been tribal colleges in jeopardy of losing all or parts their institutions because of poor management by boards, and more seriously, involvement of the tribal councils. Both groups have seriously affected Tribal College continuity. Informed boards are an important aspect of effectiveness. In these cases, financial problems greatly contributed to institutional problems, but the action of visionary boards could have contributed to saving the colleges and preventing potential catastrophes from happening.

When considering tribal colleges and the leadership expected of governing boards and administration, there has been a dilemma. Governing boards have been expected to function effectively in the reservation environment as well as the non-reservation environment. This produces a problem in which the meanings of values in these environments have not been in sync, and may have actually been in opposition at times (Waubansee, 1998). Indian core values describe a way of life. The meaning of values in the non-Indian world can have meanings similar to Indian values depending on context or not. Ultimately, value means that something has worth (Lacy, 2004). So, while the meaning of one value in one society may relate to ethics, the meaning of a similar value in another society may not.

Board effectiveness has been looked upon not only as a means of attaining specific goals, but also as a means to measure success through the perceived worth (or

value) of an institution (Chait, Holland and Taylor, 1996; Carver, 2002; Tweeten 2002).

As mentioned in the previous paragraph, the interpretation of values can take on different meanings in different environments. Tribal college governing boards must struggle with effectiveness when combining perceptions of people both on and off reservations. For example, what might be considered successful and worthwhile on a reservation might not be as worthwhile off the reservation. The reverse can also be true. What might be considered successful off the reservation may have no value on the reservation.

The five tribal colleges within the borders of North Dakota were unique to the community each serves. Four were located within the borders of an Indian reservation, and were reflective of that specific reservation and community, while the other was in a metropolis area serving students from throughout the continental United States. Each tribal college had a governing board that reflected tribal representation best suited for that specific college (Candeska Cikana Community College Board of Regent By-Laws, 2003; Ft. Berthold Community College Policy Manual, 2001; Haskell Indian Nations University Board of Regents Constitution and By-Laws, 1999; Turtle Mountain Community College Self Study, 2003; United Tribes Technical College Catalog, 2003-2004). As do non-Indian institutions, governing boards of tribal colleges developed school policies to provide guidance for the colleges. Tribal college governing boards and the governing boards of mainstream colleges and universities appear to share the common goal of effectiveness.

In order for tribal governing boards to become more effective in their leadership and decision-making, these boards must look inward and examine their roles and responsibilities as perceived effective leaders. They must answer lingering questions.

51

Are we making a difference? Are we making contributions? Are we providing

leadership? Am I stuck in the past? Have I been here too long? If I am not doing any of

the preceding, should I step aside? Chait, Holland and Taylor (1996), Carver (2002), and

Tweeten (2002) have listed ways in which boards can become effective in their roles and

responsibilities. These guidelines can be used by tribal college boards in identifying

ways their groups can become more effective. The integration of the features of

traditional leadership and perceived effective governance can provide a new path for the

future of tribal college governance.

CHAPTER III

PROCEDURES

The Purpose of the Study

Dimensions of perceived effective governance for tribal college governing boards were examined to determine what components are the most descriptive to governing bodies of tribal colleges. Members of governing boards responded to the Holland, Blackmon, and Associates Board Self-Assessment Questionnaire (BSAQ) (See Appendix A) to determine their perceived knowledge and abilities on six competencies associated with the performance of board members: (a) understands context, (b) builds learning, (c) nurtures group, (d) recognizes complexity, (e) respects process, and (f) shapes direction. The data from the BSAQ determined the knowledge base of tribal college board members in regard to these six competencies and may suggest areas for board in-service training and other actions administrators can take in helping boards function in more effective ways.

The Instrument

The Holland, Blackmon questionnaire gathers data about six dimensions of governance and indicates the importance each contributes to the overall process of leadership and decision-making effectiveness. Dr. Thomas P. Holland, Director and Professor of the University of Georgia Institute for Nonprofit Organizations, has granted

permission to use the questionnaire for this research (See Appendix B). The following is

a description of the questionnaire and what will be measured.

> The Board Self-Assessment Questionnaire (BSAQ) is composed of 65 items,
> which constitute six scales, one for each of the distinguishing competencies of
> high-performing boards. The items are randomly ordered and should be grouped
> for scoring as follows:
>> Competency # 1: Understands context: 6, 12, 13, 30, 37, 39, 42, 45, 50,
>> 56, 59, 63.
>> Competency # 2: Builds learning: 2, 10, 17, 18, 21, 24, 26, 29, 34, 38, 46,
>> 51.
>> Competency # 3: Nurtures group: 3, 15, 20, 27, 31, 32, 43, 52, 57, 60, 64.
>> Competency # 4: Recognizes complexity: 1, 4, 5, 11, 22, 23, 28, 47, 53,
>> 61.
>> Competency # 5: Respects process: 9, 14, 19, 25, 33, 41, 48, 54.
>> Competency # 6: Shapes direction: 7, 8, 16, 35, 36, 40, 44, 55, 58, 62, 65.
> (Holland, 1996, p. 4)

The underlined numbers signify subtractions in the formula to determine perceived

effectiveness measured by the instrument (For Instructions, See Appendix C).

Chait, Holland and Taylor (1996) describe the six dimensions as the "undergirded

actual behaviors of demonstrably effective boards" (p. 6). The explanation of each of

these dimensions follows.

> **1) Understands Context is also referred to as the Contextual Dimension** –
> The board understands and takes into consideration the culture and norms of the
> organization it governs. The board:
> - Adapts to the distinctive characteristics and culture of the institution's
>   environment.
> - Relies on the institution's mission, values, and tradition as a guide for
>   decisions.
> - Acts so as to exemplify and reinforce the organization's values. (pp. 6-7)

> **2) Builds Learning is also referred to as the Educational Dimension** – The
> board takes the necessary steps to ensure that trustees are knowledgeable about
> the institution, the profession, and the board's roles, responsibilities, and
> performances. The board:
> - Consciously creates opportunities for trustee education and development.
> - Regularly seeks information and feedback on its own performance.

- Pauses periodically for self-reflection, to diagnose its strengths and limitations, and to examine its mistakes. (pp. 6-7)

3) Nurtures Group is also referred as the Interpersonal Dimension – The board nurtures the development of trustees as a working group, attends to the board's collective welfare, and fosters a sense of cohesiveness. The board:
- Creates a sense of inclusiveness among trustees.
- Develops groups goals and recognizes group achievements.
- Identifies and cultivates leadership within the board. (pp. 6-7)

4) Recognizes Complexity is also referred to as the Analytical Dimension – The board recognizes the complexities and subtleties of issues and accepts ambiguity and uncertainty as healthy preconditions for critical discussion. The board:
- Approaches matters from a board institutional outlook.
- Dissects and examines all aspects of multifaceted issues.
- Raises doubts, explores tradeoffs, and encourages the expression of differences of opinions. (pp. 6-7)

5) Respects Process is also referred to as the Political Dimension – The board accepts as a primary responsibility the need to develop and maintain healthy relationships among major constituencies. The board:
- Respects the integrity of the governance process and the legitimate roles and responsibilities of other stakeholders.
- Consults often and communicates directly with key constituencies.
- Attempts to minimize conflict and win/lose situations. (pp. 6-7)

6) Shapes Direction is also referred to as the Strategic Dimension – The board helps the institution envision a direction and shape a strategy. The board:
- Cultivates and concentrates on processes that sharpen institutional priorities.
- Organizes itself and conducts its business in light of the institution's strategic priorities.
- Anticipates potential problems, and acts before issues become crises.
- Anticipates potential problems, and acts before matters become urgent. (pp. 6-7)

The Blackmon and Holland instrument was selected because it was developed specifically for board members, to measure the importance to each member of the six dimension areas associated with institutional governance. This instrument was not normed for American Indian subjects.

55

According to Jackson and Holland (2004):

Investigations of reliability have performed a central role in developing the BSAQ. The original BSAQ published by Holland, Chait and Taylor (1991) had a total of fifty items. Although the alpha scores [not listed in this study] for the original were acceptable, the authors decided to test the effect of additional items in hope of improving scores. The scale was therefore expanded from 50 to 73 (the BSAQ was refined to 65 questions later) items with twelve items in each dimension except the analytical, which is thirteen. (p.15)

Research Questions

To further examine the data collected from the survey, the research will attempt to answer the following research questions.

1. What were the overall perceived levels of effectiveness as measured by the Holland, Blackmon and Associates Board Self-Assessment Questionnaire of the selected tribal college governing boards? A descriptive analysis was performed to determine means, standard deviations and percentages, and then compared to findings of Holland, Blackmon and Associates, Inc. from other educational institutions.

2. What were the relationships among the dimensions as measured by the Holland, Blackmon and Associates Board Self-Assessment Questionnaire of the tribal college governing boards? Pearson's correlation coefficient was used to determine relationships.

3. What were the differences in dimensions as measured by the Holland, Blackmon and Associates Board Self-Assessment Questionnaire of the tribal college governing boards? A repeated measure ANOVA was used to determine differences.

56

4.   What were the differences in dimensions by length of time an individual

served on the board as measured by the Holland, Blackmon and Associates

Board Self-Assessment Questionnaire of the tribal college governing

boards? MANOVA was used to measure differences.

Description of Tribal College Sample

The five tribal colleges to be studied vary in size, student enrollment, length of

existence and geographical locations. Of the five tribal colleges, four are located in

North Dakota; three of the four are located within reservation borders in rural areas. The

remaining North Dakota tribal college is located in Bismarck, ND. The last institution is

located in Lawrence, KS. The following is a brief description of each tribal college.

Haskell Indian Nations University (HINU)

HINU is one the oldest colleges established in America. In 1884, this college was

established specifically for Indian students. Haskell is considered a Bureau of Indian

Affairs (BIA) school and receives its funding specifically from the BIA. Haskell is

located in Lawrence, Kansas, near the Kansas University Main Campus, and 40 miles

from Kansas City, KS, and Kansas City, Missouri. The enrollment averages 1,000

students, drawn from a national pool of Indian students belonging to federally recognized

tribes. Federally recognized Indian students pay no tuition to attend. Haskell offers

Associate of Arts, Associate of Applied Science, Bachelors of Arts, and Bachelor of

Science degrees (Haskell Indian Nations University College Catalog, 2003-2004).

Haskell's Board of Regents has 15 regents. For board structure and board duties see

Appendix D.

Turtle Mountain Community College (TMCC)

TMCC is a charter member of the American Indian Higher Education

Consortium. It is located in a rural area, Belcourt, North Dakota, on the Turtle Mountain

Indian Reservation. The college was founded in 1972, and is 110 miles away from the

nearest University. It receives funding from the Indian Community College Act (ICCA)

through the BIA, and also relies on grants and other soft money and tuition as main

sources of funding. Although the Turtle Mountain Community College is a tribally

controlled college, non-Indian students can attend. The tribal college offers Associate of

Arts, Associate of Science, and Associate of Applied Science degrees, as well as a

Bachelor of Science degree in elementary education (TMCC Self Study Report, 2003;

Turtle Mountain College Catalog, 2002-2004). The tribal college has an average

enrollment between 700 and 800 students per fall and spring semesters (Boyer, 2004, p.

37). The Turtle Mountain Community College has a two-tiered board structure, a Board

of Trustees and a Board of Directors. The Board of Trustees has ten members. The

Board of Directors has five members. For board structure and duties (see Appendix E).

Fort Berthold Community College (FBCC)

FBCC is a tribal college that serves three different tribes on the Ft. Berthold

Reservation. The Arikara, Mandan, and Hidatsa tribes make up the Indian community of

the reservation. The tribal college is located in New Town, North Dakota, and 80 miles

southwest of the nearest University. The tribal college was founded in 1973. The tribal

college receives most of its funding from grants and other soft money sources and

receives ICCA funding through the BIA as well. The tribal college offers Associate of

Arts, Associate of Science, and Associate of Applied Science degrees (Ft. Berthold

58

College Catalog, 2002-2004; Robbins, 2002). The average enrollment is around 250 students per fall and spring semesters (Boyer, 2004, p. 34). The Board of Directors has seven members, all of whom are enrolled members of the tribe. For board structure and duties see Appendix F.

Candeska Cikana Community College (CCCC)

CCCC is the smallest of the tribal colleges to be included in the study and is located on the Spirit Lake Nation Reservation in Fort Totten, North Dakota. It is just 13 miles from a state supported community college, but is 100 miles from a University. For funding, the tribal college relies on ICCA monies as well as grants, and other soft money, and tuition. As with other tribal colleges, funding remains a constant hurdle to overcome. The tribal college was founded in 1974 and offers Associate of Science, Associate of Applied Science, and certificates in vocational areas (Candeska Cikana Community College Catalog, 2003-2005). The average enrollment is around 200 students per fall and spring semesters (Boyer, 2004, p. 34). The Board of Regents has five members. For board structure and duties see Appendix G.

United Tribes Technical College (UTTC)

UTTC is the oldest North Dakota tribally controlled college. However, UTTC did not become a member of AIHEC until 1978. UTTC was founded in 1969 as a means to provide education and employment training programs for American Indians from North Dakota tribes. UTTC is located in Bismarck, North Dakota, the state capital, rather than on a reservation. This tribal college is primarily funded through the Bureau of Indian Affairs, but also relies heavily on grants and other soft money. The tribal college offers Associate of Arts, Associate of Science, and Associate of Applied Science degrees

59

(United Tribes Technical College Catalog, 2003). The enrollment was 860 for the 2004

fall semester (Boyer, 2004, p. 36). UTTC has a ten-member Board of Directors. For

board structure and duties see Appendix H.

College	Year Established	2-Year Degree	4-Year Degree	Reservation Based Governance	Multiple Tribe Governance	Board Appt'd	Board Elected
TMCC	1972	Yes	Yes	Yes	No	No	Yes
FBCC	1973	Yes	No	Yes	No	Yes	No
CCCC	1974	Yes	No	Yes	No	Yes	No
UTTC	1969	Yes	Yes *	No	Yes	No	Yes
HINU	1884	Yes	Yes	No	Yes	Yes	No

* Primarily a 2-year college, but has a partnership with another Tribal College for a 4 year degree.

Figure 1- Characterizations of governance profile elements of Tribal Colleges included in the study.

The Board Member Sample

The Principal Investigator communicated by letter (see Appendix I) with the tribal

college presidents to gain permission to conduct a survey of each member of the tribal

college's board using the Board Self-Assessment Questionnaire. Letters of agreement for

participation in this study were received by the following tribal colleges; Turtle Mountain

Community College (See Appendix J), Candeska Cikana Community College (see

Apendix K), Fort Berthold Community College (see Appendix L), United Tribes

Technical College (see Appendix M), and Haskell Indian Nations University (see

Appendix N). All the members of the board from each tribal college were to be included.

Board members who did not attend the meeting at which the instrument was administered

were not included in the study. There are 52 board members at the 5 tribal colleges. Of

the 52 Board Members, 40 (77%) attended the meeting when the instrument was

administered, and 27 (52%) chose to participate. The five tribal colleges included in this

study appear to be representative of the 36 tribal colleges with membership in the

American Indian Higher Education Consortium (AIHEC) in terms of size, location, financing, and length of time in operation.

Administration of the Instrument

All requirements for carrying out the procedures of this study were approved by the University of North Dakota Institutional Review Board on January 7, 2005. At the time the Board Self Assessment Questionnaire was administered, the Principal Investigator informed tribal college board members orally about the confidentiality protections they would have, their rights, and the procedures that would be followed to protect their rights (See Appendix O). The instrument was administered in the board meeting room or another meeting room nearby. The Principal Investigator followed established protocol for administering the BSAQ (see Appendix P). The instrument was distributed, the instructions for the BSAQ were read, the participants were asked if there were any needs for clarification, and the participants began responding to the survey. When the participants completed the survey, the Principal Investigator gathered the responses.

Analysis of the Data

The Principal Investigator employed the Bureau of Educational Services and Applied Research to tabulate the data and conduct the statistical tests. Descriptive analyses were performed to determine means, standard deviations, and percentages. Pearson Correlation Analyses were used to determine relationships. MANOVA was used to measure differences. A repeated measure ANOVA was used to identify the location of the differences.

The data from the analyses are reported in Chapter IV. Once the tests were completed, the Principal Investigator reviewed the findings to draw conclusions, make comparisons to research findings in the literature, and prepare recommendations for consideration. These reviews and conclusions are reported in Chapter V.

CHAPTER IV

THE FINDINGS

The data presented in Chapter IV include numerical analyses and a written narrative describing the numeric findings. The interpretations of the data are presented in Chapter V. Also in Chapter IV, the Purpose of the Study and the Research Questions from Chapter I are reviewed.

Purpose

Dimensions of perceived effective governance for tribal college governing boards were examined to determine what components are the most descriptive of governing bodies of tribal colleges. Members of governing boards responded to the Holland, Blackmon, and Associates Board Self-Assessment Questionnaire (BSAQ) to determine their perceived knowledge and abilities on six competencies associated with the performance of board members: (a) understands context, (b) builds learning, (c) nurtures group, (d) recognizes complexity, (e) respects process, and (f) shapes direction. The data from the BSAQ determined the knowledge base of tribal college board members in regard to these six competencies and may suggest areas for board inservice training and other actions administrators can take in helping boards function in more effective ways.

Analyses of Data

Data are presented for each of the six variables (competencies) addressed in the BSAQ. Also, research questions are presented prior to the specific table(s) to which they

pertain. For example, Research Question 1 is followed by the tables that relate to that question.

BSAQ Competency Responses

Tables 1 through 6 portray responses of tribal college board members as those responses pertain to each of the six BSAQ competencies. These tables contain descriptive data showing how the responses to the six competencies, (a) understands context, (b) builds learning, (c) nurtures group, (d) recognizes complexity, (e) respects process and (f) shapes direction, are distributed.

There were 52 tribal college board members at the tribal colleges identified for this BSAQ study. Of the 52 board members, 27 (51.9%) completed the survey. The 27 completed survey responses are indicated for each question.

A 60% score was used to determine what questions had the highest response rates. The 60% score represents three out of five board members. The minimum number of board members for a tribal college participating in this study was five, so that meant, in order to receive a majority, 3 out of 5 board members had to respond in the same manner. So, to correlate this phenomenon to the data, 60% became the most logical choice for a cutoff threshold.

Understands Context, the Contextual Dimension

Data in Table 1 reflect responses that pertain to the competency, Understands Context, also known as the Contextual Dimension. The Contextual Dimension considers the culture and values of an institution. There are a total of 12 questions (questions 6, 12, 13, 30, 37, 39, 42, 45, 50, 56, 59, and 63) in the BSAQ that pertain to the Contextual Dimension.

Table 1. Tribal College Board Responses to the BSAQ Pertaining to Competency 1, Understands Context

BSAQ – Competency 1, Understands Context	0 Strongly Disagree		1 Disagree		2 Agree		3 Strongly Agree	
	Count	%	Count	%	Count	%	Count	%
6. Orientation programs for new board members include organizations history and traditions.	2	7.4%	13	48.1%	11	40.7%	1	3.7%
12. In discussing key issues, not unusual for some-one to talk about what this organization stands for.	0	0.0%	3	11.1%	22	81.5%	2	7.4%
13. Values seldom discussed explicitly at our board meetings.	3	11.1%	11	40.7%	12	44.4%	1	3.7%
30. Board has made a key decision that is inconsist-ent with mission of organization.	1	3.7%	11	40.7%	14	51.9%	1	3.7%
37. I have been in meetings where discussions of history and mission of organization were key factors in conclusion.	1	3.7%	5	18.3%	17	63.0%	4	14.8%
39. Some of our board members do not understand mission of organization very well.	2	7.4%	16	59.3%	8	29.6%	1	3.7%
42. Board has acted in ways inconsistent with organization's deepest values.	1	3.7%	13	48.1%	12	44.4%	1	3.7%
45. New members provided with explanation of organization's mission.	2	7.4%	14	51.9%	9	33.3%	2	7.4%

Table 1 cont.

