



THIS WEEK FROM Indian Country TODAY

THE PREMIER E-NEWSLETTER SERVING THE NATIONS, CELEBRATING THE PEOPLE

A Letter from the Publisher

Shekóli. After this edition of *This Week From Indian Country Today*, you will receive a digital version of our annual Education issue, printed copies of which will be sent to various Indian country high schools and education conventions. It goes without saying that a good education is the key to a happy, well-adjusted life.

The difficulty of providing that education, of course, involves how people learn, what they learn and where they learn it. For decades, architects of mainstream education devalued many forms of indigenous knowledge—more from misunderstanding and hidden agendas than from a proof-based analysis. Similarly, students emerging from a community where traditional knowledge was valued, or who taught in a way outside the Western canon, found it difficult to cope with seemingly foreign regimens at mainstream colleges.

Thankfully, tribal colleges, Native American studies programs and student associations are closing the gap. Our annual Education edition of *This Week From Indian Country Today* has been designed to raise awareness of the particular challenges and successes experienced by the Native student, and to help potential college students find the environment that is right for them.

Benefits offered by tribal colleges are many (see our comprehensive list of colleges contained within), and this magazine carries news of concrete plans to add another tribal college on San Carlos Apache land: Chairman Terry Rambler calls the approval of the articles of incorporation and bylaws by the tribal council a major milestone in its nation's history.



Likewise Laurie Arnold, director of Gonzaga University's Native American Studies Program, now in its second year, tells us that "enrollments have grown consistently since the first course was offered last year." According to Arnold, a paramount goal for the 21-credit Native American Studies minor is for all students to gain a proper understanding of Indian sovereignty. Such an emphasis makes sense for Gonzaga, which sits in the heart of Indian country's Columbia plateau, amid five local tribal nations with dozens more within reach. Educating Indian students and others at Gonzaga on such important issues now will go a long way in helping our nations co-exist with local and state governments.

Increased emphasis on STEM (science, technology, engineering and math) programs is another thread woven throughout the magazine. Sponsors of such programs have noted an uptick of interest among Indian students, as the applied sciences have become ever more important in a world of climate change and environmental stress. Blessed with an indigenous understanding of Mother Earth, well-educated Native students are positioned to be boons to their family, friends and communities.

Na ki wa,

Ray Halbritter

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Voting Rights and Wrongs

According to the National Congress of American Indians, 77 percent of potential Native American voters are registered to vote—as opposed to 73 percent of African Americans, 70 percent of White Americans and 62 percent for Asian Americans. ICTMN contributor Mark Trahant considers the voting power of Natives amid the obstacles that stand in their way:

The right to vote in Indian country remains a battle between those who would shrink the number of people eligible and those who would expand political participation. Last week, the

Supreme Court made it harder to vote in some places and easier in others. That back and forth that struggle of who gets to vote is what defines so much of the American democratic experience.

Indian Country is subject to the same forces of push and pull to limit voting rights. After litigation and much pressure, early voting has opened up in satellite offices in Montana and South Dakota. Yet Montana has on tap a ballot measure, LR 126, which would restrict voting rights by ending same-day registration. Former state senator Carol Juneau recently wrote, “We have achieved so much in expanding the Native vote

in our state. LR 126 will change the law for the worse and limit our right to vote, in turn, limiting our voice and power.”

It is important that American Indian and Alaska Native voters challenge every obstacle set up against them. That can be done, among other means, through Nativevote.org, which offers an election protection page, including links to a hotline and attorneys who will legally fight for your rights. If you think your vote doesn't count, spend a minute and look at all the initiatives that are costing a lot of money and are dedicated to one purpose—to making sure that you don't vote. <http://bit.ly/1sEcE7b> ☞

The Beauty That Was My Mother

Crystal Willcuts, Mnicoujou Lakota and member of the Cheyenne River Sioux Tribe, aches over the passing of the woman who gave her life:

My mother was always a very brave woman, strong and courageous. She would not back down from a fight as long there was a kick left in her. She drew from this well as she raised three children with a fair-weather father, driving broken-down cars, and living in a home made of aluminum walls.

She didn't want to end her story yet; she didn't want to leave us. On that last day, I was with her.

The nurse asked to speak to me. She said my mother wouldn't make it through the morning and asked if there was anyone I would like her to call.

I had nothing left in me. The thin veneer, the illusion of strength I was trying to project, was gone and I sat at my mother's feet and cried like a girl still needing her mom. Someone put their hand on my shoulder and patted me softly. I didn't turn to see. Was it

the nurse? My mother? God? It didn't matter, because I wasn't brave enough to say to my mother that it was okay for her to go. No. I pleaded with her to stay with me. Please, don't go. I love you so much. Stay with me. Stay with me.

I was there with her in the end. I listened to the heart monitor slow and slow and slow. I held her hand and felt that warm, nurturing strength, that beauty that was my mother, gently lift away. I was a witness. That was the only brave thing I did. <http://bit.ly/1riwRKB> ☞

The Indian on the Stamp

Scholars Richard Handler and Laura Goldblatt note that the U.S. Postal Service has made great strides in its depiction of Native Americans on stamps:

In early uses of Native Americans as representatives of the United States, the Post Office configured them not as individuals but as types. The tendency to deprive Native Americans of individuality and show them only as stereotypes persisted even when the Post Office placed a prominent Indian on a postage stamp. Hollow Horn Bear was a Brûlé Sioux chief who in 1905 had ridden in President Theodore Roosevelt's inaugural parade. In 1922, the Post

Office released a series of stamps that included several presidents, with their names beneath their portraits, and Hollow Horn Bear. Though the Post Office knew Hollow Horn Bear's name, his portrait was captioned “American Indian.”

But beginning in the 1960s, Indian sovereignty movements challenged this dehumanizing practice. By the 1970s, the Postal Service began producing stamps that celebrated indigenous native cultures by featuring not people but crafted objects such as pottery, blankets, and masks. Rather than labeling these items generically, the Post Office always identified them specifically, e.g. “Hopi pottery,” “Tlingit mask.”

The movement from the dehumanized Hollow Horn Bear to more specific images continued during the 1980s and later. Since then, the Post Office's “Great Americans” series has included such Indians as Crazy Horse, Sitting Bull, Red Cloud and Sequoyah, all treated as named individual persons, equivalent to other notable Americans. In 2014, it is inconceivable that the Postal Service would represent our nation to the world with a stamp depicting an “Indian.”

It is no longer acceptable to reduce the identities of the hundreds of Native American groups that inhabit the contemporary United States to one stereotyping term. <http://bit.ly/1szbOsA> ☞



JOB OPPORTUNITY BULLETIN

Equal Opportunity Employer

POSITION TITLE: UTTC COLLEGE PRESIDENT

REPORTS TO: UTTC BOARD OF DIRECTORS

CLOSING DATE: UNTIL FILLED

STATUS: FULL-TIME EXEMPT

SUMMARY:

The UTTC board of directors will select and approve a UTTC president who will be a visionary and proven Native American education leader focused on organizing and managing institutional resources to carry out the 21st century mission of United Tribes Technical College in a professional and culturally-relevant manner.

ESSENTIAL FUNCTIONS:

Under the direction of the UTTC board of directors, the effective UTTC president will provide professional commitment and exemplary leadership toward....

1. Protecting the assets of the institution – people, land, facilities and resources.
2. Ensuring the integrity of how the college does business, in particularly in the classroom and in all managerial and business functions.
3. Seeking, organizing, managing and evaluating those human, physical and financial resources essential toward accomplishing the mission, goals and strategic plans of the college.
4. Actively attending to and sustaining institutional accreditation status, program certifications, unqualified audits and professional staff credentials.
5. Exercising effective management and communication skills for the engagement of institutional stakeholders (i.e., board members, executive management, program directors, staff and students) in achieving common goals and purposes, and in planning for the future.
6. Establishing and utilizing partnerships and networks within private and public sectors to promote common educational, research and public service objectives.
7. Representing the general needs, interests, successes and accomplishments of Tribal colleges and universities, Tribally-controlled educational institutions, and Native American communities

Competencies: The effective UTTC president will understand and demonstrate strong competencies in the following areas:

1. Visionary Tribal Leadership – understanding of the governmental status, issues, needs and interests of federally-recognized Indian Nations, reservation-based and off-reservation Native populations, and Native families; will have demonstrated leadership roles at state, regional and national levels to proactively address Native American issues.
2. Tribally-controlled Education – understanding of the history of Native American education, Tribally-controlled education models, Tribal colleges and universities, and the place of Tribal education institutions in contemporary education cultures; will have demonstrated a high level of commitment and advocacy for Native American issues.

3. Learning Assessment – understanding the psychology of learning among contemporary Native American students, and the most effective methodologies of teaching and learning assessment among traditional and non-traditional Native American college students; familiarity with learning assessment methodologies for postsecondary academic programs and short-term workforce training; understanding the place of institutional metrics that show evidence of academic progress and achievement of workforce training objectives.
4. Workforce Development – understanding the development, planning, administration and evaluation of effective workforce training programs; familiarity with contemporary workforce trends and training resource opportunities.
5. Student Services Support – understanding of Tribal postsecondary processes from student recruiting and admissions to career guidance, retention, completion and placement; familiarity with other student services including housing, cafeteria, intercollegiate athletics, transportation, student health, campus safety and security, etc.
6. Elementary Education – familiarity with the general funding support and operation of a K-8th grade elementary school.
7. 1994 Land Grant Programs: familiarity with the history, program opportunities, funding and impacts related to Tribal college land grant programs.
8. Organizational Leadership & Management – understanding about intercollegiate management structures, committees, work groups and staffing; familiarity with personnel policies and procedures; ability to work positively with the Human Resources Office.
9. Communications Skills – understanding about communications skills: writing and speaking clearly and informatively, ability to make formal and informal presentations, ethical and appropriate use of technology and social media for communications purposes; understanding about maintaining and exercising confidentiality; demonstrating effective interpersonal skills to facilitate constructive and collegial human relationships.
10. Business Acumen – understanding about the timing and implications of business-related decisions; experience with budgeting processes and audits.
11. Problem-solving – ability to identify problems and challenges, and to use various methodologies to address these in a timely manner.
12. Data Analyses – understanding the value of data collection and analyses for decision-making purposes; familiarity with IPEDS, AIMS/AKIS, etc.
13. Facilities Management – familiarity with the development, planning, construction and maintenance of institutional facilities.

CONTINUED ON NEXT PAGE →

14. Strategic Planning – understanding about short-term and long-term strategic planning.
15. Research: understanding about the role and place of institutional research in seeking answers to questions relevant to the education of Native Americans; familiarity with research methodologies and the role of IRBs.
16. Marketing/Public Relations – understanding about the importance of institutional image, branding, marketing, public relations, social media, and recruiting.
17. Technology - familiarity with technology applications related to general administration, business management, communications, information sharing, and school safety.
18. Ethics – understanding about the value of exercising ethical behavior in professional roles; being able to maintain personnel confidentiality (including FERPA); commitment toward protecting institutional assets; representing the college with integrity.
19. Respect for Diversity – understanding about human, intercollegiate and corporate diversity.
20. Conflict Management – understanding about how to mediate conflicts toward constructive resolution.
7. Active working experience with governmental agencies including the U.S. Department of Education (DoE), DoI/Bureau of Indian Education (BIE), U.S. Department of Agriculture (USDA), U.S. Department of Labor, National Science Foundation (NSF), Economic Development Administration, (EDA), N.D. Indian Affairs Commission (NDIAC), N.D. University System (NDUS), etc.
8. Demonstrated leadership roles in networking with professional organizations related to education including the American Indian Higher Education Consortium (AIHEC), American Indian College Fund (AICF), National Indian Education Association (NIEA), National Congress of American Indians (NCAI), First Americans Land-grant Consortium (FALCON), N.D. Association of Tribal Colleges (NDATC), etc.
9. Formal experience with research projects, methodologies and interpretive studies.
10. Exemplary writing skills as evidenced by articles and publications authored by the candidate.
11. Working knowledge and practice with various technology systems and applications including word processing, financial management spreadsheets, student data records, social media, etc.

SUPERVISION:

Supervises: Legal, Human Resources Director, all Vice-Presidents, Development Director, Office of Public Information, Administration staff, WIA Director, Institutional Research, Director, DeMaND Director, BIA Law Enforcement Initiative, Baccalaureate Degree development, Institutional Training, USDA Land Grant Director, Cultural Arts-Interpretive Center, WIA Director, EDA University Center/FEMA, ND/SD NABDC Director, TTAP Director, Tribal College Financial and Empowerment Initiative; and special event programs such as Commencement, annual Pow-wow, annual Tribal Leaders Summit, etc.

WORKING CONDITIONS:

Office setting with 90% of the time sitting, keyboarding, and on the phone.

QUALIFICATIONS:

The ideal UTTC presidential candidate will possess the following:

1. Doctorate credential required in education, educational leadership, adult education, higher education administration or related fields from an accredited institution of higher education.
2. At least 7 years of successful experience in higher education with the experience preferred working in an executive management position of a Tribal college or university.
3. Experience and participation in working directly with institutional self-studies and education accreditation processes including those related to the NCA-Higher Learning Commission, state accreditation entities and professional certification organizations.
4. Extensive grant and contract management experience with private and public sectors including state, regional and national foundations, governmental programs at the Tribal, state, and federal levels, etc.
5. Proven experience with oversight of large financial budgets in excess of \$30.0 million.
6. Proven administrative experience managing a large employee base of 350 staff or more.

PREFERENCES:

Preference will be given to bona fide American Indian applicants in accordance with UTTC policies and Federal Indian regulations for such preference.

If selected for the position, the applicant is subject to a complete background investigation with a favorable determination.

UNITED TRIBES TECHNICAL COLLEGE DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, SEX, RELIGIOUS PREFERENCE, AGE, HANDICAP, MARITAL STATUS, POLITICAL PREFERENCE, OR MEMBERSHIP OR NON-MEMBERSHIP IN AN EMPLOYEE ORGANIZATION, EXCEPT AS ALLOWED BY THE INDIAN PREFERENCE PROVISION OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED.

PERSONS OF INDIAN ANCESTRY WHO ARE AT LEAST 1/4 DEGREE AND WISH TO CLAIM INDIAN PREFERENCE SHOULD SUBMIT A COPY OF THEIR TRIBAL ENROLLMENT CERTIFICATE INDICATING THEIR DEGREE OF INDIAN BLOOD AND AGENCY ENROLLED.

APPLICATION PROCESS:

Interested individual should submit the following application materials to the UTTC Human Resource Director.

- Cover letter
- Current Resume
- Completed UTTC Application - call for a copy, or you can download a copy from www.uttcc.edu.
- Reference letters or names, addresses and daytime phone numbers of three individuals familiar with your preparation /experience
- Unofficial copies of transcripts (Official copies required if hired)

HUMAN RESOURCE OFFICE
UNITED TRIBES TECHNICAL COLLEGE
3315 UNIVERSITY DRIVE
BISMARCK, ND 58504

Humboldt Students Protest Firing of Native Administrator

BY ALYSA LANDRY

Hundreds of students at Humboldt State University in northern California protested early last week against the firing of the administrator Jaquelyn Bolman, who has been known for promoting American Indians and other “untapped” populations in science, technology, engineering and math.

Bolman, Lakota, a doctoral-level environmental scientist, had been director of the Indian Natural Resources Science and Engineering Program, a student support program that is designed to assist Native students pursuing degrees in the natural resource and science disciplines. She was fired on October 9 for undisclosed reasons.

“We recognize that students want to understand,” said Frank Whitlatch, Humboldt’s associate vice president for marketing and communications. “A lot of students were surprised and sad because they were close to [Bolman] and because she provided mentorship and guidance. There was also some anger about it, but because it has to do with personnel, we can’t talk about it.”

Following the dismissal, Humboldt students organized protests for what they called an “unjust firing” of “one of the few treasured Native American staff at HSU.” In an emailed announcement of the protest, graduate student Keith Parker, Yurok, called upon students to “unite against HSU’s eroding of programs for students of color.” As part of their protest, the protesters formed a drum circle on campus. Some danced while others held up signs inveighing against the university’s action.

Bolman could not be reached for comment at press time. In an online biography for the Society for Advancement of Hispanics/Chicanos and Native Americans in Science, she had stated, “Every day, I help my students make connections between their cultural understanding of the environment and what they are learning in traditional science classes.” <http://bit.ly/1zdjPI6> 🌀

Kootenai Tribe Opens First-Ever Hatchery for Burbot and Sturgeon

BY JACK MCNEEL

Drums throbbed and the sacred circle of life was on display at what the Kootenai Tribe hopes will be a rebirth of sturgeon and burbot, at a ceremony dedicating a massive new 35,000-square foot hatchery for propagating and rearing both species.

“Sturgeon and burbot are so unique,” said Sue Ireland, fish and wildlife director for the Kootenai Tribe of Idaho, at the October 9 opening of the Twin Rivers Sturgeon and Burbot Hatchery in Moyie Springs, Idaho. “They’re just incredible creatures and are culturally significant to the tribe.” Attendees at the ceremony included Idaho’s two U.S. senators, Republicans Mike Crapo and Jim Risch. The Sookoenai Singers from the Ktunaxa Nation in British Columbia provided the drum music.

The hatchery is the first facility, nationally or internationally, to be built to rear and release burbot to rehabilitate a native population. Burbot were once a primary winter food source for tribal members. But the population has been nearly extirpated in the Kootenai River in Idaho/ Changes in river flow after the 1975 completion of Libby Dam in Montana altered river conditions drastically, reducing both the numbers of both burbot and sturgeon.

The new hatchery will enable the sturgeon program to expand, and its additional space will allow more females to be spawned and thus provide for more genetic diversity.

“The hatchery is part of the largest aquatic restoration program in the country,” said Bonneville Power Administration Deputy Director Greg Delwiche. “We should be proud of where we are.” He also praised the “passion and gutsiness” of the Kootenai Tribe in this effort: “They’ve built success after success.” <http://bit.ly/ZwqGfp> 🌀

Evo Morales Triumphs in Bolivian Presidential Election

BY SARA SHAHRIARI

Supporters of Bolivian President Evo Morales gathered outside his offices late on the evening of October 12, waving flags and cheering his apparent victory. Within days, with 90 percent of the vote reported, it was confirmed that Morales—who became his country’s first indigenous president, in 2006—was the landslide winner. He is now on track to become the longest serving leader in Bolivian history.

Bolivia’s 2009 constitution states

that a president may hold office for just two terms. But Morales’s party, the Movement Toward Socialism (MAS), has successfully argued that because Morales was first elected under the country’s former constitution, this is only his second term.

Some voters have, however, rejected this stance, arguing that the Morales’s government is trying to solidify a long-term hold on power.

Morales’s victory derives much of its success from his administration of Bolivia’s great mineral and gas wealth. In 2006 Morales delivered on a campaign promise that the country’s vast resources would be used to benefit

its people by the nationalizing of its oil and gas reserves; this move led to significant increases in government revenue. Under Morales’s administration, Bolivia has seen strong economic growth, significant reductions in poverty, and a more than tripling of the minimum wage over roughly the past decade.

“In comparison with other governments, this one has really made the Bolivian economy flourish,” said teacher Rosa Ana Estrada, a resident of La Paz. “He [Morales] is from the people, from a humble place...and because of that he helps the people and understands.”

<http://bit.ly/1F7hbUK> 🌀

San Gabriel Mountains Are Now a National Monument

President Obama used his authority under the Antiquities Act to establish 346,177 acres of national forest land in the San Gabriel Mountains in southern California as a national monument, permanently protecting the popular outdoor recreation destination to increase access and outdoor opportunities for the area's residents. This monument designation, made on October 10, builds on more than a decade of public support from business, tourism, environmental justice, conservation, academic and cultural preservation communities and on the leadership from members of Congress.

For many residents of Los Angeles County—one of the most disadvantaged counties in the country when it comes to access to parks and open space for minorities and children—the San Gabriel Mountains provide the only available large-scale open space. In addition to permanently protecting this land, the monument designation will create new opportunities for the Forest Service and local communities to work together to increase access and enhance outdoor opportunities.

Building on the monument designation, leading philanthropies are also announcing commitments to help jump-start public involvement and restoration of high-priority projects in Los Angeles County and the new San Gabriel National Monument. The National Forest Foundation announced they will commit \$3 million for the San Gabriel Mountains National Monument Fund to respond to community priorities and support restoration and stewardship of the new national monument.

In addition, the Hewlett, Wyss, Packard, and California Community foundations, the California Endowment, and the Resources Legacy Fund are working to establish a \$500,000 San Gabriel Partnership Fund to support recreation and habitat improvement projects in the monument and the surrounding communities.

The 346,177-acre site contains high-quality wilderness areas, habitat for rare and endangered animals like the California condor, and a rich array of cultural and historical features. <http://bit.ly/Zqum1Z> ☞

Five Pacific Northwest Tribes Back Habitat Restoration Plan

BY TERRI HANSEN

After lingering for 14 years as the largest Superfund site in Oregon, the first restoration project for the Portland Superfund Site has been greenlighted by five tribes on the Portland Harbor Natural Resource Trustee Council.

