

Monday, March 20, 2017

10:30 A.M. – 12:00 Noon

Wokunze Wicaske Alliance for Native Am. Nursing Student

Sylvan I Room

Learning Objectives:

- Understand the purpose of the Wokunze Wicaske Alliance initiative to assist Native Americans to become nurses.
- Discover universal themes addressed from the Talking Circle responses
- Understand the successful resources and the prohibiting challenges Native American nursing students' face in attaining a nursing education.
- Understand initial lessons learned and encouraging results attained with this initiative

Workshop Goals:

- Describe the Wokunze Wicaske Alliance initiative coalition of tribal and community partnerships to successfully guide Native American students to through graduation and licensure to become nurses.
- Share information on higher education strategies and lessons learned for successful attainment of a nursing degree for Native Americans
- Provide audience discussion and question and answer period
- To increase the number of Native American nurses.
- To ultimately provide culturally appropriate health care for Native Americans and increase health equity for all Native Americans.

Presenters: Dr. Robin Peterson-Lund and Beverly Stabber Warne, SDSU-College of Nursing

Virtual Power: Creating Scholar Success through Resource Equity & Access

Sylvan II Room

Strand(s): Cultural Integration and Technology

Objective(s):

1. To explore the link between resources access and student success
2. To share relevant resources aimed at cultivating scholar achievement
3. To explore the connection between resource access and broader educational trends

Integrating culturally relevant information and resources, the American Indian College Fund aims to explore how resource access contributes to holistic student success. Using the College Fund's new virtual platform as a lens, this workshop will share and examine how distribution of resources play an integral role in creating equity and access for American Indian students. This workshop will explore the development of resources available through Native Scholars 101 and the Career Center and allow participants to explore the available features and tools. Through this platform, students from high school through career are exposed to topics such as career assessment tools, time management, transition and transfer information, and financial literacy, among others. This workshop aims to create a space to share dialogue about access and equity through culturally pertinent materials.

Presenters: Rachel Piontak and Stevie Lee, American Indian College Fund

Focusing on the Next Generation of Tribal Climate Justice Leaders

Sheridan Room

Workshop Description: The workshop provides a forum for a Tribal student to showcase their work in climate impacts on a tribal community(s); related to resiliency, adaptation, and mitigation. Students would emphasize the

relationships between climate change and public health, cultural and traditional practices, economic development and environmental justice issues facing a Tribal community(s) or their area of research.

Participants are encouraged to engage the student with questions and input on how to further their projects.

Presenter: Joanna Mounce Stancil, U.S. Forest Service

Lakota Interpretation and Tribal Tourism: An Academic Program Designed To Integrate Native Voices into Visitor Experiences **Badlands Room**

Strand Objectives:

1. Understand the benefits of having an academic program at Tribal Colleges and Universities that focuses on expanding native voices to the historical landscape and developing economic opportunities through tourism.
2. To showcase Oglala Lakota College's new Bachelor's Degree in Lakota Studies and the framework used to develop a course of study in interpretation and tourism.
3. Identify ways that other TCUs can join with partners such as the National Park Service to develop similar programs.

Oglala Lakota College has recently adopted a new emphasis area of Lakota interpretation and Tribal Tourism within the Lakota Studies Program. In this session participants will explore the benefits of this new program and how it might transfer to other TCUs. Participants will be introduced to the design of this program, the framework used to develop this program and the partnerships built by OLC, the National Park Service and the Master's programs at Stephen F. Austin State University in Communications, Hospitality and Interpretation.

During this interactive session you will have an opportunity to create a vision for and identify the benefits of programs like this at your TCU. Imagine a degree program, which upon graduation, leads to careers and jobs in the tourism industry where native stories and histories are incorporated into visitor experiences while adding the indigenous perspective into the narrative of our Nation. Bring a co-worker, friend, administrator or student from your school to this session so you can co-create a vision of possibilities and desired outcomes at your college or university.

Presenters: Carol McBryant and Karen Lone Hill

TCU Recruitment Perspectives Panel

Lincoln Room

Strand: Cultural Integration

Objective: To share best practices and approaches to TCU recruitment and how to build integrative and culturally relevant models and strategies of recruitment.

