

# Looking Forward to Our 2017 Year



*“It is with genuine gratitude—and a true sense of personal fulfillment—that I bring to a close my one-year stint as the Interim President of Diné College. And it is with great optimism and unwavering faith that I provide a glimpse below into the blessings that await our institution in 2017 and beyond.”*

— Dr. Martín M. Ahumada, Interim President

## New Diné College President

*In January 2017, Dr. Charles “Monty” Roessel begins his tenure as Diné College’s new President. He is a true pioneer in Indian education, a seasoned and strong leader, and a sophisticated thinker who will steward the institution into a very bright future. We welcome you Dr. Roessel with great anticipation for your powerful vision for charting a new course for Diné College!*

## Summit on Navajo Language and Culture

*In May 2017, Diné College will be hosting a historic five-day summit which has the promise to launch, in earnest, a Navajo Nation-wide “Renaissance” for Navajo language and culture. Leading the way with this initiative will be Navajo Nation Council Delegate Nathaniel Brown and our esteemed colleague with the Center for Diné Studies: James McKenzie.*

## Philanthropic Foundation for Diné College

*In January 2017, Dr. Martín M. Ahumada, will begin spearheading the creation of a truly unique and completely independent philanthropic foundation for the College. The multi-faceted mission of the foundation will focus on securing for the College major financial and other “gifts” from philanthropists, and serving as an aegis for the Diné College Alumni Association and other key units of the institution.*

## Diné College Campus in Pinon

*With the visionary and energetic support of leaders of the greater Pinon Community — and especially of Navajo Nation Council Delegate Dwight Witherspoon — in 2017 and beyond Diné College will continue pursuing the creation of a new and multi-faceted campus in Pinon, Arizona.*

[www.dinecollege.edu](http://www.dinecollege.edu)

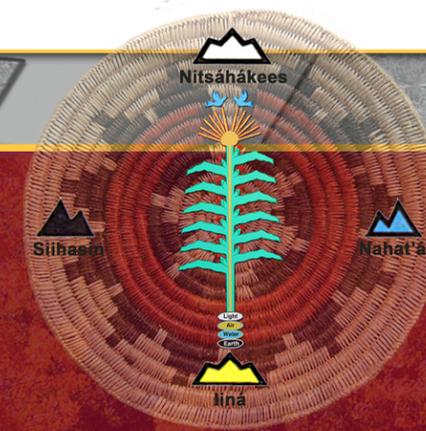
# 2016 ANNUAL REPORT



Photography/Design: Ed McCombs ©



**- DINÉ COLLEGE -**  
“Preparing Modern Warriors for the Future”



The Higher Education Institution of the Navajo since 1968

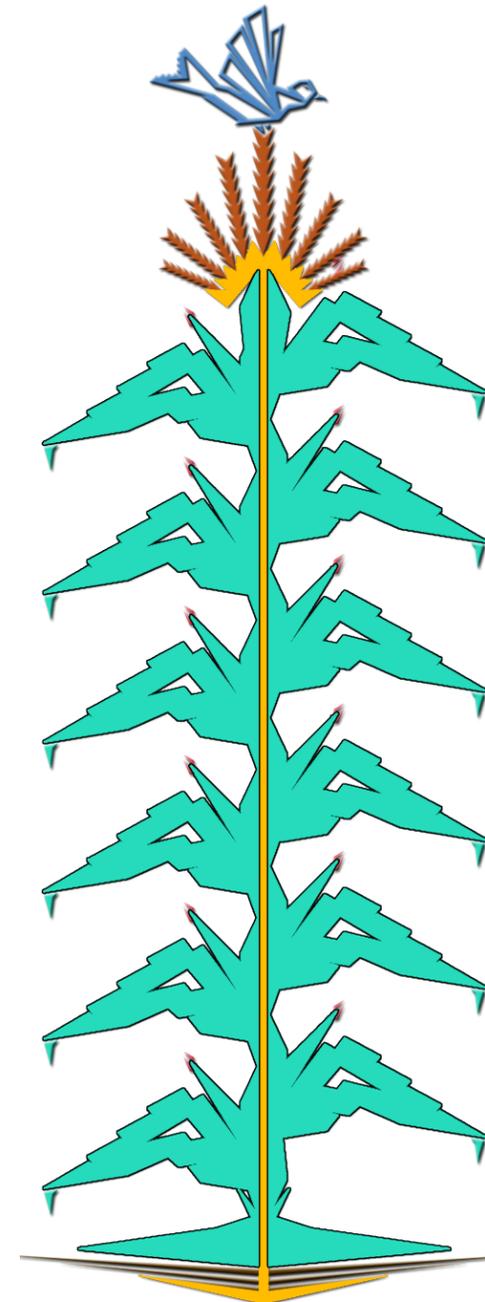
Ahxéhee'

*We proudly share and celebrate the truly amazing accomplishments of our students, staff, faculty, administration, and Board of Regents through this 2016 Diné College Annual Report*

**DINÉ COLLEGE  
EXECUTIVE TEAM IN 2016**

Dr. Martin M. Ahumada - Interim President  
Dr. Henry Fowler - Interim Provost  
Cheryl Thompson - Vice President of Finance & Administration  
Marie Etsitty Nez - Vice President of Government Affairs & Public Relations  
Glennita Haskey - Vice President of Student Affairs  
Dr. Lisa Eutsey - Dean of the Faculty  
Velveena Davis - Executive Director of Institution Planning & Reporting  
Patrick Blackwater - Dean of Outreach and Continuing Education  
Bo Lewis - Associate Vice President of Finance & Administration  
Merle Dayzie - Director of Human Resources

*Diné College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, (800) 621-7440, <http://www.hlcommission.org>.*



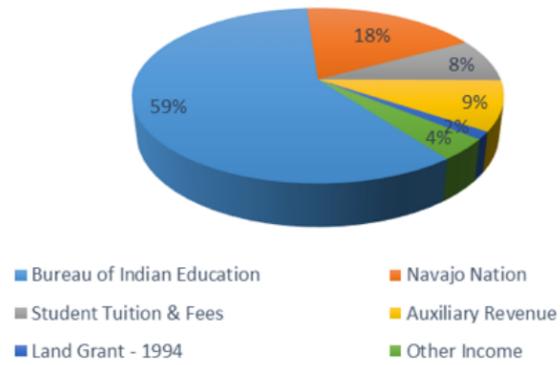
**President Russell Begaye**  
**Vice President Jonathan Nez**  
**LoRenzo Bates**  
**Kee Allen Begay, Jr.**  
**Norman M. Begay**  
**Nelson S. BeGaye**  
**Benjamin Bennett**  
**Nathaniel Brown**  
**Tom Chee**  
**Amber Kanazbah Crotty**  
**Seth Damon**  
**Herman Daniels, Jr.**  
**Davis Filfred**  
**Jonathan Hale**  
**Lee Jack, Sr.**  
**Jonathan Perry**  
**Leonard H. Pete**  
**Walter Phelps**  
**Alton Joe Shepherd**  
**Tuchoney Slim, Jr.**  
**Raymond Smith, Jr.**  
**Otto Tso**  
**Leonard Tsosie**  
**Dwight Witherspoon**  
**Edmund Yazzie**  
**Peterson B. Yazzie**

# Budget

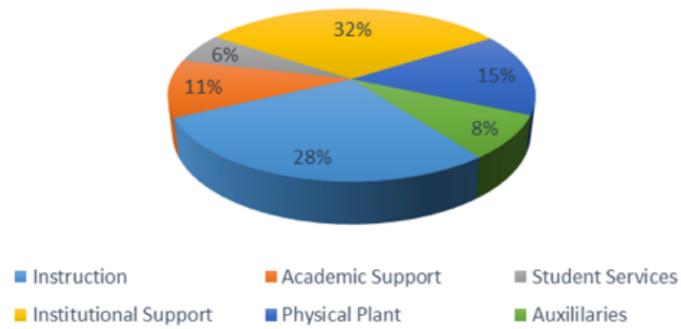
The College's general fund budget is divided into six categories of expenditures:

- Instruction is the largest category and includes all direct academic departments and center locations.
- Academic Support includes academic administration, all library operations and the Diné Policy Institute.
- Student Support Services includes student success operations and direct services to students: tutoring, counseling, advising, veteran services, student activities, transfer and career placement, and related services.
- Institutional Support provides administrative and technical services that are common to all locations including the Board of Regents, the Office of the President, the development office, finance and accounting, human resources, security and IT.
- Physical Plant includes the maintenance and operation of Diné College facilities, including utilities and staff.
- Auxiliary Services covers the bookstores, dormitories, and cafeteria services.

**FY2017 Revenue Sources**



**FY2017 General Fund Budget: \$22,991,274**



No.	Revenue Source	FY2016	FY2017	Variance	% +/-
1	Bureau of Indian Education	\$ 13,598,510	\$ 13,598,510	\$ -	0.00%
2	Navajo Nation	\$ 4,200,000	\$ 4,200,000	\$ -	0.00%
3	Student Tuition & Fees	\$ 1,857,094	\$ 1,837,888	\$ (19,206)	-1.05%
4	Auxiliary Revenue	\$ 1,951,956	\$ 2,118,002	\$ 166,046	7.84%
5	Land Grant - 1994	\$ 783,124	\$ 320,000	\$ (463,124)	-144.73%
6	Other Income	\$ 183,000	\$ 916,874	\$ 733,874	80.04%
7	<b>Total General Fund Revenue</b>	<b>\$ 22,573,684</b>	<b>\$ 22,991,274</b>	<b>\$ 417,590</b>	<b>1.82%</b>

### Remarks

1. No increase in annual allocation from Bureau of Indian Education.
2. Twenty year funding at the constant amount \$4,200,000.
3. Decrease results from the more accurate projection based on student enrollment trends year over year.
4. Increase reflects increase from new student residential dorms, decrease in bookstore revenue due to the implementation of the e-campus, and a more accurate auxiliary revenue reviews of employee housing, cafeteria, bookstore merchandise, and other revenue.
5. Decrease results from prior year carryover not included in FY2017 projections.
6. Increase results from Investment Income projections.

