FALCON
9th Annual Conference
November 2–4, 2013
Washington, D.C.

Telling Our Story
The Successes of the 1994 Land Grant Institutions
# Conference Agenda

## Day One—Saturday, November 2: Student Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>8:00–9:00 AM</td>
<td>Registration</td>
<td>Waterfront Foyer</td>
</tr>
<tr>
<td>9:00–9:30 AM</td>
<td>Welcome and Opening Remarks: Carrie Billy, President &amp; CEO, AIHEC</td>
<td>Room 1410</td>
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<tr>
<td>9:30–10:45 AM</td>
<td>Presentation Panel 1—Student</td>
<td>Room 1410</td>
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<tr>
<td>10:45–11:00 AM</td>
<td>Break</td>
<td>Room 1410</td>
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<tr>
<td>11:00 AM–12:15 PM</td>
<td>Presentation Panel 2—Student</td>
<td>Room 1410</td>
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<tr>
<td>12:15–1:30 PM</td>
<td>Lunch—On your Own</td>
<td>Room 1410</td>
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<tr>
<td>1:30–2:45 PM</td>
<td>Presentation Panel 3—Student</td>
<td>Room 1410</td>
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<tr>
<td>2:45–3:30 PM</td>
<td>Break</td>
<td>Room 1410</td>
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<tr>
<td>3:30–5:00 PM</td>
<td>Poster Session, Reception, and Welcoming Remarks</td>
<td>Room 1410</td>
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## Day Two—Sunday, November 3: FALCON Day

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<tr>
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<tr>
<td>8:30–8:45 AM</td>
<td>Welcome and Opening Remarks</td>
<td>Room 1410</td>
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<tr>
<td>8:45–9:15 AM</td>
<td>TCU President’s Address: S. Verna Fowler, Ph.D., President, College of Menominee Nation</td>
<td>Room 1410</td>
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<tr>
<td>9:30–11:30 AM</td>
<td>FALCON Membership Meeting</td>
<td>Room 1410</td>
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<tr>
<td>10:15–10:45 AM</td>
<td>Break</td>
<td>Room 1410</td>
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<tr>
<td>11:30 AM–12:30 PM</td>
<td>FALCON Luncheon</td>
<td>Room 1410</td>
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<tr>
<td>1:00–3:00 PM</td>
<td>Training Workshop 1: Evaluation Reporting using a Ripple Mapping Process: Mary Emery, South Dakota State University</td>
<td>Room 1410-A</td>
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<tr>
<td>3:00–3:30 PM</td>
<td>Break—serving all breakouts</td>
<td>Room 1410-D</td>
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<tr>
<td>3:30–5:00 PM</td>
<td>Training Workshop 2: Developing Key Messages: Tips To Becoming a Conversation Starter and a Great Storyteller: Tia Gordon, TTG+Partners</td>
<td>Room 1410-B</td>
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<tr>
<td>3:00–5:00 PM</td>
<td>Presentation Panel 4—Faculty</td>
<td>Room 1410-A</td>
</tr>
<tr>
<td>3:30–5:00 PM</td>
<td>Presentation Panel 5—Faculty</td>
<td>Room 1410-B</td>
</tr>
<tr>
<td>1:00–3:00 PM</td>
<td>Training Workshop 3: New PD Training: John Phillips, FALCON/ AIHEC</td>
<td>Room 1341</td>
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AIHEC recognizes the talents of United Tribes Technical College art department student Simone Wilson in helping with the cover design. Photos courtesy of Dennis J. Neumann, UTTC public information director.
## Day Three—Monday, November 4: NIFA Day

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:00–8:00 AM</td>
<td>NIFA 1994 Land Grand Directors Breakfast Networking Session</td>
<td>Room 1341</td>
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<tr>
<td>7:45–8:15 AM</td>
<td>Registration</td>
<td>Waterfront Foyer</td>
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<tr>
<td>8:30–8:45 AM</td>
<td>Welcome and Opening Remarks: Sonny Ramaswamy, Ph.D., Director, NIFA</td>
<td>Room 1410</td>
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<tr>
<td>8:45–9:00 AM</td>
<td>Introduction to NIFA Day: Tim Grosser, National Program Leader, NIFA</td>
<td>Room 1410</td>
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<tr>
<td>9:00–9:30 AM</td>
<td>2014 Grant Opportunity RFAs: Jill Lee, Tribal Program Specialist, NIFA</td>
<td>Room 1410</td>
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<tr>
<td>9:30–10:00 AM</td>
<td>Post Award Review: Rhiannon Elms, Tribal Program Assistant, NIFA</td>
<td>Room 1410</td>
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<tr>
<td>10:00–10:30 AM</td>
<td>Break</td>
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<tr>
<td>10:30–11:30 AM</td>
<td>Award Terms &amp; Conditions and Award Processing: Awards Management Division, NIFA</td>
<td>Room 1410</td>
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<tr>
<td>11:30 AM–12:00 PM</td>
<td>RREEport—NIFA Reporting Portal: NIFA Planning, Accountability and Reporting Office</td>
<td>Room 1410</td>
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<tr>
<td>12:00–1:15 PM</td>
<td>Lunch—On Your Own</td>
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<tr>
<td>1:15–2:00 PM</td>
<td>Panel: Searching for Common Ground—the 1994 &amp; NIFA Nexus: NIFA Project Directors &amp; NIFA National Program Directors Session</td>
<td>Room 1410</td>
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<tr>
<td>2:00–3:00 PM</td>
<td>Opportunity Fair: Programs and Resource Opportunities Outside NIFA</td>
<td>Room 1410</td>
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<tr>
<td>3:30–4:30 PM</td>
<td>NIFA National Program: Breakout Sessions with 1994 Program Directors (PD)</td>
<td>Rooms 1410, 1341, 3455</td>
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<tr>
<td>4:30 PM</td>
<td>Conference Close</td>
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## Day 1

### Student Day

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Carrie L. Billy

President & CEO, American Indian Higher Education Consortium

In 2007, Carrie L. Billy was named president and CEO of the American Indian Higher Education Consortium (AIHEC), the collective spirit and unifying voice of our nation’s 37 Tribal Colleges and Universities (TCUs). Billy has a track record of success in both government and the nonprofit sectors, where her accomplishments include designing and implementing strategic initiatives, developing innovative policies and programs, and forging partnerships and coalitions. An enrolled member of the Navajo Nation, she has dedicated more than 25 years to ensuring that American Indian students are given the resources they need to stay successfully on an academic track.

As AIHEC’s top executive, Billy deeply understands and supports the organization’s mission to ensure excellence in TRIBAL higher education. Under her leadership, AIHEC secured $50 million in additional operating support to “forward funding” for TCUs and $300 million in mandatory funding for TCU institutional development; established AIHEC AIMS, a comprehensive data collection system of nearly 120 qualitative and quantitative indicators to which TCUs report annually—ensuring their accountability to tribal communities and funders; developed the Indigenous Evaluation Framework, which incorporates Indigenous epistemology and core tribal values into a framework that integrates place, community, individual gifts and sovereignty with Western evaluation practice; and launched new initiatives to engage Native students in advocacy and leadership on key community-based and public policy issues.

Billy works closely with the AIHEC Board of Directors to achieve the organization’s strategic vision and priorities, which include: Institutional advancement to sustain TCUs and the Tribal College Movement; performance accountability to provide standards, processes, and technical assistance necessary for TCUs to be accountable premier higher education centers within their communities; strengthen communities and improving the capacity of TCUs to serve their students, individuals, families, and tribal nations; and student engagement to increase Native student completion and success through high quality, culturally relevant, and holistic and integrated education, research and support programs.
### Student Panel 1

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<tbody>
<tr>
<td>1</td>
<td>Estimating the Number of Harvest Permits for wild rice lakes located on the White Earth Reservation and Tamarac National Wildlife Refuge</td>
<td>Dianne Kier</td>
<td>White Earth Tribal and Community College</td>
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**Abstract**

The past twenty-five years, my sister and I join hundreds of other wild rice harvesters at the lakes edge for the annual harvest. Wild rice (Zizania palustris L.) has cultural and economic value to the people of White Earth Nation. Wild rice is considered sacred amongst the Anishinaabe people of the upper Great Lakes Region not only because it was a staple food component in their diet, but also a cultural tie to our ancestors since their migration west to the “food that grows on water.” Wild rice productivity concerns the tribal communities who rely upon the annual wild rice harvest, and therefore it is important to understand wild rice annual yields and densities to derive a more accurate way of estimating the number of harvest permits. This research project explored permitted wild rice lakes located on the White Earth Reservation and Tamarac National Wildlife Refuge. Landsat TM 5 imagery, available wild rice permit and poundage data, field measurements, and wild rice knowledge based on personal and Traditional Elder Knowledge were obtained and analyzed to develop a harvest permit formula and provide recommendations in how to sustainably manage and research wild rice into the future.