Workshop Description: Recruitment approaches and experiences of various TCU colleges will be shared focusing on the challenges, best practices and milestones in TCU recruiting. An interactive dialogue among TCU representatives and participants will be encouraged and key to understand what approaches, models and strategies could be best implemented.

Presenter: Jonathan Breaker, IAIA, Yoland Pachecho, SIPI, Duane Reeder, Haskell Indian Nations Univ.

1:00-2:30 P.M.

SGU Human Service and Center for Disabilities, Collaboration for Student Service Learning **Sylvan I Room**

Learning exchange initiatives in rural and tribal communities and improve outcomes of the maternal and children's health through student exchange internship, onsite trainings and webinars.

Panel presentation to include: Staff and Students

Sinte Gleska University	Center for Disabilities - USD
Burdette Clifford, Human Services Chairperson	Wendy Parent-Johnson, Director CAC
Kevin DeCora, Instructor/Counselor	Eric Kurtz, Director LEND
Julie Cahill, Instructor./Counselor	Nancy Saufley, Training Associate
Whitney Jones, St. Francis Counselor	
Tori Standing Cloud, SGU Student	
Benny Kasto, Sitting Bull College Student	

Presentation and Discussion: Collaboration with Tribal Collage/University and Center for Disabilities Learning exchange and imitative. (Purpose and Goals, Experience and events of Students, Outcomes)

The Native Youth Leadership Alliance Fellowship **Sylvan II Room**

Objective: Begin recruiting 2017 National Fellowship class.

Workshop Description: Inform and recruitment. Past NYLA fellows will share their experience.

Moderator: Kevin Killer, Executive Director, Native Youth Leadership Alliance

Land Stewardship – Federal Land Management Agencies and Conservation Corps In Indian Country **Sheridan Room**

Strand: Professional Development

Workshop Description: This session will provide background information on the national youth conservation movement, the Southwest Conservation Corps-Ancestral Lands program, and the Forest Service as a federal land managing agency.

The session will also highlight on-going project collaborations that serve Native American youth in the areas of conservation and identify opportunities to work on public lands which are traditional lands to Native America. The mission of the Southwest Conservation Corps and the Forest Service is to empower individuals to positively impact their lives, their communities, and the environment, and this topic will be explored. Additionally, the session leaders will discuss the objectives of the Lakota Youth Conservation – Tribal Resilience program which is to work with Native youth to help lead natural and human communities back to ecological and cultural well-being.

The session presenters will lead participants through a team building exercise similar to the methods used in a conservation corps team environment as a hands-on experience.

For more information on the session, please contact Susan Johnson at 303/275-5760, sjohnson08@fs.fed.us, Dan Svingen, dsvingen@fs.fed.us, or chako@conservationlegacy.org

Presenters: Dan Svingen, District Ranger, Ft. Pierre National Grasslands, Neb. Nat'l Forest & Grasslands Chako Ciocco, National Program Manager, Ancestral Lands Conservation Corps, Conservation Legacy

Tribal College Assessment Directors Meeting

Lincoln Room

Assessment Directors and those in charge of assessment at the tribal colleges will gather for a roundtable discussion about how our offices work to gather data and report that data to college stakeholders. The roundtable is a chance for those who are working directly with the assessment systems to talk with, share with and learn from each other. Katherine Page from AIHEC will be sharing with the group AIHEC's data needs.

Moderator: Ted Hamilton, Assessment Director, Oglala Lakota College

Job Duties and Responsibilities of a U.S. Probation Officer

Badlands Room

Workshop Description: The U.S. Probation and Pretrial Services Office is an operational component of the U.S. District Court. The Probation and Pretrial Services Office in the District of South Dakota, has four divisional offices: Sioux Falls, Aberdeen, Pierre, and Rapid City. The Office also has four smaller offices on tribal land in Kyle (Oglala Sioux Tribe), Mission (Rosebud Sioux Tribe), Timber Lake (Cheyenne River Sioux Tribe), and McLaughlin (Standing Rock Sioux Tribe). Our Vision as members of the U.S. Probation and Pretrial Services Office is to effectively contribute to the achievement of justice and the enhancement of community safety. The persons under our charge demonstrate lawful and sustainable self-regulation, willfully comply with court orders and compassionately take action to repair the harm they have caused. The presentation material provides information regarding the roles and responsibilities of how the U.S. Probation Office strives to fulfill our Vision of Achieving Justice and Enhancing Community Safety.