“The Nez Perce Tribe (in Lapwai, Idaho), and the Confederated Tribes of Warm Springs, Umatilla, Siletz, and Grand Ronde (in Oregon) are on board,” Nez Perce spokesperson Erin Madden told Indian Country Today Media Network.

The Alder Creek restoration project is a 52-acre refuge for native fish and wildlife near the Willamette's Sauvie Island. Wapato Island, as it is known locally, has been a traditional fishing, hunting and gathering area for tribes for more than 10,000 years.

But the once abundant habitat is now rare in this stretch of the river. Decades of manufacturing waste fouled the final 12 miles of the Willamette River where it runs through the city of Portland until it streams into the Columbia River, 100 miles upstream from the Pacific Ocean. The Environmental Protection Agency (EPA) added the 12-mile site to the Superfund priority list in 2000.

Lurking in the river's sediment is a toxic cocktail of DDT, polycyclic aromatic hydrocarbons, polychlorinated biphenyls, heavy metals, tar deposits, solvents, petroleum byproducts, and phthalates known to interfere with the body's hormones and cause developmental problems. All have been left by decades of manufacturing processes.

The EPA and the tribes that are feeling the impact of the contamination have signed a memorandum of understanding to ensure that tribal government representatives have a seat at the table. The new project is designed to benefit fish and wildlife affected by contamination at the site. It will include removing buildings and fill from the floodplain, reshaping the riverbanks and planting native trees and shrubs. <http://bit.ly/1o9hhGr> ☞

Clare Boothe Luce Scholarships to Navajo Tech Students

Four Navajo Technical University (NTU) students have received the Clare Booth Luce Scholarship, a \$75,000 scholarship that allocates \$18,750 over four years to female tribal college students in STEM (science, technology, engineering and mathematics) fields.

The Navajo tech recipients are industrial engineering majors Kierra Nalwood of Del Muerto, Arizona and Adriane Tenequer of Crownpoint, New Mexico, and computer science majors Laverne Moore and Ophelia Descheny-Burnside, also of

Crownpoint.

“It's a blessing,” said Tenequer, who serves as the president of NTU's SkillsUSA chapter. “I have two kids and it really helps not to worry about school. It's too exciting to talk about without crying.”

“I was very emotional,” said Descheny-Burnside. “I was telling my boys that NTU could do so much for us. That little saying that they have, endless possibility, it's very true. With God through prayer, all is possible.”

“When the call came through, my husband thought it was a collection fund and so we didn't want to answer,” said Moore. “When they finally told me, I just started

crying. It was surprisingly good news. It helps me financially because I can focus on my studies and not worry about the next payment. I don't have any excuse now except to do my studies and enjoy what I'm doing.”

Nalwood, who started her educational journey at NTU's Chinle instructional site, agreed. “For me, I was just so happy,” she said. “I didn't know what to do. My mom raised four kids and I didn't want her to worry about me anymore. All of my prayers have been answered.”

The American Indian College Fund administers the scholarships. <http://bit.ly/1rf3clC> ☞

Fracking Encroaches On Chaco Canyon

New Mexico site could be developed

The renowned Native astronomical and sacred site of Chaco Canyon and its environs in New Mexico may be in danger from encroaching fracking wells, environmental groups recently told the *Durango Herald*. “They are not thinking about the spirituality of those lands,” said Jemez Pueblo Governor Joshua Madalena, referring to companies that are conducting hydraulic fracturing in the area. With various outfits on the verge of investing millions of dollars into fracking enterprises, a group that is calling itself the Partnership for Responsible Business is opposing their efforts. The federal Bureau of Land Management (BLM) owns 19 percent of the land in question, while a mixture of tribal members, tribes and other parties control the rest. <http://bit.ly/1Da8Mya> ☞

Henry St. Germaine, Sr. Is Chippewa President

Edges out his main opponent

The Lac du Flambeau Band of Lake Superior Chippewa Indians general elections on October 7 resulted in Henry St. Germaine Sr. being named president. St. Germaine garnered 450 votes, barely edging out Joseph G. Wildcat who received 404 votes. Former President Tom Maulson saw his chances of a third consecutive term end in the primary elections. Mike Allen Sr. defeated Melissa Christensen by a margin of 455-376 to assume the seat of tribal vice president. Five tribal members were elected to serve on the tribal

council; they were Jamie Allen, Charles Burgess, John Johnson, and Frank Mitchell Sr. The council seat that was formally held by St. Germaine Sr. remained unfilled as of press time. <http://bit.ly/11ko8lQ> ☞

Begay In Stanford Athletics Hall of Fame

Honor for golfer and foundation leader

Golf legend Notah Begay III, Navajo/Pueblo, was inducted on October 11 into the Athletics Hall of Fame at his alma mater, Stanford University. Recruited to play at Stanford in 1992, Begay was named All-American that same year and turned pro in 1995; it was the beginning of a legendary career and, eventually, his namesake foundation. “What he’s done for the Native American community—and not just the awareness of type 2 diabetes and obesity, not even the money he’s raised, the millions of dollars,” said his friend and colleague Tiger Woods at the induction ceremony. “But just think of thousands of millions of kids he’s impacted. He has a voice. And he’s used it.” <http://bit.ly/1vr1Yet> ☞

\$2.9 Million TIGER Grant For Hopi

Federal money will be used for infrastructure

The federal government has given the Hopi Tribe \$2.9 million through the Transportation Investment Generating Economic Recovery (TIGER) VI Discretionary Grants Program. The grant will support the Tawa’ovi Community Streets and Infrastructure Project, which will develop primary and secondary roadways for the first of six new communities envisioned

by the Hopi Tribe as part of a strategic plan to provide housing, jobs, and services. “This grant is so important to the Hopi—it will provide an important boost for their efforts to improve the quality of life in their community,” said Rep. Ann Kirkpatrick (D-Arizona), who represents a dozen Native American tribes. “Transportation and infrastructure are the foundation for economic growth and the key to long-term stability.” <http://bit.ly/1w82WsY> ☞

No Headdresses For Sale At Festival

Small petition response yields major results

Responding to a petition effort, the Glastonbury Festival—a giant five-day music festival in England—is restricting the vending of “war bonnet” style feather headdresses. The festival has not banned the sale of headdresses outright. But the Glastonbury website now lists the regalia as goods that may not be sold “without prior authorization.” The petition organizer, Daniel Round, collected only 65 signatures but his effort succeeded. “Our petition, small in numbers but passionate in support, pushed this issue right up to [festival co-organizer] Emily Eavis, and she listened,” Round wrote at Change.org. “From next year, alongside candle flares and flags, Native American style headdresses will not be on sale at Glasto stalls.” <http://bit.ly/1rd04q8> ☞

Cherokee Nation Supplies Drinking Water

Relief offered to Oklahoma county

When construction crews

broke a water line in Oklahoma’s Nowata County on October 8, leaving 2,000 residents without potable or running water, the Cherokee Nation came to the rescue. The break forced the Oklahoma Union Public School system to send home 670 students and 90 faculty members. But in the following days the Cherokee delivered 16,000 bottles, 336 one-gallon jugs and a 535-gallon tank of water of water to via the South Coffeyville Fire Department, which in turn distributed the supply to residents in need. Cherokee emergency management officials coordinated their efforts with the 580-member Native American Fellowship Indian organization in the town. <http://bit.ly/1xTzRCG> ☞

ICTMN Environmental Writer Wins Award

Terri Hansen is honored for coverage

Veteran environmental correspondent and Indian Country Today Media Network contributor Terri Hansen, Winnebago Tribe of Nebraska, is one of five journalists to be awarded a diversity travel fellowship to the National Association of Science Writers annual conference, which took place last week. “I am truly honored, grateful and humbled at my selection for NASW’s diversity fellowship,” Hansen said. Hansen has also received fellowships from the National Press Foundation, the Society of Environmental Journalists, the Association of Health Care Journalists and the Earth Journalism Network. She founded and runs *Mother Earth Journal*, an online publication about tribal environmental and health issues. <http://bit.ly/1vB7LOD> ☞

The Run of Sandman's Life

Fighting for the environment and his people **BY VINCENT SCHILLING**

Bottom Line: Ray "Skip" Sandman, Ojibwe, who served two tours in Vietnam and worked as a union corrections officer for 25 years, is running for Minnesota's 8th Congressional District as the Green Party candidate. He is particularly concerned with a new type of sulfide mining near Hoyt Lakes that would dig out copper, nickel, gold, platinum and other heavy metals at the risk of contaminating rivers and groundwater. Here, he expands on his views.

What first made you decide to run?

I had a dream about a year and a half ago and in that dream I was watching children play in the water. One of the things that an individual asked me was, "What are you going to leave the children?" I had to think about that and ask why they were asking that question. Also in the water there were all races. It came to me later on that the children were enjoying, playing and swimming in the water. I knew I had to do something for the water. That was the compelling reason as to why I ran for this office.

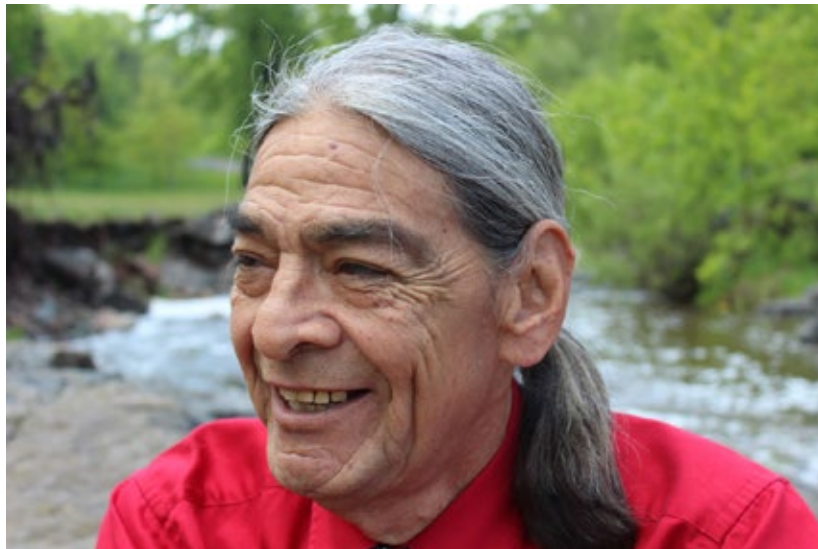
The Green Party had approached me back in March. They said they liked my stance and the way I talked was in alignment with the Green Party platform. I told them I would think about it. A month later I accepted their endorsement.

What issues are most important to you?

Right now we are looking at pollution to the water as an issue; there is methyl mercury in high levels. One in 10 babies

are born with high levels of methyl mercury in their blood.

The most important issue is the water with the copper sulfide mining they are proposing. It is so dangerous. It is not [a matter of] if it will leak, it's *when* it will leak. Every place in the world that this type of mining has been done, the containment fields have failed and polluted



Sandman: 'I wish people would step more forward to help our future.'

the water. A containment field in British Columbia broke and spilled five billion gallons of toxic contaminated water into the river.

How are your views different from those you are running against?

First of all I am against the sulfide mine. I am also for renewable and reusable energy. We need to start looking into the future and start planning ahead. We can have entrepreneurial-based programs to start companies to embrace solar energy and wind power. There is a company in Germany that creates a wind power unit that provides 80 percent of a three-bedroom home's electrical needs.

Other issues I am running on include student debt. Minnesota is the fourth highest in the nation for student debt. If we can bail out Wall Street, why can't we do that with our students?

Student loans are non-dischargeable. My question to Congress and the powers that be in Washington is, why are we looking at our students as a resource?

They are not a money tree; they are broke. My son and wife are in school. Their debts won't be done until they are almost 80 years old because of the interest rates they are locked into.


Have Native American issues ever been a strong consideration in your district?

Not so much. However, I do wish tribal communities—there are five reservations within the 8th Congressional District—would stand up and support in unison my run for office. Some

are coming forward but others are reluctant. I wish people would step more forward to help our future.

Why are you the best candidate for the job?

First of all, I am a veteran and I support veterans' benefits and the support that they need. My opponents are not veterans. I have seen commercials were they're shaking hands of the veterans, in attempt to get that vote. Who understands veterans and their needs more than a veteran?

I am also a tribal elder who has a responsibility to protect our children and our other elders as well as our Native way of life. <http://bit.ly/1sXk4ng> 

Support for Salaita Grows

Discharged Native Studies professor receives grant **BY GALE COUREY TOENSING**

Bottom Line: *The University of Illinois may have cancelled the contract of Steven Salaita, a professor of Native Studies. But it has not cancelled a groundswell of protest against his dismissal.*

Dr. Steven Salaita, a Palestinian-American scholar whose contract as a tenured professor in the University of Illinois Urbana-Champaign (UIUC)'s American Indian Studies Program was revoked after he posted anti-Israel comments on his personal Twitter account, has received a \$5,000 grant from the Association of University Professors (AAUP).

The grant, part of growing backlash against Salaita's dismissal, came from the Academic Freedom Fund of the AAUP Foundation. This restricted fund provides temporary financial aid to members of university faculty whose means of support are reduced or cut off because of their involvement in "academic freedom controversies," said Henry Reichmann, chairman of the foundation's board of directors.

News of the grant came as "a complete surprise," Salaita said in an email to ICTMN. "I had no idea that the AAUP offers this sort of grant, but of course I'm immensely grateful to find out that it does."

Salaita left a tenured professorship at Virginia Tech after he was hired for a tenured position in UIUC's American Indian Studies Program. But in the wake of his Twitter comments, the university's trustees decided by an 8-1 vote to not approve his hiring.

Salaita's Twitter remarks, which focused on Israel's recent military actions in Gaza, were highly charged. "It's simple," he said in one tweet. "[E]ither condemn #Israel's actions or embrace your identity as someone who's okay with the wholesale slaughter of children." Another read, "Only #Israel can murder around

300 children in the span of a few weeks and insist that it is the victim."

U-I Chancellor Phyllis Wise has denied that Salaita was discharged because of his political opinions. Rather, she said, he was dismissed because of his "disrespectful" tone. Discussions "in and outside the classroom [must be conducted] in a scholarly, civil and productive manner," she stated.



Salaita: A grant and a dismissal

Nonetheless, an online petition demanding Salaita's reinstatement has collected more than 15,000 signatures. And hundreds of emails released under the Freedom of Information Act make clear that many members of the U-I alumni and student community urged the administration to discharge Salaita.

"I am very disappointed in the selection of Professor Salaita, especially given his statements regarding the conflicts in Israel," one alumnus wrote to Wise. "With several professors at the university who are Jewish (some of which I had), I find it reprehensible to hire a man that not only feels the way he does regarding Israel but chooses to express it in an inappropriate way (via Twitter)."

A current university junior, who identified himself as a member of "one of the handful of Jewish fraternities on campus," wrote Wise that in light of "the decision of the university to hire this man, many of my brothers, friends, and family members have lost faith in the school's decision to hire appropriate personnel. As a focal leader in the Illinois community, I think it is the right thing to do to remove this man."

The AAUP told Wise in August that it disapproved of the university's actions. "Aborting an appointment in this manner without having demonstrated cause has consistently been seen by the AAUP as tantamount to summary dismissal, an action categorically inimical to academic freedom and due process and one aggravated in his case by the apparent failure to provide him with any written or even oral explanation," said AAUP Associate Secretary Anita Levy.

Salaita is currently barred from teaching courses to which he had been assigned and continues to be under suspension while the university's Committee on Academic Freedom and Tenure continues to scrutinize his dismissal.

In recent weeks, Salaita has visited various universities and colleges to discuss academic freedom, the First Amendment and his professional situation. At the University of Chicago on October 7, he was introduced at a campus forum by Professor of Jurisprudence Brian Leiter.

"The First Amendment right does not come with a caveat to the effect that only civil or respectful expression is actually protected," Leiter said. "Yet the Chancellor and the Board of Trustees of the University of Illinois have acted as though they have a right to punish speakers who say f**k the draft or f**k America or f**k Israel. But they have no such right."

<http://bit.ly/1sYYrTw> ☞

Getting Out the Vote in South Dakota

In a pivotal electoral state, Natives are activated **BY STEPHANIE WOODARD**

Bottom Line: *Native American voters in South Dakota are motivated in force for Election Day.*

With control of the U.S. Senate at stake, the nation's eyes have shifted to the electoral race in South Dakota, with particular interest in the Native American vote, which has recently gathered considerable force.

"Suddenly, we have resources for get-out-the-vote [GOTV]," said Pine Ridge Indian Reservation resident Kevin Killer, Oglala Lakota, who represents the area in the South Dakota House of Representatives.

Front-runner Mike Rounds (R) has stumbled. While he was governor, from 2003 to 2010, his handling of the federal EB-5 immigration program—under which foreign nationals receive green cards in return for investment—was marred by an indictment, triple billing and money that was seemingly diverted through the Cayman Islands. These incidents—along with the apparent suicide of a top official and the bankruptcy of a beef-processing plant that the immigration program heavily supported—have caused Rounds to come under scrutiny.

In the interim, Democrat Rick Weiland and Independent Larry Pressler have picked up the pace. They and Rounds are running to replace retiring senior Sen. Tim Johnson (D), who was put over the top in 2002 by Native voters in an all-night cliffhanger, as Pine Ridge ballots were counted.

Political money is flowing into the state. The liberal political blog Daily Kos has raised \$15,000 for reservation GOTV efforts so far, according to Greg Lembrich, a New York City attorney and legal director of the voting rights

group Four Directions. A small additional amount for GOTV has come from the National Congress of American Indians. The Democratic Senatorial Campaign Committee and Mayday PAC are set to spend some \$1 million each to support Weiland's candidacy, according to Lembrich.

Once more South Dakota Native voters, who are largely Democratic, appear to be in the catbird's seat—that is, if they can make it to the polls on the state's Sioux reservations, given their vast distances and minimal transportation access.

This year, the Native chances of casting a ballot are better than ever, said Killer. "That's thanks to Four Directions bringing satellite polling places to reservations, and the get-out-the-vote money we have just received."

On the Rosebud Sioux Reservation, Four Directions co-head OJ Semans is gearing up for what he called "full-fledged" GOTV efforts: "Between Rosebud and Pine Ridge, we will be going full out during early voting and on Election Day on the state's two largest reservations." Equally important, Semans said, GOTV teams will transport people who want to register.

"A recently enacted state law drops voters from the rolls if they haven't voted for four consecutive elections, so some former voters, as well as new ones, want to sign up," said Killer. In Shannon County/Pine Ridge, for example, voting strength has dropped to 7,800, from about 9,000 in recent election cycles. Therefore, many voters who are no longer registered may wish to re-up, Killer said.

The 2014 election has aroused Sioux interest. There is a sense that Republicans are in disarray and that Demo-


cratic votes will count this time. "Mike Rounds hasn't been participating in candidate debates, and there's a feeling he's ducking the issues," said Killer. "Even conservatives are concerned and looking for an alternative."

A related factor is vehement tribal opposition to the Keystone XL Pipeline, which Rounds supports. Pressler does not support the initiative. But he does favor multiple other pipelines crossing treaty lands and affecting tribal communities in other states, reported Sustainable South Dakota.

According to Semans, Sioux voters are also wary of Pressler. While serving as South Dakota's U.S. senator, he attempted to stop the U.S. Army Corps of Engineers from returning land to the Standing Rock Sioux Tribe, as allowed under federal law when appropriated land is found to be unneeded. "None of us Sioux liked that," said Semans.

Also inspiring Pine Ridge voters this year is a referendum to change the name of Shannon County to Oglala Lakota County. "There's a lot of enthusiasm for that," said Killer. "Of the 1,800 people we talked to while getting signatures to put the measure on the ballot, just 25 were against it, but for reasons like their first name being Shannon. There was no serious opposition."

A statewide reservation bus tour organized by Dustina Gill of Sisseton Wahpeton Oyate to promote voter participation, which set out on October 13 from the state capital in Pierre, will also drive interest, said Lembrich.

On Election Day, additional tribes may get GOTV funds, said Semans. "Depending on funds, we may be able to do get-out-the-vote in more places, including Cheyenne River and Crow Creek," he said. <http://bit.ly/1xSB1hN> 

Mining Concerns Stir Wisconsin Voters

An intersection of politics and environmental policy proves crucial **BY MARK TRAHANT**

Bottom Line: *Wisconsin tribes are no strangers to political controversy and the power of their vote. This time, the issue is environmental.*

Perhaps no tribe in this country understands the significance of voting better than the Menominee Tribe of Wisconsin. During the 1950s they were essentially bullied into termination by the vote of a single U.S. senator, Utah Republican Arthur Watkins. After a hard-fought battle, they regained federal recognition in 1973.

The Menominee have since learned the power of political organization and the use of the ballot box. On Election Day in 2012, the tribe turned out 90 percent of its registered voters and some voters were lined up for 2 1/2 hours waiting at the county clerk's office.

Today, the most significant issue driving voter interest among the Menominee and other Wisconsin tribes is probably mining policy—specifically, the prospect of what would be the world's largest open-pit iron ore mine. To be built by Gogebic Taconite (GTac), the \$1.5 billion mine would be situated in the northern area of the state, about six miles upstream from the reservation of the Bad River Band of Lake Superior Chippewa.

