NATIONAL ENDOWMENT FOR THE
Humanities

DIVISION OF **EDUCATION PROGRAMS**

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Education Programs application guidelines at http://www.neh.gov/grants/education/humanities-initiatives-tribal-colleges-and-universities for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Tribal Historic Preservation and the Humanities

Institution: Salish Kootenai College

Project Director: Jeffrey Bendremer

Grant Program: Humanities Initiatives at Tribal Colleges and Universities

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Institution: Salish Kootenai College

Project Director: Jeffrey C. Bendremer, PhD.

Principle Investigator: Amie Jo Tryon

Grant Administrator: Dacia Whitworth

Grant Program: Humanities Initiatives for Faculty at Tribal Colleges and Universities

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SUMMARY

Salish Kootenai College (SKC) proposes to expand the current humanities and liberal arts programs to create a Bachelor's Degree program in Tribal Historic Preservation based in the Liberal Arts Department. This program would prepare American Indian and Alaska Native students for employment in historic preservation, cultural resource management and cultural departments, a high priority for the 564 federally recognized tribes in the United States. An integrated, multidisciplinary course of study featuring diverse humanities content is the key component of the prospective Tribal Historic Preservation (THP) program of study and will include instruction in anthropology, English, history, Native American studies including numerous offerings in Native American arts, crafts, oral tradition, language, traditional technologies and visual arts. The planning process for THP program will provide the opportunity to improve instruction at SKC by coordinating the diverse multidisciplinary curricula across the humanities to emphasize the importance of Native American heritage, stewardship and historic preservation consistent with the core mission of the College.

Salish Kootenai College is the tribal college of the Flathead Indian Reservation and is well positioned to create the first Tribal Historic Preservation major in the nation. SKC is a national leader in tribal higher education. The college is regionally accredited at the bachelor's and associate degree levels, and professionally accredited in Registered Nursing, Dental Assisting, Forestry, Social Work, and Teacher Education. Over the past 20 years the college produced more AI/AN Registered Nurses than any other college or university in the United States. SKC has also been cited for excellence by the A.P. Sloan Foundation (for distance education), the U.S. Department of Education (for student financial aid), the U.S. Department of the Interior (for fiscal management), the National Aeronautics and Space Administration (for assistance with the Mars Lander 2012 mission), and the Carnegie Foundation for the Advancement of Teaching (for recruiting, retaining, and graduating AI/AN students).

A part-time Project Director will oversee the coordination and development of an integrated, core curriculum in the Humanities at SKC centered on a theme of tribal historic preservation. This will be accomplished through a series of workshops with experts in the field, ongoing meetings and discussions with humanities faculty and the compilation of reference resources all in consultation with an Advisory Board comprised of authorities in the areas of tribal historic preservation and the Humanities. Reference materials to be used in this process will be gathered and reside in the D'Arcy McNickle Library. The Project Director will also perform all necessary research leading to the establishment of the bachelor's degree program in Tribal Historic Preservation including travel to and consultation with nearby Tribal Historic Preservation Officers (THPOs) on the Salish/Kootenai, Blackfeet, Crow, Colville and Ft Belknap Reservations as well as correspondence with other THPOs throughout the country. The Project Director will compile and formulate the results of the aforementioned process for the Vice President for Academic Affairs, the SKC Curriculum Committee and the Northwest Commission on Colleges and Universities for accreditation. Student recruitment will commence at the conclusion of the second project year. AI/AN students will be admitted immediately following course instruction and regional accreditation.

NARRATIVE

Intellectual Rationale

Virtually every American Indian Tribe is engaged in efforts to preserve, protect, record and investigate its historic and cultural resources. In addition, tribal governments are required to comply with numerous statutory regulations and consult with a variety of state and federal government agencies on a wide variety of issues that can affect the disposition of the tribe's cultural properties, archaeological sites and historic landscapes. Although many tribes fulfill these responsibilities within their cultural departments, many other tribes (101 tribes at last count) have created formal Tribal Historic Preservation Offices (THPOs) under a 1992 amendment to the National Historic Preservation Act. For tribal cultural departments and THPO programs to be successful, it is essential that they emphasize the perspectives, preferences, cultural conventions, rights and prerogatives of Indigenous communities to make decisions regarding the disposition of historic resources, indigenous knowledge, intellectual property, art, symbols, narratives and any archaeological research that may affect the integrity of their ancestral homelands or cultural properties.

