

# **Cherokee Center**

(Division of Educational Outreach)

## Administrative Program Review 2015

Roseanna Belt, Director

[rbelt@email.wcu.edu](mailto:rbelt@email.wcu.edu)

(828) 497-7920

## **Executive Summary**

The log cabin which houses the Western Carolina University Cherokee Center is a landmark on the Qualla Boundary which is the home to the Eastern Band of Cherokee Indians. The Boundary falls in Jackson County, Swain County and parts of Graham County. The public schools in those counties, have a high enrollment of Cherokee students. The Center has always worked to offer more opportunity for these Native students to gain access to WCU. Many of our finest leaders have been educated at Western including the current Principal Chief, Michel Hicks and former Principal Chief, Joyce Dugan.

Many universities have memorandums of agreement with the Eastern Band. Currently, WCU is the only one with a physical presence and local access. The EBCI tribe is undergoing numerous improvements in health, education and economic growth. Western Carolina has the excellent academic programs to train and prepare tribal members to assume a growing number of positions in these fields. The Cherokee Center can help sustain, better yet, grow the number of graduates from Western. In particular, the tribe has begun to develop our own Social Services program, having relied on county social work from Jackson and Swain for years. We already have four recent graduates from the Social Work program at WCU who have secured tribal positions. The Cherokee Center has worked with these students, assisting at times, and always encouraging them. One huge achievement this past year was the establishment of a scholarship for Social Work students named for a tribal member who was a trailblazer in the field of social work for the Eastern Band as early as the 1950's. With significant donations from the tribe and the university, this scholarship is on its way to being available for students.

This review which has just begun, will be helpful to identifying needed improvements for the Cherokee Center's programs and services. The identification and development of these improvements which will benefit the tribe and the university communities. It's time for great change. The Board of Governors will allow this to happen by validating the existence of the WCU-Cherokee Center.

## **Criteria Responses**

The primary purpose of the Western Carolina University-Cherokee Center is to serve the educational needs of the Eastern Band of Cherokee Indians (EBCI) and surrounding communities and to serve as a cultural bridge between the Cherokee community and the university community. We want to show that WCU should be the “University of Choice” for students from the Cherokee community by developing into an organization that is welcoming and supportive. We will reflect the values and principles of WCU which strives to offer an excellent education and professional future, shows respect to surrounding communities, is open to the free exchange of ideas and is dedicated to the growth of cultural identity and equal opportunity.

The key functions are: 1. Increase the enrollment numbers of EBCI and other local students and encouraging their participation in Native organizations at WCU. (ie., Digali i and an American Indian Science and Engineering Society (AISES) chapter.), by eliminating barriers to student access. 2. Maintain and nurture educational relationships with Cherokee Central Schools, including students, staff and faculty by consulting on the Sacred Path initiative. 3. Coordinate efforts with the Admission Office to recruit Cherokee students from the local high schools. 4. Participate in tribal and community programs for youth, pre-school to high school. 5. Work closely with the Cherokee Studies and the Cherokee Language Programs assisting in the coordination of their services and resources to tribal programs and schools, and including the Sequoyah Distinguished Chair. 6. Provide a local presence in Cherokee representing Western Carolina University. 7. Publish weekly articles in the Cherokee One Feather pertinent to activities associated with WCU. 8. Participate in local celebrations and events representing WCU and setting up information booths at career fairs, children’s fairs, and the annual Cherokee Indian Fair each October. 9. Request time each month at tribal council meetings to share how WCU is serving the community. 10. Act as an access point for the Cherokee Nation and the United Keetoowah Band from Oklahoma. 11. Act as a bridge between the EBCI and the University for the purpose of economic development, educational opportunities for WCU students, educational opportunities for EBCI members, research opportunities, community development and cultural preservation. 12. Act as a bridge for the University to obtain grants from foundations which would be mutually beneficial to EBCI and the university. 13. Provide cultural opportunities for WCU students, faculty and staff.

The top goals/priorities of the Cherokee Center will continue to improve the relationship between WCU and EBCI.

