

AMERICAN INDIAN

GRADUATE

SPRING 2019



AIGC Alumnae Make Political Waves Across The Nation

Featured Articles

**STEM Students
Connect Native
Communities and
Science**

**Buder Center Scholars
Gain Expertise to
Make a Difference in
Indian Country**

**2018 All Native
American High
School Academic
Team**

The American Indian Graduate

Volume 17, Number 1, Spring 2019



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Deb Haaland (AIGC Alumna)

Laguna Pueblo

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AIGC Ascends

As the American Indian Graduate Center nears its 50-year anniversary, it is both reflecting back and looking forward. Reflecting back means considering why AIGC was created: In 1969, there were only 38 Native lawyers, 15 Native doctoral students and 30 Native medical doctors. As I write this, AIGC has spent more than \$200 million on scholarships since inception, and has proudly contributed to over 1,300 law degrees, 1,700 Ph.D. degrees, and 450 medical degrees for Native students!

Reflecting back, it's amazing to realize that AIGC has funded more than 16,000 students from more than 500 tribes in all 50 states. Looking forward, what a great challenge to double that or more in our next 50 years!

This newly designed issue of *American Indian Graduate* celebrates Native women running for political office. I'm amazed and delighted that 69 Native women attempted this feat in 2018. We proudly profile alumna Deb Haaland (Laguna) who joins Sharice Davids (Ho Chunk) as America's first Native Congresswomen, as well as our other alumnae.

AIGC is committed to helping students reach their goals, and I am happy to highlight that AIGC student graduation rates are significantly higher than the national rate. In this issue, we spotlight AIGC's Science Post Graduate Scholarship Fund opportunity and how, with a remarkable 95 percent graduation success rate, it is transforming Native achievement in Science, Technology, Engineering, and Mathematics (STEM) disciplines.

We also highlight how the Kathryn M. Buder Center for American Indian Studies empowers Native studies and students at Washington University in Saint Louis, Missouri. Director Molly Tovar is a former Chief Operating Officer at AIGC, and it's exciting to share her contributions to this incredible resource.



AIGC recently unveiled a new logo to communicate the dedication and support that AIGC has provided for our students over the past 50 years and into the future for our new students and our organization. We believe that it effectively signals our emphasis on culture, education, leadership, support, and empowerment while recalling the feather motif from our previous logo.

As we start the new year, I encourage you to remain engaged in helping AIGC empower Native students on their academic journeys. Miigwech!

Holly Cook Macarro
President, AIGC Board of Directors

Celebrating Student Success

What always inspires me and everyone at the American Indian Graduate Center is our students. We are all proud of their accomplishments and delighted that we help to empower their academic experiences.

AIGC was founded by Robert L. Bennett (Oneida) and John C. Rainer, Sr. (Taos Pueblo), who perceived that there needed to be financial support for Natives interested in graduate and professional degrees. From these roots in the self-governance movement, we have grown into the largest scholarship provider to Native students in the United States. We currently support 1,500 students annually pursuing undergraduate, graduate, and professional degrees, and our scholarship opportunities continue to expand—we will have several new scholarships for the 2019 academic year.

Speaking of scholarships, it's always exciting to have a hand in recognizing our student success. Each month, we select graduate and undergraduate Students of the Month, who are spotlighted on our website and on our social media, and also receive a certificate and monetary award. In the office, we have a wall dedicated to all of our Students of the Month awardees, and it's always heartwarming to see their photos and know that these are the faces of the new leaders in Indian Country. We've included many of their stories in this issue of the magazine.

Last April, I was delighted to honor our inaugural Students of the Year, Dr. Rebecca St. Germaine and Brook Thompson. St. Germaine, a citizen of the Wisconsin Lac Courte Oreilles Band of Lake Superior Ojibwe Nation and a recipient of our Science Post Graduate Scholarship Fund, recently graduated with a Ph.D. from the University of Minnesota College of Pharmacy and currently serves as the Commissioner of Health and Human Services of the Mille Lacs Band of Ojibwe.



Brook Thompson, a citizen of the Yurok Tribe of Northern California, and an AIGCS/Gates Millennium Scholar, is a senior at Portland State University majoring in civil engineering. I'm so grateful that AIGC helped further their academic careers.

For me personally and professionally, education is empowerment—and I'm dedicated to providing as many pathways as possible for new students to launch their academic journeys.

Please join me!

Angelique Albert
AIGC Executive Director

AIGC IMPACT

AIGC/AIGCS are the largest scholarship providers to Native students in the U.S.



Student Scope

500 tribes in all 50 states
16,000+ Native students since inception



Scholarship reach

\$15 million annually
\$200 million+ since inception



50 Year Funding Legacy

1,300 law degrees
1,731 Ph.D. degrees
450 medical degrees
Undergraduate, graduate & professional degrees

We are the center for Native scholarships



Student Data Numbers 2017-2018

Undergraduate Students

Women: 483
Men: 399
Total: 882

Graduate Students

Women: 395
Men: 216
Total: 611

Grand Total: 1493

Number of Institutions

392

Number of Tribes

204



AIGC Alumnae Make

Political Waves Across

the Nation

by Kim Baca



In a nearly packed room at the center of many things Pueblo, more than a half dozen of New Mexico's Tribal and Democratic leaders stood up spouting out positives about one of their own.

Deb Haaland - Photo courtesy of debforcongress.com

Stumping for the first Native American female congressional candidate in New Mexico's history who was poised to win, the leaders made their case why **Deb Haaland** was more than fit for the position.

