

AMERICAN INDIAN PROGRAMS  
AT THE  
UNIVERSITY OF WYOMING  
1975-2015



A Summary  
prepared by  
John F. Nutter

March 2016



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# INTRODUCTION

*As I adjusted to my retirement years and maintained an interest in programs of the University of Wyoming focused on support of American Indian students, it occurred to me that several of the colleagues with whom I had worked on the programs had left the university or would soon be retiring. The knowledge and history of these efforts over 40 years would in large part be departing with them. In an attempt to record some key points of that history, I have collected thoughts and documents from this time period to create this summary.*

*The document is divided into four segments—Student Support, Academics, Scholarships, and Institutional Activity. There are overlaps, but this division is designed to provide focus on the type of activity and its relationship to similar activities. A chronological list of actions is included at the end.*

*This report is not designed to praise or critique any individual or action. It is meant to record what has happened, for future reference. There have been successes and there have been failures. There have been great collaborations and there have been many noble individual attempts. It is for future leaders and generations to assess what has been accomplished and where greater effort is needed.*

*I extend a sincere thanks and appreciation to the following people who have shared their stories and remembrances with me. I have attempted to fairly represent their thoughts as best I can. Barry Ballard, Associate Director of Student Educational Opportunity and chairman of the Indian Education Coordinating Council; Judith Antell, first Director of the American Indian Studies Program; Dolores Cardona, Associate Dean of Students/Multicultural Affairs; Caskey Russell, current Director of the American Indian Studies Program; Tim Rush, Professor Emeritus of Education; Conrad Chavez, Manager of Multicultural Affairs; and Tammy Mack, former Manager of Multicultural Affairs. I offer a special thanks to Jaime Levick, Office Assistant Senior in the American Indian Studies Program, for her help and access to AIS records. I thank the following individuals for researching specific information for me: Tami Benham-Deal, Mary Ann Garman, Lois Gelb, Sue Heide, Kathy Hull, Marilyn Johnson, Ginny Kilander, Debra Littlesun, Janet Lowe, and Sidney Walter.*

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Note: One ancillary purpose of this report was to determine if the position originally created using funds from the Wind River tribes to employ an advisor for American Indian students is still being used for that purpose. The answer, in a general sense, is “yes.”

The original position was #0328 and was assigned the title Associate Director, Student Educational Opportunity/Director, Indian Education Office. It moved to the College of Arts & Sciences in 1991 and was re-titled in 1993 as Director, American Indian Studies. It remains as the Director of American Indian Studies Program position today, although no funding is permanently attached to the position.

When support services for American Indian students were moved from the American Indian Studies Program in the College of Arts and Sciences to the Dean of Students Office/Multicultural Affairs in 2000, a new position, #2604, was assigned for this purpose and UW funded the position internally from recruitment/retention funds. The Manager of Multicultural Affairs holds that position today and offers support to American Indian students as well as other ethnic minority students.

# STUDENT SUPPORT

## INDIAN EDUCATION OFFICE

While support for American Indian students attending the University of Wyoming (UW), especially from the Wind River Indian Reservation tribes, has for many decades been a concern of the University of Wyoming, one of the first concentrated efforts to provide that support came in the 1970s. UW's College of Education offered a Master's degree in Counseling program that was designed for students from the reservation. Scott Ratliff (a Central Wyoming College (CWC) counselor), Bob Rowan (a counselor at Wyoming Indian High School), and Darwin Griebel were among the program participants. It was these students who were involved in starting the first powwow at UW in 1971.

By mid-decade, the Office of Student Educational Opportunity (SEO) in the Division of Student Affairs identified support for Wind River students as a specific need that they should address. Barry Ballard was hired in 1978 by SEO as a counselor in the Student Support Services program, a Federal grant program. He was selected because of his previous experience working on the Winnebago, Omaha, and Santee Sioux reservations in Nebraska. Because Ballard was paid from state funds, and not Federal grant funds like other SEO staff, he was given the specific assignment to build relationships with the Wind River tribes (Eastern Shoshone and Northern Arapaho) and provide advice and support for American Indian students attending the university in Laramie. He was aided by Pat Goggles, an enrolled Northern Arapaho, serving an internship at UW at the time. They began making periodic visits to the Wind River Indian Reservation to meet and work with tribal leaders, seeking ways for UW to help current and future Indian students. They also identified sites for SEO federal grant program offices on the reservation.

In early 1983, Pius Moss, an enrolled Arapaho and teacher of Arapaho culture, visited with Professor Don Forrest of UW's College of Education and director of the Teacher Corps program for the reservation. Moss expressed concern about students, including his son, who were experiencing difficulties in having UW accept transfer academic credits from other institutions of higher education. He was referred to Ballard as someone who was working to build connections between the reservation and UW communities. Moss indicated that he would be willing to set up meetings between UW and tribal leaders to address various issues.

A series of interactions between individuals in April 1983 led UW President Edward Jennings, Vern Shelton (Assistant to the President), Moss, and Ballard, with support from Elliott Hays (Vice President for Finance), to arrange a meeting between UW administrators and the business councils of the Northern Arapaho and Eastern Shoshone tribes. A contingent consisting of Jennings, Shelton, and Ballard and representatives from Central Wyoming College met with the two business councils. All expressed a desire to enhance relations between the schools and the tribes. It was agreed that a coordinating council would be established with membership including students, faculty, and staff from UW and CWC and tribal leaders and elders from both tribes. Ballard was charged with establishing a group to spearhead the efforts.

The group met periodically for a couple of years. Meetings took place both at UW and at CWC. As time went on, it became evident that CWC, because they were located near the reservation,

had issues that required different approaches in dealing with the tribes and delivering services to Native students. Eventually CWC withdrew from the group.

The group morphed into what would become later in 1983 the Indian Education Coordinating Council (IECC), appointed by new UW President Don Veal and chaired by Ballard. Initially the IECC met to identify what each entity was doing to serve American Indian students. Membership on the IECC was open. UW participants included Ballard, Anthropology professor Anne Slater, Education professor Ed Paradis, and History professor Peter Iverson. Moss, Gary Collins, Burnett Whiteplume, and Wayne Felter were Arapaho participants. Wes Martel was a Shoshone representative. The IECC also had various students from the reservation as participants, including Patrick Lawson and Regina Ray. Discussions were wide-ranging, but did not always go well.

From an idea he learned at a regional conference in Utah of the Association for Special Programs in Region Eight (ASPIRE), Ballard decided to visit Weber State University, University of Utah, and Brigham Young University, to learn about their programs to serve American Indian students. All three institutions had created programs and services specific to Indian students. They also emphasized that more than resources are needed. To be effective, these students also needed someone—a person—whom they could go to for help.

The IECC discussed and bought into this concept. They put together a plan for UW for what could be offered in terms of an orientation, academic and personal counseling, tutoring, an emergency contact plan, coordination with tribes and families, a study hall, and paraprofessional counselors to help American Indian students graduate. They worked with President Veal and other administrators to put the plan into operation. Funding to pay an individual to lead an Indian Education Office (IEO) on campus was critical. President Veal agreed to find permanent UW funding for a position if private funds could be found to fund the position for its first two years.

Both tribal business councils were approached for support. The councils agreed to lend their support to the effort by signing a letter of request to some 20 oil and gas companies doing business on the Wind River Indian Reservation. Each company was asked for a donation of \$5,000 to help support the IEO plan. The letter signed by UW Vice President for Development Pete Simpson and the chairmen of the Arapaho and Shoshone Business Councils eventually generated more than \$50,000. While \$50,000 was not a large amount to UW, it was a significant commitment and accomplishment by the tribes. UW administrators had to be educated as to its significance for the tribes.

The IEO was officially started in September 1985. With the money collected in the UW Foundation office, SEO proceeded to interview candidates for the IEO directorship. Barbara Gentry, an Aquinnah Wampanoag from Martha's Vineyard in Massachusetts, was selected as the first Director of the Indian Education Office. She had earned a Master's degree from UW and had previously worked as a special services counselor in SEO before moving to Boston. She started her work as Associate Director of SEO/IEO Director in 1986 and was assisted by graduate assistant Rick Williams, an Oglala Lakota and Northern Cheyenne.

One of Gentry's first efforts was to apply for a federal grant from the U.S. Department of Education to support American Indian students at UW. The grant was awarded to UW in 1986 under the name "Project NATIVE," short for Native American Training in Vital Education. This grant—one of only eight nationwide—gave SEO the funds to provide academic, financial, and emotional support to at least 15 participating American Indian students each semester.

Some early challenges involved getting monthly stipends paid to students instead of payment once each semester; participants were not used to budgeting their money for an extended period. Another challenge was directing applicants to appropriate academic majors. Also, grant salaries had to be kept to UW salary levels for internal fairness, making recruitment of qualified staff difficult. The transfer of academic credits from other higher education institutions was still another area of concern.

Gentry decided to leave UW at the end of spring semester 1987, and a new Director was sought. Debra Reed, a Northern Ute, was hired to replace Gentry in October 1987 and served in that capacity until April 1990, administering the Project NATIVE grant and coordinating other services to American Indian students on the UW campus. During her tenure, the Northern Arapaho Endowment was established (see Scholarships section of this report) matching a \$500,000 donation by the tribe with an equal amount from the State of Wyoming honoring the University of Wyoming's centennial.