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<td>2</td>
<td>Establishing agribusiness opportunities on the Navajo Nation through research and analysis of diversified forage crops</td>
<td>Lavine John</td>
<td>Diné College</td>
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**Abstract**

This research project aims to educate and implement diverse knowledge of alternative forage crops to Navajo communities and farmers. These different locations provide strategies under Diné College’s Land Grant Office staff to develop workshops, collect field data, and have field data days involving local farmers, members of the communities, student interns, and university collaborators. The research plots are located in Tsaile, Upper and Lower Wheatfields, Tec Nos Pos, and Many Farms, Arizona. Twelve forage crops were planted at the sites and include cool and warm season crops. Along with the plant establishment information, soil samples were collected, along with rainfall measurements, irrigation application, and harvest data from the forage crop variety trials. Anticipated outcomes include alternative forage crop selection by Navajo farmers to provide income sources to sustain farm families through the use for forage for local animal consumption. Additionally, marketing of plant products (such as seeds) will help broaden agribusiness income to farmers and ranchers. From an environmental standpoint, these crops can protect the environment by providing plant cover, improve soils nutrients, and reduce soil erosion.
### Healthy Lifestyles of Global Importance

**Heidi Brandow and Nicholas Halsey**
**Institute of American Indian Arts**

**ABSTRACT**

Access to fresh food and an awareness of living healthier lifestyles is of global importance. Nationally, current trends indicate that Native American populations are significantly affected by poor lifestyle choices and a lack of access to fresh foods. A disproportionately large portion of Native American populations suffer from high-blood pressure, heart disease, and diabetes.

To curb this trend, the Institute of American Indian Arts’ (IAIA) Center for Lifelong Education, with USDA grant funding, has embarked on a community-wide movement to introduce, reinvigorate, and develop programs to expose its community to fresh foods, food sovereignty, health awareness, and cultural sustainability. The project included the introduction of a community garden which catalyzed community members in reclaiming traditional Native American agricultural practices and also increased fresh food access to IAIA families and individuals.

This presentation shares the establishment of the IAIA Community Garden, the participants, and the social outcomes of the project on the lives of IAIA Community Gardeners and details future possibilities related to ongoing support of the IAIA Community Garden.

### Using Photovoice to Understand Food Literacy

**Lacey McKay**¹ and **Swaha Pattanaik**²
**¹Cankdeska Cikana Community College and ²North Dakota State University**

**ABSTRACT**

This collaborative research project between Cankdeska Cikana Community College (CCCD) and North Dakota State University (NDSU) uses the Photovoice method to understand the components and variables encompassing food literacy. The project connects resources from both colleges to enable and enhance research quality and is funded through the Building Framework for Food Literacy Research in a Tribal Community USDA AFRI grant.

Photovoice is a form of visual anthropology whereby participants actively engage in the research process. This community-based participatory action research that involves and encourages more action research in the field of community health and nutrition among indigenous populations. Due to the direct involvement of the participants at all stages of research, a sense of empowerment is achieved in managing identified issues.

The research took place at CCCC in Fort Totten, North Dakota. Participants in the research were students, staff, and faculty. An initial meeting introduced participants to the research process and objectives. Twenty-five participants were instructed on using provided cameras to capture images that described the role food plays in their lives. After one month, at a second meeting, returning participants were divided into small groups to discuss the relevance of their selected photos. Notes and audiotaped discussions were used along with pictures for analysis. Themes relating to food literacy shown in the photographs and discussions will be presented. Future research derived from the themes that emerged will inform a scale to define variations in individual perceptions of food literacy. The scale will help determine the significance that knowledge of healthy food practices plays in chronic disease prevention.
ABSTRACT

American Indian lands contain a vast amount of both renewable and non-renewable resources and have consequently been mined. Tribes are concerned about environmental impacts and the ability to manage their resources, creating a need to better understand mining through Mining Educational modules that focus on the environmental impacts of mining, remediation of mining wastes, and sociocultural impacts of mining. These modules will be independently packaged units of study to enhance the learning process and can be modified and adapted to different learning scenarios and objectives. In addition to providing specialized knowledge, the modules feature hands-on activities, incorporation of technology, student involvement, discussion, and exchange of ideas. Modules will incorporate traditional ecological knowledge and native ways of knowing to promote effective learning of science for native students and contribute to individual applied knowledge to meet tribal environmental needs. Modules will be designed to augment existing associates of science programs (e.g. Life Science, Agriculture, Natural Resources) currently offered at Tribal Colleges and Universities and can be modified for use in K-12 education.

ABSTRACT

This presentation explores current research on the strengths and aspirations of land grant institutions located in the North Central Region. Land grant institutions located in the North Central Region participated in a fact-finding study to understand successful programming at the institutions and examine programs in need of improvement. This research aims to gather and report data on effective programs of study at land grant institutions located in the North Central Region so that the institutions may share best practices and implement similar programs of study that are deemed successful at other institutions.

Student Panel 3

ABSTRACT

This presentation highlights knowledge and experiences from a summer internship completed with the Diné College Land Grant Office in Tsaile, AZ. It also details opportunities offered by the Cornell University Develop Your Own (DYO) Internship Program. The DYO Program provides Cornell students with the opportunity to find and develop an off-campus, paid, academic- or career-related internship with a non-profit organization or small for-profit business. If all of the aspects of the program are satisfied, the DYO Program will reimburse the employer a portion of the student’s wages. Working at the Land Grant Office expanded the presenter’s knowledge on agriculture via plant maintenance and harvesting. The presenter also worked with the Navajo Nation Veterinary Mobile Unit for supplementary veterinary experience, providing the opportunity to administer vaccinations to cats and dogs and observe spay and neuter surgeries. Such an internship may provide students with the chance to expand interests and shed light on the various opportunities in agriculture.
The Sisseton Wahpeton College (SWC) restoration project funded by USDA NIFA has allowed SWC to lay the groundwork to support a General Agriculture and Food Science degree program. The college built a walking path used by people in the community. Native trees and plants have been planted and are doing well. Five outdoor classrooms incorporated in the walking path for students and community members teach traditional uses of plants as well as provide food sources for the community through classes offered at SWC. Hired students act as caretakers of the project, aiding in student retention.

The project builds on the previous Equity projects at SWC by continuing to improve and develop the General Agriculture and Food Science degree and by expanding the prairie restoration project. The restoration project functions as a lab space for both the current degree programs and will be used for future research projects. Courses will continue to be infused with Dakota culture by consulting with elders. It will differ from previous Equity projects in that it will expand a bit to include some “green” or climate-change elements. SWC would like to be the key resource for the community on the Dakota culture for traditional foods, soil and water quality, animal nutrition, and other environmental concerns. The restoration project will be a future place of gathering and learning about traditional foods.

Hydroponics and aquaponics are becoming increasingly popular methods of growing vegetables, herbs, and other plants. Both methods dispense with the use of soil as medium of plant growth, depending instead on nutrients available directly from water to sustain the plants as they grow. This study examines the sprouting of seeds and the growing of seedlings in five different media recommended by growers and suppliers currently used in hydroponics and aquaponics. At least 300 different plants have been successfully grown with these two agricultural methods; however, only five vegetable plants were chosen and studied here. Successful germination and growth were not dependent solely on the use of any one particular medium or due nutrients absorbed from the water alone. Temperature, evaporation, and others factors also had definite impacts on germination and growth.