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# From the President

Yá'át'ééh,

I find it a special privilege to present this *2016 Diné College Annual Report* to our institution's many loyal stakeholders and supporters. This report reviews the College's newest efforts to fulfill its unique mission and work as America's first tribal institution of higher learning—and it showcases the truly extraordinary achievements, over the 2016 year, of its exceptionally talented faculty and staff. In our commitment to being a student-centered institution of higher learning, we have dedicated much of this report to profiling the multifaceted pathways that we offer students to excel in their collegiate journey and beyond. It also profiles the special programs and services—and the new certificate as well as associate's and bachelor's degree programs—which the College has offered during the past exciting year of growth and renewal.

The past year's election of new leaders for the Navajo Nation brought a wave of positive change for Diné College, including a new and dynamic Board of Regents and a new senior administration that has endeavored, like never before, to help transform the institution into a world-class model for innovation; for the

preservation of the Navajo language, culture, and philosophy; and for contributing to nation-building through "research and development" initiatives that will meet the most urgent economic, political, environmental, and social development needs of the Navajo Nation. And, through the 2016 year we have remained unwavering in our commitment to student success by enabling our students to acquire knowledge and skills that will prepare them for the jobs of the future; to engage in meaningful research projects that address the most urgent health, employment, and other challenges of their community; to prepare them well to transfer successfully to other collegiate institutions in the U.S. or other countries; and to cultivate carefully the powers of rational and ethical discernment—anchored in Navajo thought, philosophy, and values—which will transform them into leaders whom the Navajo Nation can entrust with its future.

Most of all, throughout the 2016 year Diné College has strived to be that very rare but special place where all students and employees can forge themselves into individuals who are driven and defined by a higher purpose for themselves and the world—and who appreciate the priceless fruits of hard work, respect and concern for others, teamwork, self-improvement and personal growth, and the generous investment in the future of our Navajo youth. We therefore, believe the photos below capture who we are and — far more importantly — who we *choose* to be.



Dr. Martín M. Ahumada, Interim President



Interim President with current and future students of Diné College.



Executive team joins Merle Dayzie, HR Director, in celebrating his earning of a Master's Degree in HR Management from UNM.

# Campus Security

## Protecting and Serving Diné College

The purpose and mission of Campus Security is to protect and serve the Diné College community including students, and employees. The Diné College Security Department is a full-service law enforcement agency that operates 24 hour a day, 365 days a year, from its headquarters on the Tsaile campus. The department employs securities and officers who patrol the campus and are stationed at the Shiprock and Tuba City Center.

## Compliance with the Clery Act

Diné College complies with the the Clery Act, to provide timely warnings and of crimes that represent a threat to the safety of students or employees to make their campus security policies available to the public.

## Blackstone Security

Diné College has added additional security (Blackstone Security) to its Tsaile campus site. This additional security has decreased crimes, cut the response time to calls on campus, increased the sense of safety for the College community. Many students and employees have expressed gratitude and appreciation for this added security.

## Achievements

1. One security officer graduated from the Federal Law Enforcement Program.
2. Two security officers graduated from the Defensive Tactics Training Program.

## Comparisons to Other Tribal Colleges

Based on data from the U.S. Department of Education's Campus Safety and Security website, the goal of our department is to achieve the highest level of campus safety. Our 2016 campus security highlights for the year is combining safety awareness through Team-Building efforts with the Residential Life Staff. The security team is to be commended for remaining vigilant and proactive in maintaining safety for all.

The Campus Security Department had just one major incident for this year. Criminal activity has decreased significantly through the 2016 year. Moreover, two new officers were hired during the Summer/Fall, to provide better security.

Another major highlight is the establishment of the **Campus Safety and Emergency Response Committee** which is the merging of the Clery Act Committee and the Emergency Operations Planning Committee. Several committee members were sponsored by the Executive Team to attend two days of training in Stillwater, Oklahoma focused on crimes definition, campus geography, the four Ws of incident reporting, and "putting it all together."



Clifford James is the Head of Security at the Tsaile Campus



## Youngest TCU Learns From Diné College

Visitors from the San Carlos Apache Tribe were on campus on in the Spring of 2016. The guests were comprised of representatives from the newly created San Carlos Apache College (SCAC), which is at the beginning stages of development. The group was on campus to learn more about the governance, management, financing, overall operations, and unique issues facing Tribal Colleges and Universities (TCUs).

Dean of Faculty, Dr. Lisa Eutsey, organized the visit and stated that the delegation was, “excited to learn more about our college as the very first TCU.” Their visit coincided with the regular Board of Regents meeting and focused on meeting with Diné College administrators—and observing the DC Board of Regents at work.



Cabinet members describe Diné College’s governance, management, organization structure, operations, and key issues to leaders of the newly established San Carlos Apache College.

## Honoring Sophie Yazzie

World War II (WWII) veteran Sgt. Sophie Yazzie celebrated her 102nd birthday this past August of 2016. She is among the over 150,000 American women served in the Women’s Army Corps (WAC) during World War 11.

To celebrate her birthday, Sgt. Yazzie was escorted to Diné College in an “honor-ride” by bikers and horse trail-riders, with a ceremonial gourd dance and birthday dinner being part of the day-long celebration attended by hundreds. The family of Sgt. Yazzie said the birthday party was a huge success and that the planning done by the family, various organizations, Navajo leaders, and Diné College were all deeply appreciated.



Nelson S. Begaye, Member of the Board of Regents joins in a gourd dance honoring Sgt. Sophie Yazzie on her 102<sup>nd</sup> birthday.

## The Diné College-Harvard Connection

Both Interim President, Dr. Martín Ahumada, and the new Director of Assessment, Carrie Tsosie-Jim, share a special connection to Harvard University. Carrie earned her Master’s degree in Higher Education from Harvard and Dr. Ahumada served as a professor of Higher Education at Harvard. Under the stewardship of Carrie, Diné College’s Office of Academic Assessment (OAA) is facilitating continuous improvements to the quality of student learning and the means by which it is assessed. This year, the OAA assisted all Academic Divisions to align their assessment efforts in preparation for the visits from the Higher Learning Commission (HLC) as well as for the implementation of the new *Academic Program Review Guidelines and Criteria Handbook*. The OAA also prepared this year’s *Interim Progress Report*. HLC noted that Diné College “has made positive strides in the development of an effective learning outcomes assessment system.”



Dr. Martín Ahumada, Interim President, and Carrie Tsosie-Jim, Director of Assessment — both with ties to Harvard University.

## Mission

Diné bina’nitin áyisíí ásiláago binahjí’, ólta’í na’nitin náasjì’ yee inááhwiidool’álgíí yéego bidziilgo ádiilníł, áko Diné nilínígíí t’áá altso yá’át’éehgo bee bił nahaz’áa dooleel niidzin.

Rooted in Diné language and culture, our mission is to advance quality post-secondary student learning and development to ensure the well-being of the Diné People.

## Vision

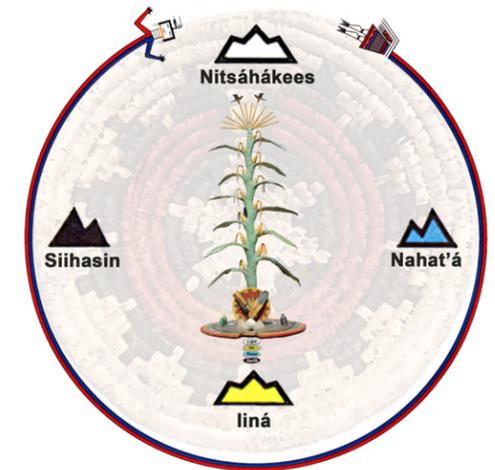
Nihi’ólta’gi, Diné Bidziilgo Ólta’gi na’niq tin al’áa ádaat’éii ólta’í bee nanitinígíí dóó t’áá ha’át’íí shíí bee biká aná’álwo’ígíí bidziilgo dóó bohónéedzáago ádiiníł niidzin. Díí binahjí’ Diné bi’ólta’gi óhoo’aah ts’idá bohónéedzánii bee bił haz’á ilíi dooleel.

Our vision is to improve continuously our programs and services to make Diné College the exemplary higher education institution for the Diné People.

## Principles

Nihina’nitin, Sa’ah Naaghái Bik’eh Hózhóqno bił hadét’éego, dóó inda Diné yee iiná íł’ínígi át’éego nahasdzáan bikáa’gi dóó yádiłhił biyaagi bohónéedzánígi át’éego yee hiná. Díí binahjí’ t’áá altsodéé’ bik’ihwiinít’íigo bitah yá’áhoot’éego yee iiná íł’í.

Our educational principles are based on Sa’ah Naaghái Bik’eh Hózhóqon, the Diné traditional living system, which places human life in harmony with the natural world and universe. The system provides for protection from the imperfections in life and for the development of wellbeing.



## Values

Our employees and students will adhere to the following values to achieve the mission and purposes of the College:

### T’áá hó ájitéego

Excellence and self-initiative in problem-solving, compassion, setting clear goals, and establishing positive working relationships.

### Ahil na’alnish

Cooperating and helping one another, keeping all employees well in-formed, using proper language for communication, respecting one another on equal terms, and honoring K’é.

### Hídlí

Respecting the cultural, racial, and gender diversity of the Diné People, maintaining safe, courteous, respectful, and positive learning environments, and valuing inclusiveness.

