Welcome new & returning students!!

The American Indian Program (AIP) would like to welcome all students and their families back to campus!! Based on information from admissions offices, the number of Native students in this fall’s entering class is 39 undergraduates, 9 graduate students, 1 Veterinary Medicine student, and 4 Law students. We hope that everyone takes the opportunity to visit us on the 4th floor of Caldwell Hall or at Akwe:kon – which is located on the North campus at Triphammer and Jessup Roads – or participates in one of the many events/activities that AIP has to offer. Check out our website at http://aip.cornell.edu for upcoming events. PLEASE remember that everyone is welcome to participate and we encourage you to bring your friends. The more, the merrier!!

Cornell Native American Alumni Association: Sixth Reunion

by Kathy Halbig

The Cornell Native American Alumni Association (CNAAA) celebrates reunion every three years. This year, Native American alumni got together from June 4-7, 2009 for several events. The weekend began with a family BBQ at Barbara Abrams’ home on Friday evening. They enjoyed traditional corn soup, scones, strawberry shortcake and other treats. The alumni had a great time meeting peers from assorted class years.

On Saturday afternoon CNAAA, the American Indian Program and the Center for a Sustainable Future, co-hosted an Iroquois Social Dance at Bailey Plaza, featuring singer Bill Crouse (Seneca Wolf Members of the Allegheny River Indian Dancers at the Iroquois (Haudenosaunee) Social during Reunion weekend.

Continued on page 8.
Welcome Back Picnic & Orientation held at Akwe:kon

by Kathy Halbig

Students participating in welcome back festivities during Orientation held on August 29, 2009.

This year we had hoped to have our Welcome Back & Orientation Picnic at Buttermilk Falls State Park once again, but the weather did not want to cooperate. However, we had a great time at our rain location, Akwe:kon, playing games (Bingo, Name Games & Musical Chairs), sharing a delicious lunch prepared by Cornell Catering, and getting to know one another in a very relaxing and comfortable environment.

This year’s orientation focused primarily on the range of academic, social and cultural activities and services that AIP provides to our students, including: recruitment and retention activities (such as workshops & conferences); counseling, advisement and referrals; student offices and lounge spaces; libraries in both AIP and Akwe:kon; TA-ships as well as graduate Research and Travel Scholarships; information about fellowships, scholarships and internships; extension and outreach/Native community service opportunities in the region; Out-of-House Membership to Akwe:kon, and other resources. Student Officers from three of the four Native Student Organizations also talked about the programs and activities they have planned for the year. Again, please check out our website at http://aip.cornell.edu for the latest AIP news and updates, student organization calendars and meeting minutes, etc.

If you have information that you would like to share, please contact Colleen at clb6@cornell.edu, or 607-255-6587. We would love to hear from you.
Faculty/Staff News

Professor Rickard chairs Art Department

Congratulations to Professor Jolene Rickard (Tuscarora) on her recent appointment as interim chair of the Art Department in Cornell University’s College of Architecture, Art & Planning. She is currently an Associate Professor with joint appointments in the History of Art and the Art Departments, as well as in the American Indian Program. She also serves as one of two Akwe:kon Faculty Fellows for the ‘09-’10 academic year.

AIP welcomes new staff member

New Administrative Assistant, Colleen Bushnell, joined the American Indian Program in mid-July. Colleen comes with a tremendous amount of university experience and a Bachelor’s degree from the School of Industrial and Labor Relations, Cornell University.

Welcome, Colleen!

Fall 2009 Recruitment Activities

Kathy Halbig (Onondaga), AIP’s Student Development Specialist, spent the end of September conducting recruitment visits in New York State. She participated in the college fair at Seneca Nation, and conducted an admissions application workshop for parents and students. She also attended a transfer fair at Niagara Community College, and met with high school counselors and Native students in a number of high schools. In early October and throughout the year she will visit other high schools in New York and in the northeast region that feature a large percentage of Native students.