There are at present exceedingly few formal educational curricula or specific training programs at American colleges or universities designed to prepare professionals to staff THPOs or Cultural Departments (only an associate degree is offered at Sinte Gleska University). Therefore, students interested in this burgeoning field must rely on general degrees in anthropology, archaeology or Native American Studies which do an inadequate job preparing qualified AI/AN experts for the particular challenges of historic preservation in the tribal setting.

The proposed bachelor's degree in Tribal Historic Preservation, the first in the nation, would produce qualified AI/AN THPO's for Indian tribes.

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Content and Design

The Tribal Historic Preservation program at Salish Kootenai College will for the first time train a generation of resourceful, sensitive and multi-disciplinary AI/AN preservationists. The project will explore the ways that indigenous groups, archaeologists and museums have successfully incorporated Native philosophies and ideologies into preservation programs, approaches to consultation, field techniques, archaeological methodologies and have fostered mutually beneficial and culturally appropriate collaborative research while empowering and contributing to Native communities and institutions. The use of SKC's distance education infrastructure will allow the project to offer courses and gather input and advice from AI/AN cultural leaders throughout the United States.

This proposal outlines a curriculum development strategy for the creation of interdisciplinary four-year bachelor's degree program in Tribal Historic Preservation at Salish Kootenai College. The program will be housed in the current Liberal Arts Department, which has a department head and core of full-time faculty, and will work closely with the chair of the Native American Studies Department. A part-time Project Director, supervised by the Liberal Arts Department Head under the direction of the Academic Vice President, will be hired to coordinate the grant activities and program development as well as teach selected courses.

In order to establish this unique major and further develop course offerings the Humanities, substantial work will need to be conducted as outlined in the following Action Plan. The Core Humanities Faculty including faculty from Humanities, Native American Studies and the College's Accreditation Liaison Officer, will act as a steering committee for this project. In addition, a THP Advisory Board, including tribal historic preservation officers, academics and

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tribal elders, will be employed to review all recommendations and strategies before consideration or implementation.

ACTION PLAN: TRIBAL HISTORIC PRESERVATION MAJOR AND AN INTEGRATED CURRICULUM IN THE HUMANITIES	
Time Line	**Goals**
Year 1	Determine program Learning Outcomes for THP program based on needs of tribal governments, state and federal government entities, and other potential employers.
	Consultation with faculty in the Humanities at SKC, regional institutions, tribal colleges, and tribal cultural leaders regarding an integrated Humanities curriculum oriented to principles of Native American historic preservation.
	Develop program Learning Outcomes, curriculum requirements and requisite course content for Humanities based upon the needs of potential employers, faculty consultation and a pedagogical analysis of current Humanities course curricula.
	Begin to move recommendations for the THP major through the process of approval and accreditation including the Office of the Vice President for Academic Affairs and the SKC Curriculum Committee.
Year 2	Schedule workshops and colloquia designed to foster faculty communication and cooperation in Humanities around issues of Native American Historic Preservation.
	In conjunction with D'Arcy McNickle Library, obtain educational and reference materials relating to the humanities and Native American preservation.
	Complete accreditation process through the SKC Curriculum Committee and the Northwest Commission on Colleges and Universities.
	Construct the THP degree program curriculum consistent with the general education requirements and the college mission statement.
	Offer new courses as needed in support of the THP major.
	Begin to recruit student majors.
Year 3	Implement integration of course curricula within the Humanities.
	Continue communication, cooperation and training with diverse Humanities faculty. Fine tuning as necessary.
	Full implementation of the THP major.

The first year of the project will be devoted to the important groundwork for the development of the THP program. The Project Director will conduct research to determine the knowledge, skills, and competencies required by potential employers of historic preservation staff. THPO offices, tribal cultural departments, tribal colleges, Alaska Native agencies, and government agencies will be contacted to elicit information on which kinds of training,

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educational background and experience is most desirable and useful in potential employees. Tribal Historic Preservation Officers in the greater Rocky Mountain region will be: 1) contacted by mail/email; 2) administered a questionnaire; and/or, 3) visited and interviewed. Questionnaires will be sent to tribes nationally with attention given to geographical distribution. The information generated will be used to inform the curriculum development process in conjunction with the college's general education requirements.