In September 1990, Roberta Wilson was selected as the third Associate Director of SEO/IEO Director. Her tenure lasted until May 1991 and was characterized by difficult relations with other SEO staff and reservation entities. Her dismissal was followed by a year of agitation ending in a law suit. The issues divided both students and the reservation community.

At this time, there was growing concern about how successfully UW was serving American Indian students. A number of factors led UW Provost Albert Karnig and other administrators to believe IEO needed to make a break from SEO and start fresh elsewhere under another unit on campus. Some of the factors of concern were the rapid turnover of IEO directors, troubled relationships with some reservation leaders and students, and negative fallout related to the Wilson dismissal. In fall 1991, the Provost approved moving IEO from the Office of Student Educational Opportunity to the College of Arts and Sciences which agreed to host the IEO. Anthropology professor Anne Slater was named IEO Director, and she was assisted by Northern Arapaho student Ken Smith. Due in part to the instability of the program at the time, the Project NATIVE grant renewal was not successful, ending that program in June 1992.

Concurrently, the Office of Admissions in 1991 determined the need to identify an admissions recruiter to focus specifically on the recruitment of ethnic minority students and applicants, including American Indians. Individuals serving in this capacity over the next several years included Oliver Wilson, Waymon Livingston, Dominic Martinez, Nadine Alvarado, Al Rich, Aaron Appelhans, and Tanaya Moon Morris.

## **IEO BECOMES AMERICAN INDIAN STUDIES**

As the College of Arts and Sciences searched for a new IEO Director, there was an interest in UW offering coursework relating to American Indians. Judith Antell, an American Indian with a Ph.D. in ethnic studies (American Indian concentration) from the University of California, Berkeley, became the leading candidate. Because of her training and interest in a faculty connection, representatives of the Anthropology and Sociology departments participated in the search. When she was hired in December 1992, she chose affiliation with the Sociology department.

In the following year, Antell initiated discussions with Arts and Sciences Dean Oliver Walter and Sociology Department Head Burke Grandjean about developing a curriculum in what she called American Indian Studies. The term stuck and in spring 1993 the program name changed and her title became Director of the American Indian Studies Program. She was given the responsibility of developing an academic curriculum for American Indian Studies in addition to recruitment, retention, and support for UW's American Indian students. She was given a tenure-track faculty position in the Department of Sociology, in part, because the American Indian Studies Program had no funded faculty positions.

Among her early achievements was the establishment of the first Honoring of American Indian Graduates on May 7, 1993. This event celebrated the graduation of American Indian students from UW and involved their families and friends, as well as UW personnel in a special, personalized ceremony for American Indians. A Native American keynote speaker addressed the crowd and each graduate was presented a Pendleton blanket in honor of his/her achievement. In later years starting in 1998, the ceremony was expanded to recognize recipients of five UW scholarships for American Indian students attending UW.

As another way to honor and inspire Native students, Antell initiated an annual Distinguished American Indian Alum recognition ceremony and award. The award celebrated the achievements of past UW Native students including Rick Williams, executive director of the American Indian College Fund; Cathy Keene, executive director of the Eastern Shoshone Health Programs; and John St. Clair, chief judge of the Shoshone and Arapaho Tribal Court. The ceremony involved a brunch on the Saturday of the annual Keepers of the Fire powwow on the UW campus.

A variety of student support services and outreach efforts were initiated under Antell's leadership as Director of the American Indian Studies Program. These included a wide array of events to introduce and celebrate American Indian culture, initiation of an American Indian Alumni Association, building of ties to the Wind River Indian Reservation and off-reservation Indian centers, establishing Native language programs, supporting American Indian student organizations, and other efforts outlined elsewhere in this report.

While it seemed efficient to bring all services for American Indians under one program, it became clear that these responsibilities could not successfully be handled by just one person, especially given the fact that Antell had teaching, committee, advising, and administrative responsibilities in the American Indian Studies Program as well as teaching, committee, and research responsibilities in the Sociology Department. These academic responsibilities on

campus interfered with Antell's ability to travel to the Wind River Indian Reservation with any frequency to build strong relationships there.

## **OFFICE OF MULTICULTURAL AFFAIRS**

Recognizing the American Indian Studies Program was being expected to provide both academic and support services at a level it did not have the capacity to provide and that the reservation constituency was not being appropriately served, in 1999 Antell recommended that primary responsibility for American Indian student recruitment and retention be removed from the AIS. In spring 2000, the student support efforts were moved back to the Division of Student Affairs, this time to the Dean of Students Office/Minority Affairs. This change met with resistance from some reservation leaders. They feared a deterioration of support for American Indian students if all services were not available from a single source. However, it allowed Antell to focus on the academic aspects of the American Indian Studies Program—a form of support for Native students by encouraging pride in their heritage, in themselves, and attaining higher education.

To provide the necessary staffing in the Minority Affairs Office, funds from a recruitment and retention allocation to UW by the Wyoming Legislature were allocated for a Minority Affairs Manager position that would focus on support services to American Indian students. In January 2001 Tammy Mack, an Osage Ojibwe and UW graduate, was named to this position. As Manager, she also oversaw services to other ethnic minority students. Mack advised Native students on academic, financial, and social matters and served as adviser to the American Indian Science and Engineering Society. During her time in the position, she initiated a series of Talking Circles, a monthly luncheon for American Indian students featuring Native foods, and an opportunity for the students to meet together. Concurrently, a new scholarship program—the Chief Washakie Endowment—was established “for persons with close ties to the Wind River Indian Reservation.” (See Scholarships section) In October 2004 Mack accepted a position as Assistant Director of Student Financial Aid-Scholarships.

Following a national search, in June 2005, Erin Dunnigan was hired as the new Multicultural Affairs Manager, replacing Mack. [Note: the office changed its name from Minority Affairs to Multicultural Affairs.] Dunnigan, who married during her time at UW and became Erin Oliver, remained in the position until January 2007.

Beginning in 2007, various staff members in Multicultural Affairs handled student support responsibilities for American Indian students over the next two years. Three searches for a replacement for Oliver were unsuccessful due to weak applicant pools, noncompetitive salary offers, etc. In response, Dean of Students David Cozzens and the Multicultural Affairs staff opted to use a new model of services for ethnic minority students. This “intrusive advising” model called for all ethnic students to be assigned to advisers without regard to their or their adviser's ethnicity. Each adviser was given a roughly equal number of students with whom to work. This model was viewed as more efficient, because staff resources were more evenly distributed across the ethnic minority population as a whole, as opposed to one staff member being assigned to a small ethnic population while another served a different, large ethnic population. In May 2009 Conrad Chavez was hired as the Multicultural Affairs Manager, and he remains in that role at this time.

With a noticeable decline in the academic success of several American Indian students, in 2011, recipients of the Northern Arapaho Endowment and Chief Washakie Scholarships were required to begin bi-weekly meetings with their Multicultural Affairs advisers and to attend monthly workshops provided by that staff. The “Discover Excellence” workshops are designed for freshmen ethnic students, and the “Continuing Excellence” workshops are targeted to continuing and transfer ethnic students. This was previously required of other ethnic minority students participating in the Multicultural Affairs Office programs and had proven to be helpful. It is now also a requirement for recipients of the scholarships awarded by the American Indian Studies Program. As Manager of Multicultural Affairs, Chavez continues to oversee support services to all ethnic students, including American Indian students, using the model described, and assisted by two other full-time advisers.

### **ACADEMIC COORDINATORS**

In the early 1990s the UW School of Extended Studies established a network of academic coordinators to serve various regions of the state of Wyoming. One of these academic coordinators leads the West Central Regional Center in Riverton which serves the Wind River Indian Reservation as well as other communities. Paul Larson was the first academic coordinator and was followed by Jim Fassler. In 2000, Amy McClure assumed the role and has become a key representative of UW to the reservation students and community. As the School of Extended Studies became the Outreach School and more programs and classes were made available to American Indian students through videoconferencing, on-site course offerings on the reservation, and joint offerings with Central Wyoming College, McClure’s role in recruitment and retention of American Indian students became even more critical.

# ACADEMICS

## AMERICAN INDIAN STUDIES PROGRAM

In fall 1991 a decision was made to transfer responsibility for American Indian student support services offered through the Indian Education Office from the Office of Student Educational Opportunity in the Division of Student Affairs to the College of Arts and Sciences. The change occurred after several conversations and was made in part to foster further discussion of offering more coursework relating to American Indians.

UW Provost Al Karnig and College of Arts and Sciences Dean Oliver Walter supported the idea of creating an American Indian Studies Program for the university. In December of 1992, Judith Antell, an enrolled member of the Minnesota Chippewa Tribe, White Earth Reservation, was selected by the college as Director of the Indian Education Office, succeeding professor Anne Slater. As part of her responsibilities, Antell, a post-doctoral student in Ethnic Studies (American Indian concentration) at the University of California, Berkeley, was encouraged to develop coursework focusing on American Indian history and culture.

Recruitment and retention support services for American Indian students was a primary focus for Antell, with help from Student Support Coordinators Angel Lawson, James Dewey, and Veronica Gambler. While undertaking her concurrent responsibilities to provide recruitment and retention support, she began identifying existing courses and faculty with an academic association to American Indians. Because the office had no faculty positions, faculty members from other departments—initially history, anthropology, and literature—were solicited to offer cross-listed courses for an American Indian Studies curriculum. In addition, Antell and others developed courses specifically for the program. Over the years, the supporting faculty has included Sylvester Brito, Colin Calloway, Michael Harkin, Jeannie Holland, Brian Hosmer, Mary Lou Larson, William Bauer, William Gribb, Jeff Means, Pamela Innes, Adrian Bantjes, Sidney Ornduff, Deb Donahue, Angela Jaime, and Caskey Russell.

