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To: The Building EPSCoR Partnerships Summit Participants

Following are the notes from your work together last week. We have placed the Recommendations to NSF and synthesized Insights, Benefits and Elements at the front of this package. Your state-by-state planning work is also included, followed by all of your original Table Group notes.

It was a pleasure meeting and working with all of you. We were honored to support you in your efforts, and wish you all the best as you continue to strengthen your partnerships.

All the best,
Cindy, John & Pauline

**Building EPSCoR Partnership
Between Research Universities and Tribal Colleges
April 7-9, 2008**

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Proposals to NSF

1. **Create a research capacity building program, similar to Model Institutes Excellence (MIE).**
 - Utilize NSF funding as a catalyst to promote this effort with the ultimate goal of demystifying the understanding of research, and eventually having the community embrace the concept.
 - Use a holistic approach to increase P-16 research for reservation communities.
 - Push science research down – if we can get teachers to start discussing the term research it will be less foreign to students. The students themselves become involved through their own questions.
 - Ultimately, this will make the transfer from high school to tribal college, and ultimately on to the STEM fields, easier.
 - Allow for Tribal College control.
2. **Create a supplemental funding program to NSF EPSCoR for tribal colleges or rural campuses.**
 - Allow EPSCoR Jurisdiction to write a grant proposal for this supplemental funding.
3. **Increase representation of Tribal Colleges in EPSCoR jurisdictions, on boards or management teams.**
 - Representation would serve to bridge barriers to communication and partnership, increasing discussion, openness and transparency to improve the process and ultimately to create a better product.
4. **Assess the present capacity and future needs for cyber infrastructure at TCUs.**
 - While many Tribal Colleges are geographically remote, they need not be *isolated*. With current technology, could greatly increase the interconnectivity of Tribal Colleges.
 - Many North central and western states do not have the CI lines to support connectivity. While this issue is obviously broad and extends beyond the direct responsibilities of NSF, we encourage NSF to support the need for basic technology infrastructure at Tribal Colleges.
 - Access to connective technology will allow faculty and students to share coursework, mentor from one campus to another, and improve teaching and research overall.
 - Include anticipated needs and provision for CI capacity building, integration, maintenance and updates.

5. Support face-to-face communication among the Tribal College community.

- While connective technology is very valuable and can serve to integrate the colleges, there is still need for continued direct interaction among students and faculty.
- For example, holding particular classes in one central location would provide for valuable research and travel experiences for students and staff.
- Continued face-to-face interaction will strengthen the growing cooperation and community across the Tribal College community.

6. Treat TCUs as a separate entity from the states.

- As per their legal status, the tribal nations are in fact separate legal entities from states. As such, they should be considered and partnered with accordingly.

7. Establish an “Advisory Committee” across this community.

- A formally recognized body of this type would serve as a focused forum for ongoing dialogue and action among Tribal Colleges and Universities, EPSCoR, and other key stakeholders in this arena.
- Such a body would provide a permanent voice at the Program-development level, allowing for policy recommendations to be made.

Key Insights from North Dakota Experience

Collaboration is essential

- Build cooperation between Tribal Colleges and Universities
- Integrate Universities and TCC's with K-12
- Ensure that all partners are equal parties on the path
- Build equity and commitment on all sides
- Partnerships tend to favor the higher education institution's goals – know both sides
- Recognize partnerships can be across all levels, K-12

Build relationships

- Share experiences, successes, ideas and resources
- Overcome paternalistic attitudes
- Build trust between tribal colleges, universities and other partners

Focus on students

- Students are key partners – they have a voice
- Encourage *total student development*
- Create opportunities for students to be engaged immediately
- Offer students choices in research
- Nurture students to “ready” them
- Developing the next generation of leaders is a goal

Develop adequate resources

- Secure adequate funding to meet the innovations
- Make sure partners receive a fair share of funds
- Recognize that funds trickle down, but TC's get very little

Make it culturally relevant

- Acknowledge and apply culture perspectives and include cultural content
- Ensure research is relevant to the students and to the community
- Remember that each local area is unique – don't put everyone in the same boat

Develop faculty

- Provide research training for capacity building
- Anticipate continual improvement and evolution
- Have faculty develop short-term projects

Engage high school teachers

- Approach is different
- Not a terminal degree
- Non-required attendance (K-12)