- We will build a mentoring program which will enhance the connection between EBCI members who are WCU alums and current students with WCU.
- We will continue to build the enrollment of the WCU-Cherokee High School English class by ensuring that the course is set up and the relationship with the faculty/principal is renewed prior to the start of the class.
- Budgets at WCU are complicated and the director needs to become fully aware of the budget processes, including purchasing. With the hiring of a new administrative support associate for the Cherokee Center this training will be imperative for that person as well.
- A strategic plan for the Cherokee Center must be developed which addresses the goals of the University and the goals of Educational Outreach. This will allow development of a direction and measureable goals, thus ensuring focus for activities.

The history of the WCU-Cherokee Center began in the early 70's when a local EBCI member and WCU alum was working at Cherokee Elementary and noticed that virtually all of the teachers were from Bryson City or Sylva and they were not Cherokee. The only Cherokees employed at the school were janitors, kitchen help, and teachers' aides. He was able to gain the support of a professor at WCU to assist in remedying the problem. It was arranged to begin offering classes locally to give tribal members a more practical means of getting teacher training.

There were many obstacles 40 years ago that prevented them from attending Western Carolina University in Cullowhee. Practically speaking, transportation and funding were huge barriers. Those who were able to get past these ran into experiencing extreme culture shock which was traumatic and more difficult to overcome. By offering general education courses in the community, there was a growth in the rate of success. There are personal examples of individual success; one started began her career as a teachers' aide and through support from WCU and this local program, she ended up eventually as the superintendent of the Cherokee School system.

The efforts of a few WCU staff and faculty eventually led to the realization of building the log cabin which still houses the Cherokee Center today. They were able to obtain a grant to start

building. They received donations of money and building materials from businesses in the area. The log cabin was a symbol made possible by some very dedicated people and their desire to improve the educational success of Cherokee students.

The Western Carolina University-Cherokee Center is an integral part of the Division of Educational Outreach. The mission of the Division is to extend access to education and training through innovative programs, courses and services for individuals and communities both locally, regionally and globally.

The Center functions within the Division of Educational Outreach and the Division reports directly to the Provost. The physical presence is necessary because daily visibility is necessary within the Cherokee community.

Connection and collaboration with other WCU colleges is facilitated by the Cherokee Center by several means. Direct affiliation with the Cherokee Studies and Cherokee Language programs, as well as with the Sequoyah Distinguished Professor of Cherokee Studies, helps to inform the EBCI community of those resources. Similar connections are with the College of Health and Human Services and the College of Education and Allied Professions. The Center director frequently makes presentations to classes throughout the University.

Organizational Chart (**Appendix A**)

Cherokee Center Staff [Primary Duties] (**Appendix B**)

### ***Alignment with WCU Mission, Vision, Values***

*How does the mission of the Cherokee Center align with the university mission as it relates to the WCU 2020 Strategic Plan?*

Goal 1.4 –Eliminate barriers to student access through coordinated endeavors with B-12 and community college partners. A main criteria for the establishment of the Cherokee Center over 30 years ago was recognition that the potential students on the Qualla Boundary and surrounding communities were intimidated by “going to college.” Offering classes in the community took away that intimidation barrier and instilled confidence in the student that they could be successful. Today, the Cherokee Center works to establish collaboration with SCC and Tri-County Community colleges, in particular, to help with transferring to Western by encouraging advisors to explain course requirements. The Cherokee Center attends programs at the Cherokee Central Schools and serves on the School Improvement Team, as well as consulting for the Sacred Path philosophy that reaches K-12 students. Outreach to the regional public schools is also part of the plan. Unlike years past, the Eastern Band of Cherokee Indians has the financial resources to subsidize enrolled members’ attendance to any accredited school, private or public. The Center is eager to help educate the community about application dates and deadlines to qualify for this funding.

Goal 1.6 Attain a student population that balances the University commitment to access its responsibility for student success and insure student success and ensures the sustainability of University funding. Part of building a student’s perception that they will succeed is to frequently recognize their accomplishments and let them know you are paying attention to what they are working on. Mentoring is essential to many college students and ours especially thrive on it. The Center is beginning to development mentoring for our students. The mentors may include alumni who are successful professionals or who are respected in the community. Upperclassmen can mentor new freshmen and those still struggling or just beginning to struggle. High School students would benefit greatly from mentoring or peer attention from college students. The Cherokee Center houses the office of the WNC Leadership Initiative coordinator. Alumni from her programs, Right Path and Coulter Leadership groups have been discussed as being mentors for our students. Celebrations should be frequent, beginning in Fall and culminating in the Spring. Public recognition through the Cherokee One Feather and other media resources should

happen on every possible occasion. And of course, through the school year there can be creative ideas to try.

