

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM  
(FOR THE REPORTING PERIOD JULY 1, 2017 - JUNE 30, 2018)**

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**Purpose: The State-Tribal Relations Report features the State's cooperative work with tribes in support of the Governor's vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.**

- 1. SUBMISSION DATE:
- 2. STATE AGENCY/DIVISION/PROGRAM: Great Falls College MSU
- 3. NARRATIVE COORDINATOR NAME: Heidi Pasek  
PHONE/EMAIL: 406-771-4301, hpasek@gfcmsu.edu
- 4. ACTIVITY NAME *(use acronym or key words for the electronic file name):*
- 5. PROGRAM STAFF NAME: \_\_\_\_\_ PHONE/EMAIL: \_\_\_\_\_

6. Select Tribe(s) Involved:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> All                 | <input type="checkbox"/> Fort Belknap      |
| <input type="checkbox"/> Blackfeet                      | <input type="checkbox"/> Fort Peck         |
| <input type="checkbox"/> Chippewa Cree                  | <input type="checkbox"/> Little Shell      |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow                           |  |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- |   |   |
|---|---|
| <input type="checkbox"/> Started before FY 2018       | <input type="checkbox"/> Started during FY 2018             |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2018 |

*In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.*

8. In 1-2 paragraphs, describe the purpose of the state-tribal activity, its significance, major accomplishments, and overall impact. Please include a brief description of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

See Attached.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

10. If available, provide noteworthy data regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

11. Are there photographs to support the narrative?  Yes  No

*Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.*

Photo File Name: 5 photos attached

Photo Caption (include the name of the event/persons, location, and date):

Photo Credit:

12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?

**Great Falls College MSU  
Tribal Relations Report**

1. The Native American Student Group is an active club on campus. Their biggest project is the coordination of events to celebrate Native American Heritage in the fall semester. These events focus on highlighting Native American culture and educating the community on current issues. Fall 2017 events included a prayer ceremony, an interactive demonstration on traditional native games, and a campus wide fry bread and Wojapi soup gathering in conjunction with our Native American Enrichment Center Open House.

During the Spring semester, the club co-organized with the Native American Enrichment Center, a campus wide documentary screening of “When they were here”. The documentary intended to raise awareness regarding the plight of missing and murdered indigenous women. Guest speakers were welcomed to speak about personal experiences and other examples of indigenous victims. All participants and audience members were given red ribbons to wear at GFCMSU commencement to symbolize those who are missing. During commencement the group handed out ribbons to the community and sold water to attendees.

2. The Native American Enrichment Center (NAEC) has set goals of providing support for students and promoting awareness of Native American culture to the campus community. Currently, the center employs students who serve as mentors to other students and have received training on campus and community resources. Examples of resources include medical care, community housing resources, emergency assistance programs, and tribal education office information.

Starting Spring Semester of 2018, The Native American Enrichment Center were welcomed to a new home in the B-wing of GFCMSU. The new space includes an enlarged social area, kitchenette and two separate quiet study rooms for students to check out and utilize. An Open House took place the first week of the new semester. Staff offered snacks and discussions about how students can access community resources as well as campus resources. The new space has continued to be a home base for the Native American Student Group and the American Indian Scholar group, a quiet location for studying, organized study groups or receiving assistance from a tutor. Blackfeet language classes are also being offered to all students and community members free of charge twice a week. The Weaver Library has assisted in expanding the educational materials used for the class by purchasing media and research materials that are also available to all students. As a way of promoting the services provided in the NAEC, the admissions office offers a tour and meeting with students to all visiting middle and high schools. In addition, the NAEC is highlighted during new student orientation and a tour is given to all interested attendees.

3. Office of Student Activities planned a week of events in November to celebrate Native American Heritage Month. The events started off with a documentary screening of “Wolf Point: Red Road Stories”, an Official Selection from the American Indian Film Festival of 2016. Directed by Liz Irons, True Archdale and Kelli Clark, the documentary focusses on Assiniboine artist True Archdale’s return to Wolf Point and Fort Peck after being away in California for 3 decades.

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GFCMSU Native American Studies Instructor, Don Fish, presented a lecture on “Dispelling the stereotypes and biases through philosophy and dialogue” and also provided guidance and fun for the campus by having an interactive demonstration of Traditional Native Games for the campus community.

The month of events came to a close with a presentation and lecture from the University of Montana’s Trio-Upward Bound, Turquoise Devereaux and MJ Desrosiers entitled “Historical and Intergenerational Trauma of Native Americans”.

4. The Trades Division traveled to Fort Peck Community College to provide AWS welding qualification tests to 8 welders at the end of Spring 2018 semester.
5. Great Falls College MSU hosted Mike Jetty for a presentation entitled, “Implementing Indian Education for All” on January 8, 2018. Faculty and other members of campus attended the training. The presentation was an overview of the 7 Essential Understandings Regarding Montana Indians. He also provided relevant examples of contemporary and historic American Indian issues.
6. The American Indian Scholars Program (AISP) work to improve persistence rates of Native American students by providing opportunities for personal and professional development in a supportive group setting, representative of collectivistic cultural values. Development of this program is based on the work of Dr. Iris HeavyRunner and Dr. Richard DeCelles. Their research led to the development of the Family Education Model (FEM). Briefly stated, the model explains challenges faced by American Indian students when pursuing higher education, and offers recommendations on how to provide support in culturally relevant ways. Using the FEM as a guide, the AISP provides a support system for American Indian students through the peer mentorship program. One key point of the FEM model is “many students and their families need the college to act as their liaison with existing social and health services during times of crisis” (p. 30). One of the goals of the Scholars group is to create peer mentors with knowledge of school and community resources, which could be instrumental in applying that key element from the FEM model.

