



## Virginia Native Nations Higher Education (VANNHE) Summit

March 24, 2023 - J. Sargeant Reynolds Community College, 10:00 AM – 3:00 PM

Notetakers: Jeremy Campbell (GMU), (Catherine Walden (UVA), Ann Mazzocca Bellecci (CNU)

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### From the Morning Presentations (Tribal Leaders)

How can higher education serve Virginia's tribes?

**Building partnerships that meet the needs of the nations.**

Chief Adkins from (Chickahominy): **K-12 Education.** Teach the teachers: put the strength of higher education into telling the entirety of Virginia's history in K-12. Student learning standards & teaching standards across the state. *Schools of Ed in VA: UVA, VCU, GMU, W&M, ODU, VA Tech.*

Jessica Stewart (Chickahominy): recruiting more students to university, and work so that they see themselves in these institutions.

Alexandra Fortune (E. Chickahominy): programs department.

Chief Kenneth Branham (Monacan): the importance of access to public schools, and now the university. We must all work together to get things done. There are **two Indian health clinics** opening up (one on Monacan lands, one on Chickahominy lands). The legacy of university education: Virginia gave one-way tickets for tribal youth to go out to OK (Haskell?). Give one of our kids a scholarship!!! (U. of Lynchburg funded 2 full scholarships for Monacan nation students).

Lois Custalow Carter (Mattaponi): state recognized, trying to acquire federal recognition...Lois is the head of their petition office. Are there **data, archives, digital needs, etc.** related to this? "Anything would be appreciated."

Chief Anderson (Nansemond): Only 40% of tribal members live in VA; in-state tuition for out of state enrolled members is a huge need.

Brad Hatch, an anthropologist (Patawomeck): **watershed management**, water quality (siltation), maintenance of strong fish stocks; access to HE and encouraging tribal members to pursue HE. **Business** and **technology** training. Training the youth as the **next generation of tribal leaders. Research at the university level** that can inform

language and history studies and standards. “There’s a whole fog around history. We need to burn that fog away.”

Rufus “Rick” Kelly (Nottoway): an Iroquoian people... “we must stand together or we fall apart.” Now works with Fairfax County Public Schools doing IT.

Chief Anne Richardson (Rappahanock): worked for 20+ years at advocacy org. MPM (Mattaponi-Pamunkey-Monacan Incorporated). Saw the “fear factor:” many native youth wanting to stay close to home, fear that folks would be bullied because of their heritage; fear of cost; fear that they wouldn’t measure up and would be embarrassed. **Statewide preparatory program** that prepares them for a 4-year education from within their community. Would create a camaraderie among future tribal leaders as well.

**Leadership development.**

**Environmental knowledge.** Universities have an obligation; should be putting our arms around tribes to help them build their nations. **Conservation; legal issues over trust land; cultural resource management (material culture, repatriation from museums); policy shops to deal with building government departments.** Trainings that are real, communicated in advance, built via trust. Educating non-native kids in tribal history. We need to make the kids feel comfortable in their own skins so that they can unleash creativity for our tribes and the entire nation.

Debra Wilkinson (Upper Mattaponi): We are still here, we have the VA Tribal Education Consortium representing the 7 federals, work on professional development for K-12 teachers in VA; grants for students to prepare for university, as well.

<https://www.vtecinc.org/>

“Nobody remembers what you say, but people remember what you do.” Powwow is Memorial Day Weekend (VTEC will be there)!

### **Detailed Notes: Opening remarks**

#### **Chief Adkins, Chickahominy**

Noted positive vibes in the room.

This is not the first meeting like this – important to recognize that many efforts have begun, then failed. Don’t let this fail. Referenced concept of the work done now envisioning taking care of the next seven generations.

Challenge to Tribes: there has been scant progress in outreach to dept of education. We need to reach out and tell our history. Have met resistance. How to tell an accurate, inclusive history. In other words, just ‘history’. Just tell it all. Primary and secondary education.

Now is the time to do it, all of us.

So what is the construct by which we move forward?

Institutions of higher learning are more receptive to changing things – so start here. Train the teachers who are coming up, who will make the change down the line.

Asks us to help them get there. This is their goal. To change general education to include them.

Referenced Decl of Independence. And Lincoln, Gettysburg address, about building a nation where all are created equal. ALL NATIONS. Get in the fray, to build good Nations. Fight for what's right by having civic discourse.