Tailor the learning approach

- Provide hands-on engagement
- Recognize mentoring is valuable
- Grounded examples are better teaching tools than abstract presentations
- Figure out what approaches are effective in your context

Recognize this takes time

- Patience and persistence are the keys to success
- Investments take time to create return – be patient – results will evolve
- Don't rush it

Additional lessons from North Dakota

- There are benefits for everyone involved
- Use a comprehensive approach – Sunday Academy, Summer Camps, ongoing research
- Start early (middle school and elementary – K-7)
- Develop a pipeline for recruitment and retention
- Learn from mistakes
- Be willing to consider changes
- Distance is important in planning projects
- Seize the opportunity
- Work with EPSCoR to bridge gaps
- Recognize there is power in “collective voices”

Benefits of Partnerships

Increasing STEM enrollment

- More students are successful and more tribal communities are successful
- Students have access to STEM careers, TCC's and universities
- Students benefit from improved experiences
- Experience introduces TCI student to majority university culture
- Provides the opportunity to track student success over the long-term

Win-win for partners

- Partners share resources, expertise and knowledge
- TC's are in a position to help EPSCoR reach goals and expand services
- Both TC's and main-stream institutions benefit
- More involvement creates a flow of information and students
- The community is the medium and the beneficiaries of the research
- Establishing true collaborative relationships changes the paradigm of both institutions
- Working together brings new ideas and different perspectives
- Partnership is an opportunity for greater cultural awareness for all

Leveraging resources

- Partnerships can leverage funds and other resources
- Partnerships can catalyze and support building infrastructure
- Funding makes partnerships possible
- Partners can have greater political influence by working together

Faculty development

- Provides opportunities for faculty development in both TCC's and universities
- Exposes faculty to ideas about how to do things on larger scale
- Provides University faculty with insights into how to connect with students
- TCU faculty gain research experience, mentoring, access to equipment and labs, and awareness of research protocols

Essential Elements of Partnership

Sufficient Time and Resources

- Committed financial support to maintain and / or grow the program
- Give projects / programs enough time to develop / evolve / produce
- Provide administrative support
- Stipends for students are essential
- Devote face to face time to develop relationships / trust

Communication and Information Sharing

- Share what works – with other programs so success builds in other places
- Share resources – intellectual, physical and money
- Trade information at all levels
- Strong two-way communication with listening to all sides – internally and across schools / institutions / time

Strong Partnership Culture

- Equal partnership with mutual respect and commitment among tribal colleges, EPSCoR, and 4-year research institutions
- Cultural awareness by all sides
- Honest, open, two-way dialogue and consensus-building
- Spirit of authenticity, cooperation, appreciation and collaboration
- Diversity of background – different levels (students, faculty, high school, etc.)

Shared Vision and Goals

- Mutually beneficial goals to all parties
- Student-focused – keep goal up front about creating opportunities for students
- Give back to the community – research results, choice of research, choice of students program
- Strong champions at every level

Collaborative Processes / Practices

- Collaboration among faculty (Tribal College faculty – co-PI, exchange of faculty, mentoring)
- Planning and decision-making processes that build consensus
- Processes that provide flexibility and adaptability to change
- Program and Partnership assessment
- Capture and celebrate accomplishments
- Build network / partnership among TCU
- Establish inclusive process to write proposals
- Ensure funding is transparent and needs-based
- Process for mentoring students and faculty
- Process to support parental / elder involvement
- Capacity building at the tribal college level to create greater research autonomy
- Understand and incorporate State political realities
- Involve TCU's as part of EPSCoR process from day one
- Build energy, commitment and equity
- Professional development - faculty, teachers, other professionals involved in process
- Create incentives to participate
- Involve other programs: RSI, ONR, TCUP, NASA, USDA

State Partnership Planning

Kansas

Vision

- Haskell a fully engaged equal participant throughout EPSCoR process
- Haskell guided by our TU mission

Application

- An integrated, identified case-based methodology with quantity/quality dimensions addressing tribally relevant issues
- Create enduring knowledge

Challenges

- Embed research with communities – see Haskell as a facilitator and repository for research and TECK
- Assessment
- Technology