BSAQ – Competency 1, Understands Context	0 Strongly Disagree		1 Disagree		2 Agree		3 StronglyAgree	
	Count	%	Count	%	Count	%	Count	%
50. Board reviews organization's mission at least once every five years.	1	3.7%	7	25.9%	14	51.9%	5	18.5%
56. I believe strongly in the values of this organization.	0	0.0%	0	0.0%	9	33.3%	18	66.7%
59. Former members have participated in events designed to convey organization's history and values.	3	11.1%	10	37.0%	12	44.4%	2	7.4%
63. This board understands norms of professions working in this organization	0	0.0%	2	7.4%	23	85.2%	2	7.4%

99

In Table 1, questions pertaining to the Contextual Dimension and type of responses to each question (number of responses and percentage) are indicated. For the descriptive analysis, agree and strongly agree data were combined and the disagree and strongly disagree data were combined. Data were combined to make the direction of board members' opinions clearer

Board member responses to the 12 questions pertaining to the contextual dimension resulted in five questions where 60% or more of respondents agreed with the question. There was one question where 60% or more of respondents disagreed with the question.

Question 56 asked respondents if they believed "strongly in the values of the organization." One hundred percent (100%) of respondents agreed with question 56. This suggests that all participants agreed strongly in the values of the colleges they represented.

A high percentage of respondents agreed with a question more frequently than a high percentage of respondents disagreed with a question. As stated before, 100% of respondents agreed with question 56 (values), and four other questions had positive response rates greater than 60%. Those questions were: Question 63, "understands norms of professions working at this organization" - 92.6% agreed; Question 12, "In discussing key issues, not unusual for someone to talk about what this organization stands for" - 88.9% agreed; Question 37, "I have been at meetings where discussions of history and mission of organization were key factors in conclusion" - 77.8% agreed; and Question 50, "Board reviews organization's mission at least once every five years" - 70.4% agreed.

The question having the lowest number of respondents that disagreed with the statement in the question was question 56. None of the respondents (0%) disagreed with question 56 (values). There was one question, question 39, where greater than 60% of the respondents disagreed with the question. For question 39, "Some of our board members do not understand mission of organization very well," 66.7% of respondents disagreed with the statement.

Builds Learning, the Educational Dimension

The data in Table 2 exhibits responses of board members to the competency, Builds Learning, also known as the Educational Dimension. The Educational Dimension section of the BSAQ explores a board's knowledge of their institution and of board member roles and responsibilities. There are a total of 12 questions in the BSAQ that pertain to the Educational Dimension. Those questions are listed in Table 2.

As for the Contextual Dimension, data for the Educational Dimension were combined for descriptive analysis. Agree and Strongly Agree responses were combined and Disagree and Strongly Disagree responses were combined to emphasis the direction of board members' opinions. Sixty percent (60%) or more of respondents agreed with 8 of the 12 questions dealing with the Educational Dimension. For example: Question 2, "I have participated in board discussions about what we should do differently" - 88.9% agreed; Question 17, "Board sets aside time to learn about important issues" - 66.7% agreed; Question 18, "I recall occasion when board acknowledged its responsibility for an ill-advised decision" - 77.8% agreed; Question 26, "I have participated in board discussions about effectiveness of our performance" - 70.4% agreed; Question 29, "I have

Table 2. Tribal College Board Responses to the BSAQ Pertaining to Competency 2, Builds Learning

BSAQ – Competency 2, Builds Learning	0 Strongly Disagree		1 Disagree		2 Agree		3 Strongly Agree	
	Count	%	Count	%	Count	%	Count	%
2. I have participated in board discussions about what we should do differently.	0	0.0%	3	11.1%	13	48.1%	11	40.7%
10. Board has retreat or special session at least once every two years.	5	18.5%	9	33.3%	10	37.0%	3	11.1%
17. Board sets aside time to learn about important issues.	0	0.0%	9	33.3%	16	59.3%	2	7.4%
18. I recall occasion when board acknowledged its responsibility for an ill-advised decision.	0	0.0%	6	22.2%	19	70.4%	2	7.4%
21. Most people on board tend to rely on observation and informal discussion.	0	0.0%	13	48.1%	14	51.9%	0	0.0%
24. When new members join the board, someone serves as a mentor.	3	11.1%	16	59.3%	8	29.6%	0	0.0%
26. I have participated in board discussions about effectiveness of our performance.	1	3.7%	7	25.9%	16	59.3%	2	7.4%
29. I have participated in discussions with new members about roles and responsibilities of a board member.	0	0.0%	9	33.3%	17	63.0%	1	3.7%

Table 2 cont.

BSAQ – Competency 2, Builds Learning	0 Strongly Disagree		1 Disagree		2 Agree		3 Strongly Agree	
	Count	%	Count	%	Count	%	Count	%
34. I have participated in board discussions about what we can learn from mistakes we have made.	0	0.0%	4	14.8%	18	66.7%	5	18.5%
38. I have never received feedback on my performance as a member of this board.	0	0.0%	9	33.3%	16	59.3%	2	7.4%
46. Board does not allocate organizational funds for board education and development.	1	3.7%	15	55.6%	8	29.6%	3	11.1%
51. This board has conducted an explicit examination of its roles and responsibilities.	1	3.7%	9	33.3%	15	55.6%	2	7.4%

70

participated in discussions with new members about roles and responsibilities of a board member" - 66.7% agreed; Question 34, "I have participated in board discussions about what we can learn from mistakes we have made" - 85.2% agreed; Question 38, "I have never received feedback on my performance as a member of this board" - 66.7% agreed; and Question 51, "This board has conducted and explicit examination of its roles and responsibilities" - 63% agreed. There was only one question where more than 60% of the respondents disagreed with the question. That was Question 24, "When new members join the board, someone serves as a mentor;" 70.4% of respondents disagreed with this statement.

For the Educational Dimension, the range of responses indicate that the highest percentage of responses that agreed with a question was 88.9% and the lowest percentage of responses that agreed with a question was 29.6%. The highest percentage of responses that disagreed with a question was 70.4% and the lowest percentage of responses that disagreed with a question was 11.1%.

Nurtures Group, the Interpersonal Dimension

Data in Table 3 consists of responses board members gave to questions on the competency, Nurtures Group, also known as the Interpersonal Dimension. The Interpersonal Dimension addresses a board's ability to nurture cohesiveness. There are a total of 11 questions (questions 3, 15, 20, 27, 31, 32, 43, 52, 57, 60, and 64) in the BSAQ that pertain to the Interpersonal Dimension. In Table 3, questions relating to the Interpersonal Dimension are listed and participants' responses to the questions are given in numbers and percentages.

Table 3. Tribal College Board Responses to the BSAQ Pertaining to Competency 3, Nurtures Group

BSAQ – Competency 3, Nurtures Group	0 Strongly Disagree		1 Disagree		2 Agree		3 Strongly Agree	
	Count	%	Count	%	Count	%	Count	%
3. I have had conversations with other members of the board regarding common interests	1	3.7%	5	18.5%	14	51.9%	7	25.9%
15. Differences of opinions in board decisions are more often settled by vote than discussion.	1	3.7%	9	33.3%	15	55.6%	2	7.4%
20. Board is as attentive to how it reaches conclusions as it is to what is decided.	0	0.0%	3	11.1%	20	74.1%	4	14.8%
27. At board meetings there is as much dialogue among members as between members and administrators.	0	0.0%	4	14.8%	20	74.1%	3	11.1%
31. Leadership of board makes sure all members have same information on important issues.	1	3.7%	6	22.2%	17	63.0%	3	11.1%
32. Board has adopted explicit goals for itself, distinct from goals for total organization.	0	0.0%	8	29.6%	17	63.0%	2	7.4%
43. Board relies on natural emergence of leaders.	0	0.0%	8	29.6%	18	66.7%	1	3.7%
52. I am able to speak my mind on key issues without being ostracized.	0	0.0%	4	14.8%	17	63.0%	6	22.2%
57. Board does not recognize special events in lives of its members.	2	7.4%	17	63.0%	7	25.9%	1	3.7%

Table 3 cont.

BSAQ – Competency 3, Nurtures Group	0 Strongly Disagree		1 Disagree		2 Agree		3 Strongly Agree	
	Count	%	Count	%	Count	%	Count	%
60. This board provides biographical information that helps members get to know one another better.	2	7.4%	14	51.9%	11	40.7%	0	.0%
64. Members of this board seldom attend social events sponsored by this organization.	1	3.7%	18	66.7%	7	25.9%	1	3.7%

There were eight questions where 60% or more of respondents agreed with the statement in the question. The questions have been identified as: Question 3, "I have had conversations with other members of the board regarding common interests" - 77.8% agreed; Question 15, "Differences of opinion in board decisions are often settled by vote than discussion" - 63% agreed; Question 20, "Board is as attentive to how it reaches conclusions as it is to what is decided" - 88.9% agreed; Question 27, "At board meetings there is as much dialogue among members as between members and administrators" - 85.2% agreed; Question 31, "Leadership of board makes sure all members have same information on important issues" - 74.1% agreed; Question 32, "Board has adopted explicit goals for itself, distinct from goals for total organization" - 70.4% agreed; Question 43, "Board relies on natural emergence of leaders" - 70.4% agreed; and Question 52, "I am able to speak my mind on key issues without being ostracized" - 85.2% agreed. There were two questions where 60% or more of respondents disagreed with the statement in the question. Those questions were: Question 57, "Board does not recognize special events in lives of it members" - 66.7% disagreed; and Question 64, "Members of this board seldom attend social events by this organization" - 66.7% disagreed.

For the Interpersonal Dimension, the range of responses indicate that the highest percentage of responses that agreed with a question was 88.9% and the lowest percentage of responses that agreed with a question was 29.6%. The highest percentage of responses that disagreed with a question was 66.7% and the lowest percentage of responses that disagreed with a question was 11.1%.

74

Recognizes Complexity, the Analytical Dimension

The data in Table 4, displays responses of respondents to the competency, Recognizes Complexity, also known as the Analytical Dimension. The Analytical Dimension considers a board's ability to recognize and discuss critical issues in a healthy pre-established manner. There a total of 10 questions (questions 1, 4, 5, 11, 22, 23, 28, 47, 53, and 61) in the BSAQ that pertain to the Analytical Dimension.

In Table 4, questions pertaining to the Analytical Dimension are listed and how respondents answered the questions are presented by number and percentage. For the descriptive analysis, agree and strongly agree data were again combined as were disagree and strongly disagree data.

There were six questions where 60% or more of respondents agreed with the statement in the question. Those questions have been identified: Question 1, "Board keeps informed about trends in environment that might affect the organization" - 81.5% agreed; Question 4, "I have been in meetings where subtleties of issues we dealt with escaped awareness of members" - 74.1% agreed; Question 5, "Our board explicitly examines the 'downside' of any important decisions" - 81.5% agreed; Question 22, "I find it easy to identify key issues this board faces" - 85.2% agreed; Question 23, "When faced with important issues, the board often 'brainstorms'" - 74.1% agreed; and Question 61, "This board seeks information and advice from leaders of other similar organizations" - 74.1% agreed.

There were two questions where 60% or more of respondents disagreed with the statement in the question. Those questions were: Question 11, "Many issues board deals

Table 4. Tribal College Board Responses to the BSAQ Pertaining to Competency 4, Recognizes Complexity

BSAQ – Competency 4, Recognizes Complexity	0 Strongly Disagree		1 Disagree		2 Agree		3 Strongly Agree	
	Count	%	Count	%	Count	%	Count	%
1. Board keeps informed about trends in environment that might affect the organization	0	0.0%	5	18.5%	18	66.7%	4	14.8%
4. I have been in meetings where subtleties of issues we dealt with escaped awareness of members.	1	3.7%	6	22.2%	15	55.6%	5	18.5%
5. Our board explicitly examines the "downside" of any important decisions.	0	0.0%	5	18.5%	18	66.7%	4	14.8%
11. Many issues board deals with seem to be separate tasks.	2	7.4%	15	55.6%	10	37.0%	0	0.0%
22. I find it easy to identify key issues this board faces.	0	0.0%	4	14.8%	21	77.8%	2	7.4%
23. When faced with important issue, board often "brainstorms."	0	0.0%	7	25.9%	14	51.9%	6	22.2%
28. Issues seldom framed in way that enables members to see connections between matter at hand and overall strategy.	1	3.7%	10	37.0%	16	59.3%	0	0.0%
47. Recommendations from administration usually accepted with little questioning.	2	7.4%	12	44.4%	12	44.4%	1	3.7%

Table 4 cont.

BSAQ – Competency 4, Recognizes Complexity	0 Strongly Disagree		1 Disagree		2 Agree		3 Strongly Agree	
	Count	%	Count	%	Count	%	Count	%
53. This board tries to avoid issues that are ambiguous and complicated.	2	7.4%	17	63.0%	8	29.6%	0	0.0%
61. This board seeks information and advice from leaders of other similar organizations.	1	3.7%	6	22.2%	20	74.1%	0	0.0%

with seem to be separate tasks" - 63% disagreed; and Question 53, "This board tries to avoid issues that are ambiguous and complicated" - 70.4% disagreed.

For the Analytical Dimension, the range of responses indicate that the highest percentage of responses that agreed with a question was 88.9% and the lowest percentage of responses that agreed with a question was 29.6%. The highest percentage of responses that disagreed with a question was 70.4% and the lowest percentage of responses that disagreed with a question was 14.8%.

Respects Process, the Political Dimension

The data in Table 5 display responses of board members to the competency, Respects Process, also known as the Political Dimension. The Political Dimension addresses a board's ability to maintain good relations with major constituencies. There are eight questions (questions 9, 14, 19, 25, 33, 41, 48, and 54) in the BSAQ that pertain to the Political Dimension.

In Table 5, questions pertaining to the Political Dimension, number of responses to each question, and percentage of responses to each question are listed.

Board member responses to the eight questions relating to the political dimension resulted in five questions where 60% or more of respondents agreed with the question. The questions showing positive feedback included: Question 9, "Board communicates its decisions to those affected by the ..." - 63% agreed; Question 14, "If board thinks constituency is likely to disagree with an action we are considering, we will learn how they feel" - 66.7% agreed; Question 19, "Board formed ad hoc committees or task forces that include staff as well as board members" - 88.9% agreed; Question 25, "I have been in board meetings where explicit attention was given to concerns of

78

Table 5. Tribal College Board Responses to the BSAQ Pertaining to Competency 5, Respects Process

BSAQ – Competency 5, Respects Process	0 Strongly Disagree		1 Disagree		2 Agree		3 Strongly Agree	
	Count	%	Count	%	Count	%	Count	%
9. Board communicates its decisions to those affected by them.	1	3.7%	9	33.3%	13	48.1%	4	14.8%
14. If board thinks constituency is likely to disagree with an action we are considering, we will learn how they feel.	1	3.7%	8	29.6%	18	66.7%	0	0.0%
19. Board has formed ad hoc committees or task forces that include staff as well as board members.	0	0.0%	3	11.1%	18	66.7%	6	22.2%
25. I have been in board meetings where explicit attention was given to concerns of community.	0	0.0%	3	11.1%	21	77.8%	3	11.1%
33. Board periodically requests information on morale of professional staff.	0	0.0%	11	40.7%	14	51.9%	2	7.4%
41. Board usually requests input from persons likely to be affected by decision.	2	7.4%	6	22.2%	17	63.0%	2	7.4%
48. At times board unaware of impact of its decisions in community.	1	3.7%	11	40.7%	13	48.1%	2	7.4%
54. The administration rarely reports to board on concerns of those the organization serves.	2	7.4%	15	55.6%	9	33.3%	1	3.7%

community" - 88.9% agreed; and Question 41, "Board usually requests input from persons likely to be affected by decision" - 70.4% agreed. There was one question that had 60% or more of the respondents disagreeing with the statement in the question. That question was, Question 54, "The administration rarely reports to board on concerns of those the organization serves" - 63% disagreed.

For the Political Dimension, the range of responses indicate that the highest percentage of responses that agreed with a question was 88.9% and the lowest percentage of responses that agreed with a question was 37%. The highest percentage of responses that disagreed with a question was 63% and the lowest percentage of responses that disagreed with a question was 14.8%.

Shapes Direction, the Strategic Dimension

Data in Table 6 exhibit responses of board members to the competency, Shapes Direction, also known as the Strategic Dimension. This dimension (or competency) considers the board's ability to guide the institution with strategy and direction. There are a total of 12 questions (questions 7, 8, 16, 35, 36, 40, 44, 49, 55, 58, 62, and 65) in the BSAQ that pertain to the Strategic Dimension.

In Table 6, questions pertaining to the Strategic Dimension and type of responses to each question (number of responses and percentage of responses) are indicated. Board member responses to the strategic dimension resulted in six questions that had 60% or more of respondents agreeing with the statement in the question. For example: Question 8, "Board set clear organizational priorities" - 66.7% agreed; Question 36, "Board asks executive director yearly to articulate his/her vision for organization's future" - 81.5% agreed; Question 49, "In past years, board has reviewed organization's

80

Table 6. Tribal College Board Responses to the BSAQ Pertaining to Competency 6, Shapes Direction

BSAQ – Competency 6, Shapes Direction	0 Strongly Disagree		1 Disagree		2 Agree		3 Strongly Agree	
	Count	%	Count	%	Count	%	Count	%
7. Board is more involved in trying to put out fires than in preparing for future.	5	18.5%	15	55.6%	5	18.5%	2	7.4%
8. Board set clear organizational priorities.	1	3.7%	8	29.6%	15	55.6%	3	11.1%
16. Board delays action until issue becomes urgent.	2	7.4%	15	55.6%	8	29.6%	2	7.4%
35. Meetings focus more on current concerns than on preparing for future.	0	0.0%	15	55.6%	11	40.7%	1	3.7%
36. Board asks executive director yearly to articulate his/her vision for organization's future.	1	3.7%	4	14.6%	19	70.4%	3	11.1%
40. Board has evaded responsibility for some important issues facing the organization.	1	3.7%	15	55.6%	8	29.6%	3	11.1%
44. Board often discusses where organization should be headed in future.	1	3.7%	10	37.0%	14	51.9%	2	7.4%
49. In past years, board has reviewed organization's strategies for attaining long-term goals.	1	3.7%	6	22.2%	15	55.6%	5	18.5%
55. I have been in board meetings where discussion focused on identifying/overcoming organization's weaknesses.	1	3.7%	10	37.0%	13	48.1%	3	11.1%

Table 6 cont.

BSAQ – Competency 6, Shapes Direction	0 Strongly Disagree		1 Disagree		2 Agree		3 Strongly Agree	
	Count	%	Count	%	Count	%	Count	%
58. Board discusses events and trends that may present opportunities for this organization.	0	0.0%	4	14.8%	21	77.8%	2	7.4%
62. This board makes use of long-range priorities of this organization.	1	3.7%	2	7.4%	23	85.2%	1	3.7%
65. More than half of board's time is spent in discussions of issues important to organization's future.	2	7.4%	6	22.2%	14	51.9%	5	18.5%

strategies for attaining long-term goals" - 74.1% agreed; Question 58, "Board discusses events and trends that may present opportunities for this organization" - 85.2% agreed; Question 62, "This board makes use of long-range priorities of this organization" - 88.9% agreed; and Question 65, "More than half of board's time is spent in discussions of issues important to organization's future" - 70.4% agreed.

Sixty percent (60%) or more of respondents disagreed with the statements in two questions. Those questions were, Question 7, "Board is more involved in trying to put out fires than in preparing for future" - 74.1% disagreed; and Question 16, "Board delays action until issue becomes urgent" - 63% disagreed.

For the Strategic Dimension, the range of responses indicate that the highest percentage of responses that agreed with a question was 88.9% and the lowest percentage of responses that agreed with a question was 25.9%. The highest percentage of responses that disagreed with a question was 74.1% and the lowest percentage of responses that disagreed with a question was 11.1%.

Responses as They Relate to Research Questions

The following tables reference each of the research questions.

Research Question 1

1.   What were the overall perceived levels of effectiveness as measured by the
       Holland, Blackmon and Associates Board Self-Assessment Questionnaire of
       the selected tribal college governing boards?

Descriptive data in Table 7 pertain to (a) years served, (b) mean, and (c) standard deviation of board members. The data reported are from the BSAQ "Number of Years on the Board" response.

83

Table 7. Tribal College Governing Board Descriptive Analysis for Years Served on Board and Competencies 1 through 6

Years Served on Board	N	Minimum	Maximum	Mean	Std. Deviation
	27	1	34	7.67	9.22
Competency 1	27	.22	.75	.58	.10
Competency 2	27	.31	.69	.55	.11
Competency 3	27	.33	.79	.58	.10
Competency 4	27	.33	.77	.57	.11
Competency 5	27	.33	.88	.58	.11
Competency 6	27	.19	.89	.58	.13

In Table 7, the number of board members participating in the survey is indicated as 27. In terms of years served on board, the minimum number of years a board member had served on a tribal college board was 1 year; and the maximum, was 34 years. The mean, average, number of years participants served on a board was 7.67, and the standard deviation of the results of the survey was 9.22.

