

BIENNIAL REPORT 2014-2016



# MESSAGE FROM THE PRESIDENT



*Dear NWIC Family and Friends,*

I hope this finds you in good health and spirits. A lot has happened in the past two years. I thank you for your continued support and interest in the Northwest Indian College (NWIC) and the goals not only we aspire to, but the goals our ancestors envisioned. Our students greatly benefit from your continued support, and because of those who came before us and all of you, the college has seen the success it has today. We hope that this spirit of kindness is replicated in all walks of their lives once they move on, and that they will

bring prosperity to their own tribes and the larger community as well.

This report highlights some of the notable accomplishments and milestones in the ongoing growth and evolution of NWIC, such as a new bachelor's degree offering in community advocates and responsive education in human services, new institutional initiatives, ongoing growth of our four-year-degree program successes, and the Lummi Day School interior restoration, our tenth completed building since the College launched the Capital Campaign.

This report also provides an update on our demographics, the results of new academic programs being added to the school's offerings, profiles of successful alumni and current students, status and achievements associated with the NWIC Foundation, and financial data for the College.

Ultimately, this report is about our ongoing pursuit of building Tribal communities by building people, that is, our students. I often hear students say that by coming to NWIC they are not only fulfilling their goals of attaining a college degree, but often inspire their family

members to attain a higher education as well. This serves as a humble reminder of how much NWIC means to our students, their families, and their communities, and just how broad of an impact helping one student can have.

It is truly an honor to work alongside a team of committed faculty, staff, administrators, board of trustees, and foundation board members that genuinely care about our students. There have been so many people over the years who have contributed to the growth and success of NWIC, and I want to thank each and every one of you reading this report for your contributions, encouragement, prayers, and support of our students and the College.

As we reflect on the past two years and beyond, we face the future with hope and optimism as we strive to fulfill our mission and help our students and Tribal communities move forward and prosper in a good way.

*With Appreciation,*

Justin Guillory, President  
Nez Perce descendant

# Contents

PRESIDENT'S MESSAGE	2
MESSAGE FROM THE BOARD CHAIR	4
ABOUT	5
DEMOGRAPHICS	10
STUDENT HIGHLIGHT	13
FOUR-YEAR PROGRAM HIGHLIGHTS	14
STUDENT HIGHLIGHT	18
PROGRAM HIGHLIGHTS	19
ALUMNUS HIGHLIGHT	24
STEWARDS	25
SUPPORT	26
OUR GROWTH	28
HONORABLE MENTIONS	30

Drawing upon the knowledge of our ancestors and of living relatives, Northwest Indian College teaches students how to live well and in culturally necessary ways in today's society. Northwest Indian College seeks to restore and rebuild our tribal communities and families.

## Mission

**“Through education, Northwest Indian College promotes Indigenous self-determination and knowledge.”**

Cover photo: Laura Conner, cultural arts lead instructor at the NWIC Nez Perce site

# MESSAGE FROM THE BOARD CHAIR



*Greetings Friends of  
NWIC*

On behalf of NWIC and the Board of Trustees, I share my greetings and best wishes with you. It is my honor to serve as the chairwoman of the NWIC Board of Trustees and to share our respect and love

for our students. I feel great pride when I see our students and their families celebrate their educational accomplishments at graduation and all the other NWIC hosted events throughout the school year.

As members of the Tribal communities served by NWIC, the board is particularly proud of the many accomplishments of the College which include: numerous grants that our new four-year programs have been awarded, approval of an additional bachelor degree program in community advocates and responsive education (CARE) in human services, and the interior restoration of the Lummi Day School as a part of our Capital Campaign to name a few. Our record of student success is improving each year and we see evidence of it every day in the participation of our Tribal students in their classes and extracurricular activities.

Higher education and student success is the goal of the NWIC Board of Trustees because we recognize the importance of education to all Tribal people throughout the Northwest.

On behalf of my fellow trustee members, the Lummi Nation, and all of our tribal students served by the NWIC, I welcome your involvement in the College. Your friendship and alliance with NWIC is valued and helps us support our students. We hope you enjoy seeing a glimpse of NWIC and its success through this biennial report.

*Hty'shqe*

Kristin Kinley, Chetopia  
NWIC Board of Trustees Chair

## NWIC BOARD OF TRUSTEES 2016

Kristin Kinley, Chair  
Lummi

Larry Campbell, Vice Chair  
Swinomish

Jana Finkbonner, Secretary  
Lummi

Sandra Finkbonner, Treasurer  
Lummi

Celina Phair, LIBC Delegate  
Lummi

Rachel Phair, Member  
Lummi

*About*

## STRATEGIC PLAN AND MISSION FULFILLMENT

Through a series of retreat activities, campus-wide planning sessions, focus groups, surveys and community needs assessments, NWIC's institutional community examined the College's mission, vision, and purposes to identify academic and program priorities as part of its ongoing strategic planning process. Through the development and establishment of core themes, goals, and objectives, the College strives to take a more structured approach to work more effectively in the diverse tribal communities that we serve.

The strategic plan includes strategies that lead to the action desired by the College to meet its mission. For the 2010-2017 strategic plan, NWIC has implemented the following core themes and institutional goals:

### CORE THEME ONE: ENGAGE INDIGENOUS KNOWLEDGE

GOAL 1: NWIC promotes student self-identity through the tribal college experience

GOAL 2: Indigenous knowledge is the foundation for all programs of study

GOAL 3: NWIC actively engages faculty and students in research and scholarship in support of the college's mission and programs

### CORE THEME THREE: PROVIDE ACCESS TO HIGHER EDUCATION OPPORTUNITIES AT ALL LEVELS FOR TRIBAL COMMUNITIES

GOAL 6: NWIC offers career and workforce opportunities in response to community and individual needs

GOAL 7: NWIC provides access to and opportunities for engagement in the tribal college experience at all entry points

GOAL 8: NWIC increases access to program of study courses through distance learning education modalities and site-based services

### CORE THEME TWO: COMMITTED TO STUDENT SUCCESS

GOAL 4: NWIC prepares students to be successful at the associate, baccalaureate and graduate levels

