The American Indian Program at Cornell University announces the availability of scholarships for American Indian students to attend a three-credit archaeological field school that will be offered through Cornell’s Summer Session (July 7–August 4, 2009). The scholarship fully covers tuition and dormitory lodging expenses during the course, as well as providing an allowance for food and/or transportation.

Students will enroll in American Indian Studies/Anthropology/Archaeology 2220, Field Course in Iroquois (Haudenosaunee) Archaeology, for

Continued on page 3

American Indian Program Expands Opportunities for Engagement, Scholarship

By Daniel Aloi, Cornell Chronicle

Students in Cornell’s American Indian Program (AIP) have been encouraged to participate in the eighth annual United Nations Permanent Forum on Indigenous Issues (UNPFII), May 18-29 in New York City.

The AIP has also strengthened its support for students and scholars, with recent membership in the Newberry Consortium in American Indian Studies

Continued on page 5
Dr.’s Gonzales and Richardson Awarded Ford Foundation Diversity Fellowships

Angela Gonzales (Assistant Professor, Department of Development Sociology) and Troy Richardson (Assistant Professor, Department of Education) have been selected as award recipients in the Ford Foundation Diversity Fellowship 2009 postdoctoral competition. The postdoctoral fellowship is awarded in a national competition administered by the National Research Council (NRC) on behalf of the Ford Foundation. The award is made to individuals who, in the judgment of the review panel, have demonstrated superior academic achievement, are committed to a career in teaching and research at the college or university level, show promise of future achievement as scholars and teachers, and are well prepared to use diversity as a resource for enriching the education of all students.

Angela’s project, titled Racializing American Indians: The Politics of Identity, Displacement, and Dispossession, interrogates the connections between the ideology of biological determinism and the practice of public policy through an examination of public policies and federal statues deployed in the construction of a racialized notion of the American Indian. The Smithsonian National Museum of the American Indian will serve as the host institution during the fellowship period.

In terms of recognition for scholarly achievement and promise of its grad students and faculty, this has certainly been a good season for the AIP.

Dr. Kassam Discusses Contemporary Issues Facing Arctic Peoples in New Book

In Biocultural Diversity and Indigenous Ways of Knowing, author Karim-Aly Kassam (Associate Professor, International Professor of Environmental and Indigenous Studies) positions the Arctic and sub-Arctic as a homeland rather than simply a frontier for resource exploitation. Kassam aims to empirically and theoretically illustrate the synthesis between the cultural and biological, using human ecology as a conceptual and analytical lens. Drawing on research carried out in partnership with indigenous northern communities, three case studies illustrate that subsistence hunting and gathering are not relics of an earlier era, but rather remain essential to both cultural diversity and to human survival.

This book deals with contemporary issues such as climate change, indigenous knowledge, and the impact of natural resource extraction. It is a narrative of community-based research, in the service of the communities for the benefit of the communities.
It provides resource-based industry, policy makers, and students with an alternative way of engaging indigenous communities and transforming our perspective on conservation of ecological and cultural diversity.

Dr. Karim-Aly Kassam has been working with the peoples of the Arctic for over fifteen years. His research focuses on the complex connectivity of human and environmental relations, addressing indigenous ways of knowing, sustainable development, and climate change. In partnership with indigenous communities, he has conducted research in the Alaskan, Canadian, and Russian Arctic and sub-Arctic; the Pamir Mountains in Afghanistan and Tajikistan; and the forests in the south of India. Dr. Kassam is International Associate Professor of Environmental and Indigenous Studies at Cornell University.

### Summer 2009 Scholarships

*Continued from page 1*

three units of academic credit. No prior training in archaeological methods is required. Taught by Assistant Professor Kurt Jordan, the class offers hands-on training in archaeological field methods through survey and excavation at Postcolumbian Iroquois (Haudenosaunee) sites in New York’s Finger Lakes region. The goals of the project and the field methods to be used during class excavations have been developed in consultation with representatives of the Haudenosaunee community.

