

8117
DOE/ER/75931--T/PH5

CERT Tribal Internship Program

FINAL INTERN REPORTS

U.S. Department of Energy Grant # FG03-93ER75931

PROCESSED FROM BEST AVAILABLE COPY

PH

Table of Contents

Conrad, David	1993
Gopher, Duane	1994
Penney, D'Lisa	1994
Perez, Maria	1994
Sandoval, Karen	1994
Jacquez, Melinda	1995
Steele, Manuel	1995
Yellowrobe, Lewis	1995
Sandoval, Karen	1996

DISTRIBUTION OF THIS DOCUMENT IS UNLIMITED

MASTER

pg
1

DISCLAIMER

This report was prepared as an account of work sponsored by an agency of the United States Government. Neither the United States Government nor any agency thereof, nor any of their employees, makes any warranty, express or implied, or assumes any legal liability or responsibility for the accuracy, completeness, or usefulness of any information, apparatus, product, or process disclosed, or represents that its use would not infringe privately owned rights. Reference herein to any specific commercial product, process, or service by trade name, trademark, manufacturer, or otherwise does not necessarily constitute or imply its endorsement, recommendation, or favoring by the United States Government or any agency thereof. The views and opinions of authors expressed herein do not necessarily state or reflect those of the United States Government or any agency thereof.

DISCLAIMER

**Portions of this document may be illegible
electronic image products. Images are
produced from the best available original
document.**

COUNCIL OF ENERGY RESOURCE TRIBES

AND

**COLORADO STATE UNIVERSITY
NATIVE AMERICAN STUDENT SERVICES**

1994 SUMMER INTERNSHIP REPORT

KAREN SANDOVAL-MARES, Intern

- Intern Profile
- Intern Resume
- Intern Personal/
Professional Development
- Host Organization Profile
- Mentor Profile
- Mentor Resume
- Intern Activity Outline
- Intern Activity Summary
- Technical Report

INTERN PROFILE

My name is Karen Diane Sandoval-Mares. I am Navajo from Shiprock, New Mexico. I am married to Octaviano Mares III, and have a daughter, Marissa Karina Mares. I am the youngest daughter of Bessie P. Sandoval and Samuel F. Sandoval and have three brothers and four sisters.

I feel honored to be a part of this intern program. I realize that it is an opportunity that very few have the privilege of being involved with. I have developed in my abilities to work in a professional setting and to work with mentors willing to assist me in any manner.

It is important to me to give back to those who have helped me arrive at this point in time. My family has supported me throughout my years in school, emotionally as well as financially. I have had a great deal of support from organizations like CERT and AISES, as well as the NASS office at CSU. Through this experience I have realized that I have a deep desire to continue my studies in the area of Natural Resource Management. I have seen the opportunities available and believe I would benefit and be able to contribute to many Tribes who need assistance in these areas.

From being a part of the CERT Intern Program, I have had many opportunities to be encouraged by elders and other knowledgeable individuals of Native ancestry. This has renewed my dedication to working for the benefit of Native peoples. I realize the need for knowledgeable Native people and see a place for myself in that arena. I am very thankful to have the occasion to be a part of the Program.

Karen D. Sandoval-Mares
1500 W. Plum, Apt. 5-E
Fort Collins, CO 80521
(303) 491-8943

Objective: To obtain a position as a coordinator for Native American Program Development at Colorado State University.

Qualifications: Ability to work unsupervised, as part of a team and individually.
Self-starter with ability to complete projects in timely and accurate manner.
Proficient at scheduling and management of events.
Efficient at program development and program promotion.

Work Experience:

June 1994 to
August 1994

Internship, Council of Energy Resource Tribes/
Colorado State University, Native American Student Services, Fort
Collins, CO

- Compiled new information for resource list, "Native American Program Development at Colorado State".
- Assisted in logistical planning for Fall 1994 Tribal Human Resource Development Summit.
- Coordinated information sharing for Intern at CERT and myself at CSU.
- Participated in Tribal Human Resource Development Summit planning meetings.
- Recruited interested parties from CSU for attendance at Fall Summit.
- Maintained timely correspondence with interested parties regarding Fall Summit.
- Identified and organized tour sites for Fall Summit.

Employment History:

Summer 1994	Summer Intern, Council of Energy Resource Tribes, placed at Colorado State University, Native American Student Services, Fort Collins, CO.
1990 to 1994	Student Counselor and Data Analyst, Colorado State University, College of Natural Sciences, Fort Collins, CO.
1989 to 1994	Full-time student, Colorado State University, Fort Collins, CO
Summer 1992	Resident Advisor and Tutor, American Indian Science and Engineering Society, Upward Bound Program, Boulder, CO.
Summer 1990- Summer 1991	Health Promotion Assistant, Health Promotion/Disease Prevention, Indian Health Service, Shiprock Hospital, Shiprock, NM.

Education:

Bachelor of Science, Zoology, 1994. Colorado State University, Fort Collins, CO.

Related courses: Animal Ecology, Organic Chemistry, Biochemistry, Calculus for Biological Scientists, Physics, Biology of Organisms, Ornithology, Animal Behavior.

Tribal Resource Institute in Business, Engineering and Science, Summer 1989. University of Colorado, Boulder, CO.

Related courses: American Indian Studies, College Algebra, Computer Writing, and Physical Science.

Other Training and Education:

Technology of Participation, Group Facilitation Methods, Council of Energy Resource Tribes, Denver, CO, June 21-22, 1994.

Technology of Participation, Applications for Tribal Managers, Council of Energy Resource Tribes, Denver, CO, June 23-24, 1994.

PERSONAL/PROFESSIONAL DEVELOPMENT

Colorado State University and Native American Student Services have created a bridge between the University and the Council of Energy Resource Tribes. The University departments and colleges are now connected and informed about the possibilities for interdisciplinary projects with Native communities. This sets the stage for the creation of a Native American Program Development office on campus to serve as a clearinghouse for future research with Native communities. The CERT/CSU Tribal Human Resource Development Summit is the most obvious outcome that creates new possibilities for interaction between CERT and CSU. The Summit will allow for the sharing of ideas and responsibilities to benefit Tribal people and the campus community.

The opportunity to work on such an important project has given me the power to make independent decisions. I can now effectively implement my own ideas in the best interests of those involved. I have enhanced my written and verbal communication abilities through constant use. I have also learned facilitation techniques to increase participation in group processes. I am aware of the manner in which to proceed when dealing in a University arena and linking that with Tribal ideas. I also see the immense need for continued education of the campus community in issues pertaining to Native Americans and ways in which the campus community can share technology with those Native communities.