The competency averages range from a low of .55 to a high of .58, with standard deviations between a low of .10 to a high of .13. These values are compared to the norm group in a later analysis to provide further context and meaning to these scores.

In order to determine whether the sample of board members in this study gave responses different than the BSAQ norm test values, a t-test was used to determine the difference in the identified BSAQ competency test values and the reported mean scores of tribal college participants in this study. The data reported was represented in Table 8.

Table 8. One Sample *t*-Test of Tribal College Governing Boards Compared to the BSAQ
Test Values for Competencies 1 through 6 (N = 27)

Competency	Sample Mean	BSAQ Test Value	*t*-test	Std. Deviation	Sig. (2-tailed)
Competency 1**	.58	.68	-4.92	.10	<.001
Competency 2	.55	.53	1.10	.11	.281
Competency 3*	.58	.63	-2.73	.11	.011
Competency 4	.57	.61	-1.92	.11	.067
Competency 5**	.58	.64	-2.80	.11	.009
Competency 6*	.58	.65	-2.67	.13	.013

*   significance at <.01
** significance at <.05

In Table 8, a one sample *t*-test analysis was used to check differences in the

BSAQ standard test values of each competency and the mean scores of tribal college

board members.

In Competency 1 (Understands Context), the *t*-test indicated that there was a

significant difference between the mean score (.58) of the tribal college governing board

and the BSAQ mean value (.68) with the board scoring lower than the BSAQ.

In Competency 2 (Builds Learning), there was no significant difference for the

mean score (.55) of tribal college governing boards and the BSAQ test value (.53).

In Competency 3 (Nurtures Groups), the *t*-test indicated that there was a

significant difference between the mean score (.58) of the tribal college governing board

85

and the BSAQ mean value (.63) with the board scoring lower than standard responses to the BSAQ.

In Competency 4 (Recognizes Complexity), there was no significant difference between the mean score (.57) of tribal college governing boards and the standard mean score of the BSAQ (.61).

In Competency 5 (Respects Process), the *t*-test indicated that there was a significant difference between the mean score (.58) of the tribal college governing board and the BSAQ mean value (.64) with the board scoring lower than the BSAQ.

In Competency 6 (Shapes Direction), the *t*-test indicated that there was a significant difference between the mean score (.58) of the tribal college governing board and the BSAQ mean value (.65) with the board scoring lower than the BSAQ.

In summary, the data indicate the number of participants and the mean scores for the tribal governing participants who completed the BSAQ. The *t*-test comparisons indicate the mean scores of participants and pre-determined test values for each competency of the BSAQ. The *t*-test comparisons showed that there was a significant difference between the mean scores of the tribal college governing boards and the BSAQ test values for competencies 1 (Understands Context), 3 (Nurtures Groups), 5 (Respects Process), and 6 (Shapes Direction). The same *t*-test comparison indicated that there was no significant difference for competencies 2 (Builds Learning) and 4 (Recognizes Complexity). The results would indicate that tribal college board responses to the BSAQ for competencies 1 (Understands Context), 3 (Nurtures Groups), 5 (Respects Process), and 6 (Shapes Direction) show that tribal college governing boards perceived the performance of their duties differently than other governing boards whose responses

influenced the standard test value of the BSAQ. The average scores of the Tribal Community College board members was lower that the average scores of the norming group. The same would not be true, when considering comparisons for competencies 2 (Builds Learning) and 4 (Recognizes Complexity). Because there was no significant difference in *t*-test values for these categories, tribal college boards and other boards perform their duties similarly when it comes to building learning and recognizing complexity.

Research Question 2

2.   What were the relationships among the dimensions as measured by the Holland, Blackmon and Associates Board Self-Assessment Questionnaire of the tribal college governing boards?

The Pearson Correlation was used to determine the extent to which values of variables were related to each other. The Pearson Correlation data are presented in Table 9.

In Table 9, the Pearson Correlation was used to determine relationships among the six competencies of the BSAQ. The analysis has determined that correlations for competencies 2 (Builds Learning), 3 (Nurtures Group), 5 (Respects Process), and 6 (Shapes Direction) are positively related and significant at the .05 levels, while correlations between competency 1 (Understands Context) and competency 4 (Recognizes Complexity) have values of .350 and therefore are not significant.

So, in summary, there were positive relationships in board members responses for competencies 2 (Builds Learning), 3 (Nurtures Group), 5 (Respects Process), and 6 (Shapes Direction) to indicate that their responses were similar and a relationship existed

87

Table 9. Pearson Correlations for Tribal College Governing Boards and the Six Competencies

Correlations		Competency 1	Competency 2	Competency 3	Competency 4	Competency 5	Competency 6
Competency 1	Pearson Correlation	1	.652**	.683**	.350	.747**	.799**
	Sig. (2-tailed)	.	<.001	<.001	.073	<.001	.000
Competency 2	Pearson Correlation	.652**	1	.613**	.383**	.663**	.769**
	Sig. (2-tailed)	<.001	.	.001	.049	<.001	.000
Competency 3	Pearson Correlation	.683**	.613**	1	.493**	.688**	.699**
	Sig. (2-tailed)	<.001	.001	.	.009	<.001	.000
Competency 4	Pearson Correlation	.350	.383*	.493**	1	.629**	.466**
	Sig. (2-tailed)	.073	.049	.009	.	<.001	.014
Competency 5	Pearson Correlation	.747**	.663**	.668**	.629**	1	.791**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	.	.000
Competency 6	Pearson Correlation	.799**	.769**	.699**	.466**	.791**	1
	Sig. (2-tailed)	<.001	<.001	<.001	.014	<.001	.

**. Correlation is significant at the 0.01 level (2-tailed)
*. Correlation is significant at the 0.05 level (2-tailed)

between the above mentioned competencies. This is not the case for competencies 1 (Understands Context) and 4 (Recognizes Complexity), where no relationship existed between the two competencies.

Research Question 3

3.   What were the differences in dimensions as measured by the Holland, Blackmon and Associates Board Self-Assessment Questionnaire of the tribal college governing boards?

The measures used for descriptive information were the number of participants, the mean, and the standard deviation. Data representing descriptive measures is presented in Table 10.

Table 10. Descriptive Measures for Competencies 1 through 6

Descriptive	Mean	Standard Deviation	N
Competency 1	.58	.10	27
Competency 2	.55	.11	27
Competency 3	.58	.10	27
Competency 4	.57	.11	27
Competency 5	.58	.11	27
Competency 6	.58	.13	27

The Wilks Lambda test was used in multivariate analysis of variance (MANOVA) to test whether there were differences between responses of tribal board members and the BSAQ competencies. The data, the results, are reported in Table 11.

89

Table 11. Overall Differences as Determined by a Multivariate Test

Effect		Value	F	Hypothesis df	Error df	Significance
FACTOR1	Wilks' Lambda	.87	.65	5.00	22.00	.66

In Table 11, the significance value of .66 indicates there is no significant difference in the overall dimensions of the tribal college governing board six competencies as determined by the Wilk's Lambda.

Research Question 4

4.   What were the differences in dimensions by length of time an individual served on the board as measured by the Holland, Blackmon and Associates Board Self-Assessment Questionnaire of the tribal college governing boards?

In Table 12, lengths of time members served on a board were broken into three groupings with nine board members in each group. The three groups were labeled 1.00, 2.00, and 3.00, and represent years of service according to the following: 1.00 is one year served (N=9), 2.00 is three to six years served (N=9), and 3.00 is 7 to 34 years served (N=9). The complete list of number of years served can be seen in Table 7. The means and standard deviation for each group are represented in Table 12.

The Wilks Lambda test was used in multivariate analysis of variance to test whether there were differences between years the governing board members served and the NEWCATY (competencies). Results are reported in Table 13.

90

Table 12. Means and Standard Deviations for Three Categories of Length of Time
Served on the Board

General Linear Model	Length of Years	Mean	Std. Deviation	N
	1.00	.58	.08	9
Competency 1	2.00	.58	.09	9
	3.00	.58	.15	9
	1.00	.56	.12	9
Competency 2	2.00	.56	.12	9
	3.00	.54	.11	9
	1.00	.56	.05	9
Competency 3	2.00	.57	.11	9
	3.00	.60	.13	9
	1.00	.55	.10	9
Competency 4	2.00	.56	.12	9
	3.00	.60	.11	9
	1.00	.56	.11	9
Competency 5	2.00	.58	.12	9
	3.00	.59	.11	9
	1.00	.58	.13	9
Competency 6	2.00	.58	.12	9
	3.00	.58	.16	9

Table 13. Multivariate Test of Categories for Years Served on Board

Effect		Value	F	Hypothesis df	Error df	Significance
NEWCATY	Wilks' Lambda	.880	.21	12.00	38.00	.997

In Table 13, the results of the Wilks' Lambda test indicate that there were no significant

differences (.997) between the categories of years respondents served on a board and the

way respondents answered questions on the six dimensions.

CHAPTER V

FINDINGS, CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS

Purpose

Dimensions of perceived effective governance for tribal college governing boards were examined to determine what components were the most descriptive of governing bodies of tribal colleges. Members of governing boards responded to the Holland, Blackmon, and Associates Board Self-Assessment Questionnaire (BSAQ) to determine their perceived knowledge and abilities on six competencies associated with the performance of board members: (a) understands context, (b) builds learning, (c) nurtures group, (d) recognizes complexity, (e) respects process, and (f) shapes direction. The data from the BSAQ will help determine the knowledge base of tribal college board members in regard to these six competencies and may suggest areas for board inservice training and other actions administrators can take in helping boards function in more effective ways.

Findings and Conclusions

The BSAQ was used as a source to collect responses of tribal college board members to statements (or questions) on the BSAQ that measured perceived effectiveness of boards. The BSAQ is broken into six areas or competencies, also known as dimensions. The competencies (dimensions) are: (a) Understands Context (Contextual Dimension), (b) Builds Learning (Educational Dimension), (c) Nurtures Group

(Interpersonal Dimension), (d) Recognizes Complexity (Analytical Dimension), (e) Respects Process (Political Dimension), and (f) Shapes Direction (Strategic Dimension). Each area or Dimension of the BSAQ was addressed by a number of questions or statements, ranging from 8 to 12 questions, which were used to determine the relevancy of each competency (dimension) to a board's effectiveness. Data collected from the BSAQ were analyzed and the results presented in Chapter IV. The overall reliability of this survey was determined to be .93. The interpretations of BSAQ data analysis was used in answering each of the research questions. There were four research questions that examined perceived overall effectiveness of a board, response differences among respondents, response relationships and response differences according to length of service of board members.

Five tribal colleges from the plains region of the USA and 27 board members participated in the study. The five tribal colleges studied varied in size, student enrollment, length of existence and geographical locations. Of the five tribal colleges in the study, four were located in North Dakota; three of the four were located within reservation borders in rural areas; the remaining North Dakota tribal college was located in Bismarck, North Dakota. One institution was located in Lawrence, KS.

Tribal college boards varied in structure and in number of board members. Tribal college boards were represented by as many as 15 members at both Haskell Indian Nations University and Turtle Mountain Community College (TMCC), and as few as five for Candeska Cikana Community College. The Turtle Mountain Community College had a two-tiered board structure where a Board of Trustees utilized tribal elders, tribal council representation and community members. The Board of Trustees had no voting privileges.

93

Five members of the Board of Directors were appointed by the Board of Trustees and consisted of community members. Members of the Board of Directors had voting privileges. The initial intent of the board structure at TMCC was to deter political interference in the college. At the time of this study, the board structure had succeeded in accomplishing its intent.

Governing boards at Candeska Cikana Community College and Ft. Berthold Community College consists of tribal members who are appointed by the Tribal Councils. Although both Indian and non-Indian governing boards can be political, tribally appointed boards can have the potential to be more political. So, Tribal College board structures and makeup are important components to the overall effectiveness of board members.

Board members varied in years of experience; some had served for as many as 34 years while others served for as little as one year. These years of experience also contributed to the overall board effectiveness.

All participating board members were Native Americans. The board members for reservation based colleges were enrolled tribal members of that community. Haskell Indian Nations University had a 15 member Board of Regents that represented a national membership, while United Tribes Technical College had a board makeup of five tribal chairmen and a tribal representative from each of the five reservations in North Dakota.

The BSAQ responses for tribal college board members are shown in Tables 1 through 6. Further examination of information presented in Tables 1 through 6 includes descriptive information, which lists questions for each of the six competencies (dimensions) and percentages of responses (agree and disagree).

94

Research Question 1 examined differences between tribal college governing boards and the BSAQ test value for each of the six competencies (dimensions). One sample *t*-test was used to determine if there were any differences in mean scores of the tribal college board member responses and the BSAQ mean test values. The *t*-test revealed that there were four competencies (dimensions) with significant differences between tribal college governing board responses and the BSAQ mean test values. These results can be further examined in Table 8. The competencies (dimensions) that showed differences were: (a) Understands Context (Contextual Dimension), (c) Nurtures Group (Interpersonal Dimension), (e) Respects Process (Political Dimension), and (f) Shapes Direction (Strategic Dimension). The tribal board members scores on these four competencies (dimensions) indicated significant differences at a lower level than the BSAQ test norms. The significant differences indicated that tribal college board members did not acknowledge the presence of the competency as much as did other BSAQ respondents. Predetermined BSAQ test norms were used in comparison to responses by tribal college board members. The significant difference in scores for competencies (dimensions), a, c, e, and f, may be attributed to Indian people having less experience in governance models used in higher education because most of them have not served on formal boards before and many of them have not had the personal experience of attending college, and the models don't fit the cultural norms in existence on reservations. It may also be because board members did not have training in these four competencies. Lack of educational background and experience can also contribute to differences of opinion.

There were also two competencies (dimensions) that recorded no significant difference. These competencies were: (b) Builds Learning (Educational Dimension), and (d) Recognizes Complexity (Analytical Dimension). Tribal board members responded to the questions in Competencies (Dimensions) (b) and (d) the same way as did others who were represented in standard BSAQ test values. This indicated they valued these competencies in the same or in a similar way to the other respondents.

Research Question 2 examined relationships among competencies (or dimensions) as measured by the BSAQ for tribal college board members. The Pearson Correlation was the instrument used to determine these relationships. Analysis of the data indicated that there were positive relationships for significance at the .05 level between Competencies (Dimensions) (b) Builds Learning (Educational Dimension), (c) Nurtures Group (Interpersonal Dimension), (e) Respects Process (Political Dimension), and (f) Shapes Direction (Strategic Dimension). This would indicate that in their responses, board members responded similarly to questions for each of the competencies that indicated significant positive relationships.

The data also revealed that Competencies (Dimensions) (a) Understands Context (Contextual Dimension) and (d) Recognizes Complexity (Analytical Dimension) did not have a significant relationship.

The positive relationship between board member mean scores or the different competencies of the BSAQ shows that board members think about these competencies in the same way could be attributed to Indian people's lack of experience or to their common values. Because most Tribal College board members lack both the direct experience of being educated in an institution of higher education and the benefit of being

96

educated about how governing bodies carry out their work by using the competencies. Tribal board member responses on the BSAQ did show internal agreement. It would seem that their agreement might come from their common lack of meaningful experience with these competencies as has been noted earlier. Of course these conclusions would rely on what information and insight they had previously gained about governance as a result conducting the business of their institutions. The experience board members have with higher education models is limited and presents difficulties when members try to understand the process of decision-making. The lack of integration of Indian culture into these systems (models of higher education) leaves board members struggling to use a process foreign to them and their beliefs. Just because something has been in place a long time doesn't necessarily mean that it is the best fit for all. Additional training and education on the processes in place in higher education models and decision-making will provide an avenue where board members may gain the understanding they need to use existing education models. Strong leadership and guiding cultural values provide a strong foundation for Indian leaders and Indian beliefs in these values won't change as a result of education and experience or training.

Research Question 3 examined the differences in dimensions as measured by the BSAQ of Tribal College board members. The Wilks' Lambda instrument was use to determine MANOVA variables. The test revealed that there were no significant differences in mean scores or standard deviation when comparing the competencies with each other. This would suggest that there was a consistency among the respondents about the value or the applicability of the competencies. This argues that Tribal College board members brought the same values and attitudes to their responses to the BSAQ

97

questions. But one cannot conclude from this that it was their Indian values verses the values of governance imposed by the dominant culture. Indian board members might, with education and training, be more effective in the use of current governance procedures and policies than, are board members from the dominant society. This is a question that could probably be studied further.

Research Question 4 examined the difference in competencies by length of time an individual served on the board as measured by the BSAQ of the Tribal College board members. The General Linear Model was used to determine the mean and standard deviations of three groups of nine for each competency. The Wilks' Lambda instrument was use to determine MANOVA variables. The Wilks' Lambda instrument revealed that there were no significant differences in mean scores or standard deviation when comparing the competencies according to length of time served on the board. This would suggest that there was a consistency among the respondents about the value or the applicability of the competencies. This also would seem to argue that tribal college board members brought the same values and attitudes to their responses to the BSAQ questions. With additional education and training TCU board members potentially could benefit in understanding governance and be more effective.

<center>Discussion</center>

Limitations of this study indicated that a small sample of Tribally Controlled Colleges and Universities were examined. In addition, there were no comparisons made between colleges, again, because the sample was small.

The intent of this study was not to compare tribal colleges, when trying to show success of a certain tribal college governance structure, comparisons are difficult to

<center>98</center>

avoid. To avoid comparisons between institutions, data was aggregated across institutions.

The BSAQ responses are recorded and presented in Chapter IV. Although previously noted, one particular question (Question 56) in Competency 1, Understands Context (Contextual Dimension) stands above the rest. The question asks if the responder believed "strongly in the values of the organization." Although there were questions where over 95% of respondents agreed, there was only one question on the BSAQ where 100% of respondents agreed. This becomes very interesting as it reinforces the importance of tribal values. Tribal colleges were built on the premise of providing local education with cultural values and teachings components along with others integrated into almost every aspect of the tribal colleges (AIHEC, 1999; Fowler, 1992; Monette, 1995; Robbins, 2002; Stein, 1992; TMCC Catalog, 2002).

Tribal values are important to Indian people and are reflected throughout their culture and are reflected in Table 1, question 56, where respondents agreed 100% that organizational values are important. These values are integrated throughout tribal college foundations and infrastructures, and are included in the learning environment. As an example, the Turtle Mountain Community College has the seven teachings (values) of the Ojibwa mounted on the pillars at the front steps of the college. Many other tribal colleges refer to cultural values in college catalogues, accreditation, proposals and literature meant to reinforce mission and goals statements of the institution (TMCC Catalog, 2004).

Tribal college governing boards must maintain and guide the cultural environment throughout their colleges. This can be done in mission statements, course work and

99

cultural events, teaching cultural importance, stress the importance of the value system and is re-enforced by their response in Table 1. The importance of cultural influence also demonstrates that culture plays an important role in the development of leadership, governance and effectiveness (Tables 1-6). Tribal values and leadership have always played an important role in distinguishing effectiveness of tribal members appointed to critical tribal positions. The American Indian Research Institute (1997) list the features of traditional leadership, American Indian values resonate throughout these features.

Tribal colleges are among the youngest members in regards to higher education institutions. In a short amount of time, tribal colleges have made great gains in providing an avenue for tribal members interested in pursuing a college education. This short time has also been a test for the governing bodies and administrations that provide direction to their colleges. Even so, governing bodies continue to push forward and provide and maintain guidance.

In this study, results also indicated that there was a need for Tribal College board members to begin a process that would provide orientation and board training to assist members to understand governance more fully. In understanding the process, board effectiveness should also increase. Chait, Holland and Taylor (1996) have written a book on the effectiveness of governing boards and provide a format that assists board members in identifying important components relating to board effectiveness. The BSAQ used in this study was borrowed from that book.

In research questions 3 and 4 the Tribal College governing board's means and standard deviations (Tables 10-13) indicate no significant differences. Although this might be derived that the respondents had not answered the BSAQ questions any

100

different that the norm groups, the need for additional board training and education might provide TCU board members a clearer picture of effectiveness as a governing body.