### Hééhózin

Understanding, thoughtfulness, competence, confidence, conscientiousness, and reflectivity for serving the needs of the Diné People.

# History/Sacred “Jish” of Diné College



The Navajos have a long history of dedication to education for their people. In 1893, the great head chief, Hastinn Ch'il Haajiin (Manuelito) said, “My grandchild, education is the ladder. Tell our people to take it.” For the past five decades, the Navajos have allocated a relatively large proportion of their efforts and resources to improving educational opportunities for their tribal members. The Navajo Tribe took a momentous step toward educational self-determination of Indians by establishing Navajo Community College (now Diné College) in 1968. This landmark institution was an innovative means to meet the long unmet postsecondary educational needs of Native Americans.

Diné College was the first college established by Native Americans for Native Americans. It set a precedent for later tribally controlled community colleges on or near reservations. Diné College remains the oldest and one of the largest. In the following decades, 37 similar colleges have subsequently been founded by other Indian tribes. A major milestone in the development of Diné College was its attainment of accreditation by the North Central Association (NCA) Commission on Institutions of Higher Education in 1976. It became the first tribally controlled institution of higher learning to be accredited.

## Sacred “Jish” of Diné College

Diné College’s Mission, Vision, Principles, and Values are premised on the Sa’ah Naaghái Bik’eh Hózhóón. The early leaders of Diné College blessed the learning institution through songs and prayers to ensure that future generations of Diné People will receive a quality higher education. With Sa’ah Naaghái Bik’eh Hózhóón students will gain a strong belief in, and respect for, the Diné *Way-of-Living*.

Avery Denny explains that the “Jish” must be embraced as a tangible sacred article. He adds, “Through ceremony, the spirit and standards of the sacred ‘Jish’ are brought to life to anoint the healing and learning process.”

Regent Theresa Hatathlie, Western Agency, Representative, provided this statement about the meaning and importance of the Jish: *“Dilzinígíí t’éiyá ábidoolíí. The Dah nidílyééh serves as the guiding light of our institution. It is our responsibility to implement its protocols in accordance to the spiritual and fundamental laws of Diné culture. It serves as the cornerstone and foundation of principles set forth and governs the Navajo morals and ethics of conduct. Our duty is to cultivate students by integrating Navajo culture with Western education to successfully attain the goals set forth by the teachings of our culture.”*

As the 2016 year comes to a close, both Interim President, Dr. Martín M. Ahumada, and the Board of Regents, are taking firm steps to ensure the proper understanding and embracing of the “Jish.”



**Avery Denny, Traditional Practitioner Faculty, Center for Diné Studies**

# Highlights - Continued

## Memorandum of Understanding with Northern Arizona University

Diné College and Northern Arizona University (NAU) finalized a monumental partnership agreement in February of 2016 that will allow the two institutions to maximize their educational resources and expertise to increase educational opportunities within the Navajo Nation.

NAU President Rita Cheng and Diné College President Martin Ahumada signed the MOU in Flagstaff, Arizona. The agreement outlines academic programming, faculty collaboration, and student success initiatives.

Diné College President Martin Ahumada notes that the mission of both institutions strongly align, “The strengths of NAU match very well with what we [Diné College] need the most.” The agreement will facilitate the transfer of Diné College students to NAU in order to continue their education. With the agreement the two institutions aim to increase the number of Native American students earning baccalaureate and master degrees.

Members of the Diné College Board of Regents and key members of the Diné College Administrative Team were in attendance at the signing. The Board of Regents approved the memorandum of understanding on January 15.



**Dr. Rita Hartung Cheng, President of Northern Arizona University, and Dr. Martín M. Ahumada, Diné College Interim President, signed a historic MOU between the two institutions.**

## Memorandum of Understanding with New Mexico Highlands University

Diné College and New Mexico Highlands University took a huge step forward in solidifying a Memorandum of Understanding (MOU). The partnership will focus initially on maximizing the opportunities for Diné College and NMHU to offer courses of mutual benefit to both institutions via ITV equipment purchased with the “NMHU/Diné Knowledge Link” USDA grant monies.

Approval was granted this past July 2016 by the Diné College Board of Regents for our institution to make a \$173,220 investment in the purchase of the new ITV equipment costing \$522,789. USDA will be contributing the additional \$349,569 needed by Diné College to purchase this equipment. Most importantly, Diné College will be the permanent owners of the ITV equipment which will be used at the Tsaile and Shiprock campuses as well as the Window Rock, Chinle, Crownpoint, and Tuba City sites.



**Dr. Sam H. Minner, President of New Mexico Highlands University, and Dr. Martín M. Ahumada, Interim President of Diné College, signed an equally historic MOU.**





**Dr. Mark Bauer**



**Dr. Bauer and students of the 2016 Summer Research Enhancement Program (SREP)**

## AIHEC Behavioral Health Research

AIHEC awarded Diné College faculty member Dr. Mark Bauer \$184,000 from their Native American Research Centers for Health (NARCH) funded Tribal Colleges and Universities (TCU) Behavioral Health Research Network to fund a Behavioral Health Research Project for Diné College. Specific aims are to (1) coordinate a behavioral health needs assessment at Diné College, and (2) initiate partnerships between the faculty in Public Health and Social and Behavioral Science and other key individuals at the College to address the issues identified in the needs assessment through education, research and community-based efforts to implement interventions. Two faculty, two staff, and several students of Diné College participate in this project to thereby enhance our community-based behavioral health research and education capacity and programming.

## Institutional Partnerships

### International Memorandum of Agreement with the University of Arizona

Diné College and the University of Arizona worked very closely throughout the 2016 year on a historic International Memorandum of Agreement (MOA) designed to enhance cooperation in research and academics in areas of mutual interest to the two institutions, and it will be pursued through the following efforts:

- Exchanges of faculty and scholars for short-term and, as funding and other circumstances permit, longer-term visits;
- The design of collaborative research projects, including the development of formal proposals for funding of research; and
- The design of collaborative program projects, including the development of formal proposals for funding of such programs.

The two institutions agreed to focus initially on collaborating in the following areas: (1) Enhancement of individual and community health systems and programs; (2) Capacity-building for natural resources research, planning, and management; (3) Business and economic development as well as job-creation at the nation-wide level; and (4) a Livestock Management Program, including a Veterinary Assistant track/area of concentration offered in collaboration with the UA new Veterinary Science Program.

It is significant that the leadership of The University of Arizona (UA), decided to pursue an International Memorandum of Agreement for our partnership—which embraces, respects, and legitimizes (by the UA, ourselves, and other entities) the Navajo Nation’s status and rights as a sovereign nation.



**Cabinet members forge an MOA with the University of Arizona.**



**Diné College Cabinet meet with Dr. Keith James of the University of Arizona on an MOA between the two institutions.**



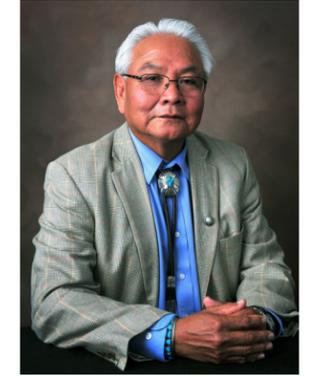
**Greg Bigman**  
President  
Northern Agency



**Theresa Hatathlie**  
Vice President  
Western Agency



**Nelson S. Begaye**  
Treasurer, HEHSC  
Representative



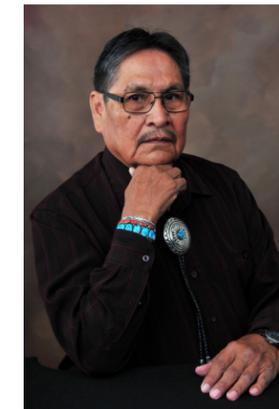
**Dr. Tommy Lewis, Jr.**  
Member, Superintendent  
of Diné Schools



**Dr. Joseph Martin**  
Member  
Ft. Defiance Agency



**Anderson Hoskie**  
Member  
Eastern Agency



**Johnson Dennison**  
Secretary  
Chinle Agency



**Aaron Lee**  
ASDC President

Eight members of the Board of Regents, including a student representative from the Associated Students of Diné College (ASDC), govern Diné College. The Navajo Nation President appoints five members of the Board of Regents. The Navajo Nation Council oversight committee, the Health, Education, & Human Services Committee (HEHSC) makes the final confirmations. Two Regents serve on the board by their job positions.

The Board of Regents is responsible for establishing strategic direction for the College, approving institutional policies, reviewing and approving the budget, hiring and supervising the College President, and reporting to the HEHSC. Members of the Board invigorate the College’s governance by successfully advocating the interests of the College at the Navajo Chapter Houses, Navajo Nation Council Chamber, and at the State and Federal levels. Through sustained public outreach to diverse constituencies, the Board ensures that higher education is a top priority within the Navajo Nation.