But there is considerable concern that the project will pollute the headwaters of the Bad River as well as disrupt treaty-rights to hunt, fish and gather wild rice. And as was true during the termination era, state government officials have failed to consult with area tribes.

The GTac mine represents a problematic intersection of politics and public policy. Wisconsin Gov. Scott Walker, a Republican, approved a rewrite of mining laws, including a section addressing open pit iron mining, and has benefited from some \$700,000 in mining company donations. Democrat

Mary Burke has said she does want a mining industry so much as one that “takes into account” protecting the environment.

To that end Matt Dannenberg, a member of the Bad River Band of Chippewa an organizer working with local tribes on voting issues for the Wisconsin League of Conservation Voters Institute, has lately been conducting voter education training. The initiative started because Native Americans were voting at “significantly lower rates than the state average,” according to the institute's website.

With Wisconsin's history, Native votes could be decisive.

“For example,” the site states, “only about 34 percent of Native Americans in Ashland County voted in the 2010 gubernatorial election—in contrast to overall statewide voter turnout of 52 percent in 2010.” Now, according to Dannenberg, other tribal leaders are competing to see which community will be the next Native vote leader in Wisconsin.

Among the emerging leaders is Paul DeMain, Oneida and Ojibwe, president of Indian Country Communications, who has been campaigning against the open pit mine for months (full disclosure: DeMain is my friend and I own a small share of his firm). He was shocked last year when GTac deployed armed guards to protect the mining site from protestors.

“What the heck?” DeMain asked at the time. “It's come to a sad situation when you've got to have a machine gun to protect a business that people around here


don't want.”

DeMain is now running for a seat in the state senate. Moreover he appears in the new documentary *Wisconsin's Mining Standoff*, along with former Green Party Vice Presidential candidate, Winona LaDuke, a member of the Mississippi Band Anishinaabeg, and founder of the White Earth Land Recovery Project).

“The fact that an out of state mining company owned by a billionaire, ([Chris] Cline) and supported by two other billionaires (Charles and David Koch), and how they sprinkled secret money to an organization called Jobs for Growth, that then sprinkled hundreds of thousands of dollars around to support the election of Republican Senators (including my opponent Jerry Petrowski) in favor of their bill, who then voted on a pure GTAC Mining company bill is becoming more familiar to citizens everywhere,” DeMain wrote on his Facebook page.

“These Republican senators,” he continued, “voted against 18 amendments including one that would have required the mining company to provide jobs for Wisconsin citizens 1st, revenue sharing of taxes generated for job training at educational facilities in northern Wisconsin, and provided the mining company with the ability to fill in wetlands, rivers and lake beds with their sludge in violation of the Wisconsin Constitution, and their public trust to protect the waters of Wisconsin for all state citizens.”

Wisconsin has a history of close elections, and a significant boost of the Native voter could be a deciding factor. More important than the narrowness of the race, however, may be the idea that American Indian communities do have a say in their future. It's a simple truth, one that was ignored during the termination era, but which may be coming to fruition now.

<http://bit.ly/1t5OSEJ> 



SHORE HILL HOUSING APARTMENTS

SHORE HILL HOUSING APARTMENTS, a Mitchell-Lama senior citizen Section 8 subsidized development supervised by New York State Homes and Community Renewal is reopening its One Bedroom Wait List for 200 applicants, to be selected by LOTTERY. If selected in the lottery, qualified veterans, who served during time of war and reside in New York State, or their surviving spouses, will be afforded an admission preference. All other applicants will be processed in order of selection.

Section 8 and IRS 42 Low Income Housing Tax Credit income and occupancy restrictions apply.

Applicants must be 62 years of age or older.

Maximum occupancy is two persons.

MAXIMUM INCOME: One person- \$36,120; Two person \$41,280.

CONTRACT RENT: \$1059.00

Interested persons may obtain an application by sending a SELF STAMPED, SELF-ADDRESSED, ENVELOPE, color white, no smaller than 9 by 4 inches, by regular mail to:

Shore Hill Housing Associates, LP
 9000 Shore Road
 Brooklyn, NY 11209
 Attn: Management Office/Application

One fully completed application must be sent by regular mail (no certified, priority, registered, overnight, or express mail will be accepted) to the P.O. Box indicated on the application and must be received no later than **November 13, 2014 at 11AM. Application must be mailed in a White #10 business size envelope (4 1/8" x 9 1/2").** Multiple applications, incomplete applications, incorrect size envelope and applications received after the required date will be disqualified. Applicants will be required to meet program requirements and additional selection criteria.

The Fair Housing Act Prohibits discrimination in the sale, rental or financing of housing on the basis of race, color, religion, sex, handicap, familial status, or national origin.



HUMAN RESOURCES DEPARTMENT

San Carlos Apache Tribe
 P.O. Box 0
 San Carlos, Arizona 85550
 Tel: (928) 475-2361
 Fax: (928) 475-2296

PROGRAM MANAGER

Responsible for day-to-day management of SCAT Wellness Center. Supervises Clinical Director, Prevention Coordinator and Office Manager to ensure effective operational management. Develop strategies and plans to meet program goals and contractual obligations. Ensure staff is trained and credentialed to perform their work effectively. Requirements: Master's Degree from an accredited school for Behavioral Health Organization Management. Five (5) years of experience. OUF



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For Full RFP Contact:

Yvonne Webb-Johnson at
 (208) 843-7407 or at:
 yvonnew@nezperce.org

-or-

Lilly Kauffman at (208) 843-7407
 or at: lillyk@nezperce.org

Elbee Gardens

Beginning on October 20, 2014, Elbee Gardens, a HUD Sec. 8 development consisting of 178 units at 1950 Clove Road, Staten Island, NY 10304 will be accepting applications for the waiting list. Qualifications will be based on HUD income guidelines.

Interested persons may obtain an application by coming to the Management Office located at 1950 Clove Road, Staten Island, NY 10304 on Mondays and Wednesdays between the hours of 10:00am – 4:00pm or in writing by sending with a self-addressed stamped envelope to Metropolitan Realty Group, LLC, P.O. Box 222039, Great Neck, NY 11022. Attn: **Elbee Gardens – Request for Application.**

Completed applications must be sent by regular mail, not registered or certified mail to the Post Office Box address indicated on the application. Completed applications must be received by **November 30, 2014.** Applications received after this date will not be processed until all applications received by the deadline are processed.

ORIGINAL APPLICATIONS ONLY – NO COPIES WILL BE ACCEPTED

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President Obama has designated the San Gabriel Mountains in southern California, seen here near Cajon, as a national monument.



This is one of the many striking logos that the graphic artist Gregg Deal designed to protest the celebration of Columbus Day.



Native students at Humboldt State University recently protested the firing of administrator Jacquelyn Bolman, who helped inspire them.



The Cherokee Nation delivered badly needed water on October 11-13 to Nowata County in Oklahoma following a major pipeline break.

WIKIPEDIA; COURTESY GREGG DEAL; FACEBOOK/ASSOCIATED STUDENTS OF HSU; CHEROKEE NATION

Headlines from the Web

NATIVE AMERICAN VOTERS FIGURE IN KEY SENATE RACES

<http://on.wsj.com/1CpUjM0>

OFFICIAL ACCUSED OF \$24,000 THEFT FROM TRIBAL KIDS

<http://bit.ly/1Dfen6b>

TRIBE TO VOTE ON NATIONAL PARK PLAN

<http://bit.ly/1wc8QJs>

CHUKCHANSI CASINO CLOSURE PUTS PLANNED EVENTS, INTERRUPTED GAMBLERS IN LIMBO

<http://bit.ly/1sVnA0u>

TRIBE WANTS LAND HELD IN TRUST

<http://argusne.ws/1sM1Jlu>

NAVAJO NATION PRESIDENT BEN SHELLY SITS IN BOX WITH DAN SNYDER

<http://bit.ly/1sY3DXP>

Upcoming Events

AMERICAN INDIAN MOVEMENT NATIONAL MEETING

OCTOBER 22-25

The gathering will address issues directly concerning Indian Country. These will include the Keystone XL pipeline; the non-compliance of several states on the Indian Child Welfare Act; and the similar non-compliance of several states on the Native American Grave Protection and Rehabilitation Act. Also to be covered will be the development of youth and elder groups to form under the national umbrella of the American Indian Movement; the creation of senior advisory groups of the movement to assist and guide new members; and the grandfathering of members who are to be retired at age 60 into the movement's advisory group. Further featured will be an international tribunal on the abuse of Indigenous Human Rights, sponsored by the Blue Skies Foundation.

Location: Radisson Hotel & Conference Center, Green Bay, Wisconsin

ALASKA FEDERATION OF NATIVES ANNUAL CONVENTION OCTOBER 22-25

“Rise As One” is the theme this year of the largest representative annual gathering in the United States of any Native peoples. Each year, the AFN Convention draws between 4,000–5,000 attendees; the proceedings are broadcast live statewide via television and radio and webcast to 70 countries worldwide. In addition to the keynote speeches, expert panels and special reports, the convention features several evenings of cultural performances known as Qujana Alaska. The AFN Convention is also known for its Alaska Native Customary Art Show, renowned as one of the best venues available for Alaska Native and Native American artwork.

Location: Dena'ina Center, Anchorage, Alaska

TRIBAL AND U.S. FISH AND WILDLIFE SERVICE LEADERSHIP ROUNDTABLE OCTOBER 23

The invitation to the roundtable discussion is extended to tribal chairpersons, council members and fish, wildlife or cultural resource tribal elders and leaders.

Location: Wind River Reservation, Washakie, Wyoming

NATIONAL CONGRESS OF AMERICAN INDIANS ANNUAL CONVENTION AND MARKETPLACE OCTOBER 26-31

Celebrating the 70th anniversary of the NCAI, the convention and marketplace will emphasize various themes. Among these are strengthening governance, with general assembly speeches, pre-conference trainings, and breakout sessions focusing on promising strategies to strengthen tribal governance; and protecting cultural legacy by protecting and restoring sacred places. Other panels and discussions will broach the return of confiscated and stolen remains and artifacts; monitoring laws and policies that affect tribal lifeways; investing in youth with the launch of the “First Kids 1st” initiative; and preparing for the future, from trust modernization to tribal technology.

Location: Hyatt Regency, Atlanta, Georgia

LETTERS TO THE EDITOR

Re: your article about five protesters who are facing federal charges for their involvement in driving all-terrain vehicles (ATVs) during a May demonstration in Recapture Canyon, Utah, which contains burial sites, dwellings and artifacts of the Ancient Pueblo peoples (10/8):

You quoted the commissioner of San Juan County, who said that the protest was not “about Recapture Canyon or

ATVs. It was about the BLM [Bureau of Land Management] making arbitrary rules.”

“Arbitrary rules”? Do you not agree that one should not ride ATVs through cemeteries? Would you drive your ATV through Arlington National Cemetery?

*Michael Madrid,
Las Cruces, New Mexico*

You can still hike Recapture Canyon and admire its beauty. The individuals who are currently facing federal charges should be concerned with the erosion and destruction of such a natural resource. These people should also consider the history of the site, rather than their self-centered desire to ride ATVs through it.

Tom Seubert

Let us know what you think. To have your letter to the editor considered for publication, please email us at editor@ictmn.com



TOP NEWS ALERTS

From IndianCountryTodayMediaNetwork.com

ACTRESS MISTY UPHAM FOUND DEAD

The body of the noted Black-feet actress Misty Upham was found on October 16 after she was reported missing from a relative's home on the Muckleshoot Reservation earlier in the month. Upham appeared in such films as *Frozen River*, *Django Unchained* and, especially, *August: Osage County*, for which she won considerable critical acclaim by playing the housekeeper to Meryl Streep's character. Search parties discovered her corpse near the White River in Auburn, Washington. Among her works that will be posthumously released is *Cake*, starring Jennifer Aniston.

DARTMOUTH RECRUITS NATIVE STUDENTS

More than 60 prospective Native American Dartmouth College first-year students

spent three days at the Ivy League institution's campus in Hanover, New Hampshire from October 12-15, as part of its Native American "fly-in." Participants visited classes, learned about Dartmouth's Native American studies program, and attended panel discussions. They also learned how to present a persuasive and comprehensive college application. The "fly-in" aims to help students understand the College's history with Native American communities and help them decide if Dartmouth is an appropriate fit for them.

CHIPPEWA COULD HUNT DEER AT NIGHT AGAIN

A federal appeals court has ordered a review of a 1991 ruling that forbids Chippewa tribes from hunting deer after dark in a large portion of Wisconsin. "The Chippewa have pushed for years for a tribal night hunt

in the ceded territory, a huge swath of northern Wisconsin the tribes handed over to the federal government in the 19th century," reported the Associated Press. But on October 9, the 7th U.S. Circuit Court of Appeals ordered the ruling, made by a U.S. district judge, to be reopened. The initial decision was made because of safety considerations.

BISON SLATED FOR FORT PECK

The Fort Peck Indian Reservation will receive 145 head of bison from Yellowstone National Park. Captured a decade ago under an experimental program, the Yellowstone bison are considered especially valuable because they are genetically pure, without cattle genes, and are certified to be free of the disease brucellosis. The Montana Fish, Wildlife and Parks Agency had previously

recommended that the 145 bison be distributed among Fort Peck, the Cherokee Nation in Oklahoma, the Utah Division of Wildlife and various zoos in New York and Ohio.

POARCH CREEK DONATE IN ALABAMA RACE

The Poarch Band of Creek Indians contributed \$500,000 last week to the campaign of Democrat Joe Hubbard for the position of attorney general of Alabama. Altogether, the Poarch band has contributed \$1.5 million of Hubbard's \$2 million war chest. "The Poarch Band have business interests all over Alabama, from developments to hotels to investments in other communities, and they're a very active participant in the business community in this state," Hubbard told the *Montgomery Advertiser*. "They believe in my ability and my plan to fight crime."

UPCOMING POW WOWS

UPCOMING POW WOWS

10/24/14-10/26/14

Ahoskie Recreational Complex
Ahoskie, NC

252-301-6081

meherrinchowanokepowwow@gmail.com
Meherrin-Chowanoke.com/Tribal_Events.html

31ST ANNUAL ROY TRACK MEMORIAL MESA POW WOW

10/24/14-10/26/14

Pioneer Park
525 East Main Street
Mesa, AZ
Hawk Track

602-799-0260

roytrack@aol.com

TRAIL OF TEARS BELLS ROUTE WALK

10/25/14

Adams Street
Fayetteville, TN
931-937-4644

FirstNationsPeople.org

RED CLAY POW WOW

10/25/14-10/26/14

Red Clay State Park
1140 Red Clay Park
Cleveland, TN
Tammera Hicks

423-240-7270

naservices@gmail.com
NAServices.org

36TH ANNUAL UNIVERSITY OF WISCONSIN-MILWAUKEE AUTUMN POW

10/25/14

University of Wisconsin-Milwaukee
Ballroom
2200 East Kenwood Blvd
Milwaukee, WI
414-229-5880

joylogan@uwm.edu
aiss.UWM.edu

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COURTESY SANTIAGO ROMERO

The ceramic sculptures of Santiago Romero were recently featured at the Santa Fe Indian Market.

THE BIG PICTURE

MONEY PUMP

MAJOR FUNDING
MAKES U. NORTH
DAKOTA ENERGY
LEADER



MAJOR PUSH

GONZAGA'S
BLOOMING NATIVE
AMERICAN STUDIES
PROGRAM

**2014
SPECIAL
EDUCATION ISSUE**

Indian Country

THIS WEEK FROM

TODAY THE PREMIER NEWSMAGAZINE SERVING THE PEOPLE

MAKING NATIVE EDUCATION SMARTER

Finding the Right Schools, Teachers and
Curriculum for Native Students

PLUS

THE MAJOR CHALLENGES
FACING NATIVE STUDENTS

HOW NATIVE AMERICAN
STUDIES ARE STILL EVOLVING

AMERICAN INDIAN COLLEGE
FUND IS POISED FOR GROWTH

LUMBEE STUDENTS FLOAT
THROUGH NASA PROGRAM

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A LETTER FROM THE PUBLISHER

Shekóli. It goes without saying that a good education is the key to a happy, well-adjusted life. The difficulty of providing that education, of course, involves how someone learns, what they learn and where they learn it. For decades, many forms of indigenous knowledge were devalued by architects of mainstream education, more from misunderstanding and hidden agendas than a proof-based analysis. Similarly, students emerging from a community where traditional knowledge was valued, or taught in a way outside the western canon, found it difficult to cope with seemingly foreign regimens at mainstream colleges, away from their communities and support systems.

Thankfully, institutions such as tribal colleges, Native American Studies programs and student associations are closing the gap, to the benefit of Native students and non-Natives alike. Our annual Education edition of *This Week From Indian Country Today* has been designed to raise awareness of the particular challenges and successes experienced by the Native student, and to help potential college students find the environment that is right for them.

Benefits offered by tribal colleges are many (see our comprehensive list of colleges contained within), and this magazine carries news of concrete plans to add another tribal college on San Carlos Apache land: Chairman Terry Rambler calls the approval of the articles of incorporation and bylaws by the tribal council a major milestone in its nation's history. Likewise, the direc-

tor of Gonzaga University's Native American Studies Program, now in its second year, tells Indian Country Today Media Network that "enrollments have grown consistently since the first course was offered last year."

According to Arnold, a paramount goal for the 21-credit Native American Studies minor is for all students to gain a proper understanding of Indian sovereignty. Such an emphasis makes sense for Gonzaga, which sits in the heart of Indian country's Columbia plateau, amidst five local tribal nations with dozens more within reach. Educating Indian students and others at Gonzaga on such important issues now will go a long way in helping our nations co-exist with local and state governments well into the future.

Increased emphasis on Science, Technology, Engineering and Math programs is another thread woven throughout the magazine.

Sponsors of such programs have taken note of an uptick of interest among Indian students, as the applied sciences have become ever more important in a world of climate change and environmental stress. Blessed with an indigenous understanding of Mother Earth, well-educated Native students are positioned to be boons to their family, friends and communities.

Na k'ir wa,

Ray Halbritter





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The American Indian Graduate Center (AIGC) All Native American High School Academic Team (ANAHSAT) is in its ninth year of honoring 10 outstanding American Indian/Alaska Native high school seniors across Indian Country. This selection of high school seniors is based on academic achievement, honors, awards, leadership and community service. The objective of this program is to increase awareness of academic achievement of high school seniors among peers, Indian Country and the public.



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The All Native American High School Academic Team program was created by AIGC with a grant from the Tommy Hilfiger Corporation Foundation and is currently maintained using private funds.



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A Big Assist for AIS

University of Arizona Makes American Indian Studies More Accessible

The University of Arizona has made its American Indian Studies program a department, a change that allows for the development of a bachelor's degree in the discipline.

The program has also moved from the Office of the Senior Vice President for Research to the College of Social and Behavioral Sciences and is now under the leadership of Regents' Professor of Linguistics Ofelia Zepeda. All of the changes became effective July 1. "Since 1982, AIS has produced outstanding research and publications, conferred over 300 degrees through the AIS Graduate Interdisciplinary Program, and engaged the campus and external communities," said Jennifer Barton, associate vice president for research. "Now, in this next step in AIS' growth, it will have the opportunity to more fully engage undergraduate students and strengthen its existing activities."

John Paul Jones III, the dean of the College of Social and Behavioral Sciences, says the move makes sense from a curriculum and research perspective. "Having AIS in an academic college should generate exciting new possibilities for collaboration within and outside of SBS [Social and Behavioral Sciences]," Jones said. "It should mean more access to American Indian Studies courses for students at all levels of the curriculum, and since many of the departments in SBS have missions complementary to those of AIS, more research as well."

The mission of American Indian Studies will not change with the move. It will continue to strive to develop a strong understanding of the languages, history, lands and cultures of American Indians and Alaska Natives. The unit is also focused on leadership and self-determi-

ning an undergraduate major. In the fall of 1997, the UA became the first educational institution in the United States to offer a doctorate in American Indian Studies. "As Arizona's elite research and teaching university, we have an opportunity to build on our world-

class graduate program in American Indian Studies by offering an outstanding Bachelor of Arts in American Indian Studies," said Zepeda, who was most recently acting head of the Department of Linguistics and is also director of the UA's American Indian Language Development Institute. "Taking advantage of the UA's commitment to 100 percent engagement, we expect our undergraduate program will have a strong sense of service to the Indian communities throughout Arizona and the Southwest."

The UA's 100 percent engagement initiative seeks to give all students an opportunity to gain hands-on experience—through internships, research, service and other activities—before they graduate.

Ron Trosper, professor of American Indian Studies and former program head, said that the move to a college also allows AIS to benefit from additional resources, such as help with fundraising, advising for undergraduate students, and faculty and graduate student research support.

"We look forward to an exciting future for AIS as it sets out to become a traditional, degree-granting, academic program," Trosper said. ○



The American Indian Studies Department is now part of the College of Social and Behavioral Sciences.

nation on tribal lands. "We value our relationship with many of the tribal nations throughout the country, particularly in Arizona, given our land-grant status as a university," said Karen Francis-Begay, assistant vice president for tribal relations. "There is value and benefit for AIS to have a home within a college where it will have outstanding leadership and support. Becoming a department gives AIS a stronger foundation to advance its interdisciplinary core strengths, which contributes to meaningful tribal community engagement and support."