This is not an exhaustive or complete study. To this point, the study has increased the researcher’s understanding of the dynamics involved with various media and needs for effective germination and early growth of plants. This project is the first step in understanding what makes hydroponics and aquaponics successful, sustainable agricultural practices. The researcher will continue with this project as it is incorporated into the aquaponics and hydroponic systems at the college’s Agriculture Research Station. Additional media will be studied, and other types of vegetables and plants will be used. This
Variability of Soil Properties in Native Forests, Natural Marshes, and Irrigated Agricultural Fields within the Tropical Dry Forest Biome of Costa Rica

Title Presenter Institution/Organization
Variability of Soil Properties in Native Forests, Natural Marshes, and Irrigated Agricultural Fields within the Tropical Dry Forest Biome of Costa Rica
Bruz Van Dusen Sitting Bull College

ABSTRACT
As the world’s human population and demand for food production continue to increase, maintaining the condition of soil health and productivity is of paramount importance. The proper management of soils can positively impact the hydrologic functionality of the soil’s watershed, preserve system complexity, and uphold soil stability. However, without attentive soil management, the land may become exhausted and infertile. Mismanagement can result in the destruction of natural marsh and native forest ecosystem functions, as well as lead to rapid biodiversity decline of both flora and fauna. This study compares soil properties among native forests, natural marshes, and flood-irrigated rice and sugar cane agricultural fields. General soil property analyses were conducted in the native forest and natural marshes within Palo Verde National Park in the Guanacaste Region of Costa Rica, as well as in the irrigated rice and sugar cane fields adjacent to it. At each sample site, soil horizons were determined, and soil samples were taken for analysis at each horizon. Soil properties analyzed in this study included soil color, temperature, bulk density, particle density, pH, and percent organic matter. All soil properties were compared among the four different land use categories identified in the study. The findings indicate that the native forest and natural marsh systems have more desirable soil properties than the agricultural lands. Therefore, maintaining land use practices that result in mimicking the natural local ecosystems associated with Tropical Dry Forest Biome can provide optimum productivity while at the same time sustain soil integrity essential to retaining high biodiversity, preserve hydrologic functions, and reduce soil degradation.

Milk River Health: Can Monitoring the Diatoms be used to Reflect It?

Title Presenter Institution/Organization
Milk River Health: Can Monitoring the Diatoms be used to Reflect It? Victor Gone Aaniiih Nakoda College

ABSTRACT
From its headwaters in Glacier National Park to its confluence with the Missouri River, the 476 mile Milk River is heavily used and impacted. Along the way, numerous factors influence both the quality and quantity of river available for beneficial uses, including: diversions from the St. Mary River system, the diversion system’s deteriorating infrastructure of pipelines and canals, increased irrigation demands, agricultural inputs, municipal drinking water and wastewater treatment systems, pulsed flow from dam releases, ephemeral flow, long-term drought, boundary water disputes between the United States and Canada, and ongoing negotiations between the State of Montana and American Indian tribes living along the river and its tributaries. Currently, there is both a great scarcity and a great need for accurate, reliable water quality data for the Middle Milk River.

Previous research focused on benthic macro-invertebrates and various metrics to determine the health of the Milk River. New research includes periphyton data compared over a two-year period and also compared to

Germination Medium and Growth Comparison for Aquaponic and Hydroponic Systems for the Lac Courte Oreilles Ojibwa Community College Sustainable Agricultural Research Station

Title Presenter Institution/Organization
Germination Medium and Growth Comparison for Aquaponic and Hydroponic Systems for the Lac Courte Oreilles Ojibwa Community College Sustainable Agricultural Research Station
Susan Menzel Lac Courte Oreilles Ojibwa Community College

ABSTRACT (continued)
poster presentation illustrates the progress of the study, including conclusions made about media and their success or nonsuccess with germination and early growth of the five plants used in this research.
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<td>Victor Gone</td>
<td>Aaniiih Nakoda College</td>
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**ABSTRACT (continued)**

benthic macro-invertebrate results. Metrics chosen for analysis include cosmopolitan taxa percent, dominant taxon percent, eutrophic taxa percent, motile taxa percent, nitrogen heterotroph taxa percent, plains rare taxa percent, pollution index, siltation taxa percent, and species richness.

The comparison from 2012 samples to 2013 samples of the species richness has changed dramatically. Species richness, or the lack thereof, is often used as a metric in determining the health of a river system. The decrease from 2012 to 2013 in this metric could mean increased upriver pollution caused by anthropocentric factors. Continued monitoring of these diatoms as well as the benthic macro-invertebrates is an objective of the USDA Tribal College Research Grant. It is hoped that the results can be used to guarantee the Milk River health.

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<tr>
<td>Restoring Tradition and Modern Agriculture on Tohono O'odham Lands and Communities</td>
<td>Zade Arnold and Roxanne Jose</td>
<td>Tohono O'odham Community College</td>
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**ABSTRACT**

The Tohono O’odham Community College (TOCC) Agriculture Extension Program focuses on restoring traditional and healthy foods for our Tohono O’odham tribal members. The Tohono O’odham Nation is the second largest reservation in the U.S. and is located in southern Arizona. Our people have struggled with diabetes and have one of the highest rates of this disease among minority communities in Arizona and the U.S. About 60 years ago, our people were more than self-sufficient—living off the land by growing traditional crops, harvesting wild foods, and raising cattle. Today, most of the foods on the Tohono O’odham Nation come from grocery stores on the reservation or in neighboring cities. Many grocery stores carry foods that are processed and high in sodium, saturated fats, or sugars. The TOCC Agriculture Extension program helps community members understand the importance of healthy foods by teaching them how to grow traditional crops (e.g., corn, beans, squash) and harvest wild foods (e.g., mesquite pods, cactus fruit, cholla buds) from the desert. This program has helped establish numerous gardens across the Tohono O’odham Nation including at local schools. Furthermore, we work with local tribal programs to plan community events and workshops to engage the youth and other community members. The program encourages youth to pursue careers in agriculture and natural resources on the Tohono O’odham Nation. This will promote more interest in the tradition of farming and harvesting in our homeland, the Sonoran Desert.

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<td>Internship with Diné College Land Grant Office in Tsaile, AZ - 2013</td>
<td>Heather Williams</td>
<td>Diné College</td>
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**ABSTRACT**

This presentation highlights knowledge and experiences from a summer internship completed with the Diné College Land Grant Office in Tsaile, Arizona. It also details opportunities offered by the Cornell University Develop Your Own (DYO) Internship Program. The DYO Program provides Cornell students with the opportunity to find and develop an off-campus, paid, academic- or career-related internship with a non-profit organization or small for-profit business. If all of the aspects of the program are satisfied, the DYO Program will reimburse the employer a portion of the student’s wages. Working at the Land
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**ABSTRACT (continued)**

Grant Office expanded the presenter’s knowledge on agriculture via plant maintenance and harvesting. The presenter also worked with the Navajo Nation Veterinary Mobile Unit for supplementary veterinary experience, providing the opportunity to administer vaccinations to cats and dogs and observe spay and neuter surgeries. Such an internship may provide students with the chance to expand interests and shed light on the various opportunities in agriculture.

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<td>Establishing agribusiness opportunities on the Navajo Nation through research and analysis of diversified forage crops</td>
<td>Ashley Begay</td>
<td>Diné College</td>
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**ABSTRACT**

The Land Grant Office Forage Crops Research Project aims to educate and instruct Navajo Nation farmers in diversifying forage crops within their own fields, while spreading agricultural and economical awareness towards native community farmers. Historically, Navajo farmers support their family by living off of the land and their animals. Now, farming is not as common on the reservation, and the management of the farm continues on towards family ritual practices. This means that most farmers on the reservation plant crops that are not native to the planting areas, such as alfalfa and oats. These crops have different planting needs, and some may only have a specific planting time. This limits Navajo Nation farmers in gaining any economic and agricultural benefit as a means to support their families. Data were gathered from six Navajo reservation communities. Data collected during the forage crops project suggest alternative crops that will benefit Navajo farmers to increase their agricultural opportunities. Diversifying forage crops on native lands not only will benefit a year-around harvest, but it will boost better hay security, improve the soil, decrease water demand, and providing agricultural and economical sustainability for farming families.