AIP Associate Director presents research on people’s movements & UN system

AIP’s Associate Director, Carol Kalafatic (Quechua-Spanish-Croatian) participated July 29-30 in the 7th Annual Meeting of United Nations and International Organizations Civil Society Focal Points. She and a collaborator presented the preliminary outcome of their participatory research project examining the UN system’s engagement with people’s movements. Commissioned by the UN Non-Governmental Liaison Service and supported by the Ford Foundation,

Continued on page 8.
When I think of summer, and I hope you can relate,
I think of a time that allows me to get away from
school, relax, and have a good time. Of course, there
is that nagging voice in the back of my head that is
the Cornell approach to a good summer: “Go do
something beneficial to your career. Work for a doc-
tor. Shadow a dietician. Get your foot in the door.”
While that voice can be annoying and so un-needed
by the end of the long spring semester, its message
is one that cannot be ignored. The lessons that stu-
dents can learn from those summer experiences are
invaluable. It may be few and far between that stu-
dents get a summer job that pertains to their field,
and that they REALLY enjoy. However, I am one of
those students. With one summer spent in Nome,
Alaska, and another summer on the coast of Oregon,
I can hardly complain about “work.”

Originating from Anchorage, Alaska, I thought
that Cornell seemed a lifetime away. “It’s just anoth-
er plane ride” my mother assured me as I worked to
make my decision about where I would be attending
for my undergraduate degree. Anxious but excited,
I finally settled on Cornell as I was walking to the
post to announce my choice at the honors assembly
in high school. Cornell humbled me that first year,
and if you are a freshman reading this, I advise you
to rest assured! It does get better.

After that first year, I was dying to get back
home to fishing, long summer days, and the family
that I knew awaited me. I wasn’t looking for any-
thing special, but I knew I had to work. I ended up
taking a class (urgh!) and working in an upscale res-
taurant. For a student in Dietetics and Nutritional
Sciences, even working in the food industry seemed
applicable. The best part, it was applicable. I learned
a lot about the restaurant industry and the people
that often frequent these positions. I think having
that background will really help me if I ever decide
to go into the food service industry.

**LESSON 1: You can find ways to make a last minute
decision work in your favor.**

Summer two rolled around, and still, not super
enthused about looking for something relevant to
do, I took my time in researching summer posi-
tions. Luckily, the College of Human Ecology had
my back. Often when the year is ending, the career
services staff sends out emails of opportunities that
may interest students for summer positions. I hap-
pened to open one of these emails (thank goodness!)

*Continued on page 7.*
Language institute fosters empowerment from within

By Mike Carpentier

Often, even if unintentional or accidental, there seems to be no significant space in academia for native peoples to utilize their ancestral tongues. At times the difficulty is explained by the academic majority as an issue of speakers’ numbers. Why would we entertain the use of a language if only a single person on campus can understand it? How can we give real support to a linguistic community of one or a few? Generally, if these questions are raised, they are quickly pushed aside as irrelevant to the goals of the institution or department. Fortunately, there is a place where speakers can come together and compare methodologies as well as learn new ones regardless of their linguistic differences.

For one month this past summer, I had the privilege of attending the American Indian Language Development Institute at the University of Arizona in Tucson. The Institute began as a collaboration of graduate students and faculty more than thirty years ago and through the efforts of the founders and future participants it has grown considerably.AILDI, as it is called, brings community members and scholars together to work on developing practical applications for language treatment and language growth in native communities. The instructors expertly integrate each class member’s language and community into the curriculum as a way to create new knowledges, which can be applied to the various communities. This approach requires considerable flexibility on the part of both students and instructors, but gives the students the advantage of considering how certain initiatives might be applied in different communities and language

Continued on page 6.

Exciting year ahead for students in AISES

By Benjamin Lee ’10

The Cornell chapter of the American Indian Science and Engineering Society (AISES) is preparing for another exciting year filled with events both on campus and off. We plan to be more than just a group that comes together for meetings once a month. By integrating conferences, professional development, social activities, and community service events, we will create a community with a common goal of advancing as students and professionals.