Leveraging

- Draw on student's nations – home state EPSCoR programs sell success

Partners

- Look at cross-border collaborations international indigenous partnership

Action Plan

Action / Deliverable	Lead	Completion Date
1. Build on existing initiatives		

South Dakota

Vision

- Building state-wide infrastructure through partnerships
- Developing intellectual capital – mentors, PDs, etc.
- Institutional (TCU) visions are paramount

Application

- Partnerships

Challenges

- Very early stage in the conversation

Leveraging

- Need to keep discussion going?
- Existing TCU 2-year, 4-year and Masters Faculty programs (we need more PhD-trained faculty in order to do more research)

New Mexico

Vision

- Improve CI connectivity on Tribal Colleges and reservations – for distance education purposes
- Provide research experience for native students
- STEM 2+2s – two years at tribal schools / two years at research universities
- Encourage each university to have tribal liaison
- Two-way information flow between state office and all institutions in state

Application

- Establish a New Mexico tribal college consortium
- Interactive video system
- Develop indigenous-based research agenda

Challenges

- Making university / college in New Mexico more receptive to needs of tribal communities
- Representation of TCU on state EPSCoR committee
- More obvious tribal liaisons at New Mexico universities

Leveraging

- Face-to-face meetings to identify challenges and solutions to barriers
- Need someone to broker meetings

Partners

- Alvin Warren – Secretary for Indian Affairs
- Reed Dasenbrock – Secretary for Higher Education

Alaska

Vision

- Continuing to develop the partnership we have with rural campuses and seeing in what other ways we may want to go

Application

- The close communication between ND EPSCoR and the tribal colleges – we could be listening more to our rural campus directors

Challenges

- Better understanding of social-ecological systems in the North

Leveraging

- We need to keep doing what we are doing, plus listen to the rural campus directors on what other ways we can work together

Partners

- Rural campus directors

Action Plan

Action / Deliverable	Lead	Completion Date
1. Evaluate our efforts	Evaluators	June 31, 2008

Tools

- Proposal-writing assistance program for rural campuses
- Tap into existing science education programs – don't recreating the wheel
- "Open the door" attitude to our funding programs – extra marketing to Alaska native students, rural campuses
 - These efforts are paying off well
- Listen to rural campuses about what they're doing and offering to help (i.e. Western Alaskan Science conference in Dillingham, AK – we helped fund travel)
- At upcoming "All-Hands" meeting, rural campus directors will give an information session about opportunities to do research in connection with rural campuses – invite tribal colleges to your annual meetings
- We have a Native American women as a CO-PI and we have a rural campus director (native woman) on our management team

Oklahoma

Vision

- The Oklahoma Tribal Colleges are currently at the initial building stage (including accreditation)
- Build the pipeline and capacity (including confidence building)
- Partnering with state institutions
- The build-out of the Oklahoma tribal college association
- Partnering with 4-year TCUs

Application

- Sunday Academies
- We are conducting TCU-state institutional partnerships – interns and cooperative programs – with Oklahoma community colleges

Challenges

- TCU development must proceed in depth cooperation and program development with other state institutions

Leveraging

- Assist the tribal colleges through the alliance with state community colleges (capacity building)
- Assessment – per and post evaluations (College resource center)

Partners

- OSU EPSCoR, HSC INBRE and state institutions are outstanding partners – now

Action Plan

Action / Deliverable	Lead	Completion Date
1. Accreditation CNC	President and staff	January 1, 2009
2. Align the other 3 tribal colleges for grants and participation	Oklahoma Tribal College Association	
3. CNC Development and program management with other state institutions	CNC and BOR	

Montana

Vision

- To have a coordinated state-wide effort with an appointed member (approved by tribal colleges) to the state EPSCoR to determine direction, funding policies and planning with equal participation effort
- To establish state-wide goals that include goals and objectives of tribal colleges and others

Application

- Can North Dakota model work in Montana?
- A state-wide indigenous coordinator is needed
- Can Montana tribal colleges be an active-equal partner in-state-wide effort

Challenges

- Vast areas
- No connectivity via web servers (webcam / polycom)
- Individual tribal colleges and effort
- Establish state-wide goals
- No consistency of staff at meetings
- Get University of Montana involved as an active partner
- Current state-wide meeting does not provide enough time to address state-wide issues
- Individual time to commit to effort
- Not talking to “other” potential partners (USDA)