Now that it has moved to the College of Social and Behavioral Sciences, AIS will begin the process of devel-

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Learning How to Teach

Native Students Need Native Approaches to Curriculum

BY JERAD KOEPP AND JASON MEDINA



Multicultural curriculum is a must.

Rigorous multicultural curriculum is a must for any effective classroom. Yet, if it's so effective, why has our Native American achievement gap remained nearly unchanged for 100 years? Native students aren't struggling entirely because of the curricula; they are struggling because of the pedagogy. European-style education is still bent on assimilating our Native learning styles to that of a dominant culture. Our poor statistics are evidence that we are still fighting oppression in the education system. Multicultural curriculum is nec-

essary but it only modifies the means by which our Native students are assimilated.

Take for example a science curriculum combining watershed study and Native American ties with salmon. A curriculum makes generalizations even when written with excellent intent. This example assumes all Natives share a mystical connection with nature. Traditionally, we are connected, but not in the over-represented manner in which it is often portrayed. It assumes all Natives have land to be connected with—many do not. Statistically 75 percent of Natives are non-reservation and may have little

contact with their natural or cultural environment. Even the term, "urban Indian" implies disconnectedness.

Curriculum assumes all Natives are equally engaged from learning about other tribes. Native experience includes many commonalities; however, Native peoples are often vastly different. A Seneca learning about the Hopi may be just as engaged as if she were learning about the Celts. Expecting Native students to be engaged is implicitly saying, "Hey you should like this, you're all the same."

Curriculum makes a false assump-

tion that all Natives know a great deal about their culture. Thanks to genocide, boarding schools, termination, and relocation even tribal school students often have extremely low levels of cultural knowledge. Students who do have higher levels of cultural knowledge have higher legitimacy expectations. Many Native people, especially students, won't engage unless they feel the person discussing their particular culture has a legitimate right to do so. A workshop or webinar doesn't make legitimate cultural delegates. Being an active participant in a Native community or being understanding and sympathetic to the challenges of Native life builds legitimacy.

A curriculum is approachable because it is easily accessible to non-Natives. A little time searching the web can provide historically accurate and culturally relevant information for curriculum design. Understanding how Natives learn requires either being Native or the professional and personal commitment to the culture. Pedagogy is difficult to address because it can imply culpability and often requires an honest reflection on one's cultural bias. Most teachers are willing to print a multicultural curriculum from the Internet but lack time, commitment, ability, or resources to teach multiculturally.

Native students need Native approaches in pedagogy. Multicultural curriculum fails to budge education statistics for Native youth under a European-style education system. Our cultural struggle survives in the way we learn. Our low scores are testaments to our defiance against assimilation. If teachers want to create a truly transformative learning experience, teach us culturally and all else will follow. Let us move forward improving how we teach culture but let us never lose our commitment to teaching culturally. ○

Jerad Koepp and Jason Medina are certified teachers in Washington State. Medina is a career and technical education teacher and Koepp is a middle and high school social studies and history teacher. Both have committed their careers to Indian education.

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Wanted: Local Teachers

Education on the North Slope is Evolving, and Demanding

BY DEVIN NAGIAQ BATES

Like many regional entities and programs, the Uqautchim Uglua (Language Nest) initiative at Iḷisaḡvik College works for indigenized education and Iñupiat educational self-determination on the North Slope of Alaska. Unlike some other programs, however, Uqautchim Uglua is relatively new, designed in 2011 and implemented in 2012. But the roots of the program, and the issues which it is intended to address, go back much further.

Prior to the late 19th century, education of Iñupiat children on the North Slope was traditional—children were taught skills and knowledge pertinent to their lives in Iñupiaq, by Iñupiat, and in Iñupiat settings.

This changed with the establishment of Western-oriented schools in centralized locations. The intent of these new schools was not to prepare Iñupiat children for their lives as Iñupiat, but to quash Iñupiaq language and culture, assimilating the Iñupiat themselves into the American mainstream. Children who exemplified their culture or spoke even one word of Iñupiaq in the classroom were frequently punished by shaming, ridicule, and/or corporal methods. The governmental strategy of the time is exemplified in the 1887 Annual Report of the Commissioner of Indian Affairs, which states:

“Education should seek the disintegration of the tribes and not their segregation. They should be educated not as Indians, but as Americans. In short ... the Public School should do for them what it is so successfully doing for all the other races in this country. Assimilate them.”

Varying degrees of this philosophy were implemented in North Slope

education of our children.”

“Foremost,” he said in this speech, “we must encourage and train our own Iñupiaq to become teachers.”

More than 40 years later, much has been done to accomplish the vision Mayor Hopson shared with the people of the North Slope. Great strides have been made in incorporating Iñupiaq language and ways of knowing and teaching into regional classrooms. Much also remains to be done.

At present, there is just one certified local Iñupiaq teacher in the region’s entire certified teaching workforce (about six tenths of one percent). Iñupiaq is largely not a primary or equal language of instruction in local schools, with fluency declining. Iñupiaq history and traditional knowledge are also not generally subjects of the same importance as Western equivalents in

most classrooms. It should be reiterated: we should be proud of what has been accomplished to date, but much remains to do.”

Uqautchim Uglua was formed as a cooperative community, regional and family initiative to carry on one part of this labor—we place primary emphasis on early childhood learning and ongoing development of a local Native certified teaching workforce, as well as other directly-related issues. To this end, we have opened an Iñupiaq immersion



One of the language instructors teaching a student Iñupiaq numerals.

schools well past the midpoint of the 20th century.

The assimilationist tide began to turn with the advent of the North Slope Borough (NSB) and home-rule government in 1972, when visionary leaders such as Eben Hopson immediately prioritized Indigenized education. In a televised speech a few years after the NSB had been formed, Mayor Hopson famously noted that possibly the greatest significance of home rule “is that it enables us to regain control of the edu-



A graduate of the immersion program.

Early Childhood Education classroom for 12 local ECE-aged children and

their families; an Iñupiaq Early Learning AA degree program which can be delivered almost entirely by distance delivery (students can complete this degree while remaining in their home villages) has been implemented.

Those who complete the degree will have completed the first two years of a baccalaureate teaching certification degree. Further, through articulated agreements that allow students to remain at home, teaching certification can be fully completed through other colleges, with the option of a North Slope-based practicum. Iḷisaḡvik is always working to improve and enhance these opportunities: a mentoring framework exists to help degree students and work is being done to evaluate the feasibility of a Slope-based bachelor's degree.

For this to succeed as it is intended to, we must attract students into the degree program and involve our communities and families in our work. To date, our teaching student cohort has seen low enrollment and high turnover.

This is something we want to change. There is a great need for local Native certified teachers and education professionals, and a solid program to address these needs is fully in place. It only needs students to make it complete.

We invite the community to become actively involved with our program and its activities and encourage our young people and students to consider teaching and education as a career option. The need for local teachers will always be there—and for those who may choose to help fulfill it, Uqautchim Uglua and Iḷisaḡvik College will be there every step of the way.

For anyone who desires further information about Uqautchim Uglua, its work and activities or the Iñupiaq Early Learning degree program, contact Iḷisaḡvik College at 907-852-3333 or visit us online at Iḷisaḡvik.edu/earlychildhoodeducation. We look forward to hearing from you! ○

Devin Naḡiaq Bates, is the Uqautchim Uglua (Language Nest) director.

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Reach Out, Then Reach Out Again

10 Ways to Engage Rural Communities, Families and Schools

BY CHRISTINA ROSE

Schools thrive when everybody is working together and involved in the education process. Rural schools, particularly those on and near reservations, face unique challenges in building bridges to schools that serve tribal and border communities. In some of those schools, staff members are not aware or interested in understanding Native culture or the boarding school history that impacts the students they are teaching.

In a recent webinar, “Community Engagement in Turnaround Schools,” Mandy Smoker Broaddus, director of Indian education, Montana Office of Public Instruction, and Don Wetzel Jr., American Indian youth development coordinator, Montana Office of Public Instruction, joined Principal Adrian Watkins from the Marvell-Elaine High School in Arkansas, to talk about ways to break down barriers.

There are challenges in bringing school staff, community members and students together, but there can be successes, too, making schools a better place to educate future tribal leaders, family, and community members.

Here are 10 of the best suggestions from the Montana OPI to make rural schools a more welcome place for Native children.

Focus On the Whole Child: Children perform and behave better in school when their social, emotional, and physical needs are met.



A student in the Mahnomens School District shows dad her reading.

Break Down the Walls Between Staff and Community: According to Don Wetzel, “Community engagement is new to some schools. Sometimes teachers resist going out into the community and prefer to stay within the school walls. We really focus on breaking those walls down. We had a lot of professional development and open discussions between teachers and parents. Some community members and staff still resisted the change process, and we continue to work with them.”

Make Community Engagement a Priority: Establish an infrastructure dedicated to reaching the tribal communities. Send teachers to meet with family and tribal community members on a regular basis. Encourage the community to voice their opinion and respond to their concerns.

Familiarize School Staff with Local Culture: Staff understanding and appreciation of the cultural differences of their students can positively impact

the way staff and families communicate, connect, and build bridges.

Hire Community Liaisons: Montana’s Office of Public Instruction said hiring community liaisons brought cultural knowledge and perspective to the table. Tribal liaisons received training in community organizing and home visits, and brought their perspectives to meetings, collaborations and the school improvement team. The liaisons coordinated school events with tribal events, giving the school and community the opportunity to meet and greet.

Create a Community Readiness Survey: Schools often expect parents to be prepared for their children to move through their education. Sometimes steps need to be taken to assist parents to “be ready for big ideas,” Broaddus said.

Don’t Blame the Victim: In rural communities, a variety of social ills can affect school attendance. Poverty, culture,

and historic experience with boarding schools can make tribal members uncomfortable interacting with teachers and administration. Blaming family members when a child is not thriving in school can make family members feel unwelcome. In the Marvell-Elaine School, staff members visit the student's home if they have been absent for a few days, and then offer to help without blame.

Put Students in Leadership Positions:

Montana's Native students were taught Robert's Rules of Order, and then encouraged to develop youth conferences. One of the conferences linked the students to businesses and community leaders throughout the state. The students were also trained to develop their resumes and to use the media to express themselves, including how to make videos.

Focus on Student Strengths Not Weaknesses: Drive policy based on student needs, not services or agencies.

Reach Out: Some rural communities have little more than a post office and a tribal building. In such cases, reach out to outside communities, faith based organizations, tribal, county, or state resources to participate with students and attend events.

The Marvell-Elaine High School staff included activity and program ideas to bring communities and school staff together—here are some of their ideas:

- Host banquets, breakfasts, pep rallies and open houses and invite school board members, local business leaders, faculty and community members.
- Give incentives such as field trips, extracurricular activities and extended day activities for attendance, performance and good behavior.
- Involve students in parent meetings.
- Parent Appreciation Day, involve everyone, from cafeteria staff to

teachers, administration, and give everyone a certificate.

- Home Visits make parents feel welcome. Send paraprofessionals and the home coordinator out to the community often.
- Send home flyers, advertise on the radio and television to offer frequent reminders.
- Start a Mentoring Program, assign every student a mentor from tribal colleges, like retired teachers, staff members, local business leaders, volunteers, etc. The mentors should meet at least one Saturday a month to mentor students.
- Solicit input from parents and community members.

Teachers are encouraged to have a relationship with parents and have all of their necessary contact information.

To learn more and listen to the archived programs on School Turnarounds, visit SchoolTurnAroundSupport.org. ○


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Assistant Director for Indian Affairs Kevin Washburn spoke to the first class to graduate from the University of Minnesota Duluth's Master of Tribal Administration and Governance program in 2013.

Putting the “Native” into Native Studies

After 50 Years, Native American Studies Are Still Evolving

BY TANYA H. LEE

Native American and American Indian Studies have been part of higher education for half a century. The field has taken academic learning about American Indian communities out of the grip of anthropologists who were looking from the outside in to describe indigenous cultures and put it into the hands of Native American scholars who help interpret the his-

tory, cultures and languages of Indian peoples.

There is now a vibrant academic community of Native scholars, intellectuals and leaders who help shape the future as the field continues to evolve, often spurred by tribes' financial donations.

Some of the exciting new developments in Native American Studies include:

The University of Minnesota Duluth just added a Master of Tribal Administration and Governance degree, says Tadd Johnson, Bois Forte, assistant to the director of graduate studies and head of the American Indian Studies Department. The program grew out of two years of consultations with tribes. It was approved by the university's board of regents in 2011 and graduated its first class of 25 students in 2013 with Kevin Washburn, assistant secretary for Indian Affairs at the Interior Department giving the graduation address.

The course of study for a masters, aimed at future and current tribal leaders, includes best practices in accounting and budgets, management and strategic planning. “An applied degree is what the tribes wanted,” Johnson said. Beginning next fall the program will be offered entirely online, again at the behest of tribes.

“The further away from Duluth the tribe was, the more they wanted an on-line program,” Johnson said. The next

step, scheduled for the fall of 2015, will be a BA in Tribal Administration and Governance, also available online.

The University of Oregon has added a minor in Native American Studies as part of the College of Arts and Sciences' Ethnic Studies program. "People have been talking about this since the 1970s," said Brian Klopotek, Choctaw, program director for the minor. The program is largely the work of Tom Ball, Klamath Tribe, who while at the university pushed for a program that included Native American Studies, retention and recruitment of American Indian students and government-to-government relations. In 2011 the university took its Native American Strategic Mission to the Native American Advisory Board, which includes representatives from all nine federally-recognized tribes in the state.

The university sought and received the endorsement and approval of the university, the board and the tribes, said Klopotek. From the tribal consultations came the requirement that at

least one of the required classes had to be about Oregon tribes or Northwest Indians.

"Ninety percent of students at the university stay in Oregon," according to Klopotek. The minor was established in 2013; one person has completed all the requirements and 12 others are signed up. Klopotek said the minor "augments our service to the community and the tribes and helps build an intellectual community as people work together."

Albert Bryant, Lumbee, is founding director of the new Southeast American Indian Studies Program at the University of North Carolina Pembroke. The university intends the program to become a hub for research on Southeast Indian tribes and to grow to include components such as a digital archives, visiting faculty, an elder in residence program and a graduate program in American Indian Studies. Eventually, the program will become a School of Southeast American Indian Studies, putting it on the same footing

as other schools within the university, such as the School of Education, of which Bryant is associate dean.

UNC Pembroke was established as a normal school for American Indian students in 1887 and over the years has morphed into a university open to all students, who now number 6,500. Roughly 16 to 19 percent of the student body is Native American, predominantly Lumbee. The Lumbee are a state-recognized tribe, with about 55,000 members, 90 percent of whom live in or around Pembroke. Robeson County has the largest American Indian population in the U.S., said Bryant. More than 20,000 kids attend the public schools in the county.

Lawrence Gross, Anishinaabe, fills the San Manuel Band of Mission Indians Endowed Chair in Native American Studies at the University of Redlands in California. Gross is an assistant professor in Race-Ethnic Studies. The \$3.7-million donation from the tribe created a new endowed chair and will also fund student recruitment



Gross and Ramos attend the Annual Multicultural Festival at the University of Redlands.

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16 INDIAN COUNTRY EDUCATION TODAY



University of North Carolina Pembroke students at a powwow in 2013.



South Alabama University presented a resolution thanking the Poarch Band of Creek Indians for its gift of \$500,000 to create an NAS program.

COURTESY DR. STANLEY KNICK/UNIVERSITY OF NORTH CAROLINA, PEMBROKE; SOUTH ALABAMA UNIVERSITY

and retention, provide scholarships and establish a Native American Studies program. Heather Torres, San Ildefonso Pueblo and Navajo, Creating a Passion for Learning Coordinator in Native American Student Programs, is working on recruitment and increasing the number of American Indian students at Redlands and other institutions of higher education.

San Diego State University has established a major in American Indian Studies. The first majors graduated in 2011 and the program has grown rapidly since then, with five majors the first year, 10 the second and 30 this year. The AIS Department has been around since the 1970s, says Margaret Field, a professor and chair of the AIS Department when the major was established, and the university has had a minor in AIS for years, but often the classes were not filled and end up being canceled.

The new major puts the AIS program on the map for counselors who advise transfer students—most American

Indian students transfer to San Diego State from community colleges—on picking a major. The department doubled the number of courses offered to include subjects such as California Indian Peoples, Tribal Gaming, American Indian Identity, American Indian Environmentalism and Issues in American Indian Education. The classes now fill and are often oversubscribed.

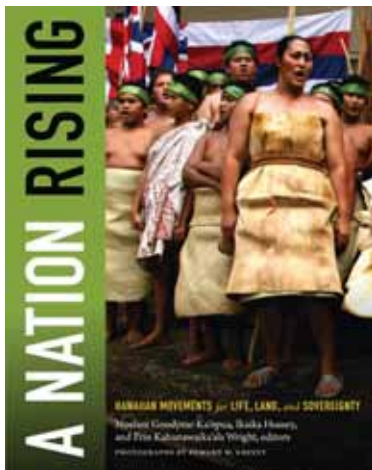
San Diego State is the third largest university in the California state system and only the second to offer a BA in American Indian Studies (as distinct from Ethnic Studies), said Field.

The Poarch Band of Creek Indians, the only federally-recognized tribe in Alabama, recently made a \$500,000 donation to start a Native American Studies program at the University of South Alabama. The gift grew out of collaborations between the tribe and the university over the course of many years, according to Phillip Carr, a professor in the Sociology and Anthropology Department and director of the archaeology museum.

Deidra Suwanee Dees, the Poarch Band tribal archivist and an alumna of the university, was one of the driving forces behind the program. The donation is structured so that \$400,000 will create an endowment to provide funding for the program and \$100,000 will provide an initial boost to get the program going, said Carr, who notes the university hopes to eventually build the program into a full minor.

As part of the initial effort, the school plans to develop new courses related to American Indians and to integrate information about Native America into the general education courses, such as English and history. Another goal is to reach out to Native American high school students to interest them in higher education. This is a chance to reach out beyond the campus and create a collaboration between the tribe and the university that will utilize the school's resources for the benefit of the tribe, said Carr, in keeping with the school's mission of scholarship and service. ○

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The Weight is Over!

Lumbee Students Float Through NASA's Microgravity Program

When applying to graduate or professional school, how many students can say they've done scientific research at zero Gs?" said Dr. Rachel Smith, faculty advisor to the University of North Carolina Pembroke's Weightless Lumbees.

"Dr. Smith and a four-student contingent had just returned from NASA's Reduced Gravity Education Flight program. Trae Griffin, Molly Musselwhite, Georgianna Revels and Tiffany Scott traveled to NASA's Johnson Space Center in Houston, Texas, to board a specially-equipped aircraft that produces 30-second periods of weightlessness through steep dives and ascents.

This is the Weightless Lumbees seventh trip to Houston in 11 years. UNCP was one of 32 universities to be accepted into the NASA program this year.

While bouncing from zero to twice earth's gravity, the team tended 26 vials to learn how human muscles recover from extreme exercise in outer space. Back in Pembroke, they continued their work by replicating the experiment in a UNCP lab, doing media relations and preparing an outreach program for the public schools, where they will promote STEM sciences.

More humans have climbed Mount Everest than have experienced weightlessness, and the opportunity to do science with NASA is truly unique and life changing too. Yes, the team agreed, weightlessness is as amazing as advertised.



Musselwhite works with the team's experiments in the glove box while Revels, right floats around.

The 2014 edition of the Weightless Lumbees is a unique and outstanding group who defy the stereotype that science is a man's world. As students, they are fully engaged in STEM studies. Griffin, Musselwhite and Scott are biology majors with ambitions to become healthcare professionals. Revels, who transferred to UNCP from Robeson Community College, is a math education major and mother of two.

In the lab, they talked about the project and the experience. "What we are doing now is recreating exactly the experiments we did in the glove box in zero gravity," said Musselwhite. "We're isolating the enzyme right now."

Musselwhite and Scott were repeat members from the 2013 team, but for Revels, Griffin and Dr. Smith, the experience was brand new. "This was the first time I've flown in any aircraft," said Revels. "First your stomach and insides lift; then your hair. And suddenly, you're floating. After the second parabola, you get used to it."

"Honestly?" said Griffin. "It is an overwhelming sense of helplessness. Something may be an inch from your hand, but you can't reach it. I caught myself trying to swim."

"It is a very strange feeling," Dr. Smith said. "Trae hit his head after pushing off

from a wall too hard. I know I'll never look at flying the same way again."

Dr. Smith and Musselwhite both experienced the discomfort of motion sickness, justifying the "vomit comet" nickname of the aircraft. Turbulence from bad weather didn't help. "We can't complain. Our pilots were the best in the world," Musselwhite said. "We had astronaut Kenneth Cockrell. He has piloted five space shuttle missions."

The work continued for the Weightless Lumbees, including public relations. They met with the media and began sorting through photos and video from NASA and from the GoPro camera they carried with them.