I can certainly use my ability to make decisions and implement my own ideas in graduate school and in future employment opportunities. My experience with verbal and written correspondence can be used in my work as a mediator for different parties. I can use my new facilitation techniques to work with various group processes, including staff meetings and organizational meetings.

Perhaps one of the working projects to come out of the Summit will include a Native American Program Development office on the CSU campus. Currently, the University is open to suggestions for working with Tribal communities and to use their perspectives and traditional knowledge to improve the university approach. I would like to be involved in the formation of such an office and can use my new skills as a program developer.

The Native American Student Services office has increased awareness of its presence on campus and the services available, due to the new contacts made for the Summit. As a pioneer in helping to organize this type of gathering, Colorado State University has a new role as a model for other universities to follow in working with Native communities. For my Tribe, the availability of a Native American Program Development office will offer opportunities for education of the campus community, opportunities for on-site training and accreditation of Tribal technicians and new opportunities for Navajo students in research, internships and scholarships.

From making contacts on campus, I have seen many untapped models of education-access in the College of Natural Resources that are available for Native students. I would like to continue my education in the field of Natural Resource Management as a result of my experience with CERT this summer. I have renewed my commitment to living by traditional ways and in ways that are kind to the earth.

HOST ORGANIZATION PROFILE

COLORADO STATE UNIVERSITY NATIVE AMERICAN STUDENT SERVICES BACKGROUND

Mission Statement:

Native American Student Services is an advocacy office that exists to direct students to University programs and services developed to help students enjoy and succeed in their college careers. The office is available to:

- assist students in personal, social and academic growth at Colorado State by empowering them with the skills and strategies that will ensure a successful transition from traditional home culture to University life;
- help make a positive transition to college life while maintaining the best of traditional culture by emphasizing harmony and balance in students' daily lives;
- educate the University and Fort Collins communities about Native American history, culture and philosophies, and about the unique needs of Native American students;
- recruit Native American students through professional and personal contacts with Native American reservation schools and other communities with larger Native American student populations;
- serve as an advocate on students' behalf during their time at Colorado State University.

Services:

- Information for students and the University at large.
- Individual and group counseling with special emphasis on cultural attitudes and background.
- Tutorial assistance, study skills activities and mini workshops.
- Information and guidance for obtaining financial aid: institutional, Tribal and private.
- Employment information.
- Support to student organizations: Native American Student Association (NASA), American Indian Science and Engineering Society (AISES), Organization of North American Indian College Students (ONAICS) and the Broken Heart Singers.
- Monthly newsletter, *Taneks-Aya*.
- New student orientations.
- Native American Success Class, a transitions class that helps freshmen and transfer students adjust to college life.

MENTOR PROFILE

CAROLYN KAY FISCUS

Carolyn Kay Fiscus is the Director of Native American Student Services at Colorado State University. She is of the Thunderbird Clan of the Nebraska Band of Winnebago. She is originally from Whiting, Iowa, a small town across the river from the Omaha and Winnebago Reservations in Nebraska. She is a single mom of two, her son, Kaj - 6 years old and her daughter, Tiara - 3.

When asked how she felt about this experience of having a CERT Intern working with her, she responded, "Incredibly good!" This past summer allowed her the opportunity to get to know me as an individual and as a young professional, and not simply as a student who occasionally stopped by her office. It also allowed her to share her experience and to provide a "capable young professional" to connect the workings of two major organizations, the Council of Energy Resource Tribes and Colorado State University.

She learned a great deal from this opportunity and stressed the importance of having an assistant who is a bridge between the two entities. She would like this position to continue through the Tribal Human Resource Development Summit and throughout the next year to follow-up on the progress of the working projects to come out of the Conference. She expressed her desire for me to remain in this position to actively maintain the new partnership of CERT and CSU.

The most important thing to Carolyn is to be an individual who facilitates people to change Indian communities for the better. She would like to see everyone involved in the change to affect Tribes in a positive manner, whether that be 4th, 5th or 6th graders, teachers or technicians. She sees this happening in the young students who attended the recent summer youth camp at CSU, teachers, people organizing the Fall Summit and students who remain in college. These groups are good examples of people making a new way using their traditional cultures and affecting positive changes in their communities.

Carolyn demonstrates her vision by being a teacher. She is constantly working toward her vision and always thinking the best can come out of any situation. She lives appropriately by

not abusing alcohol or drugs and by empowering herself and her children through education and allowing for her own and her children's own decision-making.

This internship has allowed her the opportunity to have a person in a position where she can teach everything she knows, answer questions, and provide thorough on-the-job training. This has included the sharing of qualitative research methods, facilitation, program planning, conference planning, development of models, information transference and computer experience. She feels as though it is an equal partnership, by allowing me the power to make decisions and to follow through with my own ideas.

Carolyn K. Fiscus
Director, Native American Student Services
Colorado State University
Fort Collins, Colorado

Work Experience:

**Aug 1991 to
Present**

Director of Native American Student Services at Colorado State University.

Responsible for the retention, recruitment and transition program for all Native American students attending Colorado State University. Actively pursuing community outreach agreements with the Southern Ute community of Towaoc, CO, and the Denver Metropolitan Indian Parent Committee (Denver Public Schools).

**1990 to
Aug 1991**

Faculty Associate at Northern Arizona University, Flagstaff, AZ.

Coordinator for the Greyhills Project, a partnership project between Northern Arizona University and Greyhills High School, a Navajo Tribal Grant School at Tuba City, AZ.

Facilitator for the First Nations Coalition, a working committee developing proposals for policy governing Native American Education issues at Northern Arizona University.

**1989 to
1990**

Graduate Teaching Assistant at Northern Arizona University.

Taught one semester in the Principle of the Alphabet Literacy Lab (PALS) as the head teacher for the juvenile program. PALS is an IBM integrated computer program which teaches literacy skills to juvenile and adult learners who have low reading and writing skill levels.

Taught one semester of two sections of Introduction to Education. This class is an introductory class for pre-professional education majors. It is a comprehensive examination of the profession of teaching which includes observations and teaching units. Worked as a computer lab assistant in the Curriculum Library and Laboratory in the education department.

Work Experience: (continued).