As the program came together in 1993, the name Indian Education Office was changed to American Indian Studies (AIS) and its courses took on the registration code of “AIST.” This process for offering an appropriate curriculum by blending cross-listed courses with AIS-generated courses continues to the present, as no full-time faculty funds are assigned to the American Indian Studies Program, even though it now offers an undergraduate major. The current Director, English professor Caskey Russell, teaches courses in the program along with several adjunct faculty members whose primary assignment is in other academic departments.

The program retained its home in the College of Arts and Sciences and was joined by other minority studies programs including African American Studies and Chicano Studies (more recently called African American & Diaspora Studies and Latina/o Studies). By March of 1993, the AIS Program outgrew its small offices in Room 303 of the A&S Building and moved into three offices (Room 109) in the Anthropology Building (since razed). In this new setting, it was able to have a Director’s office, a small library/conference room, and a student lounge with computers. It offered the added benefit of providing an academic interaction opportunity with faculty members in the Anthropology Department. In summer 2007, because the building was

slated for demolition, the program moved from the Anthropology Building to its present location with four rooms on the first floor of Ross Hall, on a corridor with the other ethnic studies programs. This location provided a more central and easily accessible location to students.

The American Indian Studies Program became a three-dimensional program by 1995. It offered coursework related to American Indians to all interested students, provided support services to American Indian students at UW, and conducted a variety of outreach efforts to the larger Indian and UW communities.

After two short years, Antell and the AIS adjunct faculty had created a curriculum that had coalesced sufficiently to be approved in 1994 by the College of Arts and Sciences as an undergraduate minor in American Indian Studies. The minor requires 18 credit hours with 12 hours of required courses and six hours of elective courses.

This accomplishment was followed in 2005 by the approval of a graduate minor, requiring 12 credit hours including at least two courses at the graduate level and a recommended independent study/research course. Approximately ten different graduate courses are now offered on a two-year rotation.

Full recognition for the AIS Program was achieved in January 2010 when the UW Board of Trustees officially approved a Bachelor of Arts degree in American Indian Studies. This academic major requires nine credit hours in AIST foundation courses at the freshman and sophomore levels; 15 credit hours in AIST courses in five categories—tribal governance, literature, history, environment & resource management, and ways-of-knowing; an additional six hours of elective AIST courses; and eight hours of an American Indian or Alaskan Native language.

Having completed several AIST courses during her time at UW and met the new degree requirements, Northern Arapaho student Crystal C’Bearing became the first individual to graduate from UW with a Bachelor’s degree in American Indian Studies in May 2011.

To prepare for offering the academic major, the AIS Program initiated courses in Arapaho and Shoshone languages, the two languages spoken by residents of Wyoming’s Wind River Indian Reservation. Alonzo Moss, Sr. first taught Arapaho classes in 2003. In 2005 Wayne C’Hair began traveling weekly to Laramie from the reservation to teach weekend courses in Arapaho language, becoming a mentor to many Arapaho students. Reba Teran was engaged to teach Shoshone language beginning in fall 2008, but low class registrations each time the classes were offered prevented the classes from being taught.

In 2006 the Northern Arapaho Language Rehabilitation Project, headed by Amy Crowell, gained funding from The Heart of the Healer non-profit organization supporting indigenous people, the UW President’s Advisory Council on Minorities and Women’s Affairs (PACMWA), and others to create materials for the language program. With significant help from Antell, the project developed workbooks, reproduced videotapes of elders speaking in Arapaho, and prepared other learning tools and made them available to the Northern Arapaho Language and Culture

Commission in Arapaho, Wyoming, in June of 2008. The same materials were adopted for use in the UW Arapaho language classes.

In 1997, a \$50,000 grant was jointly awarded to the UW Department of Geology and the AIS Program by the Atlantic Richfield (ARCO) Foundation. It was designed to provide educational opportunities and services to American Indian students studying geology and earth sciences. Some of the funding was used to create a recruiting video that urges American Indian students to enroll in geology degree programs. The final ARCO student assistance grants were allocated for the 2016-17 academic year.

In the fall of 2009, the AIS Program introduced a new element to its array of offerings that it titled "Elder in Residence." With funding from a PACMWA grant, Northern Arapaho elder Jerome Oldman was invited to the campus and spent time working and visiting with students about the culture, traditions, and history of his tribe.

Another critical milestone for the program occurred in August 2012 when the AIS Program first received an on-going allocation from the Wyoming Excellence in Higher Education Endowment. The Excellence Endowment was created by the Wyoming Legislature in 2005 to enhance education at UW. Upon the recommendation of College of Arts and Sciences Dean Oliver Walter and Associate Dean Audrey Shalinsky, the AIS Program was designated by the Provost and Vice President for Academic Affairs as one of two college programs to receive the endowment funding.

AIS has chosen to use its funds in several ways designed to expose the campus and community to a variety of American Indian thought, culture, and accomplishment. Nationally acclaimed poet and author Sherman Alexie was brought to campus for a week-long residency in October 2013. As part of its Eminent Artist-in-Residence program, AIS hosted poet Sherwin Bitsui for the 2013 fall semester and multidisciplinary artist Bently Spang in the 2014 spring semester.

Several community events have been supported by the endowment. A major two-day "Building Tribal Nations" symposium was held in April 2013. A second "Building Tribal Nations" symposium was hosted in October 2014, featuring multiple speakers. In spring 2014, guest artist Bently Spang hosted his unique Tekcno Pow Wow III on the campus as well as a solo art exhibition at the UW Art Museum. In spring and fall 2015 British sociology professor Colin Samson offered presentations.

The AIS Program has been significantly enhanced by the use of Education Endowment funds to support research associates. Cody Marshall, an enrolled member of the Salt River Pima-Maricopa Indian Community in Arizona, worked as a pre-doctoral research assistant with the AIS Program in 2010-12. Torivio Fodder, a federally-enrolled member of the Taos Pueblo and of Comanche, Kiowa, and Cherokee tribal descent, is serving presently as a post-doctoral research associate, having started in fall 2014.

In tune with the university focus on internationalization, the AIS Program initiated an effort to connect with indigenous peoples from other parts of the globe. Antell and Music professor Rod Garnett took a delegation of seven students to the north island of New Zealand in June 2006.

With the help of ancient Māori instrument scholar Richard Nunns, the delegates visited communities of the indigenous Māori people. The second part of this exchange occurred in October 2007 when a contingent of nine indigenous Māori people visited Wyoming. The Māori people are well known for the revival of their indigenous language.

AIS supporting faculty member Angela Jaime traveled to New Zealand in August 2008 to learn about Māori language and culture immersion schools. Using a Seibold Professorship awarded to her, Antell spent the first six months of 2010 at the University of Waikato in New Zealand and established a relationship between the Universities of Wyoming and Waikato. She connected with professor Aroha Yates Smith, who had visited Wyoming at UW's invitation in 2007. Similarly, AIS adjunct professor Caskey Russell used a Spring 2013 sabbatical to study at the University of Waikato. International travel classes were developed with the Māori people, and a five-year Agreement of Academic Exchange Cooperation was signed with the University of Waikato on January 21, 2014, to exchange faculty, develop materials, initiate joint research efforts, and offer jointly sponsored conferences, workshops, and symposia.

In June 2008, AIS adjunct faculty member Caskey Russell and Chicano Studies Director Ed Muñoz led a group of six UW students on a tour of contemporary and historic Mayan sites in the Yucatan peninsula of Mexico to help AIS students confirm that many of the values and struggles facing indigenous people abroad are similar to those of other North American Indians.

The AIS Program has sought other academic partnerships. In the spring of 2014, AIS initiated discussions with the UW Department of Political Science about establishing a Master of Public Administration degree with emphasis in tribal government. In a similar vein, the Wind River Education Task Force (see section on Institutional Activity) is working currently to put in place a Bachelor of Applied Science degree in tribal governance. Both programs, when in place, will offer additional educational opportunities, especially for Native students.

Throughout its existence, the AIS Program has been creative in forming financial partnerships with entities to sponsor programs, travel, and community events related to its mission. Jenny Ingram, AIS grant coordinator, was particularly successful in helping Antell establish partnerships with the Wyoming Arts Council, Wyoming Cultural Trust, International Programs, PACMWA, the College of Arts and Sciences Dean's Office, and other entities on and off campus. More than \$400,000 in external funding has been received by AIS to serve Native students at UW and Wyoming tribal communities since its establishment in 1993.

Through symposia, workshops, concerts, and the celebration of American Indian Heritage Month each November, American Indian culture is shared with the campus. Regrettably, past efforts such as American Indian Week and the annual Fall Forum program that met with success in the 1990s have not continued. Shoshone regalia maker and beadwork artist Eva McAdams, Mohican singer/songwriter Bill Miller, poet/flutist/hoop dancer Kevin Locke, film producer Chris Eyre of *Smoke Signals*, acclaimed attorney John E. Echohawk, and Luiseno performing artist James Luna are examples of how AIS, in cooperation with other entities, was able to broaden its cultural offerings. AIS also brought Native authors James Welch, Linda Hogan, and Joy Harjo to UW. Likewise, AIS has partnered with other campus units to bring Winona LaDuke, Ojibwe

environmentalist and candidate for Vice President of the United States, to Laramie in 1999, in January 2007, and again in November 2012.