Recommendations

The following recommendations emerged from the findings of this study and review of literature.

For Further Study

It is recommended that further studies of TCU's governance might include a larger number of colleges to be examined. A larger sample would provide a more complete and perhaps more accurate set of data from which conclusions may be drawn. It might also provide enough common governance organizational structures so that comparisons could be made among them. AIHEC and the American Indian Journal are encouraged to sponsor some of these additional. The participation of AIHEC and the American Indian Journal in sponsoring research is that they could then publish the results of such studies thereby adding to the meager literature available on this topic.

It is recommended that additional studies be developed to further identify the traits of effective governance and its importance to the direction of TCU movement. A part of these examinations should include what was identified in this study as the traditional Indian leadership elements to determine their effectiveness in the operation of TCU's.

It is recommended that additional studies be done to add to the limited number of articles and publications currently available on governance and board effectiveness at two-year institutions, particularly TCU's. The published information now available mostly pertains to mainstream higher education institutions.

101

For Action

It is recommended that education about policy, decision-making processes among board members, and duties and functions of board members be provided on an ongoing basis. This information should be organized to cover these elements and procedures again as new members come on the board for the purpose of inducting the new members, and as a means of review and new learning for ongoing members who will get new understanding of the concepts as a result of the expanded experience they will now bring to the institution.

It is recommended that TCU board members keep their formal and informal lines of communication open to each other, students, staff, and community. This should result in better dialogue between and among the groups. It can serve as an instrument for educating those who are served by the institution about public policy, how it is developed, and how it is implemented. As the public begins to realize the functions and duties of board members, their concerns and interests can be more properly directed, reducing the political issues that are so troublesome to institutional administrators.

It is recommended that TCU administrators structure the decision making process so as to require a period of time between the introduction of a policy or procedure for implementation and the final decision time for adopting the policy or procedure. This will give board members adequate time for thought about the proposed changes and time to gather input which might affect their decisions before a final decision is taken.

For Policy

It is recommended that TCU's boards establish a set of criteria or standards necessary for service on a TCU Board. Doing this would reduce the likelihood of

selecting or electing a board who would not be prepared to undertake the duties and responsibilities required of board members. A further likely benefit would be that such criteria would likely reduce the selection, where selection is the procedure, of a board member just for political purposes.

It is recommended that the board establish policy that pertains to the cost associated with time spent and reimbursement resulting from training for employees and board members. It would be useful to determine a definition of what constitutes training. These are practical and political issues that can cause problems with employees and with the larger community. It seems a prudent thing to do, given the recognition that training is clearly needed to assist board members to learn ways of becoming more effective in their roles, a goal that would be universally agreed by administrators, faculty, students, and the larger community.

APPENDICES

APPENDIX A

HOLLAND, BLACKMON, AND ASSOCIATES
BOARD SELF-ASSESSMENT QUESTIONNAIRE (BSAQ)

Holland, Blackmon & Associates, Inc.

BOARD SELF-ASSESSMENT QUESTIONNAIRE

Adapted from form originally developed by the Center for Higher Education Governance and Leadership, University of Maryland, College Park under funding by the Lilly Endowment. © Thomas P. Holland, Ph.D., 1994.

Name of Organization

Thank you for participating in this study of non-profit organization boards. The following statements describe a variety of possible actions by boards. Some of the statements may represent your own experiences as a member of your board, while others may not. For each of the items, there are four possible choices. Please mark with a check the choice which most accurately describes your experience as a member of this board. There are no "right" or "wrong" answers; your personal views are what is important. In order to ensure the anonymity of all responses, please do not put your name anywhere on the form. After you have completed all the items, please fold the form, insert it into the envelope provided, and drop it in the mail. Thank you.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. This board takes regular steps to keep informed about important trends in the larger environment that might affect the organization.				
2. I have participated in board discussions about what we should do differently as a result of a mistake the board made.				
3. I have had conversations with other members of this board regarding common interests we share outside this organization.				
4. I have been in board meetings where it seemed that the subtleties of the issues we dealt with escaped the awareness of a number of the members.				
5. Our board explicity examines the "downside" or possible pitfalls of any important decision it is about to make.				
6. Orientation programs for new board members specifically include a segment about the organization's history and traditions.				
7. This board is more involved in trying to put out fires than in preparing for the future.				
8. The board sets clear organizational priorities for the year ahead.				
9. This board communicates its decisions to all those who are affected by them.				
10. At least once every two years, our board has a retreat or special session to examine our performance, how well we are doing as a board.				
11. Many of the issues that this board deals with seem to be separate tasks, unrelated to one another.				
12. In discussing key issues, it is not unusual for someone on the board to talk about what this organization stands for and how that is related to the matter at hand.				

	Strongly Agree	Agree	Disagree	Strongly Disagree
13. Values are seldom discussed explicitly at our board meetings.				
14. If our board thinks that an important group or constituency is likely to disagree with an action we are considering, we will make sure we learn how they feel before we actually make the decision.				
15. Differences of opinion in board decisions are more often settled by vote than by more discussion.				
16. This board delays action until an issue becomes urgent or critical.				
17. This board periodically sets aside time to learn more about important issues facing organizations like the one we govern.				
18. I can recall an occasion when the board acknowledged its responsibility for an ill-advised decision.				
19. This board has formed ad hoc committees or task forces that include staff as well as board members.				
20. This board is as attentive to how it reaches conclusions as it is to what is decided.				
21. Most people on this board tend to rely on observation and informal discussions to learn about their role and responsibilities.				
22. I find it easy to identify the key issues that this board faces.				
23. When faced with an important issue, the board often "brainstorms" and tries to generate a whole list of creative approaches or solutions to the problem.				
24. When a new member joins this board, we make sure that someone serves as a mentor to help this person learn the ropes.				
25. I have been in board meetings where explicit attention was given to the concerns of the community.				
26. I have participated in board discussions about the effectiveness of our performance.				
27. At our board meetings, there is at least as much dialogue among members as there is between members and administrators.				
28. When issues come before our board, they are seldom framed in a way that enables members to see the connections between the matter at hand and the organization's overall strategy.				
29. I have participated in discussions with new members about the roles and responsibilities of a board member.				
30. This board has made a key decision that I believe to be inconsistent with the mission of this organization.				
31. The leadership of this board typically goes out of its way to make sure that all members have the same information on important issues.				
32. This board has adopted some explicit goals for itself, distinct from goals it has for the total organization.				
33. The board periodically requests information on the morale of the professional staff.				
34. I have participated in board discussions about what we can learn from a mistake we have made.				

	Strongly Agree	Agree	Disagree	Strongly Disagree
35. Our board meetings tend to focus more on current concerns than on preparing for the future.				
36. At least once a year, this board asks that the executive director articulate his/her vision for the organization's future and strategies to realize that vision.				
37. I have been present in board meetings where discussions of the history and mission of the organization were key factors in reaching a conclusion on a problem.				
38. I have never received feedback on my performance as a member of this board.				
39. It is apparent from the comments of some of our board members that they do not understand the mission of the organization very well.				
40. This board has on occasion evaded responsibility for some important issue facing the organization.				
41. Before reaching a decision on important issues, this board usually requests input from persons likely to be affected by the decision.				
42. There have been occasions where the board itself has acted in ways inconsistent with the organization's deepest values.				
43. This board relies on the natural emergence of leaders, rather than trying explicitly to cultivate future leaders for the board.				
44. This board often discusses where the organization should be headed five or more years into the future.				
45. New members are provided with a detailed explanation of this organization's mission when they join this board.				
46. This board does not allocate organizational funds for the purpose of board education and development.				
47. Recommendations from the administration are usually accepted with little questioning in board meetings.				
48. At times this board has appeared unaware of the impact its decisions will have within our service community.				
49. Within the past year, this board has reviewed the organization's strategies for attaining its long-term goals.				
50. This board reviews the organization's mission at least once every five years.				
51. This board has conducted an explicit examination of its roles and responsibilities.				
52. I am able to speak my mind on key issues without fear that I will be ostracized by some members of this board.				
53. This board tries to avoid issues that are ambiguous and complicated.				
54. The administration rarely reports to the board on the concerns of those the organization serves.				
55. I have been in board meetings where the discussion focused on identifying or overcoming the organization's weaknesses.				

	Strongly Agree	Agree	Disagree	Strongly Disagree
56. One of the reasons I joined this board was that I believe strongly in the values of this organization.				
57. This board does not recognize special events in the lives of its members.				
58. The board discusses events and trends in the larger environment that may present specific opportunities for this organization.				
59. Former members of this board have participated in special events designed to convey to new members the organization's history and values.				
60. This board provides biographical information that helps members get to know one another better.				
61. This board seeks information and advice from leaders of other similar organizations.				
62. This board makes explicit use of the long range priorities of this organization in dealing with current issues.				
63. This board understands the norms of the professions working in this organization.				
64. Members of this board seldom attend social events sponsored by this organization.				
65. More than half of this board's time is spent in discussions of issues of importance to the organization's long-range future.				

PERMISSION TO USE HOLLAND AND BLACKMON
BOARD SELF ASSESSMENT QUESTIONNAIRE (BSAQ)

The University of Georgia

School of Social Work

February 18, 2004

Mr. Bill Gourneau
P.O. Box 1474
Belcourt, N.D. 58316

Dear Sir:

This is to confirm that you have my permission to
make use of the Board Self-Assessment
Questionnaire in your research. A copy is enclosed,
along with the scoring instructions.

Thomas P. Holland, Ph.D.
Professor and Director
UGA Institute for Nonprofit Organizations

APPENDIX C

SCORING THE BOARD SELF-ASSESSMENT QUESTIONNAIRE

The Board Self-Assessment Questionnaire (BSAQ) is composed of 65 items, which constitute six scales, one for each of the distinguishing competencies of high performing boards. The items are randomly ordered and should be grouped for scoring as follows:

Competency #1: Understands context: 6, 12, 13, 30, 37, 39, 42, 45, 50, 56, 59, 63.

Competency #2: Builds learning: 2, 10, 17, 18, 21, 24, 26, 29, 34, 38, 46, 51.

Competency #3: Nurtures group: 3, 15, 20, 27, 31, 32, 43, 52, 57, 60, 64.

Competency #4: Recognizes complexity: 1, 4, 5, 11, 22, 23, 28, 47, 53, 61.

Competency #5: Respects process: 9, 14, 19, 25, 33, 41, 48, 54.

Competency #6: Shapes direction: 7, 8, 16, 35, 36, 40, 44, 49, 55, 58, 62, 65.

Items are scored by assigning a 3 to a response of "strongly agree," 2 to "agree," 1 to "disagree," and 0 to "strongly disagree." RESPONSES SHOULD BE REVERSE-SCORED FOR THOSE ITEMS IN THE ABOVE LIST THAT ARE UNDERSCORED.

After completing the steps noted above, add up each respondent's scores in each competency set. Divide the total score for the set by the number of items composing that set (for example, the first set is composed of 12 items, so divide the respondent's sum by 12). Then divide that number by 3, which gives the average score for the set. Add up all of these averages in the set for all respondents in the group, and then divide the sum by the number of respondents, giving the average for the group. Repeat these steps for each competency.

The following averages are taken from our work with boards of numerous, diverse nonprofit organizations. They allow some frame of comparison for a board to examine its own scores. Please keep in mind that any given board may differ from these sites in important ways that are relevant to interpreting its scores. Also, remember that self-assessments are not always consistent with assessments by observers or with other indicators of organizational performance. They are mainly useful as a stimulus for group

discussion and identification of areas in which attention may be directed further. We are currently extending the field applications of this instrument to include scores from many other nonprofit organizations. Please share your data and recommendations with us.

This table shows the average scores on the six competencies from the board reports of over 300 diverse nonprofit organizations.

Comp.	1	2	3	4	5	6
Average	.68	.53	.63	.61	.64	.65

An in-depth description of each competency is provided in the book by Chait, Holtand & Taylor, The Effective Board (Greenwood Press, 1991, ISBN 0-02-897088.).

Further information on how boards can strengthen the competencies is available in Chait, Holland & Taylor, Improving the Performance of Governing Boards (Greenwood Press, 1996, ISBN 1-57356-037-5).

Further discussion of the instrument itself is available in Holland, "Self-Assessment by Nonprofit Boards." Nonprofit Management and Leadership. Vol. 2, No. 1, Fall 1991, pp. 25-36.

Jackson & Holland, "Measuring the Effectiveness of Nonprofit Boards." Nonprofit and Voluntary Sector Quarterly. Vol. 27, No. 2, June 1998, pp. 159-181.

A simplified version of the instrument is available in Holland & Blackmon, Measuring Board Effectiveness: A Tool for Strengthening your Board. Washington, D.C.: BoardSource, 2000.

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CONSTITUTION AND BY-LAWS OF THE NATIONAL BOARD OF REGENTS
HASKELL INDIAN NATIONS UNIVERSITY

PURPOSE

We, the Regents of Haskell Indian Nations University, representing our constituency in order to promote the interests of Haskell Indian Nations University and its student body, to insure availability and quality of all training programs offered to the students, to maintain the integrity of Haskell Indian Nations University, to operate it as a center of education for American Indians, to provide an environment to meet the needs of the students for development as wholesome individuals; to assure competent staff is employed who shall be responsive to student needs to retain cultural values of the Indian community, to aware the appropriate degrees or certificates in keeping with the purposes of the University, and to carry out the purpose of this organization, do ordain and establish this constitution and By-Laws.

ARTICLE I
NAME

The name of this organization will be the National Board of Regents of Haskell Indian Nations University, a membership organization with National Headquarters located at Haskell Indian Nations University; Lawrence, Kansas 66046.

ARTICLE II
MEMBERSHIP

Section 1. The membership of this organization shall be composed of 15 Regents. No member of the Board of Regents shall be a Civil Service employee of the Federal Government.

Each member of the Board of Regents shall be both an enrolled tribal member and a legal resident of the Area represented and have general experience in the area of Indian education. As of May 1, 1999, the fifteen members of the Board of Regents shall serve until replaced by the applicable Tribe or Organization as delineated in A. B. C. or D. of this section. Nine members of the Board shall be required to constitute a quorum to conduct business at an official meeting and take official action as a Board of Regents.

Regents shall be selected as follows:
A. 12 to be selected from the geographical areas of the Bureau of Indian Affairs as of June 1, 1995, by the Tribes or Inter-Tribal Organizations, in those areas under procedures adopted by them of the area to serve for the full term selected unless relieved prior thereto by the Tribe or

Inter-Tribal Organizations, or by appropriate Board action.

      1. In the event that the original Tribal or Inter-Tribal Organization which has made an appointment to the Board is no longer a functioning organization the Board is authorized to make an appointment of a qualified person to the Board from the appropriate geographical area until such time as a Tribal or Inter-Tribal organization from The geographical area is approved by the Board as an appointing entity.

B. One to be selected by the Four Tribes of Kansas.

C. One to be President of the Student Senate of Haskell Indian Nations University.

D. One to be the President of the National Organization of Haskell Alumni Association.

E. The Board of Regents shall have authority to fix dues, procedures for establishing eligibility for regular or ex-officio membership, respective rights and privileges of such members.

F. Resignation. Any Regent may file a resignation, in writing to the Board of Regents, which shall become effective upon the date it is filed. A copy of the resignation shall be furnished by the Regent to the Tribes or Inter-Tribal organizations of the area represented by them.

G. Suspension or Revocation of Membership. Any Regent may have his membership suspended or revoked, for any cause determined by the Board of Regents to be detrimental to the best interests of Haskell Indian Nations University. Should any member of the Board of Regents be absent from two successive meetings of the Board without an alternate, officially designated by the Regent, being present or without a cause acceptable to the Board of Regents, the position may be declared vacant by the Board of Regents. Before any action shall be taken, the Tribes or organizations of the area represented by the Regent shall be given written notice by the President of the Board of Regents of the specific charges preferred at least 15 days before the hearing at which the Regent is asked to appear in person or by representation. The decision of the Board of Regents shall be by a majority vote of the Board. Any Regent whose membership is suspended or revoked may be reinstated by the affirmative vote of a majority of the Board of Regents upon written application of the Regent or motion of a Board member for reinstatement of membership.

      1. Each Board member has the obligation to insure that an alternate will attend any meeting that the Board member will be unable to attend.

H. Any vacancy in the membership on the Board of Regents shall be filled for the remainder of the term in the same manner as the Regent was selected originally for membership unless an official alternate has been selected and qualified who shall then fill the vacancy for the remainder of the term. If, for any reason, no action is taken to fill a vacancy on the membership of the Board of Regents, within ninety (90) days after notification of the vacancy, then such vacancy may be filled by the Board of Regents by appointing a Regent from the Tribes or Inter-Tribal organization(s) making the original selection until such time as the vacancy is filled according to this section.

I. Prior to the acceptance of a new member of the, the prospective member shall submit appropriate authorizing documents to the full Board who shall vote on the admission of the prospective member after reviewing the authorizing documents. Such documents may include letters of support from Tribes in the area to be represented by a Board member and such other documents as required by Article II, section J.

J. Each designating body which has made an appointment to the Board shall execute a letter to be presented to the Board from its appointee stating that the appointing body agrees that its representative shall be bound by this Constitution and By-Laws and all other applicable standards.

ARTICLE III
EXECUTIVE COMMITTEE

Section I. The Board of Regents, Haskell Indian Nations University, may have an Executive Committee to carry out any specific authority delegated by the Board of Regents.

Section 2. The Executive Committee shall consist of the three elected officers of the Board of Regents and two members of the board of Regents appointed by the President of the Board of Regents.

Section 3. The President, Vice-President, and Secretary-Treasurer of the Board of Regents shall be the President, Vice-President, and Secretary-Treasurer of the Executive Committee.

Section 4. No Board members shall serve in their respective office for more than two consecutive two full-year terms. Board members shall hold office until their successors are elected and qualified.

Section 5. Should a vacancy occur on the Executive committee prior to expiration of a specified term of office, the President of the board of Regents shall appoint a replacement from the remaining members of the Board of Regents for this vacancy to serve the remainder of the term.

Section 6. Should a member of the Executive Committee be unable to attend a meeting of the Committee, the President of the Board of Regents shall designate a member of the Board of Regents to serve as an alternate for that particular meeting in order to assure the presence of a quorum for that Executive Committee meeting.

ARTICLE IV
NOMINATIONS AND ELECTION

Section 1. The officers of the Board of Regents shall consist of a President, Vice-President, and Secretary-Treasurer who shall be elected for terms of two years as provided herein.

Section 2. Nominations. Nominations of Candidates shall be by the Board of Regents, nominated from the floor, seconded and the nomination accepted by nominee who must be present.

Section 3. Voting at any regular or special election shall be by secret ballot in person. There will be no voting by proxy or absentee ballot.

Section 4. The person receiving the majority number of votes cast for each contested office shall be declared elected. In the event no candidate receives a majority of votes cast, there shall be a run-off between the two candidates receiving the most votes.

Section 5. Any Regent may hold office and any Regent or designated alternate, in their absence, whose proper credentials, have been entitled to vote.

Section 6. The first election of the Officers of Board of Regents and members shall be held in May, 1989, and at each annual meeting thereafter, when required, or in case of a vacancy or expiration of term of office.

ARTICLE V
VACANCIES AND REMOVAL FROM OFFICE

Section l. If an elected official of the Board of Regents or member shall be unable to perform the duties of his office for whatever reason, the position shall be declared vacant and the Board of Regents shall designate a time to hold a special election to fill the vacancy.

Section 2. The Board of Regents, may by ten or more affirmative votes of the Board of Regents,

remove any officer or member for cause. Before any action of removal is taken, a written notice shall be furnished to the officer or member and the officer or members appointing body stating the charges preferred at least ten days before the meeting of the Board of Regents at which an opportunity will be given to the individual to appear and answer any and all charges against him. The decision of the Board of Regents shall be final and non-appealable. Upon the proper removal of a member from the Board he appropriate alternate shall be deemed to have succeeded to said position for the remainder of the removed members term. In the event there is no authorized alternate available appointing body shall have ninety (90) days from notice from the Board that a vacancy exists to appoint a new member to the Board.

Section 3. The Board of Regents may, in the event an appointing entity fails to appoint a member pursuant to Article V, section 2., appoint a qualified individual to serve the remainder of the term.