"Deb has inspired people across the nation – she's inspired young Native Americans, young women and young men ... And none of us are surprised. We all know how hard she works," said U.S. Senator Martin Heinrich during a get out the vote rally at the Indian Pueblo Cultural Center for then-congressional candidate Deb Haaland in Albuquerque.

"We all should be grateful she is running in this election and that soon she'll be representing us all," he said. "This is a very big deal."

Since the October rally, the now U.S. Representative has been busy preparing for her next job at our nation's capitol. After spending more than a year and a half knocking on doors or behind the wheel driving to events while on the campaign trail, Haaland hasn't stopped yet – there's too much to be done.

"I'm happy to have won my election and have an opportunity to serve my community," says Haaland, a member of Laguna Pueblo in New Mexico.

This year was a record year for Native American candidates running in state legislative, statewide or congressional races across America. More than 100 Native Americans ran in major races in 2018, with 69 of them Native women. At least five were AIGC alumnae, including Haaland.



Sharon Chachischillige

Other AIGC scholarship recipients who were political candidates include **Jasha Lyons Echo-Hawk**, Seminole-Creek/Pawnee/Omaha/Iowa, who made a bid for Oklahoma's House of Representatives; **Sharon Clahchischillige**, Navajo, who sought re-election in New Mexico's House of Representatives; and **Tatewin**

sire to not only serve their communities but also to educate the rest of the world about Native people and their sovereign rights. In other cases, it was to make change where it was needed most – to help protect tribal interest for future generations through creating or changing laws.

“There are so many decisions that are made for Native Americans but we don't always have a seat at the table.”

Means, Lakota, who made a bid for South Dakota's attorney general. The list also includes **Georgene Louis**, Pueblo of Acoma, who will starting her sixth year (third term) in New Mexico's House of Representatives in January.

In speaking with a few of the candidates, the decision to run for office was a de-

Louis, a University of New Mexico law school graduate, remembers having to educate her colleagues about Na-

tive American issues continually while in school, which helped place that seed to run for public office.

“We have kids in public schools, elders and Native people who receive and need health care – there are so many decisions that are made for Native Americans but we don't always have a seat at

the table,” said Louis, who represents an Albuquerque district that is predominately Hispanic.

Even in a state with 23 tribes, Louis still finds herself educating her New Mexico legislative colleagues, especially in committee hearings where requests for funding for tribes or tribal projects are under review. These discussions, she said, also still include confusion or questions where tribal casino revenues end up, tribal government status and similar issues.

Tatewin Means, who has several degrees, including a B.S. from Stanford, an M.A. from Oglala Lakota College and a law degree from the University of Minnesota, said it took her about a year to decide to run for South Dakota's attorney general, which took some convincing by several different people. Means,

who said she wasn't a politician and hadn't been active or even a member of the Democratic Party prior to her filing to run for office, ultimately decided to jump into the race in hopes of statewide criminal justice reform, especially to correct the disparities of indigenous people in the criminal justice system, including youth.

"I knew the odds were against me because of South Dakota's dynamics, racial dynamics and history, and the political climate here. But I ultimately realized ... if I'm a part of breaking down some of those barriers (in running for office) then I'm OK with that," she said.

Fundraising was one of the biggest challenges for Means, like many candidates mentioned in this article. Even Haaland, a seasoned Democratic political organizer for

"I hope that more Native students will look at public service as they move through their education."



Tatewin Means



Jasha Lyons Echo-Hawk

more than 20 years and a former statewide Democratic Party chair, said fundraising was a challenge, though she garnered nationwide support through both contributions and endorsements. It was her grassroots connections and their support that helped make an impact.

Despite the challenges, each candidate has been motivated by their children, family or community and education has been one of the keys.

When Means was working with various statewide and federal partners while employed Oglala College, she noticed the strong value placed on the opinions of lawyers, which in part prompted her to go to law school. Louis said her goal was to help tribal people, so that's why she set her sights on obtaining advanced degree in law, and Haaland said having her J.D. has helped her approach a subject and think critically. All also thanked AIGC

in aiding in their education. Each also encouraged students to think about serving in public office.

“We want our elected officials to look more like the communities they serve,” said Haaland, who started off as a phone volunteer calling constituents to sway voters toward specific candidates. “I hope that more Native students will look at public service as they move through their education ... When we have elected officials that look like the community they serve they’re going to be more adept at understanding what the issues are. If you live the struggle you know what other people are going through so when you get into public office you can be the voice for the people who look just like you.”

Kim Baca (Navajo/Santa Clara Pueblo) is a content specialist and writer based in Albuquerque, N.M.



“First, know how you are as an indigenous person, define that for yourself. Get connected to your people’s history and your people’s way of life and use that as your foundation of strength because when you’re rooted and connected to your identity and your culture and know who you are, then the Creator will always guide and protect you, and your path will illuminate itself. Do not to be discouraged when you encounter barriers and challenges. Those are meant to happen, too, and you’ll find your way through it and then in the end you’ll only be stronger for it.”

- Tatewin Means

Advice about getting into public office— and getting over barriers



“We need [Native] voices. We need their service. We need all the help that we can get, and we are, of course, stronger in numbers. We need their voices to erase some of the hate that is going on. And I think that once others see more Native people being involved, they’ll see that we deserve a seat at the table. They’ll know that they can trust us and they can work with and for all of us. If [they’re] struggling, unfortunately, that’s a part of life but hopefully once they reach success they can help other people reduce those challenges so that we can make it easier for the next generation so they don’t have to struggle as much ... There are resources out there and there are plenty of people out there to support them. Don’t be afraid to say you need help. If you keep working towards those goals even if you struggle it’s going to make you stronger.”