Presenter: Trevor Wiebe, Tammy Paige, Ryan Akers, and Melissa Gould

2:45-4:15 P.M.

Incorporating Buffalo Meat into the School Lunch Menu

Sylvan I Room

Based in Rapid City, S.D., the Inter-Tribal Buffalo Council (ITBC) received a farm to school grant to assist schools on Indian reservations in South Dakota in increasing access to local and regional foods, including bison. Incorporating traditional foods into tribal schools is complex due to limited access to local foods, student and staff acceptance and the unique ways in which tribal schools systems are structured. Many reservations are located in rural and remote areas with existing food systems challenged by a lack of infrastructure. Jim Stone, Executive Director of ITBC, said, "The USDA Farm to School Program helps tribes navigate the pathway from nutrition education to plating healthy, traditional foods for the youth. Education is important, but procurement is crucial to improve the health situation of Indian Country."

Jim Stone and Dianne Amiotte-Seidel, Project Director/Marketing Coordinator for ITBC, partnered with 13 school systems to incorporate buffalo meat into school lunch programs. ITBC experienced several challenges, including the lack of certified processing plants located near tribal reservations, the price difference between beef and buffalo and students' acceptance of buffalo meat. ITBC overcame these obstacles by utilizing the USDA Farm to School Toolkit, which guides practitioners through questions to consider and helpful resources to reference when growing a farm to school program.

Presenter: Jim Stone, Intertribal Buffalo Council

Tribal Citizens and Critical Scholars: Developing Indigenous Communities through Transfer Programs

Sylvan II Room

Strand: Research, Curriculum Development & Leadership Development

Objective: Our summer program at the University of California has a strong commitment to social justice and diversity; through summer programs and year round outreach efforts and success of underserved community

college populations by holistically equipping students with skills and knowledge of available research pathways to empower them to become self-advocates and leaders in their communities. The program serves students that are underrepresented in high education, including low income families and first generation college students. A large portion of the students have either been pushed out of the educational pipeline or believe they are not capable of attending college yet have the potential to excel.

Workshop Description: Through the University of California, Los Angeles Center for Community College Partnership, Native American programs on –campus collaboratively developed a summer transfer program aimed at addressing Indigenous students at two-year colleges. This session will discuss the programs role in preparing students to transfer to research institutions, and developing tribal citizens through critical race theory, tribal critical race theory, and best practices for outreach, admission and retention. This session should particularly benefit participants interested in collaborative planning for campus programs, engaging diverse students and outreach to research institutions.

The presentation will include an overview and history of the Center for Community College Partnership (CCCP) programs with a focus on the implementation of the Native American and Pacific Islander Summer Intensive Transfer Experience Program (NPI SITE). The session will highlight key features of planning, curriculum development and year round retention of the scholars. The end of the session features voices of past participants through video and images.

Presenter: Clementine Bordeaux – American Indian Studies – University of California

The Ascended Conscious Adam

Sheridan Room

The Ascended Conscious is designed to elevate the reality of each audience member so they can completely connect with their inner-self. Then ultimately locate the aspects of their lives that are rooted in anger, sadness and negatively so they can completely remove those emotions. Filling that void with love, happiness and positively so each person can ascend their conscious realities in order to become a better family member, friend, boss, employee and person in general. This material comes from 10 years self-study and 1 near death experience.

