NATIONAL ENDOWMENT FOR THE HUMANITIES

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 current Institutes guidelines, which reflect the most recent information and instructions, at https://www.neh.gov/grants/education/humanities-initiatives-tribal-colleges-and-universities

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: *Summer Bridge Program in Literature*

Institution: Haskell Indian Nations University

Project Director: Joshua Falleaf and Cynthia Grounds

Grant Program: Humanities Initiatives at Tribal Colleges and Universities

HASKELL INDIAN NATIONS UNIVERSITY
Summer Bridge Program in English
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SUMMARY

HASKELL INDIAN NATIONS UNIVERSITY – SUMMER BRIDGE PROGRAM

Haskell Indian Nations University will develop and implement a three (3) year Summer Bridge Program for freshman students that require remedial classes in English. The Bridge Program will be four (4) weeks in duration during the summer session of 2016 and 2017. Approximately 60 students will be selected for the program and will attend courses in English composition, grammar and critical thinking. The first year of the program (2015) the Bridge Program staff will develop a culturally competent curriculum and a Summer Bridge Student Manual entailing the coursework, syllabus, resources, list of readings from Native American authors and poets, and policies and procedures. Each English faculty member will conduct a Learning Inventory Exam for each student to determine the learning styles of the student and apply the course activities developed in the curriculum accordingly. The Bridge Program will utilize four (4) English faculty, two (2) Visiting Lecturers, and two (2) paraprofessionals from the Student Success Center and the TRIO programs. Students will read excerpts, short stories, and poetry from renowned Native American writers. The four (4) faculty members will teach between 12-15 students per class. The two (2) paraprofessionals will assist the faculty in tutoring and workshops designed around power point presentations, library research, and public speaking. The small classroom load will allow for more student participation and increase learning outcomes. Long term outcomes will result in students passing the remedial English classes and will complete an Associate of Arts Degree or a Bachelor's Degree. Students will learn critical thinking skills and ability to understand and interpret the author's personal experiences in bridging the gap between Native culture and mainstream society.

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Narrative

Mission – The Mission of the Haskell Indian Nations University Summer Bridge Program is to bridge the gap between high school and college by providing culturally relevant remedial coursesin English composition, grammar and critical thinking for entering freshman.

Intellectual Rationale –Native American students entering college start out with a disadvantage at the onset. Depending on their environment, they normally arrive on campus not prepared in English, math or critical thinking. These skills are necessary to survive in college. Brayboy (2006) suggested that the oral traditions used to teach in native cultures differ from academic knowledge and language[1]. Thus, Native students often have difficulty acquiring knowledge in academic settings. A number of scholars (Huffman, 2008; Cajete, 1994; Wildcat, 2001; Dyc, 1994) observed that Native students often do not feel connected to the content being taught and the social norms found in mainstream schools[2]. The result of coming from a different culture and environment could be characterized in Native American students as non- assertive, not questioning the status quo and willing to accept the institutionalized college courses. Haskell Indian Nations University enrollment averages 800-850 Native American students per year. The average number of applications received each year at Haskell is approximately 1,200. Haskell University is in the process of approving new Admission Standards, with an ACT English score of 14 equaling 60-80 students, as compared to the current no minimum English score of 100-115 students. Haskell University has four degree programs that lead to a 2 year or 4 year degree. These degree programs are: Environmental Science, Business, Elementary Education, and American Indian Studies. The approach for the proposed project is to utilize the expertise and resources of the English faculty, from the Humanities Department, and professional staff, from

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[1] Brayboy, Examining Native American Recruitment and Retention in Higher Education, 32nd Annual Conference
[2] Huffman, Cajete,Wildcat and Dyc, Examining Native American Recruitment and Retention in Higher Education, 32nd Annual Conference