"The GoPro worked really well except during 2G [twice earth's gravity]," Musselwhite said. "I had it strapped to my head, and it slid down my face."

The team will use the video for publicity and educational outreach as they make conference presentations and talk to elementary school classes. They also took video of a special experiment they performed for school children. "The water balloon experiment worked well this time," Griffin said. "It stayed in shape when we punctured it, and you could see it floating in midair. When the 30-seconds of zero gravity ends, the balloon pops," he said. "The idea is to



In the hangar with NASA scientists.



Scott works the glove box.

get kids excited about science.

“As an American Indian, I want to inspire kids to study science, technology engineering and math, the STEM fields. I want Lumbee children in Robeson County to succeed; not be just another statistic.”

Dr. Smith, who is a biochemist, noted that science is serious, and learning about how fluids move in zero gravity is critical to the space program. The week-

long trip was a valuable experience for the Weightless Lumbees, said Dr. Smith, but the entire program is priceless. “Our students had the opportunity to meet the faculty at the Johnson Space Center as well as network with participating students from other universities,” Dr. Smith said. “It is a very rich experience for students.”

The project requires a year of work from writing the lengthy and detailed

NASA proposal to making presentations in schools and at conferences. “It’s something really special,” Musselwhite said. “I’ve gained so much from the experience. All the conferences I’ve spoken at have given me a lot of confidence.”

All four Weightless Lumbees from Robeson County are aiming high in their career plans. Musselwhite is a Lumberton, North Carolina native and a biology major. She graduated in May and is applying to physician assistant programs. She works as a certified nursing assistant at an assisted living facility. Also from Lumberton, Scott is a senior chemistry major. She is employed as a pharmacy technician at Southeastern Health and aspires to be a pharmacist. Revels is from McDonald and is a math major. She started college at Robeson Community College, where she was recruited into the Weightless Lumbees, and is a mother of two. Griffin is also from Lumberton and is a senior biology major. A Marine Reservist, he aspires to attend medical school. ○

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Mini Boot Camps

Colleges Focusing on Culture to Bring in Native Students

Leaving the reservation for college can be difficult for Native American youth. “I’m afraid because it’s really hard to leave my family,” 17-year-old Elijah Watson, Navajo, told *The Associated Press*.

Part of that fear comes from missing traditional ceremonies like the week-long Kinaalda, which marks a girl’s

transition to womanhood, he attended in March for his cousin. He told the AP that if he goes to college he would not be there to participate in the same ceremony for his little sister.

This problem many Native youth face is being addressed by a number of universities across the country, reports the AP. “These students could be in a classroom with hundreds of kids and no one will be like them so it’s really good for these programs to pull all of these kids together,” Ahniwake Rose, director of the National Indian Education Association, told the AP.

Many universities are implementing mini boot camps to get students used to the transition to college life and the idea that higher education does not mean they have to give up their tribal culture.

Watson attended one such program at the University of California, Riverside where he attended lectures, slept in the dorms and participated in cultural activi-

ties like prayer circles, reports the AP.

“We encourage having your culture and traditions as well as academics,” Joshua Gonzalez, the director of Native American Student Programs at Riverside told the AP. “To be able to know your language, to be able to sing the songs, to know the creation stories—those are things that are really important.”

The program at Riverside has about a 90 percent success rate in getting Native youth into college. ○



Students at Gathering of the Tribes at UCR.

UNIVERSITY OF CALIFORNIA, RIVERSIDE

American Indian Graduate Center Honors 10 Students

Chosen for their outstanding academic, artistic or leadership skills, 10 American Indian or Alaska Native students make up the American Indian Graduate Center All Native American High School Academic Team (ANAHSAT). Not only must the students have achieved excellence, but they must be able to describe to the judges in their own words what outstanding endeavor makes them suitable to be on the team.



Applicants are nominated by teachers or community members and students who are chosen are honored in their local press and in *The American Indian Graduate*, AIGC’s biannual magazine.

“The objective of this program is to increase awareness of academic achieve-

ment of high school seniors among peers, Indian Country and the public,” reads an AIGC announcement of the 2014-15 team. ○

Applications for the 2015-16 team opened on September 1. To apply visit,

The Durham Diploma

Duke Welcomes a Record Number of Minority Students, Natives Included

The newest batch of Duke University students stepped onto campus in Durham, North Carolina August 19, and it included a record number of minority students. According to Duke Today, half of the incoming class were students of color, including 495 Asian students, 159 La-

tino students, 185 African American students, and 19 Native American and Native Hawaiian students. There were also 224 students from other countries that make up 13 percent of the class.

“My colleagues in the admissions office share my excitement about the Class of 2018,” Christoph Gutentag, dean of undergraduate admissions,” told Duke Today. “Their applications reveal how talented they are, but we also learned just how engaged they are in their communities and how enthusiastic they are about Duke. There’s no doubt they’ll be a wonderful presence in the Duke community.”

“We are thrilled to welcome a new group of more than 1,700 students to Duke,” Jordan Hale, assistant dean of students and director of new



New students move in to Duke August 19.

student programs, told Duke Today. “We want to set a welcoming tone to their new academic, social and educational communities. We have an informative, intellectual program to help students make an effective transition to college.” ○

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Embracing Across the Pacific

UNITY Youth and Indigenous Tribes of Taiwan Exchange Culture and Memories

BY MARY KIM TITLA

The idea that indigenous tribes of Taiwan might benefit from youth councils led to an amazing overseas exchange between six Native American youth leaders and two chaperones during a 10-day journey in East Asia. The six Native youth leaders, representing tribes across the U.S., are part of UNITY—United National Indian Tribal Youth, Inc.

UNITY has a network of 140 youth councils in 35 states. The UNITY delegation, sponsored by Taiwan's Vox Nativa, visited the aboriginal homelands of seven of the 14 indigenous tribes including the Thao, Bunun, Rukai and Paiwan tribes in the lush and mountainous interior of Taiwan.

Flying 6,500 miles to Taiwan requires a 14-hour plane ride from San Francisco. The 14,000 square mile island sits more than 100 miles off the southeast coast of mainland China with sub-tropical and tropical weather.

Taiwan's history is intriguing. Between 1626 and today, the indigenous tribes experienced colonization with the Spanish, Dutch, Japanese and Chinese. The tribes face challenges similar to those of U.S. tribes with culture, language and ancestral land preservation. Tribal leaders are battling social ills such as rampant poverty, alcoholism, and high school drop out rates while striving to build their local economies. Indigenous villages, some rich with slate rock and nearby marble canyons,



Tourists who visit the Taiwan Indigenous People's Culture Park can try archery (left) and members of the Thao Tribe (right).

rely heavily on tourism by performing tribal dances and selling tribal arts and crafts.

Aside from touring tribal villages by bus and trying indigenous foods like wild boar meat, squid, duck, turnip cakes and rice cooked in bamboo, UNITY youth shared their tribal songs, friendship dances and their involvement in the National UNITY Council.

Two special exchanges happened during the pre-show of the annual Jade Mountain Starry Night Concert, featuring Vox Nativa's youth choir, which was attended by Chow Mei- ching, the First Lady of Taiwan, and with indigenous college students at National Dong Hwa University. After Tyler Owens, 19, shared an Akimel O'odham friendship dance at the college, the Taiwan students spontaneously engaged UNITY youth in one of their friendship dances.

"To see different ways that indigenous tribes in Taiwan are similar to the indigenous tribes in America was captivating. I enjoyed our time with the students at the National Dong Hwa University where we shared our songs and dances from home," said Owens. The UNITY delegation toured the country with a group of 15 Chinese American tourists, including two indigenous college students, who served as translators.

While visiting the Yanping village, a pastor and tribal leader of the Bunun Tribe, the Rev. Pai Kwang Sheng, through a translator, explained how his small village moved from extreme poverty to thriving conditions through the establishment of a foundation to build a tourist village that includes a cultural the-

ater, restaurant, coffee shop, convenience store and weaving shop. Interestingly, the U.S. based company 7-Eleven, which can be found everywhere in Taiwan, assisted by encouraging what amounted to millions of dollars in donations to the foundation. Bunun, which means "people," with 40,000 to 50,000 members, is the fourth largest tribe in Taiwan. They are known historically for being headhunters.

"Getting to know about what they've been through and the struggles they are going through today with trying to keep their languages alive brought me back to some of the struggles with keeping our language alive on my reservation," said Carrie Hood, 20, Yavapai.

According to the Taiwan Indigenous Culture Park website, there are two theories to explain the origin of the Indigenous Peoples of Taiwan. One advocates the indigenous people migrated from the southeast coast of China. The other recognizes that Taiwan is the ancient origin of the Austronesian peoples, which includes the ethnic groups of Malaysia, Philippines, and Polynesia. Some tribes like the Bunun, are patrilineal, while others like Amis, are matrilineal. Unlike most non-indigenous Taiwanese who practice Buddhism, more than 90 percent of the indigenous Taiwanese are Christian. The dominant languages are three Chinese dialects, however, many indigenous adults and elders still speak their languages.

The UNITY organization began a relationship with the Vox Nativa Children's Choir in 2013. The choir, made up of Bunun tribal youth, performed at

the National UNITY Conference in Los Angeles, California. It was the group's first U.S. tour and first contact with Native Americans, specifically Native American youth. Vox Nativa then extended an invitation for UNITY youth to travel to Taiwan in mid-March for a cultural exchange and to discuss the concept of a youth council network.

Vox Nativa is a nonprofit organization dedicated "to achieve social reform within the poverty stricken aboriginal populations and communities through cultivation of gifted aboriginal children" and "to preserve and promote aboriginal culture, pride, and identity through a children's choir group." Vox Nativa runs a weekend magnet and music school in the XinYi Township, known for its plum farms. The village's annual Starry Night Concert attracts 3,000 people.

Before leaving Taiwan, UNITY youth leaders met with Kao Yang-sheng, Deputy Minister of the Council of Indigenous Peoples of Taiwan, to explain how UNI-

TY's youth council network operates. Owens explained the annual elections of the National UNITY Council and how officers are selected from 10 U.S. regions with two co-presidents leading the Executive Committee.

"You are excellent Indian youth representatives chosen by states, so I see you as the hope of your people. Your visit of UNITY and comments will help us improve ourselves here," said Yang-sheng. On its website, the Council of Indigenous Peoples of Taiwan claims to "follow the concepts of upholding national interest with priority given to promoting quality of life among Indigenous Peoples when formulating policy directions and strategies, to enhance the living standards of the pride among indigenous tribes and to restore their confidence and status."

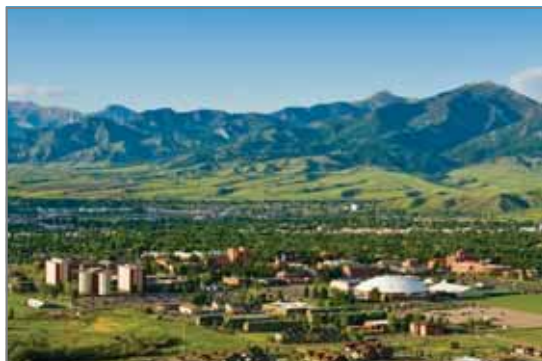
Five of the six UNITY youth leaders who traveled to Taiwan serve as regional representatives of the National UNITY Council. They include Alex Toledo, 19, Jemez Pueblo (Southwest Region Representative), Tyler Owens, 19, Akimel O'odham/Gila River Indian Commu-

nity (Western Region Representative), Santana "Sonny" Johnson, 19, Kickapoo (Southern Plains Representative), Aaron Leureaux, 20, Saginaw Chippewa (Midwest Region Representative), and Simon Montelongo, 16, Eastern Cherokee (Southeast Region Representative). Carrie Hood, 20, Yavapai, and the current Miss Ft. McDowell Yavapai Nation, also traveled with the group. Mary Kim Titla, San Carlos Apache and UNITY Executive Director as well as Christine Porter, Mohawk, and Ft. McDowell Youth Council advisor, served as chaperones.

"I will never forget the amazing indigenous people of Taiwan! I wish them all the best at restoring their culture and language. We are thousands of miles apart yet we are very much the same," said Porter.

"I learned many things while in Taiwan, and I'm looking forward to going back and visiting again someday. I'm thankful for this experience, I will cherish the memories forever," said Leureaux.

UNITY and Vox Nativa are planning future exchanges. ○



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“A Good Example to My Boys”

NTU’s Student of the Year Has the Formula to Success

Malanie Begay of Crownpoint, New Mexico was recognized as the 2013-2014 Navajo Technical University (NTU) Student of the Year at the American Indian College Fund’s annual scholarship banquet at the Montana Convention Center on March 16, 2014.

The recognition came to Begay after she maintained a 3.95 GPA while enrolled in NTU’s Bachelor of Science degree program in environmental science and natural resources and juggled a course load that included classes such as engineering statistics and chemistry.

“I feel honored to be selected,” stated Begay, who is of the Towering House clan born for the Water’s Edge clan. Begay, who is also the first in her family to attend college added, “It feels good to be recognized for all the hard work I’ve been putting in.”

In addition to maintaining exemplary grades in one of NTU’s most rigorous programs, Begay also served as a peer tutor in geographic information technology at the university’s STEM lab and works as a teacher’s assistant to environmental science and natural resources instructor Dr. Bill Mader. It is under his direction that Begay also began an independent research project on radon gas where she is currently testing radon levels at various buildings in the Crownpoint area. “So far I’ve only measured radon levels of the environmental science classroom, my house, and Dr. Mader’s, but I’d like to eventually measure (NTU’s

childcare center and other houses,” explained Begay.

The APA threshold for a safe radon level is 4.0, and through her research, Begay was able to detect levels as high as 3.8 picocuries—which she attributes to flooding that swept the Crownpoint area in September of last year.



NTU Student of the Year Malanie Begay conducts dendrochronological research.

Begay’s educational journey actually began when NTU was formerly known as the Crownpoint Institute of Technology. Begay earned her associate’s degree in environmental science in 2004, and then put her educational aspirations on hold for nearly nine years to raise a family. It wasn’t until the youngest of her two boys entered kindergarten that she decided to enroll back in school this past fall.

“Everything fell into place timing-wise,” stated Begay, who returned a semester after NTU was approved by the Higher Learning Commission to begin offering a baccalaureate degree in environmental science. “If I had done this the first time, I’d be

missing out on a lot with my boys. It’s been really challenging, but I’m glad it’s not easy.”

“It’s not only challenging academically, but morally,” Begay continued. “You become more aware of your environment and that makes you the kind of person who has strong ethics. It’s already established in me as a Navajo, but it makes me that much stronger. I’m trying to be a good example to my boys.”

This summer Begay planned on broadening her horizons by

working in 3D modeling with NASA's One-Stop Shop Initiative, and interning with New Mexico EPSCoR in analyzing watersheds in geographic information systems. "I'm amazed at the progress and the benefits I'm reaping from [the university]," explained Begay. "I wish the community would realize what they have here at NTU. It's something unique. The instructors here are amazing. They're the ones making a difference."

While Begay is sure to make a difference with the work she is currently conducting in and outside of the classroom, she plans on putting a career on hold until she finishes her education. "My priority is to finish and afterwards I'd like to go to graduate school," stated Begay, who's aspiring to obtain a master's degree in GIS with an emphasis in environmental science. "I had a goal of getting a bachelor's degree for such a long time, and now that I'm this close, it's insane not to keep going."

The American Indian College Fund and the Adolf Coors Foundation sponsor the Student of the Year program, and they empower each eligible tribal college participating in the American Indian Higher Education Consortium to select their own student. In being named Student of the Year, Begay was awarded a \$1,000 check that may be used to pay tuition, fees, room and board, books or any other educational need.

Begay is the third environmental science and natural resources major to be named NTU Student of the Year in the past three years. ○

For more information about NTU's environmental science and natural resources program contact Steve Chischilly at schischilly@navajotech.edu.



Malanie Begay, center, with NTU President Dr. Elmer J. Guy and Michelle Becenti, a scholarship recipient.



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Roll Over, Mars Rover!

STEM Programs Hurtle Tribal Colleges Into the Future

BY CHRISTINA ROSE

From robotics to the Mars Rover, tribal colleges are bringing Native students into the 21st century and beyond. Traditional knowledge and modern science are holding hands and leaping into the 21st century as tribal college students are excelling in STEM across the nation. STEM, or the fields of Science, Technology, Engineering, and Math, is a growing trend in tribal college programming.

These programs are now on the radar of the Secretary of Education, the United States Department of Agriculture, and the National Nuclear Security Administration, under the Department of Energy, all of which have taken an interest, and in some cases are partnering in the work that tribal college students are doing.

As a result of these partnerships, STEM programming in tribal colleges is booming. “Navajo Technical University is becoming a regional leader in many cutting edge technologies, including laser scanning, advanced manufacturing, and high performance computing. They have been doing all kinds of really cool things over the last six or seven years,” Al Kuslikis Sr., Associate for Strategic Ini-



Salish Kootenai College hydrology students in the field.

tiatives at the American Indian Higher Education Consortium, said.

The NTU team has been very successful competing in mainstream STEM competitions. At this year’s SkillsUSA National Conference, students from NTU took home a bronze medal, two silvers, and a gold medal for the national championship in the category of Sustainable Solutions, which was awarded to Adriane Tenequer, industrial engineering major.

“There is also the College of the Menominee Nation, which has done well in national rocketry competitions involving institutions such as Massachusetts Institute of Technology (MIT) and Arizona State University,” Kuslikis said.

Kuslikis added that the Engineering Program at Salish Kootenai College is doing “some important work with the Jet Propulsion Laboratory, working on a camera for the Mars Science Laboratory Rover mission” and “Institute of American Indian Arts students have been doing interesting work with the modeling and simulation folks at the Kennedy Space Center.”

With just under 1,000 students, Salish Kootenai College is one of 43 institutions

in the United States that is participating with NASA by engineering a satellite to be used in studying climate change.

The science fields are more relevant and accessible today than they ever have been, according to Julia Goodfox, Pawnee, Haskell Indian Nations University’s Interim Dean of Natural and Social Sciences. “Today we have more access to grants, and there are more internship opportunities for our students than we saw even 10 years ago,” she said.

The availability of funds and a growing interest in a sustainable environment is luring an increasing number of tribal students into these fields, and in tribal colleges, STEM programming is on the rise. From 2011-12, the last years for which data is available, 9 percent of tribal students majored in STEM programs; up from 8 percent in the previous five years. Many of the other important majors, such as careers in healthcare, are also science based.

Western science is not that fundamentally different from traditional Native knowledge systems, according to Kuslikis. “Local and traditional knowledge systems, typically taught in tribal college Native Studies programs, are be-

coming common topics in their STEM courses. There is a significant amount of effort being made to integrate traditional knowledge systems with Western science,” Kuslikis said.

For example, “Back in the late 1980s, Diné College faculty conducted extensive interviews with Navajo elders, healers, and other traditionalists to identify a learning paradigm consistent with traditional understanding of natural processes. What they came up with actually fits very well with Western thinking. That research led to an effort to incorporate what is referred to as Diné Educational Philosophy across the curriculum,” Kuslikis said.

Multiple tribal colleges are on board with the growing interest in sustainability and other environmental studies. “This year, the College of Menominee Nation is holding their second regional climate change summit, Shifting Seasons: Building Tribal Capacity for Climate Change Adaptation. They have become

an important resource to tribes in the area in developing sustainable climate change response strategies,” Kuslikis said.

Climate change has long been a focus at Haskell Indian Nations University, where Dr. Daniel Wildcat, Muscogee (Creek) Nation of Oklahoma, has been a leader in establishing the Indigenous Peoples Climate Change Working Group. The group meets twice a year and includes representatives from federal agencies involved with climate change such as the National Oceanic and Atmospheric Administration, NASA, and the U.S. Geological Survey. “There are a lot of partners working with tribal colleges on a whole range of issues, particularly within STEM,” Kuslikis said.

“It has been really great to tailor these different environmental research projects to the needs of the communities they impact. Other mainstream institutions are building partnerships starting at the tribal college, and it has been a great ex-

perience for tribal students doing field work,” reports Erica Newland, grants administration for AIHEC, referring to the EPA’s recently established ecoAmbassadors program. The program encourages ecoAmbassadors to green their campuses and promote environmental awareness.

Much of the funding that tribal colleges have used to establish their STEM programs has come from the National Science Foundation’s Tribal Colleges and Universities Program over the last 11 years. NASA has also been instrumental by providing internship opportunities and small, targeted grants for specific STEM improvement projects. “This is a good time for tribal colleges in STEM. The colleges are establishing strong STEM programs by taking advantage of available programs and resources, and have formed enduring partnerships with federal agencies, mainstream higher education institutions and national STEM organizations,” Kuslikis said. ○

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The Gathering Place

North Idaho College Has Services for Native Students

The sounds of drums and tribal singing used to ring out on the shores of Lake Coeur d'Alene at the summer gathering place of the Coeur d'Alene Tribe. Bands of the tribe would return from their winter travels and meet on what is now the North Idaho College beach to sing, dance, play games and host other Native American tribes in celebration of the start of a new season.