Leveraging

- Each tribal college has several partners and see if each can get them together
- Leveraging existing faculty already involved in state-wide efforts

Partners

- State-wide NIH-INBRE
- A mission Indian research opportunities (AIRO)
- EPSCoR
- University of Montana – Indigenous research lab
- BURNS Center
- Miles city wired program
- University of Montana Forestry department

Action Plan

Action / Deliverable	Lead	Completion Date
1. work with EPSCoR to designate a state-wide Montana Coordinator	SKC	Summer 2008, May 5, 2008
2. Work with MSU and AIRO to external meetings to include EPSCoR partnerships	BCC	September 18, 2008 – next AIRO meeting
3. Work with INBRE and EPSCoR to coordinate meetings	FBC	Next INBRIE meeting
4. Work on a state-wide communication process	LBHC	Summer 2008
5. Map existing tribal college tool and resources to share	UM	Fall 2008
6. Check on the “federal-state organizations” to see if they, too, could be folded into effort	FPC	Fall 2008

Nebraska

Vision

- How can we give more power to the smaller number of voices – maximize potential
- Faculty development – cultural and educational (incorporate hands-on)
- Build a vision that is mutually beneficial and that will survive the sometimes turbulent waters of Administration and leadership turnover
- True partnership at NICC address issues that mutually benefit the HoChunk Omaha and Santee Sioux

Application

- Build relationships, work together Tribal Colleges and State colleges and Universities
- Native community needs are considered and validated

Challenges

- Dialogue with Nebraska Indian Community college
 - Share resources, students, facilities
 - Repair the relationships – how?!

Leveraging

- We have a relationship – what is our focus, goal, overall picture
- Must be decided together!

Partners

- NICC
- State colleges, private colleges (BRIN)
- ATHEC
- South Dakota / North Dakota
- Extension agents (Universities)

North Dakota

Lessons Learned

- Shoot for the sky – worry about details later
- Distances / Logistics
- Planning – all parties involved
- Flexibility for future
- Advisory Board annual review – keep all partners involved at all levels
- Re-examine flow of four activities
 - NDSU camp
 - TCC summer camp
 - TCC Sunday Academy
 - Research
- Use college students as group mentors – relate better

Resources

- NSF proposal (liaison)
- ONR, RSI , EPSCoR – lesson plans for camps and academies
- Experience personnel
 - TCU and 4-year faculty
 - K-12 faculty
 - All students
- Tribes / Cultural resources
 - Elders
 - History
 - Traditional knowledge
- Recommendations fro consultants
- Database that addresses NSF proposal objective (Carol Davis)
- Surveys based on objectives
- ND Tribal college Faculty Research model
- Common course numbering / course outcome objectives
- Vast areas for research
- NDSU / UND facilities
- Technology
- Use of natural resources – wind and water quality

Next Steps

- Student research - Compiling showcase opportunities (lists, calendars, under grad publishing)
- Plan in place – TCU / partnership increase in numbers (students)
- Multi-disciplinary projects reflect academic programs a community needs
- TCU research coordinator at each TCU
- Stronger evaluation plan (at the beginning) – formative summative: program, student assessment
- Community student research showcase years two and four
- Implement partnership assessment

Key Insights

Table #1

- Collaboration / cooperation (Tribal colleges and universities)
- Students – key partners voice
- Time – patience to success (trial and error)
- Funding adequate funding to meet the innovations
- Sizing the opportunity
- Trust building trust between tribal colleges / universities
- IRB – Cultural element
- Sharing experience, successes
- Carol invite other kernels into the basket

Table #2

- Emphasis on students
- Research training for capacity building
- Recruitment, retention – pipeline
- Opportunities for students to be engaged immediately
- It's about partnerships
- Unified integration – Universities > TCC > K-12
- Total student development
- Involves continual improvement / evolution
- Strong high school teacher involvement

Table #3

- Student has a choice in research
- Faculty develop short-term projects that can be done in a short period
- Learn from mistakes
- Investments take time
- Start early (middle school and elementary – K-7)
- Include cultural content

Table #4

- Takes time
- Each step
 - Build relationships
 - Share ideas
 - Overcoming paternalistic attitudes
 - Trickle down
 - TC gets very little
- Link to community – each local area unique
- EPSCoR – bridges gap
- Cultural (one degree language) linkage – cannot put everyone in same boat
- Power of voices
 - Small number native voices
 - Still need to be heard state-wide