Goal 2.3 Instill pride in the University through more visible recognition and celebration of institutional achievements. As in goal 1.6, public recognition for our students raises a lot of pride from our students and from their families. With the assistance of the registrar's office the Center can make efforts to have our students' academic standing and community service publicized throughout the community. Since sports is a huge thing in our community, focusing on a sporting event and inviting the community is something we did last year with the Catamount football team. We plan to make this Cherokee recognition day an annual event. Branding is growing at WCU so we want to access CATS bumper stickers, t-shirts, and other giveaways at community events. The annual Cherokee Indian fair is one such event where WCU is represented with information. The Cherokee Studies and Cherokee Language Program help us, especially on Children's Day. The new Sequoyah Distinguished Professor of Cherokee Studies has a big interest in helping ensure that WCU is appealing to the community. The Native student organization, Digali i, is in great need of building. Educational Outreach provided a wonderful evening for students interested in helping with the organization as the end of school approached. We were able to recruit quite a few students to dedicate some time to making our student group active and offer education to WCU students, faculty and staff. The history of Cullowhee is rich in Cherokee culture.

Goal 3.1 Strengthen the relationship and communication between University and external partners. The Cherokee Center director has started a routine of attending tribal council meetings once a month. The EBCI/WCU Advisory Council which was created to strengthen the relationship and communication has faded away. The Cherokee Center director hopes to revitalize the effort of that MOU in some form or other. A strong statement from Western's leadership should reiterate to everyone that the Center is meant to be a bridge of communication and understanding between the two communities. The Cherokee Center director is in a unique position to organize and even facilitate communication and planning between tribal government and its citizens and University leaders.

*How has the purpose of the Cherokee Center changed in the past 5 years? The purpose in the next 5 years?*

Five years ago the purpose of the Center was focused more on being involved with the organizations in the community by serving on many committees and boards. It was felt that this presence could spread knowledge of Western to the community and provide Western's influence to the different programs and projects conducted by the tribe. The work of the Cherokee Center is associated with planning conferences and meetings such as the Southern Anthropological Society, American Indian Women of Proud Nations, regional HOSA teachers working with Wake Forest University Medical School's MedCat program, cultural and medical IRBs of the EBCI and WCU, meetings for the development and distribution of *Building One Fire: Art and World View in Cherokee Life* by Rennard Strickland and former Cherokee Nation Chief Chad Smith, board meetings for non-profits like the Center for Native Health, meetings for community initiatives such as the Snowbird Doula Project, the EBCI gambling study for NC DHHS, Cherokee speakers groups, environmental planning with the Little Tennessee Land Trust, planning for WCU's *Rooted in the Mountains* annual symposium, and several advisory boards for the Cherokee Preservation Foundation.

Within the next five years we expect the purpose to be, once again, focused on students and their success at Western Carolina University. Many obstacles and barriers no longer exist but there is still a lot of pressure on students and many who want to go to college find themselves unprepared. Offering a lot of general education and liberal arts courses in the community will not be productive. There are other barriers that prevent successful college acceptance and attendance that the Cherokee Center should pay attention to and eliminate. This will involve more direct contact with individual students, working very closely with university departments to learn their requirements, and encourage the growth and development of the student organization on campus. It is critical for Indian students to have a visible, local, community-based place that is welcoming and familiar for interaction and guidance. Trust and advice from another tribal member has real meaning and the Cherokee Center provides this for WCU.

## ***Demand for the Program***

*Who are the key users/participants of the Cherokee Center's programs or services?*

The key users are students, in a very broad sense of the word because they are either in college or preparing for college. The Center should be active in assisting schools and families to prepare young people and once they are in, following up and encouraging them. Other key users are the university faculty and staff. Different faculty have requested/invited the Center to provide lectures in such courses as Education, music, religion, history, social work and nursing. The goal is to have all majors want to provide diversity exposure to their students which includes Native American. WCU's Cherokee Studies faculty, who represent multiple departments, colleges, and disciplines, are particularly dependent on the use of the Cherokee Center to assist in meetings and interactions with community members, students, other researchers, and tribal representatives.