ARTICLE VI
POWERS OF THE BOARD OF REGENTS

Section 1. The Board of Regents shall exercise the following powers and all other powers which may be delegated to it from 62 BIAM 3.1E (A) (10), except as may be limited by law, this Constitution and By-Laws or Articles of Incorporation, provided that any actions of the Executive Committee acting under delegation of authority by the Board of Regents shall be subject to review.

A. To organize and establish it's own procedures for conducting business of the Board.

B. To employ and supervise such staff as may be employed by appointment or contract as may be necessary, and to fix the salaries of the Officers, Regents, and employees.

C. To appoint such committees and prescribe the duties of any persons appointed as Trustees.

D. To adopt an annual budget for operating expenses and to authorize the expenditure of funds within the limitations of the budget.

E. To hold, manage and administer any and all real and personal property of every kind and description acquired by the Board of Regents, and to use and apply the whole or any part of the income thereof exclusively for the purpose of the Board of Regents.

F. To accept and receive by gift, devise, bequest, or otherwise, for the uses and purposes of the Board of Regents, any property, real, personal, or mixed of any kind, nature, and description.

G. To acquire by purchase, lease or otherwise, to hold, own, maintain, and improve, and to sell, exchange, mortgage or otherwise lease, license or otherwise dispose of such real,. personal property, or other assets of the Board of Regents as may be necessary to further accomplish the tax-exempt purpose of the Board of Regents.

H. To invest and reinvest its funds and assets, subject to the limitations and conditions contained in any gift, devise, bequest or grant.

I. To make and enter into contracts and agreements of every kind and description necessary to further the purposes of the Board of Regents, and a Memorandum of Understanding with the President of Haskell Indian Nations University, including among other things, the working relationship between the President and the Board of Regents in the operation of Haskell Indian Nations University.

J. To borrow money for its corporate purposes of the Board of Regents.

K. To remove any officer or member for cause.

L. To act as Trustee of Trust Funds and of Trusts created solely for charitable and educational purposes as shall be in furtherance of the tax-exempt purposes and aims of the Board of Regents.

M. To exercise all rights and privileges appurtenant to any securities or other property held by the Board of Regents, including the right to vote any shares of stock which may be held by the

116

Board of Regents.

N. To do any and every act or thing necessary possible for the fulfillment of purposes of the Board of Regents which the Board may lawfully do or perform, including the awarding of appropriate degrees and certificates upon satisfactory completion of courses of study, and to award credit hours and certificates for satisfactory completion of approved extension courses.

O. Said Board of Regents is organized exclusively for charitable, religious, educational, and scientific purposes, including for such purposes, the making or distribution or organizations that qualify as exempt organizations under Section 501 (c) (3) Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

P. No part of the net earnings of the Board of Regents shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the Board of Regents shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article VI hereof. No substantial part of the activities of the Board of Regents shall be carrying on of propaganda or intervene in (including the publishing or distribution statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the Board of Regents shall not carryon any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 590(c) (3) of the Internal Revenue code of 1954

 (or the corresponding provision of any future United States Internal Revenue Code or (b) by a corporation, contributions to which are deductible under Section 107(c) (3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law), as the board of Regents shall determine. Any such assets not so disposed of shall be transferred to the National Haskell alumni association, exclusively for the purpose of the Association or to such organization or organizations, as said National Haskell Alumni Association shall determine, which are organized as non-profit organizations and operated exclusively for charitable, educational, or scientific purposes.

Q. To take any other action necessary to accomplish the purposes of the Board of Regents.

ARTICLE VII
TRUSTEES

Section 1. Trustees. The President of the Board of Regents with the consent of the Board of Regents may appoint as Trustees individuals who would support the Board of Regents and Haskell Indian Nations University by promotional recruitment, fund raising, and any other activities that would benefit the students of Haskell Indian Nations University.

ARTICLE VIII
SPECIAL COMMITTEES

Section I. Special Committees appointed by the Board of Regents shall carry out the following powers and all other powers
delegated or assigned to it by the Board of Regents in the resolution creating such special committees.

A. To conduct meetings for the purpose of reviewing and taking action on such matters as may be delegated to the Committees by the Board of Regents.

B. To maintain liaison with the Administration and Student Senate of Haskell Indian Nations University and appropriate officials of the Bureau of Indian Affairs in carrying out its functions.

C. To carry out its administrative duties and responsibilities.

ARTICLE IX
POLITICAL ACTIVITY

Section 1. The Board of Regents shall not engage in any partisan political activity.

ARTICLE X
NON-PROFIT ORGANIZATION

Section 1. The Board of Regents of Haskell Indian Nations University shall be non-profit and not afford pecuniary gain incidentally or otherwise to its members.

ARTICLE XI
REVIEW OF DIRECTOR OIEP

Section 1. This Constitution and By-Laws, together with any amendments, may be reviewed by the Director, Office of Indian Education Programs, Bureau of Indian Affairs.

ARTICLE XII
AMENDMENTS

Section 1. Amendments. Amendments to these By-Laws may be made at any regular meeting of the Board of Regents, or at a special meeting called for that purpose, by an affirmative vote of ten (10) members or more of the Board of Regents present and voting.

BY-LAWS OF THE BOARD OF REGENTS
HASKELL INDIAN NATIONS UNIVERSITY

ARTICLE I
DUTIES OF OFFICERS

Section 1. President. The President of the Board of Regents and Board of Directors and Executive Committee, Haskell Indian Nations University, shall preside over all meetings of the Board of Regents and exercise all the powers of the President of the
.Board of Regents and any authority delegated to him by the Regents. The President of the Board of Regents will service as ex-officio member of all committees.
Section 2. Vice-President. The Vice-President shall assist the President when called upon to do so and in the absence of the President, he shall preside and carry out all the duties of the President of the Board of Regents.
Section 3. Secretary-Treasurer. The Secretary- Treasurer shall keep a record of all proceedings of the Board of Regents and Executive committee and shall maintain all correspondence and files of both board of Regents and Executive Committee. The Secretary-Treasurer shall handle all funds of Haskell Board of regents and, shall keep an accurate record of such funds, shall report all receipts and expenditures, and the amount and nature of all funds in his custody at all meetings of the Board of Regents. There shall be no expenditure of funds made except as provided in; the approved annual budgets, as authorized by the Board of Regents, and the books and records shall be audited once each year. The Secretary-Treasurer shall be bonded in amount satisfactory to the

Board of Regents.

Section 4. Appointive Staff. The duties of all appointive staff or committees shall be described in the Resolutions of the Board of Regents appointing or creating such staff or committee.

ARTICLE II
MEETINGS

Section 1. Regular Meetings. The Board of Regents shall have two
 (2) meetings each year one of which will be in May of each year at Haskell Indian Nations University, and another each year at the time and place specified by the Board of Regents.
Section 2. Special Meetings. Special Meetings of the Board of Regents may be held at the call of the President of the Board of Regents as authorized by the Board of Regents or upon petition of ten Regents who are qualified members of the Board of Regents.
Section 3. The Executive Committee shall meet at the call of the President of the Board of Regents. Notices and minutes of all meetings of the Board of Regents and Executive Committee shall be sent to all members of the Board of Regents.

ARTICLE III
QUORUM

Section 1. Annual and Special Meetings of the Board of Regents. A quorum of any meeting of the Board of Regents shall consist of not less than nine Regents in good standing.

Section 2. A quorum of any meeting of the Executive Committee shall consists of not less than three (3) members of the Committee.

Section 3. No official, business of the Board of Regents or Executive Board shall be conducted unless a quorum is present which shall be reflected in the minutes.

ARTICLE IV
ORDER OF BUSINESS

Section 1. Order of Business. The Order of Business shall be conducted under parliamentary procedures governed by Roberts Rules of Order.

ARTICLE V
SALARIES AND EXPENSES

Section 1. All members and officers of the Board of Regents and committee members may be paid compensation and reasonable expenses for attending meetings on business of the Board of Regents and special committees under prior authorization of the President of the Board of Regents.

ARTICLE VI
CODE OF ETHICS

Section 1. This Code of Ethics shall apply to anyone who is a member of the Board of Regents, officer or employee thereof, consultant, or anyone associated with the Board of Regents in any official capacity and shall be as follows:

a. Uphold the integrity and independence of the Board of Regents and should observe a high standard of conduct.
b. Avoid impropriety and appearance of impropriety and act in a manner that promotes public confidence in the honest and impartiality of the Board.
c. Perform their duties impartially and diligently.
d. Work toward improvement of the operations of the Board of Regents.
e. Regulate their activities to minimize the risk of conflict of interest.
f. Refrain from political activity inappropriate to the office or position held.
g. Respect the Rights of Privacy of students and staff and treat everyone with courtesy and respect.
h. No person shall speak for the Board of Regents unless authorized to do so.
i. Conduct all meetings of the Board of Regents as open meetings except that meetings may be closed by unanimous vote for discussion or action on sensitive personal issues.

ARTICLE VII
AMENDMENTS

Section 1. Amendments. Amendments to these By-Laws may be made at any regular meeting of the Board of Regents, or at a special meeting called for that purpose, by an affirmative vote of ten (10) members or more of the Board of Regents present and voting.

CERTIFICATE OF ADOPTION

Pursuant to Article XII of the Constitution and Article VII of the By-Laws of the Board of Regents of Haskell Indian Nations University, the attached amended Constitution and By-Laws were adopted by motion of the Board of Regents at a meeting of the Board of Regents at Haskell Indian Nations University,; Lawrence, Kansas on November 5, 1982, amended December 14, 1988. amended May 18, 1995, amended May 5, 1999.

APPENDIX E

TURTLE MOUNTAIN COMMUNITY COLLEGE
BOARD STRUCTURE AND DUTIES

TURTLE MOUNTAIN COMMUNITY COLLEGE

POLICY MANUAL

AMENDED SEPTEMBER 22, 2003

II.0.000

BOARD OF TRUSTEES

BY-LAWS

SECTION II: BOARD OF TRUSTEES BY-LAWS

II.0.0000 BOARD OF TRUSTEES BY-LAWS

II.1.0000 LEGAL STATUS OF THE BOARD

1.0010 NAME

The name of this organization shall be the Turtle Mountain Community College Inc., and will be comprised of members of the Turtle Mountain Band of Chippewa Indian Reservation and adjacent areas.

1.0020 AUTHORITY

The Board of Trustees is an agency of the Turtle Mountain Band of Chippewa Indians (hereinafter referred to as the 'Tribe'). The Board shall act in accordance with the laws of the Tribe and the Government of the United States, with specific responsibility deriving from Article V of the Tribal Charter issued on November 9, 1972, and identified as Resolution number 678-11-72.

II.2.0000 PURPOSE

The purpose of the Turtle Mountain Community College Board of Trustees shall be to advance and promote educational, economic and other opportunities on the Turtle Mountain Band of Chippewa Indian Reservation by seeking out and appointing competent Tribal members to serve as Directors of the College and thereafter to serve as a resource for advice to the aforementioned Board.

II.3.0000 BOARD OF TRUSTEES MEMBERSHIP

3.0010 MEMBERSHIP YEAR

The membership year shall be from September 1 to August 31.

3.0020 MEMBERSHIP QUALIFICATION

Full membership in the Board of Trustees shall be appointed by a quorum of the Tribal Council. Membership in the Board of Trustees shall be an enrolled Tribal member of legal voting age. No trustee shall be a full-time employee of the Turtle Mountain Community College or a convicted felon.

At the discretion of the majority of the Board of Trustees, an active member can be elevated to honorary Board member status. When this occurs the honorary members position becomes vacant and will be filled according to these by-laws.

3.0030 TERM OF OFFICE

The term of office of a full member shall be life subject to removal according to policy.

3.0040 COMPOSITION

The Board of Trustees shall be composed of ten members appointed by the Tribal Council consisting of two representatives from each of the following: Tribal Council, students, and the other six will be comprised of members of the Turtle Mountain Band of Chippewa Indian Reservation and adjacent areas.

II.4.0000 ELECTION AND DUTIES OF OFFICERS OF BOARD OF TRUSTEES

4.0010 ELECTIVE OFFICERS

.01 Elective officers of the Turtle Mountain Community College Board of Trustees shall be Chairperson, Vice-Chairperson, and Secretary. The Secretary need not be a member of the Board of Trustees, in which case the Secretary shall not have voting privileges.

.02 The Chairperson, Vice-Chairperson, and the Secretary shall be elected from within their own body with the officer up for election abstaining from voting in each instance.

.03 The duties and responsibilities of elective officers shall be those usually pertaining to such positions including the following specific duties assigned to each office.

.04 At the direction of the Board of Trustees, elective officers *may* be assigned duties not ordinarily associated with their position.

4.0020 CHAIRPERSON

The Chairperson shall serve for a term of three years and the Chairperson shall have served for a term of two years as a full member of the Board of Trustees just prior to the election.

II.5.0000 DUTIES OF THE CHAIRPERSON

5.0010 MEETINGS

.01 Calling meetings of the Turtle Mountain Community College Board of Trustees.

.02 Presiding over meetings of the Turtle Mountain Community College Board of Trustees.

.03 Appoint members, with the approval of the Board of Trustees to all standing and special committees.

.04 Authority to remove and replace non-functioning members of Board of Directors at the directions of the majority of the Board of Trustees based on absenteeism or conduct unbecoming, and recommend to the Tribal Council removal and replacement of nonfunctioning Trustees based upon absenteeism or conduct unbecoming.

.05 When in attendance at the Board of Directors meeting the chair will appoint a Board of Trustee member to fill the vacancy for one meeting only at a regular and special meeting of Board of Directors in order to maintain a quorum. Appoint Board of Trustees member to fill vacancy for one meeting only at regular and special meetings of Board of Directors in order to maintain a Quorum.

.06 Serve as member with voting privileges on all committees which he/she appoints.

.07 Nominate to the Board of Trustees and Tribal Council members to fill vacancies on all standing committees, special committees, and Board members.

II.6.0000 DUTIES OF THE VICE-CHAIRPERSON

If the Chairperson of the Board of Trustees shall become vacant, or if the Chairperson is unable to perform his duties due to temporary circumstances or misses one annual meeting, the Vice-Chairperson shall serve as the Chairperson until the Chairperson is again able to resume duties or until term expires. In the case of Chairperson and Vice-Chairperson being absent the remaining members shall appoint a temporary presiding officer from their own members. In the absence of the Board of Trustee Chairperson, the Vice-Chairperson will appoint a Board of Trustee member to fill the vacancy for one meeting only at a regular and special meeting of Board of Directors in order to maintain a quorum.

II.7.0000 DUTIES OF THE SECRETARY

The Secretary shall keep attendance, all minutes and pertinent records of all meetings. The Secretary shall assist in the preparation of all reports.

II.8.0000 THE BOARD OF TRUSTEES MEETINGS

8.0010 MEETING TIMES

The Board of Trustees shall convene an annual meeting. Additional meetings may be determined by the Chairperson and Board of Trustees upon the request of at least two members of either the Board of Trustees or the Board of Directors.

8.0020 ATTENDANCE

.01 BOARD OF TRUSTEES - Any Trustee who shall miss two meetings; without good cause, and whether regular or special meetings, shall automatically be removed from office, and a vacancy shall occur, unless the Board of Trustees excluding the Trustee who is subject to removal shall unanimously vote at the next regular meeting to forgive failure of attendance.

.02 BOARD OF DIRECTORS - Any Board member who shall miss two consecutive regular meetings or four regular meetings over a period of one year without good cause) shall be reported by the Board of

126

Directors Chairperson to the Board of Trustees Chairperson for recommendation or dismissal.

8.0030 POWER OF THE BOARD OF TRUSTEES

.01 Shall appoint the membership of the Board of Directors, and remove non-functioning Directors based upon application of absenteeism and conduct criteria.

.02 Shall elect the officers of the Board of Trustees.

.03 Shall adopt rules of procedures for the conduct of the meeting of the Board of Trustees.

.04 May request to hear all reports of the Board of Directors and committees of either body and shall receive notification of all meetings of the Board of Directors.

.05 May adopt amendments to these By-Laws.

.06 The Board of Trustees By-Laws shall be reviewed annually to accommodate changing conditions by the Board of Trustees.

.07 The members may attend all meetings of the Board of Directors and may enter into discussions, but shall have no voting power.

.08 The Board of Trustees shall share the power with the Board of Directors to appoint and release the Turtle Mountain Community College President.

II.9.0000 COMMITTEES

9.0010 STANDING COMMITTEES

Standing Committees of The Turtle Mountain Community College shall be as follows: Membership, Publicity, By-Laws, and Nominating and Election Committees.

.01 MEMBERSHIP COMMITTEES-The membership committee shall plan and execute an annual membership campaign to fill vacancies on the Board of Trustees and Board of Directors under the direction of the Chief Executive of the Community College.

.02 PUBLICITY COMMITTEE-The publicity committee shall conduct an annual publicity and education program under the direction of the Board of Directors.

.03 BY-LAWS COMMITTEE-The By-Laws committee shall study the By-Laws to determine if any amendment should be recommended to the full Board of Trustees.

.04 THE NOMINATING COMMITTEE-The nominating committee shall submit one or more nominations for each office of the Board of Trustees and appointees to the Board of Directors. Prior to the election of

officers this committee shall obtain the consent of all parties involved. Nominations will be accepted from the floor of a regular Board of Trustees meeting.

9.0020   SPECIAL COMMITTEES

Special committees may be authorized by the Board of Trustees or the Board of Directors, or by the Chairperson of either Board.

II.10.0000 RULES OF ORDER

The most recent revised edition of Roberts Rules of Order shall govern meetings of the Board of Trustees, Board of Directors, and all special and standing committees when they are not in conflict with the By-Laws of the Board of Trustees and/or rule adopted by the Board of Directors.

II.11.0000 AMENDMENTS

The By-Laws of the Turtle Mountain Community College Board of Trustees may be amended as follows: An amendment approved by the Board of Directors may be adopted by a majority vote by the Board of Trustees present and voting at a regular meeting. Thirty days of publicity or review by the Board of Trustees must be allowed before a vote by the Board of Trustees.

II.12.0000 CONFLICT OF INTEREST

12.00010   BOARD OF TRUSTEES

All Board members shall disclose to the Board any possible conflict of interest at the earliest possible time. No Board member shall vote on any matter under consideration at a Board or Committee meeting, which such Board member has a conflict of interest. The minutes of such meeting shall reflect that a disclosure was made and that the Board member having a conflict of interest abstained from voting. Any Board member who is uncertain whether or not he/she has a conflict of interest in any matter may request the Board or Committee to determine whether or not a conflict of interest exists, and the Board or Committee shall resolve the issue of majority vote. A Board member shall be considered to have a conflict of interest if:

.01   Such board member has an existing or potential financial interest or which impair or might reasonably appear to impair such members independent, unbiased judgment in the discharge of his/her responsibilities to the college.

.02   Such board member is aware that a member of his family (which for purposes of this paragraph), shall be a spouse, parents, siblings, children, and any other relative if the latter resides in the same house held as the Board member, or any organization which such Board member (or member of his family) is an officer, director, employee, member, partner trustee, or controlling stockholder or owner has such existing or potential financial or other interests.

128

.03 ANTI-NEPOTISM RULES - By law (section 458 OF Title 28 of the United States Code) no head of any executive or administrative department, either elective or appointive, of this reservation shall appoint his/her spouse, as case may be, son, daughter, brother, or sister to any position under the control or direction of said head of such department. TMCC policy supplements this as follows:

Relationship by marriage or immediate family shall not prevent appointment of any individual, except that no individual shall be assigned work under the supervision of a relative as defined above who might have responsibility for the individual's performance, promotion and/or salary, except by special approval of the administrative head of the unit, as appropriate, by the President, and by the Board of Directors.

.04 This statement is also applicable to all Turtle Mountain Community College staff members.

III.0.000

BOARD OF DIRECTORS

BY-LAWS

SECTION III: BOARD OF DIRECTORS BY-LAWS

III.0.0000 BOARD OF DIRECTORS BY-LAWS

III.1.0000 LEGAL STATUS OF THE BOARD

1.0010 OFFICIAL NAME OF CORPORATION

The official name of the Corporation established under and by virtue of the laws of the Turtle Mountain Band of Chippewa Indians shall be Turtle Mountain Community College, Inc. (herein sometimes referred to as 'Corporation').

1.0020 COLLEGE SYSTEM TITLE

The official name of the community college system shall be 'The Turtle Mountain Community College.' The College system name shall be used in all instances except where the statutory name of the Tribe is legally required, e.g., in publication of legal notices and in the execution of contracts and other legal documents.