GOAL 5: NWIC promotes student success in college-level courses through the First Year Experience program, especially for first generation and low-income students

### CORE THEME FOUR: ADVANCE PLACE-BASED COMMUNITY EDUCATION AND OUTREACH

GOAL 9: NWIC promotes healthy living and nutrition, leadership and financial security

GOAL 10: NWIC promotes Land Grant programming that builds institutional and community capacity in the marine sciences, aquaculture and natural resources

# About HISTORY OF THE COLLEGE



**1974**

Lummi Indian  
School of  
Aquaculture (LISA)  
is established

Lummi Indian  
School of  
Aquaculture  
becomes Lummi  
Community College  
(LCC)

**1983**



**1989**

Recognizing the mandate  
to serve other tribes, the  
college changed its name  
to Northwest Indian  
College (NWIC)

NWIC is granted  
accreditation by the  
Northwest Commission  
on Colleges and  
Universities (NCCU)

**1994**



**Our History:** NWIC evolved from the Lummi Indian School of Aquaculture (LISA). Established in 1974, LISA provided fish and shellfish hatchery training for indigenous people from all over the world. In the early 1980s, LISA evolved into Lummi Community College, a tribally chartered post-secondary institution. As courses

and offerings expanded, so did the service area of the College, creating important networks with various tribes throughout the Pacific Northwest.

In recognition of that expansion, in 1989 Lummi Community College became Northwest Indian College.



**2007**

NWIC's student dormitories open and the college becomes one of the few TCUs with on-campus housing

NWIC is approved as a baccalaureate degree granting institution

**2010**



NWIC launches its newest four-year program: BA in CARE in Human Services

**2015**



**2016**

NWIC now offers: 4 bachelor degree programs, 9 associate degree programs, and 8 certificate programs

In 1993, NWIC was granted accreditation by the Northwest Commission on Colleges and Universities (NWCCU) and became a land grant institution through Congressional action in 1994. Then, in 2010, the NWCCU granted NWIC accreditation at the baccalaureate level. The college currently offers four bachelor degrees, with

more in the works.

Currently, NWIC serves seven tribal nations through its main campus on Lummi and six extended sites.

About

## INSTITUTIONAL OUTCOMES

### Guiding Student Learning Toward Indigenous Self-Determination

Northwest Indian College is committed to advancing the vision of our ancestors by providing a quality Indigenous education through which every student is able to strengthen their personal and Tribal identity. Toward this vision, the Board of Trustees approved a new set of institutional outcomes in April 2013. The institutional outcomes are foundational to a framework based on the pillars of Indigenousness and sovereignty, which informs all aspects of the design, delivery, and assessment of the college's programs and courses.

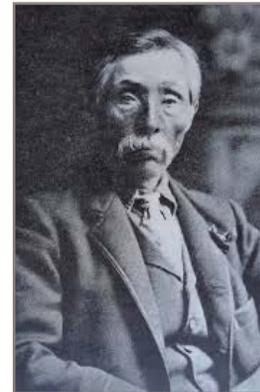
The institutional outcomes are built upon four organizing principles for student success which move our educational vision into fruition:

**Native Leadership** – To Acquire a Quality Education

**Way of Life** – To Give Back

**Inherent vs. Acquired Rights** – To Apply Indigenous Knowledge

**Community-Minded** – To Utilize Education Through Work



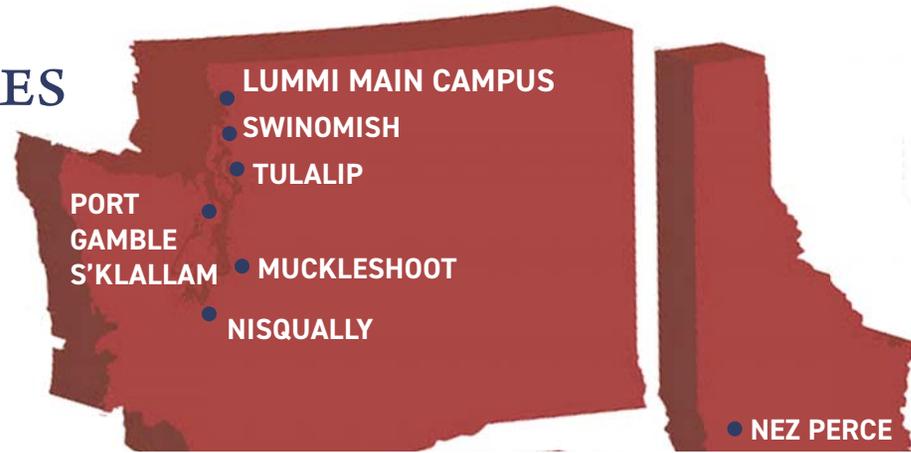
Due to the generosity of the late Lummi elder, Henry Kwina (pictured), and his family NWIC was able to expand to include the new South campus



The ocean seapond of the Lummi Nation

# About

## OUR EXTENDED SITES



The extended sites come to the main Lummi campus for graduation representing their individual tribes



Swinomish's campus garden



Stick Games at Nez Perce



NWIC Muckleshoot site student, David Miramontez was awarded '16 American Indian College Fund Student of the Year

