



Dr. Amanda Royce Josanaraae Cheromiah

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Clans: Shaska Sinah Hanu (Turkey and Roadrunner People) ♦ Tribal Affiliation: Pueblo of Laguna (NM)

EDUCATIONAL JOURNEY

Ph.D., Higher Education ♦ 2021

Center for the Study of Higher Education, The University of Arizona, Tucson

Dissertation: *The Indigenous Revolt in Education: Indigenous Feat – A Scholar's Pace* (347 pages)

Synopsis - Privileging Indigenous-based frameworks of Tribal Critical Race Theory (TribalCrit) (Brayboy, 2005) and the spider web (Dozier, Enos, 2017), the purpose of this body of work is to understand how ten American Indians – students, staff, and faculty – conceptualize their collective and individual self-determination in higher education, and how they used running to navigate the academy (academic institutions). The dissertation is based off Dr. Cheromiah's original documentary, *Indigenous Feat – A Scholar's Pace* available at <https://bit.ly/indigenousfeatfilm> (65-minutes)

Notable Awards and Honors

- ♦ 2022 Outstanding Contribution to Indigenous Higher Education Research Award - Student Affairs Administrators in Higher Education (NASPA) Indigenous Peoples Knowledge Community
- ♦ Spring 2021 University of Arizona College of Education Outstanding Graduate Student Award – The University of Arizona Commencement Speaker
- ♦ 2020-2021 Outstanding Graduate Service Award – University of Arizona Native American Student Affairs
- ♦ Raised over \$85,000 in scholarship funding to finish graduate school debt-free

February 2020 Red Star International Tribal Leader Indigenous Water New Zealand Guardianship Exchange – Traveled to New Zealand with Arizona tribal leaders to learn from Māori leaders about water rights, laws, and policies for protecting waters sources in New Zealand.

Reflection: *Land and Water Protectors* <https://bit.ly/nzwaterprotectors> (6-minutes)

Summer 2019 Australia and New Zealand Indigenous Cultural & Educational Exchange Study Abroad – Learned about the educational, cultural, social, and political structures of Aboriginal and Māori people.

Co-Created Reflection: *Indigenous Brilliance* <https://bit.ly/indigenousbrilliance> (28-minutes)

Summer 2018 Australia Indigenous Cultural & Educational Exchange Study – Learned about the educational, cultural, social, and political structures of Aboriginal people and communities.

Reflection: *Out to Country* <https://bit.ly/studyabroadindigenous> (16-minutes)

Master of Arts, Higher Education ♦ 2015

Center for the Study of Higher Education, The University of Arizona, Tucson

Bachelor of Arts, Communications; Minor, American Indian Studies ♦ 2008

The University of Arizona, Tucson

TEACHING EXPERIENCE

Higher Education (HED) 397C: Native Student Outreach Access and Resiliency Spring 2014 – May 2022 | University of Arizona, Tucson

- ♦ Service-learning three-unit course for undergraduate students
- ♦ Co-develop curriculum integrating Indigenous-focused higher education concepts, traditional Knowledge systems, and mentoring methodologies rooted in Indigenous Ways of Knowing and Being.
- ♦ Website: <https://coe.arizona.edu/native-soar>