The off-campus event that our members are looking forward to this semester is the 2009 AISES National Conference in Portland, Oregon, from October 29th-31st. This year’s Conference, hosted in prior years in Anaheim, Detroit, and Phoenix, heads up to the beautiful Pacific Northwest. While there are no trips to Disneyland in store, the students who go will surely enjoy the beauty of the West Coast city of Portland. At the conference, students can hear from and meet leaders in the science, technology,
Exciting Year....Continued from page 5.

engineering, and math (STEM) fields, attend a career fair with Fortune 500 companies, network with their peers from universities across the country, and hear how traditional Native values are relevant in fields relating to sciences and technology. Over the last few years AISES members have greatly benefited from their experience at the National Conference with job offers, internship opportunities, and professional guidance.

Students join AISES, not only for their own professional development and self-benefit, but also to help the next generation of Native scientists, engineers, etc. As of last semester, AISES members have been working with members of SOL (Science Organization of Latinos) in a volunteer project with the Greater Ithaca Activities Center, a community based organization focused on creating educational, recreational, and multicultural programs for local youth and teens. We hope to continue encouraging young minds to think critically, always ask questions, and, above all, love learning. Overall, we look forward to working and learning with these children throughout the academic year.

This academic year looks to be an exciting one as we welcome new members to the AISES community on campus. We all look forward to learning from the many events we have planned, as well as from the diverse experiences and unique viewpoints that each member brings to the table.

Information about AISES can be found on the web at: http://aip.cornell.edu/cals/aip/student-life/organizations/aises/index.cfm.

Benjamin Lee, ’10, is a senior in Applied Economics and Management, and is a Co-chair of AISES.

Language Institute....Continued from page 5.

groups. The diversity of language and backgrounds is precisely why I think the program is so effective.

As a native linguistic anthropologist I have had considerable difficulty in working with two intensely Eurocentric disciplines – linguistics and anthropology. In many respects, these disciplines continue to use European standards to evaluate non-Indo-European languages. In my work I use Anishinaabemowin (Ojibwe language) as a point of departure for investigating language revitalization, identity construction, and nationhood. This research is rendered quite difficult because of the origin of the disciplines in which I must work. As a second year doctoral student in anthropology at Cornell, I was beginning to feel smothered by the dominating methods of the discipline; after a summer session at AILDI I am a bit more optimistic.

During my time at AILDI, I had the pleasure of working with Akira Yamamoto, a linguistic anthropologist specializing in Hualapai language and an emeritus of the University of Kansas. Yamamoto was flexible enough to tailor his course on morphological analysis (studying word parts and how they are constructed) to a student body representing twelve different languages; many of them completely unrelated. Through this course we all developed an understanding of how morphological analysis can be conducted – responsibly – by members of a language community; rather than having the all-to-common experience of outsiders telling us about our own languages. This approach has long ranging implications regarding the power dynamics between native communities and outside scholars; as well as the ‘validity’ of our knowledges. Yamamoto’s (and the other AILDI instructors’) methods are very effective in empowering a language community to control their own linguistic situation. I left AILDI experiencing a renewed passion for my work, as well as having made some wonderful friends.

For more information about AILDI visit: http://www.u.arizona.edu/~aildi/

Mike Carpentier (Bahweting Anishinaabe, Sault Ste. Marie Tribe of Chippewa Indians) is a Doctoral student in the Department of Anthropology at Cornell University.
and found the word “Alaska” in the heading. I was thrilled! Instantly I took a better look. I ended up applying for a position called the Summercise internship. Location: Nome, Alaska. “Perfect!” I thought. Close to home, an Alaskan adventure!

After the very beneficial phone interview, and the worry of actually getting the position, Nome ended up being one of the best things that I have done in my short lifetime. Not only did I learn a ton about the field of dietetics, but I also learned more about Alaska Native cultures (something that had been at my fingertips for years, but that I didn’t pursue). I learned about rural Alaska Native people and their struggles with health and several other issues, learned a ton about health administration, had a blast, and made lifelong friends. AND, to boot, I figured out what I really wanted to do with my life (eventually); I found that I wanted to work with Native people to better their overall quality of life through diet and exercise.