the Student Support Programs, to offer remedial English Classes that are culturally relevant to the Native American Freshman student. To achieve this, remedial English classes will target freshman students learning the basics of English Composition, Grammar and Critical Thinking with curriculum that will entail excerpts, short stories, poetry and art from Native American authors and artists. This approach will take into account the different tribal cultures and environments the freshman students would be coming from and develop a curriculum that will entail primary and very basic development stages to achieve success in the remedial classes. Each phase of the curriculum will involve a success component for that student to achieve. Oftentimes, a student may have come from an environment where they have been unsuccessful for a long time and may be willing to accept the status quo. The proposed Summer Bridge Program at Haskell Indian Nations University will address the challenges and needs of these students through the development of a program/curriculum that will ensure that each component of the curriculum will result in a success for the student. McCurrie (2009) stated that there are varying notions of success that impact program reform[3]. Understanding what success means from various perspectives – administrators in Admissions and Student Affairs concerned with retention and costs; basic writing teachers committed to student learning; and students themselves- will demonstrate how truly complex retention efforts are. The proposed Summer Bridge Program will take a different approach/perspective and look at what success means for these students, then design the curriculum to fit these needs. McCurrie goes on to say too often "institutionalized standards" often fail students and too often these standards resemble a kind of conveyor-belt-to-success or one-size-fits all model of standards and success. The proposed Summer Bridge Program will be designed to uniquely meet what the student defines as success,

[3] McCurrie, (2009) Measuring Success in Summer Bridge Programs: Retention Efforts and Basic Writing. Journal of Basic Writing, Vol. 28, No.2

whether large or small and at the same time retaining their culture through readings from Native American authors.

Bizzel (1992) argued against the academic models that disregarded the" political dimension" of the basic writing classroom and blamed students for their deficiencies[4]. Instead, she encouraged basic writing teachers not to "prejudge those unequally prepared" but work to ensure students' full participation in their education and the life of the university. The Proposed Summer Bridge Program goal is to design a curriculum, revolving around bridging the gap between the institutionalized standards and culturally relevant content for the Native American freshman.

The Bureau of Indian Education Report (2013) refers to students in Bureau of Indian Education schools performing consistently below American Indian students in public schools on National and state assessments.[5] In the US Department of Education's Trial Urban District Assessment Report Card (2009), student outcomes pertaining to the Department of Defense Schools and eighteen urban school districts with large minority populations as compared to the Native American students attending Bureau of Indian Educations schools placed the BIE students in the 13-17th percentile in the entire United States[6]. The majority of Haskell University students arrive on campus from BIE schools with little or no preparation in English or Math. According to the Haskell University Registrar Department, the average freshman enrollment is between 230 to 250 students per semester. The average number of freshman that withdrew ranges from 20 to 15 students per semester. The benefits to the Humanities and English Departments and University Administration will result in higher retention rates, English Instructors increased knowledge of developing a culturally competent curriculum for remedial English and Grammar, and most

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[4] Bizzell, P. (1992) College Composition: Invitation into the Academic Discourse Community. Academic Discourse and Critical Consciousness. Pittsburgh: University of Pittsburg Publications, 1992. 105-28
[5] U.S. Department of the Interior, Bureau of Indian Education, Blueprint for Reform, 2013
[6] U.S. Department of Education, Trial Urban District Assessment, the Nation's Report Card, 2009

importantly the student's individual success and preparation into the college environment. Additionally, the students will develop valuable study skills, improve their writing skills, develop relationships with faculty and staff, develop a support network with classmates and upper class summer program staff, and become familiar with the cultural aspect that is unique to Haskell Indian Nations University. Through the development of a culturally competent curriculum that focuses on courses in Native American literature, poetry, film and the arts; the Summer Bridge Program participants will acquire critical thinking, basic grammar, and the writing skills to sustain them throughout their college and career experiences.

Content and Design – The goal of the project is to provide the skills and ability for incoming freshman students to the bridge the gap between high school and college by providing culturally relevant remedial courses in English composition, grammar and critical thinking for entering freshman. The objectives of the project are: 1) to create and implement a culturally competent curriculum that will focus on required readings from Native American authors and the author's experiences bridging the gap between the traditional and contemporary Native American environment, 2) to develop a Summer Bridge Student Manual that will provide the required and suggested readings, policies and procedures of the summer program, and the overall Mission of the project, and 3) to provide instruction to Summer Bridge Program participants to achieve the necessary skills in the areas of English composition, grammar, critical thinking, rhetorical writing, and presentation. The Summer Bridge Program will be a three (3) year program offered to approximately 60 incoming freshmen students identified as needing remedial English courses. The program will offer remedial classes in English during a four week time frame during the summer, with classes consisting of English Grammar, English Composition, Literature and Critical Thinking. The activities of the first year of the program will entail a Planning Phase.