NIC's beach is named Hnya'(pqí'nn, pronounced Hin-Yap-Keehn-Un)

and is Coeur d'Alene for "The Gathering Place." Now, here on the shores of the Coeur d'Alene's summer home where Lake Coeur d'Alene meets the Spokane River, North Idaho College serves as a gathering place for students who are planning for a new season of their life as well.

North America is full of the rich history of many American Indian tribes. In collaboration with the Coeur d'Alene Tribe, NIC created the American Indian Studies program to examine the contemporary and ancient experiences of the nation's Native Americans from their perspective. The associate's degree program serves both Indian and non-Indian students and the coursework is offered in a variety of delivery methods, including an option that is offered entirely online.

Courses include American Indian literature, history, and even Coeur d'Alene language courses. The coursework provides a diverse foundation of knowledge and skills that apply to a number of career options, including:

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- Museum and cultural center management
- Human services and health care
- Federal and state services

For information about the American Indian Studies program, contact Kathy Lewis, American Indian Studies Program Instructor by calling 208-665-5077 or email her at: kathy_lewis@nic.edu.

Services available to American Indian students at NIC:

- American Indian Student Advisor
- American Indian Student Alliance Club
- Scholarships for American Indian students
- Native American Out-of-State Tuition Waivers for eligible tribes

Making the Grad

Cornell Hosts Graduate Horizons for Native Students

The 2014 Graduate Horizons summer workshop, held at Cornell University in Ithaca, New York, targeted college students and graduates who are looking to apply to graduate/professional programs. That wasn't the only focus though. This year, Graduate Horizons focused on preparing Native American, Alaska Native, Native Hawaiian and First Nations students for the competitive admissions process. About 60 Native

students attended the four-day intensive workshop, held in July.

Students in attendance were able to learn from the experience of Cornell's current graduate students and to participate in information sessions about Cornell's programs, internships and funding resources. "Graduate Horizons is a fantastic grad school prep program for Native American students to help them explore different opportunities as it relates to grad school and refine the application process, demystify what it means to be a graduate student and really provide support around different types of opportunities for graduate study," said Cornell's Dr. Tremayne Waller, director of the McNair Scholars Program.

During her welcome address, Dr. Jolene Rickard, Tuscarora, director of Cornell's American Indian Program, encouraged the next generation of graduate students to strive to be leaders in their fields, noting that their role requires them to make positive im-

pacts in their communities and to continue an open dialogue about what it means to be indigenous so their voices are heard, respected, and they have a say in how the world operates.

Dr. Troy Richardson, Saponi/Tuscarora, an associate professor at Cornell, spoke to students about a range of things they should consider before applying to graduate school. He encouraged them to find an institution that suits their needs, including cultural and social support networks, as well as finding internal advocates who can give them feedback when applying. The attendees were also asked to think about how they could intersect their career path with indigenous studies.

During the four-day event, Cornell showed its connection to indigenous culture and its place in the Cayuga/Haudenosaunee homelands when it held a Haudenosaunee Dedication of a White Pine as a Tree of Peace and the Haudenosaunee Social.

Washington State of Mind

The Blooming Gonzaga University Native American Studies Program



Laurie Arnold, director of the NAS program at Gonzaga University.

The Native American Studies Program at Gonzaga University is in its second year, and according to director Laurie Arnold “enrollments have grown consistently since the first course was offered last year.”

Arnold, a member of the Sinixt Band of the Colville Confederated Tribes who grew up on the Colville Reservation, said the university has a “small, but vibrant Native American student population, including students from more than a dozen Native communities.”

The 21-credit Native American Studies minor is open to all Gonzaga undergraduate students. According to Arnold, a key learning goal of the program is for students to gain a broader understanding of tribal sovereignty.

“Tribal sovereignty is a difficult concept for students unfamiliar with Native peoples and tribal rights. Native American tribes have a direct government-to-government relationship with the United States, which informs tribal political sovereignty,” Arnold said. “Equally important, tribes retain unique cultural values, informed by homeland, language, and traditional practices, and those values are applied to tribal governance, economic development, and day-to-day organizational operations.”

Not only are students gaining an understanding of tribal sovereignty with the Native American Studies program at Gonzaga, but they are also gaining an understanding of Indian country, which is all around them.

“Gonzaga is situated on the Columbia Plateau, in the midst of five local tribes, and the state of Washington has 29 federally recognized Indian Tribes. Contemporary tribes are dynamic po-

litical and economic actors, and have emerged as leaders in areas such as sustainable environmental practices and endangered language restoration,” Arnold said. “Native Americans are not peoples of the past, but instead apply their unique worldview to their professional work, including business, law, art, education, and health care.”

This is why the curriculum allows for a number of Native guest speakers.

Arnold also points out the program’s symbiotic Native American and Catholic values, which care for the whole person—physically, spiritually, intellectually, and culturally.

“Throughout this program, we will discover how Native American pursuit of sovereignty—both political and cultural—reflects Native American beliefs in dignity and social justice. How all Native peoples must necessarily become more than competent outside their own cultures,” Arnold said. “And, finally, how Native American communities value the planet as a mother, and care for it as such, and through this care engage with global social and environmental issues.” ○



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San Carlos Apache Tribal Chairman Terry Rambler, right, signs the agreement with Eduardo Pagan, ASU vice provost of academic excellence and inclusion.

The Apache Way

New Tribal College Will Be a Major Milestone

BY TANYA H. LEE

The establishment of San Carlos Apache Tribal College will stand out as a major milestone in the tribe's history and in people's lives, said Chairman Terry Rambler. On August 11, the tribal council approved the articles of incorporation and bylaws for the proposed college and is now putting together a board of directors and a board of regents, with the hope of opening the school's doors in August 2015.

The college has a fivefold purpose, explains Rambler: A new hospital is being built to replace the 50-year-old facility now on the reservation. When it opens it will bring 485 jobs. On the education front, there is one school district on the reservation with another one coming soon and two nearby. The tribe

has one casino and is planning a second. And it is considering getting back into agriculture and using its water rights.

"We want to provide employment opportunities on our lands for our people. The bottom line is that the tribal college will prepare people for the jobs that are already on the reservation and the ones that are coming," Rambler said.

The fifth purpose is to preserve the Apache language for the tribe's 15,300 members. "We have an elders advisory council. They and other elders say retaining our language is a priority. We hope the college will be a driving force in accomplishing that," he says.

Rambler took office in December 2010 and had been on the tribal council for six years prior. "From the time I was on the council, this had been a vision for the tribe and now things have fallen into place, with Michael Crow serving as president of Arizona State University," one of the collaborative partners in this endeavor, with whom the tribe signed an MOU in June. The tribe is also working with Eastern Arizona College to develop curriculum.

Arizona State University has 2,000 American Indian students and a long history of commitment to the 22 tribes in Arizona that goes back at least to the founding of Navajo Community College (now Diné College, the first tribally-

controlled community college in the U.S.) in the 1960s. ASU President Michael M. Crow said in a statement when the MOU was signed, “ASU has one of the largest populations of Native American students of any college or university in the country, and we are enriched by the presence of our Native students, faculty and staff.”

At the tribe’s request, ASU is providing advisers for the project, among them John Tippeconnic, Comanche, ASU professor and director of American Indian Studies. “One of the key elements in starting a tribal college is accreditation,” Tippeconnic, a founder of Comanche Nation College in Oklahoma, said. “That’s where I think we

at ASU can assist them. The tribe is also thinking about building a campus and facilities to house the tribal college. That’s always a challenge and that’s another place where we can help.”

Developing curriculum is another challenge, says Marie Hesse, ASU vice provost for academic partnerships, who has had extensive experience in the 10-college Maricopa Community College System, including serving as president of Chandler-Gilbert Community College. New colleges need to start with a narrow focus, she explains, as the school builds up a student body and faculty. At Chandler-Gilbert, the focus was on courses included in the Arizona General Education Curriculum. “You can’t begin with everything, so you have to prioritize as to what are the most important things. We couldn’t offer a broad band of courses, but we could offer those that would help a student get through that common core of general studies,” she said.

Rambler said the San Carlos Apache Tribal College will offer a 2-year AA degree, with the expectation that many students will go on to earn a BA at a four-year college.

In order for that to happen, said Hesse, the credits earned at the tribal college must be transferable to a four-year college or university, and that’s another area where the tribe has asked for her assistance. It is also important, she said, that students understand what credits earned at a tribal college will count toward their degree at a four-year college. “We tell students, begin at the end of the line. So if they know what their end goal is—I want an engineering degree through the School of Engineering or I want a AIS degree through the college of liberal arts, then we can prescribe the list of courses that they could be taking that will both transfer and that will apply to their program of study.”

Jacob Moore, Tohono O’odham Nation, tribal relations coordinator in ASU’s Office of Public Affairs, notes that the MOU included a range of collaborative possibilities in addition to the college. “Much of the agreement is about

supporting the idea of locally available higher educational opportunities and promoting healthy lifestyles, youth leadership and activities that support academic achievement and community civic involvement on the reservation.”

Eduardo Pagan, of Yaqui descent, Bob Stump Endowed Professor of History and ASU vice provost for academic excellence and diversity, signed the MOU on behalf of Crow. “Michael Crow believes very strongly that as a public institution whose mandate is to serve the people of Arizona we should be serving the people of Arizona. That sounds fairly simple when you say it that way, but historically universities, public universities, have not

operated with that literal understanding of the mandate of a public educational facility—to meet the needs of the people in your area or your state and of course in Arizona that very much means part of our American Indian population,” he said. ○

“You can’t begin with everything, so you have to prioritize as to what are the most important things.”

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The American Indian Summer Bridge Program from 2013. The program introduces middle-school Native boys to higher education opportunities.

The Hoop of Learning

When Opportunities Abound, Kids Thrive

BY TANYA H. LEE

Jennifer Jones, Navajo, and Desiree Flores, Pascua Yaqui/Hopi/Kiowa, are demonstrating what American Indian students can accomplish given the right opportunities. Maricopa Community Colleges' Hoop of Learning program provides the right combination of opportunity and support for Native American high-schoolers in Arizona who take on the challenge of attending college classes while still in high school. Some of the 400 to 500 kids who participate in the program each year will earn their associate's degree at the same time as they earn their high school diploma, and will be able to matriculate at four-year institutions

of higher education as second-semester sophomores.

Pam Yabeny, Navajo, Maricopa Community Colleges Native American Programs Early Outreach director, explains that Hoop of Learning was created in 1995 when Phoenix Union High School District parents and the school's Native American coordinator decided American Indian students needed more educational diversity. "They took the lead in creating the program with MCC. A few years after that, their grant funding ended and they asked MCC to take over the program and continue to grow it. It has grown to where we have a Hoop of Learning program in all of

our 10 colleges." Funding for the program comes entirely from MCC. "It's a commitment we've made to the Native American community in Arizona," says Yabeny.

The program offers students scholarships for their community college course tuition, fees, books, transportation, supplies, program activities and meals. It also provides advisors, tutoring and lots of encouragement. Kids from more than 13 Phoenix Metro Valley high school districts and more than 35 tribal nations have benefited.

Hoop of Learning boasts a 98-percent graduation rate for its seniors. Some will have completed enough credits for an associate's degree, and everyone who sticks with the program is well on their way to a four-year college or university, where their average GPA is 2.9.

Both Jones and Flores are the first in their families to go to college, and both have had the unwavering support of their mothers. "My mom has been very encouraging," says Jones, now 20. "It was a personal goal between us that I would graduate from high school and from community college." She graduated from Chandler-Gilbert

Community College with an Associate in Arts in May 2013, the same month she graduated from Marcos de Niza High School. Now at ASU with enough merit scholarships to pay her way through to a Bachelor of Science degree, she is studying mechanical engineering in the honors program and American Indian studies.

Flores started attending classes at Scottsdale Community College when she was only 15 and a freshman at Coronado High School. This May, at 18, she graduated from both and is now a sophomore at Arizona State University. Her major is applied biological sciences and her goal is to become a medical or surgical oncologist.

Flores majored in General Studies at the community college, which gave her the foundation courses for a four-year college degree. "Sixty-four credits transferred to ASU," she says. "I got a lot of my prerequisites done, so now I can take upper-level courses" while all of her friends are in 101 courses. She's living in a freshman dorm. Her first impression of college life? "I like it. I like how I'm more independent, and on my own."

Flores was the first student from SCC to accomplish a double graduation, says Ana Cuddington, Gila River Indian Community, American Indian Studies Program director. Nearly half of SCC's 500 American Indian students come from the Salt River Pima-Maricopa Indian Community, on whose reservation the college is located. The college runs outreach programs and events with several high schools in the area, but has an especially close relationship with Salt River, where they present education and career fairs as well as other events. "We're very involved with the high school, encouraging kids to come here," says Cuddington.

The MCC system serves 4,000 American Indian students a year, more than the three state universities combined. It has two other highly successful outreach programs for Native Americans. With funding from the Salt River Pima Maricopa Indian Community, MCC created a summer bridge program for middle school boys in response to statistics that show a decreasing number of minority

males are entering college and completing a four-year degree. The Male Empowerment Network gives 11- to 14-year-old boys a summer experience that includes visits to cultural institutions such as the Heard Museum and the Challenger Space Center, and, most importantly, American Indian male mentors. A Native American faculty member teaches a college strategies course for them and they attend presentations by other male professionals, including just recently a talk by an FBI agent at Northern Arizona University. Program staff keep in touch with the students throughout the year and encourage eighth graders to become involved in the Hoop of Learning program when they enter high school.

Both outreach programs incorporate families: parents, grandparents, aunts and uncles who are guardians are all expected to attend orientation meeting and an end-of-year finale. "We try to keep families well-informed about their student's experience and the steps they will need to take to follow the education pathway they are on," says Yabeny.

With the American Indian Parent Institute, MCC has reached out to parents through workshops; some

present information that is beneficial to the parents themselves and some give information that benefits their children. In the past, parents who completed a workshop series were given a three-credit scholarship to an MCC college course. "We had parents who wanted to go back to school, so this was a nice doorway to get back into the classroom," Yabeny explains. MCC is looking for funding to repeat the program, which could become a model for workshops for other groups, such as foster parents. ○



The American Indian Summer Bridge Program from 2011.

Maricopa Community Colleges American Indian Early Outreach Office can be reached at 480-731-8032.

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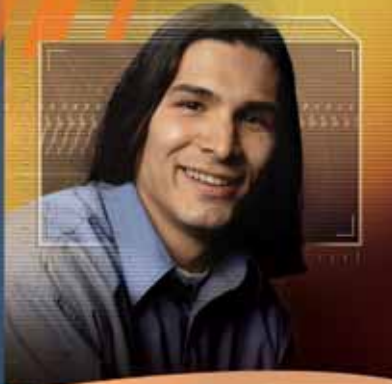
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The Collaborative Energy Complex aims to create a hands-on experience, outreach, enriched lab experiences and industry partnerships between the university and the energy profession.

Oiling the Tracks

A \$7.5M Donation Propels UND to Lead the Energy Field

The University of North Dakota recently announced a \$5 million gift from the Hess Corporation to the UND College of Engineering and Mines. The gift, along with a \$2.5 million

match from the North Dakota Higher Education Challenge Fund, will provide \$7.5 million in funding towards the new Collaborative Energy Complex in the College of Engineering & Mines.

The combined \$7.5 million will fund specific portions of the Collaborative Energy Complex with the aim of stimulating innovation, problem-solving, and futuristic ideas, and creating hands-on experience, outreach, enriched lab experiences and industry partnerships between the university and the energy profession.

“We are proud to partner with the University of North Dakota to support the College of Engineering and Mines, which is on track to become a premier engineering school,” said Greg Hill, president and chief operating officer of Hess Corporation. “Providing this educational venue will not only help the state by training individuals to be ready for careers in the oil and gas industry, but

will enhance the ability of Hess and the industry to hire local talent.”

“We are most appreciative of this gift from the Hess Corporation for the Collaborative Engineering Complex. It is another example of the innovative thinking and the investment that the Hess Corporation has made not only in the University of North Dakota, but also the state of North Dakota. This gift—along with the Higher Education Challenge Match Grant from the state—will propel UND to be a leader in the energy field,” said DeAnna Carlson Zink, CEO of the University of North Dakota Alumni Association and Foundation.

The Hess Corporation gift is intended to advance UND’s Petroleum Engineering program, and also support Hess’ core values and the University’s Exceptional UND vision, which emphasizes the importance of educational opportunities and space to gather and collaborate.



as a new headquarters for the rapidly growing Department of Petroleum Engineering and the Institute for Energy Studies. Currently, the College of Engineering and Mines is bursting at the seams with petroleum engineering students, fueled by booming oil and gas exploration in western North Dakota.

“The proposed Collaborative Energy Complex is an excellent example of the successful private-sector partnerships that UND has fostered in recent years across our academic and research enterprises,” said Kelley. “I commend Dean El-Rewini and his College of Engineering and Mines colleagues for their initiative and vision to strengthen these important bonds, which should provide immediate opportunities for students and long-term solutions for the future of North Dakota and the nation.”

More than just a building to house programs, El-Rewini stressed that the new facility—as its name suggests—will provide students and faculty with a place to interact with each other as well as with colleagues from other units on campus and beyond.

“The Collaborative Energy Complex is a combination of several strategic initiatives for our College,” El-Rewini said. “It will provide a common umbrella for interdisciplinary programs in the important field of energy. In addition to providing cutting-edge lab resources and multipurpose teaching centers for students, CEC will provide space for interdisciplinary collaboration among faculty and industry representatives in all fields related to energy.” ○

Pledges and commitments of \$11.8 million have currently been made toward the \$15.5 million goal for the project. This gift is among the largest from a corporation to the UND Alumni Association and Foundation.

The Hess Corporation \$5 million gift (and the \$2.5 million from the North Dakota Higher Education Challenge Fund) will be used to establish several significant features in the new building:

- Hess Innovation Lab, to stimulate innovation, problem-solving, and futuristic ideas
- Hess 3D Visualization and Reservoir Simulation Lab, for creating hands-on experience, outreach, and enriched lab experiences and industry partnerships
- Hess Drilling Simulation Lab, for hands-on experience, outreach, and creating hands-on experiences and industry partnership
- History of Oil and Gas atrium display

Collaborative Energy Complex

The 30,000-plus square-foot Collaborative Energy Complex (CEC) will be set on the southeast part of campus between Leonard Hall and Upson Hall I. The CEC primarily will serve



OUR CURIOSITY KNOWS NO BOUNDS

“I gained balance by keeping in touch with my Native side and the Native American groups on campus made me feel like a part of the family.”

Raeging Storm, Gila River Indian Community
Sophomore, Pre-Pharmacy

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Teaching Our Own

The American Indian College Fund Is Poised for Growth

BY CHRISTINA ROSE

From small local tribal colleges to regional and national institutions, more Native students are opting for a college education, on their terms, than ever before. Tribal colleges are leading the national trend in higher education to develop programs that serve their own community.

Tribal schools are re-shaping Indian country, and here, Dr. Cheryl Crazy Bull, president and CEO of the American Indian College Fund, speaks about the College Fund's impact on Native students, tribal colleges, and communities.

Are there reasons besides location that Native students choose tribal colleges?

Tribal colleges are a place where you go to school with people like yourself. It's a sanctuary, an environment to explore your identity and your place in the world while furthering your professional and career goals.

Tribal colleges don't teach about Indians, they teach Indians, and that is a significant difference. The intention, the mission, the vision, of the tribal college is so grounded in saving who we are and being who we are. You can probably get that social network when you go to other institutions, but you are not going to get the intensity or the breadth of it the way you do at a tribal college, and that's very rewarding.

How many Native students attend tribal colleges?

Tribal colleges comprise about 20,000 students of the probably 180,000 Native students across the country. Most of the time, our institutions educate



Crazy Bull and some staff members during a retreat in 2012.

more American Indians than other institutions. We are a very significant and important participant in the higher education systems in this country, not only because we educate American Indian and Alaska Native students, but because we are also educating rural Americans. Many times, we are the place where rural families are able to get a college education.

How many students does the organization fund?

We fund about 6,000 students, probably about one-quarter of our applicants. We primarily support Native American students in tribal colleges, but we currently give 8 to 10 percent of our scholarships to Native students attending other institutions.

The College Fund's scholarship programs range from smaller scholarships of less than \$1,000 to scholarships as high as \$10,000 depending on the wishes of the donor. Some scholarships are supported by donors for specific fields, such as healthcare or business majors. Many scholarships are funded through endowments established by donors and others are funded through annual contributions.

We know of course that there are a significant number of Native students at tribal colleges who don't apply. Some

first generation, low income, college students don't necessarily understand financial aid or scholarships. We have had a significant increase over the years of scholarship applicants, but we still have a long way to go to serve all of the students, and to fully fund students, which is as important as the number of students who participate.

How do tribal colleges change communities?

A special characteristic of the tribal colleges is that they are very much embedded in their community. They are founded by their communities, they serve their communities wishes, and the degree programs of the tribal colleges are almost always driven by community demand.

We were on the cutting edge of creating community-based baccalaureate programs and we didn't even know it. We were just doing the work that needed to be done—creating the kind of programs that served the career and professional needs of our communities. Today, that's a big driver for a lot of higher education institutions. We were already doing that, and we might be doing that a lot. We might be the leading provider of adult education or rural education, simply because we are doing the work we are called upon to do. We are often invisible.