**Board of Regents President, Greg Bigman, presides over the 2016 Annual Meeting of the Board.**

# Enrollment Data

3 year Enrollment by Academic Year				
Campus	AY1314	AY1415	AY1516	Total Enrollment by Campus
Crownpoint	100	247	167	514
Window Rock	211	220	264	695
Chinle	174	350	296	820
Shiprock	505	398	451	1,354
Tuba City	504	503	509	1,516
Tsaile	1,786	1,801	1,735	5,322
<b>All Sites</b>	<b>3,280</b>	<b>3,519</b>	<b>3,422</b>	<b>10,221</b>

Fall Enrollment Headcount				
Campus	FA13	FA14	FA15	Total Enrollment by Campus
Crownpoint	41	110	98	249
Window Rock	81	89	134	304
Chinle	73	174	102	349
Shiprock	239	188	234	661
Tuba City	214	208	256	678
Tsaile	773	786	730	2,289
<b>All Sites</b>	<b>1,421</b>	<b>1,555</b>	<b>1,554</b>	<b>4,530</b>

Spring Enrollment Headcount				
Campus	SP14	SP15	SP16	Total Enrollment by Campus
Crownpoint	32	122	61	215
Window Rock	96	98	109	303
Chinle	75	155	165	395
Shiprock	219	171	179	569
Tuba City	216	221	185	622
Tsaile	727	705	703	2,135
<b>All Sites</b>	<b>1,365</b>	<b>1,472</b>	<b>1,402</b>	<b>4,239</b>

Summer Enrollment Headcount				
Campus	SU14	SU15	SU16	Total Enrollment by Campus
Crownpoint	27	15	8	50
Chinle	26	21	29	76
Window Rock	34	33	21	88
Shiprock	47	39	38	124
Tuba City	74	74	68	216
Tsaile	286	310	302	898
<b>All Sites</b>	<b>495</b>	<b>492</b>	<b>466</b>	<b>1,453</b>

Source: JenEX system

# Highlights

3-Year Average Enrollment - Academic Year	
Campus	Average
Crownpoint	171
Window Rock	232
Chinle	273
Shiprock	451
Tuba City	505
Tsaile	1,774
<b>All Sites</b>	<b>3407</b>

3-Year Average Enrollment - Fall	
Campus	Average
Crownpoint	83
Window Rock	101
Chinle	116
Shiprock	220
Tuba City	226
Tsaile	763
<b>All Sites</b>	<b>1,510</b>

3-Year Average Enrollment - Spring	
Campus	Average
Crownpoint	72
Window Rock	101
Chinle	132
Shiprock	190
Tuba City	207
Tsaile	712
<b>All Sites</b>	<b>1,413</b>

3-Year Average Enrollment - Summer	
Campus	Average
Crownpoint	17
Chinle	25
Window Rock	29
Shiprock	41
Tuba City	72
Tsaile	299
<b>All Sites</b>	<b>484</b>



Dr. Henry Fowler and young students



Dr. Michael Begaye, Science Faculty



Perry Charley, Director of Diné Environmental Institute



Dr. Oleksandr Makeyev, Math Faculty

## Innovative Navajo Math Projects

Diné College Interim Provost, Dr. Henry Fowler, described how his early math education involved concepts from nature and observations of his mother's way of measuring and calculating for her rug weaving. Dr. Fowler saw special connections between math concepts and Navajo culture. That inspired him to set up math camps, teacher training seminars and trips that immersed students in Navajo culture and math. For example, the mathematical sessions at the Diné College math camps are coupled with programs on Navajo culture and language to help students develop a stronger sense of Navajo identity.

## Research with a Corporation

Dr. Michael Begaye, Science Faculty Member at the Shiprock Campus, is conducting research on the capture of methane gas on the Navajo Nation. This research is being conducted in partnership with the Koveva Corporation and support from the Packard Foundation. Dr. Begaye and two student researchers are taking readings of methane gas content in the air, collecting critical data, and utilizing research methodology in a real-life setting with public health and private sector implications for the people of the Navajo Nation.

## Diné Environmental Institute for Research & Outreach (DEI)

The Diné Environmental Institute Research & Outreach (DEI) currently overseen by Perry Charley was established in 2006 at the Shiprock, New Mexico campus of Diné College. It holds considerable promise for advancing real-life practical applications drawn from the philosophical strengths of Navajo culture by generating solutions for contemporary issues. DEI supports projects such as sampling the San Juan River due to the Gold King Mine; microbial source tracking of the San Juan River; uranium mine and mill assessment; botanical and livestock studies; outdoor and indoor ambient air quality studies; and Navajo coal and air quality studies.

## Diné College Faculty Receives \$200,000 Award From the National Science Foundation

Diné College faculty Dr. Oleksandr Makeyev has received a \$200,000 grant from the National Science Foundation that will help improve epilepsy diagnosis. This award will establish and fund the Mathematics for Engineering Applications (MEA) research laboratory at Diné College for the next two years. Led by Dr. Makeyev, the goal of the MEA lab is to enhance STEM education for our students by involving them in cutting edge research projects. Undergraduate research assistant positions in the MEA lab will be available shortly for those interested in contributing to building the research capacity of Diné College and the well-being of the Diné People while gaining valuable research skills.

# Graduation Data

Major	Five Year Data Trend - Degrees Confirmed per Major					Grand Total
	2012	2013	2014	2015	2016	
Computer Science	0	0	0	1	0	1
Bachelor in Business Administration	0	0	0	0	1	1
Bachelor in Elementary Education	8	10	7	4	8	37
Biology	0	0	0	0	2	2
Biology Option	7	6	6	5	5	29
Business Administration	13	8	19	17	17	74
Business Management	0	0	1	2	1	4
Computer Information Systems	0	0	3	6	4	13
Diné Studies	7	6	14	5	5	37
Early Childhood Education	0	1	2	4	2	9
Education	0	0	10	7	14	31
Elementary Education	9	19	10	5	4	47
Environmental Science	0	0	0	4	4	8
Environmental Science Option	5	3	6	1	0	15
Fine Arts	4	3	8	2	9	26
General Science	0	0	1	9	10	20
General Science Option	6	3	4	0	0	13
Health Occupation	1	8	0	23	29	61
Health Occupation Option	15	15	13	6	0	49
Liberal Arts	22	24	16	20	11	93
Mathematics	0	0	0	0	1	1
Navajo Language	1	0	0	3	1	5
Office Administration	9	1	7	3	6	26
Office Technology Certificate	7	3	5	2	0	17
Public Health	1	0	0	1	0	2
Public Health Certificate	15	0	10	5	4	34
Public Health w/Health Educ Socio-Cult Option	1	0	3	4	4	12
Soc & Beh Sci, Psychology Option	2	0	1	0	0	3
Social & Behavioral Science	33	30	38	33	29	163
Social Work	8	0	0	0	2	10
<b>Grand Total</b>	<b>174</b>	<b>140</b>	<b>184</b>	<b>172</b>	<b>173</b>	<b>843</b>

Top 3 majors with most degrees confirmed are Social & Behavioral Science, Liberal Art, and Business Administration.

Campus Location	Five Year Data Trend - Spring Graduates Confirmed per Campus					Grand Total
	2012	2013	2014	2015	2016	
Chinle	9	7	2	2	17	37
Crownpoint	5	9	5	3	4	26
Ganado	2	1	*	*	*	3
Kayenta	3	0	*	*	*	3
Shiprock	36	14	12	22	18	102
Tuba City	16	16	23	15	24	94
Tsaile	89	87	131	122	102	531
Window Rock	14	6	11	8	8	47
<b>Grand Total</b>	<b>174</b>	<b>140</b>	<b>184</b>	<b>172</b>	<b>173</b>	<b>843</b>

\*The Ganado and Kayenta centers were closed in Fall 2013.

Source: JenEX system

*“Diné College is close to home and I like the Navajo culture component in learning.”*

— Shaye Jones, Senior



Avery Denny, Traditional Practitioner blesses the students during the 2016 Commencement.

## 2016 Commencement Speaker



**Ethel Branch**  
Attorney General Navajo Nation  
Department of Justice

Ethel Branch is the Attorney General of the Navajo Nation. She formerly served as an attorney at Kanji & Katzen, PLLC, a law firm solely committed to advocacy on behalf of Native Nations. There Ethel advised and represented Native Nations on a variety of issues, with a focus on restoring tribal natural resources and shielding tribal revenues. Previously, Ethel was an indigenous human rights attorney in Washington, D.C., where she helped advance the implementation of the U.N. Declaration on the Rights of Indigenous Peoples in the United States and the Americas. Ethel also previously served as a tribal finance associate assisting tribes in gaining access to the capital markets and in leveraging tribal assets to fund the development of critical capital infrastructure in Indian country. Ethel is a graduate of Harvard University, where she earned her A.B. cum laude in History, her Masters in Public Policy, and her J.D.



The Center for Dine Teacher Education (CDTE) has grown over the past year. We have eight (8) faculty members who serve the AA in Education, AA in Early Childhood Education, BA in Elementary Education, and BS in Secondary Math/Science degree programs. For Spring 2017, CDTE has 24 students enrolled in the BA in Elementary Education, two students the BS in Secondary Science, and one student in the BS in Secondary Mathematics. CDTE faculty members are honored to instruct and mentor teacher candidates. In 2016, faculty had a two-day retreat at San Juan College, which was a great way to make sure that assessments are aligned to curricula programs, and other required standards for student learning.

CDTE also has an Equity Grant that supports students taking their NES teacher certification tests before they graduate. The Equity Grant hosts a STEM festival each semester for Navajo Nation schools. CDTE hired STEM coordinator Filiberto Vecenti who assists faculty members in need of resources for STEM projects.

Dr. Geraldine Garrity is the Chair of the Center for Diné Teacher Education (CDTE) at Diné College in Tsaile, AZ. She is To'áheedlínii and born for Tódích'íí'nii. Her maternal grandfathers are Bit'ahnii and her paternal grandfathers are Kinyaa'áanii. She was raised and resides in Lukachukai, Arizona.

Dr. Garrity earned her Bachelor's Degree in Elementary Education and Master's Degree in Curriculum and Instruction from Arizona State University/Diné College. She also received her Doctorate in Educational Leadership and Change with an emphasis in Grounded Theory Study from Fielding Graduate University.

As the Chair of the Center for Diné Teacher Education, she works on partnership initiatives to enhance the program for students. Her goal is to get students licensed and highly qualified before graduating with a BA in Elementary Education. As a faculty member, she incorporates the Diné Content Standards as part of her instruction because she is a strong advocate for Diné language preservation and maintenance.