To recognize the achievements of UW's Native students, alumni, and faculty, and to publicize the program's many offerings and events, AIS annually published newsletters. *Native Voices* was published in 1993-96, *Native Notes* appeared in 1997-2001, and *Notes from the Circle* was shared in 2007-09. The current newsletter, *Ledger*, was started in 2009. Jenny Ingram was instrumental in creating and producing this publication. The 4-color newsletter was distributed throughout the Wind River Indian Reservation, mailed to AIS supporters, and, like its predecessors, circulated at campus events such as the annual Honoring of Graduates, Discovery Days, Campus Pass day, etc.

After more than 20 years of leading the AIS Program at the University of Wyoming, Antell retired in May 2014. The university selected English professor Caskey Russell as her successor as AIS Director. This was a natural transition for Russell, a Tlingit Alaskan native, who has been involved as an AIS adjunct faculty member since his arrival at UW in 2004. He served as Acting Director of AIS in 2010 while Antell used her Seibold Professorship in New Zealand and conducted research in the United States.

Since its establishment, one of the most significant achievements of the AIS Program has been to provide numerous courses to thousands of UW students of all ethnic backgrounds—Indian and non-Indian alike—educating them on various aspects of American Indian culture, politics, history, literature, and ways of knowing.

## **COLLEGE OF EDUCATION**

An early interaction between UW and the Wind River Indian Reservation students occurred when UW offered courses to Wind River students through the Teacher Corps program of the Federal Government. Education professors Jim Hook and Don Forrest were instrumental in making this program available to potential teachers in the 1970s and 1980s.

Throughout succeeding years, the College of Education faculty offered a number of programs for teachers and potential teachers of American Indian children on the reservation. Professor Ed Paradis worked extensively with the Off-campus Elementary Education certification program, allowing reservation teachers and aides to gain formal teaching certification by the State of Wyoming. Another collaborative effort, called the Wind River Elementary Education Initiative was led by UW Education professor Mina Bayne and the Arapaho Tribe's Sky People Education Director Merle Haas.

From 1997 to about 2005, another program was offered to several cohorts of reservation students to allow them to earn the credits required to become certified teachers. This program was guided by Education Dean Charles Ksir and professors Paradis, Bayne, and Tim Rush. It focused on three communities—Cheyenne, Rawlins, and the reservation. More than 22 Native students and an equal or greater number of non-Indian students graduated from this program.

For more than 30 years, professor Rush has spent many days on the Wind River Indian Reservation, teaching classes, guiding students, and representing the university. In recent years he has partnered with Education professor Angela Jaime, a Native UW faculty member, to develop and teach the Graduate Certificate Program for Teachers of American Indian Children, a widely acclaimed program attracting on-line students from around the country.

### Graduate Certificate Program for Teachers of American Indian Children

In early 2008, College of Education professors Tim Rush and Angela Jaime began working with graduate students and Indian elders and educators to launch a formal certificate program to prepare teachers with the attitudes, knowledge, and competencies to teach American Indian children. In addition to a good attitude, it was determined that teachers need to listen, to act with humility, and to have respect for others and nature. They also need to acquire an appreciation of the complexities and obligations of extended families.

In this graduate certificate program, the University of Wyoming certifies that those who complete its five specialized courses possess the attitudes, knowledge, and competence necessary to effectively teach American Indian children. Upon completion, students receive official recognition of their achievement on their University of Wyoming transcripts and an official certificate.

Although University of Wyoming certificate programs are not degree programs, the courses from this program may be used to meet requirements of degrees outside the contexts of the certificate. With the consent of their faculty committees, students who have been formally admitted to a graduate degree program may count certificate program courses toward the requirements of their degrees.

#### Required Program Courses:

EDCI/AIST 5450 -Issues in Multicultural Education

EDCI/AIST 5110 -Educational Foundations of American Indian Education

EDCI/AIST 5121 -History and Philosophy of American Indian Education

EDCI/AIST 5130 -Cultural Foundations of American Indian Education

EDCI/AIST 5141 -Instructional Methods in American Indian Education

All courses for this program are offered through the UW Outreach Credit Programs, either by video conference, audio conference, intensive weekends, online instruction, or combinations of these.

The Graduate Certificate is a post-baccalaureate, non-degree program offered by the University of Wyoming. Courses from this program may be used to obtain Wyoming state endorsement and meet requirements of graduate degrees. Specifically, these courses can count toward the Master of Arts degree in Education in Curriculum & Instruction or the American Indian Studies graduate minor.

# SCHOLARSHIPS

## NORTHERN ARAPAHO ENDOWMENT

### A history of the endowment vision

The first thoughts about an Endowment to help Northern Arapaho students earn a college degree occurred in 1984. The Northern Arapaho Tribe was aware that it might receive funds from the settlement of a tribal law suit against the State of Wyoming and various oil companies. The suit dealt with the collection of extraction taxes paid by the oil companies when they removed oil from tribal lands.

About the same time, plans were being made to celebrate the 100<sup>th</sup> anniversary of the founding of the University of Wyoming. The University was conducting its Centennial Campaign to raise new funds for scholarships and similar needs at the University. To encourage support for such donations, the Wyoming Legislature in 1985 set aside \$3 million for the UW Centennial Fund Match. This state money could be used to match donations given to the university.

The idea of using some of the tribal settlement funds to ensure educational opportunities began to gain support among tribal leaders. UW agreed to set aside \$1 million of the Centennial Fund Match funds to double the impact of tribal gifts.

In the spring of 1986, UW President Donald Veal, Vice President Peter K. Simpson, and others met with representatives of the Northern Arapaho and Eastern Shoshone Business Councils to discuss the possibility of setting up an endowment to support American Indian students from the two tribes who enrolled at UW.

In the following months there were several changes in leadership, both on the Arapaho Business Council and at UW. The idea of an endowment lost momentum. One of the early supporters of the vision to help Northern Arapaho students gain a college education was Pius Moss, a teacher of Arapaho culture at St. Stephens School. He believed that the future of the tribe depended on tribal members being well educated and able to do battle with strong minds and clear thinking.

In April 1987 Pius Moss, Darrell Brown, Sr., and others rekindled the idea of creating an endowment at the University and having it doubled by the Centennial Fund Match. The Northern Arapaho Business Council, at the request of Moss, placed the question on the agenda for the next General Council meeting—a meeting of all enrolled members of the Northern Arapaho tribe. He outlined his vision to the General Council on May 16, 1987. Many tribal members spoke and asked questions of Moss, UW Vice President for Student Affairs James C. Hurst, and Barry Ballard, a long-time advocate and counselor to reservation students at UW. As the discussion ended, a vote was called. Between 200 and 300 tribal members stood in favor of taking \$500,000 from the tribe's settlement funds and donating the money, to be matched by an equal amount from the Centennial Fund Match, to create an educational endowment to support Northern Arapaho tribal members enrolled at UW. While not every person at the General Council meeting stood in favor of the plan, not one member stood in opposition.

## Creation of the Endowment

On September 17, 1987, an historic agreement was signed between the tribe and the University. Gary Collins and Darrell Brown, Sr. signed on behalf of the Northern Arapaho Business Council and Dr. Terry P. Roark, UW President, signed on behalf of the University. Witnessing this critical first step in realizing the dream were Hiram Armajo, Moss, Simpson, Hurst, Ballard, and several others directly involved in the bringing together of the elements to make the vision a reality. At this time, the tribe presented the first of four checks for \$125,000.

Over the next year three more checks for \$125,000 each were sent to the University by the tribe. Each was matched with funds from the Centennial Fund Match, bringing the total endowment to \$1 million.

The Agreement provides that the University will establish the Northern Arapaho Endowment Fund. The University is required to hold the funds in perpetuity as a separate and distinct fund and to invest the money as it does all its other funds to ensure the earning of interest.

Interest earned by the Endowment is to be distributed by the Northern Arapaho Endowment Fund Committee. This committee is composed of three representatives of the tribe and two representatives of the university. Income earned is to be spent “to provide scholarships for undergraduate and graduate students of the University and may also be used to fund any of the distinguished professorships and departmental chairs which have the prior approval of both the University and the Committee.” Because qualified applications for scholarship support have regularly exceeded the amount of available funds, to date the Endowment has been used exclusively for scholarship awards.

## Growth and Success of the Endowment

Today the Committee awards more than \$100,000 each year to deserving Northern Arapaho students enrolled through UW in Laramie, at UW-Casper, on the reservation, or around the world through programs of the UW Outreach School.

By the ten-year anniversary of the Endowment in 1997, 37 students had received support. Of the 37 students, 20 had earned one or more degrees from UW and seven were still enrolled. The endowment today is worth more than \$2 million. At the same time, nearly \$1 million has been paid to Endowment scholars. In purely financial terms, the investment is now several times the original tribal gift—and it is still growing and working to benefit more scholars.

Perhaps the most significant benefit is the one most difficult to put into words. The education gained by the Endowment scholars has enabled them to gain experience and expertise which is critical to their own individual successes as well as allowing them to make important contributions to the Northern Arapaho Tribe and to Indian people in other settings. Not to be overlooked are the cultural contributions which so many of the scholars have made to the university community while they were students.