**1987 to
1989** **Junior and Senior High School Principal, Macy Public School, Macy, NE.**

This school is located on the Omaha Indian Reservation in Nebraska. During tenure, served on the Community Drug and Alcohol Committee which was administered through the Macy Drug and Alcohol program. In this capacity helped to develop family activities and training for community members which helped build healthy family interaction. As high school principal, helped the community sponsor and organize drug and alcohol-free alternatives for students during evening and weekend hours. Also helped develop a group counseling program for junior high students in conjunction with Macy Industries, a community service organization.

**1986 to
1987** **Graduate Teaching Assistant, Northern Arizona University, Flagstaff, AZ.**

Taught Introduction to Education and Secondary School Curriculum.

**1985 to
1986** **Research Assistant, Northwest Missouri State University, Maryville, MO.**

Conducted research into school administrator performance evaluations, laboratory schools and learning styles of Native American students.

**1981 to
1985** **Behavioral Consultant/Counselor, Educational Service Unit #2, Freemont, NE.**

For at-risk students in 14 junior and senior high schools in a three-county area.

**1980 to
1981** **Junior/Senior High School Principal and Biology Teacher, Santee Public School, Santee Sioux Indian Reservation, Santee, NE.**

**1976 to
1980** **Environmental Health Technician, Winnebago Indian Health Service Hospital, Winnebago, NE.**

**1973 to
1974** **Graduate Assistant, South Dakota State University, Brookings, SD.**

**1971 to
1973** **Physical Education and Health Teacher, Junior/Senior High School Coach, Sundance Public School, Crook County School District, Sundance, WY.**

Education:

Ed.D. Curriculum & Instruction, 1992, (A.B.D.) Northern Arizona University, Flagstaff, AZ.

Ed. Specialist, 1986, Educational Administration, Northwest Missouri State University, Maryville, MO.

Master of Science, 1974, Health Sciences and Physical Education, South Dakota State University, Brookings, SD.

Bachelor of Science, 1971, Health, Physical Education and Recreation, South Dakota State University, Brookings, SD.

Professional Associations and Activities:

National Indian Education Association
Phi Delta Kappa
American College Personnel Association

INTERN ACTIVITY OUTLINE

I. Project Purpose

- Create a working relationship between CERT and CSU
- Involve and create relationships among individuals and departments at CSU
- Empower Native communities to run their own affairs
- Establish programs for benefit of Tribes
- Create Native American Program Development Office at CSU

II. Project Objectives

- Ensure large attendance and involvement from departments and colleges across campus
- Educate CSU community about Native American Program Development and opportunities available
- Maintain informed connection between CERT and CSU
- Tribal outreach for attendance and involvement in Summit

III. Project Approach

- Attendance and participation at regular Summit planning meetings
- Extensive use of qualitative research methods
- Maintenance of regular correspondence with CSU interested parties
- Follow-up and evaluation methods
- Daily correspondence with Maria Perez, CERT Intern
- Member of facilitation team that helped summit recruitment

IV. Project Results

- Revised and up-to-date Native American Program Development document
- Confirmation from 45 departments across campus for Summit attendance
- Created initial invitee list from CSU departments and colleges
- Informed CERT and CSU staff of results

V. Project Assessment

- Accomplished initial objectives and continuing work on completion of new projects
- Raised awareness of CSU community about opportunity for Native American Program Development on campus
- Need for continuation of project to involve CERT and CSU

INTERN ACTIVITY SUMMARY

I. Project Purpose

Create a working relationship between CERT and CSU. The importance of a viable relationship between CERT and CSU is seen when one examines the purpose of CERT and the opportunities available at CSU. There is a great possibility for the two entities to create programs that will benefit Tribes by providing technical training and accreditation and also by allowing the university to learn from Tribal ways and to incorporate that into the University curriculum.

Involve and create relationships among individuals and departments at CSU. Initial contacts with CSU community were initiated in Spring 1994. There was a need to maintain those relationships and to establish new contacts and resources not previously included. The participation of individuals and departments at CSU is vital to new programs possibly developing at the Summit for the benefit of Tribes.

Empower Native communities to run their own affairs. As there is a need for Native people to gain control of their land and resources, it is imperative to create programs that allow their direction to lead the processes. The Summit must be Tribally driven and the University community must follow that lead.

Establish programs for benefit of Tribes. Too often research programs are created without Tribal objectives in mind. There is a definite need for a Tribal focus in the development of these programs. The University community needs to realize the importance of respect for Tribal people and their traditional knowledge on these subjects.

Create Native American Program Development Office at CSU. A Native American Program Development Office at CSU is a realistic outcome of the Fall Summit. We must create an office that will serve as a clearinghouse for any projects on campus that pertain to Native American communities to maintain the Tribal focus. It is also very necessary to educate the campus community about the appropriateness of their research and the proper manner in which to conduct themselves in these efforts.

II. Project Objectives

Ensure large attendance and involvement from departments and colleges across campus. Only with a large audience from the University community can we fully access the resources necessary for creating new projects. To fully address the issues presented by different Tribal communities, we must have a large attendance of university people to cover the variety of topics encompassed by Native American Program Development.

Educate CSU community about Native American Program Development and opportunities available. Most of the campus community is relatively unaware of the possibility for and the existence of Native American programs. This Summit will allow the University to become involved with perhaps five or six working projects to be started within the next year. Their participation will also give them the chance to learn about Native ways and to include the Native perspective in the curriculum and research methods.

Maintain informed connection between CERT and CSU. As this Summit is a model for other universities, it is vital to maintain constant correspondence between the two entities. The details describing our journey to the Summit must be organized to allow for others to repeat similar events to create new Native American program development offices.

Tribal outreach for attendance and involvement in Summit. In addition to the great interest from University staff in creating new programs, we must balance that with an equal interest from Tribes in working with the University. As it is important for the Summit to be Tribally driven, we need to ensure a large Tribal attendance to equitably represent the Tribal desires and to cover their needs. These issues were addressed by the Tribal outreach visits during the week of August 15 - 19, 1994. Their issues were discussed during facilitated sessions with CERT staff and interns.

III. Project Approach

Attendance and participation at regular Summit planning meetings. I attended and participated in bi-monthly planning sessions with CERT and CSU staff. As part of the CSU Summit planning team, I was responsible for updating the CERT staff on the progress of the CSU recruitment, the organization of tours, the logistical arrangements, and the overall response from the University community. This helped facilitate both parties' involvement in the decision-making and assured that both CERT and CSU continued to be informed.