Presenter: Adam “RANADA” Ranville, Motivational Speaker

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Moderator: Ted Hamilton, Assessment Director, Oglala Lakota College

Path of Purpose: The Spirit World

Badlands Room

Objectives:

1. Expand Your Awareness of the Great Spirits
2. Identify the Spirits With Whom You Walk.
3. Decide How You Will Take an Active Role Working with Your Spirit helpers
4. Learn to Live Your Life with Purpose and Integrity

Workshop Description: The purpose of this workshop is to introduce the basic indigenous native beliefs that will successfully lead you on the good path. Learn about the seven sacred teachings and the four sacred medicines. Understand the inner workings of the spirit world and identify the spirit helpers who are with you on your journey. Invite them to walk with you and play an active role in your day to day life. Put your purpose into

practice! Your inspiration and motivation is determined by the spirits you walk with. Use intention to explore the different dimensions of existence and raise your awareness.

Presenter: Everett LaFromboise – Brainwave Optimization

TUESDAY, MARCH 21, 2017

9:00-10:30 A.M.

Learning the Traditional Lakota Visual Language Through

Sylvan I Room

Workshop Description: When designing artifacts intended to represent Native American tribes (sovereignties), designers, should incorporate traditional symbolism. However, Native American graphic designers tend to disregard the visual languages that reflect tribal distinction. Indigenous graphic designers who do not practice their tribal visual conventions typically resort to “Pan-Indian” imagery. The alternative to Pan-Indian visual language is to apply specific Native American visual languages that communicate distinctive qualities of sovereignty. For instance, tribes have diverse visual vocabularies to communicate their culture, but tend to use indigenous stereotypes (Pan-Indian), to define their artifacts as “Native American.”

The use of tribal visual language requires some education about indigenous symbol-based vocabulary to accurately represent cultural values in visual form. Pan-Indianism lumps diverse Native American tribes into a single category for classification purposes, which devastates tribal sovereignty, Pan-Indian imagery applied in Native American graphic design communicates meaningless and inappropriate messages that express little, if any, tribal value. The use of Pan-Indian graphical elements reinforces stereotypes of tribes, who already struggle with identity oppression.

My thesis investigation explores design strategies that expose Native American graphic design students to their own sovereign visual language. In order to advance a tribal visual language, specific conventions that are unique to each visual vocabulary need to be identified. Additionally, the visual grammar (conventions of use) needs to be defined. The design strategies I employ examine procedures for constructing conventional configurations suitable for tribal college student designers. My investigation includes: designed artifact precedents that misrepresent Native American tribes through Pan-Indian design; a conventional analysis of the Lakota visual language; and design strategies applied to grammar configuration in a physical and digital workspace. Once students understand the lack of visual sovereignty in Native American graphic design, the design tool will motivate them to communicate their traditional language.

Presenter: Sadie Red Wing – College of Design, North Carolina State University

Contributing Characteristics to Native American Master’s and Doctoral Degree Completion

Sylvan II Room

Workshop Description: This presentation considers factors surrounding the success of Native American in higher education. It is of value to understand the motivation factors that propel Native scholars to complete their Master’s and Doctoral degrees. We also look at what allows their academic success. To what extent do factors such as personal goals, dreams, family and financial support, and other issues contribute to their achieving at the highest level of academia? In understanding these influences the path for others may be easier.

Presenters: Dr. Ahmed Al-Alasfour and Sandra White Shield, Oglala Lakota College

The Indigenous Penology Network

Sheridan Room

This workshop will introduce TCU faculty, staff and students to the Indigenous Phenology Network (IPN). The IPN is a network of Native Peoples working to create a shared database of direct human observation of how

plants, animals and insects response to seasonal changes. What is now called phenology is one of our ancient Indigenous practices. The careful monitoring and study of seasonal life-cycle events such as leafing, flowering, reproduction and migration told us when to do certain things crucial to our lifeways. The IPN goal is to join scientists in using phenology as a tool to understand how plants, animals and landscapes respond to environmental variation and change in a time of increasingly rapid climate change. Such information will be very useful to tribes who want to respond to “shifting seasons”. The IPN will use this workshop to explore how TCUs might become central players in the establishment of the IPN and, in so doing, support the efforts of tribal nations to remain resilient in a time of environmental uncertainty.

Presenter: Dr. Daniel R. Wildcat (Haskell), Al Kuslikis (AIHEC), Brian Miller (CSU/IPN), Kalani Souza (Olohana Foundation/PRiMO).