## How to Participate

Each spring the Endowment Committee accepts applications for scholarship support for the coming summer and academic year. Completed application packets must be submitted to the UW Office of Student Financial Aid.

To apply, an applicant must meet the following criteria: (1) be an enrolled member of the Northern Arapaho Tribe, (2) be a UW degree-seeking graduate student or college junior or senior, or be seeking certification for a currently held job, (3) be accepted for admission to UW, and to a specific graduate program if a graduate student, and (4) be enrolled for a full-time course load. To be considered for continued scholarship support, the student must maintain good academic standing as defined by UW.

The Endowment Committee has identified several areas of academic study for which they give preferential consideration. They are Business, Science, Health Sciences, Agriculture, Engineering, Education, Law, and Administration of Justice.

All applicants are expected to provide information about how they plan to apply their education in helping the Northern Arapaho people and to outline their community involvement with American Indians.

## Support provided by the Endowment

An Endowment scholar may receive four types of financial support: (1) tuition and mandatory fees, (2) a book allowance, (3) a living stipend, and (4) a dependent allowance for up to four minor legal dependents. The assistance is paid in a lump sum at the beginning of each semester and must be budgeted to cover expenses for the balance of that term. The summer award covers the months of June and July. The fall award covers August through December, while the spring award covers January through May.

When an Endowment Scholar receives other free financial aid such as scholarships, Federal Pell Grants, etc., Endowment support is reduced on a dollar-for-dollar basis to offset the other awards. This allows more Northern Arapaho students to receive support from the Endowment.

The Endowment program was administered by Barry Ballard in the Office of Student Educational Opportunity from 1987 until 1991. In that year it was transitioned to John Nutter, Director of Student Financial Aid. He continued to administer the program when he moved to the Office of the Vice President for Student Affairs. Upon his retirement from UW in 2012, the Endowment program was moved back to the Office of Student Financial Aid under the direction of Associate Director-Scholarships Debra Reed Littlesun.

Endowment Committee members representing the Northern Arapaho Tribe have included Pius Moss, Burton Hutchinson, Richard Ortiz, Molly O'Neal, Harvey Spoonhunter, Virginia Sutter, Joseph Oldman, Richard Brannan, Fernando Roman, Elizabeth (Moss) Brown Lonebear, June Shakespeare, Irene Mountain Sheep, Belle Ferris, and Jordan Dresser. Members

representing the University of Wyoming have included Anne Slater, Barry Ballard, John Nutter, Caskey Russell, and Debra Reed Littlesun.

The expansion of the scholars' knowledge, the opportunity to learn about the Anglo culture, and the reaffirmation of the importance of their own heritage are all benefits which the Endowment scholars take with them as they continue on life's journey. The vision of tribal leaders in 1987 is a reality today. It has come about quietly in individual growth and accomplishment. The success of the Northern Arapaho Endowment stimulates a sense of pride in the vision, in the transformation from dream to reality, and in the individual successes of the Endowment scholars.

## **CHIEF WASHAKIE SCHOLARSHIP**

On February 20, 1997, Wyoming Governor Jim Geringer signed legislation introduced by Senator Robert A. Peck designating Chief Washakie as the second Wyoming individual to be memorialized with a statue placed in Statuary Hall of the U.S. Capitol in Washington, D.C. A sculpture committee was organized to select a sculptor and to raise funds for the statue. Dave McGary, originally from Cody, Wyoming, was selected as the sculptor.

The Wyoming Legislature allocated \$180,000 for the project which was to be matched by private donations. More than sufficient funds were raised to cover the cost of creating the primary statue, full-size replicas for the Wyoming State Capitol building and the Joint Business Council Headquarters in Ft. Washakie, several small replicas of the sculpture, and the printing of a book detailing the history of the project.

In 2002, the sculpture committee was re-organized as the Chief Washakie Memorial Endowment Committee. Today it is known as the Chief Washakie Foundation. One of its first actions was to approach the University of Wyoming about establishing an endowment at UW in honor of Chief Washakie, to assist his descendants and other individuals with significant ties to the Wind River Reservation community in attending the University.

In a ceremony in the rotunda of the Wyoming State Capitol on February 19, 2003, an Agreement was signed creating the Chief Washakie Memorial Endowment at the University of Wyoming. Signing the Agreement were UW Trustee and great-great-grandson of Chief Washakie James Trospier, chairman of the Chief Washakie Memorial Endowment Committee; Sen. Mark Harris, vice chairman of the Endowment Committee, and UW President Philip Dubois. The University was given a check for \$200,000 to establish the endowment. This amount was matched by the State of Wyoming under an endowment matching program authorized by the Legislature, thereby initializing the Chief Washakie Memorial Endowment at \$400,000. Only the interest generated by this endowment is available for awarding as scholarships.

The initial meeting of the newly created Chief Washakie Memorial Awards Committee was held on February 6, 2004. The members were James Trospier, Mark Harris, Zedora Enos (great granddaughter of Chief Washakie), May Reynolds (a member of the sculpture and Endowment committees), Sally Schuman (UW Associate Director of Student Financial Aid), Tammy Mack (UW American Indian Student Programs Manager), and Barry Ballard (UW Associate Director

of Student Educational Opportunity). The committee established initial guidelines and called for applications.

The initial group of Chief Washakie Scholarship recipients was selected by the Awards Committee on April 21, 2004, and received their funds beginning the fall semester of 2004. Scholarships have been awarded by the Awards Committee for each academic year since.

Other people serving on the committee in subsequent years are Angela Jaime and Debra Reed Littlesun. John Nutter administered the program from its beginning until his retirement from UW in December 2012. Since then, it has been administered by Debra Reed Littlesun, Associate Director of Student Financial Aid-Scholarships.

The scholarships are available to “undergraduate and graduate students of the University, with a preference given to descendants of Chief Washakie and to persons with significant ties to the Wind River Reservation community.” Applicants may be full- or part-time students. Prior recipients may re-apply.

Applications for an academic year are submitted in the spring of the prior academic year. Selection is based on scholastic ability, potential, and achievement; involvement in school, community, and tribal activities; potential to contribute to the Wind River Indian Reservation community upon graduation; and financial circumstances. The amount of each scholarship is based on the availability of funds and the applicant’s qualifications. Scholarships are awarded for one academic year at a time, half in each semester. To remain eligible for the spring semester award, a student must maintain good academic standing with UW.

## **FRANK AND CYNTHIA McCARTHY FUND**

This fund was created by an endowment established at UW in August 1993 by Frank and Cynthia McCarthy, interest from which can be used for scholarships and other purposes related to the American Indian Studies Program, at the discretion of the Director of AIS. In addition to scholarships, the income has been used to support the annual Honoring of Graduates ceremony and similar activities.

The fund honors Frank C. McCarthy, an internationally noted western artist, and his wife Cynthia. Frank started formal art training at age 14 and worked many years as a commercial illustrator for paperback books, magazines, movie posters, and advertisements. He left the world of commercial art in 1968, and began his fine art career after moving to Sedona, Arizona. McCarthy’s dynamic paintings frequently featured the people of the west with a special emphasis on the Plains Indian, mountain men and cavalry that comprised the lore and lure of the Old West. Appropriately entitled the “Dean of Western Action Painters,” Frank McCarthy’s art was unsurpassed for its motion, drama and absolute attention to accuracy and detail. He died in Sedona in November 2002.

Any applicant for the McCarthy scholarship must have been admitted and plan to attend the University of Wyoming as a full-time student. An applicant must be an American Indian, and proof of tribal enrollment must be submitted with the completed application materials. A

minimum UW GPA of 2.0 must be maintained in order for any scholarship awarded to be continued.

Selection of recipients is based on scholastic ability and achievement, demonstrated leadership, participation in extracurricular activities, two letters of recommendation, and potential for the applicant to contribute to the American Indian community upon graduation. The American Indian Studies Scholarship Committee will award competitively several scholarships of varying amounts dependent on the availability of funds from the endowment.

### **ROBERT W. WINNER MEMORIAL SCHOLARSHIP**

An endowment created this scholarship program at UW in May 1995 using gifts in memory of Dr. Robert W. Winner. Dr. Winner had a long and distinguished career as a professor of wildlife biology in Miami University's Department of Zoology and Physiology. Following his retirement in 1991, he and his wife Cherie moved to Laramie, Wyoming, where he held the position of Research Professor in UW's Department of Zoology and Physiology. Throughout his life, he maintained an interest in the cultures of Native American tribes of the West and Southwest. He died in a drowning accident while fly-fishing in the Grey's River of western Wyoming.

Any applicant for this scholarship administered by the American Indian Studies Program must have been admitted and plan to attend the University of Wyoming as a full-time student. An applicant must be an American Indian, and proof of tribal enrollment must be submitted with the completed application materials. A minimum UW GPA of 2.0 must be maintained in order for any scholarship awarded to be continued.

Selection of recipients is based on scholastic ability and achievement, demonstrated leadership, participation in extracurricular activities, two letters of recommendation, and potential for the applicant to contribute to the American Indian community upon graduation. The American Indian Studies Scholarship Committee will award competitively several scholarships of varying amounts dependent on the availability of funds from the endowment.