Table #5

- Equity / Commitment on both sides
 - Partnerships tend to favor the higher education institution's goals – know both sides
- Fair share of funds
- “Win-Win”
- Nurture students to “ready” them developing the next generation of leaders in a goal
- Acknowledging / followed by applying the cultural perspective is important

Table #6

- Need collaboration / Equal parties path / Adequate resources
- Define / identify problem / process / project
- Willingness to consider changes
- Benefits to University professors – pedagogy / recruiting
- HS teacher involvement
 - Not terminal degree
 - Approach is different
 - Non-required attendance (K-12)

Table #7

- Commitment of all parties – EPSCoR staff, etc.
- Partnership
 - High school 9-12
 - Middle school 7-8
 - Making partners that are in K-12
- Funding - Need more money
- Program take time – must be student-centered
- Research must be relevant to student and community
- Mutually beneficial

Table #8

- Must be culturally appropriate
- Mentoring is important
- Hands-on engaging is important
- Be patient – results will evolve
- Benefits for all
- Pedagogic learning process – what is effective
- Don't rush – don't go too fast
- Clear examples of what works and what doesn't
- Grounded examples are better teaching tools, and more than abstract presentations
- A comprehensive approach – Sunday Academy, Summer Camps, ongoing research
- Distance is important in planning projects

Benefits

Table #1

- Funding
- Targeted funding
- Released time for faculty
- Shared resources / expertise
- Help EPSCoR reach their goals / objectives
- Awareness research protocols

Table #2

- Students have access to STEM careers, TCC, universities
- Strengthen existing TCC programs and K-12
- Support development of new programs
- Leverages other resource – NSFTCUP / NASA

Table #3

- Opportunity to track student success in long-term
- How do you assess results?

Table #4

- More students successful tribal communities successful
- Recognize 8th grade education not enough help support students – build linkages mentoring develop
- TC faculty – mentoring, access to equipment / labs
- University faculty – cultural exchange
- Catalyze (opportunities research relationships) and build infrastructure (operate community idea)
- Funding

Table #5

- Sharing resources
- Sharing expertise
- Share knowledge
- The community is the medium and the beneficia of the research
- Establishing true collaborative relationships
- The partnership changes the paradigm of both institutions

Table #6

- Working together / new ideas / different perspective
- Sharing resources
- Leverage funding to give TCC and more funding
- Students improved experiences / XXX topic content and high school to TCC and TCC to universities
- Faculty development (TCC and universities)
 - Ideas about how to do things on larger scale
 - How to connect with students

Table #7

- Cultural awareness gained by 4-year non-TCU university faculty
- Improved political influence at state level
- Introduces TCI student to dominant / majority university culture
- TCU faculty gain research experience
- Increasing STEM enrollment

Table #8

- Funding makes partnerships possible
- Partnerships can leverage funds
- Broadening participation
- TC's are in a position to help EPSCoR expand goals and services
- Mutually beneficial efforts on TC's and main-stream institutions
- Faculty development
- Meeting experience and needs of TC's
- More involvement creates a flow of information and students

Essential Elements

Table #1

- Mutual respect –between tribal colleges, EPSCoR and 4-year research institution
- Time – give projects / programs enough time
- Commitment – all parties and committed financial support – there is enough to maintain and / or grow program
- Student-focused – keep goal up front about creating opportunities for students
- Professional development – for faculty, teachers, other professionals involved in process
- Giving back to the community – research results, choice of research, choice of students program
- Cultural awareness by all sides
- Communication – listening to all sides
- Sharing what works – with other programs so success builds in other places

Table #2

- Shared resources – intellectual, physical and money
- Shared vision
- Trust and respect
- Believe in the project (commitment)
- Incentives to participate
- Recruitment at every level
- Champions at every level
- Administrative support
- Collaborations / involvement of other programs: RSI, ONR, TCUP, NASA, USDA

Table #3

- Mentoring and commitment
- Partnership – equal
- Parental / elder involvement

Table #4

- Acceptance of time frames
- Acceptance of change – process, adapt / compromise
- Trust – equally include community all have to write the proposals
- Equal Partnership
 - Tribal College faculty – co-PI
 - Exchange of faculty
 - Mentor faculty – educate university faculty (how to)
- Dialogue – honest and two-way
- Partnership among TCU
- Authenticity
- Assessment