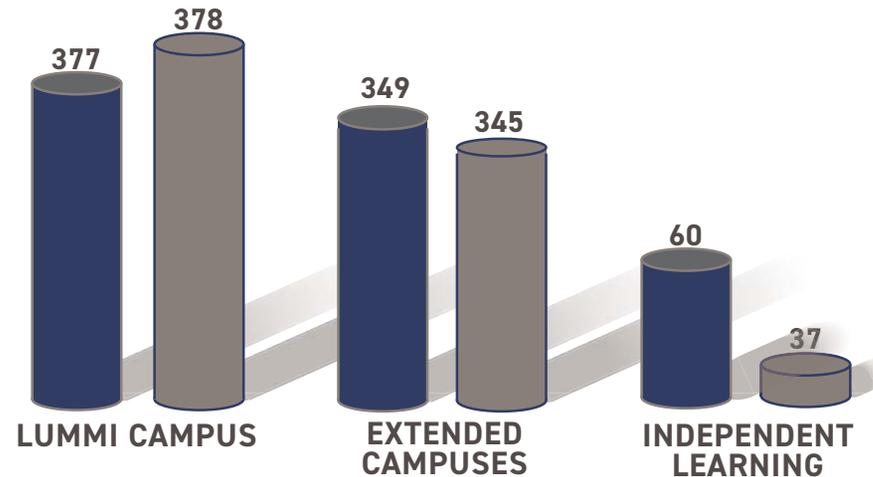
# Demographics

## NWIC THROUGH THE NUMBERS

### FULL-TIME ENROLLMENT (FTE) BY LOCATION (12 OR MORE CREDITS)

2014-2016

■ 2014-2015  
■ 2015-2016



### EXTENDED SITE LOCATIONS:

- LUMMI (MAIN CAMPUS)
- SWINOMISH
- TULALIP
- PORT GAMBLE S'KLALLAM
- MUCKLESHOOT
- NISQUALLY
- NEZ PERCE

### NWIC STUDENT OVERVIEW

	'14-'15	'15-'16
Total Headcount - Annual	2,320	1,894
Native American	84%	82%
Gender	69% female	70% female
Tribes Represented	128	103

### ANNUAL FTE HEADCOUNT BY CREDIT\*

CREDITS	TOTAL		PER-CENTAGE CHANGE
	'14-'15	'15-'16	
12+	386	410	6.2%
6-11	163	150	-8.3%
5 or fewer	122	106	-13.2%
Total	671	666	-0.9%

\*All data based on Fall/Winter/Spring quarter averages

# Demographics

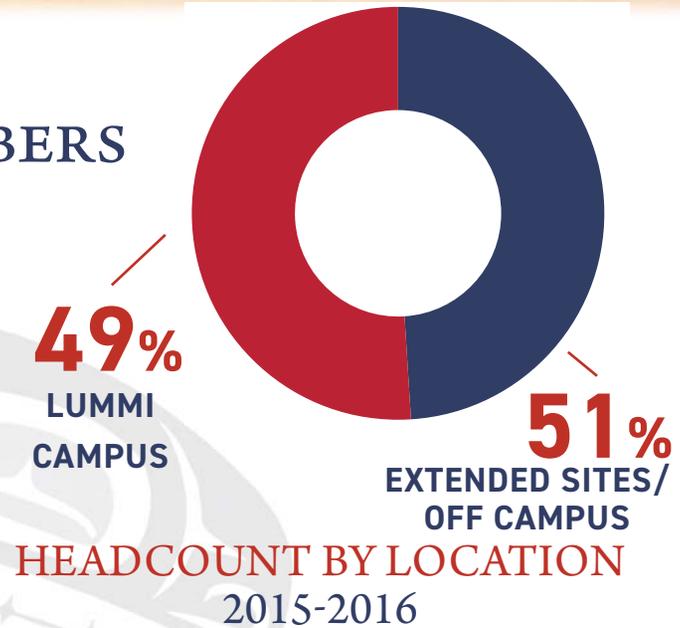
## NWIC THROUGH THE NUMBERS

HEADCOUNT BY GENDER  
2015-2016



HEADCOUNT BY PROGRAM OF STUDY

STUDENT TYPE	'14-'15	'15-'16
B.S. NES	95	91
B.A. CARE in Human Services	11	35
B.A. Native Studies Leadership	57	58
B.A. TGBM	167	161
Associate Transfer Degree	599	588



HEADCOUNT BY AGE\*

AGE	'14-'15	'15-'16
Under 16	2	4
16-18	109	86
19-21	185	186
22-25	274	226
26-29	242	202
30-39	453	391
40-49	360	284
50-59	317	226
60+	347	258
Unspecified	31	31

\*Based on academic year averages

# Demographics

## A GLANCE AT OUR GRADUATES

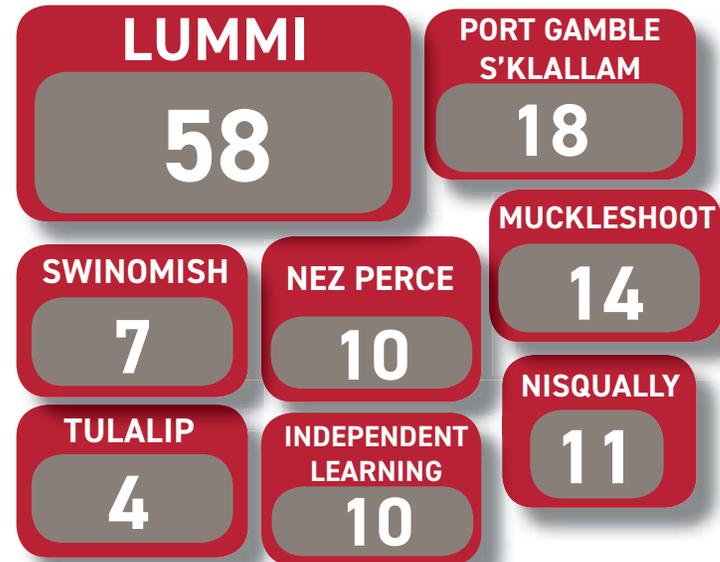
GRADUATES BY LOCATION  
2014-2015



NWIC GRADUATE OVERVIEW

	'14-'15
Total Number of Graduates	100
Number of Bachelor Degrees Conferred	32
Number of Associate Degrees Conferred	64
Number of Certificates and Awards Conferred	4
Average Graduate GPA	3.2

GRADUATES BY LOCATION  
2015-2016



NWIC GRADUATE OVERVIEW

	'15-'16
Total Number of Graduates	132
Number of Bachelor Degrees Conferred	37
Number of Associate Degrees Conferred	81
Number of Certificates and Awards Conferred	14
Average Graduate GPA	3.3

# Student Highlight

## MATILDA BROOKS



**Area of Study:** BS Native Environmental Science

**Tribal Affiliation:** Yurok Tribe (located in Northern California)

**About:** AA in Arts and Sciences; Rocket Club, Safety Officer, recent semifinalist in highly competitive Search for Hidden Figures Contest

Matilda transferred to NWIC to fulfill her lifelong goal of playing college basketball where she played on the NWIC Lady Eagles team. While playing on the team, she got to compete in the AIHEC basketball tournament and the team placed in the top three each year. In 2013, she also joined the Rocket Club, and during her time being involved they won multiple contests such as first place in the First Nations Rocket Launch and broke the sound barrier, which is expected to earn her recognition at the Smithsonian. After this, she was presented with the opportunity to intern with NASA at the Ames Research Center in California where she worked in the rotor-craft aeromechanics branch.