The development of a Summer Bridge Curriculum that encompasses Native American literature along with film and the arts will be created. The required and suggested readings will provide a valuable tool for the students to become aware of the history and context of the Native American authors and to apply the skills to interpret the authors meaning through the required readings. The first year will also develop a Summer Bridge Program Student Manual to be distributed to the students before their arrival on campus. The Student Manual will describe the policies of the program, courses and content, list of reading assignments, time and schedules. The Manual will also have resources for students to contact pertaining to University Housing and Dining services. An assessment and evaluation instrument will be developed by the Project Director, English faculty, and Student Services Programs during the first year of the project. The assessment will obtain student knowledge before and gained after completing the Summer Bridge Program. The second year of the program will have selected and notified the students for the program by the end of first quarter of the second year and the first Summer Bridge Program will be conducted. An advanced Summer Bridge packet will be sent to the admitted students that will provide the Summer Bridge Student Manual, required readings to do before the classes and during the summer program, and suggested readings. Prior to the first class, Instructors will administer an Inventory exam to the participants to determine the learning styles of each participant. The results will provide insight into each student's learning style. The results of the Inventory Exam will ensure that all lessons incorporate the three learning styles in some way whether in practice, discussion, product or all the learning styles. The Project staff will evaluate the summer program and make the recommended modifications to ensure students are meeting their goals.

The third year of the project will offer the second Summer Bridge Program with recommendations from the Project Staff. The evaluation of the first Summer Bridge Program

will also be shared with stakeholders such as: Admissions, Registrar, and the Vice-President for Academic Affairs and the President. The program's success is critical to the retention rates of incoming freshman and all stakeholders will need to provide input into the success of the program. The long range outcome will be increased student retention rates and student improvement in the areas of English composition, grammar, critical thinking and enhanced lifelong learning skills. The student essays will reflect an increased knowledge of the ability to exercise reflective writing, annotation, the control of language and ideas.

Project Personnel

There will be four (4) faculty from the English Department that will teach the English remedial classes. Each faculty member will teach approximately 12-15 students during the 4 week summer program. The faculty will participate in the planning and development of the curriculum and development of evaluation instruments to assess student success. In addition the faculty will conduct an inventory exam on the students participating to identify learning styles and accommodate class activities to the learning style student groups.

The Project Team:

Joshua Falleaf, Acting Dean of Humanities and English Instructor will serve as the Project Director for the Summer Bridge Program. Mr. Falleaf will oversee the management and annual reporting of the project ensuring project activities is accomplished. The Project Director will schedule Team Meetings throughout the project duration and lead the curriculum and student manual development discussions at each scheduled meeting along with the development of the evaluation instruments to track student participant success. In addition to the Project Director, the Project Team will entail the following English Faculty and Professional Staff:

Pamela Tambornino, Instructor of English, will teach English Composition. Ms. Tambornino has taught at the University level for over 22 years.

Lara Mann, Instructor of English, will teach Creative Writing and Critical Thinking.

Christie Cooke, Instructor of English, will teach English Composition, Grammar, Rhetorical Writing and Literature.

Smokey McKinney, Instructor in English, will teach Native American Literature and Creative Writing.

Marisa Mendoza, Director of TRIO- Student Support Services, will serve as Instructor for Lifelong Learning Skills and will provide workshops and seminars on public speaking, library research, and applying Power Point presentations in their coursework. The TRIO Program works with first generation students, low income, and retention of approximately 175 student participants that meet the eligibility requirements of TRIO.

Jimmy Beason, Retention Technician for Student Success Center, will provide tutoring and study skills for student participants and will serve as the liaison for the student participants and the Project Team and Stakeholders such as student housing and dining services.

Visiting Lecturers

Dr. Dan Wildcat, American Indian Studies, Haskell University, will discuss the cultural resources relevant to the history and legacy of Haskell Indian University.

Dr. Venida Chenault, President, Haskell Indian University, will discuss the available resources to students and notable Haskell Alumni and their experiences and accomplishments throughout their careers.

The Bio's and resumes are located in Appendices. The English faculty are on summer leave and the overall commitment form the Humanities and English Department will be through the Acting Dean of Humanities and English.