*How do you identify and measure demand for the Cherokee Center's programs or services?*

Being involved with so many tribal programs and educational structures has provided many opportunities to become involved in ways that benefit them. In addition to continuing to participate in the local programs, an effort to advertise our services and expertise would help us attract and record demand for services.

*List those other units on campus that interact most with the Cherokee Center. Briefly describe the nature of those interactions.*

- Cherokee Studies, Cherokee Language, Sequoyah Distinguished Professor are all related to Cherokee programs. We have a committee to discuss and plan. The Sequoyah Chair is new and the Center hopes to interact with him regularly. Whenever we are focusing on potential students, especially from Cherokee, we work together to show the different vantage points we can offer. We refer to ourselves as Cherokee Programs.
- Health and Human Sciences, Certificate of Native Health, Nursing and Social Work are all programs in the health field. All are areas that have an interest in recruiting Cherokee students. Nursing and Social Work in particular are areas of employment that the tribe needs students to focus on. The Cherokee Center is involved with these programs, particularly with NNCAT, MedCat, which are university programs partnering with the EBCI and beyond.

- Admission Office recruitment is most effective when we join forces. We have many opportunities throughout the year to work together. They are asked to join us during the Cherokee Indian Fair and other special annual events sponsored by the tribe or Cherokee Schools.
- Intercultural Affairs is very supportive with the student organization. We use their office space for meetings and count on their involvement year-round but especially for the Native American Expo held annually in the fall semester.

*List other units on campus that provide related programs and services.*

- We provide specific services including admission, housing, financial aid, etc. processes. On-campus programs may provide these same services but our services address special questions and concerns of students from the Qualla Boundary and surrounding communities.

*Describe the unique contributions of this unit.*

- The most unique contribution of this unit is the visibility of WCU in a rural community of a federally recognized tribe of Native Americans. Of all the universities in-state, out-of-state, public and private, Western Carolina is the only one with the physical presence. Thus providing a visible and well-known “face” in the Cherokee community.
- It serves as a reminder of the commitment to work together for the people of the EBCI as the building was built by volunteers and donations.
- It provides a space where meetings between WCU faculty, staff, students, researchers, and visitors can come into the Cherokee community and meet, plan and work.
- The Center director, as an enrolled member of the EBCI and her responsibilities as a staff at WCU make her a bridge for connecting the two. She has travelled on trips for projects, initiatives, education-related activities, grant related activities and has made connections for programs at WCU into Indian Country, not just with the Eastern Band.

## **Quality**

*How do you identify and measure quality of the unit’s programs or services?*

- One of the most critical needs is that there has never been a plan or method for identifying and measuring the programs and services. We have rounded off numbers

when asked how many have been served and success of programs were continued if they seemed to work.

*List the top benchmarks used to assess quality.*

- Benchmark identification has not been formally utilized. Assessing and measuring services should be developed and records kept.
- Informally, the recurrent activity of community, faculty, staff and students is indicative of its importance to the University.
- One informal benchmark was most recently exemplified by WCU's Institutional Review Board (IRB) members meeting with the EBCI's two IRB committees. Western's IRB members expressed how much the visit to the Cherokee Center helped them understand issues of research held by the EBCI community and how future research could be viewed more positively.

*How do you use the results of quality assessments to improve programs and/or services?*

- Because the Center is open daily for both scheduled and non-scheduled meetings, visits and tours, the director has considered oral comments and feedback a measurement of quality. Programs and services which are useful to the community and WCU are continued.

*Provide specific examples.*

*What were the major accomplishments over the past 5 years? Include those directly related to unit functions and/or other contributions related to University goals. The big list of items under quality should be added in this section probably.*

- Serving on advisory boards for the Cherokee Preservation Foundation, Cherokee Central Schools and the Diversity Committee for the College of Education Applied (Programs).
- Assisting with the annual American Indian Expo through the Intercultural Affairs office. The overall purpose of this event, held in November during Native American Heritage month, is to share knowledge of Cherokee/Native culture to WCU students, faculty and staff.
- Collaborating with the Catamount Football program and members of the EBCI community to develop an annual Cherokee Day recognition program during a home game.