**LESSON 2: Open the emails you think will be boring, and jump through an open door. It never hurts to try, and it may end up changing your life.**

Summer three was fast approaching, and still interested in working with Native people, and also being close to home, I called the Native Hospital in Anchorage. After a short and concise rejection, I called other hospitals in the area, hoping to get some clinical experience (the voice has now taken over and promoted practical job searching). With nothing on the horizon, I called my former boss from Nome. Still early, she offered me a position if I really needed one, but with little pay, and no stipend for food or housing (yeah…that’s how spoiled I was the first two summers). Eventually, ruling Nome out as a choice, as it probably wasn’t going to give me any extra experience that I hadn’t already had, I turned to my own people, ultimately as a last choice.

Growing up in Alaska gave me a passion for the Alaska Native community, but being away from my own tribe prevented me from connecting with my own cultural heritage. I ended up applying for an internship through the health department with the Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians (CTCLUSI), and got it! So last minute and so rushed, I was a little wary of what I had to expect, but I would soon find that I had nothing to worry about. The summer in coastal Oregon with the CTCLUSI was phenomenal. I look back on it now, and realize how important it was for me to take that step and re-connect with my people, our past. I had the opportunity to do so many different things, and meet so many wonderful people. I got a lot of relevant experience, and saw a different Native community at work.

**LESSON 3: Be willing to try something new, and to get away from what is comfortable.**

These two Native related summer experiences have allowed me to blend my knowledge of both, and develop what I think I can do to help Native people. It has been a sort of cultural exchange. Not only can I compare and contrast, but I can relate to each community. Understanding someone’s situation and being part of who they are may be the only way to effect positive change. I have learned in my nearly-four, very short years here at Cornell, and through these different experiences, that there is ALWAYS more to learn about people, and ALWAYS more to learn about myself.

**LESSON 4: Remember that it is all worth it in the end. New beginnings lead to fantastic endings.**

So what is the overall advice? Stand on top of mountain and look out over all there is to see. That is your playground. You can learn, be, and do anything. Learn from each other, and learn from yourself. Be willing to grow, willing to change, and willing to explore new opportunities. Have a goal and reach for the sky, even if you are a shooting star, wandering, searching for a spot to land.

Abby Marlow will graduate in May 2010 with a Nutritional Sciences degree, and plans to pursue graduate studies. Her interest in Native health issues was deepened by her Nome, AK summer internship working with Alaska Natives to address diabetes, and by the AIP American Indian Studies class she took in spring 2009.
Clan). Mr. Crouse presented the traditional opening, followed by remarks by Cornell President David Skorton. The Social included traditional music, dances, giveaways and information on sustainability efforts under way at Cornell.

Reunion participants then met on Saturday evening for an outdoor, catered reception and dinner on the front lawn at Akwe:kon. The weekend ended with a CNAAA meeting where alumni selected new officers and brainstormed ideas for upcoming events, etc.

Those interested in participating in alumni activities should contact Carrie Strohl, the new president of CNAAA, at carrie.strohl@pearson.com.

http://www.news.cornell.edu/stories/June09/ReunionIroquois.html

In Memoriam

Dr. Carrie Elisabeth John
1/17/80 – 9/27/09

The American Indian Program extends heartfelt condolences to the family and friends of Carrie John. Carrie received her undergraduate degree from Cornell University in 2000 and was a post doctoral fellow in neurobiology at the University of Maryland.

An obituary and site for writing messages of sympathy can be found at:


AIP Associate Director.... Continued from page 3. the project analyzes global and country-level experiences of small farmer organizations and indigenous peoples. It aims to stimulate debate particularly among UN secretariats and Member States, and to help address obstacles that keep marginalized organizations and peoples from having more effective impact on UN policies and programmes. The final document will be published in three languages in November 2009.