**Dr. Geraldine Garrity**  
Chair, Center for Diné  
Teacher Education  
(CDTE)



Dr. Christine Ami

(University of Northern Colorado), and an M.S. in International Relations (Troy University - Wiesbaden International Campus). He served as a Medical Laboratory Technologist while in the service and earned an A.A.S. in Medical Laboratory Technology. He worked in medicine for 30 years and understand the nuances of disease and struggling for life, which is why he emphasizes positive psychology in his classes. He completed his PhD in Academic Psychology at Walden University. The SBS division is grateful to benefit from Dr. Bradway's experience and expertise.

In addition, we recently hired a new adjunct faculty to teach social work classes. Carol Heredia is a Diné College alumna who would like to give back to Diné College by sharing her knowledge and experience with students. She will begin teaching in Spring 2017 and is interested in pursuing a full-time faculty position after increasing her teaching experience.

The SBS division has also made exciting new strides in other academic areas. For instance, the faculty have worked closely with the Director of Assessment, Carrie Tsosie-Jim, to develop a new assessment plan that includes new program goals and student learning outcomes. SBS faculty are applying this new assessment plan during the 2016/2017 academic year. In addition, Marius Begay (history faculty) has begun development of a History Club for Diné College students, and Brian King (history faculty) has served as the co-chair of the General Education committee for the last 2 years.

Finally, it is a great honor to acknowledge that our administrative assistant for the Social and Behavioral Sciences division, Irene Alva, has been serving Diné College for over 40 years. Ms. Alva is a Tótsohnii (Big Water) clan, born for Ma'ii Deeshgiizhnii (Coyote Pass) clan. Her maternal grandfather's clan is Tó'áhanii (Edge Water) and her paternal grandfather's clan is Tódich'íí'nii (Bitter Water). She has earned two degrees from Diné College – an Associate of Applied Science degree in Secretarial Science and an Associate of Liberal Arts degree in Business Administration. She has been with the college since 1973 and has worked in several offices, including the President's office, the Dean's office, various Vice Presidents' offices, and the Community Campus office that once served as the central office for the different campuses. Ms. Alva is an invaluable member of the SBS division. She helps to complete necessary tasks that enable daily functioning of the division and provides a great deal of priceless support to the current SBS Chair.



Dr. Bruce Bradway



Irene Alva



## Bachelor of Arts Degrees

- Business Administration
- Elementary Education
- Psychology - *New*

## Bachelor of Science Degrees

- Biology - *New*
- Secondary Education in Math & Science - *New*

## Associate of Arts Degrees

- Business Administration
- Computer Information Systems
- Diné Studies
- Early Childhood Education
- Education
- Fine Arts
- Liberal Arts
- Social and Behavioral Sciences
- Social Work

## Associate of Science Degrees

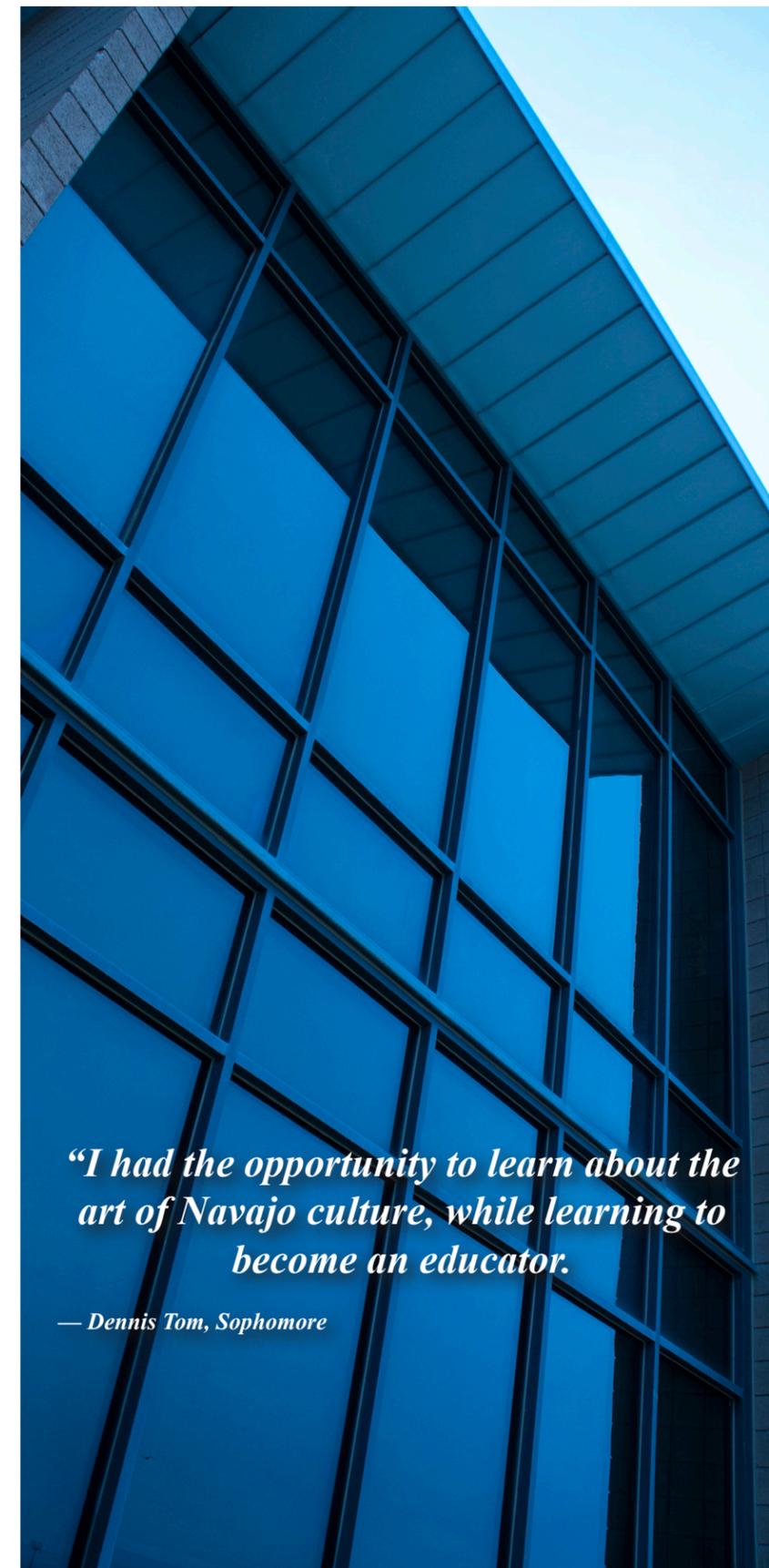
- General Science
- Public Health
- Health Occupation
- Environmental Science
- Agroecology/Environmental Science
- Biology
- Mathematics
- Physics

## Associate of Applied Science Degrees

- Business Management
- Office Administration

## Certificate Programs

- Digital Arts - *New*
- Irrigation Technician
- Navajo Nation Leadership
- Natural Resources
- Navajo Cultural Arts - *New*
- Public Health
- Computer Technology
- Geographic Information Systems - *New*



*"I had the opportunity to learn about the art of Navajo culture, while learning to become an educator."*

— Dennis Tom, Sophomore

## The Dual Credit Program

High school students can get a jump-start on college by earning college credits while attending high school. Eligible dual credit courses are taught in the high schools for students to receive college credits. College credits earned in Navajo Language, Navajo Culture, Mathematics, and English can transfer among public colleges and universities in Arizona, New Mexico, and Utah, including other tribal colleges and universities.

The tuition and fees are waived for high school students participating in the dual credit program. This is a tremendous tuition cost savings for the students and their parents. The tuition and fees cost is reimbursed to the College through state funding sources.

The Dine College has been offering dual credit program since Fall of 2013. Eleven school districts across the Navajo Nation are participating in the program.

## Dual Credit Student Completion Rates

		General		General		Male to Female Ratios				Native American to Non-Native Ratio			
		Student Headcount		Course Completion		AZ		NM		AZ		NM	
		AZ	NM	AZ	NM	Male	Female	Male	Female	NA	Non-NA	NA	Non-NA
AY1314	2013 Fall	0	23	0%	75%	0	0	8	15	0	0	23	0
	2014 Spring	10	32	60%	86%	4	6	12	20	10	0	32	0
	2014 Summer	10	4	0%	50%	0	0	4	0	0	0	4	0
AY1415	2014 Fall	99	88	95%	80%	46	53	37	51	94	5	88	0
	2015 Spring	162	97	92%	71%	71	91	37	60	157	5	97	0
	2015 Summer	6	2	83%	10%	4	2	1	1	6	0	2	0
AY1516	2015 Fall	219	158	85%	66%	88	131	56	102	207	12	155	3
	2016 Spring	205	63	85%	82%	92	116	28	32	198	8	63	0
	2016 Summer	0	0	0%	0%	0	0	0	0	0	0	0	0
	<b>Total AY1314</b>	10	59	60%	70%	4	6	24	35	10	0	59	0
	<b>Total AY1415</b>	267	187	90%	84%	121	146	75	112	257	10	187	0
	<b>Total AY1516</b>	424	221	88%	71%	180	247	84	134	405	20	218	3

Source: JenEX system

From Fall 2013 to Fall 2015 High School participants in the Dual Credit Program steadily increased starting with only 23 participants in New Mexico to a combined 377 across Arizona and New Mexico.

## Trailblazing Students



Ethan Tom

Ethan Tom (Tó'ahedlínii, Bit'ahnii, Ta'neesahni, Tábaqáí) is the youngest student to attend Diné College on a full-time basis.

He enrolled as a full-time freshman at age 15 and has continued to excel. Ethan is set to graduate in May, 2017 with his Associate of Arts degree in Elementary Education and will enter the Diné Teacher Education Program in the Fall semester.

Ethan's story of academic excellence actually began in elementary and middle school where he was promoted twice, allowing him to graduate two years early. During his senior year in high school, Ethan received numerous scholarship offers to major colleges and universities across the nation.