The majority of class time will be spent engaged in supervised fieldwork at the 1688-1715 Seneca White Springs site, located near Geneva, New York. Fieldwork will be supplemented by lectures introducing archaeological methods and Haudenosaunee history and material culture. Excavations will gather data on residential architecture and domestic activities. Students will master field procedures, record-keeping, and interpretation of field data; study Haudenosaunee material culture; and write a short research paper (7-10 pages) using data generated by the project. The class meets from 8:30 am to 4:30 pm Mondays through Fridays from July 7th through July 31st; the final two days of the session will be used to complete the term paper. Most class time will be spent off-campus at archaeological sites; transportation between the Cornell campus and sites will be in University-owned or rented vehicles arranged by the instructor. Students will engage in laboratory work at Cornell on days when the weather does not permit excavation.

For additional information about the course or for paper copies of application materials, please contact Kurt Jordan at kj21@cornell.edu or (607) 255-3109. **The application deadline is Friday, May 15th, 2009.** We particularly encourage Cornell and/or Haudenosaunee students to apply.

**Previous Scholarship Recipients:**

2007: Christian DeHoyos (Gabrielino-Tongva Tribe of San Gabriel)

2008: Brian BroadRose (Cattaraugus Seneca), Kylan Hallett (Tonawanda Seneca), Richard W. Hill, Jr. (Tuscarora).
Students Awarded Fellowships

Andrew Curley (Development Sociology graduate student) has been selected as an awardee of the National Science Foundation’s Graduate Research Fellowship which helps ensure the vitality of the human resource base of science and engineering in the United States and reinforces its diversity. The program recognizes and supports outstanding graduate students in NSF-supported science, technology, engineering, and mathematics disciplines who are pursuing research-based master’s and doctoral degrees in the U.S. and abroad. NSF Fellows are expected to become knowledge experts who can contribute significantly to research, teaching, and innovations in science and engineering. These individuals will be crucial to maintaining and advancing the nation’s technological infrastructure and national security as well as contributing to the economic well-being of society at large.

Simon Tu (Government graduate student) has been selected as an awardee of the Ford Foundation’s three year pre-doctoral fellowship. Pre-doctoral fellowships are awarded in a national competition administered by the National Research Council (NRC) on behalf of the Ford Foundation. The awards are made to individuals who, in the judgment of the review panels, have demonstrated superior academic achievement, are committed to a career in teaching and research at the college or university level, show promise of future achievement as scholars and teachers, and are well prepared to use diversity as a resource for enriching the education of all students.

Melanie Stansbury (Development Sociology graduate student) has been awarded the policy fellowship from the Udall Foundation, the Lynn Reyer Award for Tribal Community Development and the Rural Sociological Society’s Dissertation Endowment Award.

In addition, we have nominated Maeve Kane (History Department graduate student) for a place in the Newberry Consortium Summer Graduate Institute.

Congratulations!
American Indian Program Expands Opportunities

Continued from page 1

and the acquisition of a critical resource, the Huntington Free Library collection of Native American materials, in 2004.

AIP associate director Carol Kalafatic and Tonya Connella Frichner, one of the 16 members of the UNPFII and an advocate for the rights of indigenous women and girls, gave a presentation to students March 7 at Akwe:kon. The forum, an advisory body and subsidiary of the U.N.’s Economic and Social Council, has a mandate to discuss indigenous issues related to economic and social development, culture, the environment, education, health and human rights.

The U.N. forum will allow students to observe, network, collect research materials and have opportunities to “enrich their base of knowledge and expand networks of support for indigenous peoples,” said Kalafatic, a senior consultant to the U.N. Food and Agriculture Organization who has advocated within the U.N. system for indigenous people’s rights since 1995.

“We are struggling to have our voices heard over the much louder voices of the private sector in the international policy arena,” Kalafatic said. “It’s really nothing new for indigenous peoples.”

The U.N. is “a critical site where intervention is being made,” said Jolene Rickard, an associate professor of the history of art who studies native visuality and aesthetic practice.