- Georgene Louis

AIGC would like to thank the following strategic partners:

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GONZAGA
UNIVERSITY

STEM

Students

Connect

Native

Communities

and Science

by **Lenzy Krehbiel-Burton**

Thanks to a scholarship program administered by the American Indian Graduate Center, Jennifer Daw is one lab rotation closer to earning her doctorate and finding a way to fight cancer back home.





Jennifer Daw

A graduate student at the University of Arizona's biomedical sciences program, Daw is a 2018 recipient of AIGC's **Science Post Graduate Scholarship Fund (SPGSF)**.

Funded through a contract with the Bureau of Indian Education, the scholarship provides up to \$20,000 for undergraduate students and \$30,000 per year for graduate students pursuing a degree in science, technology, engineering, or mathematics. Since its launch, the program's recipients have a 95 percent graduation rate, compared to 41 percent of all Native post-secondary students.

AIGC Director of Scholarship Operations Sara LaBarge* attributed the high graduation rate to several factors, including her passionate advising team who actively work with students during the school year to clear any hurdles that may arise while on campus.

"Our students really like to have someone in their corner and have their back," she said. Under LaBarge's leadership, the program has also enlarged in scope, tripling the number of recipients and providing more opportunities for undergraduate students. For Daw, the scholarship has made it easier for her to be a bridge between her community back home in the Navajo Nation and cancer researchers. Receiving the scholarship means she is able to focus on her studies and lab work by relieving some financial pressure. She completed her master's degree in May in cellular and molecular biology and is currently doing lab rotations while juggling additional graduate coursework.

"It (financial status) is one less thing on my mind while pursuing a rigorous program that demands so much of me," she said. "On top of that, it allows me to be a competitive candidate. When trying to find a lab, the biggest thing that any

Ph.D. student has to deal with is finances and funding." Inspired by conversations at a weekend workshop at the University of Arizona with Indigenous Ph.D. holders, Daw's specific area of interest is in cancer research. Nationally, according to data from the American Indian Cancer Foundation, cancer is the leading cause of death for Native women and the second leading cause of death for Native men.

In the southwestern United States, including the Navajo Nation reservation, American Indians and Alaska Natives specifically have higher rates of liver and stomach cancers than their non-Indigenous neighbors. As per data from the Centers for Disease Control and Prevention, cancer rates within the Navajo Nation doubled from the 1970s to the 1990s, due in part to uranium contamination from the more than 500 mines scattered across the reservation.

*Sara LaBarge was promoted to Development Director in December 2018.

Additionally, with the disease more frequently caught at a later stage, American Indian and Alaska Native women diagnosed with breast cancer have lower survival rates than non-Native women.

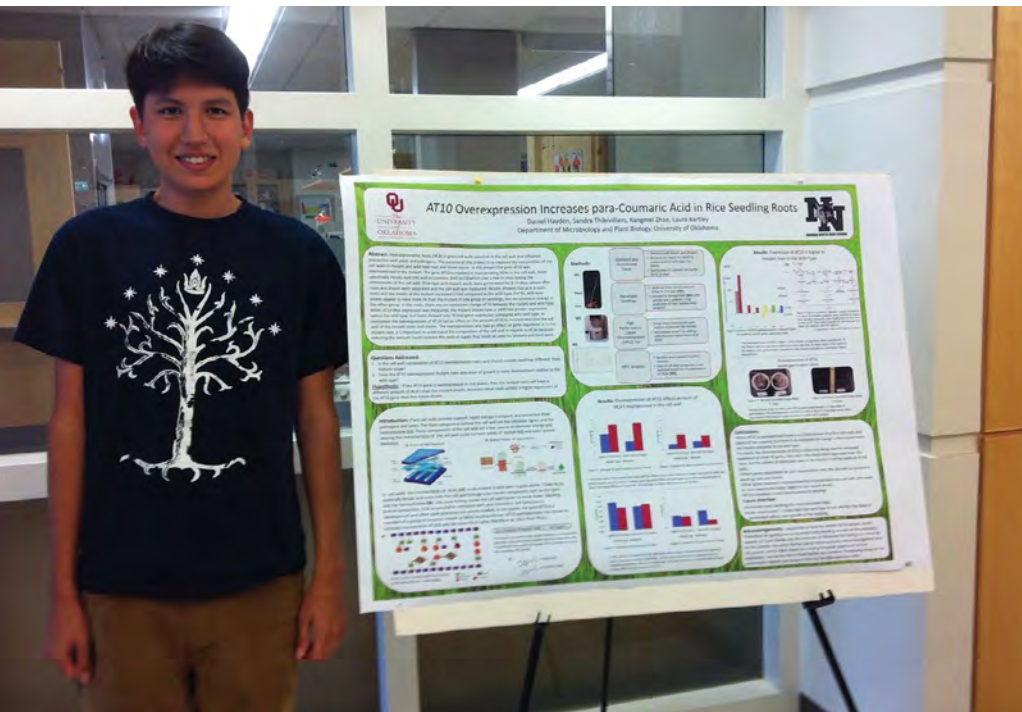
"This is a bigger thing," she said. "Our people need us, especially researchers."

Daw is not the only scholarship recipient looking to use their education as a bridge for their community.