Institutional context - The mission of Haskell Indian Nations University is to "serve members of federally recognized American Indian and Alaska Native nations as authorized by Congress and in partial fulfillment of treaty and trust obligations. With student learning as its focus, Haskell embraces the principles of sovereignty and self-determination through a culturally based holistic lifelong learning environment that promotes and upholds respect, rights, and responsibility". The proposed Summer Bridge Program will develop and implement a remedial English curriculum that will be culturally competent and conducive to learning for freshman students that will enable them to successfully transition from high school to college. The Haskell Indian Nations University English Department offers courses that fulfill the Humanities requirements of all degrees. There are thirteen (13) courses offered, from basic composition to creative writing, short fiction and poetry. The *Indian Leader* publishes student writings and the publication *Perspectives* is a collection of creative writings from the English Department. All Haskell creative writing students are associate members of the Association Writing Programs organization, which is a national group for college creative writing students and professional writers. The students may volunteer to read for dormitory activity groups, National Poetry Week events and the Haskell Library. Within the community the students may read for the Kansas City Writers Place, and the Woodcraft Circle Conference. Haskell Indian University also hosts a Native Writers' Poetry and Essay Contest and is sponsored by an anonymous donor annually for Haskell students.

Additional resources for the Summer Bridge Program are the Tommaney Library and the John S. Painter Collection and the Teacher Education Curriculum. The Painter Collection contains approximately 450 historical volumes of which the majority are Native American related and the Teacher Education Curriculum Library is resource information on curriculum models, research and promising practices. The Tommaney Library Collection also includes Native Language dictionaries and books, and approximately 25 research databases that are related to the humanities, historical, numerous research databases. The Museum and Cultural Center is a teaching museum that was built and dedicated in September of 2002. The museum houses Haskell's archival documents, photographs, films, videos, and museum artifacts. The museum collection includes approximately 2,000 items such as paintings, sculptures, jewelry, baskets, pottery and rugs. The Summer Bridge Program participants will have access to analyze and develop critical thinking skills and interpretation of the art and historic collections.

Follow-up and Dissemination – The long term impact of the Summer Bridge Program will be the success of the freshman students attaining skills in writing, grammar and critical thinking that will lead to their goal in successfully completing college and graduating. The program will also provide the students with the ability to learn about Native American authors and their experiences in bridging the gap between two worlds and their success in achieving their goals. A third long term impact will be the result of the project faculty recognizing that student success is not defined by the institution, but by the students achieving step-by-step individual successes that lead to increased motivation and retention rates.

Evaluation – The evaluation of the Summer Bridge Program will cover the three year project period. The first year activities involve the planning of the program and the activities to be

evaluated will be the completion of the culturally competent curriculum, the student manual, and development of the assessment instruments during the duration of the project period.

The second year of the project, the evaluation will consist of the data from the admitted students to the Summer Bridge Program. The data will be collected from the application information submitted by the student. A pre-assessment instrument will contain data on demographics, English Skills, attitudes, confidence and socio-demographics on freshman students enrolled in the Summer Bridge Program. In addition, the second year of the program will be evaluated by the development of the Inventory Exam that will assess the Learning Styles of the student participants. The information collected will encompass motivational assessment, development, identification of Audio, Visual, or Kinesthetic Learner. Post assessment will entail results from the coursework completed by the students and the basic knowledge, critical thinking and analysis achieved by the students. Post-Program Evaluation will entail a review of the developed curriculum and required readings. Student evaluations will be distributed to each student after the final classes to obtain student perceptions on the content of the required readings, exams and activities. The Project Staff will review the student evaluations and make the necessary adjustments, if needed. The third year of the program will monitor and evaluate the first Summer Bridge participants and their progress in their freshman year. The information collected will be significant in identifying the needs of the student or if any intervention is necessary. A survey and evaluation will be disseminated to the Project Staff to assess the overall program over the three year duration. The survey and evaluation will provide valuable information on the strengths, weaknesses, and recommendations for future Summer Bridge Programs and specifically how this particular program, with a focus on Native American literature, in remedial classes results in increased interest and retention rates for the student.