TCU Workforce Listening Session

Badlands Room

American Indian College Fund TCU Student Workforce Listening Session: Student Perceptions, Values, Goals

The American Indian College Fund invites TCU Students to attend one of three sessions on Tuesday, March 21, 2017 to share their perspectives around emerging themes in Workforce Education and Opportunities. Themes will include: career goals and pathways, cultural identity, first generation worker, social-emotional development and navigating non-native environments. This session is for students only. Students will receive a gift card for participating.

Co-Facilitators: Emily White Hat, Native Arts and Energy Program Manager and Anna Crawford, Principal Gifts Officer

Tribal College Technology Discussion

Lincoln Room

Discussions on various Technology topics involving Tribal Colleges.

Discussion Topics: IT Policies and Procedures, Assessments, Data collections (IPEDS, AKIS-AIMS, etc.), Jenzabar, Distance Learning, Network, Security, Exchange, Trouble tickets, Cloud computing, Redundancy, Wireless Networks, Staffing, Software VOIP systems, and IT Support.

Tribal Colleges Technology Staff

10:45-12:15 A.M.

College Readiness for Under-Resourced Students

Sylvan I Room

Learning Objectives:

By the end of this presentation, participants will be able to:

1. Define under-resourced students
2. Identify a minimum of three resources that students need to be successful
3. Describe South Dakota Jump Start and its accomplishments

Workshop Description: Under-resourced students frequently struggle in college. Learn different factors that can be taken into account when preparing secondary students to consider a postsecondary education. Also learn about South Dakota Jump Start, a federally funded project that assisted over 300 Native American or low-income students to achieve a 70% persistence rate from freshmen to sophomore year in college as opposed to a 65% retention rate among comparison groups.

Presenter: Leon Leadercharge, Access Advisor, South Dakota Jump Start

Student Opportunities at NASA: Internships, Fellowships, and Scholarships **Sylvan II Room**

Strand and Objective: Research, Participants will become familiar with student opportunities at NASA.

Workshop Description: NASA offers an Agency-wide college internship program that provides a 10-week summer and 16-week fall and spring paid internship opportunity for students pursuing degrees in Science, Technology, Engineering, and mathematics (STEM); and for students of non-STEM majors that lend support to the NASA mission. During their internship students work at the NASA Research Center facilities under the guidance of mentors, while engaging in authentic NASA-related, mission-based R & D and career-related activities. The NASA Internship Program educational component allows students to attend and participate in a variety of planned activities from professional development workshops and the annual Career Showcase. Additionally, the students present their final research results in a poster session to a broad audience and summarize their results in a final written report. NASA Internships provide hands-on practical experiences that challenge and inspire students. Thus, the program complements and expands on students' classroom education and offers two sessions during the summer, beginning in early-to-mid June and concluding in mid-to-late August.

Presenter: Raquel Redhouse, Human Space Flight Systems Engineer, NASA Glen Research Center

“Supporting Tribal Colleges and Universities (TCUs) Students to Become Leadership through Hands-on Learning” **Sheridan Room**

Panelist: Students from the American Indian College Fund's Summer Research Internship and Ambassador Program. Summer Research Internship: Celestina Bonilla – Salish Kootenai College, Breanna Sliger – Bays Mills Community College, Alvina Calamity – Dine College. Ambassador Program: TBD

Introduction: One of the most important tools we can provide students is practical hands-on learning. It teaches problem solving, how to be self-learners, and gives students the encouragement to learn by doing. In addition, it helps students explore their own skills that they may or may not have been exposed to. At the American Indian College Fund, we try to help and support students to think far beyond the classroom by providing practical hands-on experiences so they can learn both the importance of education and learning.

This panel presentation will offer insights into the American Indian College Fund Summer Research Internship and Ambassador Program.

The intent of the panel is to raise awareness about student's opportunities and highlight the importance of hands-on experience.

Moderators: Crystal Loud Hawk-Hedgepeth & Kelly Mitchell, American Indian College Fund

TCU Workforce Listening Session **Badlands Room**

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Tribal Colleges Technology Staff

1:00-2:30 P.M.