Because of his age, he and his family decided that Diné College was the best fit to begin his collegiate journey. Their decision was based on the fact that the College was close to Ethan's home in Lukachukai, Arizona and offered a stellar Diné Teacher Education program, which was his academic interest.



Dr. Sara J. Kien, Chairperson  
Social & Behavioral Science



BA Psychology Students  
taking PSY 290:  
Research Methods



Dr. Miranda Haskie  
Faculty Member  
Social & Behavioral Science

The Social and Behavioral Sciences (SBS) continues to offer a high-quality curriculum to Diné College students in the following disciplines: Anthropology, History, Political Science, Psychology, Social Work, and Sociology. There are 165 students enrolled in the SBS AA degree program, which is the third largest group of majors in the college. There are 44 students who are currently enrolled in the new Psychology BA program. This is the largest cohort for a new program in the history of the College. The SBS division also offers a Social Work AA degree program and a new collaboration has been established between the SBS division and NAU to create opportunities for Diné College students to pursue a degree in Criminal Justice.

The Psychology BA program emphasizes both Navajo and Western approaches to psychology and is rooted in a collaboration between the Social and Behavioral Sciences and the Center for Diné Studies. Dr. Wilson Aronilth Jr., has developed a new course that provides an introduction to Navajo Psychology. Aronilth is offering this course during both the fall and spring semesters of the 2016/2017 academic year and enrollment for the course is full. Avery Denny and Sara Kien (Division Chair) are developing a course on Navajo parenting and child development that they plan to team-teach in the Spring 2017 semester (PSY 340).

Other degree requirements for the new Psychology BA program include courses on Navajo holistic healing, Navajo philosophy, counseling and clinical psychology, health psychology, psychology and law, social and cultural psychology, developmental psychology, career planning, as well as decolonization, resilience, and research in indigenous communities.

Students are also required to complete two 200-level Navajo language courses. This program also includes hands-on practical experience through internships and undergraduate research projects.

The Psychology BA degree program will enable students to pursue graduate studies, obtain employment and promotion in the workforce, and serve the Navajo Nation. Within the last year, there have been 50-75 job advertisements for employment on the Navajo Nation and in surrounding border towns/cities that request a psychology degree.

We predict that the Fall 2017 cohort will be larger than the Fall 2016 cohort.

The SBS division is excited to announce that Christine Ami, a full-time anthropology faculty, obtained her PhD in Native American Studies from UC Davis on September 9<sup>th</sup>, 2016. Her dissertation is entitled: Diji nid'diil'ah (Today, we butcher): A Study of Navajo Traditional Sheep Butchering. Dr. Ami is Bilagáana and is born for Kinyaa'áanii. Her paternal grandfather's clan is Bilagáana and her maternal grandfather's clan is Tsénijikini. Dr. Ami is a talented, hard working, and dedicated faculty member. For the past year she has served as grant manager and project director for the Navajo Cultural Arts Program and the program has grown through her guidance. Dr. Ami collaborates with the Center for Diné Studies to offer this program to Diné College students and there are currently 10 students enrolled in the program.

We have recently hired a new psychology faculty member to teach Psychology BA courses. Bruce Bradway is originally from Indiana and joined the Air Force after receiving his B.A. in English at Wabash College. He spent twelve years in the service and during that time was able to earn an M.A. in Psychology, Guidance and Counseling

# Institutional Compliance Initiatives

## Office of Institutional Planning and Reporting (OIPR)

Diné College is very proud of—and grateful for—the huge success, outstanding work, and increasingly impressive reputation of its Office of Institutional Planning and Reporting (OIPR) among all TCUs around the United States. In 2016, OIPR was asked to make a presentation at Haskell Indian Nations University to all TCUs on how OIPR new tribal reporting process which is designed to: (1) ensure accurate and cleaner data for institutional compliance purposes, (2) use data effectively, and (3) establish optimum reporting structures.

According to Ms. Velveena Davis, Executive Director of OIPR, “At the Haskell presentation we received applause, inquiries to visit our OIPR office in Tsaile, and even several job offers!” She added, “IAIA, Turtle Mountain, Sitting Bull, Haskell requested for OIPR to train their institution on establishing a similar office and to assist them with restructuring their tribal reporting processes.” Diné College is clearly leading a data-driven culture and serving as a role model for fellow TCUs.

## Grants and Sponsored Projects

With the support and stability provided by the new Dine College Board of Regents and upper administration in the past fiscal year, the College’s Institutional Grants and Special Projects Office has made great strides in moving forward to fulfill the mission of the College through IGO planning and action in the following major areas:

1. The VP of Finance and Administration and the IGO worked cooperatively as required by approved Grants Policies to develop and submit an Indirect Costs Recovery Rate Proposal to HHS, subsequently approved at 33% of salaries/wages/fringe for a period of four years. This is the first negotiated rate the College has held in its history; its two previous rates were provisional short-term agency/proposal-specific rates, the last one expiring on extension in 2001.

2. Under the leadership of the current Acting Provost work on the reconstitution and revision of the College’s Institutional Review Board (IRB) has been revitalized and current progress is being made in compliance with approved Grants Policies.

3. Two new positions, the IGO Data Manager position and the IGO Compliance Officer position, have been approved and set for posting/advertisement. These two positions were chosen first in order to meet the new Board’s emphases on compliance and the level of data management necessary for compliance in the area of grants management and administration.



L to R: Members of the Office of Institutional Planning & Reporting, Janeen Tapaha, Brandon Nelson, Andreana Benally, and seated: Executive Director of OIPR, Velveena Davis.



Amanda McNeill, Director of Grants and Sponsored Projects

# Pathways to College Success - continued

## Achieving the Dream Initiatives (ATD)

In April 2013, Diné College joined the Achieving the Dream National Reform Network. The College’s participation in Achieving the Dream (ATD) has been instrumental in building, developing, implementing, and using student success data to begin closing student achievement gaps and accelerating student success.

ATD has enabled the College’s Office of Institutional Planning and Reporting (OIPR) to:

- a) centralize institutional data,
- b) contribute to data-driven decision making,
- c) increase data integrity, and
- d) establish a consistent data entry process.

Dine’ College’s participation in the Achieving the Dream initiatives has influenced the following student retention rates:

- 71% term to term
- 42% year to year (compared to the national average retention rate of 55%) for a public 2-year institution for year to year.

Student Support Services expanded under the initiative of Achieving the Dream gave students the opportunities for early introduction to college. As students engaged in their college programs, their self-esteem and confidence increased. Also, their academic success and semester-to-semester persistency rates improved.

Over the past three (3) years, the College’s participation in ATD contributed in key ways to the development, implementation, and expansion of Diné College’s Student Services, Academic Affairs, and Institutional Planning and Reporting Offices.



Student Affairs Staff at the 2016 Summer Institute



Davina Morris, Director of Retention & Advising



## Summer Institute 2016

Diné College’s annual Summer Institute focuses on mathematical skills, reading and writing, study sessions, and tutoring; provides academic advisement to incoming First-time freshman students and other activities that are part of the full summer program. In the previous five (5) years, participants have benefited from personalized attention, individualized instruction and accessibility to campus resources.

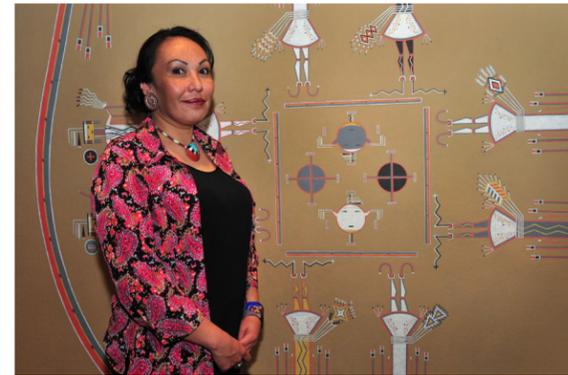
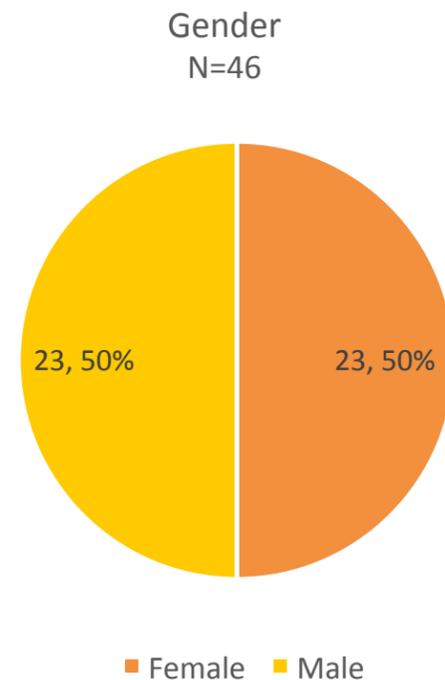
### Program Curriculum

The Summer Institute’s program curriculum focused on providing first-time freshmen a “jumpstart” on their college journey by staying on campus, and completing college credits during the two (2) weeks in the summer.

- In Summer 2016, forty-six (46) students participated in the Summer Institute Program.
- Many Farms High School and Chinle High School were the primary feeder schools for the Summer Institute.
- The majority of the students who participated in the program were between the ages of 18-22 years.

### Program Outcomes

- 80% of the students reported being satisfied with their participation in the Summer Institute.
- 65% reported being strongly satisfied with the student workshops they participated in.
- 74% of the students reported they felt more confident and “college-ready” after participating in the Summer Institute.
- 82% of the students would strongly recommend the program to other College Freshmen.



Nonabah Sam, Ned Hatathli Museum Curator.