- Efforts to have the EBCI-WCU Advisory Council continue meetings so both entities could come to a stronger understanding of working together. (Some units on campus still think Cherokee Studies and the Cherokee Center are the same.)
- Working closely with Robert Conley, the Sequoyah Distinguished Chair of Cherokee studies for 5 years. Subsequently serving on the search committee for a new Sequoyah Professor who begins Fall 2015.
- Providing physical space for several Cherokee language classes offered by the Cherokee Language Program and Cherokee Studies. The Center is also used for recording Cherokee language materials. Many activities sponsored by Cherokee Studies use the Cherokee Center as a base; ie. hosting many groups such as international visitors, recently hosting the Cherokee Nation Children’s Choir, and cultural IRB meetings are held at the Center.
- Assisting in the development and operation of two health/mentoring programs which WCU is a partner of will increase the number of local students, Cherokee and Appalachian are big accomplishments. These are the MedCat program with Wake Forest University and NNCat with the WCU College of Health and Human Services.
- The Western North Carolina Leadership Initiative, funded by the Cherokee Preservation Foundation to WCU, is housed at the Center. The manager of WNCLI acknowledges how this location is very good for the program and how consulting with the Center director for connections to cultural people and recruiting candidates for the program is most helpful.

### **Cost Effectiveness**

*How do you identify and measure cost effectiveness of this unit? List the top benchmarks used to assess cost effectiveness.*

- The Cherokee Center has expenses such as a water bill, phone bill, purchasing “household” supplies as we are not part of those expenses covered for on-campus programs. Our most recent physical improvement was to have central air installed which will hopefully cut down on the utilities of heating in the winter and cooling in the summer. (Educational Outreach has supplemented the expenses for costs that exceed our budget.)

*Attach an itemized spread sheet. (Appendix C.)*

## OPPORTUNITY ANALYSIS

*How can programs or services offered by this unit be enhanced?*

- Advertising and clarity of the unit's purpose and function need to be expanded to reach all of the on-campus entities as well as those of the Cherokee community. The log cabin has been a fixture on Acquoni Road for nearly 40 years currently has a large sign that says very clearly that we are the Western Carolina University Cherokee Center.
- The director has begun requesting time at the monthly tribal council meetings to give updates and answer questions about WCU. This has helped get the word out as these meetings are televised on a tribal cablevision network. Along these lines, the director would like to assist the leadership at WCU, directors, Provost, even Chancellor, to not only attend a televised meeting but to meet and get to know tribal council members.
- The director should meet with all departments, academic and otherwise, to see how potential or current Cherokee/Native students could benefit from what they offer. Presentations by the director to all departments and to as many classes as requested should happen more often.
- Effective practices to measure and evaluate success must be incorporated by daily record keeping. The lack of these records and data is a critical error and must be remedied immediately.

*How do activities of other units advance or hinder the effectiveness of this unit?*

- The only hindrance is when the units leave the Cherokee Center out of planning activities that might particularly relate to Native students. This will still happen on occasion but less frequently for sure.
- Most other units, especially the Admission Office, have worked with the Center for campus visits and recruiting. Recruiting students, especially from Cherokee High School should be stepped-up.

*What programs and services offered by the unit are redundant or outside the scope of the unit's primary purpose?*

- As far as redundancy, there is little. Our population is so unique that the programs and services can include specifics that other units wouldn't include.

- Functioning outside the scope of the primary purpose may appear to happen but regardless of the activity, the director sees how it will come back to affect, in a positive way, the overall development of services to Cherokee/Native students.

*What are similar units at peer or aspirant institutions doing that this unit would like to do or should be doing.*

- Other than the American Indian Center at UNC-Chapel Hill, I'm not aware of activities outside of student organizations that might be focusing on similar services to students. As WCU is located in Western North Carolina, we may have the unique identify of working primarily with Native people so we could provide similar activities of the American Indian Center focusing on the western part of the state.
- The limited number of institutions of high education would have an easier access to working with us than all of us travelling to the middle North Carolina.

*What additional cost-savings could be achieved in this unit?*

- Being off campus in a stand-alone unit, we have expenses other units don't have individually such as telephone service, utilities, and supplies such as toilet paper even.
- One major cost saving improvement, covered by the Educational Outreach division, to which the Center reports, was to install central heating. This should decrease our power costs significantly.
- The Center operates on a small budget to begin with so cost-savings isn't so easy to identify.