### **JOHN AND ADA THORPE SCHOLARSHIP**

This scholarship program was originated by an endowment established in November 2000 in honor of John and Ada Thorpe of Gaithersburg, Maryland, by their daughter and son-in-law, Louise T. and John M. Crissman, using 1600 shares of Automatic Data Processing stock. John Thorpe graduated from Syracuse University with a degree in forestry. He owned and operated a nursery near Rochester, NY. He and Ada were life-long supporters of education. John Crissman was a UW graduate and the son of UW Philosophy professor Paul Crissman. To honor Louise's parents, they chose to endow a scholarship at UW for American Indian students. Earlier, they had established a UW scholarship in honor of John's father, Paul Crissman.

Any applicant for this scholarship administered by the American Indian Studies Program must have been admitted and plan to attend the University of Wyoming as a full-time student. An

applicant must be an American Indian, and proof of tribal enrollment must be submitted with the completed application materials. A minimum UW GPA of 2.0 must be maintained in order for any scholarship awarded to be continued.

Selection of recipients is based on scholastic ability and achievement, demonstrated leadership, participation in extracurricular activities, two letters of recommendation, and potential for the applicant to contribute to the American Indian community upon graduation. The American Indian Studies Scholarship Committee will award competitively several scholarships of varying amounts dependent on the availability of funds from the endowment.

### **YAAP SCHOLARSHIP**

The Winifred Snyder Yaap Memorial Scholarship for Native Americans is funded by an endowment created in 2007 at UW by Dr. Douglas S. Snyder in memory of his sister, Winifred, who was born in 1932 and died in 1996. Winifred attended the University of Wyoming and married UW graduate and Casper attorney Jerry Allen Yaap. The Snyders, born in Utah, lived their formative years in Casper and often passed through and by the Wind River Indian Reservation, developing an interest in and caring for American Indian people and culture. After earning his Ph.D. degree from the University of Washington, Dr. Snyder taught for many years as a professor of sociology at Bowie State University, an Historically Black College in the Washington, D.C. suburbs of Maryland. During the 1996-97 academic year, he returned temporarily to Casper to teach as an adjunct professor at Casper College.

The income from the endowment provides scholarship grants to low-income students enrolled at UW. Applicants must be Native American with tribal registration and have attended school on an Indian reservation. The scholarships are awarded by the Multicultural Affairs scholarship committee of the Dean of Students Office

# INSTITUTIONAL ACTIVITY

## WASHAKIE DINING HALL

In the 1960s the University of Wyoming built a new residence hall complex consisting of four high-rise residence halls and a central dining and administrative center in its midst. The dining hall opened in 1966 and was named for the well-known and widely admired Eastern Shoshone Indian chief, Washakie.

During his lifetime, which is believed to have been 102 years covering parts of three centuries, Washakie was revered by Native Americans and white settlers as both a fierce warrior and an esteemed leader and statesman. He united his people into a significant political and military force. A skilled orator and charismatic figure who spoke French, English, and a number of Native American languages, he successfully negotiated land and education settlements for his Shoshone tribe.

Washakie's tribe identified the Warm Valley near Lander in central Wyoming as its home. He believed if the Shoshone were to retain their lands, they would need to make peace with the immigrants, and he convinced his own people and the U.S. government of the need for a protected Shoshone territory.

He believed that education would advance the interests and well-being of his people more than weapons ever could. Today, a masterwork of the statue of Chief Washakie, which stands in both the state capitol and U.S. capitol buildings, is located in the downstairs "living room" of the dining hall.

## CHIEF WASHAKIE STATUE

The larger-than-life statue of Chief Washakie on his appaloosa horse stands notably along Grand Avenue south of the Washakie Dining Hall. The statue entitled *Battle of Two Hearts* was created by Cody, Wyoming, native Dave McGary to commemorate Washakie's victory over rival Crow Indian chief Big Robber at the unique limestone outcropping known as Crowheart Butte located at the middle northern boundary of the present-day Wind River Indian Reservation. The statue was dedicated on September 30, 2005, and is one of the largest outdoor sculptures on the UW campus. It serves as a highly visible reminder of contributions by and the relevance of American Indians to the history of Wyoming.

## **SACAJAWEA STATUE**

A statue of Sacajawea, the Shoshone guide to the Lewis and Clark expedition, was loaned to UW and placed east of the Old Main administration building on the campus in April 1988. This statue by Wyoming artist Harry Jackson was one of many copies of Jackson's bronze sculpture and was painted in red, white, and blue patinas. Its placement on campus was arranged in part by the Indian Education Office. It was returned to Jackson in the mid-1990s.

## **UNIVERSITY EXPERTISE**

When the University reconstituted the Indian Education Coordinating Council (IECC) in 1983, it began to meet with and build relationships with many of UW's academic faculty and departments. One set of discussions revolved around the establishment of an Indian Studies minor. It was thought at the time that such a minor would be premature because the number of Native students at UW was relatively low.

Tribal members of the IECC were eager to develop relationships with academic departments to bring the faculty's expertise from a land-grant institution to bear on problems encountered by the reservation. Many services that were provided to citizens of Wyoming were unknown to people on the reservation. Tribal leaders wanted and needed economic development expertise, because the reservation has a myriad of natural resources, but didn't have educational experience to develop them. They wanted their students to gain the knowledge and return to the reservation to lead these efforts with the backing of UW faculty. They wanted to have the processes in place to make it possible and easy for Native students to return home and help their people. Tribal leaders foresaw the need for tribal people to be educated to deal with the changes coming in the years ahead.

The IECC put out a request to academic departments for economic development proposals to help the reservation. Many proposals were received; however, few were ever realized. Jim Debee from UW's Cooperative Extension Service was particularly effective in linking UW faculty members with tribal officials seeking help.

In other ways, UW faculty consulted with tribal officials on water and irrigation matters as well as financial systems. The IECC consulted on the change from a Bureau of Indian Affairs Higher Education program to tribal Higher Education Programs (such as Sky People HEP) managed by the individual tribes.

These were but a few of the efforts to extend University assistance to tribal needs. While the IECC became a key point of contact between UW and tribal leaders, several other individual partnerships were formed. Anthropology professor Anne Slater worked on linguistic projects and became a key mentor to several Native students who came to Laramie. Anthropology professor Chuck Reher was another faculty member who established close ties with reservation leaders on historical and paleontological matters.

## **TRUSTEES – ROBINSON & TROSPER**

In recent decades, the University of Wyoming has welcomed two American Indian tribal leaders to its governing board—the Board of Trustees. In 2001, Wyoming Governor Dave Freudenthal appointed Sara R. Robinson, an enrolled member of the Eastern Shoshone tribe, as a trustee. Robinson earned her Bachelor’s degree at UW, is a graduate of the UW College of Law, and a former member of the Eastern Shoshone Business Council. She has since served as her tribe’s Tribal Liaison to the Wyoming Governor’s office.

Following Robinson’s resignation from the Board in 2002, James Trospier, an enrolled member of the Northern Arapaho tribe and a great-great-grandson of Eastern Shoshone Chief Washakie, was appointed by Governor Freudenthal to fill the balance of her term. He was subsequently reappointed to a full six-year term of his own in 2007 by Governor Freudenthal. Trospier serves as Chairman of the Chief Washakie Foundation and is a UW graduate and former student leader.

## **WINDS SURVEYS**

To help the Wind River Indian Reservation tribes and community, the University of Wyoming has conducted three needs surveys over the past few decades. The Wind River Indian Needs Determination Survey (WINDS) was administered first in 1987. It was followed by a second survey in 1998 led by UW sociology professors Garth Massey and Audie Blevins. It involved 30 interviewers who conducted hour-long interviews with approximately 75 percent of the reservation households. A third WINDS survey was conducted in 2010. The purpose of the surveys was to gather data on population; housing and household services; employment, unemployment, and job training; income and poverty; availability of health care and reported health problems; social services; attitudes and opinions about crime and social problems; education availability; transportation; and substance use and abuse.

## **WIND RIVER INITIATIVE**

UW Provost Al Karnig established the Wind River Initiative which held its first meeting on February 28, 1994, with Judy Antell as chair. Its purpose was “to develop and maintain professional relationships with a variety of agencies and their personnel serving the Wind River Reservation...to encourage the exchange of information and ideas between Wind River Reservation agency personnel and the UW faculty, staff, and students [and]...to encourage and assist in all ways possible the attainment of higher education by Wind River Reservation residents.” Its first effort was arranging a visit to the reservation by UW faculty and administrators that occurred in October 1994. Starting in 1999, the Initiative offered a Wind River Initiative Scholarship offering a maximum of \$200 per semester to applicants with a record of academic success and service to the community as well as potential for future academic success and contributions to the American Indian community. The scholarship is no longer available.

## **MOUs WITH TRIBES**

A Memorandum of Understanding (MOU) was signed on July 7, 2003, between UW and the Eastern Shoshone Tribe. A similar MOU was signed August 6, 2003, between UW and the Northern Arapaho Nation. Both MOUs pledge each entity to work together to identify and secure funding to support education and training programs, to build a network of professional academic and research resources, and to identify and support strategies to enhance the opportunity for academic success and financial assistance for the tribes' students.