The first year will also see intensive consultation with faculty in the Humanities at SKC as well as other regional institutions of higher learning. The information compiled will better inform project staff of the expertise available, effective approaches already in use, accessible resources and innovative ideas regarding an integrated Humanities curriculum oriented to principles of Native American historic preservation. As information is acquired and analyzed, recommendations will be brought into the planning and accreditation process. Proposals will be brought to the Vice President for Academic Affairs and then the Curriculum Committee.

The second year will see a series of workshops and colloquia designed to foster faculty communication and cooperation within the Humanities around the issues of Native American Historic Preservation. These workshops will include AI/AN and other guest speakers, panel discussions and mediated brainstorming on important pedagogical issues in Humanities instruction all emphasizing a Native American heritage theme. These events will lead to the development of curriculum requirements and requisite course content for Humanities offering informed by the needs of potential employers, faculty consultation and a pedagogical analysis of current course curricula compiled during the first year. It seems likely that the results of this process will also lead to improvements in teaching of many other courses such as Environmental Science, Forestry and Geology by preparing faculty to emphasize the cultural preservation

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component of these disciplines. To facilitate this process, a variety of educational and reference materials relating to the humanities and Native American preservation will be obtained from tribal and other sources in coordination with the D'Arcy McNickle Library.

The requirements of the THP degree program will be finalized consistent with previous feedback and the general education requirements. It is anticipated that this curriculum will consist of a Humanities-intensive combination of already existing courses in Anthropology, English, Environmental Sciences, Geography, Geology, History, Native American Studies (which includes numerous courses in Native American arts, crafts and traditional technologies), Native language courses and Political Science as well as a number of new courses designed for the Tribal Historic Preservation degree but also appealing to the general student population. Preliminary assessments suggest that the new courses will be entirely composed of Humanities offerings, particularly in the area of anthropology.

Student recruitment will begin in the second year as soon as all approvals are granted by the Curriculum Committee and final accreditation secured through the Northwest Commission on Colleges and Universities. The recruitment of students will be essential for the success of the program. Informational materials will be developed and targeted to students in tribal communities nationally. A distance education course will be created and distributed to AI/AN students at tribal colleges. In addition, a fieldwork class will be targeted more broadly as it is common for students to attend these kinds of summer programs far from their home schools during the summer. The direct mailing campaign will be augmented with directed inquiries, an ancillary benefit of both visits to tribal governments and consultation with Humanities faculty throughout the region. The National Indian School Board Association has also agreed to distribute AI/AN student recruitment materials to its 122 member schools.

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The implementation of the integrated core curriculum in the Humanities will be fully implemented in the third year as will the degree in Tribal Historic Preservation. We will continue the process of communication, cooperation and training with diverse Humanities faculty, fine tuning the program as necessary.

Institutional Context

The proposed project clearly falls within the mission of the institution as well as the institutional strategic plan. The mission of SKC is "…to provide quality postsecondary educational opportunities for Native Americans, locally and from throughout the United States. The College will strive to provide opportunities for individual self-improvement to promote and help maintain the cultures of the Confederated Tribes of the Flathead Indian Nation." The third major initiative of College's Strategic Plan 2010-2015 provides a further emphasis on activities to "Maintain and Disseminate History, Traditions and Language of the Confederated Salish and Kootenai Tribes." With a mission of serving American Indian students from throughout the United States, SKC has student housing and other facilities to support a diverse student body representing approximately 50 different federally recognized tribes per year.

Various programs at SKC have built a reputation for excellence, exhibiting both academic and cultural integrity. Over the past 29 years, SKC has grown to be one of the flagships of the tribal college system. By providing new opportunities for Native and non-Native learners, SKC has made substantial contributions to the well-being and livelihood of thousands of students. SKC currently offers thirty-three (33) certificate, associate degree and bachelor's degree programs.

Salish Kootenai College has a strong set of courses in the humanities, with an emphasis on Native American culture and history. In addition to over 40 courses in Native American arts

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and crafts, language, story-telling, the THP program would be supported by 15 courses in Native American social sciences applicable to the curriculum, including History of Federal Indian Policy and Federal Indian Law. The College's library, the D'Arcy McNickle Library, houses the tribal archives of the Confederated Salish & Kootenai Tribes and offers a rich resource for students in the THP program. The current collection of materials in the D'Arcy McNickle Library has a large collection of art books and materials specific to the Tribes. There is an additional collection of books and materials related to more general Native American art, and a small reference collection of art reference books. Under this proposal, additional materials will be obtained relating to the humanities and Native American preservation. The Art Department also holds a small reference collection on Native American arts and other humanities.