- Program
- Individual
- Partnership

Table #5

- Commitment by all parties must be “real” – engagement protocols
- Pursue capacity building at the tribal college
- Stipends for students are essential
- Create greater research autonomy at tribal college level
- Communication must be enhanced

Table #6

- Funding – transparent / needs based
- Communication
 - Internal
 - Cross-college / schools
 - Time variance
- Collaboration
 - Concess building
 - Willingness to change
 - Openness
- Diversity of background – different levels (students, faculty, high school,
- Patience

Table #7

- Partnership must be mutually beneficial
- State political realities must be understood
- Two-way communication critical between institutions
- TCU’s want to be part of EPSCoR process from day one
- More partnerships among TCUs

Table #8

- Trust – builds in with time
- Trading of information
- Time to develop (face-to-face and project time)
- Cooperation
- Communication
- Collaboration
- Develop experience / knowledge (develop mutually)
- Energy building
- Enthusiasm development
- Equality builder
- Appreciation develops
- Assessment of partnerships
- Accommodations with each other
- Accomplishments

Day 2 Table Group Notes

Table #1

1. Create a supplemental funding program to NSF EPSCoR for tribal colleges or rural campuses.
 - EPSCoR Jurisdiction could write a grant proposal for supplemental funds
2. Create research capacity building program, similar to Model Institutes Excellence (MIE)
 - Tribal college controlled
3. More representation of tribal colleges in EPSCoR jurisdictions – boards or management teams

Table #2

- NSF should conduct an assessment of the present cyber infrastructure capacity of TCUs, including anticipated needs and provide funding for CI capacity building
 - Cyber infrastructure is a huge concept / issue
 - “Connectivity interstate” – Many North central and western states do not have the CI lines to support connectivity
 - Once these lines are in place, then we have to address the many different CI systems being used by TCUs – will they, can they choose a common system? How will the various systems work together?
 - Then TCUs must consider training, maintenance, and technology updates
 - We are remote, but we don’t have to be isolated
- Provide funding for facilitating face-to-face communication
- NSF should treat TCUs as a separate entity from the states

Table #3

4. Using a holistic approach to build capacity to increase P-16 research for reservation communities
5. Utilize NSF funding as a catalyst to promote this effort with the ultimate goals of demystifying the understanding of research and eventually have the community embrace the concept
6. Branches
 - Development and Policies – involve tribe, college, tribal education and community
 - Faculty training – K-12 and college educators who have not been trained to do research (possible avenue: AIHEC)
 - Develop curriculum that involves research – reaching into high school and elementary level in addition to college level

Additional Proposal:

- Establish an “Advisory Committee” across this community
 - For Tribal Colleges and Universities, EPSCoR, etc.
 - This would serve as a focused forum for ongoing dialogue and action

Closing Remarks – Jody Chase

- My heart is always so full, especially at Sitting Bull College – remembering Dr. Jack Barden and how proud he would be of this whole facility
- He's not the person I've been thinking about the entirety of the meeting
- I was in graduate school in 1981-82 down in Mississippi. Our faculty were talking about new program from the federal government called EPSCoR and how it would revitalize research
- My fellowship was funded by the EPSCoR program when I went back to get my PhD. I've always had a special place in my heart for EPSCoR – I've kept bumping into it in powerful and helpful ways
- At a site visit, I realized how much was on the table. When I came to NSF in 1992, I got to work with Joe Danek– a marvelous man and incredible mentor. He said to me: "Don't come around looking like a post doc from Nevada"
- He told me about tribal colleges. I grew up in Mississippi and went to school in Nevada, so I had not known about these institutions. Through his tutelage, I saw amazing people doing amazing things on a shoe string budget. Joe Danek pointed out, It's the principal group NSF has not done enough for.
- Working with tribal colleges has been an incredible blessing in my life – knowing the people that I know.
- You go through your day to day life. Joe would love to know that this meeting is happening – encouraging the conversation.
- Having this dialogue, developing this partnership – I give you all so much credit. It's so easy to sit on two sides of the camp.
- How is your relationship with the state EPSCoR? Carol Davis said it's fabulous. It's that kind of warmth that Joe envisioned and I know exists. I hope it will envelope all of you and all your colleagues back home.
- Thank you for including me this week. It would have been disappointing to have missed it.