1607-1699 90% had perished from disease and conflict in Tsenacomoco. Power of the pen did some of the work of military might. Virginia Nations have spent a long time in survival mode, defending identity.

All the Virginia nations are bound together with yearly homecomings.

Chickahominy had to prove their history to get fed recognition, long process. If histories had been recorded in textbooks the process would have been much easier, but we have oral histories.

We need to make sure that becomes part of the known history of the Commonwealth.

You can graduate with honors in History without knowing VA Native histories.

Now is the time, now is the place. We need to walk arm in arm as we pursue collectively the great American dream.

**Higher Ed (HE) can do this, but HE needs the tribes—it's THEIR story. So it's a partnership. Both parties have a responsibility to do this.**

**Sam Cook (VT):** UVA and VT hosted VINSHE several years ago – goal was to decide what the path would be. What we learned was that Tribes didn't trust us. But now our institutions are taking more notice, responsibility, and the Tribes now have federal status.

Mentioned *Power and Place: Indian Education in America* by Deloria and Wildcat. If Indigenous communities want to truly have self-determination, leave our children an inheritance of Indian identity. We work in education, we need to *educate*, not indoctrinate. Indoctrination began before Jamestown, to educate the “pagans and savages” so that they could learn peaceful government.

**Melissa (VT) and Carole (JMU)** – to talk about our purpose today.

**Carole:** Purpose of VANNHE summit is to lend itself to discussions between Indigenous communities and HE institutions to build partnerships to support the needs of the nations.

Listening sessions are to give HE insight for providing support for Indigenous students. And HE will provide the nations with knowledge about what we have available. Hope this will build trust and long-term partnerships that will build all our resources.

**Melissa:** Trying to streamline efforts for tribal leaders, so that we have a conduit between our groups. So we can learn from each other, and not have to reinvent the wheel at every institution. Streamlining all of this, and providing a consortium for exchange.

**Sam:** Thanks for spending time, when you all have day jobs.  
Invites Nations to share goals.

### **Part 1: Tribal Voices**

**Chickahominy Tribe: Jessica Stewart.** Asst Project Dir. (alumna of VCU, M.A. William & Mary) Here to learn. Importance of students to see more of themselves. (see comments from Chief Adkins above)

**Chickahominy Eastern: Alexandria Fortune** – Programs Dept for Tribe.

**Monacan: Chief Branham.**

- His father knew the value of education. But when he was at school, Native educ stopped at 7<sup>th</sup> grade. Weren't allowed in high school. He was one of the first to go with the Church school in 1962. VT was first to step up. Vicky works there now. Education been a key point for them. Have worked hard to get where they are. And to get further, we must work together.
- Elections coming up in June – he's not running again. So changeover of leadership. Plus two clinics opening up. Clinics and health could be a great need.
- Land acknowledgement: he's been chief 21 years over the last 28. Get apology every year from state legislation. They declared Native Heritage recognition month. His thoughts: this doesn't change a thing. Apologies need action behind them. Make amends. Prove that you are sorry.
- He went 1 year to college. Oldest of 4 kids. His dad died that year; his dream was education. He didn't go back to college, stayed to help his mum and sisters. Mum, 4<sup>th</sup> grade education – so smart! She needed him, and it was the right thing.
- Suggestion: along with an acknowledgement, give a kid a scholarship for four years. Put money where mouth is – much better than an acknowledgement alone. Univ of Lynchburg has done this—given 2.
- VT, Sam, is the one they contact when they need something. He's known as their main contact. Every college needs to appoint someone as a contact.

**Sam:** wants to acknowledge other colleagues who have been working both at VT and elsewhere who have been doing this work for a while too.

**Mattaponi: Lois Custalow Carter,** on behalf of Chief Custalow—he will be here later.

- Started with prayer. Move our people forward.
- Project director for process of getting federal recognition right now. They started in the 90s. They have a grant until the end of Sept 2024. Halfway through it, lots of work still to do. Have to get oral histories together, research, written info, collections. Been to Library of VA, have a UVA visit coming up. Oral interviews, such as former chief, when was a young man and was ganged up on by white KKK. Had a glue gun in car. They thought it was a real gun and ran. But he was in trouble, had to leave state for a while. Became chief later.
- Oldest reservations in US-- Pamunkey and Mattaponi. 250 acres, 60 people on reservation.
- Her challenge: walk the walk, don't just talk – support each other.