The student interns spent two weeks studying for the pilot's exam and practiced in a simulator. They each completed an individual project and a group project in which they learned how to use 3D printing software.

In the spring of 2015, Matilda was asked to be on a community panel at NWIC where she made the keynote speech at a Witnessing Our Future (WOF) gathering. Following Matilda's speech, she was asked to go to DC with the WOF project to be an advocate for Native youth and talked about youth suicide prevention in Native communities. She was on a panel where she talked about her upbringing and what it was like growing up in a tribal community.

# Four-Year Program Highlights

## NATIVE ENVIRONMENTAL SCIENCE

### About

The Native environmental science (NES) program is intended to meet the critical need for effective Native American leaders and environmental scientists who are rooted in their culture. This program emphasizes and explores the interrelatedness of Native ways of knowing, traditional ecological knowledge and Western science. Prominent aspects of the program include hands-on learning and the involvement of students in community service, research and internships. The program prepares graduates to work within Tribal communities in support of environmental stewardship, conservation and revitalization. This program was designed with considerable input from Pacific Northwest Tribal elders, leaders, environmental managers, educators and students.

### Evaluating the Impacts of Cross-Curricular, Place-Based Pedagogy to Enhance Student Success

Award Amount: \$1.25 Million

NWIC's Native Environmental Science Program received a National Science Foundation grant to study the impacts of designing cross-curricular case studies that are place-based and culturally grounded. The project is showing that STEM recruitment and retention is directly linked to culturally-appropriate pedagogy. The study is looking both at how to best increase interest in the STEM field and how engagement in the Sciences can also help revitalize Indigenous knowledge systems.

### National Science Foundation Grants

#### Collaborative Research: Partnerships for Geoscience Education: Bridging Shared Waters for Geoscience Studies

NWIC and Western Washington University (WWU) are collaborating to increase the number of Native Americans with graduate degrees in the geosciences. By focusing on shared waterways (The Salish Sea), NWIC and WWU hope to build sustainable pathways between institutions to support this goal. During this project, both institutions are modifying the geosciences curriculum, student mentoring, articulation agreements, co-listing courses, and cross-cultural faculty development.



Native environmental science graduating class of 2016

# Four-Year Program Highlights

## TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

### About

The Tribal Governance and Business Management (TGBM) program began in 2013. It was developed to provide students with the knowledge necessary to be productive and successful administrators. The program is designed to develop the skills that support tribal governance and business management. The program offers students the fundamental knowledge and experience necessary to succeed in the areas of leadership, sovereignty, economic development, entrepreneurship, and management.

### Scholarship Opportunities

The TGBM program was awarded scholarship support from the Johnson Foundation for both 2014/2015 and 2015/16 as follows:

2014/2015	\$70,000	25 students
2015/2016	\$65,000	26 students

All TGBM courses are now offered in the video conference hybrid modality. This effort is to support the distance learning students at NWIC extended sites and beyond.

### National Competitions

NWIC received third place in at the American Indian Business Leaders 2015 National Conference's Business Plan Competition with their "Ancestral Roots" business plan. The business focused on bringing traditional food to customer's doorstep by subscription. The team consisted of: Stephanie Charlie, Jennifer Cordova-James, and Stacie Jefferson. In 2016, NWIC also placed third in the business plan competition with their business plan "Native Credit Union". This group included Stephanie Charlie, Luke Heaton, Melissa Naeimi, and Lily Roberts. NWIC continues to be active in their annual competitions, which brings pride to the TGBM program.

NWIC sent a team of three students to compete in the 2016 AIHEC Business Bowl where they proudly placed first. This was NWIC's first TGBM team to attend the AIHEC competition. TGBM students continue to prosper both academically and professionally, and are a true testament of the infinite level of excellence demonstrated by TGBM scholars.



TGBM's 1st graduating class,  
Spring 2015

# Four-Year Program Highlights

## NATIVE STUDIES LEADERSHIP



### NSL Program Outcomes:

Skills of Leadership  
Values  
Knowledge  
Worldview

### About

In academic year 2013, the bachelor's of arts in Native studies leadership (NSL) program was approved to be offered at NWIC. The NSL program of study is the journey to self-determination and reclaiming Cultural Sovereignty. Traditional knowledge is our canoe; it moves us away from the Western genre and towards our original identity—an identity that is formed by sacred histories, language, origin stories, and the heroes who continue to defend our families and our homeland.

The design for the NSL program was informed by a visioning process led by the late Lummi elder, Willie Jones Sr. Jones' visioning process engaged community elders, students, professionals and college staff to gather information about the needs of the people. The Coast Salish Institute staff took the information gathered and created a one of a kind curriculum that is place-based yet relatable to tribal people as a whole.

# Four-Year Program Highlights

## COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION IN HUMAN SERVICES

### About

In academic year 2015, the community advocates and responsive education in human services (CARE) bachelor's program was approved to be offered at Northwest Indian College. The CARE in human services program is rooted in our relational accountability to the people in our environment and the responsibility we have to help and heal. The program began in the winter quarter of 2014 with the first six students transferring in as juniors.

The CARE program provides students with the opportunity to strengthen their relational connections while staying active in community engagement with a

sequence of three supervised field education courses. The capstone course is a culmination of all of the student's work within the program combined with the field education experience for the development of a project that reflects professional or educational direction, capability, and contribution to the local community.

In the spring of 2016 the CARE program graduated the first 5 students. 4 of these students moved on to entered master's programs at the University of Washington and the Evergreen State College respectively. The others returned to their tribal communities and began working with their people.