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<td>Lacey McKay¹ and Swaha Pattanaik²</td>
<td>¹Cankdeska Cikana Community College and ²North Dakota State University</td>
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**ABSTRACT**

This collaborative research project between Cankdeska Cikana Community College (CCCC) and North Dakota State University uses the Photovoice method to understand the components and variables encompassing food literacy. The project connects resources from both colleges to enable and enhance research quality and is funded through the Building Framework for Food Literacy Research in a Tribal Community USDA AFRI grant.

Photovoice is a form of visual anthropology whereby participants actively engage in the research process. This community-based participatory action research that involves and encourages more action research in the field of community health and nutrition among indigenous populations. Due to the direct involvement of the participants at all stages of research, a sense of empowerment is achieved in managing identified issues.
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<th>7</th>
<th>Title</th>
<th>Presenters</th>
<th>Institution/Organization</th>
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<tbody>
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<td>Using Photovoice to Understand Food Literacy</td>
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**ABSTRACT (continued)**

The research took place at CCCC in Fort Totten, North Dakota. Participants in the research were students, staff, and faculty. An initial meeting introduced participants to the research process and objectives. Twenty-five participants were instructed on using provided cameras to capture images that described the role food plays in their lives. After one month, at a second meeting, returning participants were divided into small groups to discuss the relevance of their selected photos. Notes and audiotaped discussions were used along with pictures for analysis. Themes relating to food literacy shown in the photographs and discussions will be presented. Future research derived from the themes that emerged will inform a scale to define variations in individual perceptions of food literacy. The scale will help determine the significance that knowledge of healthy food practices plays in chronic disease prevention.

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<tr>
<td>Establishing Water Quality Baseline for Policy and Planning on the White Earth Nation</td>
<td>Hannah Smith</td>
<td>White Earth Tribal and Community College</td>
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**ABSTRACT**

For the White Earth Nation, located in Northwestern Minnesota, waterways play a very important part in life. Water not only has an economical value but a significant cultural and spiritual importance to the White Earth Nation. This project aimed to create a strong foundation for a water quality database that identifies and records water temperature, stream conditions, conductivity, dissolved oxygen, pH, and turbidity within the watersheds of White Earth Nation. Establishing partnerships with local agencies both in and around the reservation as well as effectively promoting community involvement was essential to the success of this project. This provided baseline data in a centralized location available for future projects involving the Nibi/Manoomin Project at White Earth Tribal and Community College and other projects focused on waterways on the reservation. Possible continuation of this project could include monitoring and assessment of White Earth watersheds and community involvement with outreach programs in locals schools, citizen monitoring groups, and/or educational programs.

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<th>Title</th>
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<tr>
<td>Gardening on the Spirit Lake Nation</td>
<td>Mary Demarce</td>
<td>Cankdeska Cikana Community College</td>
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**ABSTRACT**

Devil's Lake on the Spirit Lake Nation has regularly flooded for the past 15 to 20 years. Much land has been lost, including many trees, plants, and shrubs. Gardening and knowing how to properly start and care for a garden can transform from a personal project to something relevant to the community. Understanding what types of plant, trees, and other vegetation the Dakota used can be very helpful in determining what to plant. The Dakota used plants and trees for spiritual, ceremonial, medicinal, and nutritional purposes. These resources are beginning to be difficult to find on the reservation. The rising waters take many of these resources. With the knowledge of how to preserve what is being lost, people can continue to harvest the plants, trees, and food, such as the wild berries and vegetables traditionally harvested by the Dakota. Gardening can also be turned into a profit as well. With few job opportunities on some reservations, gardening can provide financial help to many families.
ABSTRACT

This project was conducted with the assistance of a seasoned trapper in North Dakota. Historically, trapping was for survival; today, it is mostly conducted for the furs. The meat can be eaten with most game animals. There are many safety precautions considering the trapper and the game. The trapper should receive vaccinations for prevention of various diseases. Protecting the environment and public safety is also an issue, with over trapping in some areas and harm to non-game animals. Finding the right area for setting snares or traps is an important consideration. Trapping is an ancient art in hunting. Natives refined these skills and taught them to many nations when they arrived in North America. Native people also learned trapping skills from other nations, but the trapping and snaring has basically stayed the same. The skills were passed from generation to generation but have been lost with technology and industry. Many types of game can be snared such as rabbits, muskrat, weasel, beaver, raccoon, badgers, and others. Other big game like bears, wolves, and bobcats are trapped and released mostly for public safety; others are taken for their fur and some for their meat. Trapping has made somewhat of a comeback with the rate of fur prices. The North American Fur Auctions sets the standards for fur pelts sold in Canada and most of North America. Trapping is a useful skill to learn that will feed, clothe, and shelter a person.

ABSTRACT

The cottonwood tree is most often found in the southwestern part of the United States, although this species of tree can also be found in suitable areas in the northern part of the country. This large tree is known for its beauty, sturdiness, and thick, twisting roots. It is a fairly long-lived tree. If you have a large cottonwood tree in your yard, then it has probably been there for a very long time.

The cottonwood tree tends to be very large in every aspect. This species averages 60 to 100 feet tall. The trunk averages five to six feet in diameter. The largest cottonwood, found in California, is almost 12 feet in diameter. The typical circumference measures between 16 and 19 feet! The spread of the cottonwood’s canopy can be as large as 100 feet or around 60 feet on the smaller end of the scale. Cottonwood trees, like related aspens and poplars, grow quickly (25 inches or more per year) and have a propensity for weak wood. However, they suffer fewer diseases and insect pests than aspens and poplars and live longer. Many cottonwood trees found throughout the western United States were there when settlers first crossed the plains.

Cottonwood trees tolerate a wide range of conditions, but giving them good care extends their life. Cottonwood trees prefer somewhat moist conditions and need at least 15 feet of soil space around them for root growth and expansion. Prune the trees annually to remove weak or damaged branches. If they break, branches will rip large wounds in the tree, opening it to disease. Cottonwoods, poplars and aspens (genus Populus) are in the willow family, Salicaceae. Like willows, they are dioecious (having separate male and female individuals) and, in a pattern odd for wind-pollinated trees, not only the male but also the female flowers are numerous, and disposed along an elongate drooping catkin-like inflorescence. Cottonwoods flower profusely early in spring.

These trees are significant in Dakota culture. All summer they release a very light cotton containing a seed. When the seed hits the ground, it will remain there until it receives water from rain or other watering. Native Americans have used cottonwood trees for fire wood, wooden bowls and spoons, wooden raddles for ceremonies, and canoes. Cottonwood trees are the most common trees in Dakota life.
**ABSTRACT**

Flat cedar sticks are used as a smudge to cleanse the home or self in times of stress or when there is death in the family or community, especially when there are young children in the home and protection is needed from bad spirits or any kind of negative energy in the home. Children are smudged first along with all the members in the house; then the rest of the home is cleansed in a clockwise many, accompanied by prayers.

Flat cedar, known as *Hant’e Bdaska* to the Dakota people, is a sacred herb often used in ceremony and during times of prayer, and, according to ancient legend, this sacred herb is also a favorite of *Wakinyan* the thunder beings. Because the cedar tree is the favorite of *Wakinyan*, he never strikes it with lightning. The smell of the smoke from the cedar is sweet and pleasing to him. Flat cedar is also used to cleanse by burning it to purify a space by attracting good spirits and removing negative influences. It is used for protection. As this herb is favored by the Thunder Beings, some people burn cedar as an incense during thunderstorms.

Flat Cedar has many restorative medicinal uses. When mixed with sage for tea, it cleanses the body of all infections; cedar baths are also very healing. When cedar mixed with tobacco is put in the fire it crackles, which calls attention to the offering being made. Cedar is used in the sweat lodge and fasting ceremonies for protection. Cedar branches cover the floor of many sweat lodges, and some people make a circle of cedar when they are fasting. It is a guardian spirit and chases away the bad spirits.