Extensive use of qualitative research methods. To update the invitee list from CSU, I regularly scheduled meetings to interview deans and department heads for their department or college to be included in the revision of the Native American Program Development document. They were initially contacted by letter and presented with the document and a copy of the Memorandum of Understanding for background. Subsequently, we met to discuss their ideas and their request of CERT. I conducted my research of the campus arena by extensive use of interpersonal contacts to ensure the full participation of the campus community in the Summit.

Maintenance of regular correspondence with CSU interested parties. The campus community is excited and ready for the creation of innovative Native American programs. To support their readiness and desire to work together, I maintained regular correspondence with those interested parties to inform them of the progress of the planning. I also enlisted their help with organization of tours for the Summit of their research facilities to keep their interest and give them an opportunity to interact with the Tribal attendees.

Follow-up and evaluation methods. Initial contact letters were followed by memorandums of new information. Meetings were scheduled after telephone correspondence to further investigate the possibilities for program development. Documentation of the interested parties' cooperation and information sharing was always returned for their knowledge. Phone calls to evaluate meetings and thank parties for their continued interest were part of my daily routine.

Daily correspondence with Maria Perez, CERT Intern. As I was placed on-site at CSU, it was necessary to maintain a link to CERT. This was accomplished by daily correspondence with Maria Perez, CERT Intern. We telephoned new results and faxed information to share between

CERT and CSU. We met on a fairly regular basis to maintain the informed connection necessary for a successful Summit.

Member of facilitation team assisting with Tribal recruitment. Tribal recruitment is key to maintaining the Tribal focus of the Summit. As I am familiar with CSU and the process of organizing the Summit, it is important to be involved in the Tribal recruitment. It also allowed for practice of my newly acquired facilitation skills.

IV. Project Results

Revised and up-to-date Native American Program Development document. The initial document was begun in early Spring 1994 and was updated over the Summer of 1994. I noticed that there were two colleges in particular not included in the document and made the contact necessary to include them. A general information memorandum was sent to all of the departments on campus to guarantee an effort had been made to contact any and all interested parties on campus. Individuals with current research were also notified to be included in the updated document.

Confirmation from 45 departments across campus for summit attendance. By contacting the parties included in the initial document with a reminder of the Fall Summit, we received an overwhelming response of interest to attend. We also received numerous phone calls in response to the departmental memorandum and confirmation for attendance at the Summit. Several letters were received with additional confirmations and enthusiasm for the possibilities to come out of the Summit.

Created initial invitee list from CSU departments and colleges. From those confirmations received, I created an invitee list and have continued to maintain updates to keep their interest. Several respondents have assured their attendance and involvement with the scheduling of the Summit on their calendars.

Informed CERT and CSU staff of results. Regular memorandums were maintained between CSU and CERT after scheduled planning meetings to relay the progress occurring. The constant interaction with Maria Perez allowed me to inform CERT of the details covered by my research and to hear of new results from CERT.

V. Project Assessment

Accomplished initial objectives and continuing work on completion of new projects. Confirmation from 45 departments on campus is a clear indication of the extensive interest and desire for involvement of CSU. This will ensure a large attendance, and with the departmental assistance in arranging tours for the Summit, I believe we have secured their involvement campus-wide.

Raised awareness of CSU community about opportunity for Native American Program Development on campus. Much of the response from the campus community has been positive and enthusiastic. They are ready to develop new Native American programs on campus but need the awareness of what they can do to be respectful of Tribal needs. The campus is now aware of CERT and

the possibilities for interaction with Tribal communities. We still have much room for deepening their awareness of Native cultures, philosophies and history.

Need for continuation of project to involve CERT and CSU. As the Summer Internship will be concluded on August 19, there will be a gap between CERT and CSU that could be filled with the continuation of the current intern. This would eliminate the need to locate and re-train another individual, as the current staff at the Native American Student Services office will not be available to devote the time and energy necessary to ensure a successful Summit. There will also be a need for follow-up of the working projects after the Summit.

COUNCIL OF ENERGY RESOURCE TRIBES

AND

**COLORADO STATE UNIVERSITY
NATIVE AMERICAN STUDENT SERVICES**

1994 SUMMER INTERNSHIP TECHNICAL REPORT

Prepared by

KAREN SANDOVAL-MARES, Intern

August 1994

**Council of Energy Resource Tribes
1999 Broadway, Suite 2600
Denver, CO 80202-5726
Phone: (303) 297-2378
Telefax: (303) 296-5690**

1994 SUMMER INTERN TECHNICAL REPORT

The initial and vital objective of my project, the Tribal Human Resource Development Summit, was to establish a bridge between the Council of Energy Resource Tribes (CERT) and Native American Student Services (NASS) at Colorado State University (CSU). This was accomplished by maintaining constant correspondence with CERT through Maria Perez, an intern working at CERT offices in Denver. We exchanged information pertaining to the Summit and the planning meetings through the use of facsimile and telephone. We often collaborated on memoranda to CERT and NASS staff regarding recent meetings and new information. This joint effort resulted in an informed staff at CERT as well as at NASS.

In order to ensure a large attendance from the campus community, frequent and timely correspondence was sent to the initial University contacts to update them on the progress of the Summit planning. The initial objective was carried further in seeking out individuals and departments who were not previously notified of the events. A letter of interest was sent to 60 departments on campus and received overwhelming support in the form of confirmations from 45 of those departments for summit attendance.

New colleges and departments also responded willingly to requests for interviews to update the Native American Program Development document. This objective was not stated in the beginning, but as further contacts were made, it became evident that the document was not complete. This became a priority early on and was completed by the beginning of August. Every contact made was very eager to become involved in the creation of new programs relating to Native Americans, or were willing to share their current projects and ideas for future projects.

An additional objective put forth in the beginning was to educate the campus community about Native American histories, philosophies, and cultures. Many of the respondents were extremely interested in learning more but felt restricted by the lack of such opportunities on campus. Most individuals would like to be a part of educational courses hosted by different Tribes and would like to work with Native people on staff or with students in their departments.

