



# **Developing a Winning ETS/CGS Award Proposal: Advice from Past Awardees and Reviewers**

**Summer Workshop  
July 12, 2022**

**Presenters: Michael Cunningham, Tulane University  
Ashby Kinch, Montana State University  
Cari Moorhead, University of New Hampshire**

 **@CGSGradEd**

# Recent Awardees

- 2021 – University of Montana  
*Completing the Circle: Supporting the Success of Native Graduate Students*
- 2020 – University of North Carolina at Chapel Hill  
*Addressing Systemic Racism Through Structured Learning Communities*
- 2019 – Wayne State University  
*Success for Underrepresented Students in Graduate Education (SURGE)*
- 2018 – Vanderbilt University  
*Supporting the Transformation from Students to Leaders*

# Completing the Circle: Supporting the Success of Native Graduate Students

University of Montana, Graduate School  
Ashby Kinch, Dean

D'Shane Barnett, PhD, Public Health (2022)  
Missoula County Health Officer



# University of Montana: Institutional Context



*Es mistéʔes qe es lʔ, ci ʔu l ,T,atʔ ayaqn u Qlispélixʷ sqlixʷúʔulexʷs t Nʔaycčstm Kʷtis Snacx ʔqé ymʔ ín.  
Qe es putʔem ʔu Sqélixʷ mʔ imʔ éʔeyé ms xʷl ,olqʷštulexʷ ʔu xʷl ,qʔ sqʔqelixʷ. (Salish text by Aspen Decker)*

*(The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people.  
We honor the path they have always shown us in caring for this place for the generations to come.)*

# Developing Our Proposal: Institutional Context

- Approximately 2000 in-person graduate and professional students
  - We do not typically include Law in our counts, but our program outreach will include them
- Predominately White Institution, with an undergraduate population close to 90% White
- Graduate population has greater diversity: about 35% BIPOC students
- Average 3-5 year enrollment of 105 American Indian / Alaska Native students
  - AY 22-23 = 112 including Law and Non-Degree Seeking students
- Recent AI/AN enrollment increases in Counseling, Law, and Social Work

## OUR GUIDING QUESTIONS

- What support structures (literal and figurative) exist for Native students in STEM that can be extended to students in other graduate and professional programs?
- How can we encourage our Native graduate students to connect across programs?



*Rock your Moc's, an event for Native American Heritage week*

# Native Graduate Student Support: Existing Work

- The Sloan Indigenous Graduate Partnership
  - Partners: Montana Tech, Montana State, University of Alaska, University of Arizona, Purdue
  - <https://sloan.org/programs/higher-education/diversity-equity-inclusion/sloan-indigenous-graduate-partnership>
- Native American Natural Resource Program
  - Cohort-building, community support, common intellectual culture (Indigenous Research Methods)
- Indians into Psychology (<https://hs.umontana.edu/inpsych/>): partnership with the Indian Health Service
- Preparing Future Faculty Initiatives: PNW COSMOS Grant and Willow Grant
  - Indigenous Mentoring Program: over 100 faculty participants
- Interdisciplinary Graduate Program: MA, MS, and PhD
  - 35% Native enrollment since the program's inception in 2001



# Payne Family Native American Center

- Focalizing presence on campus
- Native American Studies program
- Major cultural events
- The Eloise Cobell Land and Culture Institute
  - Named for Eloise Cobell (Blackfeet)
  - Cobell vs. Salazar (2009)
  - Salish star stories



College of  
**Humanities & Sciences**  
UNIVERSITY OF MONTANA  
The Eloise Cobell Land and Culture Institute

# Key Personnel



- Dr. Annie Belcourt (Mandan, Hidatsa, Chippewa, Blackfeet), Chair of Native American Studies / Professor of Public Health
- Dr. Heather Cahoon (Pend D'Oreille, CSKT), Director of the American Indian Governance and Policy Institute
- **Dr. Brad Hall (Blackfeet Nation)**, Tribal Outreach Specialist
- Jennifer Harrington (Cree and Metis), M.S. Resource Conservation, Native American Natural Resource Program
- Dr. Salena Hill (Apsáalooke from Crow Nation), Director of Inclusive Excellence for Student Success
- Dr. Kate Shanley (Lakota, Dakota), Professor Emerita, Chair, Native American Studies
- Dr. Aaron Thomas (Navajo Nation), Professor of Chemistry, Director of Indigenous Research and STEM Education (IRSE)
- Dr. Ashby Kinch, Dean of the Graduate School

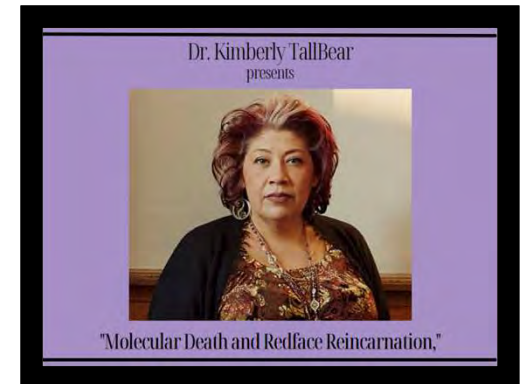
# Completing the Circle: Proposal Components