*“After completing the CARE program at NWIC, I was accepted into the University of Washington’s school of social work, which is rated #3 in the country” — Alexis Ballew, NWIC graduate*

#### CARE Program Outcomes:

Commitment to Community Values  
Knowledge  
Worldview



In 2016, the first CARE in human services cohort walked at graduation

# Student Highlight

## JOHNNY BUCK

**Area of Study:** BS Native Environmental Science ICO

**Tribal Affiliation:** Wanapum/Yakama Nation

**About:** Currently a junior at NWIC studying plant phenology, co-founder of the Native Youth Leadership Alliance, youth committee chair for ATNI, recently accepted into the Harvard Forest 2017 Summer Research Program



My parents and elders raised me with traditional culture and language, so the relationship that we have with our traditional foods, Mother Earth, and the Creator had a big impact on me early on. I chose to pursue the Bachelor of Science in Native Environmental Science (BSNES) degree to obtain a thorough background in the hard sciences. I also opted for the Interdisciplinary Concentration Option (ICO) at Northwest Indian College, because it is the only program of its kind in the nation.

The BSNES-ICO allows me to develop 21 credit hours with faculty specifically related to my research interests while also obtaining courses needed to apply to graduate school to study environmental engineering. Some of these classes include the calculus series, calculus-based physics series, advanced statistics,

differential equations, and fluid dynamics.

Through an Indigenous lens, I'm able to strengthen my sense of place, evaluate and interpret environmental laws, policies, acquired rights, and advocate for the inherent rights of Indigenous people. All of this work is applied with an Indigenous research paradigm integrated with Western science methodologies in ways that are respectful of and in service to all of our communities. This supports my ultimate long-term academic career goal to become a scientist, engineer and attorney. I hope to lead a team to study how we can protect, preserve, conserve and enhance our water supply through remediation, mitigation, litigation, and restoration efforts located on my ancestral homelands.

# Program Highlights

## SALISH SEA RESEARCH CENTER

### NICMERE

The National Indian Center for Marine Environmental Research & Education (NICMERE) runs the Salish Sea Research Center (SSRC). The research center includes a biology lab, an analytical chemistry lab, a microscope room, and a newly developed genetics lab.

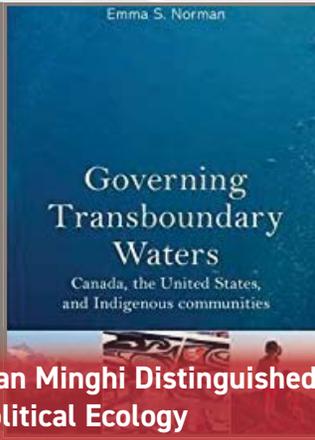
### Highlighted Research Programs

One large research project that NICMERE is directing investigates the diet and growth rate of Manila Clams in the Salish Sea. Manila Clams are both a local food and also sold commercially, representing 50% of the hard shelled clam landings in Washington State. This project includes an outreach component to Lummi Nation K-12 schools, including inter-tidal walks along the beaches of Lummi Bay.

The Center is also determining if there are more than one species of sea cucumbers in the Salish Sea that are being harvested for commercial purposes. Sea cucumbers can be difficult to identify based on sight alone, so the genetics course through the Native Environmental Science program is teaching students to genetically barcode multiple sea cucumbers in an effort to track species. To do this, they are using the new genetics lab within the SSRC, and will be sharing their findings with the Lummi Tribal Natural Resources Department.



**Dr. Emma Norman won the Julian Minghi Distinguished Book Award for Best Book in Political Ecology**



**Jefferson Emm, NES graduate and first to matriculate into the Huxley College of the Environment at Western Washington University, doing field work**



# Program Highlights

## CENTER FOR HEALTH

NWIC Center for Health was established through an Indian Health Service's Native American Research Center for Health (NARCH) grant in 2009. All research and service projects follow the Community Based Participatory Research (CBPR) approach. The Center for Health partners with the University of Alaska Fairbanks, University of Washington, Washington State University, and Western Washington University. The Northwest Washington Indian Health Board, Executive Committee, and Community and Scientific Advisory Council all help guide the Center's activities. Center for Health activities include:

### **Institutional Review Board**

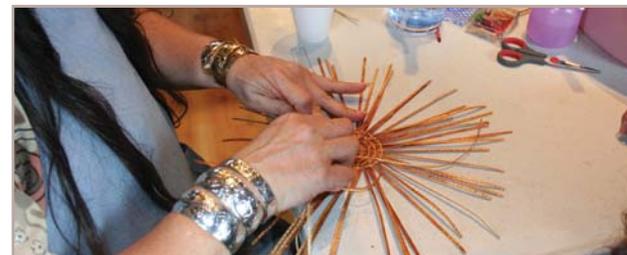
The IRB reviews research projects for ethical conduct that include human participants of Native American individuals, groups, communities and/or Tribes. Research projects include those submitted by NWIC faculty, students, and professional researchers. Its membership is approximately 15 individuals with cultural, scientific, and administrative knowledge, and the understanding necessary to review the research activities assigned to its members appropriate for the unique circumstances of NWIC and the Tribes involved in the research.

### **Native Transformations Project**

Native Transformations Project (NTP) is a research project funded through the Native American Research Center for Health (NARCH) by Indian Health Services and the National Institute of Health. This NIH funded research was led by Stacy Rasmus from the University of Alaska Fairbanks and focused on the strengths and resiliencies of Coast Salish tribes against substance abuse.



The IRB reviews projects such as the one above



Elders teaching youth cedar weaving

# Program Highlights

## SPACE CENTER

The Northwest Indian College Space Center is a student organization devoted to learning about math, physics, engineering, electronics, and materials through rocketry. It formed in response to nation-wide concerns about the lack of scientists and in particular, a lack of minority scientists.

The team competes in the national First Nations Launch competition, a high-powered rocket competition started by NASA's Wisconsin Space Grant Consortium, every year since the competition began in 2010. Each year, the team has earned a place in the top three, and in 2016 the team won a VIP trip and tour to the Kennedy Space Center in Florida.



The NWIC rocket club has earned recognition from the media including the local tribal newspaper, the Squol Quol, the Bellingham Herald, and several Native American publications.