Some departments also requested Tribal points of view on various specific topics, including Natural Resource Management. This follows the objective to create educational programs from the Tribal perspective. This objective is in the beginning stage and will develop fully with the

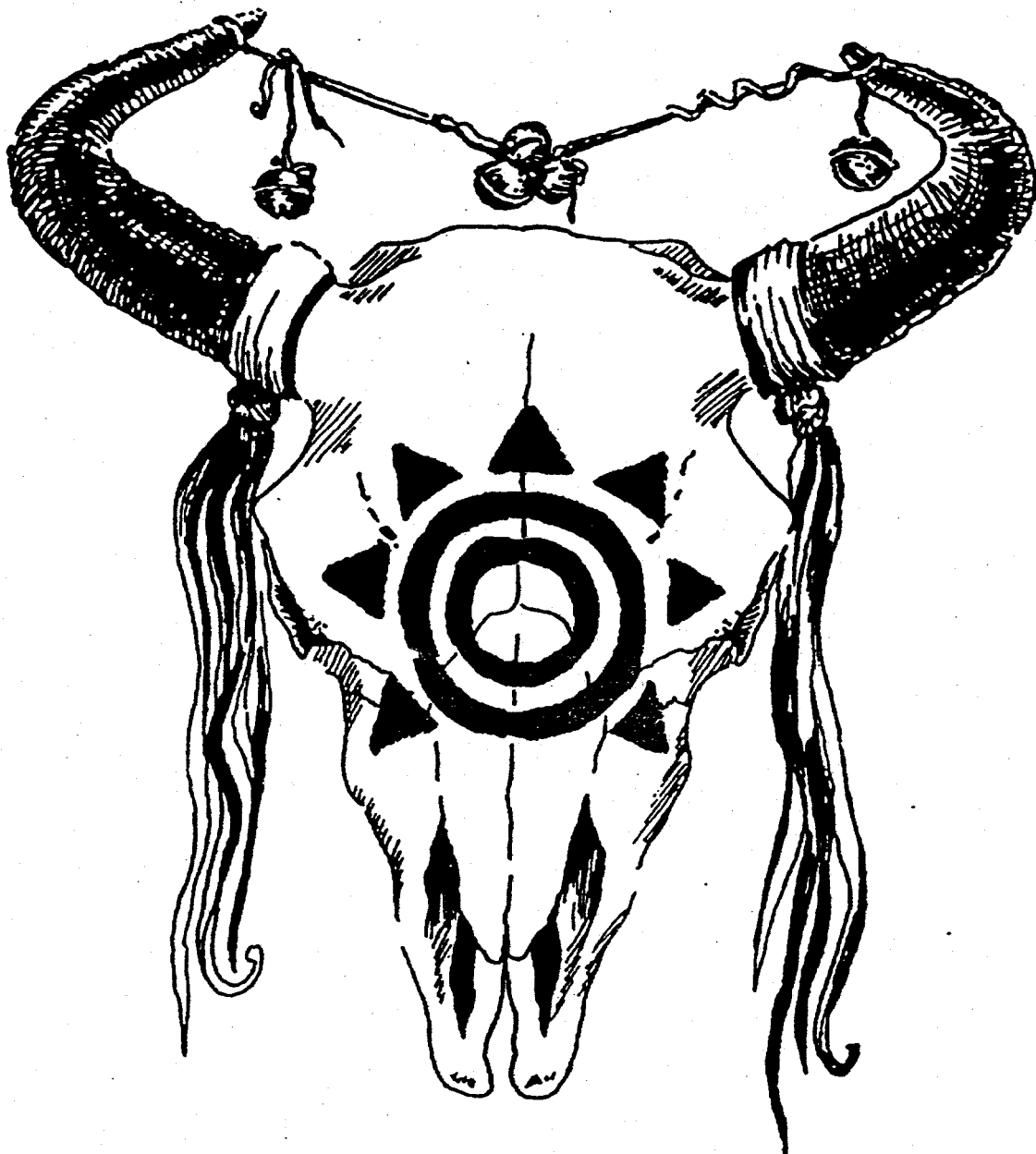
Summit and the creation of working objectives between Tribes and the University community.

A major objective in planning for the Summit was to arrange the logistical details necessary for a successful event. The details were arranged through the Conference Services office at Colorado State and the University Park Holiday Inn with the help of Margit Hentschel, a CSU graduate assistant. A tentative schedule was defined and the structure of the Summit was confirmed. The major details were arranged and the results of the Tribal recruitment strategy identified the key Tribal players and their Tribal interests.

Several tour packages have been arranged through University departments to explore the current research and methods available. The Native student organizations on campus will host an evening of entertainment for summit attendees. The logistical details necessary to create a working environment and a relaxing environment are continuing to be arranged.

Much of the work leading to the true fulfillment of the objectives are continuing, even as this internship comes to an end. It is necessary for this position to continue as much of the work on the Summit is yet to begin. It is impossible for the staff at NASS to continue the work on hosting a successful summit due to the beginning of classes at the University and the return of other academic duties. I would like to continue in this position to see the project through and to follow-up with evaluation of the working projects.

**NATIVE AMERICAN PROGRAM DEVELOPMENT
AT
COLORADO STATE UNIVERSITY**



COLLEGE OF NATURAL RESOURCES

Administration, 491-6675

FAX, 491-0279

Meeting with:

Allen Dyer, Dean, 491- 6675

Contact: Joyce Berry, Research Associate, Forest Sciences, 491-5405

CURRENT PROJECTS

1. Minorities in Forestry and Related Sciences Program - October 1-3, 1994 - 150 ethnic students from around the United States will attend a 3 day conference listening to ethnic minority professionals on various topics. Funded by agencies within the Department of the Interior, and the host college, \$210,000.

FUTURE INTERESTS

1. A lecture series which emphasizes the spiritual value of resource management.
2. Increase Indian student enrollment at CSU.
3. Targeted, Reservation or community, on-site training programs for technical fields of study.

REQUEST OF CERT

1. An opportunity to learn from Indian knowledge of natural resource management.
 2. Invite a Tribal Council to visit CSU and lecture on Tribal Governments.
-

Meeting with:

Donald L. Crews, Associate Professor, 491-6675

CURRENT PROJECTS

1. Colorado Division of Wildlife (CDOW) Native American Scholarship Fund for Native American Students to pursue undergraduate studies in the area of Natural Resources. Funded by CHOW, each recipient may receive up to \$5,000.
2. Pingree Park Experience is a weekend interest investigation workshop designed for ethnic minority high schools students to gain information in the area of the Natural Resources. The workshop is held at the Colorado State University Mountain Campus. Funded by CSU, \$3,500.