Social activities will help develop the families bonds with the school, which will help create a better support system for the Native Student. “Activities such as dances, socials, sports, and outdoor activities include the students' families; spouses and children of students are regularly invited to join in. In this way, the entire family develops a sense of belonging at the college and no longer feels resentful of the student spending time on campus. Establishing and maintaining a sense of "family," both at home and at college, fortifies American Indian students' academic persistence (p. 31).” Members of the American Indian Scholars Group will have the task of planning a social event in the spring each year. In addition, they also have the responsibility of assisting the Native American Student Group with Native American Heritage day and month each fall. These events demonstrate the GFC commitment to the integration of Native American culture on our campus and give students and families a sense of belonging.

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Benefits of Participation

Participation in the program entitles students to a stipend recognizing their service to the community. Amount of stipend increases after the first semester of participation. A \$100 stipend is earned for the first semester (training period), and a \$150 stipend each subsequent semester. The stipend is paid at the end of each term based on satisfactory performance of expectations.

Satisfactory performance is defined as:

- Attending at least 70% of group activities to include workshops, events, and meetings
- Staffing NAEC two hours each week per agreement
- Serving as mentor to others by making contact information available and responding to inquiries
- Promoting group events

In addition to the financial benefits, scholars will receive:

- Recognition by both the GFC administration and the Office of the Commissioner of Higher Education
- Development of leadership and professional skills

PHOTOS:



Photo File Name: Don Fish – Prayer Ceremony.jpg



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Photo File Name: Native American Games with Students.jpg

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Photo File Name: Prayer Ceremony.jpg



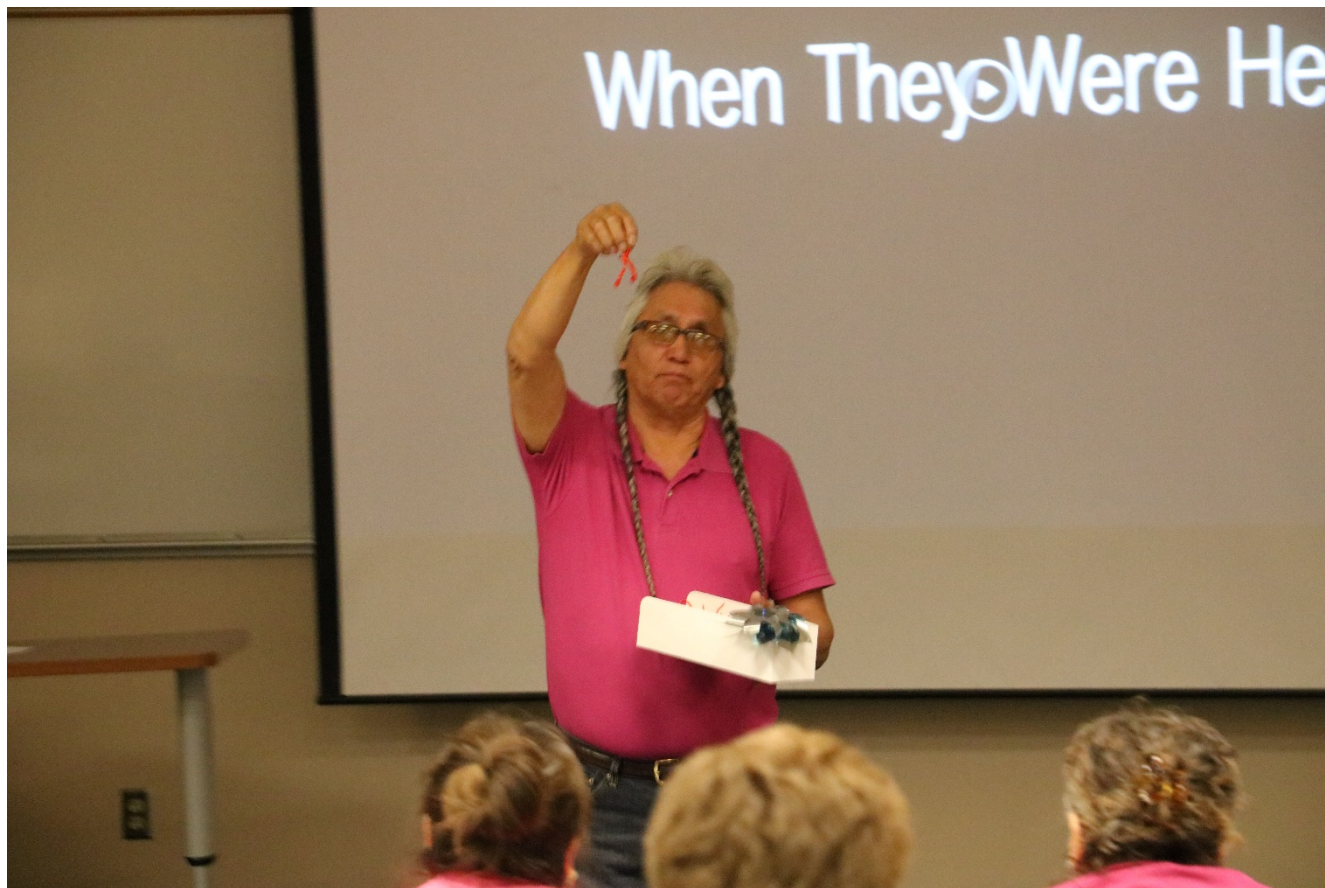


Photo File Name: 'When They Were Here' Documentary Screening.jpg



Photo File Name: 'When They Were Here' Documentary Screening2.jpg