In our many cultures that share the same beliefs that every living thing has a spirit as in plants and animals, our people always said a prayer to the creator and the plant or animal before we took its life or before we picked the plants we needed to use and asked for its blessing, because it is giving of itself to us to use for a purpose. We always have a great respect for the many blessings the creator has bestowed upon us.

**ABSTRACT**

The past twenty-five years, my sister and I join hundreds of other wild rice harvesters at the lake’s edge for the annual harvest. Wild rice (*Zizania palustris* L.) has cultural and economic value to the people of White Earth Nation. Wild rice is considered sacred amongst the Anishinaabe people of the upper Great Lakes Region not only because it was a staple food component in their diet, but also a cultural tie to our ancestors since their migration west to the “food that grows on water.” Wild rice productivity concerns the tribal communities who rely upon the annual wild rice harvest, and therefore it is important to understand wild rice annual yields and densities to derive a more accurate way of estimating the number of harvest permits. This research project explored permitted wild rice lakes located on the White Earth Reservation and Tamarac National Wildlife Refuge. Landsat TM 5 imagery, available wild rice permit and poundage data, field measurements, and wild rice knowledge based on personal and Traditional Elder Knowledge were obtained and analyzed to develop a harvest permit formula and provide recommendations in how to sustainably manage and research wild rice into the future.
**ABSTRACT**

Sage (Salvia) stems from the word “to heal.” In Dakota culture, we burn sage to cleanse ourselves and our homes and to take away all the bad feelings and thoughts. There are different type of sage and many uses.

There is male and female sage. The male sage has a thick stem, and the female stem is thicker. Sage is used in very scared ceremonies such as the sun dance as wreaths on the wrist and head.

We can harvest our own sage that grows in our back yards. Sage grows abundantly without water. Sage does wonders for the mind, body and soul.

**Faculty**

**ABSTRACT**

USDA Research funds supported gathering selected plants under appropriate protocol for tribal traditions. Plants were packaged and provided to Beltsville, Maryland, Analysis Lab for ORAC listing. United Tribes Technical College and grant staff partnered with USDA GFH, NRC, and USDA for publication of results in Nutrition Analysis Journal. Scientific research poster supports publication.

**ABSTRACT**

The Little Big Horn College (LBHC) Greenhouse/Community Garden Project is funded by the USDA Tribal Colleges Education Equity grant. In addition to providing internships in which students learn gardening and greenhouse skills, the project provides gardening related services to the overall Crow community. Our objective is to promote gardening as a means of access to healthy, inexpensive, fresh food and to assist community members with having their own gardens.

We offer workshops and other hands-on activities on gardening topics, such as starting a new garden and starting seeds indoors. We grow vegetable, herb, and flower starts in the greenhouse that are available for community members during the growing season. The project staff also maintains the Teaching Garden, located next to the greenhouse; community members are invited to participate in planting, maintaining, and harvesting the garden. Staff offers home garden consulting to community members. The project staff works with area schools, giving tours and assisting them with school gardens. We also work with the LBHC Summer Library Reading Program, in which the children grow, maintain, and harvest their own raised bed in the Teaching Garden.
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<tr>
<td>The Little Big Horn College Greenhouse/Community Teaching Garden Project</td>
<td>Elizabeth Von Essen</td>
<td>Little Big Horn College</td>
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**ABSTRACT (continued)**

Each year, the number of people attending events and visiting the garden and taking plants home grows. More and more people in our community are starting their own gardens and growing fresh, healthy food. Vegetables in our area are quite expensive, so people are saving money as well.

Future plans include expanding the garden in order to have enough produce to have Crow community vegetable stands at the farmers market. We also would like to increase our availability of culturally significant plants such as sweetgrass and healing plants such as yarrow and Echinacea. Ultimately, we will have community/school gardens in every district in Crow country.

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<tr>
<td>Little Big Horn College Healthy Living Through Gardening</td>
<td>Kristi Old Coyote</td>
<td>Little Big Horn College</td>
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**ABSTRACT**

This spring we gardened with individual families at their homes. In May, we had scheduled a day of events during the day of the ground breaking. We conducted a walk sponsored by the Crow Tribal Diabetes Program, and community members learned how to build their gardens. Seventy-eight people created mounds and rows and sowed different seeds.

In June, Terry Lee Altemus, an assistant professor for the nursing program of Montana State University of Billings, brought starter plants, compost, and tools, and we planted in the drizzling rain. The group of four women helped one another build gardens to learn and as each helped, each learned. During our time together we shared stories, laughed, vented, shared, and formed friendships.

Forty-two people signed up to garden at home. We were overwhelmed because we had only one tiller with which we tilled 17 gardens. At the greenhouse we had two areas – one for the three sisters – squash, beans, and corn – and the other one for all vegetables. We produced enough to share the produce with everyone at the college and community members who stopped by out of curiosity. It was a lot of fun but a lot of work. The reward was great. The project has spurred creativity for future projects such as berry and plum picking, making plum jam, and making pemmican, a native food.

Our goal is to have the Apsaalooke people grow their own gardens and learn of the freshness and benefits of growing their own food. This will impact their food bill, works out their bodies, and produces endorphins. Gardening brought healing in many ways, because this was my first garden. We are planning for next season and expect more families to join in our Healthy Living through Gardening.
### Welcome and Opening Remarks
- **Welcome and Opening Remarks**
- **8:30–8:45 AM**
- **Room 1410**

### TCU President’s Address
- **TCU President’s Address**
- **S. Verna Fowler, Ph.D., President, College of Menominee Nation**
- **8:45–9:15 AM**
- **Room 1410**

### FALCON Membership Meeting
- **FALCON Membership Meeting**
- **9:30–11:30 AM**
- **Room 1410**

### CONCURRENT SESSIONS

#### Training Workshop 1
- **Evaluation Reporting using a Ripple Mapping Process**
- **Mary Emery, South Dakota State University**
- **1:00–3:00 PM**
- **Room 1410-A**

#### Training Workshop 2
- **Developing Key Messages: Tips To Becoming a Conversation Starter and a Great Storyteller**
- **Tia Gordon, TTG+Partners**
- **1:00–3:00 PM**
- **Room 1410-B**

#### Training Workshop 3
- **New PD Training**
- **John Phillips, AIHEC/FALCON**
- **1:00–3:00 PM**
- **Room 1341**

#### Presentation Panel 4
- **Presentation Panel 4—Faculty**
- **3:30–5:00 PM**
- **Room 1410-A**

#### Presentation Panel 5
- **Presentation Panel 5—Faculty**
- **3:30–5:00 PM**
- **Room 1410-B**
Dr. Verna Fowler has served in the field of education since 1964 as a teacher in all grade levels through adult education and as an administrator. She established the College of Menominee Nation (CMN) in Keshena, Wisconsin, on the Menominee Reservation 17 years ago, where she serves as president. Under her leadership, CMN has grown to serve more than 600 students per semester. CMN’s modern, well-equipped main campus in rural Keshena and its urban campus located in Green Bay near the Oneida Nation reservation boast a diverse student population, with about 80 percent being American Indians from more than 20 tribes. The college offers associate’s and bachelor’s degree programs.

Fowler, of Menominee and Stockbridge-Munsee heritage, is an enrolled member of the Menominee Indian Tribe of Wisconsin. She was born, raised, and resides on the Menominee Reservation.

Fowler was appointed to the White House Initiative on Tribal Colleges and Universities under Presidents William J. Clinton and George W. Bush. She is an active member of the boards of the American Indian College Fund and the American Indian Higher Education Consortium.

Fowler has provided leadership service on many regional, state, national, and international initiatives, including the Higher Learning Commission of the North Central Association Board and the 1994 Land Grant Colleges USDA Leadership Committee. She is frequently invited to serve on panels and delegations at work on higher education issues, particularly relating to educational opportunities for Indigenous people. Fowler cofounded and has served as the elected leader of the Sisters of a New Genesis, a religious order of women in the Green Bay (Wisconsin) Diocese.