The Space Center has received grants from local companies and from the Washington Space Grant Consortium for a 3D printer, a laser cutter, a CNC mill, and various research internships.

The summer of 2015 saw nine Space Center members become interns—5 NASA interns, 1 National Oceanic and Atmospheric Administration intern, and 3 local interns. Some of students have been interviewed by the National Public Radio (NPR).

*“The NWIC Space Center has provided me with immense opportunities to learn and apply the knowledge gained while also competing against many notable universities; it is an incredible experience being able to witness the ideas of students from other schools rocketing towards the heaven.”—Chris Cultee, NWIC student and Space Center member*



**Student works on a rocket motor**



**Rocket Club**

# Program Highlights

## EARLY CHILDHOOD EDUCATION PROGRAM & THE NWIC EARLY LEARNING CENTER

### **Sacred Little Ones Grant**

Northwest Indian College was one of four Tribal Colleges and Universities that received the “Wakanyeja ‘Sacred Little Ones’ Tribal College Readiness and Success by Third Grade” grant, which focuses on strengthening early childhood education with Native families and communities.

Through the Wakanyeja ‘Sacred Little Ones’ project, NWIC was awarded approximately \$800,000 over a period of four years (2011-2015) through the W.K. Kellogg

Foundation and distributed by the American Indian College Fund, in order to strengthen systems of care and learning for Native children and families. Northwest Indian College’s Associate of Applied Science - Transfer in Early Childhood Education degree program partnered with NWIC’s Early Learning Center, Lummi Head Start, Lummi Nation School (K-3rd grade), and Ferndale District’s



**Restorative Teaching family engagement event for early learning center families**

Eagleridge Elementary on this project, and focused on facilitating Professional Learning Communities for early childhood educators.

The W.K. Kellogg Foundation is in the process of producing a film about racial equity in education, featuring the Sacred

Little Ones project at NWIC. Shelley Macy, Sacred Little Ones Principal Investigator, is interviewed in the video. Nahrin Aziz-Parsons, Project Co-Director, and Anna Somerville, a graduate of NWIC’s ECE degree program and lead teacher at the Early Learning Center, are both quoted as well.

### **Restorative Teachings**

In 2016, Northwest Indian College was invited to participate in a new American Indian College Fund Tribal College & University Early Childhood Education Initiative entitled, Restorative Teachings. This Initiative aims to provide Native children with meaningful early learning experiences as well as promote economic security within tribal communities. This is a two year initiative that builds upon the successes of the Wakanyeja ‘Sacred Little Ones’ and K’é Early Childhood Education Initiatives.

# Program Highlights

## WORKFORCE EDUCATION

### NACTEP

Through a grant under the Native American Career Technical and Educational Program (NACTEP), NWIC offers certification training for electrical, plumbing, and carpentry programs.

NACTEP provides students with National Center for Construction Education and Research (NCCER) certifications after completing each quarter. NCCER is a nationally recognized standardized curriculum. Since 2014, students received the following certifications:

Class	Certifications Awarded	Class	Certifications Awarded
Industrial Entry	27	Electrical 2	7
Carpentry 1	18	Electrical 3	6
Carpentry 2	16	Plumbing 1	4
Carpentry 3	6	Plumbing 2	3
Electrical 1	8	Plumbing 3	3

**“Transforming the Way Our  
Students  
Experience College”**

The College’s Capital Campaign has completed site work for a new building for Workforce training.



Workforce students in the shop



# Alumnus Highlight

## SEAN LAWRENCE

**Area of Study:** BA in Tribal governance and business management

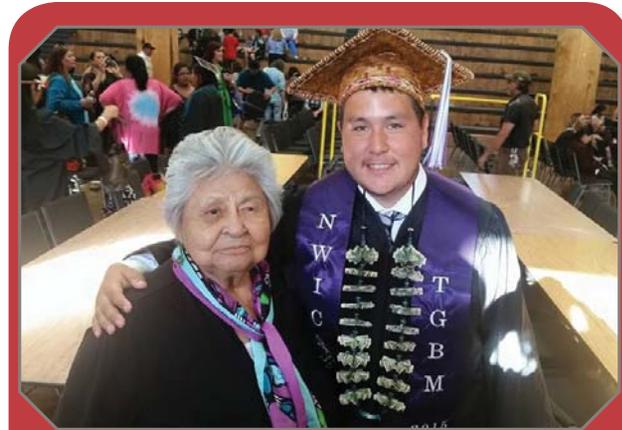
**Tribal Affiliation:** Lummi Nation

**About:** Currently pursuing a master's degree at Arizona State University studying business administration and working for the Lummi Indian Business Council as a business analyst

Tsel-Matchten tse ne sna', che xwlemi sen. Tsel-Matchten is my name, I am from Lummi. My English name is Sean Lawrence. Through my educational path at NWIC, I had worked full-time while also studying full-time, this meant I had to balance my schedule and plan things ahead. By the time I had completed my associates degree, I had a job offer within the Financial Aid Department at the College, so I continued to work and study full-time, while also participating in my cultural way of life year-round—winter powwows, pulling canoe, and playing slahal. In 2015, I was selected as the American Indian College Fund's NWIC Student of the Year. These

achievements instilled in me that education is the key to success; I strive to further my education with the goal of supporting tribal economic development and self-determination efforts.

I am a first-generation, 23-year-old graduate of the TGBM program. Currently, I am a graduate student at Arizona State University's W.P. Carey School of Business studying business administration online and anticipate a concentration in finance upon graduation in May 2018. Like my first degree, I'll be completing school while working full-time as a business analyst and Lummi Tribal Gaming Commission Chairman for the Lummi Indian Business Council.