This year’s forum will include a study by Andrea Smith, a 2008 visiting scholar in critical theory, examining the impact of the boarding school system on indigenous peoples, Kalafatic said. “There are also higher education issues discussed at the forum that are perfect for our students, and our graduate students interested in language revitalization could also benefit from participating,” she said.

The March 7 information session followed a Haudenosaunee women’s roundtable discussion, which AIP hosted to help Frichner prepare her report to the UNPFII session. The women discussed violence against women in Indian communities. Frichner is also a citizen of the Onondaga Nation and a founder of the American Indian Law Alliance.

Participation in the U.N. forum is one of an expanding set of opportunities in American Indian studies at Cornell for scholarship and engagement.

“Cornell could actually be a center for research into reforms in indigenous issues,” Rickard said. “The AIP has begun that process, and we’d like to encourage scholarship in this area.”

The AIP has also joined the Newberry Consortium in American Indian Studies (NCAIS), with 18 member institutions in the United States and Canada. The consortium is transnational in scope and organizes conferences, symposia, workshops and courses. It also provides fellowship opportunities for graduate students and faculty from its seven member universities.

Rickard said she is developing a scholarly journal at Cornell “tied to the representation of indigeneity globally,” with funding from the Ford Foundation.

“I’m involved in a more formal analysis of the presence of indigenous peoples in this area,” she said. “It’s a part of crafting this idea of sovereignty or self-determination or sustainability.” The research intersects with the experiences of many scholars in AIP, she added.

In 2004, Cornell acquired the Huntington Free Library’s Native American collection, one of the largest in the world, with more than 40,000 volumes on the archaeology, ethnology and history of American native peoples from colonial times to the present. Rickard called the collection “one of the most under-evaluated holdings of 20th-century political thought and visual material in North America.”

Cornell now ranks in the top three research libraries for American Indian studies in North America, with the Newberry Library and the Library of Congress. The Huntington Library was a companion to collections in the recently minted National Museum of the American Indian at the Smithsonian Institution. Both were formerly housed in The Bronx.

“Our first graduate student in art history is coming here (in 2009-10) because of her awareness of the collection,” Rickard said. “Cornell can eventually be an amazing magnet for American Indian scholars.”
Scholarships/Fellowships

Wells Fargo Scholars
Deadline: May 1, 2009
The fund seeks to promote academic achievement and success for American Indian and Alaska Native (AI/AN) students pursuing an education in Business and a career in the gaming, tourism, financial and hospitality industries.
Phone: 505.881.4584
E-mail: Marveline@aigcs.org
Web: www.aigcs.org

Native American Journalists Association Scholarship
Deadline: May 1, 2009
The Native American Journalists Association awards scholarships annually to Native American college students majoring in journalism or mass communications.
Phone: 405.325.9008
E-mail: info@naja.com
Web: www.naja.com

John Hopkins Center for American Indian Health’s Native Vision Scholarship
Deadline: May 1, 2009
Established in 1996, Native Vision makes annual college scholarships of $5,000 to outstanding American Indian young people with a commitment to education, athletics and leadership. For more information:
Contact: Marlena Hammen
Phone: 410.955.6931
E-mail: mhammen@jhsph.edu
Web: www.nativevision.org

Olive Whitman Memorial Scholarship
Deadline: May 1, 2009
This scholarship will financially assist deserving Native American girls in acquiring a higher education with a view toward developing their full potential.
Contact: Shirley Johnson
Phone: 315.337.7255
E-mail: swgrp@twcny.rr.com
Web: www.nydar.org

Seneca Nation of Indians Higher Education Program (HEP)
Summer Semester Deadline: May 1, 2009
The HEP promotes education and career development to empower students to achieve their potential.
Phone: 716-532-3341 (Cattaraugus Territory) or 716-945-1790 ext. 3103 (Allegany Territory)