Follow-Up and Dissemination

The long-term impact of the proposed project includes the following:

- Create a sustainable process to recruit, retain, educate and graduate AI/AN students for careers in Tribal Historic Preservation.
- Develop of an integrated program in the Humanities to culminate in a Bachelor's Degree program in Tribal Historic Preservation.
- Strengthen methods of integrating humanities content in existing environmental science, Native American studies, and arts courses through an emphasis on the American Indian heritage, historic preservation and Native stewardship.
- Install a model program in Tribal Historic Preservation providing broadly trained AI/AN professionals to tribal governments, cultural resource management firms and government agencies.

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The THP Program will become a center for the dissemination of information regarding approaches in Tribal Historic Preservation. Therefore, information generated in the research portion of this project will be used to establish a clearinghouse of information for tribal colleges and tribal organizations outlining various approaches, methods, philosophies and orientations in Tribal Historic Preservation. These materials will be publicly available via the SKC Website. The program would also become a forum for dialogue between archaeologists and Native communities. In order to better accomplish this goal, Salish Kootenai College would host public conferences, colloquia, workshops and/or guest lecturers. Additionally, project dissemination will occur through the internship, externship, distance education courses and presentation activities of Junior and Senior students in the THP program. Students will have a Senior Thesis project and will be encouraged and assisted to present that work in regional and national forums.

Evaluation

The CIPP Model of Evaluation (Stufflebeam, 1966) provides a framework for evaluation of this program. The CIPP Model includes Context, Input, Process, and Product evaluation. In general, these four parts of an evaluation respectively ask: What needs to be done? How should it be done? Is it being done? Did it succeed? Use of the CIPP Model will provide emphasis on the context of the project within the tribal college setting and working with American Indian people, ensuring that the program and research are culturally appropriate for the program. The following table details evaluation methods using a CIPP framework.

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Inputs	Process (Benchmarks)	Evaluation Tools	Products (Deliverables)
YEAR 1: Program Development			
Project Director	Project set-up, timeline verified and position description completed by October 30, 2010.	Task checklist for project start-up. position description for Project Director.	Project Annual Report.
Humanities faculty workshops	Three workshops on an integrated curriculum at SKC in the Humanities by April 15, 2011.	Evaluation instrument administered to workshop participants.	Samples of revised course syllabi that integrate new concepts of THP and humanities.
Travel and meetings with tribal HPOs:	Meetings with 5 THPOs in Rocky Mt. Region by March 1, 2011.	Summary of meetings with THPOs and other entities.	Letters of support from THPOs and tribal departments.
SKC Core Humanities Faculty	Humanities faculty convened to discuss needs, design integrated humanities curriculum. Initial meeting by October 30, 2010, with meetings every month.	Meeting minutes show progress toward curriculum development; Sequential drafts of curriculum and accreditation document.	Drafts of Humanities/THP Curriculum Plan and initial accreditation document.
Advisory Board	Advisory Board configured by October 30, 2010. Bimonthly consultation with board members.	Assessment regarding progress on program Learning Outcomes and Curriculum Draft Plan every two months.	Approved Learning Outcomes and Program Description for THP program
YEAR 2: Program Refinement and Integration of Humanities/Historic Preservation Content			
Project Coordinator	Year 2 task list complete by October 1, 2011.	Task checklist for continuing project.	Project Annual Report
Humanities faculty workshops	Three workshops on an integrated curriculum in the Humanities by April 15, 2012.	Evaluation instrument administered to workshop participants.	Workshop Agendas and Evaluation Summaries
SKC Core Humanities Faculty	Humanities faculty convened to fine tune the Humanities Curriculum Plan and finalize accreditation by April 1, 2012.	Meeting Minutes show progress toward curriculum development; Final drafts of curriculum and accreditation document.	Curriculum Plan and Accreditation Document
Advisory Board	Consultation with board members every two	Bimonthly assessment regarding progress on the	

	months.	Curriculum Draft Plan.	
YEAR 3: Full Implementation of the THP Degree Program			
Project Coordinator	Implementation of the THP major at SKC. Student recruitment.	# of declared THP majors	Project Annual Report and Final Summary. # of enrolled students
SKC Core Humanities Faculty	Implement Humanities curriculum Plan at SKC, fine tuning as necessary.	Initial assessment of student achievement of Learning Outcomes focusing on integration of the Humanities core and essential competencies of THP professionals.	Results of initial Learning Outcomes Assessment for the degree program.
Advisory Board	Correspondence or in-person advisory meetings every two months.	Final assessment regarding effectiveness of the program website, dissemination of material related to THP and humanities integration.	