Hayden said he knew about the American Indian Graduate Center's scholarship programs coming out of high school thanks to his school district's Indian Education program, but specifically got wind of the Science Post Graduate Scholarship Fund through Facebook. With classroom and lab obligations taking up most of his days, receiving a SPGSF award has made it possible for him to afford expenses often forgotten when calculating the cost of a college education.

"I do a lot of research when I'm not in class," he said. "I just don't have time to get a job, so getting this award definitely helps. It allows for extra income to pay for the rent. Awards like this help me pursue my dreams and make sure I'm able to continue my research."

While some SPGSF recipients are looking to build a metaphorical bridge, **Trisha Jimmie**, Northway Village, may be building literal bridges in her future thanks to the assistance from AIGC.



Daniel Hayden

The disease is still considered unmentionable in many traditional communities, with its Navajo name roughly translating as "the sore that does not heal." However, Daw sees that hesitation as further justification for her studies.

"In Navajo culture, it's taboo to talk about (cancer), but having this scientific background and my culture ... these two need to be in conversation in order for me to help my people," she said.

In order to build the relationships necessary to overcome those taboos, Daw wants to stay in the west after graduation, either near her home in northern Arizona or at least west of the Rocky Mountains. She wants to complete post-doctorate work and eventually be in a position to pay it forward by mentoring future generations of budding Native cellular biologists.

Originally from Norman, Oklahoma, **Daniel Hayden** is scheduled to graduate in May 2019 with a degree in plant biology with a concentration in biotechnology from the University of Oklahoma. A 2018 Udall Scholar, he is a citizen of the Comanche Nation and is also of Muscogee (Creek), Pawnee and Alabama Quassarte descent.

Noting the lack of Indigenous botanical researchers, Hayden is in the process of applying to graduate programs with a goal to teach in a predominantly Native community.

"I see the disconnect and disparities for Native students and STEM," he said. "I want to help bridge that gap between Native communities and science. We have the opportunity to solve a lot of the problems facing Indian Country. It just takes time and the skills."

A mechanical engineering undergraduate student at the University of Alaska-Anchorage and a 2018 SPGSF recipient, Jimmie was introduced to the field through a career aptitude test in high school.

"I originally wanted to go into mechanical engineering to help indigenous communities," she said. "As I went further in my degree, I noticed that there's a lot more that I could do."

According to data published by the National Council on Minorities in Engineering, an average of 300 engineering bachelors' degrees are awarded annually to Native American and Alaska Native students nationally. The workforce numbers are equally stark, with Indigenous engineers accounting for 0.3 percent of the field's workforce. About one out of every 13,000 engineers is an American Indian or Alaska Native woman.

With tuition and lab fees steadily rising, receiving an SPGSF award is filling in what Jimmie's village corporation is not able to cover while allowing her to seek out opportunities to gain more hands-on engineering experience. Since graduating high school, Jimmie has completed two engineering internships and is currently participating in a NASA-sponsored rocket building competition.

After undergraduate school, Jimmie wants to stay in Alaska to earn a master's degree and eventually go back to her village. That goal, along with the support of her friends and family back home, has helped her stay focused as her classes become more challenging.

"My community and family have been very proud of where I am and what I'm doing," she said. "I'm halfway through getting my degree and I keep telling myself I'm doing this for my community and people."

A citizen of the Cherokee Nation, Lenzy Krehbiel-Burton is a freelance reporter whose master's degree from Oklahoma State University was made possible in part through an AIGC scholarship.



Trisha Jimmie



**Kathryn M. Buder Center
for American Indian Studies**

Brown School

Seeking Masters Level Student Interns? Contact Us.

MSW students at the Brown School are seeking intern placements for program credit. The Social Workers Advancing through Grounded Education (SAGE) program supports students who wish to complete these internships in Indian Country. The program trains Native and non-Native students to work in Indian Country and financially supports these students during their summer internship. If you are interested in this opportunity please contact us.



SUPERVISOR REQUIREMENTS:

- Hold a Masters Degree or PhD in any discipline with two years post graduate experience
- Have worked at your agency for more than one year
- Organization must serve Native people/communities

GOAL

To train students to be culturally respectful social workers serving Native people

For additional information contact Kellie Thompson, Assistant Director of the Kathryn M. Buder Center for American Indian Studies, at 314-935-4804 or kellie.thompson@wustl.edu.



Washington University in St. Louis



Buder Center Scholars

Gain Expertise to Make a

Difference in Indian Country

by **Brittney Bennett**

Cheyenne River Sioux member Jasmine Grika contemplated taking a year off before starting graduate school.

But when she received her acceptance from the Kathryn M. Buder Center for American Indian Studies, she was suddenly hitting fast forward and paying student deposits.

Lindsey Manshack, a member of the Choctaw-Apache Tribe of Ebarb, toured Buder before applying. She thought getting admitted was “a long shot,” but a whirlwind two months later, her acceptance would come via email.

While both students were eager to apply to the Brown School at Washington University in St. Louis, it was the excitement they felt over the Buder Center housed inside the school that spurred them on.

Because if there is an absolute about one of the most respected programs in the country, it’s that the Buder Center inspires American Indian students to dream big.

Since 1990, the Buder Center has worked alongside the Brown School to recruit

and train American Indian students wishing to perform social work in American Indian and Alaskan communities.

For Buder Center Director and Brown School Professor of Practice Molly Tovar, each graduate is “crucial.”