Seven General Money Management

Sylvan I Room

Over the past three years, our program has developed a financial literacy game that targets Native American high School students and young adults. The game is called the Seven Generation Money management, (7G MM) game. The game is still evolving and can be adjusted to cater the needs of the students participating in the game. By creating and implementing simple strategic steps, 7G MM project has shown its recognition that simple changes to the game and positive outreach is key to its future success.

Presenter: Crystal Cree, NAU Center for American Indian Economic Development

NASA Engagement with Tribal Colleges and Universities

Sylvan II Room

Strand and Objective: Research, Share results of NASA Minority Education collaboration with TCUs over the past 3 year proposal award cycle.

Workshop Description: Presentation will reflect on the past 3 years of NASA funded STEM engagement and research based activities conducted at Tribal Colleges and Universities. We will look at the 2 prominent minority education activities that are targeted for TCUs: ESTEEM and MAIANSE. These activities are primarily focused on Earth Systems, Technology and Energy Education and Experiential Learning Opportunities in STEM (i.e. – Robotics, Engineering, and Climate Science).

The aim of the presentation is to: 1) create awareness for AIHEC conference attendees of opportunities to engage with NASA via their respective institution or with a fellow TCU; 2) share education and research based opportunities that are available to faculty and administrators at TCUs; and 3) to foster dialogue amongst attendees to discuss possibilities for increased collaboration/engagement efforts going forward.

Presenter: Torry Johnson, NASA Minority Education Activity Manager

Native Plant Materials Develop. Partnership & Student Employment Opportunities Sheridan Room

Strand & Objective: Research and Partnerships; Curriculum Design, Facilities Development, and Cultural Integration

Workshop Description: Since 2004 the Montana/Dakotas Bureau of Land Management has been working towards developing native plant materials (locally adapted, genetically variable) to meet restoration and rehabilitation needs for public lands. In 2013, a Conservation Education Curriculum on Native Plants was started with the idea to help develop future conservation scientists. The Conservation Education Curriculum proposed includes: developing the capability to sustain a native seed/plant material collection center at colleges; creating curriculum elements that emphasize ethnobotany, vegetation management, including wildlife habitat improvement and invasive weeds management, and the development of conservation outreach programs for local youth and surrounding communities. In addition to the development of the conservation education curriculum the

long term goal will be to create a native seed/plant material collection center at colleges that is similar to the program at the Special K Ranch, in Montana. Such a program would be able to serve as a source of locally adapted native plant material in support of BLM reclamation, landscape rehabilitation, and sage grouse conservation efforts. This could include culturally significant plants of concern to tribes as a tribal component of the program and a way to preserve ethnobotanical knowledge. There is potential to be a significant economic benefit to Native Tribes by developing a native plant conservation partnership that provides colleges and tribal students with new research, education, job opportunities. There is also potential for community outreach and job opportunities.

Presenters: Wendy Velman and Velvett Cummins, Bureau of Land Management

Student & Development Program for Residence Life

Lincoln Room

The program will focus on curricular and co-curricular education in order to promote learning and development so that students realize their potential and prepare them for life after college and continued membership in their communities.

6 Key areas of focus:

- Program planning and assessment
- Academic Initiatives
- Personal Development
- Community Development: Community Living – Focus is on community service and managing conflict
- Community Development: Policy and Procedures – Protocols and procedures within a housing program regarding codes, policies, and regulations.
- Advising

Presenters: Richard Clark, Blue Tarpatechee, Sharon Begay

TCU Workforce Listening Session

Badlands Room

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2:45-4:15 P.M.

Facilities/Emergency Preparedness and Development for Residence Life

Lincoln Room

Key Strand: Facilities Development in Relation to Residence Life

Facilities/Emergency Preparedness and Development for Residence Life:

- Facilities:
- Assessment
 - Master Planning
 - General and Preventative Maintenance

Capital Project management
Inventory Control and Materials Handling
Emergency Preparedness and Development:
Ancillary Partnership
Prevention
Intervention/Response
Recovery
Student Behavior

Presenters: Blue Tarpalechee, Richard Clark, Sharon Begay