SKILLS AND COMPETENCIES

- ♦ **Indigenous Storytelling:** Techniques rooted in Indigenous Ways of Knowing and Being; develop original content to increase the visibility of Indigenous experiences using various digital modalities; TikTok Followers – 48,000 | 1.1M video likes
- ♦ **Student Learning and Development:** Substantial college-access, project management, recruitment, and retention experience on various levels of the K-20 educational pathways; curriculum development; foster student success through holistic methodologies and teaching tactics
- ♦ **Research:** Qualitative researcher, experience creating Indigenous research methodology models, experience with interviewing and thematic analysis using NVivo software, culturally sensitive researcher
- ♦ **Technology:** Website design, social media (Tik Tok – nearly 48,000 followers), Zoom meeting specialist (intermediate), online classroom management, podcast host, Campus Labs/Qualtrics survey management system, educational text messaging software, Adobe Photoshop and Lightroom, Final Cut Pro, iMovie, Microsoft Office Suite, email marketing software, D2L management system
- ♦ **Values, Philosophy, and History of Higher Education:** Extensive knowledge of university culture, resources, and its political landscape; articulates foundational philosophies and translates theory into practice to diverse audiences
- ♦ **Leadership:** Brings enthusiasm to team projects, facilitates engaging workshops, creates a collaborative team environment, encourages others to provide feedback, executes multiple tasks at once, translates theory into practice
- ♦ **Interpersonal:** Demonstrates professionalism and cultural competence, excellent customer service, motivates others, cultivates partnerships across campus, connects with students and their families
- ♦ **Diversity, Equity, and Inclusion:** Culturally competent, fosters equitable participation among diverse communities, provides and asks for feedback, active listener, identifies and gathers appropriate resources, builds community among diverse populations; Knowledge of Title IX policies and procedures
- ♦ **Crisis Management:** Mediates conflict, thinks critically to solve problems, adept at organizing and executing tasks under extreme pressure
- ♦ **Visual Communications:** Increases engagement with departmental social media platforms, digital photography (intermediate), graphic design (basic), digital storytelling (advanced), website development

GRANT FUNDING

- ♦ Louis Stokes Renewal STEM Pathways and Research Alliance: LSAMP Alaska Alliance (Co-PI), National Science Foundation (Award No. 2308786), \$954,638 (2023-2028)
- ♦ Arizona Department of Education (Co-PI), ESSER III Native SOAR, \$1.2M (2022-2024)
- ♦ University of Arizona, Office of the Provost and the College of Education, Native SOAR Programming and Operational Funds, \$240,000 (2020-2023)
- ♦ University of Arizona, Office of the Provost, Indigenous Communities in The Americas Learning and Thriving Together Through Higher Education (Co-PI), \$15,000 (2021-2022)
- ♦ University of Arizona Agnese Nelms Haury Program in Environment and Social Justice, Native SOAR Tribal Initiatives Funds, \$20,000 (2022)
- ♦ YW Foundation, Native SOAR Operational Funding, \$5,000 (2021-2022)
- ♦ University of Arizona Agnese Nelms Haury Program in Environment and Social Justice, Native SOAR Tribal Initiatives Funds, \$18,000 (2021-2022)
- ♦ Dr. Maria Teresa Velez Diversity Leadership Scholarship Grant, \$25,000 and tuition waiver (2019-2021)

PROFESSIONAL EXPERIENCES

Executive Director, Center for the Futures of Native Peoples
Dickinson College, Carlisle, PA

May 2024 – Present

The Center for the Futures of Native Peoples at Dickinson College is a new initiative dedicated to advancing the understanding and appreciation of the Indigenous boarding school experience, promoting the study of North American indigeneity, and fostering a robust national conversation on the past, present, and future of Native American issues. Our Center is uniquely positioned to lead in this endeavor, given Dickinson College's intimate and complicated history with the Carlisle Indian Industrial School (CIIS), a major site of memory for Native Americans located near campus.

As part of a three-person team, the Executive Director provides leadership to Dickinson College's Native American and Indigenous Studies (NAIS) initiative. This includes 1) working with academic departments and faculty to enhance the curriculum through the development of courses and modules within courses on Native American studies 2) planning, implementing and assessing CFNP initiatives 3) supporting a robust network of collaborative community partnerships, particularly with tribal nations, tribal leadership, and various community members and 4) pursuing external support and national visibility for Center activities. The Director also teaches one to two courses per year in an area of expertise related to Native American and Indigenous Studies.

Significant Accomplishments forthcoming.