“Social workers must find ways to demonstrate their commitment to the community, and must, in any program or intervention, integrate cultural content and involve the American Indian community,” said

Recruiting and retaining American Indian and Alaska Native MSW students who wish to practice social work in Indian Country is crucial.”

Tovar. “Indigenous social workers have vital roles. Who better to implement interventions with cultural appropriateness? Who better to dispel cultural barriers and suspicion? Recruiting and retaining American Indian and Alaska Native MSW students who wish to practice social work in Indian Country is crucial.”

Tovar has expanded the Buder Center’s vision by developing research opportunities, increasing partnerships, crafting relevant Indigenous classroom curricula, and increasing funding opportunities for new cohorts of students each year.

“The Kathryn M. Buder Scholarship Fund has grown to provide funding for approximately 10 Native MSW students to be admitted to the Brown School each year,” said Tovar. “The MSW Buder Scholarship provides tuition, living expenses, profes-

sional development stipends and assistance toward the purchase of books for two years of study for eligible recipients.”

For current and alumni students like Jasmine Grika, being named a Buder Scholar goes beyond monetary value. “I believe getting through grad school was



Molly Tovar

due in part to the Buder Center. The professors that are part of the Buder Center are super supportive.”

Grika completed a double concentration in American Indian/Alaskan Native studies and children, youth, and families studies while earning her MSW in 2017. Her passion for social work seemed fated from childhood – Grika went through three foster homes before being adopted herself at 10. But she also feels a trip to see her cousin in Amsterdam contributed to her career path.

“She’s an international social worker, so she helps families around the world find kids to adopt,” said Grika. “She showed me her ‘Wall Hall of Fame’ - photographs of kids with their new families. It hit me in that moment, that’s the work I want to go into.”

Another Native student at the Buder Center includes 2017 Master of Public Health graduate Lindsey Manshack. During her time on campus she engaged in public health research projects and was exposed to research-related issues in Indian Country.

“A lot of research lumps American Indians and Alaska Natives as ‘other’ race or into a mixed race without really capturing the data,” said Manshack. “Public health data is missing the most important groups of people, and I say the most important because they have the highest disparities in cancer, heart disease, cardiovascular disease, respiratory diseases, diabetes. That’s one of the hardest things in terms of making interventions.”



Jasmine Grika

Through her work at the Buder Center, Manshack developed a network of connections that still have an impact today. “I was on the Committee for Diversity Inclusion and Equity at the Brown School. I’m a member of American Public Health Association, American Indian/Alaska Native/Native Hawaiian Caucus. I’m at the table because of the work I’ve done with the Buder Center. I’m at the table to help give recommendations and input for decision making that sometimes wouldn’t have Natives at the table.”

Manshack conveyed her gratitude to the AIGCS/Gates Millennium Scholarship Program for supporting her education journey.

“If I had any questions, I knew that AIGC would answer them and take me seriously, even though I was in a school of 30,000 people,” she said. “The AIGCS/Gates Millennium Scholarship Program wanted to see if people are given an opportunity, would they take it? And what they found is that Native students and other minority students excelled. I think that tells you something, that we need to fund more Natives and we need to give them more opportunities in higher education.”

Grika, who received an AIGC Fellowship, echoed Manshack’s message. “Having [the AIGC] fellowship helped me focus on my internship experience and my studies. I think Native students are underrepresented in higher education, and having someone believe in you and understand, helps you believe in yourself.”

Tovar is in part responsible for AIGC’s commitment to students, as she served as AIGC’s chief operating officer from 2001 to 2006. There, she created several fellowships and scholarships, developed training modules for staff, and collaborated on the content and design of the *American Indian Graduate* magazine. When she became director of the Buder Center in 2010, Tovar vowed to continue the legacy of former directors Dana Klar and Dr. Eddie Brown.

"Ms. Klar focused early efforts on social and cultural aspects of the program. She recruited talented American Indians and developed a real sense of community among the students who left their homes for St. Louis, a city with a relatively small urban Indian population," she said. "Dr. Brown contributed to the growth of the center by developing a research agenda, procuring almost \$4 million in grant monies and piloting a national graduate recruitment program for American Indian and Alaska Native students."

For Tovar, supporting students like Grika and Manshack become successful professionals is part of what makes dreams a reality for students in Indian Country.

In January 2019 Grika will celebrate her two-year work anniversary with the Ain Dah Yung Center, an emergency shelter for runaway and homeless American Indian youth in Minnesota. She has been named a Nokomis Circle Liaison, a newly created position building bridges between American Indian families and the foster care system.

"My dream always has been about advocating for 100 percent compliance of the Indian Child Welfare Act. I had my personal experience of being in child protection and now I'm on the other side," said Grika.

Manshack is now working with Washington University School of Medicine as a public health research coordinator. She

often collaborates with the Buder Center in their research efforts.

"I've done some work with the Buder Center and continue to do so," said Manshack. "Molly Tovar, Kellie Thompson, the Buder Center were all a driving force in my education. There'll never be a point where I think, 'I've reached my goal.' I'm constantly thinking about the future and what more I can do."

Brittney Bennett is a 2011 AIGCS/Gates Millennium Scholar and graduated from the University of Oklahoma in 2015. A member of the United Keetoowah Band of Cherokee Indians in Oklahoma, she is the editor for its tribal newspaper, the Giduwa Cherokee News.

Current MSW Buder Center Scholars



"Understanding detriments [such as historical trauma] drives me to use higher education as a tool to gain knowledge and best practices for increasing information regarding mental health, while decreasing the stigma within the American Indian Community and other marginalized communities. This stigma needs to be eradicated, and our communities need to be lifted up. I intend to give back. I intend to create change, no matter how small it may seem."