Onondaga Nation Scholarship
Deadline: May 1, 2009
This scholarship supports college or other post-secondary school students. Must be a member of the Onondaga Nation; Lafayette High School seniors who will graduate in June 2009 or previous graduates.
Contact: Danielle Rourke
Phone: 315.677.7849
E-mail: drourke@lafcs.cnyric.org

Indians into Psychology (InPsych) Summer Program
Summer Program Deadline: May 15, 2009
The program’s focus is to prepare American Indian students for graduate study. Research topics related to American Indian psychology. Activities include: developing a personal statement; curriculum vitae; GRE prep; letters of recommendation; speakers and more.
Contact: Gyda Swaney
Phone: 406.243.5630
E-mail: gyda.swaney@umontana.edu
Web: www.psychweb.psy.umt.edu/inpsychwww

Grand River Post Secondary Education
Deadline: May 17, 2009
GRPSEO provides eligible Six Nations (Canada) members with assistance to enroll in and student post secondary programs with funds voted by Parliament.
Phone: 519.445.2219 or 1.877.837.5180-toll free
E-mail: grpseo@worldchat.com
Web: www.grpseo.org
New York State Indian Aid (NYSIA)
**Deadline:** May 20, 2009
NYSIA provides financial assistance to eligible Native Americans for study in approved undergraduate programs at institutions of higher education in New York State.
**Contact:** Adrian Cooke
**Phone:** 518.474.0537
**E-mail:** acooke@mail.nysed.gov

Peter Doctor Memorial Scholarship
**Deadline:** May 31, 2009
This scholarship assists Iroquois enrolled in Nations located in NYS to pursue higher education by providing one-time awares in “incentive” and “grant” categories. Also assists non-enrolled Iroquois descendents in pursuing higher education by providing the “Emlen” award.
**Contact:** Clara Hill
**Phone:** 716.542.2025
**E-mail:** cehill@wnynet.net

2009 MishkoswIn Scholarship (Strength)
**Deadline:** August 31, 2009
The Indigenous Early Intervention Alliance (IEIA) provides an educational scholarship called the MishkoswIn Scholarship (Strength) to help an Indigenous college student that has shown courage, bravery, and dedication to their college education. This scholarship is given in honor of Brady and Halle Doughty, members of the Cherokee Nation and possessors of great personal strength and character.
**Scholarship Requirements:**
The scholarship is a one-time award in an amount to be determined. The nominee must be an enrolled tribal member (any tribe) and preferably residing on the reservation at the time of application. Preference will be given to those who are returning to their tribe following their college graduation.
**Contact:** Dr. Michael Niles (Wakshe), Office of American Indian Projects, 411 North Central Avenue #880M, Phoenix, AZ 85004
**Email:** Michael.Niles@asu.edu (ATTN: MishkoswIn Scholarship Selection Committee)

2009 Keepers of the Fire Scholarship Program
**Deadline:** August 31, 2009
The “Keepers of the Fire Scholarship” is an annual scholarship program that awards 3 $500.00 scholarships to American Indian (Indigenous) students attending a college or university in the United States or Canada. The scholarships are given in honor of Philip L. and Esther J. Niles. Philip Niles was an enrolled tribal member of the Citizen Potawatomi Nation of Oklahoma (descended from the Fox family clan) and dedicated his professional life to helping many American Indian tribes throughout the United States through his employment with the Bureau of Indian Affairs.
**Scholarship Requirements:**
1. The nominees must be an enrolled tribal member of any American Indian (Indigenous) tribe or community in the United States or Canada.
2. Preference will be given to those who are returning to their tribe following their college graduation.
**Contact:** Dr. Michael Niles (Wakshe), Office of American Indian Projects, 411 North Central Avenue #880M, Phoenix, AZ 85004
**Email:** Michael.Niles@asu.edu (ATTN: Edbesendowen Scholarship Selection Committee)