*What external funding opportunities exist that could be pursued by this unit?*

- At one point several years ago, the Center had 3 grant programs. These grants were from the Cherokee Preservation Foundation. The director has plans to submit a request to the CPF, hopefully before the next deadline. Having worked closely with the Foundation on many committees, the likelihood of getting a grant is good. Discussion with the Executive Director and one of the grant managers took place recently. With the many grants awarded to the community and region, they are willing to advise me as to what might make for a successful application. In the past we have had grants for financial education, tutoring and for the Native student organization at WCU.

- Western has a proactive grants and research unit that is willing to assist in searching out possibilities of funding for the Center.

*What would it take to make the program exemplary?*

- The process of accountability and record keeping is the biggest short-coming recognized by the director of the Cherokee Center. Reporting to the supervisor is also lacking. Getting these essential management practices in place should be a major priority.
- Advertising to the university and EBCI community on a much bigger scale would lend to more credibility. Credibility is essential to any program or unit and impossible to attain if few people know the purpose.
- The director needs to set her schedule to include spending more time in the schools in the area, not just the Cherokee Central School. Many EBCI students, and a few other tribes, attend public schools, ie., Swain County, Graham County, Jackson County schools in particular.
- Continued work to establish a mentoring program which could include WCU alumni for current students and current WCU students for high school students.

# Appendix A

## DIVISION OF EDUCATIONAL OUTREACH

**Executive Director**  
**Dr. Susan F. Fouts, #2425**

### Administration

*Business Officer*  
**Jennifer Phillips, #2751**

*Executive Asst./Office Manager*  
**Lisa Hoyle, #2497**

*Marketing & Communication Manager*  
**Wendy Buchanan, #0456**

#### Distance Learning Programs

**Tony Miller, #2282**  
*Associate Director*

*Student Support Specialist*  
**Paul Denkenberger, #2290**

#### *Regional Coordinators*

*Part-time, [Vacant, #2286]*  
(Tri-County CC)

*Jim Craig, Hourly*  
(Western Piedmont CC)

#### Military Student Services/ Veterans Benefits

**Briana Ford, #2457**  
*Director*

*University Program Associate*  
**Brian Wood, #2178**

*Veteran's Affairs*  
*Work-study Students*

*Executive Asst./  
Office Manager*  
**Lisa Hoyle, #2497**

*Administrative Support Associate*  
**Lois Stiles, #2748**

*Administrative Support Specialist*  
[Vacant, #152297]

*Student Program Assistants,  
Hourly Support Staff*

#### Local & International Contract Programs, WCU Testing Center, UNC Proctoring Services Liaison

**Dr. Susan Fouts, #2752**  
*De facto Director*

*Associate Director*  
**Bobby Hensley, #2625**

*Administrative Support Specialist*  
**Catharina Nickel, #142279**

*Associate Director*  
Professional Development and Training  
[Vacant, 162299]

#### Latin American Programs

*Director*  
**Dr. Burton Fox, #2498**

#### Cherokee Center

**Roseanna Belt, #0355**  
*Director*

*Administrative Support Associate*  
**Ronda Quillen, #5066**

Updated  
07/29/2015

## **Appendix B**

### **Primary Duties of Cherokee Center Staff**

Director: Roseanna S. Belt

- Be responsible for the function and guidance of the Center.
- Inform immediate supervisor of regular and daily activity in a report
- Represent the University in a position way and keep the EBCI informed of resources available through WCU

Administrative Support Associate: Ronda Quillen (effective August 1, 2015)

- Be able to work consistently in a pleasant, professional manner with the public, departmental faculty and staff.
- Be able to maintain confidentiality and to work flexible hours when necessary to support the Center and Division.
- Possess general knowledge of office procedures, record keeping including accounts payable and receivable.
- Be able to gather and give out information and be able to use a variety of office equipment, including a personal computer.

Because the Center is located off campus of a distance of approximately 25 miles, one-way, we have not utilized student workers. To this date, graduate assistants have also not been utilized.