Closing Remarks – Mike Fredenberg

- I'm happy to have been here the last few days to discuss building our programs at Tribal Colleges – Don't forget where you came from and what you have now.
- [NW] Indian College has a degree in environmental science. What you've got and what you're doing only begins to envision how much you can do in the future.
- I see the excellent research going on with the students. "Clean up of pine ridge creek" – first poster of science research – all those students who participated have gone on to get degrees
- If you have students with posters encourage them to create a TCUP project. We're going to do a call out for presentations – nominations to speak out at the break out sessions
- A chance to see and learn about tribal colleges. A lot of education has to be done and has to come from the folks out in the field, too.
- We're there for anything – think of things you need and how we can help.

- This building is so nice. When you see the students out there who are going and getting their Masters degree. I appreciate being a part of all this.

Closing Remarks – Fae Korsmo

- I have learned a great deal and will carry away the messages and the success stories we heard here.
- I thank you for your warm welcome and for including me in your discussions. NSF is engaged in an effort to broaden participation in science, engineering, technology, and mathematics. This includes minority serving institutions and rural areas.
- Tribal Colleges play an important role in this effort. What can we do at NSF to improve upon our practices and be as welcoming as possible?
- We are working on a broadening participation plan, which is being circulated for NSF staff review. We will incorporate staff comments then go to the external community. Your input will be appreciated.
- This is a long term process. I hope you will consider yourselves part of the process.
- For example, when I hear the capacity building needs in the Tribal Colleges, I see that there is room for those capacity building needs in this plan.
- Partnerships also play a role in broadening participation. We always face the question should we require partnerships in our programs or merely encourage partnerships? Your recommendations on this will be heard.
- Perhaps we need regular consultations as well.
 - Let me share what I have experienced in Arctic research, an interdisciplinary area, including social scientists, geophysicists, biologists, and importantly Arctic residents who bring traditional knowledge and understanding. I saw how these different groups would turn themselves into a community to make research plans. Then they would take the plans to NSF and demonstrate the need for resources to answer certain basic questions. They asked questions such as:
 - What do we know? What do we have now?
 - What are our strengths?
 - What do we need to know and why is it important?
 - How are we going to get there?
 - Who is going to do the work?
- True scientific citizens were the ones who gave up their own immediate concerns for the overall scientific questions that needed to be answered. When those kinds of science plans came to the funding agency (NSF), with the proposals that followed, it made it easier for the program to support the work that the science community endorsed.
 - Then after the work is funded, the agency would demand accountability:
 - What have we learned?
 - Where will we go next?

- Are you going to share your results?
- There was ongoing discussion and interactions, but clearly articulated and organized plans were needed in the first place.
- This is an example of a process that worked. Another example is the EPSCoR 2020 plan.
- Our workshop feels like the beginning of a planning process. You may want to continue without the funding agencies in the room, to have your own discussions.
- This reminds me of a saying: “Never let a journalist write your story – write your story and hand it to a journalist.”
- I look forward to staying in touch. Thank you all.

Closing Remarks – Carol Davis

- I would like to acknowledge Carty Monette in the room. He has been a leader in the tribal college for many, many years. I’ve been working with him for 17 years.
- For those interested in STEM, you should contact him.
- This all started when I got an email from Carty telling me to think big and broad – what can you do with EPSCoR and Tribal Colleges.
- Thank you Laurel (Vermillion) for inviting us to your campus.
- To everyone, thank you for being part of this. I hope something happens now that we are on the same track.
 - I appreciate you coming and staying right until the end.
- Thank you to the NSF folks to being here. It’s been a pleasure meeting you and I’m glad you were with us – you are more than welcome to Indian country.
- When I think of Jody, I remember getting called (many years ago) and Carty was on travel. NSF called and asked us to show up in Denver, CO.
 - Turtle Mountain ended up hosting that grant for over 100 schools.
 - It proved to be the step that we needed – it was one of those changing, earth-shaking moments
- What we’ve done with Tribal Colleges is laid the foundation. When we began forming our tribal colleges, we thought we would have reached all our goals by this many years later. We have accomplished much.
- We’ve only laid the foundation for future generations who will do so much more and we can be proud of what we have done together during this conference for our grandchildren.