What kind of degree programs do tribal colleges offer?

Tribal colleges are a combination of community and comprehensive institutions. I think about 15 or 16 offer bachelor's degrees, and a few are now offering master's degrees. Some offer career and technical education as well as professional degrees like teaching and counseling. More and more are offering degree programs in the STEM (Science, Technology, Engineering, Math) fields, and business is one of the most popular majors of tribal college students.

Besides scholarships, how is College Fund money used?

The College Fund provides support to tribal colleges in these areas: Faculty development, which includes funding individuals to complete graduate degrees and to participate in research; Training faculty to be better teachers; We are a re-granter for funders who are interested in developing an area of programming, such as cultural and traditional arts or sustainability.

We work with tribal colleges to expand their curriculum or maybe provide internships or fellowships for students, or train faculty to teach in those areas. I don't want to say we are just a conduit to give them resources, because we also provide them with technical assistance, giving them the resources they need to be successful.

We also provide some support to the tribal colleges for operations. It's not a lot, but it's money they can use for whatever they wish, operationally. This money comes from the proceeds of endowments and money we get from fundraising.

What is on the horizon for the College Fund?

Our 25th anniversary is in October and we are positioned for dramatic growth. The College Fund has enjoyed incremental growth over the years and we intend to have exponential growth. Since I came here two years ago, we have spent a lot of time really focusing on market research and developing a

new strategic plan. We are looking at best practices, at what do we want to strengthen and improve in our work.

The need is so great that we feel we have to bring a dramatically greater amount of resources to our organization to share with the tribal colleges and students.

We have support in all directions. Tribes really support the College Fund because they recognize that tribal colleges provide higher education to the tribes.

We also have a lot of support from corporations and foundations. They can invest in us to steward their resources well in distributing to the colleges and students; they know we have great success with their resources. Individual donors want to be part of a movement, and they want to see a better America. They want to see minority and low-income people have the opportunity to succeed. The College Fund can be a conduit to helping our donors achieve their goals while helping Native students succeed. ○



Crazy Bull (right) introduces tribal college presidents at the 2013 AI-HEC Student Conference. Also pictured are presidents Jim Davis, (left) of Turtle Mountain Community College, Lionel Bordeaux, (center) of Sinte Gleska University, and Maggie George, of Dine College.



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The 2014 Champions for Change in Washington, D.C.

Champions of Change

Five Native Youths Honored For Their Accomplishments

BY VINCENT SCHILLING

The Center for Native American Youth honored five amazing Native youth from all over the United States the week of March 10. The five youths, who range in age from 16 to 23, were selected by CNAY for their accomplishments in Indian country. The youths and their chaperones were flown to Washington, D.C. to meet with their respective state leaders and to participate in leadership related activities.

The center's founder and chairman, former U.S. Senator Byron Dorgan held events in Washington, D.C. including youth meetings with Senior Policy Advisor for Native Ameri-

can Affairs Jodi Gillette and the new Chairman of the Senate Indian Affairs Committee Senator Jon Tester. "Our Champions of Change program is designed to celebrate the achievements of some Native American youth who are doing important and inspiring work to improve the lives of others," Dorgan said. "Native American youth have had a more difficult road to travel. Too often they have been left behind by government policies that made grand promises but failed to deliver on education, health care and more. These Champions for Change are making good things happen by their own initiative and we salute them."

The five youth selected as 2014 Champions for Change are:

- **Elizabeth Burns**, Cherokee Nation of Oklahoma, 18; hometown: Claremore, Oklahoma
- **Danielle Finn**, Standing Rock Sioux Tribe, 23; hometown: Bismarck, North Dakota
- **William Lucero**, Lummi Nation, 17; hometown: Ferndale, Washington
- **Keith Martinez**, Oglala Lakota Sioux, 20; hometown: Pine Ridge, South Dakota
- **Lauren McLester-Davis**, Oneida Tribe of Wisconsin, 16; hometown: De Pere, Wisconsin

Elizabeth Burns is the president of the Cherokee Nation Tribal Youth Council and is a youth mentor on nutrition, obesity and eating disorders.

Favorite Quote: "All our dreams can come true if we have the courage to pursue them." – Walt Disney

How do you feel about being selected? I feel so honored. I am still having a hard time believing that I really am a

2014 Champion for Change. It truly is a blessing.

I have been working on a peer-to-peer mentoring program as well as a health blog. My focus is health, nutrition, eating disorders, and obesity. I plan to present at multiple schools and talk about these important issues. I would also like to get more youth to be mentors and publish my health promotion blog in the upcoming months to connect with more youth.

After I graduate I plan on attending Northeastern State University and go into optometry. I am currently the president of the Cherokee Nation Tribal youth Council and a 2014 Remember the Removal bike rider.

Danielle Finn is a tutor, headstart teacher, dance teacher, Mid-Dakota Teen Clinic advisor, and an intern for Sen. Heidi Heitkamp.

Favorite Quote: "You can have everything taken from you in life—your home, your land—but the one thing that cannot be taken is your knowledge." – My Grandparents

How do you feel about being selected?

Being selected has been such a huge honor! I really appreciate the opportunity that has been presented to me by the Center for Native American Youth. I am just really happy and surprised to be recognized for the work I do for my people.

In high school I was selected to be a part of the leadership organization called the "Mid-Dakota Teen Clinic Advisory Board" and was the only representative that was Native American. It was a group of young positive leaders in the Bismarck/Mandan community that traveled around the state of North Dakota to talk to schools and their peers about current issues that young people face, such as alcohol and substance abuse and teen pregnancy.

While in college and currently I am a volunteer teacher at the Standing Rock Sioux Tribe Head Start and on the weekends I am a volunteer dance instructor. Most importantly as a teacher I have the opportunity of sharing my Lakota language and traditions with the younger

students. Before the students leave for kindergarten I ensure that they know their colors, numbers, and animals in Lakota as well as basic phrases.

William Lucero is a member of Lummi Nation Teens Against Tobacco.

Favorite Quote: "When life knocks you down, try and land on your back because if you can look up, you can get up." – Les Brown

How do you feel about being selected?

I feel so honored to have the opportunity to participate in such an event!

I am a member of the Lummi Nation T.A.T.U. Group (Teens Against Tobacco Use). The main focus of the group is to teach youth about the harmful effects of smoking. We also encourage Native youth to never start smoking.

Keith Martinez works with Lakota Children's Enrichment and is a Youth Ambassador with Youth Service America for South Dakota.

Favorite Quote: "There are those who look at things the way they are, and ask why... I dream of things that never were, and ask why not?" – Robert Kennedy

How do you feel about being selected?

Proud, amazed, awed, honored and energized to do more to support youth led efforts in my community.

I am a Presidential Scholar and Gates Millennium Scholar at Villanova, studying communications. I have been an advisor to Lakota Children's Enrichment, Inc. (LCE) since high school and have helped shape its projects. I am now the chair of the Youth Advisory Board and help run meetings, training and leadership sessions for our Youth Board.

Last summer, I helped run an information booth at the pow wow, gave out prizes to the Tiny Tots dance that LCE sponsored and helped lead and spoke at the first ever Game Changers Youth Summit. I am a 2013-14 Youth Service Ambassador for the State of South Dakota, with Youth Service of America, and on Global Youth Service Day in April, I helped Lakota Children's Enrichment run a Youth Summit on Pine

Ridge Reservation.

Lauren McLester-Davis is co-founder of First Book of Greater Green Bay, which has put 15,000 new books into the hands of children so far.

Favorite Quote: "In a gentle way, you can shake the world." – Mahatma Gandhi

How do you feel about being selected?

I am honored to be chosen and blessed to be able to continue my family's legacy with a commitment to community.

I believe the love of learning and reading starts from home and reading is the cornerstone of everyone's life as it fosters creativity, language and vocabulary. I co-founded First Book – Greater Green Bay in 2007.

In January, I received a check for \$4,000 from the Green Bay Packer Foundation on behalf of my 2,500 hours of community service. With my fundraising efforts over the years and with this 2014 check I will have provided 18,000 books to children in need in my community. ○

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Mesa Community College is one of the 10 community colleges in the Maricopa Community College District in Arizona.

Schooled on School

The Major Challenges Facing Native Students

BY TANYA H. LEE

American Indian college students heading back to school this fall face some tough challenges. Some of them are common to all college students and some are unique to Native students. Many American Indian students begin their post-secondary education at a tribal or a community college, so this discussion focuses primarily on those institutions.

Finances

Finding the money to pay for college

must be at the top of almost everyone's list. This can be especially challenging for American Indian students who have grown up and lived in poverty, says Carrie Billy, Navajo, president and CEO of the American Indian Higher Education Consortium.

"The average income for a tribal college student is \$15,262 per year. The average tuition at a tribal college is less than \$3,000 a year, but the average cost of attending the college, including housing, transportation, food and other expenses is \$13,800." Eighty percent of tribal college students get federal financial aid, mostly in the form of Pell grants, but, says Billy, the maximum Pell grant this year is only \$5,645.

"The federal government should make a commitment to the lowest-income families in this county to increase the maximum Pell grant. This would be a tremendous help to getting more American Indians through college. When our students are fully funded for their education, they will complete a

two-year degree in two years and a four-year degree in four years."

Just a few tribal colleges participate in the federal student loan program, says Billy, "because loan repayment and the default rate policies of the federal government are so harsh." Some get scholarship funding through their tribes or through the Bureau of Indian Education, but many students still come up short.

Students at community colleges are generally eligible for federal student loans, but as Billy points out, without a national income-based repayment plan, paying those loans will be extremely difficult for people who live in low-income communities with low-paying jobs.

Poor Communication Between Tribes and Colleges

Alberto Olivas, Mexica (Aztec)/Huichol, director of the Center for Civic Participation at Maricopa Community Colleges, explains that each tribe has a different policy for funding scholarships and each college or university



has its own payment schedule. There is often a breakdown in communication between tribes and financial aid offices, which can result in delayed financial aid checks. “Students need to get their money on time to buy books, secure housing and pay their tuition so they won’t be dropped from courses for non-payment,” he says.

Lack of Financial Literacy

Many students are not prepared to manage their grant and scholarship money. “Students get a big financial aid check which is supposed to last for the semester, but they often spend it down too fast and end up with no money available for rent or food at the end of the semester,” says Olivas.

There is also the cultural expectation of sharing. “If you have a lot of money in your bank account, it’s hard to say no if someone in your family or a friend needs help. And students don’t have the mentors and guides they have in their home communities to go to for advice on such matters,” Olivas says.

Too Few Hours in the Day

Many American Indian college students are adults, with jobs to go to and families to care for in addition to their coursework. Many commute long distances, sometimes as much as 100 miles each way. Students say time management and prioritizing are among their greatest challenges. Most tribal colleges have day care centers to help parents make time to attend class and study.


Isolation and Lack of Role Models and Mentors

“For American Indian students, probably the biggest challenge when they are attending mainstream universities is finding people who are similar to them and understand what they’re going through,” says Sarah EchoHawk, Pawnee, CEO of the American Indian Science and Engineering Society.

Most community college students, says Olivas, live within six miles of the school they attend. American Indian students are the exception. “Other students have families and support services that Native



NAS students in the garden at College of the Muscogee Nation.




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American Indian students graduating from Scottsdale Community College in May 2014.

American kids do not have so far from home. They don't know what resources are there, don't know the community, don't know where to look for quality housing," Olivas says.

Some colleges have American Indian student centers, clubs and other formal institutions to help students, but others do not.

"One of the really great things about tribal colleges is wrap-around support," says Billy. "The college takes the place of a family in terms of supporting students through college, providing support like gas money, giving them a quiet place to study, teaching them study skills and pro-

viding day care for their kids. But probably the most important part is cultural and spiritual."

EchoHawk says another part of feeling isolated is that American Indian students do not see faculty who are like them. An important service of AISES is providing advisors for STEM students, but often the advisors are not Native American. The organization recently received a \$1.5 million National Science Foundation grant to increase the number of AISES members who complete their undergraduate and graduate degrees and go on to pursue faculty positions in STEM disciplines at United States colleges and universities.

Inadequate Student Housing

Community colleges traditionally do not offer housing. "American Indian students end up in the college community without documentation or a credit history, so they can only access poor quality housing, often in blighted and dangerous neighborhoods. Housing can cause really significant problems that result in students dropping out of school," says Olivas. Tribes and schools need to work out strategies, such as identifying good housing and neighborhoods for students, or even leasing blocks of apartments and renting them to students, to alleviate this problem, he says.



College Readiness

Many students are not college-ready, explains Dr. Cheryl Crazy Bull, Sicangu-Lakota, president of the American Indian College Fund. College readiness is knowing what college is like and what is expected of you. “We’ve encountered students who were coming to college and didn’t know they were going to be responsible for attending classes and asking for help if they needed help,” Crazy Bull says. “School is starting and we have students just now who are looking for funding. That’s an aspect of college readiness. You have to get ready for college ahead of time.” Native students are often first generation, so they don’t have someone in their family to tell them what college is like, she says.

Insufficient Academic Readiness

Tribal and community colleges are open-door institutions of higher education: they accept all students who apply. Roughly 70 percent of their students need developmental education in at least one area. Develop-

mental education classes present students with two problems: it is discouraging to have to take classes that will not count toward a degree, and those classes cost money.

“Traditionally students have to pay per-credit tuition for developmental education courses,” says Olivas. “New rules for financial aid mean students have to get through their developmental courses as soon as possible. We’re looking at ways to provide developmental education that either costs less or is cost free, so people can get up to speed without spending down all of their financial aid dollars.”

Billy says that one strategy that works is to focus on problem-based learning and to integrate developmental education into credit-bearing coursework. AIHEC has a grant from the NSF to promote problem-based learning in tribal colleges “because we know that students who engage in research and problem-based learning that’s relevant to their homes, their communities, their culture do much better than students who don’t have that kind of curriculum,” she says. ○



Desiree Flores, 18, earned her associate’s two weeks before receiving her high school diploma. On the left is Scottsdale Community College President Dr. Jan Gehler; on the right is Ana Cuddington, director of Maricopa Community College’s American Indian Program and faculty overseer of the Hoop of Learning program.

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44 TRIBAL COLLEGE LIST

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IndianCountryTodayMediaNetwork.com/tribal-colleges.

Aaniih Nakoda College, formerly Fort Belknap College

ADDRESS	P.O. Box 159
PHONE/FAX	(406) 353-2607 / (406) 353-2898
EMAIL	dbrockie@ancollege.edu
WEBSITE	http://www.ancollege.edu
DEGREE PROGRAMS	Carpentry; NRS Water Quality; Tribal Management.

Bacone College

ADDRESS	2299 Old Bacone Road; Muskogee, OK 74403
PHONE	(888) 682-5514
WEBSITE	http://www.bacone.edu
DEGREE PROGRAMS	Associate of Science—Criminal Justice Studies Associate of Arts—Journalism; Art, Christian Ministry Bachelor of Science—Agricultural Science, Criminal Justice Studies Bachelor of Arts - Christian Ministry School of Education—Teacher Certification Degrees: Bachelor of Arts - Early Childhood Education, Elementary Education, Health and Physical Education Degree Completion Programs: Arts & Sciences, American Indian Studies, Christian Ministry, Criminal Justice, Business, Accounting, Business Administration, Certified Fraud Examiner

Bay Mills Community College

ADDRESS	12214 W. Lakeshore Drive; Brimley, MI 49715
PHONE	(906) 248-8442
EMAIL	dwilson@bmcc.edu
WEBSITE	http://www.bmcc.edu
DEGREE PROGRAMS	Associate of Applied Science: Computer Technology Systems, Office Administration, Construction Technology, Ojibwe Language Instruction Associate of Arts: Business Administration; Criminal Justice-Corrections Emphasis; Early Childhood Education-Administration, Family Services, Teacher Prep; Education; General Studies; Great Lakes Native American Studies; Health and Fitness; Social Science Certificates: Corrections; Emergency Medical Technician; Nishnaabemwin Immersion Instruction; Nishnaabemwin Language Institute; Paramedics; Health Science; Medical Office; Construction Technology; Natural Science

Blackfeet Community College

ADDRESS	504 SE. Boundary St.; Browning, MT 59417
PHONE	(406) 338-5441
WEBSITE	http://bfcc.edu
DEGREE PROGRAMS	Associate of Applied Science: Blackfeet Studies, Computer Science, Entrepreneurship, Network Technician Support, Office Administration, Construction Technology Associate of Arts: Blackfeet Language Studies, Blackfeet Studies, Early Childhood Education, Elementary Education, Chemical Dependency, Criminal Justice, Human Services/Behavioral Health, Psychology, Arts, English/Writing, History, Literature, Pre-Law Associate of Science: Business Administration, Health and Human Performance, Allied Health, Health and Physical Education, Wellness and Fitness Training, General Studies-Math and Science, General Studies-Health Science, Pre-Engineering Certificate: Behavior Health Aide, Building Trades, Certified Nursing Assistance, Commercial Truck Driving, Emergency Medical Responder

Cankdeska Cikana Community College

ADDRESS	214 1st Ave.; Fort Totten, ND 58370
PHONE/FAX	701-766-4415 or 888-783-1463 / 701-766-4077
EMAIL	info@litlehoop.edu
WEBSITE	http://www.litlehoop.edu

DEGREE PROGRAMS

Associate of Applied Science: Automotive Technology, Computer Applications, Fine Art, Graphic Design, HVAC, Office Technology, Plumbing
 Associate of Arts: Accounting/Business Administration, Early Childhood Education, Dakota Studies, Liberal Arts, Health/Physical Education & Recreation
 Associate of Science: Natural Resource Management, Pre-Engineering, Pre-Nursing
 Certificate: Carpentry, Finish Carpentry, HVAC, Medical Assistant

Cheyenne and Arapaho Tribal College

ADDRESS	Southwestern Oklahoma State University 100 Campus Drive; Weatherford, OK 73096
PHONE	580-774-3063, 580-774-3139
EMAIL	catc@swosu.edu
WEBSITE	http://www.swosu.edu/academics/catc/index.aspx
DEGREE PROGRAMS	Tribal Administration, General Studies, American Indian Studies Certificate: Web Design, Information Technology, Accounting, Education American Indian Studies Minor

Chief Dull Knife College

ADDRESS	1 College Dr.; Lame Deer, MT 59043
PHONE	406-477-6215
WEBSITE	http://www.cdcc.edu
DEGREE PROGRAMS	Associate of Applied Science: Administrative Assistant, Business Management Certificate: Office Skills

College of Menominee Nation - Green Bay

ADDRESS	2733 S. Ridge Road; Green Bay, WI 54304
PHONE	920-965-0070, 800-567-2344
EMAIL	admissions@menominee.edu
WEBSITE	http://www.menominee.edu
DEGREE PROGRAMS	Bachelor of Arts: Public Administration Bachelor of Science: Business Administration, Early Childhood/Middle Childhood Education Associate: Accounting, Biological & Physical Sciences, Computer Science, Digital Media, Early Childhood Education, Humanities, Social Science, Materials Science & Pre-Engineering, Mathematics, Natural Resources, Public Administration, Sustainable Development Associate of Applied Science: Nursing Bridge ADN Technical Diploma: Electricity, Business Office Technician, Practical Nursing, Sustainable Residential Building Systems, Welding Certificate of Mastery: Criminal Justice, Entrepreneurship, Microcomputer Specialist



Cankdeska Cikana Community College carpentry students refurbishing a house during a Mission of Love trip.