Assistant Senior Director, Alaska Native Science and Engineering Program

June 2022 – May 2024

The University of Alaska, Anchorage, AK

The Alaska Native Science and Engineering Program's objective is to effect systemic change in the hiring patterns of Alaska Natives in science and engineering by placing students on a career path to leadership. Established in 1995 as a scholarship program for university students, ANSEP has evolved into a sequential education model that provides a continuous string of components beginning with students in kindergarten and continuing through middle and high school, into science and engineering undergraduate and graduate degree programs through to the PhD. More than 100 corporations, philanthropic organizations, state and federal agencies, universities, high schools, and middle schools support our work. Nearly 2,500 Alaska Native middle school students, high school students, and university students are involved.

As part of a 10-person team, along with the Senior Director, the Assistant Senior Director is responsible for managing operational processes for five Acceleration Academy sites across the state of Alaska. The Acceleration Academy serves nearly 140 9th-12th grade students, 70% of whom identify as Alaska Native, during a full academic school year. By providing academic, social, and cultural support as students dual enroll in college and high school courses, ANSEP helps students graduate high school with college credits.

- ♦ Oversee budget for two Acceleration Academy sites totaling \$60,000
- ♦ Manage, mentor, and supervise four Acceleration Academy Regional Directors
- ♦ Enhance ANSEP processes and organizational structure for the \$4.1M Acceleration Academy program operations budget
- ♦ Develop operational documents/manuals and create promotional materials

Significant Accomplishments

- ♦ Successfully launch the newly developed Acceleration Academy Kotzebue site located in rural Alaska above the Arctic Circle. The site comprises of nine high school students who attend school above the Arctic Circle.
- ♦ Lead the development of three staff/student handbooks for nearly 200 participants, parents, and staff.
- ♦ Cultivate partnerships with ANSEP corporate partners, school districts, community members, and Alaska Native corporations at sites across Alaska (Bethel, Dillingham, Kotzebue, Chefornak, and Juneau).
- ♦

Director, Native Student Outreach, Access and Resiliency (SOAR)

November 2020 – June 2022

The University of Arizona, Tucson, AZ

Established in 1885, the University of Arizona (UA) is the state's public premiere research and land grant institution that serves nearly 45,000 students. Through teaching, research, service, and innovation, the UA is improving lives and communities in Arizona and beyond.

Native SOAR is a two-tiered mentoring service-learning program between the UA's College of Education and local Native American high school students in Southern Arizona. Undergraduate students enroll in Native SOAR's three-unit class and learn about the pedagogy and skills to mentor Native American youth. Since January 2014, 256 undergraduate students have served over 6,900 middle and high school students, dedicated over 7,000 hours' worth of mentoring, and have worked with over 140 schools. During the onset of the COVID-19 pandemic, Native SOAR developed virtual mentoring program that reached K-12th grade students across the four corner states.

As part of a three-person team, the Director of Native SOAR is responsible for raising financial support to sustain the program, strengthen community partnerships with schools and tribal communities, oversee a two-tiered statewide online and in-person mentoring program and collaborates with various on and off campus partners. The Director also co-develops and teaches a 16-week three-unit service-learning course about higher education theories and concepts, traditional Knowledge systems, Indigenous-focused higher education literature, and mentoring methodologies rooted in Indigenous Ways of Knowing and Being.

- ♦ Oversee program operations such as the weekly Native SOAR class, staff meetings, and communication with campus and community partners
- ♦ Co-develop curriculum for undergraduate class and mentoring program
- ♦ Manage a \$71,000 operational budget across five different accounts within academic and student affairs, and UA Foundation accounts
- ♦ Co-develop and facilitate Indigenous-focused professional development workshop sessions for university community and Arizona educators
- ♦ Co-construct virtual and in-person near-peer mentoring model for undergraduate students and Indigenous youth
- ♦ Mentor and provide college-focused material to three Indigenous youth (1st grader, 4th grader, 8th grader, and 11th grader) on a bi-weekly basis
- ♦ Co-author and apply to university and statewide educational-focused grants
- ♦ Provide recommendations to the Office of Student Financial Aid for enhancing and providing more accessible information for Native American students and families