2009 “Ghigau” (beloved woman) Scholarship Program
**Deadline:** August 31, 2009
The “Ghigau Scholarship” is an annual scholarship program that awards 1 $500.00 scholarship to a Cherokee student attending a college or university in the United States, Canada, or other Indigenous community. The scholarship is given in honor of the Cherokee Tribe and to celebrate the family of Dr. Lisa Byers and her children, Brady and Halle (all Cherokee tribal members). The scholarship is also a way of supporting the education and capacity-building of the Cherokee student population.
**Scholarship Requirements:**
1. The nominee must be an enrolled tribal member of the Cherokee tribe.
2. Preference will be given to those who are returning to their tribe or village following their college graduation.
2009 Edbesendowen Scholarship Program

Deadline: August 31, 2009

Edbesendowen is a Potawatomi word that means “Humility.” The spirit of this scholarship is the recognition of the importance of being humble and knowing that we are no more than the next. Our presence on Mother Earth is a gift. We are not more than the trees or the oceans. We are equal to all things that we share our planet with. We are not more than those who struggle or have no home. Those that have taught me this important concept are remembered through this award.

Scholarship Requirements:

1. The scholarship will be given to an American Indian (Indigenous) student who are accepted into or registered at a college or university (preferably studying Social Work or American Indian Studies).

2. The scholarship is a 1-time award of $300.00. The recipient and non-awardees are encouraged to re-apply in the following year (fall 2010).

3. The nominees must be an enrolled tribal member of any American Indian (Indigenous) tribe or community in the United States, Canada, or elsewhere.

4. Preference will be given to those who are returning to their tribe following their college graduation.

Contact: Dr. Michael Niles (Wakshe), Office of American Indian Projects, 411 North Central Avenue #880M, Phoenix, AZ 85004
Email: Michael.Niles@asu.edu (ATTN: Edbesendowen Scholarship Selection Committee)

Internship

SRMT Environment Division Job Opening Announcement

Deadline: Onerahtoko:wa / May 1, 2009

3 Summer Student Internships available with the Environment Division, Water Resources Program. The salary is $10.08 per hour, 40 hrs per week up to ten weeks.

The positions offer students the opportunity to gain knowledge and experience in the field of water resources management. The interns will be trained in field sampling techniques, data management, and the calibration of field instruments.

Qualifications:
Candidates should have an interest in the field of natural resources or related fields, and be a current college or university student or show an acceptance letter. Applicants must be able to work long hours in the field (including early mornings), lift fifty pounds, and willing to handle field specimens; ability to swim is recommended.

Native Preference Policy:
The St. Regis Mohawk Tribe gives preference to Native Americans who meet the requirements of the posted position.

Drug Testing Policy:
The successful applicant for employment must submit to a drug test for illegal substances prior to employment being confirmed.

Contact: Human Resources, 412 State Route 37, Akwesasne, NY 13655. Obtain complete job descriptions online at www.srmt-nsn.gov or Human Resources – Community Building Phone: 518-358-2272.

Job Opportunity

Comanche Nation College Presidential Search
Application Requirements Required Qualifications
Deadline: May 1, 2009

General Summary:
The Comanche Nation College was chartered by the Comanche Nation in 2002. Its mission is to provide educational opportunities in higher education and career tech programs combined with the traditions and customs of the Comanche Nation and other American Indian perspectives. Comanche Nation College is a tribal college located in southwestern Oklahoma providing lower division programs that meet the needs of Comanche Nation citizens, all other tribal members, and the public. The President serves as the chief executive officer of the College providing leadership and direction for all aspects of the College. The President implements policies and procedures set forth by the Comanche Nation College
Council, the governing body of the institution. Comanche Nation College provides an infrastructure of excellence and values. The College is committed to making continuous improvements in academic assessment and evaluation, providing outstanding instruction, encouraging and fostering student learning, and building tribal community connections with the populations we serve. Comanche Nation College has four core values: Relationship, Responsibility, Reciprocity, and Redistribution. The core values are reflected in the CNC environment. The person selected for this position is instrumental in implementing these values throughout the organization.