Representatives of small farmer & indigenous peoples’ organizations from Brazil, Colombia, India, Kenya & Senegal, and UN agency/programme officers, at a working seminar on UN engagement with people’s movements.
Film Screening - Wednesday, October 7, 2009; 7-9pm; Akwe:kon Community Room
Akwe:kon will be screening the 2000 documentary film "Black Indians: An American Story". There will be a discussion afterwards about the film and the key themes and issues of the film. Light refreshments will be provided.

Autumn Ecoforum - October 23-24, 2009
The Indigenous Graduate Student Association (IGSA) and the American Indian Program (AIP) announces Making Connections; Understanding Our Relations: An Autumn Ecoforum.

IGSA and the AIP of Cornell University invite you to attend a two-day interdisciplinary forum of discussions on ecological / environmental / indigenous connections. Join our exciting and provocative guest speakers and discussion leaders in small group conversations across a range of disciplines focused on topics that engage important differences and explore vital common ground between indigenous and Western ecological perspectives. The conference is free and open to students, teachers, and the general public.

For more details visit:
http://aip.cornell.edu/cals/aip/student-life/organizations/igsa/making-connections-understanding-our-relations.cfm

Ribbon Shirt Workshop
Dates: 10/2, 10/16, 10/23, 11/6, 11/20, 12/4
Time: 3-5 p.m.
Location: Akwe:kon Multipurpose Room

Akwe:kon to be featured in the Education Section of Indian Country Today
Date: 10/14 or 10/21

Akwe:kon Tours
Date: 10/30 (During First Year Parent’s Weekend)
Time: 4 p.m.
Location: Meet at Akwe:kon entrance 
and
Date: 11/16
Time: 4:30 p.m.
Location: Meet at Akwe:kon entrance

Tutoring Program
Dates: 10/14, 10/21, 10/28, 11/4, 11/18, 12/2
Time: Leave Akwe:kon at 2:30pm
Location: Lafayette High School, Lafayette, NY
Scholarships/Fellowships

The E. Doris Chalstrey Smith Memorial Scholarship
Deadline: October 10, 2009

This scholarship will assist members of the Tuscarora Nation with their college careers at Niagara Community College (NCCC).

For more information: (ph) 716.614.5910 (url) www.niagaracc.suny.edu/student/scholars_1.html

St. Regis Mohawk Tribe Higher Education Program
Deadline: October 15, 2009

This program enables eligible Mohawk students to attend accredited institutions of higher education in two and four-year college degree programs by providing supplemental financial aid.

For more information: Roderick A. Cook (ph) 518-358-2272 ext. 215 (e) rcook@srmt-nsn.gov

Native Scholarship to Study Coastal Climate Change
Deadline: Applicants are strongly encouraged to apply by October

Rusty Feagin (Dept. of Ecosystem Science & Management, Texas A & M University) and David Hurst Thomas (North American Archaeology, American Museum of Natural History) have pulled together a new scholarship opportunity for American Indian and First Nations people interested in the interrelationship among indigenous knowledge, the archaeological record, and current climate change impacts on coastal regions of North America.

We are soliciting applications for a graduate scholarship directed towards evaluating climate change risks to indigenous cultural sites along North American coasts. We are particularly seeking American Indian and First Nation students with knowledge of indigenous cultural practices to explore these issues. Race or ethnicity will not be used to evaluate and select among the candidates that apply.

The scholarship will fund two years of study in a Master of Science program at Texas A&M University, Department of Ecosystem Science & Management. Program begins in January, June, or August of 2010. Scholarship is valued at approximately $60,000 over a two year period.

Awards are approximated at $2,000 per month directed to the scholar. Health and dental insurance is included; remaining funds are distributed for tuition support, travel, and research supplies.

Course of Study: Successful applicants will work with Dr. Rusty Feagin of Texas A&M University and Dr. David Hurst Thomas of the American Museum of Natural History. Students will create ranked listings of indigenous cultural sites at the highest risk for destruction from climate change impacts; including current places as well as areas of archaeological significance along North American coastlines.