Sean and his grandmother, Harriet (Sparrow) Cook



Sean and his brother fishing on the Nooksack River

# Stewards

## 2014-2015 NWIC FINANCIAL STATEMENT

### STATEMENT OF ACTIVITIES

<b>REVENUES:</b>	<b>General Funds</b>	<b>Contract Funds</b>	<b>Government Funds</b>
Federal Grants	\$4,386,507	\$7,125,591	\$11,512,098
State Grants		\$719,414	\$719,414
Other Grants		\$1,555,943	\$1,555,943
Contributions	\$2,743,167		\$2,743,167
Tuition and Fees	\$2,686,722		\$2,686,722
Other Income	\$960,251	\$60,624	\$1,020,875
<b>TOTAL REVENUES</b>	<b>\$10,776,647</b>	<b>\$9,461,572</b>	<b>\$20,238,219</b>
<b>EXPENDITURES:</b>			
General and Administrative	\$3,431,607	\$457,611	\$3,889,218
Instruction	\$3,138,452	\$4,755,748	\$7,894,200
Student Services	\$537,522	\$340,783	\$878,305
Operation and Maintenance	\$1,621,458	\$354,566	\$1,976,024
Debt Service / Interest Expense	\$28,146		\$28,146
Capital Outlay	\$191,310	\$237,815	\$429,125
<b>TOTAL EXPENDITURES</b>	<b>\$8,948,495</b>	<b>\$6,146,523</b>	<b>\$15,095,018</b>
<b>EXCESS OF REVENUES OVER EXPENDITURES</b>	<b>\$1,828,152</b>	<b>\$3,315,049</b>	<b>\$5,143,201</b>

The above information is derived from the FY '15 NWIC audit

# Support NWIC FOUNDATION

The Lummi value of “Lengesot” means that we take care of ourselves, watch out for ourselves, and love and take care of one another. It is a good way to describe the Northwest Indian College Foundation (NWICF). The NWICF is dedicated to supporting the goals of the College with financial support. The NWICF manages endowments and assets, hosts fundraising events and activities, and develops new and innovative ways to share the College’s story.



The NWICF supports the mission of the Northwest Indian College and its students with financial support through fundraising activities and events such as the annual Tl'aneq' benefit and annual Golf Scramble fundraiser. The NWICF consists of 11 executive board members and 11 honorary board members dedicated to helping our Tribal nations by empowering their members through education.



**\$177,970 raised at  
Tl'aneq' in 2016**

## GOALS—THE NWICF STRIVES TO SUPPORT THE COLLEGE BY:

1. Awarding Scholarships—awarded 128 in 2015
2. Assisting College’s Capital Campaign—\$41 million raised with a goal of \$51 million
3. Supporting Education for Generations—Endowments of over \$6.3 million



**Over \$30,000 raised at  
the 2016 Golf Scramble**

# Support

## 2014-2015 FOUNDATION FINANCIAL STATEMENT

ASSETS	Total All Funds
<b>CURRENT ASSETS</b>	
Cash and cash equivalents	\$331,818
Investments in marketable securities	\$5,469,194
Investments with the Western Foundation	\$1,269,611
<b>TOTAL CURRENT NET ASSETS</b>	<b>\$7,070,623</b>
<b>PROPERTY AND EQUIPMENT</b>	
Land	\$202,975
Equipment and vehicles	\$10,000
Less: accumulated depreciation	(\$10,000)
<b>TOTAL NET PROPERTY AND EQUIPMENT</b>	<b>\$202,975</b>
<b>TOTAL ASSETS</b>	<b>\$7,273,598</b>
<b>CURRENT LIABILITIES</b>	
Accounts payable	\$299,460
<b>TOTAL CURRENT LIABILITIES</b>	<b>\$299,460</b>
<b>NET ASSETS</b>	
Restricted Nonexpendable (Endowment Fund)	\$1,579,775
Restricted Expendable	\$6,299,679
Unrestricted	(\$905,316)
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$7,273,598</b>

The above information reflects the FY '15 NWIC audit

### 2016 FOUNDATION BOARD MEMBERS

Larry Kinley,  
President

Julie Johnson,  
Vice President

Linda Long Weaver,  
Treasurer

Justin Guillory,  
Secretary

Kristin Kinley,  
NWIC Board of  
Trustees Representative

Travis Brockie,  
Lummi Indian Business  
Council Representative

Nicole Maher

Joe Finkbonner

Phillip Hillaire

Greg Masten, Executive Director

Elizabeth Solomon, Donor Advancement and  
Foundation Relations Coordinator

Jessica Juarez-Wagner, Events Coordinator and  
Donor Advancement Support

### Honorary Board Members

Brian Cladoosby  
Ernie Stevens Jr.  
Gary Davis

Patricia Whitefoot

Temryss Lane

Alex Schulte

Deborah Parker

Lori Watso

Joanna Sikes

Darrell Mike

Fawn Sharp

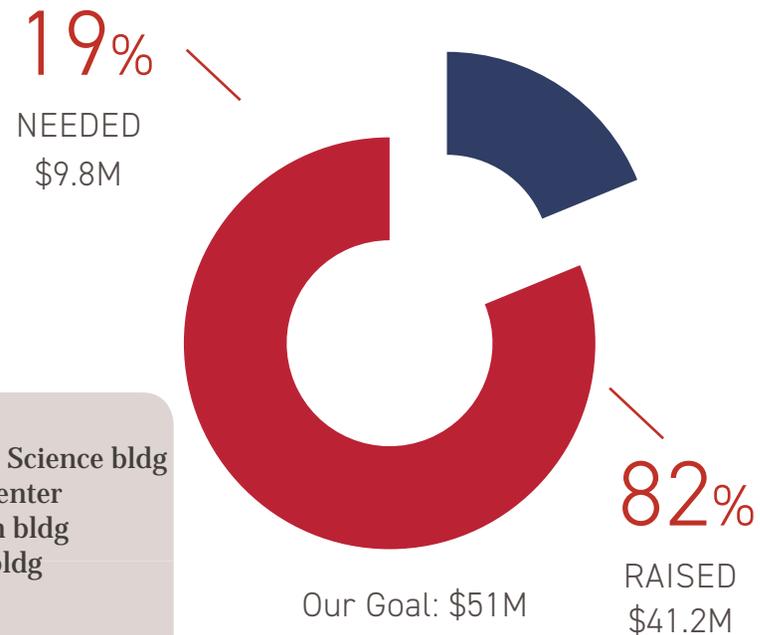
# Our Growth

## CAPITAL CAMPAIGN

NWIC is engaged in a \$51 million, multi-year, capital expansion campaign to transform NWIC into a four-year university and sanctuary of learning for Native students. By working together, we are building nations by building people. During the first three phases we have constructed ten new buildings; nine on the North Campus and one at the Swinomish site. We have also invested in technology upgrades and renovated a number of older structures on our North campus. Phase IV is now underway.