FUTURE INTERESTS

1. An American Indian Higher Education Consortium comprised of CSU students and Indian Community College students.

REQUEST OF CERT

1. Cultural lessons from Indians to enlighten CSU students and faculty.
-

DEPARTMENT OF EARTH RESOURCES

Meeting with:

Freeman Smith, Professor, 491-5678

CURRENT PROJECTS

1. A field course in Natural Resources for Native Americans for 20 students. This course is a field work course which is sponsored by a coalition of federal agencies. The course examines the land use practices, problems and solutions in watershed management, wildlife habitat and grazing management. Funded by the USDA Forest Service, \$17,000 and CSU, \$9,000.

FUTURE CONTRIBUTIONS

1. Non-degree training programs, certification programs, or two plus two programs with Indian controlled community colleges based on existing international programs offered at CSU.
2. Design and implement an interdisciplinary course on Native American culture and ethics of earth resource management.

REQUEST OF CERT

1. A comprehensive needs assessment is requested by the department to assist program designers to meet CERT's goals.
 2. Upon maturation of this agreement, encourage continued support to students through scholarships and linkages with professions.
 3. Incorporate a seminar series at CSU introducing Indian culture from different Tribal representatives.
 4. Encourage Tribes to solicit support for these educational programs from major corporations and earmark funds for scholarship programs.
 5. Perpetuate an exchange of knowledge between CSU students and Tribal community colleges.
-

DEPARTMENT OF FOREST SCIENCES

Meeting with: Joyce Berry, Research Associate, 491-5405

CURRENT PROJECTS

1. Member of the Indian Forest Management Team for the Inter Tribal Timber Council which was presented to Congress this year.
2. The Encircling Our Earth Scholar program which provides a full scholarship for a Native American Undergraduate in the College of Natural Resources. Funded by the First Interstate Bank at Denver, \$4,000.

FUTURE CONTRIBUTIONS

1. A class offered in the Fall 1994, through Forest Sciences titled "Native American Perspectives on Natural Resources Management".

REQUEST OF CERT

1. Scholarships for Indian students to study in the College of Natural Resources.
 2. Contacts for developing a lecture series for the "Native American Perspectives on Natural Resources Management" class.
-

DEPARTMENT OF NATURAL RESOURCES RECREATION AND TOURISM

Meeting with:

Glenn Haas, Department Head, 491-5126

CURRENT PROJECTS

1. Departmental research in eco-tourism development and recreation/tourism management. The department would like to see this program expanded to include the Tribal entities.
2. Heritage Interpretation Program. A workshop on Sustainable Tourism and Interpretative Services for tribal leaders and decision makers interested in community development and interpretive services.

FUTURE INTERESTS

1. Distance learning and correspondence study courses in recreation resources management in conjunction with Indian Tribal College training or technician certification programs.
2. Researching Tribal eco-tourism and economic feasibility studies on the needs and resources

available on the Reservation and on Indian Country.

3. Educational training and employment opportunities for Indian students in the Heritage Interpretation Program.

REQUEST OF CERT

1. An associate degree in eco-tourism at Ft. Lewis Community College. This degree would then allow a student the flexibility of going into the work force in their respective community or continuing education in a four year program at CSU.
 2. Encourage Tribes to submit proposals through CSU to receive funding from Great Outdoors Colorado Initiative to support Indian graduate students.
-

Meeting with:

Don Rodriguez, Instructor, 491-5629

CURRENT PROJECTS

1. A summer offered Colorado state-wide Youth and Natural Resources Program which accommodates 550 minority middle school students. The program applications can be obtained from school counselors. CSU donates \$10,000 a larger funding budget.
2. The department is a member of the Minority Outreach Recruitment and Education (MORE) consortium. This consortium is a resource information agency which facilitates the connection of students to appropriate universities and other educational institutions.

FUTURE CONTRIBUTIONS

1. The department, in conjunction with other educational entities, wishes to generate proposals to agencies for continued support with the minority youth programs.
2. Stimulate career aspirations in minority youth toward natural resource professions.

REQUEST OF CERT

1. More Indian students participating in the Youth and Natural Resources Program.
 2. Encourage follow-up by the University to the respective schools on the progress of the participants in these youth programs.
-

COLLEGE OF AGRICULTURAL SCIENCES

Administration, 491-6272

FAX, 491-4895

Meeting with:

Glen Rask, Associate Professor, 491-5583

CURRENT PROJECTS

1. The College of Agricultural Sciences is currently working on some research projects and exchange programs with the Navajo Agriculture Products Industry (NAPI). NAPI is a tribal farm operation located in the Farmington, NM area of the Navajo reservation. The purpose of this program is to provide training and technical assistance to the operational work force.

FUTURE CONTRIBUTIONS

1. Design and implement agricultural education programs on reservation for the technician level.
2. Proposal for the School to Work Opportunities Bill is a vehicle whereby Colorado State University in conjunction with a tribal high school and community college can provide a shadowing and apprentice program from the 7th grade level through college which will prepare students to enter the work force out of high school or upon completion of an Associate or Bachelor's degree. The College proposes to write a proposal to apply for these funds.
3. The College hopes to create a 2 plus 2 program in collaboration with tribal community colleges which train individuals in Agricultural Technical Programs.

REQUEST OF CERT

1. Development of school-to-work opportunities, i.e. apprenticeships or work experience and accreditation in agriculture.
 2. Student exchange program whereby a CSU student can immerse him/herself in the Indian culture and an Indian student can immerse him/herself in the American culture.
 3. An "on Reservation" educational training experience for faculty.
-

AGRICULTURAL EXPERIMENT STATION

Meeting with:

Charles Laughlin, Director, 491-5371

CURRENT PROJECTS

1. Navajo Sheep Project.

FUTURE INTERESTS

1. Project with Jicarilla Apache using Federal funding to develop new Education Resource Center, would like to also include Southern Ute and Ute Mountain Ute.
2. Create programs with tribal entities, similar to international development programs already in place. Use resources within our own country and create programs locally, with tribes. To understand the value of diversity. We can learn from under-developed Nations to work on issues important to tribes.
3. Invite participants to sponsor students from their tribes to attend Fall Human Tribal Resource Development Conference.
4. Internships and graduate programs to assist in elevation of tribal colleges.
5. Involve some tribal leaders in administration of Kellogg Fellowship.