Her professional work has included service as the tribe’s Superintendent of Education, Director of the Credit and Finance Department, and Executive Director of the Menominee Restoration Committee. During a critical period in Indian affairs, Fowler worked in Washington, D.C., an aide to Ada Deer, leader of the Menominee Restoration movement. Their work had sweeping implications for all American Indian communities by securing tribal status with the United States government.

She is a graduate of Silver Lake College in Wisconsin and earned her M.Ed. and Ph.D. degrees from the University of North Dakota (UND), where she was a Patricia Roberts Harris Fellow. In 2010, she received UND’s College of Education and Human Development Alumni Achievement Award. She received the University of Wisconsin-Green Bay’s honorary Doctor of Laws degree and the University of Wisconsin-Oshkosh’s honorary Doctor of Humane Letters degree. Her chapter on the Menominee appears in Dr. Frederick Hoxie’s Encyclopedia of North American Indians. She is the author of “The Menominee,” published as part of Steck-Vaugh Company’s Indian Nations Series.
FALCON Membership Meeting  
November 3, 2013  
NIFA Headquarters, Washington, D.C.

Agenda

Welcome and Call to Order

Approval of Minutes from 2012 Meeting

Executive Director’s Report
  Highlights from 2012 and 2013
  FY 2014 Budget Update
  Farm Bill Update
  NIFA National Extension and Research Administrative Officers’ Conference (NERAOC)
  Annual Conferences for 2014, 2015, and 2016

Treasurer’s Report

Officer Nominations
  Treasurer

By-law Amendments

Partnership Reports
  NACDEP—National Association of Community Development Extension Professionals
  USDA 1994 Programs

Other Business
  Items from the Floor

Adjourn
Call to Order

Virgil Dupuis called the meeting to order at 1:30 p.m., October 27, 2012.

Approve Agenda

The business meeting agenda was reviewed. A motion to approve the agenda was made by Steve Dahlberg and seconded by Susan Given-Seymour. The agenda was approved by unanimous voice vote.

Approve Minutes

The draft minutes from the October 24, 2011, FALCON membership meeting were reviewed. A motion to approve the minutes was made by Sam Orozco and seconded by Susan Given-Seymour. The minutes were approved by unanimous voice vote.

Executive Director’s Report

John Phillips, FALCON executive director, was unable to attend the conference. He submitted his report on a Powerpoint presentation which was reviewed.

- The major highlights from 2011/2012 were reported as follows:
  
  The Morrill Act of 1862 (Land Grant authorization) Sesquicentennial celebrations were held in Washington, D.C. in June and July. A Tribal College and University (TCU) exhibit at the Smithsonian Folklife Festival was planned and managed by Northwest Indian College (Susan Given-Seymour) and United Tribes Technical College (Pat Aune), with support from FALCON. The banners and display materials developed for the festival were on display in the meeting room.

  A community based agri-business curriculum for Native beginning farmers and ranchers has been developed and piloted, in partnership with Fort Peck Community College, Blackfeet Community College, and Aaniiih Nakota College.

  - The federal budgets for FY 2013 are currently under a CR (continuing resolution) and are thus set at FY 2012 funding levels. The CR expires in March, 2013, when FY 2013 funding levels could potentially be changed. For FY 2014, the AIHEC funding priorities for Land Grant programs remain as before: growth in extension and research programs, and no reductions in any other programs.

  - FALCON worked with AIHEC to include 1994 input into the 2012 Farm Bill. Key components of the input are as follows:

    Open research partnerships to include non-Land Grant institutions, schools of forestry, and ARS.

    Add three new TCUs to the Land Grant system; College of the Muscogee Nation (Okmulgee, OK), Keweenaw Bay Ojibwa Community College (Baraga, MI) and Comanche Nation College (Lawton, OK).
Add TCUs to eligible institutions to apply for two Smith-Lever competitive programs: the Federally Recognized Tribes Extension Program (FRTEP)—formerly Extension Indian Reservation Program)—and Children Youth and Families at Risk (CYFAR).

- The National Extension and Research Administrative Officers’ Conference (NERAOC) is a conference for Land Grant institutions’ administrators and project directors, and will be held in New Orleans, May 5–8, 2013. John Phillips (FALCON) is on the planning committee and there will be three sessions focused on the 1994 Land Grant institutions.

- The venues for the FALCON annual conferences for the next three years were presented, as follows:
  - November 2–5, 2013, NIFA headquarters and the Phoenix Hotel in Washington, D.C.
  - 2014, in Minneapolis.
  - 2015, in Denver.

**Treasurer’s Report**

The treasurer’s report was presented by Carrie Sue Schumacher. The accounts are now managed using QuickBooks. As of October 24, 2012, FALCON bank balances at Wells Fargo were as follows:

- Checking Balance: $26,887.64
- High Yield Savings: $30,637.61
- Business Market Savings: $2,705.74

A motion to approve the treasurer’s report was made by Annette Broyles and seconded by Susan Given-Seymour. The treasurer’s report was approved by unanimous voice vote.

**Officer Nominations**

The FALCON Board of Directors recommended the nomination of a list of candidates for the positions of Secretary, Vice President and President. The terms for the current officers in those positions has expired. An e-mail vote will take place in about two weeks.

- Secretary—Brian Kowalkowski, College of Menominee Nation
- Vice President—Gary Halvorson, Sitting Bull College
- President—Benita Litson, Diné College

James Hafer moved that nominations cease, and Steve Dahlberg seconded the motion. The motion to cease nominations was approved by unanimous voice vote.

**Partnership Reports**

- The ECOP (Extension Committee on Operations and Policy) update was given by Doug Steele. Dr. Steele had been at Montana State University, but has taken another job at College Station, Texas A&M. John Boren at New Mexico State will replace him as the WEDA (Western Extension Directors Association) liaison to FALCON. All 107 Land Grant institutions are represented on ECOP, and extension programs can be grown through partnerships. Some of these program opportunities include
the Human Sciences and Youth Development AFRI Funding, the Beginning Farmers and Ranchers program, and the Veterans to Work Program.

The 1994s are represented by Terry Tatsey at APLU (Association of Public and Land Grant Universities). David Yarlott, president, Little Big Horn College, was the representative on the Convocation planning committee. The Land Grant system speaks with one voice through APLU. Daryl Buchholz is the new chair of ECOP.

- Benita Litson reported on her meeting with the Western Extension Directors Association (WEDA). They discussed opportunities and partnership in the FERTP and agriculture programs. FRTEP and the 1994s serve the same clientele with limited resources. The 1862 Institutions, FERTP and the 1994 Institutions should seek ways to work together.

- Lawrence Shorty, program director of the 1994 Office of Advocacy and Outreach, USDA, gave a presentation on the Tribal College Liaisons which are now part of the Office of Advocacy and Outreach and funded in the current version of the Farm Bill. The director, Carolyn Parker, presented to AIHEC Fall Board meeting. The Tribal College Scholarship programs are currently suspended. The program has been modified and is now called Pathways, and the internships are not directly targeted to Tribal Colleges. There is a concern that Tribal College students may not get many of the internships. The program’s funding is currently slated to be cut by 16 percent.

With fewer positions, they are utilizing video conferencing, Food and Agriculture Councils, and innovative projects with Land Grant faculty and staff, which will be discussed at Tuesday’s session. A Federal Register notice is being developed for feedback for the tribal scholars program, and it will be a 60-day notice.

**Other Business**

Revisions to the by-laws were discussed. Each 1994 Land Grant institution has one voting member who is designated by the president. An e-mail election will be held for officer positions and by-law amendments.

A motion to adjourn was made by Leslie Henry, and seconded by Sam Orozco. Adjournment was approved by unanimous voice vote.

Meeting adjourned 5:00 p.m.
Evaluation Reporting using a Ripple Mapping Process

Evaluation reporting is a vital part of showing stakeholders and funding agencies that the programs you administer are effective and beneficial. This workshop will help participants understand the use of an exciting participatory group process called Ripple Mapping that is used to evaluate programs. The process engages program participants and other community stakeholders to reflect upon and visually map the intended and unintended changes produced by Extension programming. The result is not only a powerful technique to document impacts, but a way to engage and re-energize program participants. Workshop participants will engage in group activities that will help them develop their own ripple map analyses.