**Nansemond: Chief Anderson.**

- Territory in Hampton roads, 7 cities. Not as communally based as other VA tribes. Only 40% live in VA, the rest are throughout the nation so **in-state tuition** for out of state members is a huge need for their people. Trying to pursue that. Education so important to him and family. He went to Univ of Richmond. Dad played pro football. Mum was teacher. They were involved in sit-ins and working for education for Indigenous people.

**Patawomeck: Brad Hatch**, council member. Live on shores on Patawomeck river, Stafford County. Brought a list of concerns.

- Quality of watershed, siltation is an issue. Fishing tradition in community. Now have problems keeping traditional practice going.
- Access to higher education. And encouraging youth to college. He has masters, but that is unusual. He is an anthropologist. Could use more folks trained in that IN THE TRIBES so they can tell their own stories.
- Business and tech – need these programs to run a tribe.
- Involve tribal youth in cultural traditions, and train the next generation of tribal leaders. He is youngest on the council, and need more! Higher ed is a way to get them prepared.
- Indigenous Histories and Research
- Another citizen has a 10 year old son who never hears about his own history at school. Speaks Algonquin language which they teach at tribal center. But history has a fog around it – be the light to burn the fog away so the next generation can take pride in their heritage. **Folks in this room should shine light on it, be the light.** Everyone has a history.

**Nottaway: Rufus Kelly (Rick or Ricky).**

- Education is a core value of Nottaway. Iroquoian people, surrounded by Siouan and Algonquin. They understand the ongoing importance too of working together, can't stand alone. Bring all the schools together! Need to be willing to learn – choice is learn or go out in the fields. His parents were teachers, but he wasn't a strong student. Didn't want to go that path. But ignorance is enemy, education is future. He left a corporate environment, was comfortable, but left because it was tugging on his conscience and he

realized he needed to give back to his community. Now at Fairfax County Schools. Referenced 7 generations principle. He thinks we are slipping into dark ages, with devolution of social discourse, and our breathtaking ignorance of our shared cultural heritage. This group can together change that around. We offer the best as well as the worst of American history here in VA.

- Provide scholarships to students who otherwise don't have opportunity.
- Come to Powwows!! I invite all of the HE to all the powwows. Ours is 3<sup>rd</sup> weekend in September every year.
- Talk about 1607, not 1620. He shared about his family in school at Thanksgiving about VA Indian history, and his teacher said he was lying! His parents were the ones to educate him about who he is, who they are. That's how tribes have carried out. Oral history, passing on tradition through generations. Education in the informal way has kept them together—grateful for that. But now we have the opportunity to make it formal as well.

### **Rappahannock: Chief Richardson.**

- Relationships with HE: Sam was the first to reach out to them from an HE institution. Wm and Mary is her background. Did not have fed recognition when she became chief. She reached out to universities, and they weren't receptive. Stood up a corporation of Tribes, Mattaponi, Pamunkey, Monacan, (MPM Inc.), which ran students through community colleges each year, but only a few wanted to go further.
- Why? Fear factor was huge. Community College is comfortable, local. Fear of going wider out into the world. Bullying as an issue. Still – in high schools, in the VA public school system.
- Fear in the family – what will this cost us? Fear that they wouldn't measure up and would be embarrassed.
- \*\*\*She wants to see a prep program for college, for their young people. So they don't have to leave their community for it, don't have to forsake their traditions. Very beneficial to their futures. They learn better when comfortable. And they would share and develop a cohort of future leaders.
- Colonialism began in Virginia and many of those structures still reside and are comfortably in place in VA. So they have to fight to open doors for federally recognized and unrecognized tribes. All of them represent their future. Being federally recognized gives you more resources, sovereignty, and power but non-federally recognized tribes also have a future. Helping them towards a future. ALL tribal people are important. Our future requires leadership – and that means preparing our youth.
- Also environmental, business, leadership programs.
- Institutions of higher ed have a Legal and moral obligation to the tribes. They should be putting their arms around us to build us up after all VA did to do to attempt to eradicate us. Embarrassing that we even need to keep having these conversations. Funding going to foreign nations – but not to native nations at home. But now, in this era of equity and inclusion, there are opportunities.
- Conservation and legal issues over trust land.