1.0030 BOARD TITLE

The governing board shall be known as the 'Board of Directors of the Turtle Mountain Community College' (herein sometimes referred to as the 'Board').

1.0040 CORPORATION SEAL

The Corporation shall have a seal, the form and design of which shall be adopted by the Board and the custody of which shall be with the Secretary to the Board.

III.2.0000 ORGANIZATION OF THE BOARD

2.0010 COMPOSITION OF BOARD OF DIRECTORS

The Board of Directors shall consist of five members selected in accordance to the Articles of Incorporation.

2.0020 AUTHORITY

The Board is an agency of the Tribe and derives its authority from the Tribal Constitution of the Turtle Mountain Band of Chippewa Indians. Every act of the Board shall conform to the constitution and statutes, of the Tribal and Federal governments and the regulations issued pursuant thereto.

The Board is charged by the Tribe with the responsibility for providing community college instruction for residents within the Corporation who are qualified for admission, according to the standards prescribed by the Corporation establishment and operation of the college campus within the Corporation; and the custody of and responsibility for the property of the Corporation and the management and control of said Corporation.

2.0030 APPOINTMENTS

The Board of Directors shall be appointed by the Board of Trustees in accordance to the laws of the Articles of Incorporation. The candidate (s)

for initial appointment to the Board of Directors shall, after initial letter of intent, draw up a petition of 15 names of enrolled members of the Turtle Mountain Band of Chippewa Indians and present said petition to the Board of Trustees for further action. Appointments are then left up to the discretion of the Board of Trustees as explained in the By-Laws.

2.0040 TERM OF OFFICE

Term of Office of each Board member shall be on staggered term. One director shall serve for an initial term of one year, one director shall serve for an initial term of two years, one director shall serve for an initial term of three years, one director shall serve for an initial term of four years, one director shall serve for an initial term of five year. The term of each director subsequent to the initial term shall be for five years.

2.0050 VACANCIES

Any vacancies occurring on the Board shall be filled by the Board of Trustees by appointment to serve the remaining time left by the member who has vacated his/her term. At the end of the term, the appointee may seek an additional five-year term. The appointments will be made in accordance with Board of Trustee Policy.

2.0060 AUTHORITY OF MEMBERS OF THE BOARD

Individual members of the Board have power and authority only when acting formally as members of the Board in session or when entrusted by the Board with specific and definite assignments.

2.0070 APPEAL BOARD

The Board shall sit as an appeal board from any decision of the President of the College, the appellant having proceeded through proper channels as described in the policies. Any, student, employee of the College, or citizen desiring to so appeal shall request a hearing before the Board of Directors by writing the President who shall promptly advise the Board thereof.

2.0080 DUTIES AND RESPONSIBILITIES

The Board, responsible to the Board of Trustees who in turn are responsible to the Turtle Mountain Band of Chippewa Indians, and sensitive to their hopes, ambitions and needs shall have the legislative responsibility of formulating broad public policy for community college education in the service area. As the policy making body of the Turtle Mountain Community College, the Board shall be charged with the oversight and control of the college. The formulation and adoption of written policies shall constitute the basic method by which the Board exercises this leadership in the operation of the college.

Without limiting to powers granted to the Board by the Tribe and subject to lawful and applicable rules and regulations, Board responsibilities are as follows:

.01   Appoint or release the President of the College after consultation with the Board of Directors.

.02   Adopt and periodically review a statement of philosophy, mission, and goals, which clarifies basic educational responsibilities of the college.

.03   Establish broad general policies for the governance of the college and hold the President accountable for administering them.

.04   Consider and take appropriate action on recommendations of the President in matters of uniform policy relating to the welfare of the college.

.05   Prior to appointment or in-house transfer, and upon the nomination of the President, all administrative (Vice-President, Comptroller, and Dean of Academic Programs) will be approved or disapproved by a motion of the Board of Directors and in accordance with established due process. See also Personnel V.0.1000, appendix _____ Hiring Process.

.06   Employ a general counsel, auditor, and other agents as required, and fix their qualifications and compensations.

.07   Adopt an annual budget in July to finance the operation of the College in accordance with applicable regulations.

.08   Approve and review all construction contracts and approve all expenses on these contracts.

.09   Provide required personnel, physical facilities, and means of financial support to carry out the goals and objectives of the College.

.10   Review and take action on matters relating to site selection and physical plant development.

.11   Appraise the efficiency of College operations and evaluate the educational programs.

.12   Refer all matters concerning the College directly to the President for study and recommendation before such matters are considered by the Board except the selection of the President.

.13   Inform the public concerning the progress and needs of the College, the educational programs, and the financial status of the college and shall accurately account to the public for receipts and expenditures.

.14   Perform such other duties as may be prescribed by law and act directly in matters not covered by specific law or policy.

III.3.0010   OFFICERS OF BOARD

3.0010 TITLES

The officers of the Board shall be a chairperson and a vice-chairperson who shall be members of the Board, and a secretary and treasurer, who shall not be, members of the Board.

The Board shall select a non-director as secretary and the Comptroller shall serve as treasurer. Such officers shall report to the Board through the President of the Turtle Mountain Community College.

3.0020 MANNER OF ELECTION AND TERMS OF OFFICE

The election of Board officers shall be held annually at the Regular Meeting of the Board in September following the appointment of a new Board member of that year.

The chairperson and vice-chairperson of the Board shall be elected to such offices by the Board for a term of one year and assume office immediately upon election. These two officers shall be elected from within the five-person board and shall have been an active member of the Board for at least 2 years. In case of vacancy in any office, such vacancy shall be filled as soon as possible by the remaining Board members. The secretary and treasurer shall serve at the discretion of the Board.

3.0030 DUTIES AND RESPONSIBILITIES OF THE CHAIRPERSON OF THE BOARD

.01   To preside at all meetings and decide on questions of order as well as the right to vote.

.02   To appoint members and designate chairperson of all special committees approved by the Board.

.03   To execute all contracts approved by the Board and other official documents legally requiring the signature of the chairperson of the Board.

.04   To call special meetings of the Board as required.

.05   To represent the Board at meetings of the Trustees.

.06   To perform any other duty formally assigned by the Board, or by legislative enactment.

.07   Appoint Trustees to Act as Directors when there is an absent member.

3.0040 DUTIES AND RESPONSIBILITIES OF THE VICE-CHAIRPERSON OF THE BOARD

.01   To perform all duties of the Chairperson of the Board in the absence or disability of the Chairperson.

3.0050 DUTIES AND RESPONSIBILITIES OF THE SECRETARY OF THE BOARD

.01   To be responsible for the written notification of all concerned of regular and special meetings of the Board and preparation of Board Room accommodations before and after each meeting.

135

.02   To transmit the Board agenda and a copy of the minutes of the previous meetings to the Board and such other persons as the Board may designate and post at proper areas prior to an ensuing meeting.

.03   To be responsible for recording, preparing and distributing to all members of the Board the minutes of regular and special meetings of the Board.

.04   To have custody of the official Seal of the Corporation, to affix it to official documents, and to attest the same signature.

.05   To prepare and maintain for the Board an indexed compilation of all By-Laws and amendments thereto; and a copy of all policies of the Board and all amendments thereto, the whole of which shall be known as the Policies of the Board of Directors of the Turtle Mountain Community College.

.06   To advise the Board of any communications, which require consideration and action by the Board.

.07   To file such public notices of Board actions as may be required by statutes, By-Laws or resolutions of the Board.

.08   To perform such other duties as may be assigned by College President and the Board, or required by law.

3.0060 DUTIES AND RESPONSIBILITIES OF THE TREASURER OF THE BOARD

.01   To cause to be kept current, complete, accurate, and legal records of all College money collected and expended.

.02   To notify promptly the President of all funds received, the source and nature of such funds, and to arrange for the deposit of such funds to the appropriate accounts of the College.

.03   To account for all money received and for all money paid out when so requested by the Board or required by law.

.04   To invest the College's surplus funds, in lawful investments and as approved by the Board President and the College President and report to the Board.

.05   To cause to be published annually a statement of revenue, expenditures and fund balances as of the end of the fiscal year.

.06   To prepare such other reports and perform such other duties as the President may from time to time direct.

.07   Prepare an Annual Budget for the President for December meeting

3.0070 DUTIES AND RESPONSIBILITIES OF THE EXECUTIVE OFFICER OF THE BOARD

The President of the College shall be the Executive Officer of the Board through which the Board carries out its program and exercises its policies. He/she may delegate to subordinate officers of the College such of his/her powers as he/she may deem desirable to be exercised under his/her supervision and direction.

Within the framework of policies adopted by the Board, the President shall exercise discretionary authority in carrying out responsibilities of the position. He/she shall perform the following functions:

.01 To inform the Board of all actions taken under authority granted by it.

.02 To perform all executive functions of the Board, such as (1) prepare the agenda for Board meetings; (2) conduct official correspondence of the Board; (3) issue its orders; (4) prepare contracts and other documents; (5) provide for the custody of all records, proceedings, and documents of the Board and assume responsibility for making them available for public inspection; and (6) Ensure that trustees, directors, and employees handling College funds are adequately bonded at College expense to protect the College from loss sustained through fraudulent or dishonest acts or any act of omission preformed in the line of official duty.

.03 To advise the Board in all areas of policy and make recommendations on all matters that affect the college before action is taken by the Board.

.04 To make recommendations to the Board for the appointment, retention or dismissal of administrative and full-time academic teaching personnel of the College.

.05 To submit to the Board an annual budget and administer the Board approved budget.

.06 To be responsible for the formulation of all reports as may be required by the Board and by local, state, and national agencies.

.07 To formulate and promulgate regulations and procedures designed to implement Board policies.

.08 To represent the College to the community by interpreting the College program to the public, parents, the press, and community organizations.

.09 To execute all documents pursuant to authority granted to the President by the Board.

.10 To prepare and submit to the Board an annual report of the operation of the College, including recommendations for the immediate and long range development of the College.

.11 To serve as the official channel for all contacts between staff members and the Board.

.12 To act as the chief administrator and educational leader of the College, responsible for the organizational structure of the College and for all executive and administrative duties in connection with the operation of the College.

.13 To propose the long range plan for College programs, recommending to the Board from time to time such changes in programs and services as he/she deems desirable to fulfill the stated philosophy and goals of the College.

.14 To establish College objectives consistent with the Board approved philosophy and goals, and provide for evaluation of all personnel and programs in accordance with the stated objectives.

.15 To recommend to the Board site location and site utilization and direct the development of the campus building program.

.16 To participate in community college programs at the local, state, and national level by representing the College at meetings of all organizations to which the College belongs and others as approved by the Board.

.17 To review legislation providing assistance to the College and report the substance thereof to the Board.

.18 To designate an administrative officer of the College to serve as acting President during absences.

.19 To perform such other duties as may be assigned or granted by the Board or required by law.

III.4.0000 COMMITTEES OF THE BOARD

4.0010 STANDING COMMITTEE

It shall be the general policy of the Board of Directors to perform its work, so far as practicable, as a committee of the whole.

4.0020 SPECIAL COMMITTEES

The Board may establish, from time to time, special committees to deal with specific problems. Committee members and their chairperson shall be appointed by the Chairperson of the Board. The Chairperson of the Board shall be ex-officio member of all committees. Moreover, any Director or Trustee shall have the right to participate without vote at any committee meeting, and shall upon request be given the same notices and information as the committee members. All committees shall keep records of their action and submit the same as a recommendation for consideration and action by the Board at a regular meeting.

138

III.5.0000   MEETINGS OF THE BOARD

5.0010   ORGANIZATIONAL MEETING

The Organizational Meeting of the Board shall be held annually in connection with the first regular meeting in September following the selection of Board members. The specific business before this meeting shall be the election of officers and the determination of the regular meeting schedule of the Board.

5.0020   REGULAR MEETINGS

Regular meetings of the Board shall be held once each month, on the fourth Monday at 5:00 pm. A regular meeting may, however, be set for another date and time or waived by action of the Board at any previous meeting. Meetings shall be held in the Board Room.

.01   QUARTERLY MEETINGS - The Board of Directors shall meet quarterly, which may constitute a regular meeting. Quarterly meetings will be held in March, June, September, and December.

.02   ATTENDANCE - Any Board member who shall miss two consecutive regular meetings or four regular meetings over a period of one year shall be reported to the Board of Trustees by Chairperson or Vice-Chairman of the Board of Directors for recommendation of dismissal.

5.0030   SPECIAL MEETINGS

Special Meetings shall be called by the Chairperson of the Board, or upon written request by three (3) Directors or by the President when approved by the Chairperson of the Board. Such written request must be received by the Secretary at least twenty-four hours in advance of any such requested meeting.

Matters to be considered at any special meeting shall be confined to those stated in the notice of such special meeting and for which purpose such special meeting has been called.

5.0040   EXECUTIVE SESSIONS

Executive sessions shall pertain to legal actions, causes of action, or litigation involving the College; leasing, purchase or sale of real estate, and proceedings involving physical or mental health, scholastic probation, scholastic expulsion or scholastic graduation, and proceedings related to the hiring, firing or promotion of personnel.

.01   No Official Action will take place in an executive session.

.02   The Board shall determine who participates in an executive session.

.03   An executive session shall be declared by the chairperson or by a motion of the Board.

5.0050 NOTICE OF MEETINGS

Board members, representatives of the news media (including newspapers, radio and television stations), and such other persons as the Board may designate, shall be notified in writing by the secretary of the time, place and purposes of all regular and special meetings and the agenda shall be posted on the bulletin board at the College office not less than 24 hours in advance of special meetings. No such written notices shall be required if any special meeting is held pursuant to action of

the Board taken at any public meeting. Members of the Board of Trustees shall also receive notification in the same manner as the members of the Board of Directors.

5.0060 OPEN MEETINGS

All regular and special meetings are open to the public; provided however, that upon majority vote of directors present certain matters may be taken up in executive session at which members of the public shall not be present.

5.0070 APPEARANCES BEFORE THE BOARD

The order of business of any regular meeting shall include an opportunity for the public to address the Board on any item of business, which is included on the agenda.

Furthermore, any individual, or group, may petition the Board on any subject not on the agenda that lies within the Board's jurisdictional authority. The applicant for such a hearing shall file with the President a written request together with the question or topic for discussion or presentation, at least four days prior to a regular meeting of the Board.

The Chairperson of the Board reserves the right to fix such time limits on presentations as she/he deems appropriate to the occasion and may limit the number of spokesmen who appear before it in opposition to or in support of a given issue being considered by the Board. The Board, by majority vote, may extend such limits as it deems appropriate.

Except in emergencies, the Board shall not attempt to decide upon any question before examining and evaluating any information any person requests the Board to consider. The President of the College shall be given an opportunity to examine and evaluate all such information and to recommend action before the Board makes a decision.

5.0080 QUORUM

A majority of the Board shall constitute a quorum for the transaction of business at regular and special meetings. A smaller number may call the roll, record the names of absentees and adjourn to meet at a specified future time.

5.0090 REQUIRED VOTE

An affirmation vote of a majority of all directors present at regular and special meetings shall be required for the passage of any motion.

A member abstaining from voting shall be entered in the minutes as a neutral vote.

5.0100 ACTION BY RESOLUTION

Any departure from the general powers of the Board of Directors and as delineated in the statute which include the following shall be by resolution, where required:

.01 Fixing and determining educational policy and curriculum.

.02 Appointing and fixing the compensation and term of office of the President and other officers of the College.

.03 Adopting terms and conditions of employment of all College personnel and fixing compensation specifically or under general schedules.

.04 Granting and power to appoint and employ other officers agents and employees and fixing general terms and conditions of such employment.

.05 Fixing and determining tuition rates and other fees.

.06 Entering into contracts and agreements.

.07 Any proceedings for eminent domain.

.08 Establishment of policy.

.09 Appointment of special committees.

5.0110 ACTION BY MOTION

Generally, all other action taken by the Board of Directors and not falling in the categories listed in Section 5.0100 will be by motion of the Board of Directors and passed by majority vote at a regular or special meeting. This would include the following:

.01 Appointing members of the administration and academic teaching staffs in accordance with general schedules fixing compensation and terms of employment.

.02 Acting upon routine approvals of the Board at a regular of special meeting covering such matters as:

(1) Serving as a final adjudicating agency for students, employees and citizens on matters of policy and policy interpretation.{2} Considering communications and requests from citizens and organization on matters of policy, administration and other items

141

of public concern affecting the College.

(3) Maintain continuous oversight of the College.

(4) Adoption of rules of order.

(5) Appearance before the Board.

5.0120 ACTION WITHOUT FORMAL MEETING

Any action required or permitted to be taken by the Board or any committee in any extreme emergency thereof may be taken without formal meeting. Meeting may be conducted by mail, telephone, cable, or in any other way the Board members shall decide. However, a written consent setting forth the action so taken and signed by all of the members of the Board or Committee, as the case may be, must be filed with the minutes of the proceedings of the Board or Committee.

5.0130 AGENDA

The agenda shall be prepared by the President and its contents presented by him/her for Board consideration at each meeting. Items that are not on the agenda may be considered unless objected to by any director present.

5.0140 ORDER OF BUSINESS

1.   General Functions
     1.1 Call to order
     1.2 Roll call
     1.3 Minutes
2.   Administration
3.   Personnel
4.   Businesses and Finance
5.   Student Personnel
6.   Project Reports

7.   Unfinished Business
8.   New Business
9.   Adjournment

5.0150 MINUTES OF MEETING

Minutes of regular and special meetings are public records. The Minute Book, a permanent record of all College Board legislation shall be open to inspection by any citizen of the community and shall be kept on file at the College office as a permanent official record of all transactions of the Board.

The minutes shall record the name of the director making a motion, the name of the director seconding it and the vote attributing each 'yea' and 'nay' vote, or abstinence if not voting, to the individual director. The voting shall be voice except that a roll call may be required for resolutions and all other questions whenever requested by a director. A director may also have the reasons for his vote recorded in the minutes if she/he so requests at the time of voting.

142

III.6.0000 MISCELLANEOUS BY-LAWS OF THE BOARD

6.0010 ADOPTION OF POLICY

No matter of policy shall be submitted to the Board for approval or placed on a regular or special meeting agenda for action by the Board unless it has been presented in writing at a previous regular meeting of the Board. This rule may be waived only by the unanimous consent of those Board members present and voting at the meeting when any such proposed action is contemplated.

The adoption of policy requires the affirmative vote of a majority of the Board.

6.0020 PARLIAMENTARY AUTHORITY

Except as they may be in conflict with the By-Laws heretofore set forth, Robert's Rules of Order. Newly Revised shall constitute the parliamentary authority of the Board of Directors.

6.0030 AMENDMENTS OF BY-LAWS

These By-Laws, or any part or parts thereof, may be revised, repealed or added to by an affirmative majority vote of the full Board at any regular or special meeting. The proposed amendment shall have been presented in writing at the previous regular or any special meeting of the Board and have been posted for thirty calendar days. They shall become effective immediately upon approval.

6.0040 HONORARY DEGREE POLICY

In the name of the Turtle Mountain Community College, the Board of Directors may award honorary one and two year degrees. Recommendations for an honorary degree can be made by the President, members of the Board of Trustees, and the Board of Directors for approval by the Board of Directors.

In order to avoid any embarrassment, no announcement shall be made to any person under consideration until the Board has acted. The selection criteria shall be as follows:

.01   The candidate should have had an association with the college;

.02   The candidate must have achieved a level of distinction which would merit comparable recognition in the candidate's profession or area of excellence.

.03   The reputation of the candidate should reflect favorably on the Board, the Turtle Mountain Community College, and the Turtle Mountain Band of Chippewa.

III.7.0000   CONFLICT OF INTEREST

All Board members shall disclose to the Board any possible conflict of interest at the earliest possible time. No Board member shall vote on any matter under consideration at a Board or Committee meeting, which such Board member has a conflict of interest. The minutes of such meeting shall reflect that a disclosure was made and that the Board member having a conflict of interest abstained from voting. Any Board member who is uncertain whether or not he/she has a conflict of interest in any matter may request the Board or Committee to determine whether or not a conflict of interest exists, and the Board or Committee shall resolve the issue of majority vote. A Board member shall be considered to have a conflict of interest if:

7.0010   BOARD OF DIRECTORS

.01   Such Board member has an existing or potential financial interest or which impair or might reasonably appear to impair such members independent, unbiased judgment in the discharge of his/her responsibilities to the college.