Established in 1978, the Ned Hatathli Museum has been a place where visitors can visually see into the historical past of the Navajo people, while learning about their existence in modern-society. The vibrant Navajo culture is captured in ways that enable visitors to truly appreciate the value of maintaining exhibits and developing endless learning opportunities for everyone who visits.

After the museum renovations made in 2013, the museum has seen visitors from all over the world. It is one of the most important stops for Navajo Nation tourists and Navajos alike.

In 2015, the Ned Hatathli Museum garnered the *International Museum Excellence Award* from the Association of Tribal Archives, Libraries, and Museums.

With ever changing exhibits, the museum not only highlights the culture but also the artists of Indian Country, with the aim of helping to educate the surrounding communities of the many blessings and teachings we possess as Indian People.

We hope that you take a moment to visit our beautiful modern space and embrace it, as the magical flute music fills the air. We look forward to sharing more with you as we begin planning a new exhibit space for the 50th Anniversary of Diné College.



## Applying Traditional Knowledge for Policy Solutions

### 2016 Accomplishments

In 2016, The Diné Policy Institute (DPI) experienced a profound transformation. The organization has revamped its focus, look, and niche in Navajo policy advocacy. We have emphasized the independent nature of our research. We are housed in Diné College, and have the freedom to pursue projects independent of political bias. Our purpose is to identify and help address important social and political questions facing the Navajo Nation.

We have also built our empirical research capacity. We are trained in qualitative and quantitative research methodologies that provide us data no other organization in the Navajo Nation is able to produce. We also have one of the most educated workforces in the Navajo Nation. Our entire workforce is college educated. We have a number of Ph.D. consultants and contractors who assist in research. DPI has a reputation of over ten years of meaningful work in the Navajo Nation and we have built partnerships with nearly all of the major regional universities, including: the University of Arizona, Arizona State University, Northern Arizona University, and the University of New Mexico.

It is for this reason that we chose to focus on the following issues over the last year: 1) “Regionalization” of Navajo Nation Chapter Houses, 2) Navajo Nation’s Human Subjects Review Process, 3) Healthy Office Initiative, and 4) Navajo Nation Land Reform. We also have completed two (2) corollary projects, 1) A film on the long distances students have to travel to school, and 2) A photo essay on LGBTQ life on the reservation.

### Conferences

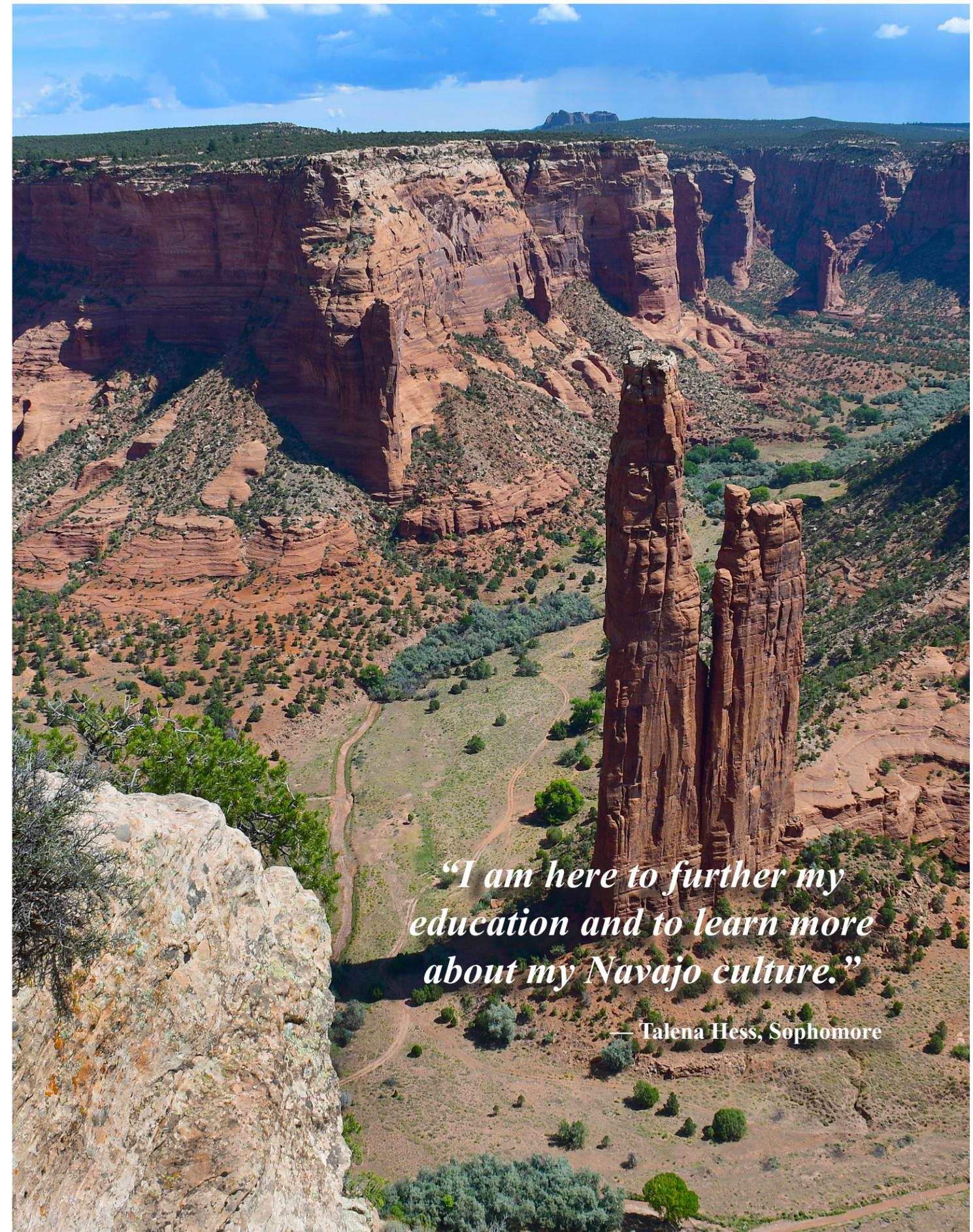
We hosted two major conferences over the past fiscal year. The first was an LGBTQ summit in the fall of 2015 in Shiprock. The second, also in Shiprock, was the “Siihasin Summit” on data management in the Navajo Nation. Both of these conferences were well attended. The Siihasin Summit was broadcast live on the Diné College radio station, KXWR 92.1. The conference was recorded and archived.

### Reports

Over the past year, a study was done on the Navajo Nation Council’s proposed “regionalization” initiative. Data was gathered from community members at flea markets, and officials at chapter houses using surveys and interviews. This is the only empirical research exploring the question of regionalizing chapters.



“For Our People:  
Getting the data,  
controlling the data,  
using the data, and  
protecting the data”



*“I am here to further my  
education and to learn more  
about my Navajo culture.”*

— Talena Hess, Sophomore



Aaron Lee ASDC President



Terri Lynette Yazzie  
Miss Diné College, 2016-2017

## Message from the ASDC President

“Yaateeh! Shi’kei doo shidine’e, shi ei Naatoo Dine’e Tachiinii nishli, Tachiinii bashishchiin, BiihBitoonii dashichei, Ta’baahii dashinali. My name is Aaron Lee, I am honored to have the opportunity to serve as the President of the Associated Students of Diné College and represent the heart of this institution; our students. The ASDC has made some significant strides in under a year, such as establishing student senators and ambassadors at several locations. It inspires me to see our students embracing change and reintroducing themselves with the confidence of knowing their identity as a Diné person. I would like to promote more efforts to collaborate with other Tribal Colleges and Universities, being that we are the first Tribal College, we should set the positive example by uniting and encouraging our sister TCU’s to continue maintaining cultural resilience.” - Aaron Lee ASDC President



The mission of the Associated Students of Diné College (ASDC) is to provide a voice for the students in college affairs through promoting academic excellence, fostering student well-being, providing student activities, promoting leadership, preserving Navajo cultural traditions, and respecting all spiritual values.

ASDC President Aaron Lee and his officers have introduced new projects and activities that will benefit students at each Diné College location. They have an outstanding commitment to exemplify their leadership skills at Diné College that will create beneficial educational environment. As officers, they have already successfully established student senators at Shiprock and Window Rock, including student ambassadors at the Tuba City campus. Their goals are to have student senators at each of the six Diné College locations; they will serve as representatives of the student body from these campus sites. The officers have also nominated a student senator who will serve as a Diné College representative on the Navajo Nation Government Reform Committee.

The ASDC officers also engage with students by consistently planning and hosting events such as the Spring Bash and Glow Dance. Other events include mini competitions among students or outdoor entertainment such as riding mechanical bull, traversing a zip line, or climbing a rock-climbing wall. These events are stress relievers and team building incentives for students.

## Research

The Land Grant Office has conducted research projects applicable to community, farmer and rancher needs. The diversified forage crop research concentrated on planting 12 forage species to determine what crop will result in higher yield with the current climate conditions. The crops were planted at five sites of different soil and climate conditions. The research control group of oats and alfalfa and other crops such as triticale, millet, barley and wheat has proven to be highly successful. However, because crops responded differently to each site recommendations were made to the respective community farmers. We have been working with Arizona State University Professor Emeritus, John H. Brock and the University of Arizona Irrigation Specialist, Edward Martin.

Knowing the importance of yucca species to the Navajo people as food and fiber we plan to determine the most efficient way to propagate seeds of several culturally important Yucca Species into health plants. We also plan to identify plants from five Yucca species (Y. Angustissima, Y. baccata, Y. Baileyi, Y. Glauca and Y. Harrimaniae), which are native to the Navajo Nation, that exhibit superior qualities as food and fiber crops. Diné College Land Grant Interns and students enrolled in Roberta Barbalace and Margaret Mayer Environmental Science Courses have been participating in establish yucca seedling through various propagation methods and protocols. This particular project is in partnership with Brigham Young University and New Mexico State University. Another projected we are very excited about is one for improving sheep genetics of our local sheep producers. We have purchased nine South African Meat Merino from New Mexico State University and developed a leasing program for community members. Since 2013 we have seen major improvement with several producers consistently participating. Through the annual Wool buy we have improved wool quality and are currently working on developing alternative meat markets opportunities.