Both MOUs identify ten actions that UW will take. These include seeking funding for joint initiatives, scientific and technical research to build a body of relevant scholarly materials, summer and academic year coursework, support for the AIS academic minor, support for recruitment and retention of American Indian students, scholarships and financial aid for American Indian students, delivery of programs through the Outreach School, facilitation of additional MOUs, service of Admission staff and AIS faculty as liaisons between UW and the tribe, and efforts to develop natural and human resources.

In support of the memoranda, the tribes agree to identify education and training needs, to recruit students for UW, to seek funding for joint projects, to encourage undergraduate and graduate matriculation at UW, to provide internship opportunities for UW students, and to encourage participation in UW's pre-college programs.

More detailed MOUs have been signed between UW colleges and the Wind River Tribal College (WRTC). The College of Arts and Sciences and the College of Education each have such agreements. In July 2005, an Articulation Agreement was signed between UW and the tribal college at Ethete. This agreement was designed to establish an articulation process to allow students to transfer course credits awarded by the WRTC to UW and vice versa, to collaboratively develop additional student support services for students by both institutions, and to endorse the WRTC's application for accreditation.

## **EASTERN SHOSHONE DATABASE**

A \$200,000 National Science Foundation (NSF) grant was awarded to the UW American Indian Studies Program in September 2009 to help create a lexical database of the Eastern Shoshone language. The grant was part of NSF's Documenting Endangered Languages initiative and funded a three-year program in partnership with the Eastern Shoshone tribe. The project resulted in a working dictionary based on published and publicly accessible sources for the Eastern Shoshone language. These included linguistic work by indigenous linguist David Shaul, who was employed by the grant. Shaul is a native of Wyoming with a Ph.D. in anthropological linguistics. The database is also based in part on work by the late UW Anthropology professor Anne Slater. It is available for reference at the AIS office in Laramie.

## **UW PROFESSORS**

Over time, there have been several UW professors who have spent a significant amount of time on the Wind River Indian Reservation. Their work often has not been connected with a specific long-term project or grant. Instead, they have developed a special relationship with various members of the reservation community through their teaching, their research, and their desire to help American Indian people. Among the ones known to this writer are Anthropology professor Chuck Reher, Anthropology professor Anne Slater, and Education professor Tim Rush. Undoubtedly there are more. Because their work has been performed quietly, working with individuals, and yet for the most part unheralded, it often has gone unnoticed in Laramie. Still, to the reservation people, these faculty members represent the university—often its best!

## **WAYS OF KNOWING**

The American Indian Studies Program created a sourcebook entitled “Ways of Knowing: Epistemological Explorations in the Classroom.” This extensive document was developed in 2001 to assist faculty in preparing for the instruction of American Indian students in their classes. Through this anthology of articles and commentary and an accompanying seminar for faculty, different ways of speaking and teaching about American Indians were identified, with strong emphases on the perspectives of indigenous peoples. Contributors from the UW faculty included Education professor Francisco Rios, Geography professor Bill Gribb, and AIS Director Judith Antell.

## **HIGH PLAINS AMERICAN INDIAN RESEARCH INSTITUTE (HPAIRI)**

The concept of a High Plains American Indian Research Institute was introduced by AIS Director Judith Antell in December 1998 to bring together leaders of the Wind River Indian Reservation tribes with faculty members at the University of Wyoming to address problems and issues impacting the reservation. Economic development assistance for the reservation was a need initially identified. Other interested faculty members—Audie Blevins, Kathy Jensen, Brian Hosmer, Garth Massey, and Bill Gribb—helped to identify other possible areas of cooperation.

HPAIRI is a concept similar to the Wind River Initiative which was active in the 1990s and attempted to bring UW faculty members together with tribal leaders seeking help with specific projects. While official recognition was not forthcoming to HPAIRI for a few years, the AIS program continued to list establishment of HPAIRI as a goal in its program planning documents, and the concept was included by Provost Myron Allen in University Plan III. Anne Sylvester, director of UW's EPSCoR research program sponsored by the National Science Foundation (NSF), included HPAIRI projects on diversity and the Wind River Indian Reservation in UW's EPSCoR grant application to NSF. The application was funded, allocating approximately \$200,000 to HPAIRI in 2012. After years of planning and effort, HPAIRI was officially accepted as a UW research institute on March 7, 2014, with reporting lines to the Office of the Vice President for Research and Economic Development.

Bill Gribb was appointed as the initial director of HPAIRI in 2013, along with his other faculty responsibilities in the Geography Department. In January 2014 Antell succeeded him as Director. Upon her retirement as AIS Director in May 2014, she devoted more time as Director of HPAIRI, and with Anetra Parks and Tory Fodder, serves as part-time staff for HPAIRI.

HPAIRI is an entity that tribes and scholars can access and utilize for both tribally-driven research and for research initiated by UW scholars that pertains to Native American people, their lands, and resources.

There are several means by which the University of Wyoming and the Northern Arapaho and Eastern Shoshone people can work together in ways that empower tribes, nurture innovation for American Indian sustainability, and demonstrate respect for Native peoples' cultures, traditions, laws, and diverse expressions of sovereignty.

HPAIRI aims to promote positive and productive relationships between the University of Wyoming and regional American Indian communities. Assisting with research, education, and service, HPAIRI intends to facilitate tribal access to University resources and, at the same time, to help UW researchers connect with tribal communities in a coordinated fashion. HPAIRI will facilitate collaborative research among tribal communities, UW and visiting faculty, and UW undergraduate and graduate students. Its research agenda will be based on the needs and interests of Native communities in the region and those communities will be full partners in research endeavors. Additionally, HPAIRI is working toward establishing a collection of informational materials that may assist both tribal and UW researchers with their projects.

In 2011, a survey of University of Wyoming faculty and staff to learn about research and educational activities between UW participants and tribal partners indicated that a variety of UW units do have relationships with tribal communities in the region and a significant number of those relationships involve science, technology, engineering, and/or math (STEM) activities.

Current HPAIRI efforts include establishing an annual distinguished lecture series. The first such lecture was given in October 2015 by well-known Indian attorney Walter Echo-Hawk. Other efforts are an agricultural resource management plan water project on the Wind River Indian Reservation led by Geography professor Bill Gribb, a potential summit on coordination of institutional review of research on human subject regulations, and a fund raising effort to enhance HPAIRI's future endeavors.

## **WIND RIVER RESERVATION TASK FORCE**

Following meetings between UW President Robert Sternberg and the Eastern Shoshone and Northern Arapaho Business Councils in October 2013, President Sternberg established the Wind River Reservation-UW Education Task Force to seek better coordination and relations between UW and the tribes of the reservation. President Dick McGinity continued UW's commitment to improved relations, and expanded the membership to include Central Wyoming College and the Wind River Tribal College. The task force is chaired by the Dean of UW's Outreach School, Susan Frye.

The first meeting was held on April 21, 2014, with discussion centering on issues raised by tribal leaders. The task force has continued to meet monthly. Some of the issues pertain to academic programs while others are related to extension and support systems.

Initial areas of inquiry related to academics included strong developmental/remedial courses and a bachelor's degree built on an Associate's degree earned from a two-year institution of higher education (such as CWC). Specific academic learning in STEM fields, tribal governance and leadership, pre-professional health care, and range management were identified as needed. Additional support was requested in the areas of re-establishing an Office of Indian Education, more funding to support 4-H staff and programs, agricultural education, life skills development (e.g., effective parenting, economics, ownership, empowerment and responsibility), use of role models as mentors, partnership development, cultural sensitivity training, and greater access to technology.

Early efforts have resulted in development of a guidebook for students transitioning from reservation life to campus life and planning for a program leading to a reservation-based Bachelor of Applied Science degree jointly supported by Central Wyoming College and UW.

## **AMERICAN INDIAN CENTER**

“A place to call home” while studying at the University of Wyoming has long been a dream of American Indian students. It is mentioned as a need in the original IEO plan of 1985. The American Indian Studies Advisory Committee began serious discussions in 2006 about creating an educational and cultural center where, through classes, lectures and performances, exhibits, meetings, collaborative work, storytelling, songs and dances, and traditional meals, the artistic, spiritual, and intellectual traditions of Native peoples could be celebrated.

In an article in a 2007 *A&S You Like It* newsletter of the College of Arts and Sciences, the concept of a center was further described. When the 2009 University Plan 3 was created and approved, it included Action Item #74 which listed an American Indian Center as a Tier III project for future development.

As a major first step, the advisory committee determined to create a documentary CD describing their thoughts on the multiple benefits of such a center on the Laramie campus. That CD was created with funds from grants by the Wyoming Cultural Trust and various supportive units on the campus in fall 2008 by UWTV and producer Ali Grossman. The video was entitled *Envisioning an American Indian Center on the University of Wyoming Campus*.

In 2011, the university published its updated Capital Facilities Plan. In addition to a list of specific projects already being planned, it listed the American Indian Center as a project under further consideration.

As a next step, the committee, now joined by other interested administrators and referring to itself as the American Indian Center Steering Committee, sought and received a \$10,000 grant from the Wyoming Cultural Trust. The purpose of the grant was to host two stakeholder meetings to ascertain what programming services and facilities should be included in a center. The product of these meetings would be the profile for creating an American Indian Center. After issuing a request for proposals in 2010, the committee selected Johnpaul Jones, a Native American architect from Seattle and lead architect of the Smithsonian Institution’s Museum of the American Indian, to conduct the meetings and prepare the profile.