- Indigenous Speaker Series
- Tribal Visits: Research Presentations and Listening Sessions
- Peer Cohort Meetings
- Peer-to-Peer Mentor Program



# Spring 2022: Indigenous Speaker Series

- Dr. Patrick Lozar: *Border Impacts upon Native American Communities*:  
<https://www.missoulaevents.net/03/08/2022/border-impacts-upon-native-american-communities-c730ed42/>
- Dr. Eldon Yellowhorn: *Finding Missing Children: Responding to the Calls to Action issued by the Truth and Reconciliation Commission*: <https://hs.umn.edu/hi/stories/eldon-yellowhorn.php>
- Dr. Kim Tallbear: *Molecular Death and Redface Reincarnation*: <https://hs.umn.edu/hi/stories/tallbear.php>



# Spring 2022: Salish-Kootenai College Collaboration



- Meetings with faculty and administrators both on the Flathead Reservation (November 2021; March 2022) and at UM (April 2022)
- Focus on building faculty capacity at SKC
  - New Masters degree in Native American Studies (approved May 2022)
  - New track in the Doctoral Interdisciplinary Studies program: in development

# Planning for Academic Year 2022-2023

- **Peer Cohort Meetings**

- Orientation Week: Dinner for students and family in the Payne Center (August 25<sup>th</sup>)
- Monthly meeting of the newly-formed Native Graduate Student Association
  - Budget for inviting guests for the Indigenous Speaker Series

- **Peer-to-Peer Mentor Program**

- Organized through NGSA, budget for students to connect across programs at different levels, including undergraduate, Masters, and Doctoral

- **Tribal Visits: Research Presentations and Listening Sessions**

- Co-ordinated with Brad Hall, visits to Blackfeet Nation, Crow Reservation, and TCUs

# Raising Visibility: Video

- YouTube Videos:
- “Native Student Success at the University. Of Montana:  
<https://www.youtube.com/watch?v=BD1IixYGAFU&t=6s>
- “The Bear: A Cross-Disciplinary Research Perspective:
- <https://www.umt.edu/grad/telling-our-story/video-insights/default.php>

# Raising Audibility: Confluence Podcast

<https://www.umt.edu/grad/telling-our-story/default.php>

- Episode 35: Jen Harrington:  
<https://open.spotify.com/episode/7pNrPMWhXSJ98cBFv4oJfG>
- Episode 29: Annie Belcourt:  
<https://open.spotify.com/episode/0Hb9TcLOJwbqrwgGvGiUsv>
- Episode 18: Sierra Anderson:  
<https://open.spotify.com/episode/02WfgrHyCHTeUyGam8LNIW>
- Episode 3: Cynthia Coleman:  
<https://open.spotify.com/show/4QsdUxwMG3kdrxgZBwxM7T?si=j7q2yA4dSGmqqlc rZFePEQ&nd=1>

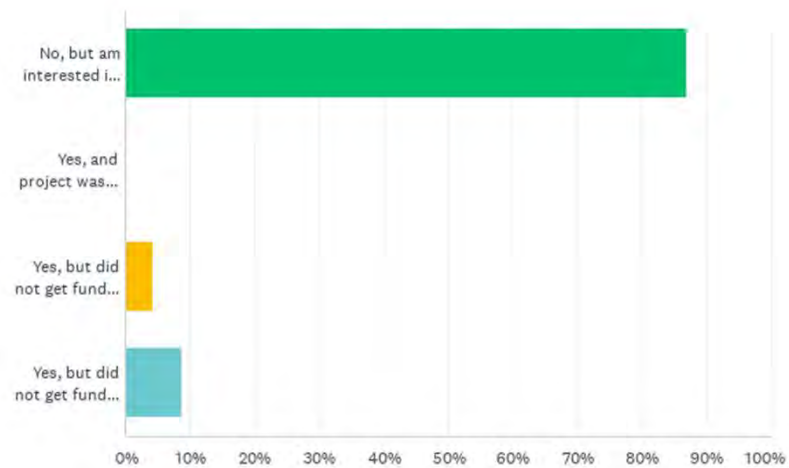
# Quick three question poll

1. Have you ever applied for the ETS/CGS Award for Innovation in Promoting Success in Graduate Education?
2. What is your target audience?
3. What do you want to accomplish today?