To be considered for the president’s position, submit the following documents: 1) letter of application (responding to a set of questions provided), 2) vitae, 3) three current references, 4) unofficial graduate transcript(s), and 5) a personal education philosophy statement.

Qualifications:

- Earned doctorate from an accredited institution
- Minimum of three to five years of senior level administration experience in higher education or its equivalent
- Earned doctorate from an accredited institution Experience with accreditation processes
- Earned doctorate from an accredited institution Demonstrated achievement in budgeting and financial management
- Earned doctorate from an accredited institution Demonstrated success in organizational management
- Earned doctorate from an accredited institution Demonstrated ability to work effectively with staff and faculty
- Earned doctorate from an accredited institution Ability to establish and maintain positive relationships with tribal leaders and the community members
- Earned doctorate from an accredited institution Evidence of strong human relations and interpersonal skills
- Earned doctorate from an accredited institution Excellent oral and written communication skills
- Earned doctorate from an accredited institution Established record of successful academic leadership
- Earned doctorate from an accredited institution Experience in curriculum and program development
- Earned doctorate from an accredited institution Teaching experience at the post-secondary level
- Earned doctorate from an accredited institution Demonstrated sensitivity to indigenous culture and in particular, Comanche culture
- Earned doctorate from an accredited institution Ability to effectively communicate the mission, philosophy, and goals of the College
- Earned doctorate from an accredited institution Aptitude for achieving educational excellence in response to student needs in alignment with the mission of the College
- Earned doctorate from an accredited institution Ability to build morale and to motivate and to relate to students, faculty, and staff

Institutional Needs & Related Selection Criteria:

- Enhance CNC’s comprehensive tribal college mission and values
- Ability to articulate a vision of a comprehensive tribal college mission to all Comanche Nation constituencies
- Capacity to develop and to direct appropriately balanced curricula, including applied technology education/training, general education/transfer programs, continuing and community education, and community service
- Ability to develop strong partnerships with business and industry for mutual benefit, commitment to establish positive relationships and partnerships with the other colleges and universities systems, local K-12 school districts, and the greater Lawton community
Leadership and management responsibilities:

- Provide administrative leadership for the present and future of the CNC
- Proven leadership skills with a participatory, consultative, decisive approach to administration
- Ability to build a dynamic, productive administrative team by selecting competent staff, effectively delegating responsibilities, and requiring appropriate accountability
- Demonstrated commitment to the recruitment, selection, and retention of strong faculty and staff
- Provides support for, and participates in, staff development programs
- Commitment to the use of technology in the maintenance of institutional data and information
- Awareness of and commitment to the use of technology in the utilization of institutional data and information in decision making
- Skill in strategic/master planning and implementation processes
- Ability to lead, direct, and manage organizational and fiscal resources ensuring efficient and effective use of college resources, safeguarding its assets, and maintaining appropriate internal controls
- Commitment to keep the college accessible to the Comanche population in relation to personal, cultural, economic, and ethnic diversity values

Enhance Funding & General Support For The College:

- Ability to develop effective relationships with the College Council, Comanche Business Committee and other constituencies for general and financial support for the college
- Ability to create and successfully administer capital campaigns, private fund-raising, and other development activities
- Ability to develop strong alumni relations

System/College Interface:

- Prepares timely and accurate FTE and operating reports as well as other analyses as requested by the College Council
- Advises and consults with College Council in a timely manner, about emerging problems with operations, staff, or students of the College, and makes recommendations for constructive solutions to identified problems
- Performs all other tasks assigned by the College Council, or their respective designees, to meet the needs of students, faculty, and staff for current operational needs of the College

Position is open until filled. To insure full consideration, review of material begins on May 1, 2009. Please mail completed application materials to the address below and an electronic copy to the email provided:

Contact: Chairman, Search Committee, Comanche Nation College, 1608 SW 9th Street, Lawton, OK 73501
Phone: (580) 284-5188
E-mail: lclinkscales@cnc.cc.ok.us