Summer Bridge Program
Haskell Indian Nations Unversity

Year #1 -2015

Time Frame	Activity	Responsibility	Outcome
1st Qtr (Jan-May)	Establish Bridge Team w/faculty & support services staff	Project Director	Group Establishment
	Schedule regular meetings w/team for curriculum development & student manual development	Project Director	Meeting times scheduled
	Determine tentative dates of summer bridge program	Project Director	
	Attend NEH Director's Meeting	Project Director	Knowledge of Program Management
2nd Qtr (Apr-Jun)	Assessment of current English remedial curriculum & remedial student population	Team	Assessment completed
	Budgetary evaluation of needed material	Team	Itemized Budget completed
3rd Qtr (Jul-Sep)	Research other existing bridge programs similar to Haskell's demographics	Team	Collection of bridge program models
	Develop a pre/post assessment instruments to evaluate student learning	Faculty	Assessment completed
4th Qtr (Oct-Dec)	Write Curriculum & Student Handbook (manual)	Team	Completed curriculum & student manual
	Create recruitment materials & update Haskell website	Team	Completion of brochure & website updates

Year #2-2016

Time Frame	Activity	Responsibility	Outcome
1st Qtr (Jan-May)	Schedule team meetings	Project Director	Meeting times scheduled
	Begin identifying remedial students through Admissions Office	Team	Selection process begins for summer bridge program
	Review Room & Board of students through the Housing & Cafeteria Offices	Team	Housing & Cafeteria arrangments solidified
	Identify supplies needed for instruction & classroom	Project Director	Materials for classroom ordered
2nd Qtr (Apr-Jun)**	Continue to identify remedial students through Admissions Office	Team	Selection of all Bridge students will be completed by May 15th
	Send Student Manual & reading lists to accepted Bridge students	Team	Students will received required reading list & student manual before attendance

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Summer Bridge Program
Haskell Indian Nations Unversity

Time Frame	Activity	Responsibility	Outcome
3rd Qtr (Jul-Sep)**	Summer Bridge Program implentation	Team	Summer programs begins
	Assessment (pre & post) of student learning	Faculty	Evaluation of pre/post project
4th Qtr (Oct-Dec)	Evaluate of summer program (curriculum, housing, etc)	Team	Modification of curriculum, etc.
	Disseminate progress reports to summer bridge students who are enrolled in English 1-Fall '16	Team	Students successfully completing college english

Year #3-2017

Time Frame	Activity	Responsibility	Outcome
1st Qtr (Jan-May)	Schedule team meetings	Project Director	Meeting times scheduled
	Begin identifying remedial students through Admissions Office	Team	Selection process begins for summer bridge program
	Review Room & Board of students through the Housing & Cafeteria Offices	Team	Housing & Cafeteria arrangments solidified
	Identify supplies needed for instruction & classroom	Project Director	Materials for classroom ordered
2nd Qtr (Apr-Jun)**	Continue to identify remedial students through Admissions Office	Team	Selection of all Bridge students will be completed by May 15th
	Send Student Manual & reading lists to accepted Bridge students	Team	Students will received required reading list & student manual before attendance
3rd Qtr (Jul-Sep)**	Summer Bridge Program implentation	Team	Summer programs begins
	Assessment (pre & post) of student learning	Faculty	Evaluation of pre/post project
4th Qtr (Oct-Dec)	Evaluate of summer program (curriculum, housing, etc)	Team	Modification of curriculum, etc.
	Disseminate progress reports to summer bridge students who are enrolled in English 1-Fall '17	Team	Students successfully completing college english
	Close out & work on annual performance report	Project Director	Annual performance report submission
	Review of resources for sustainability	Project Director	Sustain program through appropriated or external funding

** These dates are interchangeable depending on the university's summer school dates.
For example, summer school may start in June, therefore Summer Bridge would be offered around that time.