Mary Emery, Ph.D.
Department Head/Professor, Department of Sociology and Rural Studies, South Dakota State University

Dr. Mary Emery focuses on rural and community development research and practice including using the Community Capitals Framework in evaluation, research on community change, and program planning. She is also a co-author of the Field Guide for Community Coaching. Emery coordinates the Great Plains IDEA transdisciplinary multi-university distance degree in community development.

Emery has served as the associate director of the North Central Regional Center for Rural Sociology, a senior fellow with the North Central Regional Center for Development and as a senior consultant with the Heartland Center for Leadership Development in Ames, Iowa.

Emery received her doctoral degree in sociology from Rutgers, the State University of New Jersey-New Brunswick, and her master’s degree in community development at Iowa State University.
Developing Key Message: Tips To Becoming a Conversation Starter and a Great Storyteller

The ability to effectively communicate positive stories and messages about your institution and programs is more important than ever. This workshop will help participants understand the framework of effective storytelling, the media, and your role and responsibilities as a spokesperson; more importantly, you will learn on how to start a conversation and tell a great story about your institution’s efforts. Effective public relations tips and tools to share your stories and news will be discussed. Participants will engage in group activities that will help them develop and communicate their own compelling stories.

Tia T. Gordon
Founder & CEO, TTG+Partners

Tia T. Gordon, a creative communications consultant, specializes in starting thoughtful conversations on race, ethnicity, and diversity in higher education.

With nearly two decades of communications experience, Gordon is a visionary leader who is dedicated to giving a “voice to the voiceless.” She works with some of the nation’s top Fortune 500 companies and nonprofit organizations to spearhead groundbreaking campaigns and initiatives aimed at empowering traditionally underserved populations. Gordon uses her expertise in media relations, crisis management, diversity and inclusion, and strategic marketing to help change attitudes and shift perceptions toward various communities in need.

Gordon is currently an editorial board member for INSIGHT Into Diversity magazine as well as previously served as a board/advisory member for the Black Public Relations Society, Public Relations Society of America, and Wyndham International.

Gordon has a bachelor’s degree in communications from Washington Adventist University and a master’s degree in public communications from American University. She also participated in postgraduate communications work at he George Washington University.
New PD Training

Many times, a new Land Grant project director (PD) will begin his or her job without any formal training or orientation to the land-grant system. This workshop is intended for new PDs, and will help them understand the basic foundations and components of the Land Grant system from a tribal college perspective. Topics will also include Land Grant funding, strategic planning, and advocacy efforts. Participants will have an opportunity to ask questions and discuss issues that are important to them.

John Phillips, Ph.D.

Executive Director, FALCON

Dr. John Phillips, executive director of FALCON, serves as the Land Grant program and policy advisor to the American Indian Higher Education Consortium (AIHEC). Phillips is also the principal of John Phillips Consulting, and holds an adjunct graduate faculty appointment at South Dakota State University.

From 2000–2005, Phillips was the first 1994 Land Grant Institutions (Tribal Colleges and Universities) liaison with the U.S. Department of Agriculture (USDA). He was responsible for representing the interests of the 1994 Land Grant institutions throughout USDA and the public. Phillips also provided executive resources to the USDA/AIHEC Leadership Group, a national advisory board comprised of top USDA and AIHEC officials.

Phillips directed the Cooperative Extension Program at Si Tanka College on the Cheyenne River Reservation, South Dakota, from 1997 to 1999, for which he was awarded a USDA Secretary’s Honors Award and a USDA CSREES Administrator’s Recognition. During that time, he developed community outreach programs in nutrition, community gardening, and youth development. He also conducted USDA-sponsored research on diet and nutrition.

Phillips earned his doctorate in rural sociology at the University of Missouri-Columbia, a masters degree in environmental systems from Humboldt State University, California, and a bachelor degree in computer science from California State University, Sacramento. He has worked as a systems engineer for IBM Corporation, and has served as a Peace Corps volunteer in southern Africa.
1
Title: Findings and Recommendations from the Navajo Gardening, Nutrition and Community Wellness Survey Project
Presenters: Mark Bauer and Felix Nez
Institution/Organization: Diné College

ABSTRACT

Issues of nutrition, health, and rural development are of significant importance in the population of the Navajo Nation. Increases in risk factors for diabetes and cardiovascular disease are clearly related to nutritional and activity lifestyles. This research assessed Navajo families’ interest, resources, activities, barriers and attitudes relating to gardening as a means of addressing nutrition and physical activity to improve health outcomes. Respondents identified themselves as gardeners or non-gardeners to serve as an independent variable. Dependent variables assessed knowledge of gardening and its connection to nutrition, current gardening activities, barriers/facilitators to gardening (e.g. access to land, water, tools, skills for gardening), family economic status, nutritional and physical activity levels, health conditions, and demographic questions (e.g. distance from various garden resources like irrigation water). Thirty interviews were conducted in each of four separate Navajo communities for a total sample size of 120. The three-stage sampling strategy roughly represented the population in terms of gender, age, employment status, and enrollment in assistance programs like SNAP. One significant finding was that 31% of respondents reported that they garden, and this group reported consuming 2.2 more servings of fruits and vegetables daily compared to the non-gardeners (p= .0035). Analysis will be presented on perceived interests in gardening, available water resources, and barriers to gardening comparing different kinds of communities (e.g. those with greater access to irrigation water versus those without), different housing situations (e.g. those in Navajo housing units versus those in scattered housing), and people at different stages of gardening (e.g. those thinking about gardening versus those already gardening). By considering the needs of these subgroups, recommendations for programs and materials can be targeted. The collaborative team can thus design outreach appropriate for each area and group more appropriately. A dissemination plan and future program recommendations will also be presented.

2
Title: Lummi Traditional Food Project: A Community Based Participatory Research Project and Lifestyle Intervention
Presenter: Vanessa Cooper
Institution/Organization: Northwest Indian College

ABSTRACT

This research project was a lifestyle intervention that aimed to help 25 Lummi families find ways to incorporate more healthy and traditional foods into their everyday diets by finding solutions to the barriers of access to and affordability of healthy food. The families received weekly boxes of produce from a local farm (community supported agriculture) and participated in regular cooking classes to learn how to use the foods they received. They participated in gardening projects to learn the value of growing their own food. Impacts included changes in health and increased knowledge of the uses of plants for food and medicine. Future plans include the implementation of the Lummi Food Sovereignty Project.
### Title Presenters Institution/Organization

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<tr>
<td>Little Big Horn College Healthy Living Through Gardening</td>
<td>Kristi Old Coyote</td>
<td>Little Big Horn College</td>
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</table>

**ABSTRACT**

This spring we gardened with individual families at their homes. In May, we had scheduled a day of events during the day of the ground breaking. We conducted a walk sponsored by the Crow Tribal Diabetes Program, and community members learned how to build their gardens. Seventy-eight people created mounds and rows and sowed different seeds.

In June, Terry Lee Altemus, an assistant professor for the nursing program of Montana State University of Billings, brought starter plants, compost, and tools, and we planted in the drizzling rain. The group of four women helped one another build gardens to learn and as each helped, each learned. During our time together we shared stories, laughed, vented, shared, and formed friendships.

Forty-two people signed up to garden at home. We were overwhelmed because we had only one tiller with which we tilled 17 gardens. At the greenhouse we had two areas: one for the three sisters—squash, beans, and corn, and the other one for all vegetables. We produced enough to share the produce with everyone at the college and community members who stopped by out of curiosity. It was a lot of fun but a lot of work. The reward was great. The project has spurred creativity for future projects such as berry and plum picking, making plum jam, and making pemmican, a native food.

Our goal is to have the Apsaalooke people grow their own gardens and learn of the freshness and benefits of growing their own food. This will impact their food bill, works out their bodies, and produces endorphins. Gardening brought healing in many ways, because this was my first garden. We are planning for next season and expect more families to join in our Healthy Living through Gardening.