Students are expected to develop research in climate change impacts on coastal regions, the preservation of indigenous cultural sites, and the use of geographic information systems (GIS) to address both natural and social science questions. The scholarship will also enable participation at meetings of the Coastal Barrier Island Network (CBIN), a National Science Foundation funded Research Coordination Network in Biological Sciences.

Application Procedure:

Please send a single file that contains:

1. A cover letter that explains your interest in this scholarship.
2. A CV or resume.
3. Contact information for three references, addressed to Dr. Rusty Feagin at: feaginr@tamu.edu

Internship Opportunities

Paid Summer Internship for Native American Students through the University of Notre Dame
Invitation for Native American students, studying in all areas of environmental science, to participate in a two summer field courses conducted through the University of Notre Dame Environmental Research Center (UNDERC) and the Department of Biological
Sciences in collaboration with the Confederated Salish and Kootenai Tribes of Montana. The purpose of this program is to promote an understanding of field-oriented environmental biology and how field research is conducted. Two more specific goals are sought. First, the program helps to prepare Native American students for advanced studies in environmental biology, so they can better manage biological resources on their lands. Second, the program promotes a better understanding of Native American attitudes towards the environment in non-Native American students interested in environmental biology, so they can incorporate these cultural insights into better management strategies.

At least four openings in the UNDERC program are reserved for students of Native American descent that have at minimum, sophomore standing within their educational institution. We therefore seek your assistance in sharing this opportunity with the students at your Organization, College or University.

This program provides a fruitful step in the students’ career development by allowing them to conduct independent research and giving them an opportunity to work with established scientists in environmental biology in remarkable natural settings. A number of the Native American students who have participated in this program are pursuing graduate degrees or are receiving offers to work within tribal DNR offices shortly after graduation.

Please feel free to contact me or to share my contact information with interested students if there are any questions.

Gretchen Gerrish
Assistant Director UNDERC
West University of Notre Dame
Department of Biological Sciences
89 Galvin Life Sciences
Notre Dame, IN 46637
ph: 574-631-2612
e-mail: ggerrish@nd.edu
UNDERC website: http://www.nd.edu/~underc/

Graduate Opportunities

Native American Rights Fund (NARF) Summer Clerkships
Deadline: October 31, 2009

This 10-12 week program is open to students who have completed their second year of law school. Ideal applicants will have previous employment experience and/or coursework involving Native American Law.

For more information: Eric Anderson (ph) 303.447.8760 (e) anderson@narf.org (url) www.narf.org/contact/clerk.htm

Call for Papers

WSSA American Indian Studies Program Request for Proposals and Request for Student Papers
Deadline: December 1st, 2009

Where: Grand Sierra Resort in Reno, Nevada
When: April 14 - 17, 2010

Dear Friends/Colleagues:

We would like to remind you of our invitation to participate in the 52nd annual conference of the Western Social Science Association (WSSA).

Our names are Tom Hoffman and Elizabeth Keith, the Section Coordinators for American Indian Studies. From a combined participation in WSSA of 30 years, we can tell you that the American Indian Studies section of the WSSA is one of the finest gatherings of American Indian scholars, and scholars who study American Indian issues, available. We had very good participation from a wide range of people in Albuquerque this past April.

We are very interested in involvement in our section from all sectors of Indian country - both academics and non-academics alike. This message is being sent not only to universities, but to tribal councils, and other organizations as well.

The WSSA is an inter-disciplinary organization. It is less formal, less expensive, but more intimate and friendly. This gathering is a wonderful chance to meet others who are interested in American Indian studies, and scholars from other disciplines.