### Completed facilities include:

Student Housing	Native Environmental Science bldg
Early Learning Center	Salish Sea Research Center
Kwina Classroom/Office bldg	Cooperative Extension bldg
Center for Student Success	Library /Technology bldg
Kwina Building	Coast Salish Institute
Swinomish Classroom/Office bldg	



## PHASE IV PROJECTS ARE UNDERWAY

### Restoration of the Lummi Day School

Interior completed: February 2016

Exterior restoration: Spring/Summer 2017

The NWIC is home to the culturally significant Lummi Day School. The interior restoration brings together First Year Experience programming, Indigenous Service Learning, and a special gathering space for our elders.

### State-of-the-art classrooms



Gathering/office space

# CAPITAL CAMPAIGN: OUR FOCUS

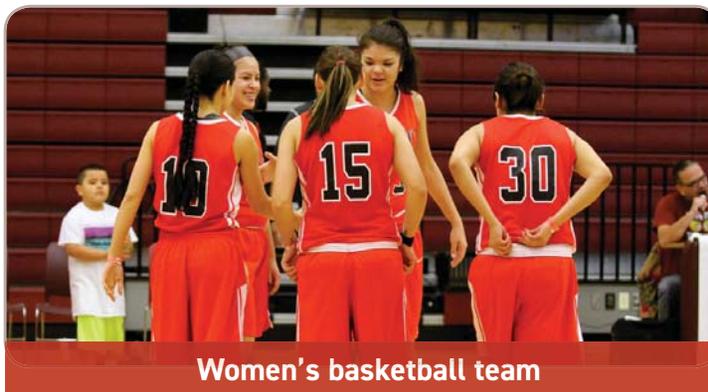
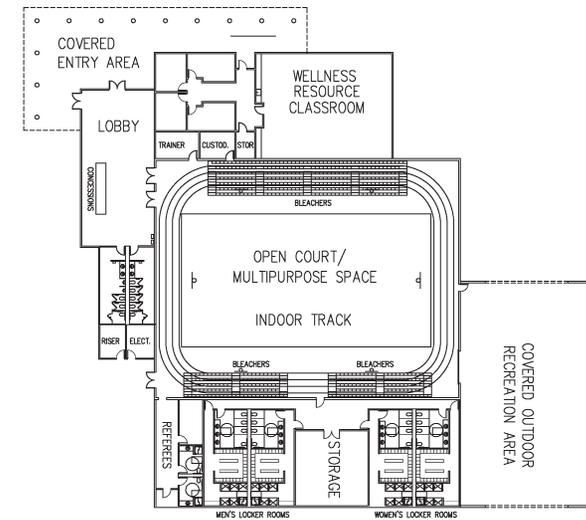
Site work is now complete and ready for construction.

## Health and Wellness Center— Healing the Spirit Through Wellness

Estimated Cost: \$7 million Square Feet: 21,000

The Health & Wellness Center promotes healthy living and leadership—key strategic goals of the College and central to student retention, success, and relearning life skills. It provides students of all ages with access to sports, community celebrations, health education, and a sense of home. It engages our Native women and men in active lifestyles supported by a Wellness Resource Classroom.

The space will offer a multipurpose space/gymnasium, an indoor track, an outdoor recreation area, and a wellness resource classroom.



Women's basketball team



Rendering of the Health and Wellness Center

# Honorable Mentions

## LOOKING BACK ON THE PAST TWO YEARS

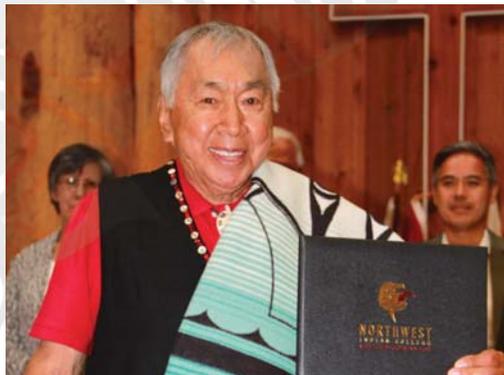
NWIC early childhood education program graduate, Anna Somerville (c), and students, Rachel Goodman and Christine Edwards (R/L respectively), presented at the Focus on Children Conference In 2016



In 2016, NWIC had a record-breaking 132 graduates



2016 Honorary Degree Holders:  
Shirley A. Bob, Lumml (a)  
Gerald J. Jones, Port Gamble S'Klallam (b)



Four students participated in an oceanographic cruise that deployed an underwater Instrument called the Environmental Sample Processor (project funded by NOAA)



NWIC Alumnus, Victor "Turtle" Johnson was the graduation speaker at Western Washington University in 2016



# Honorable Mentions

## LOOKING BACK ON THE PAST TWO YEARS



**NWIC hosted AIHEC '16**  
The NWIC Women's basketball team placed 3rd (above L) and the NWIC Men's team placed 3rd (Above R)

**1st Annual "I Choose Life: Embracing Your Sacredness" Intertribal Youth Suicide Prevention Summit, 550 participants**



**The Environmental Protection Agency visited NWIC in 2015**

**Chief Bill James teaches weaving at NWIC's annual Weavers Teaching Weavers Gathering**



**Rave poses with AIHEC champions: Thomas Streirer (L) and Christian Cultee (R), 1st place in 3D modeling & Noelani Villa, 1st place in the science poster presentation competition**



**NORTHWEST INDIAN COLLEGE**  
*X w l e m i E l h > T a l > N e x w S q u l*

**2522 Kwina RD; Bellingham, WA - 98226 Toll Free: (866) 676-2772**  
**Visit us at [www.NWIC.edu](http://www.NWIC.edu)**

**BIENNIAL REPORT 2014-2016**