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### Faculty Panel 5

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<tbody>
<tr>
<td>Traditional Foods and Medicines: Empowering Students and Improving Health</td>
<td>Elise Krohn</td>
<td>Northwest Indian College</td>
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**ABSTRACT**

Over the past several years, NWIC Traditional Foods and Medicines staff has offered college courses, community workshops, and train the trainers opportunities on native foods and medicines. Through hands-on, place-based learning, students explore the cultural traditions and methodologies that sustained their ancestors. Examples include an all-day workshop where students visited a camas prairie, dug roots, and learned to cook them in an earthen pit oven; a ten-week nutrition course called Honoring NW Native Food Traditions; and a community class on building tribal food sovereignty through saving seeds. This presentation shares stories and best practices that have helped to make these learning opportunities successful. These best practices are being used to develop new curricula and teaching tools including, a board game on native foods.
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<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Diversity forage crops on the Navajo Nation</td>
<td>Bryan Neztsosie</td>
<td>Diné College</td>
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**ABSTRACT**

This presentation demonstrates alternatives to a single cropping system. It can be viewed as non-traditional, since alfalfa has become nearly the sole hay crop in this region, while three of the proposed forages are native plants. The project offers solutions to real-world problems, such as protecting soil surfaces from erosion through good farming practices and reduced water demand by selecting drought resistant crop species or varieties. Presently, farmers on the Navajo Nation almost exclusively plant alfalfa as a hay crop. Oats are a secondary crop. Forage crops on the Navajo Nation need to be diversified to provide better hay security.

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<th>Title</th>
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<tr>
<td>From the other side of the Review Process: Reflections on Characteristics of Successful Proposals in NIFA’s Integrated Rural Development Programs</td>
<td>James Hafer¹, Scott Loveridge², and Jill Auburn³</td>
<td>¹Chief Dull Knife College, ²North Central Regional Center for Rural Development, and ³NIFA</td>
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**ABSTRACT**

USDA/NIFA’s competitive grants program represents an opportunity for FALCON members to enhance their resources for applied research and outreach to address their communities’ concerns. Many of the programs are integrated, meaning proposals require both a research and outreach component to be competitive. How does one balance successfully across these competing objectives? What are some common characteristics of proposals that do well in this competition? What are some strategies FALCON members might employ to increase the chance of obtaining a NIFA grant for rural development activities? The presenters are veterans of the NIFA competitive grants review process. They will share an overview of how panelists are recruited, how proposals are reviewed, observations on approaches seen in successful proposals, as well as frequent mistakes made by less successful proposal authors.
# Day 3

## NIFA Day

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<tr>
<th>Event</th>
<th>Time</th>
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<tbody>
<tr>
<td><strong>NIFA 1994 Land Grant Directors Breakfast Networking Session</strong></td>
<td>7:00–8:00 AM</td>
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<tr>
<td><strong>Welcome and Opening Remarks</strong></td>
<td>8:15–8:45 AM</td>
<td>1410</td>
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<tr>
<td>Sonny Ramaswamy, Ph.D., Director, NIFA</td>
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<tr>
<td><strong>Introduction to NIFA Day</strong></td>
<td>8:45–9:00 AM</td>
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<td>Tim Grosser, National Program Leader, NIFA</td>
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<td><strong>2014 Grant Opportunity RFAs</strong></td>
<td>9:00–9:30 AM</td>
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<td>Jill Lee, Tribal Program Specialist, NIFA</td>
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<td><strong>Post Award Review</strong></td>
<td>9:30–10:00 AM</td>
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<td>Rhiannon Elms, Tribal Program Assistant, NIFA</td>
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<tr>
<td><strong>Award Terms &amp; Conditions and Award Processing</strong></td>
<td>10:30–11:30 AM</td>
<td>1410</td>
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<td>Awards Management Division, NIFA</td>
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<td><strong>REEport—NIFA Reporting Portal</strong></td>
<td>11:30 AM–12:00 PM</td>
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<td>NIFA Planning, Accountability and Reporting Office</td>
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<td><strong>Panel: Searching for Common Ground—the 1994 &amp; NIFA Nexus</strong></td>
<td>1:15–2:00 PM</td>
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<tr>
<td>NIFA Project Directors &amp; NIFA National Program Directors Session</td>
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<td><strong>Opportunity Fair: Programs and Resource Opportunities Outside NIFA</strong></td>
<td>2:00–3:00 PM</td>
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<tr>
<td><strong>NIFA National Program Leader</strong></td>
<td>3:00–4:30 PM</td>
<td>1410, 1341, 3455</td>
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<tr>
<td>Breakout Sessions with 1994 Program Directors (PD)</td>
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Sonny Ramaswamy, Ph.D.
Director, National Institute of Food and Agriculture

Dr. Sonny Ramaswamy, director of the U.S. Department of Agriculture’s National Institute of Food and Agriculture, provides leadership and direction in the formulation of broad, national policies supporting extramural research, education, and Extension through federal support in coordination with other agencies in Research, Education, and Economics. He provides national leadership and support for cooperative science, Extension, and education programs and other cooperative activities in the food, agricultural, and environmental sciences to meet major needs and challenges in food and agricultural system productivity; development of new food, fiber, and energy sources; agricultural energy use and production; sustainable natural resources use; promotion of the health and welfare of people; human nutrition; and international food and agriculture. In addition, Dr. Ramaswamy helps to connect universities and colleges, stakeholders and beneficiaries, scientific and professional associations, research foundations, industries, and other government agencies.

From 1997 to 2006 Ramaswamy headed the Department of Entomology at Kansas State University. He served as associate dean of Purdue University’s College of Agriculture and directed the university’s agricultural research programs from 2006 to 2009. In 2009, Ramaswamy was appointed dean of the College of Agricultural Sciences at Oregon State University and director of the Oregon Agricultural Experiment Station.

Ramaswamy earned a Bachelor of Science in agriculture in 1973 and a Master of Science in agricultural entomology in 1976. He earned his Ph.D. in entomology from Rutgers, the State University of New Jersey-New Brunswick. He completed the executive Management Development Program from Harvard University, Cambridge, Massachusetts, in 2001.
Tim Grosser

National Program Leader, Division of Community and Education

Tim Grosser is responsible program leadership for Education capacity programs for the 1994 Tribal and 1890 Land Grant Colleges. The Tribal Endowment, Education Equity and Teaching Capacity Building Grant Programs are under his stewardship.

Jill Lee

Program Specialist, Division of Community and Education

Jill Lee works closely with Higher Education, Multicultural Alliances, and International Programs to help manage a diverse portfolio of programs to enhance agricultural sciences education.

Rhiannon Elms

Program Assistant, Division of Community and Education

Rhiannon Elms assists in the execution of Tribal College Grants Program, to promote research, education and extension in food and agriculture for a sustainable future.
FALCON thanks the American Indian College Fund for its support and participation in the conference. The American Indian College Fund transforms Indian higher education by funding and creating awareness of the unique, community-based accredited tribal colleges and universities, offering students access to knowledge, skills, and cultural values which enhance their communities and the country as a whole.

The American Indian College Fund’s motto is educating the mind and spirit. We achieve this by providing Native students with scholarships and providing financial support for the nation’s 34 accredited tribal colleges and universities, which incorporate American Indian culture and language into their curriculum to honor our students’ heritage and Native identity.

For more information or to donate to the American Indian College Fund, view the website:
http://www.collegefund.org

FALCON thanks the United States Department of Agriculture National Institute of Food and Agriculture (NIFA) for its support and participation in the conference. NIFA’s mission is to advance knowledge for agriculture, the environment, human health and well-being, and communities by supporting research, education, and extension programs in the Land-Grant University System and other partner organizations.

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FALCON—9th Annual Conference, 2013
FALCON Conference

Telling Our Story: *The Successes of the 1994 Land Grant Institutions*

Conference focus: research, teaching, and community programs at 1994 Land-grant Institutions conducted by students, faculty and staff.