REQUEST OF CERT

1. Create connections between Native American students and researchers, so students know what the university does and can relate back to own communities.
 2. Facilitation training for university people, to see how tribes work.
 3. Assist in helping others become aware of and appreciate richness among Native Americans.
 4. Need diversity of perspective to understand value structure; Will we be helpful?; How do we communicate with tribes to learn culture so relationship will work?
-

COLLEGE OF LIBERAL ARTS

Administration, 491-5421

FAX, 491-0528

Meeting with:

Robert R. Keller, Associate Dean, 491-5421

FUTURE INTERESTS

1. An exchange of educational perspectives between CSU and the Indian Tribes.
2. Identify linkages between departments i.e. sociology, political science, and economics in order to create interdisciplinary programs for Indian Students.

REQUEST OF CERT

1. A comprehensive needs assessment is requested to assist program designers to meet CERT's goals.
-

CENTER FOR THE APPLIED STUDY OF AMERICAN ETHNICITY

Meeting with:

Carolyn Fowler, Director

491-2642

FUTURE CONTRIBUTIONS

1. An American Language Institute, to be developed by teachers of native languages and modern languages which is an exchange of pedagogy and perspectives on the acquisition of language. This is a current research initiative of the Center for the Applied Study of American Ethnicity. Funded by CSU, \$10,000.
2. Develop a certification program in Native American Studies in the College of Liberal Arts.

REQUEST OF CERT

1. Invite four Tribal Leaders per year to speak about their traditional culture and native ways of knowledge.
 2. Integration of traditional Indian knowledge into courses in the College of Liberal Arts.
-

COLLEGE OF APPLIED HUMAN SCIENCES

**Administration, 491-6331
FAX, 491-7859**

Meeting with:

Nancy Hartley, Dean, 491-5841

Contact: Kevin Oltjenbruns, Associate Dean, 491-1936

CURRENT PROJECTS

1. A scholarship/internship program for minority students in construction management. Funded by CSU, \$2000, and a salaried summer internship program.

FUTURE INTERESTS

- 1. Create a Program Evaluation Class specific to Reservation and Indian Communities.**
- 2. College of Applied Human Science financial aid grant program to assist Indian students.**

REQUEST OF CERT

1. A comprehensive needs assessment is requested to assist program designers to meet CERT's goals.

COLLEGE OF ENGINEERING

**Administration, 491-5048
FAX, 491-7727**

DEPARTMENT OF CIVIL ENGINEERING

Meeting with:

Neil Grigg, Department Head, 491-6603

Contact: Janet Montera, 491-5048

Contacts by Specialty:

Tom Sanders, Environmental Engineering, 491-5448

Tim Gates, Water Management, 491-5247

Steve Abt, Hydroelectric Power, 491-8203

Byron Winn, Mechanical Engineering, 491-6558

Bogusz Bienkiewicz, Solar Energy, 491-8232

CURRENT PROJECTS

1. Among other specialties, offer degrees in water resource systems, waste management, transportation, water treatment, water quality, flood control, power plants, structures, energy systems including solar and biomass alternatives, and telecommunications.

FUTURE INTERESTS

1. Create a training institute for minority students, particularly urban Indian children.
2. Generate employment opportunities for Native Americans in environmental fields by encouraging state and federal agencies, and corporations, to offer financial assistance for training and subsequent hiring of these students.

REQUEST OF CERT

1. A chance to participate in challenging and interesting academic work on an Indian Reservation.
 2. An opportunity for a CSU student to complete a semester at Ft. Lewis Community College in exchange for a student to attend CSU for a semester.
-

DEPARTMENT OF CIVIL ENGINEERING

Technology, Transfer, and Training for Native Americans (T3)

Meeting with:

Nathan Winder, Research Associate, 491-8653

Alex Ariniello, Manager, Transportation Program, 491-8648

Contact: Suzan Hutchinson, Research Associate, 491-8649

CURRENT PROJECTS

1. Offer on-site technical training in transportation management to 55 Tribes. A five year grant awarded from the Department of Transportation, \$750,000.
2. Colorado Roads Scholarship which is available to road crew members through on-site training and certification programs. This training is available for heavy equipment operators, survey crews, and other road labor employees.
3. Transportation library with 3000 publications and 300 videos which is available to any transportation operation on a loan basis.

FUTURE INTERESTS

1. Expand workshops to encompass more areas of expertise such as road maintenance and heavy equipment training.

2. Teach Tribes how to run all facets of their transportation systems to prevent leakage of Tribal economic resources.
3. Internships with transportation entities on and off reservation for CSU and tribal college Indian students.

REQUEST OF CERT

1. Transportation planning guidelines for their member Reservations.
 2. Encourage communication, planning, and networking between departments in public works currently on Reservations.
 3. Evaluation of community college curriculum as it relates to transportation and consultation on how those curriculums could be either changed or upgraded to prepare students for current transportation issues.
-

COLLEGE OF BUSINESS

Administration, 491-6471
Fax, 491-0596

Meeting with:
Jon D. Clark, Associate Dean, 491-1618

CURRENT PROJECTS

1. A computer camp for 100 high school students where they acquire hands-on experience with different software packages.
2. Two minority scholarships offered in business.

FUTURE CONTRIBUTIONS

1. Expand the computer camp to accommodate more Indian students.
2. Offer a continuing education program for Indian adults in applied computer training .

REQUEST OF CERT

1. Assist with an interdisciplinary program coupling business and natural resources management at CSU.
-

COLLEGE OF NATURAL SCIENCES

Administration, 491-1300

FAX, 491-6639

Meeting with :

John Raich, Dean, 491-1300

Rezzella Wilburn, Academic Advisor, 491-1300

CURRENT PROJECTS

1. Academic study groups for minority students in specific "gate-keeping" courses: BY102, BY103A & B, C111, C113, PH141, and PH142. Groups are led by trained minority students who have greater than a 3.0 cumulative grade point average and at least a "B" in the course.
2. Working in conjunction with the Academic Advancement Program to offer additional study groups for minority students in the following courses: C103, C107, C245, PH121, PH122, M155, and M255.
3. \$1000.00 Scholarship given annually to an Indian student in the College of Natural Sciences.
4. Academic Success/Minority Outreach Program: Personalized academic and study skills building assistance given for two consecutive semesters to entering minority freshmen in the College of Natural Sciences.
5. Research Experience for Undergraduates (REU) in Department of Chemistry and Department of Biochemistry.
6. Howard Hughes Medical Institute Summer Research Program for high school and college students.
7. Tri-ethnic Center for Prevention Research in Department of Psychology. See next entry.