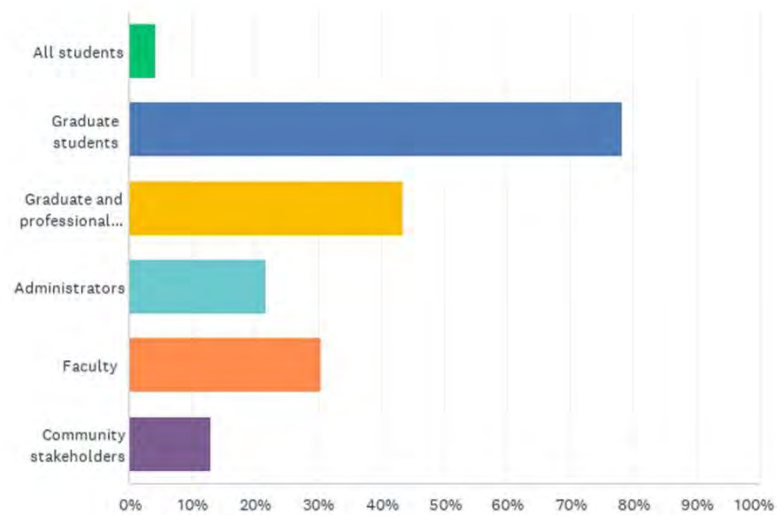
# Question 1

Q1 Have you ever applied for the ETS/CGS Award for Innovation in Promoting Success in Graduate Education?

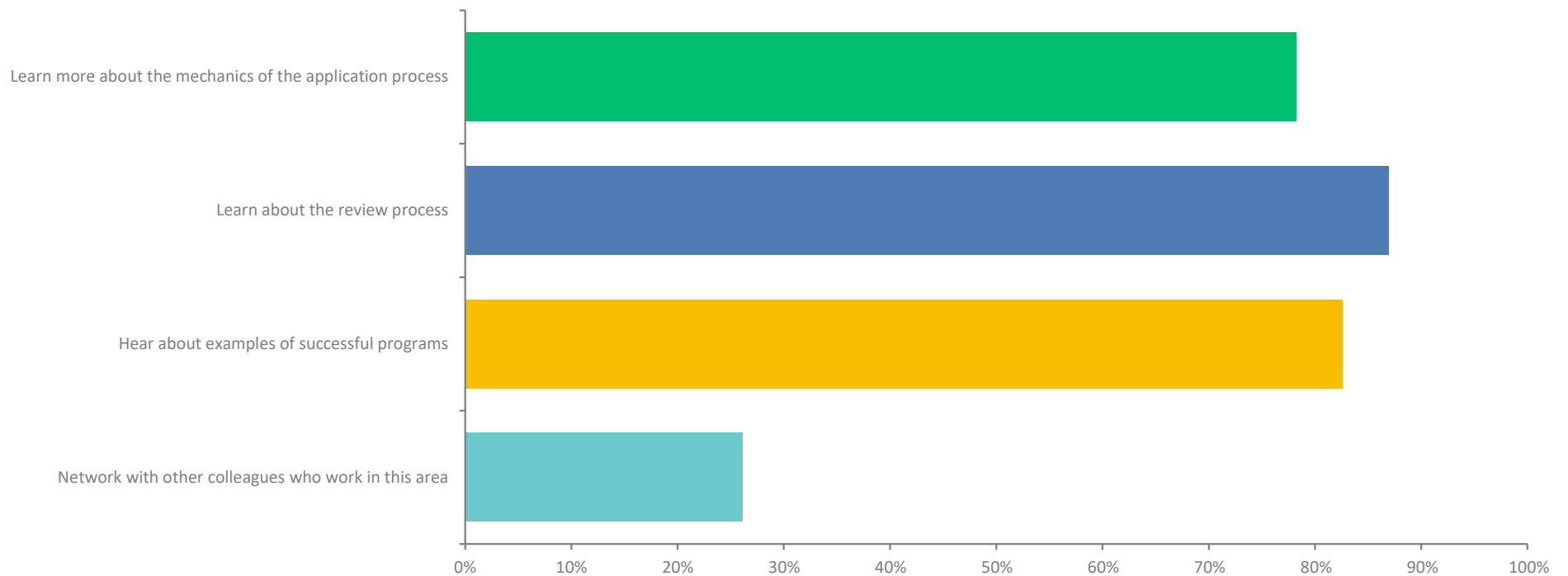


# Question 2

Q2 What is your target audience? (check all that apply).



# Question 3



## ETS/CGS Award for Innovation in Promoting Success in Graduate Education: From Admissions through Completion

Project: \_\_\_\_\_ Reviewer: \_\_\_\_\_

Institution: \_\_\_\_\_ Dean: \_\_\_\_\_

Criteria	1 Point	2 Points	3 Points	4 Points	Could not discern	Score
Target Population	Segment of the Graduate Population			ALL Graduate students including online		
Approach	Traditional			Innovative		
Extent of Institutional Collaboration/Commitment (letters)	Limited to Graduate Unit	2 units	3-4 units	5 or more units		
Source of Institutional Match	Limited to Graduate Unit	2-3 sources	4-5 sources	Multiple Units including Academic Affairs		
Sustainability Plan	Limited to funded years			Evidence of intention and capacity to sustain and institutionalize		
Replicability	Limited to Institution			Could be adapted and adopted by all IHEs		
Evaluation plan and metrics to measure success	Vague	Moderately described		Very well defined		
Potential breadth of Impact in promoting success in graduate education	Single discipline or core academic area	2 disciplines or core academic areas	3-4 disciplines or core academic areas	All disciplines or core academic areas		
Efficacy of Proposed budget	Lacks specificity			Well thought out		
Agrees to submit a final report	Yes					
Total Points (Max =37)						

Comments:



Thank You