## Appendix B (Continued)

### (VITA AND RESUME FOR CHEROKEE CENTER STAFF)

#### Roseanna Sneed Belt

##### EDUCATION:

1978 University of Colorado-Boulder	B.A. History
19815 Harvard University Graduate School of Education	Ed.M. Counseling and Consulting Psychology
1994 Western Carolina University	Certification in School Counseling, K-12

##### PROFESSIONAL WORK EXPERIENCE:

Western Carolina University	Director-WCU Cherokee Center	2001-Present
Cherokee Central Schools	Elementary School Counselor	1988-2001
Western Carolina University	Talent Search Counselor	1985-1988
University of Colorado-Boulder	University Counselor	1978-1983

##### PROFESSIONAL DEVELOPMENT ACTIVITIES:

- Cherokee Preservation Foundation (CPF) Skill Builders Workshop Series 2007-2010
- Jackson County Leadership Jackson 2002
- WCU Training Tuesdays Professional Development Program 2002
- Cherokee Schools Drug & Alcohol Training 1988-1994
- AIDS Education Training 1988, 1990, 1992
- Indian Education Training 1988, 1990, 1992
- North Carolina School Counselor Conference 1992
- Student Assistance Program 1993, 2000
- Career To Work Training 2000
- NC School Counselors Break By the Lake 1995-2000

##### PROFESSIONAL SERVICE COMMITTEES:

- EBCI/WCU Advisory Council
- WCU Administrative Council
- CPF Strategic Planning
- CPF Jones-Bowman Fellowship Committee
- Cherokee Adult Leadership Initiative
- RTCAR Initiative (Revitalization of Tradition Cherokee Artisan Resources)
- NC Region A-Partnership for Children
- American Indian Women of Proud nations
- North Carolina State Advisory Council on Indian Education (2-four year terms) not currently serving.
- Past member of Western North Carolina School Counselor Organization
- Past team member to the Department of Social Services Child Protection Team

MOST RECENT CONFERENCE PRESENTATIONS:

- National Conference on Race and Ethnicity, Orlando, FL May 2007
- National Indian Education Association, Seattle, WA, October 2008
- Association of College Unions International, Senior Management Professionals, New York, NY, February 2010

GRANT MANAGEMENT:

- Qualla Financial Freedom 2004-2009
- SmART 2007-Present
- Digali I, Native American Student Organization 2008-2010

PUBLICATIONS:

- Frontiers, A Journal of Women Studies, Volume VI, Number 3, Fall 1981. "Two Cherokee Women."
- Under The Rattlesnake Cherokee Health and Resiliency, University of Alabama Press; 1 Edition (May 28, 2009) (Lefler, Lisa J., Ph.D., Editor, Roseanna Belt, contributor.

REFERENCES:

Available upon request

**RESUME**

**Ronda Earl Quillen**

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235 Council Circle, Sylva, NC 28779 (828) 508-0592 [ronda.earl@yahoo.com](mailto:ronda.earl@yahoo.com)

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**SUMMARY:**

Responsible, ambitious, professional with excellent communication skills demonstrated by numerous years of serving in the local community

**SKILLS:**

- Advanced Interpersonal skills
- Strong Communication skills
- Excellent verbal and comprehension communication
- Commitment to quality and service
- Performs well in high-demand, fast-paced environment
- Attention to detail

**EXPERIENCE:**

**Appalachian Funeral Services** May 2012 – Present  
Sylva, NC Serving as funeral services apprentice such as embalming. Funeral direction and crematory operation. Responsible for overseeing all activities in a funeral home, including arranging for viewing and burial services, transporting bodies, and conferring with family members to ensure final wishes are respected.

**The Coffee Shop** January 2011 – March 2013  
Sylva, NC Server. Responsible for timely and polite customer service. High pressure and multi-tasking were necessary skills.

**Communication Therapies, Inc.** January 2000 – July 2007  
Sylva, NC Office Manager and insurance administrator. Overseeing all aspects of office activities including scheduling and authorizations by the state. Also responsible for all billing, insurance verification, filing and follow up.

**EDUCATION:**

Franklin High School  
Franklin, NC

Fayetteville Technical Community College Funeral Service  
Fayetteville, NC

**AWARDS:**

Recipient of the Asheville Wilbert Vault Services Scholarship Award.