- Cultural resources in museums (repatriation), and land and trust issues. All of this stuff that they have to construct programs to deal with them. We can help stand behind them. How can we train? And how can we communicate well about that? Have to prepare these things in advance.
- Communicate! Don't be afraid to reach out! Agencies and institutions also have fear of working with Tribes. We are just people.
- Story of inclusion is so important to Indigenous youth, so that they can see themselves as part of a wider world. Other settler children need to learn to respect them – and when that happens, the youth will no longer be afraid to be in school, to move forward in society. It is incumbent upon our institutions of higher education to make our children feel comfortable in their own skin, so they can release their creative and intellectual gifts not only for our tribe but for our nation.
- Need arms around us.

**Upper Mattaponi: Deborah Wilkinson**, speaking on behalf of Chief Adams who had to leave for another event.

- Most of our kids are educated, but not holding paper degrees. Most graduates in UMIT are first-gen.
- She mentioned VTEC (Virginia Tribal Education Consortium) – 7 fed tribes started this. They work on professional development for teachers in VA, and have grants for students to help get them ready. Idea is to give funding, resources, and motivation to students.
- Promises mean nothing—you get remembered by what you DO. Set small milestones and progress forward.
- 1919 – founded tribal school for youth. Closed c. 1965 before they were allowed to attend public school. Older generation were students there. Her father only went up to 10<sup>th</sup> grade, not able to go higher. But was drafted to fight for the US. She is first gen graduate. J Sargeant Reynolds!
- Tell me, and I will forget. Teach me and I will remember. Involve me and I will learn. Let's get comfortable with the uncomfortable.
- Powwow Memorial Day weekend. VTEC will be there.

**Sam:** what we are hearing is: Overarching theme is solidarity, working together. Is a big ask of our tribal ambassadors. But please stick with us and build a coalition together. Our institutions will act more readily if tribal voices are part of it.

## **Part Two: World Café Sessions**

**My table was:**

**Building Tribal Infrastructure: Legal issues, Infrastructure, and Business Development**

**Round 1:**

Lois Custalow Carter in conversation with Teresa Pollak.

Mattaponi trying to build a government, do research, enrollment procedures, etc. She is project director for the Federal recognition.

Legal structure, chief council, etc, government, land belongs only to reservation. Police go through chief on the land.

Legal issues, factions.

Needs: budget, mission statement, grant applications, funding from fed govt, federal CFRs, circulars. Grants – have to follow the guidelines; need to also get unrestricted funding separate from grants.

Need income stream – eg Upper Mattaponi run their own clinic to get funding stream.

Need to account for everything, keep receipts, etc. Keep records!! Multiple.

All the Tribes are in rural areas, so phone, internet access a problem.

COVID gave tribes funds towards that kind of thing. So they bought a property in town to get town internet. All housing issues, BIA, grant apps, everything they do requires internet.

Broadband with towers a possibility. But don't want to desecrate land.

Building a land base.

Historical and oral research, for recognition. And they have to go by strict rules to qualify. 2 million cost to pay for staff, lawyers, consultants, etc. for the process the Mattaponi are undertaking. WOW.

Writing a constitution! And then a voting process for the constitution. All regulated steps.

Arizona has Native Nations Institute – work with tribes to revise constitutions.

HE institutions could developing a list of individuals who can donate part of time (10%) to support sovereign nations.

They could use help with contract/legal support, for all the requirements they have to follow. What do federal laws mean? How do we negotiate all the difficult language?

Law school – clinics at the very least – to offer legal assistance for these issues. Racial justice, disability, tax law.

ICWA cases in Monacan Nation – but don't have enough foster families. Local courts are not educated on ICWA and have never worked with Tribal Nations. Social Services are also not knowledgeable. So Monacan Nation pays a law firm to fight for our children.

Several different departments in the Tribal govts that need specific skills.

Housing department

Social Services department with elder care issues, children. This is a need for MIN

HIS is helpful, but health services generally.



Need volunteers, too-- maybe students?

Connect with Career center, community service learning initiatives at HE institutions, use Handshake – keyword searchable for career opps, internships, volunteer positions. Students can bring info back from where they are deployed. Students go to congress, etc. Find ways to allow students to work on behalf of tribes.