SHARON PEITIER

College of Menominee Nation - Keshena

ADDRESS	N172 Hwy 47/55; P.O. Box 1179; Keshena, WI 54135
PHONE	715-799-5600, 800-567-2344
EMAIL	admissions@menominee.edu
WEBSITE	http://www.menominee.edu
DEGREE PROGRAMS	<p>Bachelor of Arts: Public Administration</p> <p>Bachelor of Science: Business Administration, Early Childhood/Middle Childhood Education</p> <p>Associates: Accounting, Biological & Physical Sciences, Computer Science, Digital Media, Early Childhood Education, Humanities, Social Science, Materials Science & Pre-Engineering, Mathematics, Natural Resources, Public Administration, Sustainable Development</p> <p>Associate of Applied Science: Nursing, Nursing Bridge ADN</p> <p>Technical Diploma: Electricity, Business Office Technician, Practical Nursing, Sustainable Residential Building Systems, Welding</p> <p>Certificate of Mastery: Criminal Justice, Entrepreneurship, Microcomputer Specialist</p>

Comanche Nation College

ADDRESS	1608 SW. 9th St.; Lawton, OK 73501
PHONE/FAX	580-591-0203 / 580-591-0643
WEBSITE	http://www.cnc.cc.ok.us
DEGREE PROGRAMS	<p>Associate of Arts: American Indian Studies, Native Languages, Allied Health, Biological Science, Physical Science, Pre-Nursing, Mathematics, Humanities</p> <p>Certificates: CLEET Security & Surveillance, Medical Coding & Billing</p>

Dine College

ADDRESS	1 Circle Drive; Route 12; Tsaile, AZ 86556
PHONE	877-988-DINE, 928-724-6600
EMAIL	info@dinecollege.edu
WEBSITE	http://www.dinecollege.edu
DEGREE PROGRAMS	<p>Bachelor of Arts: Business-Tribal Management and Economic Development, Business Administration, Elementary Education</p> <p>Associate of Applied Science: Business Management, Office Administration</p> <p>Associate of Arts and Sciences: Computer Information Systems, Navajo Language, Humanities, Fine Arts, Mathematics, English, Social and Behavioral Science, Liberal Arts, Business Administration, Diné Studies, Early Childhood Education, Education, Physics</p> <p>Associate of Arts and Sciences: Public Health, Agroecology/Environmental Science, Biology, Environmental Science, Science, Health Occupation</p> <p>Certification: Irrigation Technician, Navajo Nation Leadership, Natural Resource, Public Health, Office Technology, Small Business Management/Entrepreneurship</p>

Fond du Lac Tribal and Community College

ADDRESS	2101 14th St.; Cloquet, MN 55720
PHONE	218-879-0800
EMAIL	admissions@fdltcc.edu
WEBSITE	http://www.fdlcctc.edu
DEGREE PROGRAMS	<p>Degree Programs: Business, Child Development, Computer Security, Corrections, Electric Utility Technology, Environmental Science, E-Crime, Fitness and Health, Geospatial Technologies, Human Services, Integrated Information Technology, Law Enforcement, Nursing, Nutrition</p> <p>Certification Programs: Anishinaabe, Clean Energy Technology, Computer Forensics, Computer Security, Child Development, Finance/Banking, Geospatial Technologies, Home Health Aid, Management Development, Paraprofessional Educator, Small Business/Entrepreneurship</p>

Fort Berthold Community College

ADDRESS	220 8th Ave. E; New Town, ND 58763
PHONE	701-627-4738
WEBSITE	http://www.fortbertholdcc.edu

DEGREE PROGRAMS	<p>Bachelor of Science: Elementary Education, Environmental Science</p> <p>Bachelor of Arts: Native American Studies</p> <p>Associate of Applied Science: Building Maintenance, Information Management Specialist, Medical Secretary, Environmental Science</p> <p>Associate of Science: Pre-Engineering, Mathematics, Environmental Science</p> <p>Associate of Arts: Business Administration/Management, Early Childhood & Elementary Education, Human Services, Native American Studies</p> <p>Certificates: Farm/Ranch Management, Administrative Assistant, Marketing/Entrepreneurship, Welding Technology, Child Development Associate Credential, Dakota Nursing Program, Addiction Studies</p>
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Fort Peck Community College

ADDRESS	605 Indian Ave.; Poplar, MT 59255
PHONE	406-768-6300
WEBSITE	http://www.fpcc.edu
DEGREE PROGRAMS	<p>Associate of Arts: Business Administration, Education, General Studies, Human Services, Native American Studies, Psychology</p> <p>Associate of Science: Biomedical Science, Environmental Science, Environmental Technology and Compliance, General Studies, Pre-Health/Pre-Nursing</p> <p>Associate of Applied Science: Automotive Technology, Building Trades, Business Technology, Computer Technology</p> <p>Certificates: Accounting Technician, Automotive Technology, Building Trades, Business Assistant, Desktop Support Technician, Electrical Line Worker, Graphic Web Design-Pilot, Heavy Equipment Operator, Truck Driving, Welding Technology</p>

Haskell Indian Nations University

ADDRESS	155 E. Indian Ave.; Lawrence, KS 66046
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WEBSITE	http://www.haskell.edu



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	College of Natural and Social Sciences: American Indian Studies, Environmental Science, Mathematics, Geography
	Professional Schools: Health, Sport, Exercise Science; School of Business; School of Education

Ilisagvik College

ADDRESS	100 Stevenson St.; Barrow, AK 99723
PHONE	907-852-3333; 800-478-7337
WEBSITE	http://www.ilisagvik.edu

DEGREE PROGRAMS	Associate of Science: Allied Health
	Associate of Arts: Inupiaq Early Learning, Early Childhood Education, Inupiaq Studies, Teachers for the Arctic
	Certificate: Accounting, Fundamentals of Management, Grants Management, Village-Tribal Management, Entrepreneurship/Small Business Management, CDL/Heavy Truck Operations, Heavy Equipment Operations, 325 VAC Truck Operations, Internet and Computing Core, A+ Course, Network+ Course, Information Technology Support Specialist, Emergency Services
	Associated Construction Trades: Carpentry, Electrical, Plumbing, Scaffolding, Insulation, Pipefitting

Institute of American Indian Arts

ADDRESS	83 Avan Nu Po Road; Santa Fe, NM 87508
PHONE/FAX	505-424-2300 / 505-424-0909
EMAIL	admissions@iaia.edu
WEBSITE	http://www.iaia.edu

DEGREE PROGRAMS	Associate of Fine Arts: Studio Arts, Creative Writing, Cinematic Arts & Technology, Museum Studies
	Associate of Arts: Native American Studies
	Bachelor of Fine Arts: Creative Writing, Studio Arts, Cinematic Arts & Technology, Museum Studies
	Bachelor of Arts: Indigenous Liberal Studies
	Master's in Fine Arts: Creative Writing
	Certificates: Museum Studies, Business and Entrepreneurship, Native American Art History

Keweenaw Bay Ojibwa Community College

ADDRESS	111 Beartown Road; Baraga, MI 49908
PHONE/FAX	906-353-4640 / 906-353-8107
EMAIL	pracette@kbocc.org
WEBSITE	http://kbocc.org/index/home/

DEGREE PROGRAMS	Associate of Arts: Liberal Studies, Liberal Studies with Native American Emphasis
	Associate of Science: Environmental Science
	Associate of Applied Science: Early Childhood Education

Lac Courte Oreilles Ojibwa Community College

ADDRESS	13466 W Trepania Rd; Hayward, WI 54843
PHONE/FAX	715-634-4790; 888-526-6221 / 715-634-5049
WEBSITE	http://www.lco.edu

DEGREE PROGRAMS	Associate of Arts: Native American Studies, Medical Office Mid-Management, Liberal Arts, Human Services, Early Childhood Education
	Associate of Applied Science: Agriculture and Natural Resources Management, Casino Operations Management, Medical Assistant, Nursing
	Associate of Science: Business Administration-Accounting Emphasis, Business Administration-Small Business Management, Pre-Health Information Management, Pre-Nursing, Science, Web Page Development
	Certificates: Child Day Care, Casino Hospitality & Customer Service, Medical Transcriptionist, Renewable Energy, Web Page Development

Leech Lake Tribal College

ADDRESS	6945 Little Wolf Road NW; Cass Lake, MN 56633
PHONE	218-335-4200



A student sketches at the Institute of American Indian Arts.

WEBSITE	http://www.lltc.edu
DEGREE PROGRAMS	Associate of Arts: Liberal Arts, Indigenous American Leadership
	Associate of Science: Natural Sciences
	Certificates: Police Officer, Carpenter, Business Manager, Electrician

Little Big Horn College

ADDRESS	8645 Weaver Dr; Crow Agency, MT 59022
PHONE/FAX	406-638-3100 / 406-638-3169
WEBSITE	http://www.lbhc.edu

DEGREE PROGRAMS	Associate of Arts: Business Administration, Crow Studies, Education, Human Services, Liberal Arts
	Associate of Science: Information Systems, Mathematics, Science
	Certificates: Crow Studies-Tribal Management, Information Technology Assistant
	Pilot Certificates: Business-Accounting Assistant, Early Childhood Education, Information Systems-Multimedia, Information Systems-Networking Technology, Information Systems-Office Assistant
	Pilot Associate of Science: Agriculture-Livestock Management

Little Priest Tribal College

ADDRESS	601 E College Drive; Winnebago, NE 68071
PHONE	402-878-2380
EMAIL	jnielsen@littlepriest.edu
WEBSITE	www.littlepriest.edu

DEGREE PROGRAMS	Associate of Arts: Early Childhood Education, Native American Studies, Liberal Arts, Teacher Education
	Associate of Science: Business
	Associate of Indigenous Science: Indigenous Science with an Environmental or Health Science Emphasis

Navajo Technical University

ADDRESS	Lower Point Road; P.O. Box 849; Crownpoint, NM 87313
PHONE/FAX	505-786-4100 / 505-786-5644
WEBSITE	http://www.navajotech.edu/

DEGREE PROGRAMS	Certificate: Bookkeeping, Construction Tech., Environmental Natural Science, Industrial Maintenance & Operations, Legal Assistant, Navajo Leadership, Baking, Textile & Weaving, Carpentry, CDL, Electrical, Mathematics, Pre-Nursing, Cooking
	Associate of Science: Early Childhood Multicultural Education, Mathematics, Registered Nursing
	AAS: Accounting, Admin. Office Specialist, Building Info. Modeling, Commercial Baking, Culinary Arts, Energy Systems, Environmental & Natural Science, Geographic Info. Tech., Info. Tech., Law Advocate, Vet. Tech.
	Bachelor of Science: Electronics Computer Engineering, Environmental Science, Industrial Engineering, Early Childhood Multicultural Education
	Bachelor of Applied Science: Computer Science, Digital Manufacturing, New Media
	Bachelor of Arts and Master of Arts: Diné Studies / Bachelor of Fine Arts: Creative Writing & New Media

Nebraska Indian Community College

ADDRESS	1111 Highway 75; Macy, NE 68039
PHONE/FAX	402-494-2311 / 402-837-4183
EMAIL	jnielsen@littlepriest.edu
WEBSITE	http://www.thenic.edu/index.php/en/
DEGREE PROGRAMS	Associate of Applied Science: Carpentry
	Associate of Arts: Business Administration, Early Childhood Education, General Liberal Arts, Human Services, Native American Studies
	Associate of Science: General Science Studies
	Certificate: Carpentry

Northwest Indian College

ADDRESS	2522 Kwina Road; Bellingham, WA 98226
PHONE	360-676-2772
WEBSITE	http://www.nwic.edu
DEGREE PROGRAMS	Bachelor of Arts: Native Studies Leadership, Tribal Governance and Business Management / Bachelor of Science: Native Environmental Science
	Associate of Arts and Science: Native Environmental Science, Oksale Native Education, Business and Entrepreneurship, Public and Tribal Administration
	Associate of Technical Arts: Chemical Dependency Studies, Information Technology, Individualized Program
	Certificates: Computer Repair Technician, Construction Trades, Hospitality Management, Web Page Development
	Professional Technical Studies: Casino Gaming Technician, Native Art, Office Professions, Project Management

Oglala Lakota College

ADDRESS	3 Mile Creek Road; Kyle, SD 57752
PHONE/FAX	605-455-6060 / 605-455-2787
EMAIL	wwhitedress@olc.edu



An Oglala Lakota College student studying fossil formations in the Badlands.

WEBSITE	http://www.olc.edu
DEGREE PROGRAMS	Master of Arts: Lakota Leadership and Management
	Bachelor of Arts: Lakota Studies, English and Communication, Early Childhood, Social Science. Bachelor of Social Work
	Bachelor of Science: Business Administration, K-8 Elementary Education, Information Technology, K-12 Lakota Studies Education, Natural Science, Secondary Education Physical Science
	Associate of Arts: Fine Art, Early Childhood, Elementary Education, Lakota Studies, Pre-Engineering, Life Science, Nursing, Science/Engineering/Math, Tribal Law
	Associate of Applied Science: Automotive Technology, General Construction, Electrical Technology, Office Technology
	Certificates: General Construction, Office Technology
	Master of Arts: Lakota Leadership/Management, Secondary/Middle/Elementary Educational Administration Emphasis

Red Crow Community College

ADDRESS	P.O. Box 1258; Cardston, AB T0K 0K0
PHONE/FAX	403-737-2400; 866-937-2400 / 403-737-2101
WEBSITE	http://www.redcrowcollege.com
DEGREE PROGRAMS	Red Crow offers Diploma, Degree and Masters programs in partnership with Mount Royal, Lethbridge Community College, SAIT, The University of Lethbridge, and the University of Calgary.

Saginaw Chippewa Tribal College

ADDRESS	2274 Enterprise Drive; Mount Pleasant, MI 48858
PHONE/FAX	989-775-4123 / 989-775-4528
WEBSITE	http://www.sagchip.edu
DEGREE PROGRAMS	Associate of Arts: Liberal Arts, Business, Native American Studies

Salish Kootenai College

ADDRESS	58138 US Hwy 93; Pablo, MT 59855
PHONE	406-275-4800
WEBSITE	http://www.skcc.edu
DEGREE PROGRAMS	Bachelor of Arts: Tribal Historic Preservation, Psychology, Business Management/Entrepreneurship, Social Work
	Bachelor of Science: Nursing, Early Childhood Education, Elementary Education, Secondary Science Education, Computer Engineering, Information Technology, Life Science, Wildfire and Fisheries, Forestry, Hydrology
	Associate of Arts: Fine Arts, Liberal Arts, Native American Studies, Tribal Historic Preservation, Psychology, Business Management, Early Childhood Education, Chemical Dependency Counseling
	Associate of Applied Science: Dental Assisting Technology, Business Technology, Media Design, Business Technology
	Certificate: Dental Assisting Technology, Highway Construction Training, Native American Science, Office Professions, Medical Office Clerk

Sinte Gleska University

ADDRESS	P.O. Box 105; 101 Antelope Circle; Mission, SD 57555
PHONE/FAX	605-856-8100 / 605-856-4135
EMAIL	wwhitedress@olc.edu
WEBSITE	http://www.sintegleska.edu
DEGREE PROGRAMS	Bachelor of Arts: Liberal Arts, Business Management, Arts, Human Services, Lakota Studies / Bachelor of Science: Environmental Science, Computer Science, Secondary Education, Elementary Education, Lakota Studies
	Associate of Arts: Arts and Sciences, Environmental Science, Business Management, Early Childhood Education, Elementary Education, Special Education, Arts, Human Services, Lakota Studies / Associate of Science: Physical Science, Biological Science
	Associate of Applied Science: Building Trades, Office Technology/Legal or Medical, Administrative Assistant, Licensed Practical Nursing, Computer Technology, Data Processing
	Masters in Education/Educational Administration, Human Services
	Certificates: Building Trades, Plumbing, Electrical, Entrepreneurship, Accounting, Juvenile Corrections, Law Enforcement, Office Technology, Licensed Practical Nursing, Comp. Maintenance, Data Processing

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Sisseton Wahpeton College

ADDRESS	1 BIA Highway 700; Agency Village Box 689; Sisseton, SD 57262
PHONE/FAX	605-698-3966 / 605-698-3132
WEBSITE	http://www.swc.tc
DEGREE PROGRAMS	Associate of Arts: Business Administration, Chemical Dependency Counseling, Cross-Cultural Counseling, Dakota Studies, Early Childhood Development, General Studies, Registered Nursing Associate of Applied Science: Accounting Technician, Business Specialist, Carpentry Technology, Computer Systems Technology, Hospitality and Casino Management, Paraprofessional Education Associate of Science: Interdisciplinary Environmental Science, Natural Science Certificates: Computer Operator, General Building Trades Technology, Licensed Practical Nursing, Tribal Arts Program

Sitting Bull College

ADDRESS	9299 N Dakota Highway 24; Fort Yates, ND 58538
PHONE/FAX	701-854-8000 / 701-854-3403
EMAIL	info@sbc.edu
WEBSITE	http://www.sittingbull.edu
DEGREE PROGRAMS	Bachelor of Science: General Studies, Business Administration, Early Childhood Education, Elementary Education, Elementary/Special Education, Secondary Science Education, Environmental Science Associate of Science: Natural Resources Management, Business Administration/Management, Information Technology, Office Technology Associate of Science: Teacher Education, Environmental Science, Lakhotiyapi/Dakhotiyapi, Practical Nursing, Criminal Justice, Human Service Technician Associate of Arts: General Studies, Business Management, Business Administration, Pre-Engineering, Native American Studies Associate of Applied Science: Building Trades, Office Technology, Energy Technician, Lay Advocate/Paralegal Certificates: Farm/Ranch Management, Building Trades, Interior Construction, CDL, Concrete, Welding, Electrical, Oil Drilling, Entrepreneurship, Information Technology, Office Technology, Lakhotiyapi/Dakhotiyapi, Native Community Development

Southwestern Indian Polytechnic Institute

ADDRESS	9169 Coors Blvd. NW; Albuquerque, NM 87120
PHONE	800-586-SIPI; 800-586-7474
WEBSITE	http://www.sipi.edu
DEGREE PROGRAMS	Associate of Science: Computer Aided Drafting and Design AAS: Vision Care Technology, Culinary Arts, Instrumentation & Control Technology, Geospatial Information Technology, Natural Resources Management, Natural Resources/Environmental Science, Network Management, Accounting, Business Administration Certificates: Optical Laboratory Technology, Culinary Arts, Computer Aided Drafting and Design, Geospatial Information Technology, Accounting, Business Administration, Early Childhood Education

Spokane Tribal College

ADDRESS	6232 Old School Road; P.O. Box 97; Wellpinit, WA 99040
PHONE/FAX	509-258-9202 / 509-258-7789
WEBSITE	http://www.spokanetribalcollege.org
DEGREE PROGRAMS	Associate of Arts: Liberal Arts, Native American Studies Associate of Applied Science: Business Technology, Media Design Certificates: Office Professions, Native Studies

Stone Child College

ADDRESS	8294 Upper Box Elder Road; Box Elder, MT 59521
PHONE/FAX	406-395-4875 / 406-395-4836
WEBSITE	http://www.stonechild.edu

DEGREE PROGRAMS	Associate of Arts: Early Childhood Education, Elementary Education, Health & Physical Education, Health Promotion, Liberal Arts, Math, Native American Studies, Natural Resources, Studio Art, Water Quality, Addiction Studies, Native Communities, Psychology Associate of Science: Allied Health, General Science, General Business, Office Administration, Information Systems Certificates: Accounting, Construction Technology, Customer Relations, Physical Fitness, Pre-Engineering, Pre-Nursing
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Tohono O'odham Community College

ADDRESS	P.O. Box 3129; Sells, AZ 85634
PHONE/FAX	520-383-8401 / 520-383-8403
WEBSITE	http://www.tocc.edu
DEGREE PROGRAMS	Associate of Arts: Early Childhood Education, Liberal Arts, Social Services Associate of Applied Science: Carpentry, Electrical, Business Management, Office and Administrative Professions, Early Childhood Education, Tohono O'odham Agriculture and Natural Resources Associate of Science: Life Science, Tohono O'odham Agriculture and Natural Resources Certificates: Carpentry, Electrical, Facilities Maintenance, Plumbing, Construction Painting, Office and Administrative Professions, Child Development Associate Preparation, Substance Abuse, Social Services

Turtle Mountain Community College

ADDRESS	10145 BIA Road 7; P.O. Box 340; Belcourt, ND 58316
PHONE/FAX	701-477-7862 / 701-477-7892
WEBSITE	http://www.tm.edu
DEGREE PROGRAMS	Bachelor of Science: Teacher of Education Associate of Arts: Art, Business Administration, Criminal Justice, English, History, Humanities, Language, Music, Political Science, Psychology, Social Science, Social Work, Native Studies Associate of Applied Science: Building Construction Technology, Computer Support Specialist, Clinical/Medical Lab Technician, HVAC, Licensed Practical Nurse, Pharmacy Technician, Process Plant Technology, Residential Electrical Associate of Science: Biology, Chemistry, Environmental Public Health, Pre-Environmental Science, Math, Medical Technology Associate of Science: Pre-Dentistry, Pre-Engineering, Pre-Medicine, Pre-Nursing, Pre-Optometry, Pre-Pharmacy, Pre-Physical Therapy, Pre-Veterinary Medicine, Pre-Geography, Pre-Wildlife Management Certificates: Accounting Technician, Building Construction Technology, CDL, Computer Support Specialist, Phlebotomy, Process Power Plant, Electrical Technician, Welding Technology

United Tribes Technical College

ADDRESS	3315 University Drive; Bismarck, ND 58504
PHONE/FAX	701-255-3285 / 701-530-0605
WEBSITE	http://www.uttc.edu
DEGREE PROGRAMS	Associate of Applied Science: Art & Art Marketing, Automotive Technology, Business Management, Business & Office Technology, Computer Information Technology, Criminal Justice, Nutrition & Foodservice, Practical Nursing, Teacher Education, Tribal Environmental Science Bachelor of Science: Elementary Education, Criminal Justice, Business Administration Certificates: Automotive Technology, Business and Office Technology-Administrative Office Assistant, Business Management-Tribal Management, CDL/HEO, Computer Information Technology, Electrical, Tribal Environmental Science-GIS Technician, Welding

White Earth Tribal and Community College

ADDRESS	102 3rd St. NE; P.O. Box 478; Mahanomen, MN 56557
PHONE/FAX	218-935-0417 / 218-936-5814
WEBSITE	http://www.wetcc.edu
DEGREE PROGRAMS	Associate of Arts: Humanities, Arts & Social Sciences, Human Services, Environmental Science, Business, Native American Studies, Education, Early Childhood Education

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