.02   Such Board member is aware that a member of his family (which for purposes of the paragraph), shall be a spouse, parents, siblings, children, and any other relative if the latter resides in the same household as the Board member, or any organization which such Board member (or member of his family) is an officer, director, employee, member, partner trustee, or controlling stockholder or owner has such existing or potential financial or other interests.

.03   ANTI-NEPOTISM RULES - By law (section 458 OF Title 28 of the United States Code) no head of any executive or administrative department, either elective or appointive, of this reservation shall appoint his wife or husband, as case may be, son, daughter, brother, or sister to any position under the control or direction of said head of such department. TMCC policy supplements this as follows:

Relationship by marriage or immediate family shall not prevent appointment of any individual by any of the department chairpersons under the Board of Directors, except that no individual shall be assigned work under the supervision of a relative who might have responsibility for the individual's performance, promotion and/or salary, except by special approval of the administrative head of the unit, the academic director, as appropriate, by the President, and by the Board of Directors.

.04   This statement is also applicable to all Turtle Mountain Community College staff members.

7.0010   ETHICS

Board of Directors and employees of Turtle Mountain Community College may not have a direct or indirect interest, financial or otherwise, of any nature that is in conflict with the proper discharge of the employee's duties. Board of Directors and employees shall timely furnish such written disclosures as required by state and federal or the College's requirement.

144

Each Board of Director and employee shall adhere to the laws, rules, regulations and policies of applicable governmental and institutional authorities and the following standards of conduct. Failure to do so may be grounds for disciplinary action, up to and including termination.

.01   No Board of Director or employee shall accept or solicit any gift, favor, or service that might reasonably tend to influence the employee in the discharge of his/her official duties or that the employee knows or should know is being offered with the intent to influence his/her official conduct.

.02   No Board of Director or employee shall intentionally or knowingly solicit, accept, or agree to accept any benefit for having exercised his/her official powers or performed his/her official duties in favor of another.

.03   No Board of Director or employee shall accept employment or engage in any business or professional activity which the employee might reasonably expect would require or induce the employee to disclose confidential information acquired by reason of his/her official position.

.04   No Board of Director or employee shall disclose confidential information gained by reason of his/her official position or otherwise use such information for his/her personal gain or benefit.

.05   No Board of Director or employee shall transact any business in his/her official capacity with any business entity of which the employee is an officer, agent, or member, or in which the employee owns a substantial interest.

.06   No Board of Director or employee shall make personal investments which could reasonably be expected to create a substantial conflict between the employee's private interest and the public interest.

.07   No Board of Director or employee shall accept other employment or compensation which could reasonably be expected to impair the employee's independence of judgment in the performance of the employee's public duties.

.08   Sexual Harassment and Misconduct: The educational and working environments of the College should be free from inappropriate conduct of a sexual nature. Sexual misconduct and sexual harassment are unprofessional and unacceptable. (See Sexual Harassment section this policy).

7.0020   RETREAT

Board members will meet periodically to review institutional direction and discuss policy.

APPENDIX F

FORT BERTHOLD COMMUNITY COLLEGE (FBCC)
BOARD STRUCTURE AND DUTIES

**AMENDED- BYLAWS
OF THE
FORT BERTHOLD COMMUNITY COLLEGE
BOARD OF DIRECTORS**

**ARTICLE I
GENERAL POWERS**

SECTION 1. GENERAL POWERS

The affairs of the Fort Berthold Community College shall be managed by the Board of Directors. The Board of Directors shall have the following powers: (1) select and appoint the President; (2) monitor the president's performance; (3) determine the mission of the institution; (4) approve Mission and Goals, and Long Range Plans; (5) Approve the addition and/or dissolution of Educational programs; (6) insure financial solvency; (7) defend the autonomy of the institution; (8) enhance the public standing of the institution; (9) interpret the community to the campus; (10) serve as a court of final appeal; (11) assess their own performance; (12) enact policy for the administration of the college and (13) Insure maintenance of infrastructure.

**ARTICLE II
CORPORATE SEAL**

SECTION 1. CORPORATE SEAL

The Corporation shall have a seal, the form and design of which shall be adopted by the Board of Directors and the custody of which shall be kept in the vault on the premises of the Fort Berthold Community College.

**ARTICLE III
BOARD OF DIRECTORS**

SECTION 1. NUMBER OF DIRECTORS

The number of members of the Board of Directors shall be seven (7) all of whom all shall be enrolled members of the Three Affiliated Tribes.

146

SECTION 2. COMPOSITION

Six (6) members of the Board of Directors shall each be a representative of one of the six (6) segments that make up the Fort Berthold Reservation. One (1) member of the Board of Director shall be designated the At-Large Representative, and may represent any of the six segments.

SECTION 3. APPOINTMENT OF DIRECTORS

Tribal Business Council Representatives from each of the six segments of the Fort Berthold Reservation shall appoint the representatives from their respective segments who will serve as the member of the Board of Directors of the Fort Berthold Community College. The Tribal business Council Representative may also delegate the responsibility of the selection to their respective Community Board. The selection of Board representatives shall be made as soon as possible but will not be vacant for more than sixty days. If a vacancy exists beyond sixty days, the FBCC Board of Directors will fill vacancy(is) by a reasonable method within thirty days. The At-Large member of the Board of Directors will be appointed by the Chairman of the Three Affiliated Tribes.

SECTION 4. THE PROCEDURES FOR APPOINTMENT SHALL BE

1. The procedure for the selection process for the appointment of the members of the Board of Directors will be at the discretion of the Tribal Business Council Representative as Board member terms expire.

2. All appointments of members to the Board of Directors shall be approved by Resolution by the Tribal Business Council.

3. The Tribal Business Council shall mail or deliver to FBCC a resolution indicating appointment of the new board member.

4. The President of FBCC shall send a letter to the new appointed board members inviting them to the next board meeting and indicate the date, time, and place of such meeting.

5. The retiring board members last meeting shall be at the same meeting as the swearing in of the new board member. The agenda shall show new board member sworn in as final item.

SECTION 5. CRITERIA FOR BOARD MEMBERSHIP

The eligibility criteria for serving on the Board shall be:

1. He/She has been a bona fide resident living on or near the Fort Berthold Reservation for a period of not less than one year proceeding the date on which the appointment of the Board of Directors is to be held. Living near the Fort Berthold Reservation shall mean not more than twenty-five (25) miles from the exterior boundary of the Fort Berthold Reservation.
2. He/she is an enrolled member of the Three Affiliated Tribes; and
3. He/she is not less than twenty five years of age; and
4. He/she has not been found guilty by a court competent jurisdiction of a felony; and
5. He/she is not indebted to the college; and,'
6. He/she is able to be bonded; and
7. He/she has a background in the area from which their nomination occurs; and

8. He/she has not been removed from the Board of Directors as provided in Section 9 of this Article; and
9. He/she has not received a discharge other than an honorable discharge from any branch of the Armed Forces of the United States.

SECTION 6. TERMS

Terms of membership shall coincide with current Tribal Business Council terms of four years. Every effort will be made to insure that terms are staggered so as to insure the continuity of leadership.

There shall be no restriction or limit to the member of terms of membership that a Board Member may hold.

SECTION 7. VACANCIES

Any vacancy occurring on the Board of Directors, whether by reason of resignation, removal, or otherwise, shall be filled as promptly as possible as provided for in Article III Section 3. Any person appointed to fill a vacancy on the Board of Directors shall satisfy the eligibility criteria prescribed in Article III. Section 5.

SECTION 8. REMOVAL

Any Board member may be removed from the Board for misconduct, malfeasance, or nonfeasance. If the Board determines that a Board member's conduct is such that may warrant removal, a letter shall be sent within fourteen (14) days of the decision, informing the Board Member of the change. The Board may request a resignation or may remove the Board member from the Board of Directors.

A request for a hearing by the Board member may be granted to give the Board member an opportunity to set forth a defense. The decision of the Board of Director's will be made within fourteen (14) days of the hearing. The decision of the Board of Directors is final. The Tribal Business Council will be informed of the vacancy.

SECTION 9. MEETINGS OF THE BOARD

The Board of Directors will meet monthly at a time and place designated by the Board. Notices shall be sent, faxed, and/or e-mailed, with follow-up telephone calls by the President's office for the purpose of confirmation of meeting when necessary.

Special meetings of the Board of Directors shall be held at the call of the Chairperson or at the call of a majority the Board members. If this is done, the Chairperson or the members having called the special meeting shall direct the President's office to inform all Board members by the same method at least two (2) working days prior to the meeting, designating the purpose, time, date, and location.

SECTION 10. QUORUM

Prior to conducting official business, a quorum shall be established. At least five (5) of the seven (7) Board members must be present.

A. Open Meetings – All regular and special meeting of the Board of Directors are open to the public.

B. Closed Meetings – Business on certain matters may be conducted in a closed meeting by Executive Session.

SECTION 11. EXECUTIVE SESSION

The Board of Directors may call for an Executive Session when the agenda pertains to legal actions, causes of action, litigation, leasing, purchase or sale of real estate, big opening, proceedings involving physical or mental health, scholastic probation, expulsion, or graduation, and proceedings related to the hiring, firing, or promotion of personnel, as well as other business deemed to be of a nature requiring executive session.

SECTION 12. BONDING

Each member of the Board of Directors shall be bonded in the amount deemed appropriate and reasonable by the Corporation.

SECTION 13. MEETING AGENDA

The agenda of the Board of Directors regular meeting will be designed so the Board can:

(1) Validate the actions taken by the Executive Committee or by the Administration.

(2) Review old and new business of the institution.

(3) Review the activities of the institution in the form of reports from the President, Academic Dean, Dean of Students, Registrar and Business Manager.

(4) Review actions recommended by the Administration, Executive Committee, or Committees.

The agenda will follow this format:
ITEM I	Call to Order
ITEM II	Opening Prayer
ITEM III	Roll Call
ITEM IV	Adopt the Agenda
ITEM V	Read and approve Previous Minutes
ITEM VI	Strategic planning
ITEM VII	Finance Report
ITEM VII	Higher Learning Commission
ITEM IX	Old and New Business
ITEM X	Other
ITEM XI	Adjournment

SECTION 14. APPEALS

Section 14 - Final Board of Appeal

The Board of Directors shall serve as the final Board of Appeal for any decision of the President of the College by a Formal Letter of Grievance after the proper channels have been proceeded through as described in the Policies.

ARTICLE IV
EXECUTIVE COMMITTEE

SECTION 1. DESIGNATION

The Executive Committee of the Corporation shall consist of the following elected officers of the Fort Berthold Community College: Chairperson
Vice-Chairperson
Secretary
Treasurer

No more than one (1) office may be held by the same person.

SECTION 2. DUTIES AND AUTHORITY

The designated Executive Committee shall assume the respective duties and shall possess the respective duties as follows:

A. Chairperson

The Chairperson shall be the presiding officer at all meetings of the Board of Directors. The Chairperson shall be continuously cognizant of the affairs of the Corporation, shall have general charge of the business, affairs, and property in the general operation thereof. The Chairperson shall have the authority to create standing and special committees and to appoint the members thereof, with the powers and respective duties of the committees determined by the Board of Directors. The Chairperson shall provide direction to the college administration to carry out college business consistent with the college's Mission and Goals. The Chairperson shall accompany the college President to various meetings or functions when deemed appropriate. The Chairperson, along with the other officers, and the President, shall oversee the administration of the Capital Campaign and Endowment Fund.

B. Vice-Chairperson

The Vice-Chairperson shall assume the duties and be in possession of the authority inherent in the office of the Chairperson in those instances wherein the Chairperson is not present to act, is unable to act, or refuses to act. The Vice-Chairperson shall assume any additional duties and be in possession of any additional authority as, from time to time, may be delegated thereto by the Board of Directors. The Vice-Chairperson, in the absence of the Chairperson or the Treasurer, or on behalf of either such officer, shall sign any deed, mortgage, bond, contract, or other instrument which the Board of Director has authorized to be executed. The Vice-Chairperson shall serve with the other officers and President, on the committee to oversee the Capital Campaign and Endowment Fund.

A. Secretary

The Secretary shall serve as the Executive Secretary of the Corporation. The Secretary shall oversee the compilation and maintenance of the documents and other written materials arising out of the operation of the Corporation. The Secretary shall cause to be directed all notices of respective meetings to the members of the Board of Directors. The Secretary, in conjunction with the Chairperson, shall be cognizant of all written correspondence as may be necessary for the operation of the Corporation. The Secretary shall insure the Corporate Seal is kept in the vault on the premises of the College. The Secretary shall serve along with the other officers and the President on the committee to oversee the Capital Campaign and Endowment Fund.

D.   Treasurer

The Treasurer shall serve as the Executive Fiscal Officer of the Corporation and shall have general charge of all financial matters inherent in the operation of the Corporation. The Treasurer shall sign with the Chairperson, any deed, mortgage, bond, contract, or other instrument which the Board of Directors has authorized to be executed. The Treasurer shall provide, along with the Business Manager, a Financial Report at each monthly meeting. The Treasurer shall serve along with the other officers, and the President on the committee to oversee the Capital Campaign and Endowment Fund.

SECTION 3. ELECTION OF OFFICERS

The Officers of the Corporation shall be elected at the next scheduled meeting of the Board of Directors, after new board members have been officially sworn in.

SECTION 4. TERMS

The officers of the corporation shall serve four years which will follow the Three Affiliated Tribes Tribal Business Council terms however, nothing in these bylaws shall be construed to limit the number of terms any member may serve or to limit or restrict consecutive serving of terms.

SECTION 5. REMOVAL

Any officer of the Executive Committee may be removed from the Board for misconduct, malfeasance, or nonfeasance. If the Board determines that a Board member's conduct is such that may warrant removal, a letter shall be sent within fourteen (14) days of the decision informing the Board member of the charges. The Board may request a resignation or may remove the Board member from the Board of Directors.

A request for hearing by Board member may be granted to give the Board member an opportunity to set forth a defense. The decision of the Board of Directors will be made within fourteen (14) days of the hearing. The decision of the Board of Directors is final. The Tribal Business Council will be informed of the vacancy.

ARTICLE V
CHIEF EXECUTIVE OFFICER

SECTION 1. PRESIDENT

The President shall be the Chief Executive Officer of the Corporation. The President shall assume the respective duties and be possessed of the respective authority as follows:

1.   Oversee and direct the planning system of the college.
2.   Plan the staff meetings, development and activities related to staff.
3.   Act as facilitator or designate an appropriate person at all planning meetings.
4.   Develop goals, objectives and actions plans to meet the needs of the college annually.
5.   Develop a Master Calendar.
6.   Provide guidance to administrative staff.
7.   Act as public relations person in all matters dealing with the college.
8.   Develop needs assessment plans as needed.
9.   Oversee the annual budgeting process.
10.   Make all reports to various agencies as deemed appropriate.

11. Implement the policies of the Board of Directors.
12. Advise the Board of Directors in all matters relating to the internal operations of the college.
13. Make support staff position appointments within the internal operations of the college.

ARTICLE VI
AMENDMENTS TO BYLAWS

SECTION 1. AMENDMENTS

The provisions set forth herein may be altered, amended, or repealed by the Board of Directors of the Corporation at any regular or special meeting thereof at which a quorum is present by an affirmative vote of a majority of the Directors present. A proposed amendment to these bylaws must be in written form and introduced fourteen (14) days prior to the vote on the amendment.

Revised 1-8 - 03
Revised 7 - 20 - 04 format
Approved FBCC Board of Directors 7-14-99
Approved Three Affiliated Tribes Business Council 7-15-99

CANDESKA CIKANA COMMUNITY COLLEGE (CCCC)
BOARD STRUCTURE AND DUTIES

Cankdeska Cikana Community College

Fort Totten, North Dakota

Board of Regents: By-Laws

Revised and Approved December 3, 2003

Members

Paul Yankton, Chair
Judy Ami, Ft. Totten District
Samuel Merrick, St. Michael District
Alberta Redfox, Tokio District
Phillip John Young, Crow Hill District

Table of Contents

I. Incorporation Authorization

Spirit Lake Tribe Resolution Number 405-75-89 established the Charter for the corporation known as Cankdeska Cikana Community College. The Spirit Lake Tribal Council approved the resolution on January 27, 1975. Within the Charter is the establishment of the Cankdeska Cikana Community College Board of Regents. Subsequent Resolution Number 405-79-010, dated November 4, 1978, witnessed the corporate charter. The charter was further amended and approved by the Tribal Council on February 7, 2003.

College Purpose *(Charter, Article Four)*

- To conduct any and all business for the Cankdeska Cikana Community College of the Spirit Lake Tribe.

- To enter into and perform contracts pursuant to, but not limited to the following:
  1. Buy Indian Act
  2. Snyder Act
  3. Economic Opportunity Act

- To enter into contracts with governments and private individuals and businesses for the College.

- To rent, lease, buy, and legally bind the corporation to contracts which promotes and improves the quality of the Cankdeska Cikana Community College as an educational and cultural institution for the benefit of the members of the Spirit Lake Tribe.

- The right is specifically reserved to expand the purposes and powers of this corporation in the future. Expansion of the purposes and powers of the corporation may be made by majority vote of the duly qualified and acting members of the Spirit Lake Tribal Council of the Spirit Lake Tribe.

- The Board of Regents, established later in the Charter, are hereby empowered to grant degrees to qualified applicants upon the completion of an approved curriculum by the aforementioned Board of Regents and in compliance with the Higher Learning Commission, North Central Association of Colleges and Schools.

Separation of Powers *(Charter, Article Eight)*

"The Spirit Lake Tribal Council or its individual members will not attempt to micro manage or interfere in the operation and management of the Cankdeska Cikana Community College."

3

II. Mission Statement

The mission of Cankdeska Cikana Community College is to provide comprehensive post secondary education, which addresses both traditional and contemporary aspects of learning. The College focuses on educating our students to live successfully by assisting each in reaching a goal that is desirable and attainable for his/her needs in this multicultural world.

Goals

- To facilitate development of the human resources of the Spirit Lake Tribal community.
- To preserve, enhance, and transmit the Dakota culture through the academic curriculum and other community programming.
- To provide the first two years of college education for those students wishing to continue their academic study at a four-year institution.
- To provide vocational education in keeping with the local employment needs, yet of such quality that the student is not limited to local employment only.

III. Board of Regents – Members *(Charter, Article Seven)*

The Spirit Lake Tribal Council shall appoint five (5) members to serve as the Board of Regents. The Board shall administer and oversee the actions of the Corporation (Cankdeska Cikana Community College). Appointments are for three (3) year terms, commencing July 1 of the year of appointment. Appointments shall be made from a panel of nominees submitted by the existing Board of Regents to the Tribal Council.

A. Board Qualifications

All new appointments to the Board of Regents must meet the following qualification requirements:
1. Submit an application with official college transcripts to the Chairman of the Board.
2. Be an enrolled member of the Spirit Lake Tribe and live on the Spirit Lake Reservation.
3. Live in the one of the four district communities of the reservation.
4. Completed a minimum of 60 semester hours of earned college credit.

(Members of the Board of Regents on January 2003 are not subject to the qualification requirements.)

4

B. Board Responsibilities

1. Determine the college mission and purpose with assistance from the president and the college's stakeholders.

2. Select the president. The president is the only employee the board has, all others work for the president.

3. Support the president and assess the president's performance using due process procedures described in college policies and procedures. Evaluation of the president will be done annually and according to a schedule not when an emergency arises.

4. Insist upon effective organizational planning.

5. Exercise fiduciary responsibility and oversight (fiduciary is acting for the benefit of the college and its constituents, students, faculty, staff, community, tribe - this requires subordinating the board members' interests if there is a conflict).

6. Help the community understand and value the college by acting as an advocate and information source for tribal members.

7. Ensure legal and ethical integrity and maintain accountability.

8. Follow and enforce college policies and procedures.

9. Direct community members to channels of information and assistance provided in the college organization.

10. Insist that board minutes and decisions are made public and in a timely manner.

11. The board should evaluate itself at least annually - what has the board done to make sure that the college mission is met?

12. Individual board members should do the same - what have I done to support the college mission this year? What can I need to do to make the college better?