Jamie Bruner, Muscogee, Creek Nation
MSW, Washington University in St. Louis (in process)
BA, Psychology, Oklahoma State University, 2014



"I believe that Indian Country needs more Indigenous scholars. We hold our own unique perspective on what success means and what confidence is. I believe my dad planted seeds years ago, so that I could one day turn around and plant seeds in others. Getting a degree isn't easy, but it's certainly worth it. I will continue to stumble and fumble my way through systems that are not designed for me to succeed and hope to encourage other Indigenous students to do the same."

Jenifer Van Schuyver, Citizen Potawatomi Nation
MSW, Washington University in St. Louis (in process)
BA, Psychology, Oklahoma State University, 2012

2018 Recipients of the All Native American High School Academic Team

by Joshua Lucio



The American Indian Graduate Center's All Native American High School Academic Team (ANAHSAT)

Program is in its 13th year of honoring 10 outstanding American Indian/Alaska Native high school seniors across Indian Country.

The seniors are selected on the basis of academic achievement, honors and awards, leadership, and community service. Each is given a monetary award, which may be spent at the student's discretion.

ANAHSAT was established to increase awareness of the academic and leadership achievements of Native high school seniors with their peers, the Native community, and the public. The program aims to boost student success in high school

academic programs, incentivize the pursuit of academic excellence, and encourage interest in higher education. The program also strengthens teacher, administrator, parent, and community involvement by recommending, nominating, and supporting student participation.

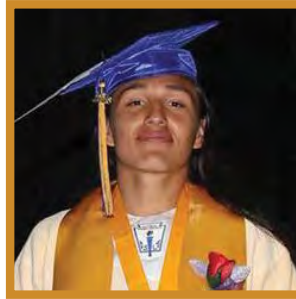
Joshua Lucio, an AIGC Program Associate for Scholarships and Programs, is a citizen of Zuni Pueblo and received his Bachelor of Science degree in Microbiology from the University of Arizona.

**The All Native American High School Academic Team program was created by AIGC with a grant from the Tommy Hilfiger Corporate Foundation and is currently maintained with private funds.*

Congratulations to the 2018-2019 AIGC All Native American High School Academic Team.



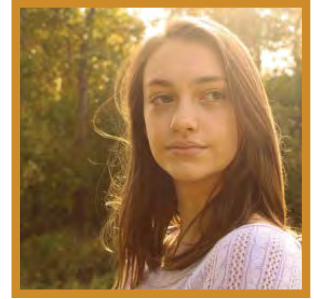
Corydon Hanson
Cheyenne River Sioux Tribe
Kimball High School
Pursuing a bachelor's degree in
Business at Crown College.



David Espinoza
Rosebud Sioux Tribe
Todd County High School
Pursuing a bachelor's degree
in Management at Stanford
University.



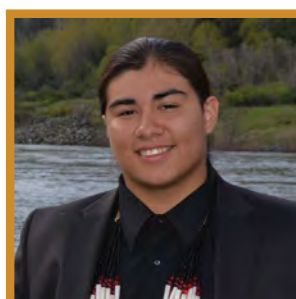
Allison Frick
Muscogee (Creek) Nation
Havre de Grace High School
Pursuing a bachelor's degree in
Nursing at Salisbury University.



Cayley Ryder
Chickasaw Nation
Bartlett High School
Pursuing a bachelor's degree in
Education at Western Oregon
University.



Jayda Farlee
Cheyenne River Sioux Tribe
Cheyenne Eagle Butte High
School
Pursuing a bachelor's degree
in Pre-Med at the University of
Minnesota Morris.



Kokonow Kinney
Yurok Tribe
Hoopa Valley High School
Pursuing a bachelor's degree
in Business/Government/
Policy/Law at the University of
California, Los Angeles.



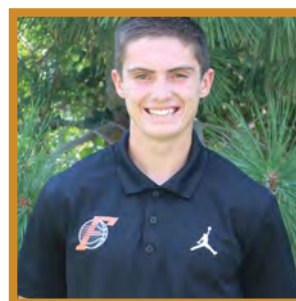
Marcus Richardson
Haliwa-Saponi Indian Tribe
Four Winds Academy
Pursuing a bachelor's degree
in Graphic Design at Liberty
University.



Nathaniel Jacobs
Lumbee Tribe
Midway High School
Pursuing a bachelor's degree
in Political Science at the
University of North Carolina at
Chapel Hill.



Cole Walker
Cherokee Nation
Middle Park High School
Pursuing a bachelor's degree
in Political Science at the
University of Oklahoma



Zachery Burns
Walker River Paiute Tribe
Fernley High School
Pursuing a bachelor's degree in
Biology at Simpson University.



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AIGC Celebrates Our 2018 Students of the Month!

by Sara LaBarge

AIGC introduced the **#MakingTheGrad** campaign to highlight the impressive achievements of our AIGC Scholars in academic excellence and community engagement.

Each month, the committee selects one graduate and one undergraduate student receiving AIGC/AIGCS funding.

Students of the Month awardees are showcased on AIGC's website and social media platforms, and also receive a certificate and a \$50 Visa gift card.

AIGC encourages all AIGC Scholars to apply! To be considered, students need apply only once, as submissions roll over monthly. All awardees have the potential to be named Student of the Year and be honored at a national event celebrating student achievements.