## Youth Development and 4H Program

Extension Specialist, Audré Etsitty of the Diné College Land Grant Office, has collaborated with 4H Program Coordinator, Kristy Dennison, of the University of Arizona Cooperative Extension Office to promote the 4H program on the Navajo Reservation. Both partners were awarded a two-year grant from USDA which will fund the following programs in 2017:

- March 3-4, 2017: Navajo Nation 4H Volunteer/Leadership Summit – Window Rock, AZ
- March 10-11, 2017: Agricultural Career Fair - Diné College Student Union Building Tsaile, AZ
- June 1-4, 2017: Livestock Show Camp Window Rock Fairgrounds
- July 19-22, 2017: 4H Youth Leadership Camp
- Summer 2017: Clover-bud Camp
- Summer 2017: Cultivating Youth in Agricultural Summit

It is the intention of both offices to advance educational hands-on opportunities in the area of agriculture for youth residing on the Navajo Nation.



# Land Grant

## Youth Development

Three youth camps were offered throughout the summer of 2016 allowing 92 youth to learn about livestock, farming, agricultural business, markets, natural resources, and water all through hands-on education. The United States Department of Agriculture Animal Plant Health Inspection Services has graciously funded the camps.

### Agricultural Youth Camp

June 5 - June 17, 2016.....18 youth

Native American Environmental youth Camp

June 27 - July 2, 2016 .....39 youth

Mini Agricultural and Natural Resource Camp

July 6 - July 9, 2016.....35 youth.



We hold the camps to show the youth how farming and agriculture play important roles in our lives and how they influence us to want to take better care of the environment.

## Technical Services

The Land Grant Staff has successfully worked with 19 Farmers and Ranchers through one-on-one services to improve their existing farming or ranching practices. We are working with Labatt Foods to figure how to implement a sheep market for our local producers. We also tried to incorporate new market strategies to increase their profits. This year alone, we had one producer indicated that she has never sold her apples from a tree her great grandparents have planted many generations ago.



## Shiprock Demonstration Farm

The Land Grant Office staff and student interns have been working on the Shiprock Demonstration Farm on and off for the past two years. The farm was one of our biggest projects under the USDA Rural Development Grant. This past summer we had six staff members and thirteen Interns work on the farm. Interns learned new skills throughout the entire project: including how to operate a chainsaw, a backhoe, and a excavator. They also learned how to treat invasive trees.



Together we accomplished phase one of our plan which consisted of reducing the Russian olive and Tamarisk (Saltcedar) population on and around the Demonstration Farm as well as other trees and shrubs. Also clearing 5 acres of Orchard and Grubbing on an old orchard plot that land grant operated in the past. After all the trees had been cleared and incinerated we began working on earthwork and land leveling so we could begin lay down the underground irrigation pipes. Our staff and interns laid down over +4,000 feet of underground PE piping on a total of 72 acres for future irrigation for the farm. Irrigation pipes varied from 4 inch pipes to 12 inch pipes.



The Land Grant Office also established 2,100 feet of road base to allow us easy access to farm from one end to the other. Later to come are the installations of three manhole covers that are to house the water pumps for the irrigation when were allowed access to water in the San Juan River so we can pump water to the farm. Although a lot has been accomplished we have yet to scratch the surface of what we want the Demonstration Farm to be and look like in the next five years. The site will serve as a teaching facility for future curriculums in horticulture and have it be open to the community and eventually establish community plots so everyone can experience, learn and grow together.

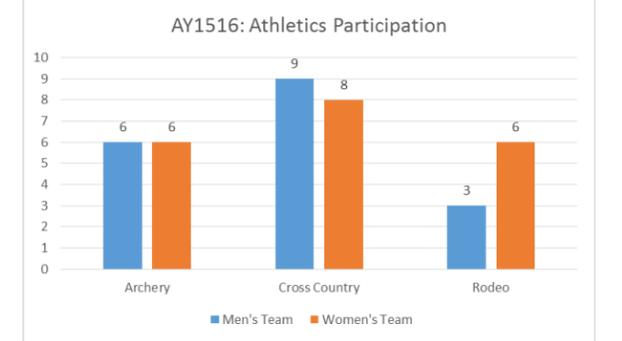
# Athletics

Diné College's Department of Intercollegiate Athletics recognizes a commitment to serve both its student athletes and the College. With a winning tradition that spans over 45 years, Warrior Athletics compete in Cross Country, Rodeo and Archery. Student Athletes are given the opportunity to showcase their talents on a national level while attaining their degree. Each of these sports have been successful in previous years garnering national titles and individual accolades.



At the 2015 USCAA Championships, Tamarie Tracy was the top harrier for the Lady Warriors fishing in 9th place with a time of 24:54 and a spot on the All-American Second Team. Together, the Lady Warriors placed 5th at the race. The men earned 10th place for their efforts.

The 2015 -16 Season proved to be a success with All Around Cowboy Wyatt Betoney earning the top spot in the Grand Canyon Intercollegiate Rodeo Association. The freshman Cowboy from Tonalea, Arizona represented Diné College at the 2015 National Intercollegiate Finals Rodeo in Casper, Wyoming. Wyatt is a Health Occupation major with the hopes of one day providing his services to rodeo athletes. In the arena, Wyatt competes in the bareback bronc riding and bull riding events. As a top athlete in the college rodeo circuit, Wyatt has won numerous events including the annual Diné College Rodeo.



Source: JenEX system

Diné College's archery teams are among the top programs in the nation, with coaches and athletes consistently earning national awards. On May 19-21, 2016, the Warriors competed at the United States Indoor Archery Championships (USIAC) in Chula Vista, California where they earned three All-Academic and five All-American honors during the 4-day competition. Overall, DC archers garnered five medals for a sixth-place finish at USIAC.



Earning All-Academic honors for the Warriors: Aliseneca Barry (Recurve Bow-Women), Shawntel Yesslith (Compound Bow-Women), Charmayne Begay (Bowhunter-Women).

All-American honors were earned by Keisha Yazzie and Barry (Recurve Bow-Women); Kristy P. Yazzie and Yesslith (Compound Bow-Women), and Begay (Bowhunter-Women). The Recurve Mixed Team consisted of Brandon James and Aliseneca Barry claimed the silver medal. Keisha Yazzie, LeTanya Salazar and Barry combined to finish with a bronze medal in Recurve Women's Team. Yesslith garnered the bronze medal in the Compound Women's category.

The team is always looking to recruit a few good Warriors—men and women who strive for outstanding grade point averages, who commit themselves to practice, and who can concentrate with precision and equanimity during the heat of competition.



# AIHEC Annual Student Conference



## The American Indian Higher Education Consortium (AIHEC)

The American Indian Higher Education Consortium (AIHEC) is a support network of thirty-seven Tribal Colleges and Universities (TCUs) in the United States and one in Canada.

In addition, AIHEC provides an annual Student Conference where students of tribal colleges get a chance to participate in academic competitions.\*

The year, the Diné College 2016 AIHEC Team did an outstanding job at the conference with many awards and recognition, which include:

- 1st Place One Act Play
  - Best Actress Award - Danielle Joe
  - 1st Place Handgames
  - 1st Place Webpage Design Team
  - 2nd Place Webpage Design Individual - Malcolm Bob
  - 1st Place Knowledge Bowl Team
  - 2nd Place Critical Inquiry
- 1st Place in Non- Fiction Writing in the *Tribal College Journal* contest- Kayla Hanks

*\*Diné College students also competed in the following competitions: Business Bowl, Archery, Science Bowl, Informative Speech, Science Poster Presentation and Science Oral Presentation.*

**Ahxéhee' to the Diné College Coaches and the Planning Committee for executing a successful AIHEC Conference and trip!**

# Institutional Capacity-Building Initiatives

## New Institutional Units and Positions

Over the 2016 year, Diné College created new organizational domains and established new or significantly expanded offices and positions, including:

- Office of the VP of Compliance & Quality Assurance
- Office of Institutional Planning & Reporting
- Procurement Office
- Accreditation Office
- Office of the VP of Finance & Administration
- New Position of Associate VP of Finance & Administration
- New Position of Director Special Projects & Event Planning
- Office of Capital Projects
- Office of the Dean of the Faculty
- Office of the Dean of Outreach and Continuing Education
- New Position of Associate to the Board of Regents
- New Position of Special Assistant to the President and Media Officer
- Office of Student Success
- Office of Student Enrollment and Management
- Office of Student Retention
- Office of Student Support

## New Institutional Strategic Goals

At the 2016 Annual Meeting of the Diné College Board of Regents, the institution's new strategic goals were unveiled:

- I. Uphold the Institution's Diné identity, philosophy, values, and principles;
- II. Lead-the-way in Nation-Building through academic programs, research, policy formulation, and community services that address the highest priorities of the Navajo Nation;
- III. Strengthen the financial health and self-reliance of the institution;
- IV. Provide all students teaching, academic advising,
- V. Embrace state-of-the-art technology to enhance teaching and learning, institutional communications, and operational efficiencies; and
- VI. Cultivate in all students the transformative power of self-discovery, ethical discernment, and self-determination for navigating the Diné and non-Diné worlds.



Dr. Martin M. Ahumada and his Strategy Planning Team.



Strategic Goal Planning Meeting in Albuquerque, New Mexico.



VP of Finance & Administration, Ms. Cheryl Thompson and her team.