The conference will be at the Grand Sierra Resort in Reno, Nevada April 14 - 17, 2010. The WSSA website (http://wssa.asu.edu/) contains an introduction to the Association and useful information, including:

1. Fees, membership, hotels;
2. Sample abstracts and conference program of previous conferences;
3. A link to the latest on the 2010 conference;
We encourage you to organize complete session(s)
or panel(s). A complete session should include a
description topic for the session, a moderator/chair, 3
or 4 papers, and equipment requests.
Regarding paper and panel proposals and abstracts,
they are to be sent via email to either dr_tomh@stmarytx.edu, or ekeith1@satx.rr.com
Once again, we hope you will join us at the WSSA
conference, share your experience, thoughts, and/
or research, make friends, and enjoy a wonderful
gathering of folks.
Correspondence address:
Thomas J. Hoffman and Elizabeth Keith
American Indian Studies Section Coordinators, WSSA
Dept. of Political Science
St. Mary’s University
Telephone: 210-431-2015
E-mail: dr_tomh@swbell.net or ekeith1@satx.rr.com

NPF Call for Papers and Presentations
Presences: Representations of and by Native
Americans and Indigenous Peoples; Thursday,
November 19, 2-4 PM, New York University
Deadline for submissions is Monday, October 19, 2009
The Native Peoples Forum, The Native American
and Indigenous Students Club, and the Center
for Multicultural Education and Programs Invites
participation in its second Native American and
Indigenous Roundtable at NYU.
This roundtable panel looks at the documentation and
representation of Native American and Indigenous
memory, heritage, culture, identity and history
by both Indigenous and non-Indigenous people.
Participants, including both practitioners and
scholars, are expected to draw from a wide range
of mediums including sound, visual art, theater,
oral traditions, news media, the Internet, and film.
The roundtable panel format allows for short, 10-
15 minute presentations followed by an extended
dialogue between participants, a moderator, and
audience members.
To submit a paper or presentation, please email:
max.liboiron@nyu.edu with an abstract (maximum
250 words), and your institutional or community
affiliation as well as any tribal affiliation, if
applicable. Participation is open to any member of
the NYU community and the Native Peoples Forum.
Please note that your submission represents your
commitment to present on Thursday, November 19
from 2-4 at NYU.
This is the second in a series of roundtables that
address Native and Indigenous historical, political,
cultural and social issues. All events include
Native American and Indigenous scholars and
researchers from NYU and the Native Peoples Forum.
Future sessions include: Developing Development:
Native American and Indigenous Peoples and
Questions of Progress. Thursday, February 18, 2010,
and Talk About Voices: Native and Indigenous
Sociolinguistics and Language, Thursday, April 1,
2010.
For more information, or to participate in upcoming
roundtables, please contact max.liboiron@nyu.edu

Conference Opportunities
SUNY STEM Conference
Dates: October 8-9, 2009
Location: Albany, NY,
The Western Consortium will be able to sponsor you
for your Registration for professional development.
In addition, if you would like to give notice to Native
American Graduate students from your respective
campuses and are in the STEM Fields – our office
will also be willing to sponsor their registration for
student development.
Information on this conference can be found at:
If you are interested in attending with paid
registration, please e-mail me ( Alicia.wroblewski@fredonia.edu) and let me know.

Miscellaneous
SACNAS - Society for Advancement of Chicanos and
Native Americans in Science
(http://www.sacnas.org/)
Job Opportunities

NATIVE NATIONS INSTITUTE JOB OPENING

Administrative Assistant
Full Time, Temporary (6-7 months)
Salary: $28,000-30,000 (DOE)
Open until filled. Review begins immediately.

Apply here: www.uacareertrack.com/applicants/Central?quickFind=195708

Documents required to be attached electronically application: Letter of Interest/Resume

This position will provide administrative support and assistance to the staff of the Native Nations Institute for Leadership, Management, and Policy (NNI) and the Bush Foundation for activities related to the Bush Foundation grant. NNI was established by the Arizona Board of Regents in January 2001, with the express purpose of serving as a self-determination, development, and self-governance resource to Indigenous nations in the United States, Canada, and elsewhere by providing leadership and management programs, policy analysis and research, strategic and organizational development, and curricular resources for Native nations.