GRANT11689866 - Attachments-ATT5-1238-Work plan and Activities.pdf

Haskell Indian Nations University
List of Suggested Readings* for the Summer Bridge English Program
2015-2018

1. Leslie Marmon Silko (Laguna Pueblo)
    a. *The Ceremony* (1977). Based upon the oral traditions and ceremonial practices of the Navajo and Pueblo people. Penguin Publications.
    b. *Almanac of the Dead* (1991). Backdrop setting of the American Southwest and Central America and follows major characters, present day, with flashbacks on mythological storytelling woven into the plot. Simon & Schuster.
    c. *Storyteller* (1981). Collection of poems and short stories, incorporating creative writing, mythology, Laguna Pueblo tribal traditions, and autobiography. Arcade Publishing.
2. Bob Blaisdell (2000). *Great Speeches by Native Americans*. Book contains 82 speeches that encompass five centuries of Indian encounters with non-Indigenous peoples. Courier Dover Publications.
3. N. Scott Momaday (Kiowa/Comanche)
    a. *House Made of Dawn* (1968). A Pulitzer Prize Winning novel based on first-hand knowledge of life at Jemez Pueblo. The main character lived outside and inside of mainstream society. Entails real life occurrences. Harper and Row Publishers
    b. *The Way to Rainy Mountain* (1969). Entails the journey of Momaday's Kiowa ancestors from their ancient beginnings in the Montana area to their final war and surrender to the United States Calvary at Fort Sill, and subsequent resettlement near Rainy Mountain, Oklahoma. University of New Mexico Press.
    c. *The Man Made of Words: Essays, Stories, Passages* (1998). Chronicles his own pilgrimage as an author, retelling, allegorical stories and autobiographical reminiscences. St. Martin's Griffin.
4. Wilma Mankiller (Cherokee)
    a. *A Chief and her People* (2000). An autobiography of the former Chief of the Cherokee Nation and recipient of the Presidential Medal of Freedom. The author recounts the history of the Cherokees and her quest to reclaim and preserve Native American values. Macmillan.
5. Sherman Alexie (Spokane/Coeur de'Alene)
    a. *Smoke Signals* (Film Released 1998). An independent film directed and co-produced by Chris Eyre and screenplay by Sherman Alexie. The film provides a glimpse into contemporary Native American world. The film received the Independent Spirit Award for Best Debut Performance.
    b. *The Absolute Diary of A Part-Time Indian* (2007). This was the first young-adult fiction work by the author that received the 2007 National Book Award for Young People's Literature. Novel is based on author's own experiences and the

present day adolescence of a Native American boy. Little, Brown Books for Young Readers.

6. Louise Erdrich (Turtle Mountain Band of Chippewa)
    a. *The Round House* (2012). The 2012 National Book Award Winner and New York Times Bestseller is a political fiction novel that takes place on a North Dakota reservation. The story revolves around justice in the federal system and the reservation. Harper/HarperCollins
    b. *Tracks* (1988). The New York Times Bestseller is a third in a tetralogy of novels that explores the interrelated lives of four Anishinaabe families living on a reservation. Henry Holt & Company

* List of Readings will be reviewed after the first Summer Bridge Program for additional readings.

Haskell Indian Nations University
Institutional History

Haskell Indian Nations University is a tribal university located in Lawrence, Kansas for members of federally recognized Native American tribes in the United States. The University was founded in 1884 as the United States Indian Industrial Training School. It originally opened for 22 students and increased to 400 within one semester. In 1887 the name changed to Haskell Institute. In 1927 high school classes were accredited by the state of Kansas and Haskell began offering post high school courses. In 1965 Haskell graduated its last high school class and in 1970 developed a junior college curriculum with an associates' degree and name change to Haskell Indian Junior college. In 1993, it was renamed Haskell Indian Nations University approved by the Assistant Secretary for Indian Affairs. There are twelve campus buildings that have been designated as U.S. National Historic Landmarks and home to the American Indian Athletic Hall of Fame and the Haskell Cultural Center and Museum with the renowned Rinehart Collection of historic photographs. The *Indian Leader* is the oldest American Indian student newspaper in the country and Native American students represent a demographic group that is underserved and most live at poverty level or below on reservations throughout the United States. Haskell Indian Nations University accepts students from all federally recognized tribes in the U.S. Each semester, approximately 900 students attend Haskell, from about 130 federally recognized tribes, and about 35 states, including Alaska. Haskell is the only fully federally funded intertribal university in the United States with 100% Native American enrollment. Haskell is tuition free; however students pay Activity fees each semester. The University offers four (4) baccalaureate degree programs in American Indian Studies (BA), Business Administration (BS); Elementary Teacher Education (BS), and Environmental Sciences (BS). The University has eight Associate Degree Programs and seven departments with 37 faculty members including adjunct faculty.