FUTURE INTERESTS

1. Summer research and leadership program for Native American high school and college students.
2. Internships in the area of science for Native American students.
3. "Shadowing" opportunities for Tribal members and/or students.

REQUEST OF CERT

1. An assessment of needs related to the resources available in the College of Natural Sciences from Tribal representatives.

2. Monetary support for comprehensive programs such as the summer research program.
3. Increase in scholarships available to Native American students in the College of Natural Sciences from Tribal representatives.
4. Increased involvement with local tribes.
5. More courses for students, faculty, and staff relating to Native Americans.
6. Help establish a better connection between prospective students and the College before they actually arrive at the University.
7. Bring High School students and science teachers to campus to expose to the University and offer workshops to meet Tribal needs.

DEPARTMENT OF PSYCHOLOGY

TRI-ETHNIC CENTER FOR PREVENTION RESEARCH

Psychology Department, C138A

Contact: Pam Thurman, Research Associate, 491-0251

The Tri-Ethnic Center for Prevention Research (TEC) is a research laboratory with a 25 year history of working with diverse populations throughout the US and internationally. It is funded by the National Institute on Drug Abuse and other funding sources, both public and private, and has been designated a Center of Excellence by CSU.

CURRENT PROGRAMS

1. Provides Native American students with employment opportunities at TEC.
2. Supports Native American students through training which heightens cultural awareness and preservation.
3. Assists practitioners in Tribal communities with grant writing for implementing training and prevention programs.
4. Provides training programs for Tribal communities for inhalant treatment and prevention.
5. Continuing research on the epidemiology and correlates of Indian drug abuse (1974-present).
6. Continuing research on the patterns of drug and alcohol abuse among Indian school dropouts (1988-present).

REQUEST OF CERT

1. Assist in influencing CSU to elevate numbers of Native American faculty and student programs.
-

Contact: Keith James, Assistant Professor, Department of Psychology, 491-6821

Co-authored monograph "Barriers to Workplace Advancement Experienced by Native Americans" with Willie Wolf, Wolf Enterprises; Chris Lovato, Colorado State University; Steve Byers, Denver Indian Health and Family Services & University of Colorado, Boulder. The focus is on employment, and especially, employment in higher-level organizational positions. The monograph addresses general conditions, general possibilities, and general problems, in addition to current differences, differences in trends, and differences in opportunities and needs relative to work and economic outcomes of U.S. tribal peoples.

COLLEGE OF VETERINARY MEDICINE AND BIOMEDICAL SCIENCES

Administration, 491-7051

FAX, 491-2250

Correspondence: Sherry McConnell, Assistant Dean, 491-7051

Contact: Alan Tucker, Assistant Dean, 491-7051

CURRENT PROJECTS

1. Vet-Start Program: program for high school graduates which provides guidance through a three-year undergraduate pre-veterinary curriculum at Colorado State. Students who successfully complete the program are guaranteed admission to the professional veterinary medical program. Special consideration is given to ethnic minorities and disadvantaged (socially, culturally, economically) students.
-

STUDENT SUPPORT SERVICES AND ADDITIONAL RESEARCH PROGRAMS

NATIVE AMERICAN STUDENT SERVICES

Contact: Carolyn K. Fiscus, Director, 491-1332

The office of Native American Student Services (NASS) offers students assistance in personal, social, and academic growth at CSU. NASS also educates CSU and the Fort Collins community about Native American history, culture, and philosophies, and about the unique needs of Native American students. Their annual budget is \$110,000.

NATIVE AMERICAN STUDENT ORGANIZATIONS

Contact: Darwin St. Clair, Jr., Assistant Director, 491-7338

American Indian Science and Engineering Society (AISES) is a national organization for students enrolled in science, business, and engineering courses of study.

The **Broken Heart Singers** are a group of Native American students who gather to learn intertribal singing, sing at pow-wows, and perform in communities throughout northern Colorado.

The **Native American Student Association (NASA)** is a campus organization recognized by ASCSU, the Colorado State student government. NASA provides activities and programs during the year for its members and community. An annual pow-wow is organized through student self generated funds, \$14,000.

The **Organization of North American Indian College Students (ONAICS)** encourages and supports Native American students across America and Canada in attending institutions of higher education, to develop *Homepage*, a database of North American Indian college students, and to hold an annual conference to bring students together. An annual conference is held through student self generated funds, \$10,000.

COLORADO WATER RESOURCES RESEARCH INSTITUTE

Meeting with:

Robert Ward, Director, 491-6308

CURRENT PROJECTS

1. Ecological Integrity and Western Water Management Task Force at CSU.

This task force is made up of a selected group of individuals whose task it is to *define the terms ecological integrity and western water management.*

FUTURE INTERESTS

1. Develop a task force to study an integrative approach to watershed management on a Reservation.
2. Publish a newsletter on concepts and issues that discuss water issues on the Reservation from a Native American perspective.

REQUEST OF CERT

1. A cooperative effort to research water management on Reservations and develop culturally appropriate methods of addressing those issues.
 2. Research project ideas and matching funds from the Tribes to sponsor an Indian graduate student to research watershed management on a Reservation.
 3. Organize a task force to define *ecological integrity* on a Reservation.
-

NAVAJO SHEEP PROJECT

**Contact: Cathy Williams, Extension Specialist, Apparel Design/Production and Textiles,
491-1939
Ross Smith, Department of Sociology, 491-5951**

The Navajo Sheep Project is a cooperative effort between CSU's Sociology Department and Utah State University. This sheep production project is based developing sustainable agriculture and economic development for the Navajo Nation. Its mission is to sustain native culture and the environment.

SOUTHERN UTE TRIBAL COMMUNITY ENVIRONMENTAL EDUCATION PROGRAM

**College of Natural Resources
Contact: Margit Hentschel, 498-8654**

A used oil collection and environmental education program will be developed and implemented in the Southern Ute Tribal Community. The focus of this project is to encourage community involvement and ownership of an environmental program introduced on a Reservation. This project is funded by an EPA Region VIII grant, \$21,000.

**USDA AGRICULTURAL RESEARCH SERVICE, NORTHERN PLAINS AREA, Ft.
Collins**

Correspondence: Thomas J. Army, 229-5557

Contact: Virginia Ferreira, 490-8317

FAX, 490-8399

The USDA Agricultural Research Service has voiced the willingness to support this MOU. They offer various federal employment programs including Cooperative Education, Stay-In-School, and a Summer Intern Program.