AIGC is committed to serving our student through graduation, thus the #MakingTheGrad hashtag. Whenever you see our stories about our students, please feel free to share them and include the hashtag to help us celebrate their achievements.

The submission form for the AIGC Student of the Month award is located on our website: www.aigcs.org/student-of-the-month-application-form.

Sara A. LaBarge, M.S. Ed., AIGC's Development Director, is a citizen of the Menominee Nation, and whose Bachelor of Arts degree and Master of Science in Education degree was made possible in part through an AIGCS/Gates Millenium Scholars Program scholarship.

JANUARY



GRADUATE

Kathleen Gargan

Tribe:

Rosebud Sioux Tribe

Scholarship:

AIGC Fellowship

School:

Lewis and Clark Law School

Degree:

J.D., Law



UNDERGRADUATE

Constance Owl

Tribe:

Eastern Band of Cherokee Indians

Scholarship:

AIGCS/Gates Millennium Scholars Program

School:

Stanford University

Major:

Native American Studies, History minor

FEBRUARY



GRADUATE

Dakota Thompson

Tribe:

Cherokee Nation

Scholarship:

AIGCS/Gates Millennium Scholars Program

School:

University of Oklahoma

Degree:

E.D.D., Educational Leadership



UNDERGRADUATE

Katelynn Pipestem

Tribe:

Osage Nation

Scholarship:

Wells Fargo Scholarship

School:

Oklahoma State University

Major:

Psychology

MARCH



GRADUATE

Mylan Panteah

Tribe:

Navajo Nation, Zuni Pueblo

Scholarship:

AIGC Fellowship

School:

University of North Dakota

Degree:

M.D., Medicine



UNDERGRADUATE

Jalen Rowe

Tribe:

Cheyenne-Arapaho Tribes of Oklahoma, Muscogee (Creek) Nation

Scholarship:

AIGCS/Gates Millennium Scholars Program

School:

University of Kansas

Major:

Architecture

APRIL



GRADUATE

Corey Still

Tribe:

United Keetoowah Band

Scholarship:

AIGCS/Gates Millennium Scholars Program

School:

University of Oklahoma

Degree:

Ph.D., Adult and Higher Education



UNDERGRADUATE

Jenna Blue

Tribe:

Turtle Mountain Band of Chippewa Indians

Scholarship:

Wells Fargo Scholarship, ANAHSAT

School:

Turtle Mountain Community College

Major:

Elementary Education

MAY



GRADUATE

Colin Ben

Tribe:
Navajo Nation

Scholarship:
Loan for Service

School:
University of Utah

Degree:
Ph.D., Educational Leadership and Policy



UNDERGRADUATE

Ashlee Fox

Tribe:
Cherokee Nation

Scholarship:
AIGCS/Gates Millennium Scholars Program

School:
Reed College

Major:
Economics

JUNE



GRADUATE

Darrah Blackwater

Tribe:
Navajo Nation

Scholarship:
AIGC Fellowship

School:
University of Arizona

Degree:
J.D., Law



UNDERGRADUATE

Shandiin Herrera

Tribe:
Navajo Nation

Scholarship:
AIGCS/Gates Millennium Scholars Program

School:
Duke University

Major:
Public Policy, Cultural Anthropology minor

JULY



GRADUATE

Vernon Miller

Tribe:

Omaha Tribe of Nebraska and Iowa

Scholarship:

AIGC Fellowship

School:

Kansas State University

Major:

Counseling and Student Development



UNDERGRADUATE

Dakota Merrival

Tribe:

Oglala Sioux Tribe

Scholarship:

AIGCS/Gates Millennium Scholars Program, Accenture

School:

South Dakota School of Mines and Technology

Major:

Industrial Engineering and Engineering Management

AUGUST



GRADUATE

Tina Whitegeese

Tribe:

Pueblo of Pojoaque

Scholarship:

AIGC Fellowship

School:

University of New Mexico

Degree:

M.B.A.



UNDERGRADUATE

Maylee Loftan

Tribe:

Cherokee and Delaware Tribe of Indians

Scholarship:

Wells Fargo Scholarship

School:

University of Arkansas

Major:

Psychology

SEPTEMBER



GRADUATE

Kirby Parnell

Tribe:

Cherokee Nation

Scholarship:

AIGCS/Gates Millennium Scholars Program

School:

University of California, Santa Cruz

Degree:

M.S., Ocean Sciences



UNDERGRADUATE

Bo Shimmin

Tribe:

Pueblo of Acoma

Scholarship:

AIGCS/Gates Millennium Scholars Program

School:

DePauw University

Major:

Music Performance-Voice

OCTOBER



GRADUATE

Jade Herman

Tribe:

Rosebud Sioux Tribe

Scholarship:

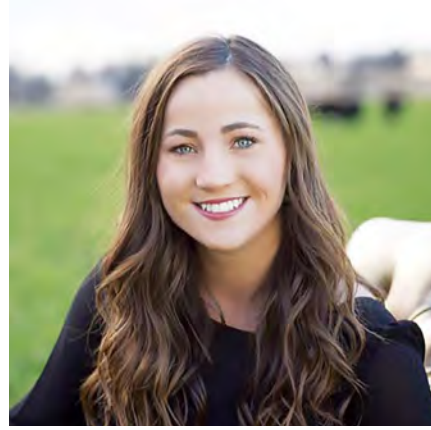
AIGC Fellowship

School:

Creighton University

Degree:

Ph.D., Interdisciplinary Leadership



UNDERGRADUATE

DaLacy Dockrey

Tribe:

Cherokee Nation

Scholarship:

AIGCS/Gates Millennium Scholars Program

School:

Oklahoma State University

Major:

Agricultural Economics and Accounting

NOVEMBER



GRADUATE

Mitchell Rose Bear Don't Walk

Tribe:

Confederated Salish and Kootenai Tribes, Crow Nation, Lone Pine Paiute-Shoshone

Scholarship:

Science Post Graduate Scholarship Fund

School:

University of Montana

Field:

Environmental Studies



UNDERGRADUATE

Preslee Thorne

Tribe:

Chickasaw Nation

Scholarship:

AIGCS/Gates Millennium Scholars Program

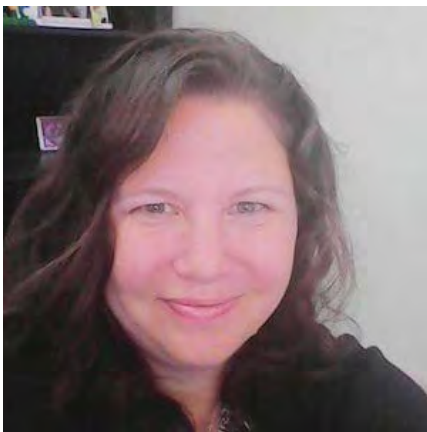
School:

University of Oregon

Major:

City Planning, Public Policy and Nonprofit Management

DECEMBER



GRADUATE

Bonnie Lemon

Tribe:

Comanche Nation

Scholarship:

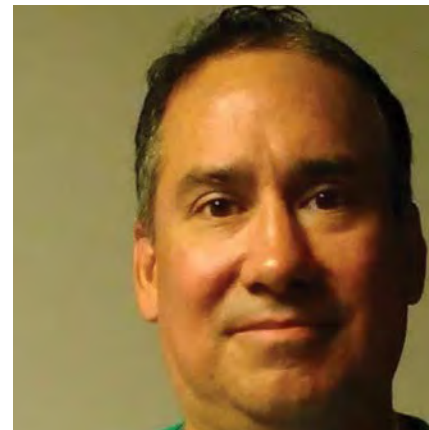
AIGC Fellowship

School:

Southeastern Oklahoma State University

Field:

Native American Leadership



UNDERGRADUATE

James Brand

Tribe:

Oglala Sioux

Scholarship:

Wells Fargo Undergraduate Scholarship

School:

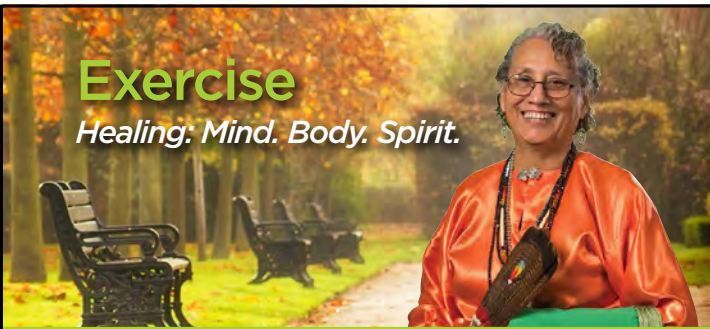
Metropolitan Community College

Major:

Human Services

Exercise

Healing: Mind. Body. Spirit.



Sherry, a member of the Pawnee Nation of Oklahoma, made a commitment to herself to begin and maintain an exercise program. You may see her walking with her husband at their local park. Sherry makes physical activity a priority for her health, and encourages you to do the same.

The **Program for the Elimination of Cancer Disparities (PECaD)** recommends men and women work towards regular physical activity to reduce your risk of cancer.

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Fall Issue: July 1



STANDARD AD SPACE	SINGLE ISSUE	BOTH ISSUES	DIMENSIONS (1/8" bleed)	LIVE AREA	FINAL TRIM
1/4 Page	\$ 750	\$ 1,200	4.5" x 5.75"	2.75" x 4"	4.25" x 5.5"
1/2 Page Horizontal	\$ 1,500	\$ 2,750	8.75" x 5.75"	7" x 4"	8.5" x 5.5"
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Full Page	\$ 2,250	\$ 4,000	8.75" x 11.25"	7" x 9.5"	8.5" x 11"
PREMIUM AD SPACE	ISSUE	BOTH ISSUES	DIMENSIONS (1/8" bleed)	LIVE AREA	FINAL TRIM
Inside Cover - Full Page - Front or Back	\$ 3,000	\$ 5,000	8.75" x 11.25"	7" x 9.5"	8.5" x 11"
Full Spread	\$ 4,500	\$ 7,500	11.25" x 17.25"	9.5" x 15.5"	11" x 17"



1/4 Page 1/2 Page H



1/2 Page V Full Page



Full Spread

MATERIAL REQUIREMENTS

All submissions must be received digitally and adhere to the following specifications:

- CMYK or Grayscale color formats
- 300 DPI High resolution images
- All text converted to outlines

ACCEPTABLE FORMATS

- High Quality OR Press Quality PDF
- Photoshop JPEG (300 DPI)
- Packaged AI file w/outlined text

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AIGC Alumni: What will your legacy be?

Thank you, AIGC, for the support you have given me and so many other students throughout the country that opened the doors for student, professional, and life success.

— Alicia Ortega, AIGC alumna

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- Make a Combined Federal Campaign Pledge (CFC #11514)

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