The anticipated impact of the project will be the development of an integrated sustainable, and culturally effective program in Tribal Historic Preservation. Therefore, the final project dissemination will occur via the grant website which provides curriculum materials and other support materials for integration of Native American Humanities into the THP program. The success of the curriculum development process will be accomplished through the standardized Learning Outcomes Assessment program at the College, in which student achievement of stated learning outcomes and competencies are benchmarked and measured at set points of the curriculum. Initial student achievement of these competencies, including knowledge and ability to integrate diverse humanities content, will be measured as students matriculate into the program and throughout their coursework.

Appendix I

Institutional History of Salish Kootenai College

Salish Kootenai College (SKC) is a tribal college chartered by the Confederated Salish and Kootenai Tribes in 1976 to provide postsecondary education opportunities for Native Americans. In 1977 the College incorporated under tribal law, which governs tribal non-profit and for-profit corporations. "The mission of Salish Kootenai College is to provide quality postsecondary educational opportunities for Native Americans, locally and from throughout the United States. The College will strive to provide opportunities for individual self-improvement to promote and help maintain the cultures of the Confederated Tribes of the Flathead Indian Nation."

SKC enjoys a stable administration and senior staff. The College is governed by a seven-member Board of Directors appointed by the Tribal Council of the Confederated Salish and Kootenai Tribes for four-year terms. SKC is a national leader in tribal higher education. The college is regionally accredited at the bachelor's and associate degree levels, and professionally accredited in Registered Nursing, Dental Assisting, Forestry, Social Work, and Teacher Education. Over the past 20 years the college produced more AI/AN Registered Nurses than any other college or university in the United States. SKC has also been cited for excellence by the A.P. Sloan Foundation (for distance education), the U.S. Department of Education (for student financial aid), the U.S. Department of the Interior (for fiscal management), the National Aeronautics and Space Administration (for assistance with the Mars Lander 2012 mission), and the Carnegie Foundation for the Advancement of Teaching (for recruiting, retaining, and graduating AI/AN students).

Salish Kootenai College was first accredited by the Northwest Commission on Colleges and Universities (NWCCU) in 1984. Accreditation was last reaffirmed in 2008. SKC currently offers 10 Bachelor's degree, 15 Associate degree, and 6 Certificate programs. Three additional degree programs have been approved by the Board of Directors and are awaiting approval from NWCCU. Degree programs are housed in 14 academic departments.

Since initial accreditation, the College has expanded facilities, degree programs, faculty, and administrative staff. College facilities currently consist of 53 major buildings situated on 128 contiguous acres. An expansion of the D'Arcy McNickle Library, a new wing on the Three Woodcocks Art Building, and a new wing of the Beaverhead Science Building are included in the latest facility updates.

In fall 2009, SKC had an unduplicated head count of 1,175. 63% of students were enrolled as full-time students. Students in fall 2009 represented 20 states and provinces, and 66 American Indian tribes. 70% of students were enrolled members of federally recognized American Indian tribes or first generation descendents. 68% of students were first generation college students.

The SKC Faculty is dedicated to student success. While some faculty members maintain an active research agenda, the faculty is predominantly dedicated to excellence in teaching. In 2009-2010, the SKC Faculty was comprised of 70 full-time and 38 part-time faculty members. 20% of

full-time faculty members hold doctoral degrees, 50% hold Master's degrees, and the remaining 30% are experts in their field.

Since 1977, the College has conferred 2,553 Bachelor and Associate Degrees and Certificates of Completion. 75% of graduates have been Native Americans. SKC graduates work in a variety of positions in tribal government, local tribal and private enterprise, and in health care, education, business, government, and other areas in Montana and the western United States.