Significant Accomplishments

- ♦ Institutionalized Native SOAR at UA
- ♦ Co-developed Native SOAR's digital mentoring platform, which has served over 240 Indigenous K-12 students in Arizona, New Mexico, Utah, and Colorado
- ♦ Awarded the Arizona Department of Education (Co-PI), ESSER III Native SOAR, \$1.2M (2022-2024)
- ♦ Awarded the 2022 Outstanding Student Support Program Award from the Student Affairs Administrators in Higher Education (NASPA) Indigenous People Knowledge Community

Co-Founder, Indigenous Educators Unite

March 2020 – June 2022 | The University of Arizona, Tucson, AZ

Founded by three Indigenous educators during the COVID-19 pandemic in the United States, Indigenous Educators Unite (IEU) is a grassroots platform for educators that serve Indigenous student populations that focuses on promoting cultural diversity. Since March 2020, IEU has facilitated seven weekly Zoom meetings and has engaged with over 150 Indigenous educators and allies for the purpose of creating an online community that advances Indigenous education in Arizona and beyond.

IEU's founders are responsible for building a sustainable online infrastructure that creates a welcoming online community. As well as implement a culturally relevant marketing plan, increase membership recruitment, and develop and disseminate Indigenous-focused educational curriculum and resources.

- ♦ Facilitate culturally responsive online community for over 30 participants per meeting through periodic Zoom meetings
- ♦ Manage the 243 IEU membership and develop new methods for recruitment
- ♦ Design polls, surveys, curriculum, and marketing material for meetings
- ♦ Record, edit and disseminate meeting videos via YouTube and MailChimp's email management system
- ♦ Design IEU's logo using Photoshop

Significant Accomplishments

- ♦ Fill a void in Arizona's Indigenous educational system
- ♦ Serve as a One World Fellow with the Arizona Education Foundation; co-developed a two-hour workshop focused on the experience of American Indian students, which is designed for K-12 schools, administrators, and teachers
- ♦ Spearhead, develop, and launch IEU website: <https://indigenouseducator.wixsite.com/unite>
- ♦ Enhance IEU's digital presence by providing high quality original photography for promotional materials
- ♦ Consult educators on how to effectively manage and engage online participants

Graduate Intern, Udall Center for Studies in Public Policy and Native Nations Institute for Leadership, Management, and Policy

March 2020 – September 2020 | The University of Arizona, Tucson, AZ

Founded in 2001 by the University of Arizona and the Morris K. Udall and Stewart L. Udall Foundation, Native Nations Institute for Leadership, Management, and Policy (NNI) serves Native nations domestically and internationally by providing resources and tools that equip tribal nations capacity to self-govern themselves. NNI is housed at the University of Arizona's Udall Center for Studies in Public Policy.

As a member of the Udall Education Foundation Team and NNI, the graduate intern works cooperatively with the Udall Education Director, NNI Executive Director and Program Manager, and other staff members to execute and deliver exceptional services and resources to tribal nations and beyond.

- ♦ Assist NNI and Udall Education Foundation Team program staff by building an online community with 12 Native American Congressional Interns
- ♦ Collaborate with NNI's digital resource team to create new, accessible digital content that serves tribal nations amidst the COVID-19 pandemic
- ♦ Administer and monitor Zoom meetings for two 12-hour January in Tucson online courses

Significant Accomplishments

- ♦ Co-develop and host 12 NNI podcast episodes that features Indigenous youth and college students perspective about the five principles of Native nation building and navigating the pandemic
- ♦ Transfer the one-unit Rebuilding Native Nation curriculum from Adobe Flash Player to the DESIRE2LEARN learning management system
- ♦ Provide Udall Education Foundation team and NNI staff with best practices to facilitate effective online instruction and meetings

Zoom Administrator and Video Editor, Southwest Center for Law and Policy

June 2020 – July 2020 | Tucson, AZ

The Southwest Center for Law and Policy (SWCLAP) is a non-profit organization funded by the United States Department of Justice. SWCLAP provides legal training and technical assistance to tribal communities and to organizations and agencies serving Native people.