In February 2011, one stakeholder meeting was held on the UW campus involving American Indian students, faculty, and administrators; the second meeting was held in April on the Wind River Indian Reservation with tribal leaders, educators, and students. An impressive project profile was developed by fall 2011 outlining the purposes to be served, space requirements, facilities required, programming desired, services to be provided, and sample suggestions from other American Indian centers. The profile is designed to guide the preparation of planning and construction documents through a period of changing personnel, economic climate, and events. The American Indian Center now awaits a priority designation by the UW central administration to begin detailed planning efforts through the university’s capital facilities construction process.

## STUDENT ORGANIZATIONS

### The American Indian Studies Alliance



Started in 1997-98, the Alliance is an organization of students and faculty associated with the American Indian Studies Program that meets twice each month to discuss academic disciplinary matters as well as the research projects of the group's individual members. This group addresses methodological matters, pedagogical questions, and other questions pertaining to investigation and interpretation. Native cultural exploration is at the heart of this group's interests and, therefore, Native cultural events are supported by the Alliance each year. Judy Antell formed the group, and Tory Fodder is the current advisor for the Alliance.

### AISES



The American Indian Science and Engineering Society is a private non-profit organization started nationally in 1997 which nurtures the building of community by bridging science and technology with traditional Native values. AISES activities vary each year but have included performances, art shows, theater productions, and food sales. Membership is open to all who feel they may benefit from this organization. The chapter was established by Roberta Wilson in 1991 and was active on the UW campus in the 1990s, with Tammy Mack as the adviser. Their mission is to significantly increase the number of American Indian scientists and engineers, ensure professional growth, and develop Indian leaders.

### Keepers of the Fire



In 1971 the American Indian students attending the University of Wyoming founded the Keepers of the Fire. They recognized the need to preserve and promote cultural diversity on the university campus. The name, Keepers of the Fire, has a very special meaning. It is meant to imply that the "fire" of Indian culture must be protected and kept by those who value its worth.

Keepers is dedicated to promoting Native American heritage and culture through various activities that provide information about Indian people to those who are not familiar with American Indian culture. Perhaps the best known activity is the Annual Spring Pow-wow. For many years beginning in the 1980s, it was offered annually, but more recently, because of the significant work involved in staging the two-day event for participants from throughout the region, it became an every-other-year event. The latest pow-wow was held in April 2005. Current advisor is Debra Reed Littlesun, Associate Director of Student Financial Aid-Scholarships.

## **Organization of North American Indian College Students (ONAICS)**

A chapter of ONAICS, a national organization, was formed at UW in December 1992 to facilitate communication between campuses hosting American Indian students and advocating for Native student needs at the state, national and international levels. The chapter's purposes included recruitment of American Indian students to UW; retention Indian students, advocating hiring of Indian faculty, staff, and administrators; exchange of ideas with Indian students at other institutions; promoting truth, accuracy, and integrity in teaching about American Indians and their history; promotion and preservation of cultural identification; and establishing ties with other UW entities. It was active in the 1990s. More recently, the organization has not been active.

## **CONCLUSION**

This writer has attempted to collect information from a variety of campus sources about the efforts by University of Wyoming faculty, staff, students, and administrators to build relationships between the institution and the Wind River Indian Reservation community and to provide a variety of programs and services to facilitate and enhance the experience of American Indian students enrolled at the university. Some efforts met with success; others showed significant potential but did not fully materialize; and a few failed. There was clear and sincere interest on the part of most participants. Time, resources, and personalities had an impact. Attempts at improvement should be continued.

The need is great. The reservation's population, especially the number of young people, is increasing. Wyoming has only one Indian reservation, and it represents a significant sector of Wyoming's citizenry. As the state university, it falls to UW to provide the education and services to these citizens as much or more than to any others. Opportunities continue to present themselves, whether they are small programmatic changes, greater interaction of people between Laramie and the reservation, or creation of a UW American Indian Center. A good foundation has been put in place and past trial and error can illuminate the path.



## ***CHRONOLOGICAL LIST OF UW ACTIVITY RELATED TO AMERICAN INDIANS***

### **1970's**

- 1971 Keepers of the Fire, American Indian student organization, established
- 1971 First American Indian Powwow at UW
- 1970s Don Forrest, Education professor, offers courses to reservation students

### **1980's**

- 1983 Apr: Indian Education Coordinating Council created
- 1985 Sep: Indian Education Office (IEO) created in Student Educational Opportunity
- 1986 Associate Director, SEO/IEO position created with funds from tribes/companies
- 1986 Barbara Gentry begins as Associate Director of SEO/IEO Director; leaves May 1987
- 1986 Jul: Project NATIVE begins
- 1987 May: Northern Arapaho General Council vote to create Northern Arapaho Endowment
- 1987 Oct: Debra Reed begins as Associate Director of SEO/IEO Director; leaves April 1990
- 1987 Sep: Northern Arapaho Endowment established
- 1988 Apr: Sacajawea statue near Old Main dedicated
- 1988 Sep: first NAE scholarships given to recipients

### **1990's**

- 1990 Sep: Roberta Wilson begins as Associate Director SEO/IEO Director; leaves May 1991
- 1991 NAE administration moved from Ballard (SEO) to Nutter (SFA)
- 1991 American Indian Science and Engineering Society chapter formed at UW
- 1991 Admissions designates a minority recruiter
- 1991 Fall: IEO moved to College of Arts & Sciences under direction of Dr. Anne Slater
- 1992 July: Project NATIVE grant ends; renewal not awarded
- 1992 Dec: Organization of North American Indian College Students chapter formed at UW
- 1992 Dec: Judith Antell begins as AIS Director
- 1993 American Indian Studies academic program created in College of Arts & Sciences
- 1990s UW Academic Coordinator in Riverton begins service to WRIR
- 1993 May: annual Honoring of Graduates ceremony initiated by AIS
- 1993 Aug: Frank & Cynthia McCarthy scholarships for American Indian students created
- 1994 American Indian Studies undergraduate minor established by College of A&S
- 1995 May: Robert W. Winner Memorial scholarship for American Indian students created
- 1997 American Indian Studies Alliance established

## 2000's

- 2000 Apr: American Indian support services moved from College of Arts and Sciences to the Dean of Students Office/Multicultural Affairs
- 2000 Apr: MAO Manager position created, using enrollment management resources
- 2000 Amy McClure hired as Academic Coordinator for UW in Riverton
- 2000 Nov: John & Ada Thorpe scholarships for American Indian students created
- 2001 Jan: Tammy Mack begins as MAO Manager; leaves Oct. 2004
- 2001 Sara Robinson (Shoshone) appointed to UW Board of Trustees
- 2002 James Trosper (Arapaho) succeeds Sara Robinson as a UW Trustee; leaves March 2013
- 2003 Feb: Chief Washakie Scholarship program established
- 2003 Jul & Aug: MOUs signed between UW and Shoshone and Arapaho tribes
- 2005 Jun: Erin Dunnigan Oliver begins as MAO Manager; leaves Jan. 2007
- 2005 Jul: Articulation agreement signed between UW and Wind River Tribal College
- 2005 Sep: *Battle of Two Hearts* statue of Washakie dedicated on Grand Avenue
- 2005 Fall: Arapaho language courses first offered at UW by Wayne C'Hair
- 2005 AIS academic graduate minor established by College of Arts and Sciences
- 2006 Northern Arapaho Language Rehabilitation Project initiated
- 2006 Jun: AIS students traveled to New Zealand to study Māori indigenous communities
- 2007 May: Winifred Snyder Yaap scholarship endowment created for Native students
- 2008 May: Recipients of American Indian scholarships first recognized at annual Honoring of Graduates ceremony
- 2008 Sep: Multicultural Affairs unit changed to an intrusive advising model
- 2008 AIS students travel to Yucatan, Mexico to study Mayan culture
- 2008 Graduate certificate for Teachers of American Indian Children initiated
- 2009 May: Conrad Chavez begins as Multicultural Affairs Manager; to present
- 2009 American Indian Center included in University Plan 3 [Action Item #74, Tier 3]
- 2009 American Indian Center video *Envisioning an American Indian Center on the University of Wyoming Campus* created using Wyoming Cultural Trust grant

## 2010's

- 2010 Jan: AIST academic major established under the Bachelor of Arts degree
- 2010 Jan. to July: Judith Antell fellowship/Caskey Russell serves as Acting Director of AIS
- 2011 May: Crystal C'Bearing is first BA in American Indian Studies graduate
- 2011 Jul: American Indian Heritage Center included in Capital Facilities Plan
- 2011 Aug: Multicultural Affairs staff begins advising NAE and CW scholarship recipients
- 2012 Sep: VPSA meets with CW Scholarship committee re: services to Native students
- 2012 Wyoming Excellence in Higher Education Endowment funds awarded to AIS
- 2012 Sep: American Indian Center profile developed by Johnpaul Jones, AIA
- 2012 Dec: NAE and CW Scholarship administration transferred from Nutter to Littlesun

2010's *continued*

- 2013 Apr: "Building Tribal Nations" – first annual AIS symposium with Endowment funds
- 2013 Oct: UW-Wind River Indian Reservation task force created
- 2014 Mar: HPAIRI gains official UW recognition as a research institute
- 2014 May: Judith Antell retired/Caskey Russell appointed AIS Director
- 2014 Aug: Judith Antell named HPAIRI Director
- 2014 Oct: Second "Building Tribal Nations" symposium