## Appendix C Budget

### Budget Spreadsheet

COSTS	Year 1 (FY 12-13)		Year 2 (FY 13-14)		Year 3 (FY 14-15)	
	Budgeted	Expended	Budgeted	Expended	Budgeted	Expended
Salaries -Total	\$70,171.00	\$70,171.00	\$70,171.00	\$70,443.21	\$73,734.00	\$66,528.82
Benefits***	\$0.00	\$26,349.16	\$0.00	\$26,954.97	\$0.00	\$23,903.13
Equipment purchases	\$7,390.00	\$615.75	\$5,108.00	\$431.00	\$8,606.00	\$1,236.18
Travel costs		\$1,589.00		\$2,481.61		\$2,409.19
Supplies costs		\$726.71		\$82.61		\$305.90
Printing costs	\$484.00	\$367.10	\$484.00	\$401.55	\$484.00	\$467.25
Entertainment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Memberships	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Accreditation costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other program costs (specify):						
Utilities costs	1843	1960.15	1585	2169.52	\$1,585.00	\$2,202.10
Insurance		113		113		\$113.00
Subscriptions, other services		3549.13		3563.64		\$4,362.54
<b>Total Cost</b>	<b>\$79,888.00</b>	<b>\$105,441.00</b>	<b>\$77,348.00</b>	<b>\$106,641.11</b>	<b>\$84,409.00</b>	<b>\$101,528.11</b>

REVENUES	Year 1	Year 2	Year 3
Tuition	0	0	0
Other Student Fees	0	0	0
Restricted Gifts	0	0	0
Endowment Earnings	0	0	0
Grants*	0	0	0
Tickets	0	0	0
Outside Contracts	0	0	0
Other (specify):	0	0	0
<b>Total Revenue</b>	<b>0</b>	<b>0</b>	<b>0</b>

\*Please provide details regarding the grant term and possibility of renewal

**Note:** If there is an unusual, nonrecurring cost or revenue item in any particular year, you may provide a written explanation (not to exceed 1/2 page in length) and attach it to the Cost Effectiveness Template.

\*These items are budgeted in the same pool of funds

\*\*\* 152 state funds are not budgeted for fringe/benefits as they are paid at a University level

**Educational Outreach - Fiscal Support for Cherokee Center****FY 2012-2013**

<b>Item</b>	<b>Cost</b>
No fiscal support	

**FY 2013-2014**

<b>Item</b>	<b>Cost</b>
Cherokee Water	\$83.75
Office Furniture	\$611.43
Laptop (Roseanna)	\$1,262.59
Desktop Computers (Jane & Roseanna)	\$1,427.00
Meal for Cherokee School visitors	\$225.00
Television and peripherals	\$1,015.61
<b>FY 2013-2014 Total Support</b>	<b>\$4,625.38</b>

**FY 2014-2015**

<b>Item</b>	<b>Cost</b>
Ad for Administrative Support Position	\$64.00
Heating/Cooling unit for Center	\$7,713.00
Cherokee Water	\$66.75
Meal for Cherokee School visitors	\$157.00
Catering for Native Student Organization Event	\$524.65
<b>FY 2014-2015 Total Support</b>	<b>\$8,525.40</b>

## **Appendix D UNC Board of Governors Response**

The Cherokee Center has not been subject to a comprehensive review for the 14 years that I have been director. The Center has been included within the Division of Educational Outreach review. Educational Outreach was called Distance and Continuing Education when I began. The provost at that time, Dr. Kyle Carter, had a committee that I was on that had a schedule for reviews and I recall that the Center was on a schedule to be reviewed but that never came about.

The director searches, cycles for review and evaluation have been in place I assume. To my knowledge there have been only two directors of the Cherokee Center, me being the second. With the required review now underway, the Cherokee Center will be able to develop, change, and most definitely keep data of the many programs and services of the Cherokee Center. The director undergoes the Performance Evaluation every year.

With supplements from Educational Outreach, the Cherokee Center has sufficient budget. Plans to seek grant monies for Center programs and activities that will add to our resources. The director has over the years given the office manager at the Cherokee Center budget responsibilities and have not been on top of the budget as needs to be from now on.

The Cherokee Center is unique in many ways. The building, although sanctioned by Western, is really a landmark on the Qualla Boundary that was built with donated materials and volunteers, along with grant money. If anything, because of this review which reveals weaknesses and shortcomings of the Center, we can only take advantage of this knowledge to increase productivity and visibility at least double. When the results of the online survey from campus and community members are available, the need for specific changes/improvements will be clearer.