- The incumbent must possess excellent organizational and multi-tasking skills. The position requires a demonstrated ability to work independently and professionally with minimal supervision and direction. The incumbent will have contact with high-level administrative offices requiring use of business vocabulary, tact, discretion, and judgment in all forms of communication. This position reports to the Native Nations Institute’s Operations Manager.
- Performs a variety of day-to-day administrative support activities to keep the program and staff effectively and efficiently functional, such as:
  - Arrange conference calls, prepare notices, agendas, minutes, manuals/packets, correspondence, supporting documents for all NNI and Bush Foundation events. This includes keying data, revisions, copying (photo and multi-media), collating/arranging for binding, name tags/plates, etc.
  - Arrange and/or coordinate necessary travel reservations and itineraries for all tribal participants in Bush Foundation partnership events and, as needed, NNI staff and Bush Foundation staff engaged in these events; submit travel authorizations and expense claims to Udall Center (UC) business office and/or Bush Foundation business office for document processing; and determine and prepare background materials as needed for travelers.
- Coordinate with the UC business office in the preparation and monitoring of all NNI agreements with outside contractors.
- Maintain manual and electronic record keeping system for all NNI and Bush Foundation events.
- Prioritize workload to meet work unit operations.
- Participate in meetings and conferences pertinent to area of responsibility and as directed.
- Participate in special projects with staff as directed.

Arizona Board of Regents Minimum Qualifications:
Bachelor’s degree in Business or field pertinent to work unit AND one year of directly related administrative experience; OR, five years of directly related administrative experience; OR, any equivalent combination of experiences, training, and/or education.

Additional Minimum Qualifications: Ability to perform and prioritize a variety of simultaneous tasks. Knowledge of office and administrative practices and principles. Working knowledge of budgeting and business procedures. Ability to problem solve and make decisions. Ability to effectively communicate and delegate. Working experience with policies and procedures in a well-regulated environment, such as the University of Arizona or similar university or governmental setting. Excellent organizational, time-management, and interpersonal skills. Demonstrated skill in advanced computer applications in Word, Excel, Access, and working knowledge of PowerPoint.

Preferred Qualifications: Excellent oral and written communication skills. Ability to interact effectively with a diverse array of individuals and groups. Knowledge and skill in budgeting procedures and program monitoring techniques. Direct experience working with American Indian, Alaska Natives, or other Indigenous groups and/or communities.
PROSPECTIVE AMERICORPS VISTA MEMBER

FROM: THE NATIONAL SOCIETY FOR AMERICAN INDIAN ELDERLY

SUBJECT: AMERICORPS VISTA OPPORTUNITIES IN AMERICAN INDIAN COMMUNITIES

Deadline: Rolling Applications; Next start date November 2009
Location: Nationwide, Tribal Communities in 25 States
Contact: Sophine Thompson, VISTA Supervisor
Phone: (602) 424-0542
Email: info@nsaie.org
Website: http://www.nsaie.org/; (NSAIE Application) to apply

The National Society for American Indian Elderly is recruiting for placements with American Indian elder programs, nationally. Volunteers serve with Tribes and Tribal organizations in 25 states, predominantly in rural areas where conditions are challenging, but where the project can have the greatest impact.

The NSAIE Americorps VISTA members follow a year long work plan consisting of locally directed activities that help build stronger communities and improve the quality of life for tribal elders.

The NSAIE VISTA project activities include: Community Outreach, Project Planning, Program Development, Resource Development, Grant Writing, Traditional Foods Projects, Community Garden Development, Intergenerational Activities, Creating Sustainable Change.

4yr College Degree or equivalent work experience required; excellent writing and interpersonal skills; experience with Microsoft Office; project management/planning, research and analysis; self-motivated and able to work independently with minimal supervision; should own a vehicle and have valid car insurance.

During their year of service, NSAIE VISTA members receive a monthly stipend, health coverage, $4,725 Educational Award or $1,200 Stipend upon completion, loan deferment and interest accrual payments, relocation allowance (if necessary), childcare and food assistance (if eligible), personal and professional development opportunities.

Application Instructions:
Log onto www.americorps.gov <http://www.americorps.gov/> , click on “Join AmeriCorps”, create an account, complete an application and choose the NSAIE as your desired project site. We will receive your application through the AmeriCorps system.