C. Officers

The Board of Regents will, by majority vote, select officers who will serve terms that coincide with their appointment. Officers include:

Chairperson

The Chairperson directs and leads the business of the Board of Regents, and as such convenes the meetings and sets the agenda in concert with the President. The

Chairperson is responsible, along with the President, in providing appropriate information

5

to the Spirit Lake Tribal Council. The Chairperson is the immediate supervisor of the College President. Paul Yankton has been designated to a lifetime term as Chairman, Board of Regents, Cankdeska Cikana Community College.

Vice Chairperson
The Vice Chairperson, in the absence of the Chairperson, will assume the responsibilities of the Chairperson to convene the meeting, to chair the meeting and setting the agenda.

Secretary
The Secretary will assist the President's office in developing and dissemination of meeting minutes of the Board of Regents.

Treasurer
The Treasurer assists with developing and monitoring the College budget and expenses.

IV. Meetings

The Board of Regents will schedule meetings for a year beginning in September. Day, time, and place to be determined. The Chairperson may call a special meeting of the Board when deemed necessary and appropriate. The' Board of Regents may conduct a telephone conference call to facilitate holding a meeting. Meeting protocol will be adhered to (agenda and record).

A. Voting Protocol

Members of the Board of Regents, with the exception of the Chairperson, vote on all decisions before the Board. All votes will be formally recorded. A Board member may be excused if a conflict of interest arises on the item to be decided. If a Board member abstains from voting the vote will be counted as a yes vote, except when issue/item to be voted on is a conflict of interest situation.

B. Quorum

Meetings of the Board of Regents that require a formal decision must have a quorum. One member of the quorum must be either the Chairperson or the Vice Chairperson of the Board of Regents. A majority of the Board members (3 of 5) constitutes a quorum.

C. Compensation

The Board of Regents may set a stipend payment for participation at regular and/or

special meetings, budget permitting. The Board of Regents may also authorize reimbursement expenses for travel consistent with the College' travel policy for attending Board meetings, training, or appropriate conferences.

V. Censoring or Removal of Board of Regents' Members

The Chairperson or Vice Chairperson may censor a member of the Board of Regents for the following reasons:
    A. Interference in the day-to-day operation of the College
    B. Being absent from three Board of Regents regular or special meetings in a year
    C. Destructive behavior at a Board of Regents meeting
    D. Interference with College employees
    E. Takes College issues to the Tribal Council without Board of Regents' approval
    F. Having been convicted of a felony (this will result in immediate removal from the Board of Regents)
    G. Becomes substance dependent in a way that affects his/her judgment
    H. Being involved in actions that may jeopardize accreditation
    I. Refusing to remove him/herself in direct conflict issues.

Censoring may take one or more of the following disciplinary actions:
    A. A verbal warning
    B. A request to peacefully leave meeting
    C. Suspension from one Board of Regents' meeting

Removal of a member of the Board of Regents may take place with a majority vote of three of the Board of Regents members for the following reasons:

    A. Has been convicted of a felony
    B. Becomes substance dependent and his/her effectiveness is impaired
    C. Tries to influence the day to day operation of the College
    D. Has been absent from three Board of Regents' regular or special meetings within a year.
    E. Fails to attend official Board of Regent's training

The Board of Regents, at an officially called meeting, by majority vote may remove a Board member for any of the above stated reasons. If a Board of Regents' member is officially removed, the Tribal Council will be notified and the appropriate district will be asked to submit names for a new person to be considered by the Board of Regents. The Chairperson of the Board of Regents will submit to the Spirit Lake Tribal Council a list of candidates for the Tribal Council to select a new person for the Board of Regents in order to keep a full five member representation on the Board of Regents.

VI. Conflict of Interest

If there is an issue of conflict of interest, the Board member must remove themselves from the meeting, refrain from any discussion and abstain from voting on the issue. The Board adheres to the College policy and procedures manual that outlines the conflict of interest policy.

7

A. Board of Regents Member and College Employment.

Should a member of the Board of Regents become an employee of the College, they must resign their position on the Board.

B. Board of Regent's Member and College Resources.

The Board of Regent members may not use any of the College's resources for personal or family gain. Doing so would be cause for removal from the Board.

VII. Check Signing Authorization

The Chairperson of the Board of Regents and one additional Board member appointed by the Chairperson are authorized to have signature authority for all checks prepared by the College's Business Office. It requires two authorized signatures to legalize a College check. In the absence of the second Board member with check signature authorization, the Chairperson will have a third Board member selected to have signing power, but only in the absence of the Chairperson and first Board of Regents' person authorized to sign College checks. Each of the three Board of Regents' members must have completed and signed a check authorization card in place at the banking institution of the College.

VIII. Training

Annual training for Board members will be scheduled and is a requirement (should a member fail to attend, refer to Section V of bylaws). The Board will determine the topic of the training, make recommendations for trainers or presenters, and schedule the training. The purpose of training is to provide useful information to enhance the skills and knowledge of Board members in setting policy for the College.

IX. Indemnification

Any person (or heirs, executors, or administrators of such person) made or threatened to be made a party to any action, suit or proceeding by reason of the fact that he/she is or

was a Regent in office of the Corporation shall be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney fees and disbursements, received by him/her (or by his/her heirs, executors or administrators) in connection with the defense or settlement of such action, suit, in proceeding or in connection with any appearance therein, except in relation to matters as to which it shall be adjudged in such action, suit or proceeding that such Regent or officer is liable in negligence or misconduct in the performance of his/her duties. Such regrets of indemnification shall not be deemed exclusive if any other rights to which such Regent or officer (or heirs, executors or administrators of such person) may be entitled apart form this indemnification of directors and officers.

<div align="right">8</div>

X. Accreditation

The Board of Regents mandates the President of Cankdeska Cikana Community College to maintain in good standing the full accreditation of Cankdeska Cikana Community College by the North Central Association of Schools and Colleges. The Board of Regents insists on continued and total compliance for accreditation for Cankdeska Cikana Community College.

XI. College Division

The Board of Regents has developed four divisions for the College:

A. Academic Affairs

B. Vocational and Technical Education

C. Student Services

D. Business Operations

XII. Degree and Certificate Programs

Cankdeska Cikana Community College is empowered by the Board of Regents and the North Central Association to award Associate Degrees and Certificates.

<div align="right">9</div>

APPENDIX H

UNITED TRIBES TECHNICAL COLLEGE
BOARD OF DIRECTORS

United Tribes Technical College is a nonprofit corporation owned and governed by the five Indian reservations located wholly or in part within the State of North Dakota. UTTC's governing body is a ten-member board of directors made up of the tribal chairperson and one representative from the tribal councils of each of the five reservations.

MANDAN-HIDATSA-ARIKARA NATIONS (THREE AFFILIATED TRIBES)

Chairperson. .... Tex Hall *
Representative: ....Austin Gillette

SPIRIT LAKE NATION

Chairperson .... Valentino White
Representative ....Carl Walking Eagle

SISSETON-WAHPETON SIOUX TRIBE

Chairperson ....James Crawford
Representative ....Michael Peters

STANDING ROCK SIOUX TRIBE

Chairperson ....Charles W. Murphy * *
Representative ....Sharon Two Bears

TURTLE MOUNTAIN BAND OF CHIPPEWA

Chairperson ....Richard Monette
Representative ....Elmer Davis

*   - Secretary/Treasurer
* * - Chairman

APPENDIX I

LETTER TO COLLEGE PRESIDENTS ASKING PERMISSION TO USE THE
BOARD SELF ASSESSMENT QUESTIONNAIRE TO SURVEY BOARD MEMBERS

March 9, 2004

Dr. Gerald "Carty" Monette, President
Turtle Mountain Community College
P. O. Box 340
Belcourt, ND 58316

Dear Carty:

Aaniin! I am writing to you to ask for your assistance in the completion of my research
for my dissertation. I am currently conducting a data collecting survey. I would like to
survey a group of TMCC personnel. I have a questionnaire in which I would like to
survey the boards (trustees and directors), the administrative council and some TMCC
staff. The survey will ask 65 questions with responses being; strongly agree, agree,
disagree and strongly disagree. I can assure that the results of the research is going to be
used to identify only the processes that look at each participating tribal college in a
positive manner and those processes that contribute to the colleges' decision making. No
tribal college will be compared to another tribal college. My focus is to examine the
relationships between governing boards, administration and staff. Although there might
be some negative aspects exposed, that is not my focus of this study.
I am hoping to conduct my survey of the board during a board meeting, the
administration during an administrative council meeting and in one afternoon with the
staff. I will be doing all the surveying in person, and since I know the terrain can easily
find my way around.
Another part of my research is to examine each participating tribal colleges' board
structure and how that structure works for that particular college. I will only need to
collect information pertaining to each college's board structure. I have collected most of
this information.
The last part of this request is that I need a letter stating that TMCC has agreed to
cooperate with my request to collect the data necessary to complete my dissertation..
This letter is to show UND's research board that I have acquired approval from the
TMCC to conduct the survey.
A quick response is necessary so that I can move forward with my study. Please mail
your response to: Bill Gourneau, Box 1474, Belcourt, ND 58316, or email to me at,
william.goumeau@und.nodak.edu. Thank you for your cooperation.

Sincerely,

Bill Gourneau

163

TURTLE MOUNTAIN COMMUNITY COLLEGE
AGREEMENT TO PARTICIPATE IN STUDY

Turtle Mountain Community College

P.O. Box 340
Belcourt, North Dakota 58316-340

Turtle Mountain Band
Of
Chippewa Indians
•
Charter Member
American Indian
Higher Education
Consortium

e-mail: @tm.edu
Telephone: (701) 477-7862
Fax: (701) 477-7807

May 7, 2004

To Whom It May Concern:

This letter is in regards to Bill Gourneau's request to the Turtle Mountain Board of Directors/Board of Trustees, Belcourt, North Dakota.

Bill Gourneau sent a written request to the Turtle Mountain Community College Board of Directors//Board of Trustees at the regular board meeting held April 26, 2004 requesting a survey to be filled out by each board member. A copy of the survey was presented to the board. The survey results will be used in his dissertation.

At the April 26, 2004 meeting, the board has agreed to the survey. Bill Gourneau has agreed to attend the all day board meeting to be held June 26, 2004 at 9:00 a.m. in the board room to present the survey.

If you have any further questions, please do not hesitate to contact me at (701) 477-7862.

Sincerely,

Dr. Gerald. E. Monette, President
Turtle Mountain Community College

CANDESKA CIKANA COMMUNITY COLLEGE
AGREEMENT TO PARTICIPATE IN STUDY

CANKDESKA CIKANA
COMMUNITY COLLEGE

PO BOX 269
FORT TOTTEN, NORTH DAKOTA 58335
(701) 766-4415

May 11, 2004

Bill Gourneau
Box 1474
Belcourt, ND 58316

Dear Bill,

Per Board action last Wednesday, your request to survey a group of Cankdeska Cikana
CC personnel has been approved. We look forward to working with you on the survey
and also to learn about your findings.

As requested, enclosed are copies of the following documents:
College catalog
Personal Policy Manual
Recent NCA (Higher Learning Commission) report

I am also enclosing a copy of the charter establishing the College and the recently revised
Board of Regents bylaws. These two documents describe the governance structure for
Cankdeska Cikana CC.

Cankdeska Cikana CC is undergoing extensive reorganization stemming from a turnover
in leadership and probation status for our accreditation. Management has been stabilized
and positive changes are being implemented. Our accreditation review is scheduled for
April 2005 and we are confident that we will be taken off probation.

The Board of Regents meets the first Wednesday of each Month – June 2nd, 4:30 pm at
the College – should you want to begin scheduling your visit.

Please let me know when you will come to Ft. Totten and best wishes in completing your
research.

Sincerely,

Cynthia Lindquist Mála, President
701.766.4055
Cynthia@littlehoop.cc

165

FORT BERTHOLD COMMUNITY COLLEGE
AGREEMENT TO PARTICIPATE IN STUDY

FORT BERTHOLD
COMMUNITY COLLEGE

OFFICE of PRESIDENT

March 25, 2004

Mr. Bill Gournea
PO Box 1474
Belcourt, ND 58316

Mr. Gournea,

Please excuse the brevity of this note. I am here for one day between two trips – AIHEC and Higher Learning Commission in Chicago.
In response to your phone call and letter; Yes, Fort Berthold Community College will be proud to participate in your research. We will assist you pending scheduling of dates. We will of course, request a copy of your presentation of your results. Please stay in contact regarding this project. I look forward to hearing from you.

Sincerely,

Kerry Hartman
Interim President
Fort Berthold Community College

CC File

APPENDIX M

UNITED TRIBES TECHNICAL COLLEGE
AGREEMENT TO PARTICIPATE IN STUDY

January 5, 2005

Bill Gourneau
P. O. Box 1474
Belcourt, N. D. 58316

RE: Agreement to Participate in Tribal College Governing
     Board Study

Dear Mr. Gourneau:

As per our earlier discussions, this is to inform you that United Tribes
Technical College agrees to participate in your research and work toward
your doctoral program. In particular, we agree that the institution will
participate in your study focusing on tribal college governing boards.

I understand that you will conduct interviews and surveys of individual
members of the United Tribes Board. I should add that it will be up to each
of the individual members as to their respective participation.

Our board is quite unique since it is comprised of representatives from each
of the five tribal owners. As a result, and based on our charter of 1968, we
are intertribally owned. There are ten board members, one of whom is the
officially elected chairperson from each of the five tribes, and another who is
selected by each local tribal council. The board meets periodically, and
typically has a quarterly schedule for meetings. It elects, among its
delegates, a chairman, vice chair, and a secretary-treasurer. Currently, the
chairman is Charles W. Murphy who is chairman of the Standing Rock
Sioux Tribe.

The board is responsible for overall policy, budget, and oversight in
administration of the intertribal organization and the intertribal college.
Keep in mind, that UTTC has a unique history in that it was first organized
as a non-profit, development entity. It precedes the Indian Self-
Determination and Education Assistance Act of 1975, the Tribally
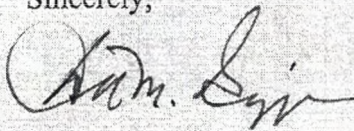Controlled Community College Assistance Act of 1978 (since amended),

and the existence of the tribal colleges. It is not funded under the tribal college and university law.

If you should need further information, please, do not hesitate to contact me.

Sincerely,

David M. Gipp
President
UTTC

cc: Hon. Charles W. Murphy, Chairman, UTTC & SRST

APPENDIX N

HASKELL INDIAN NATIONS UNIVERSITY
AGREEMENT TO PARTICIPATE IN STUDY

United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
HASKELL INDIAN NATIONS UNIVERSITY
Office of the President
155 Indian Avenue
Lawrence, Kansas 66046-4800
Phone: (785) 749-8497   Fax: (785) 749-8411

1884-2004
Celebrating 120
years of Indian
Education

"Building our future... preserving our traditions... through academic excellence."

December 15, 2004

Bill Gourneau
Box 1474
Belcourt, ND   58316

Dear Mr. Gourneau:

In response to your request, the National Haskell Board of Regents agreed to participate in your research study by completing the Board Self-Assessment Questionnaire. As you know, there may be individuals who decline to participate. My office will assist you with data collection, recognizing that the Regents are located in ten states. Of course, the Board respectfully requests a copy of your results.

If you have any further questions, please do not hesitate to contact me at (785) 749-8497 or by email at kswisher@haskell.edu.

Sincerely,

Karen Swisher

Karen Gayton Swisher, Ed.D.
President
Haskell Indian Nations University

169

APPENDIX O

CONFIDENTIALITY OF PARTICIPANTS AND PROCEDURES TO PROTECT THE PRIVACY OF PARTICIPANTS

I. Project Overview

The purpose of this study is to gather and analyze data using the Holland Blackmon Associates, Inc., Board Self-Assessment Questionnaire about tribal college governing board's competence on the following six dimensions: understanding context, builds learning, nurtures group, recognizes complexity, respects process, and shapes direction.

II. Protocol Description

1. Subject selection

a. The Principal Investigator will communicate by letter with the Tribal College Presidents to gain permission to use the Board Self-Assessment Questionnaire with the members of each college's board. (Copy of letter is attached)

b. All the members of the board from each institution were to be included.

c. Board members who do not attend the meeting when the instrument is administered will not be included.

d. There are approximately 50 board members at the 5 institutions. All who attend the board meeting when the instrument is administered will be included.

e. The five institutions included appear to be representative of the 34 Tribal Colleges with membership in the American Indian Higher Education Consortium (AIHEC) in terms of size, location, financing, and length of time in operation.

2. Description of Methodology

a. Tribal College Board Members were informed orally by the Principal Investigator at the board meeting when the Board Self-Assessment Questionnaire was administered. (A copy of the Protocol is attached)

b. The instrument will be administered in the board meeting room or the room in which the board is meeting at a meeting of the Tribal College Board.

c. The Principal Investigator will carry out the research procedures.

d. The instrument will be distributed. The Principal Investigator will read the instructions, ask if there is any need for a clarification, and then ask the participants to begin. Completion of the Board Self-Assessment Questionnaire will take approximately 45 minutes.

e. Not applicable

f. The Principal Investigator is a doctoral student who has completed the required scholarly tools requirement for the Doctor of Education Degree in Educational Leadership at the University of North Dakota.

g. Not applicable

3. Risk Identification

a. The perceived risks to individuals are quite minimal. The participants are all politically sophisticated men and women who serve in a position of responsibility on either an elected or an appointed Tribal College Board. The information they provide on the survey will be analyzed and reported as grouped data. It will not be analyzed by the colleges so that the individual responses will not even be traceable back to any college, much less to the individual. Board members will not put their name on the instrument. No one except the Principal Investigator and the Bureau of Educational Services and Applied Research employee will see the original data. The surveys will be kept in a locked container in the Principal Investigators home for a period of three years and then be destroyed by burning.

b. Board members will be told that they do not have to participate and that there will be no penalties if they choose to not participate. Further they will be told that they do not have to answer any question that makes them uncomfortable. Because they are all sophisticated adults working in a political context, no consent form will be needed. They will be informed

171

that their choice to respond to the survey will be considered their informed consent.

4.   **Subject Protection**

a.   The questions on the <u>Board Self-Assessment Questionnaire</u> are perceived to be quite civil and would be expected by persons serving on a Tribal College Board. If a person were to have a strong emotional reaction to the questions or the procedures, they would be asked to abandon the survey. If the reaction was extreme, an ambulance would be called and the person taken to the hospital.

b.   See Section 3. Risk Identification

c.   No consent form will be used.

d.1.   See Section 3. Risk Identification
d.2.   See Section 3. Risk Identification
d.3.   See Section 3. Risk Identification
d.4.   Not applicable
d.5.   Not applicable

e.   Should a person have an adverse delayed reaction, they would be referred for medical assistance or counseling based on their reaction.

III. Benefits of the Study

There appears to be very little literature available that examines Tribal College governance. The short history of Tribal Colleges has produced limited resources that reveal the infrastructures of leadership, governance and decision-making. The publication of this study will be beneficial to Tribal College governing boards in that is will provide a valuable resource for assisting Tribal College boards in identifying crucial elements in leadership styles, governance and decision making. It will also make recommendations for improving methods of existing governing boards. The Tribal College can use the information of this study in identifying and then determining what are the roles and responsibilities of governing boards.

IV.   Consent Form

No consent form will be used for this study, in place is a protocol statement and procedure.

APPENDIX P

PROTOCOL: ORAL DISCUSSION WITH PARTICIPANTS
PRIOR TO FILLING OUT THE SURVEY.

1.   William L. (Bill) Gourneau, (701 477-6745).

2.   Tribal College governing board's leadership and decision making skills will be examined and tested to determine what components are the most influential to governing bodies of tribal colleges. There are six competency areas that will indicate the importance each contribute to the overall process of leadership and decision-making. The Holland (1996) Board Self-Assessment Questionnaire will be used. Dr. Thomas P. Holland, Director and Professor (the University of Georgia Institute for Nonprofit Organizations, has granted permission to use the questionnaire for this research.

3.   The study has the support of institutional administrator.

4.   You do not have to participate if you choose not to do so.

5.   There will be no negative consequences if you choose not to participate.

6.   If you choose to participate you do not have to answer any questions that make you feel uncomfortable.

7.   Information gathered from and individuals or institution will be kept in strict confidence.

8.   The data will be grouped for analysis, making it virtually impossible to be traced.

9.   The investigator will keep the data for 3 years in a locked cabinet as required by law and then it will be destroyed.

10.   Your participation in consenting to the survey will constitute your informed consent.

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