(the HE suggestions from: JMU, Malika Carter-Hoyt and CNU, Laura.

### **Round 2:**

Anne Richardson, Rappahannock; Derril Jordan, Mattaponi; Price Jett, Patowomeck, in conversation.

### **First major topic: Help with Legal issues and capacity building**

Chief Anne has been working with Law school at UVA – had lunch with Dean recently. Law is serious educational need. Have a portal, or have tribal folk attend classes somehow. The class she's been working with (Holly Clement, Kim Forde-Mazrui) had students investigating all different kinds of areas of relevance to Tribal nations. 1 student working with Seminole Nation- how tribes can buy land and put into trust to build casinos – very useful!

ICWA issues, NEPA (environmental issues), NAGPRA, education -- lack of funding for.

Wants to build that relationship and get access to those classes for young and elders. Virtual programs—make the UVA class virtual and open to tribal members to learn for free?

Could also stand up a self-standing online course that you can take at any time.

Also let's build an Indian Law clinic at UVA. Even better, Chief Anne wants to see UVA build a Virginia Indian Law center.

VCU suggested: does it have a future as a virtual program? Could it expand to different schools who partner together?

Model programs: David Wilkins, Harvard Law

Yale and NYU designed a program together. Matt Blackhawk. Could bring him to us to talk? Also joined with Cornell, Gerald Torres, now at Yale.

Harvard Law currently working with Chief Anne on codes (???) for Tribe.

### **Second major topic: Business, entrepreneurship, to correct poverty.**

Getting into MBA programs. Business development spaces. At least start a conversation about how to generate business plans in order to have economic development and income for the tribe.

Economic Development arms of universities could help external business development. Can help find grants to help entrepreneurship. JMU has this. UVA School of Continuing and Professional studies could also offer courses on this sort of capacity building.

Chief Anne: Sovereignty conference Sept. 14 to focus on economic development.

How do we attract businesses? What would work well?

Need to train people to read a business plan, and assess it, and KEEP business development and skill building in the tribe – don't start something and then hand it over.

Building capacity in tribes. Even at leadership level – management skills. And assessment skills for proposals that come their way. Know the right questions to ask.

Fundraising – build capacity to build funding.

Land use planning.

Health, too.

Strategic planning -- an HE planner could come out and help with strategic planning

**In other words: HE institutions can help train Tribal citizens to do their own work, where now they have to spend money to hire consultants, who then leave without sharing their knowledge.**

The grants are there, for example for energy development—but HOW do you apply for that funding? And who in the Tribes know about energy?

VCU has ISE – with sustainable research.

### **Part three: Closing Words**

- HE institutions need to make statements of intentionality – Tell the tribes what we honestly think we can do, and share that with them. MOU even. Hold us accountable.
- Create educational portal that all universities could pay for, and we can share classes on that portal that tribal nations can access. Can include archives or sharing information about what we have. Portal to include online classes and information.
- Indigenous Conversation Council of the Chesapeake bay – the seven federally recognized Tribes have just created this. Identifying sacred lands and raising money to secure those lands.
- Economic department heads could come to Sovereignty conference Sept 14, as well as HE reps.
- Historic documents, archives (as first step to repatriation), digital tools can help with transparency.

- Create Tribal Liaison positions at every university for ease of communication.
- Don't just generate ideas and forget about them: Universities should figure out what they can do, craft a memo of understanding, and make it transparent.
- RE: Tribal consultation policies – why not develop just ONE that we all abide by. Who would write that? Uniform for all publics.
- Reciprocity – keep this principle in mind through it all.
- Next steps for HE: Typing up notes and sharing out. Then coordinate within and among universities. Create a feasibility study among the universities – what can we do? And craft them into an MOU with the tribes about what happens next.

Honoring Karenne at end.

#### **Announcements:**

- **Powwow dates (not an exhaustive list)**
  - April 8, University of Virginia
  - April 29, Virginia Tech
  - May 27-28, Upper Mattaponi
  - June 3-4, Monacan
  - June 17, Mattaponi
  - July 1, Cheroenhaka (Nottoway)
  - Mid-August, Nansemond
  - Sept 23-24, Chickahominy
  - Sept 16 & 17, Nottoway
  - Second Saturday October, Rappahannock
- **Sovereignty Conference** to focus on economic development, September 14