The Zoom administrator and Video Editor provides technical and video support to SWCLAP staff and faculty lecturers.

- ♦ Dedicated 1,000 hours towards pre-recording plenary sessions, editing session videos and uploading the video content to YouTube for the National Tribal Trial College
- ♦ Moderated and co-facilitated 13 presentation sessions via Zoom
- ♦ Managed Zoom plenary recording schedule for eight National Tribal Trial College faculty

Significant Accomplishments

- ♦ Developed professional network of lawyers, federal judges and tribal advocates
- ♦ Cultivated knowledge of the U.S. due process system specific to American Indian and Alaska Native tribal law
- ♦ Strengthened Zoom technical skills and online classroom facilitation skills

Co-Founder, Voices of Indigenous Concerns in Education (VOICE)

October 2019 – January 2021

The University of Arizona, Tucson, AZ

Founded by six undergraduate and two graduate students, VOICE is a collective group of Indigenous peoples at the University of Arizona that advances Indigenous education through student advocacy and the proclamation of Indigenous students, staff and faculty narratives.

As a co-founder of VOICE, responsibilities included develop an advocacy plan, collaborate with senior leadership, faculty, and staff, and develop a marketing plan.

- ♦ Dedicated over 150 volunteer hours towards the advancement of creating systemic change for students, staff, and faculty of color
- ♦ Co-advised and provided culturally appropriate solutions to senior leaders about how to diversity and create a more welcoming environment for underrepresented populations on campus
- ♦ Develop VOICE's digital assets and promotional material

Significant Collective Accomplishments

- ♦ Institutionalized the Native SOAR Director position within the College of Education and the Office of the Provost
- ♦ Influenced the University of Arizona President and his senior leadership team to create a new senior level position entitled, Assistant Vice President for Native American Initiatives, which creates new pathways to advance Indigenous education
- ♦ Consulted the Vice President for Enrollment Management and Dean of Undergraduate Admissions on financial aid strategies that led to revamping the financial aid system specific to Indigenous students at the University of Arizona
- ♦ Increased the visibility of Indigenous student advocacy initiatives by connecting with national media outlets, such as Native America Calling, Indian Country Today, and The Arizona Republic

Volunteer Director, Native Student Outreach, Access and Resiliency (SOAR)

The University of Arizona, Tucson, AZ

Native SOAR is a two-tiered mentoring service-learning program between the UA's College of Education and local Native American high school students in Southern Arizona. Undergraduate students enroll in Native SOAR's three-unit class and learn about the pedagogy and skills to mentor Native American youth. Since January 2014, 207 undergraduate students have served over 6,500 middle and high school students, dedicated over 6,100 hours' worth of mentoring and have worked with over 18 schools.

As part of a three-person team, the Volunteer Director of Native SOAR is an unpaid graduate student that volunteers over 600 hours per academic school year. The Director is responsible for raising financial support to sustain the program, strengthen community partnerships with schools and tribal communities, oversee a two-tiered mentoring structure and collaborates with various on and off campus partners.

- ♦ Co-developed Native SOAR's first online mentoring program that will benefit Indigenous youth in Arizona and New Mexico
- ♦ Developed and teach Indigenous-focused higher education frameworks, epistemologies, and literature to 81 undergraduate students, 90% of whom identify as Native American
- ♦ Fostered partnerships with six local school districts and community partners
- ♦ Collaborated with University of Arizona campus partners, local schools, and Southern Arizona communities

Significant Accomplishments

- ♦ Sustained an average 89% freshman to sophomore retention rate for Indigenous students over the past five years
- ♦ Raised over \$85,000 in scholarship money to fund my doctoral program for the purpose of deferring Native SOAR graduate assistantships to fund two University of Arizona Indigenous graduate students
- ♦ Raised \$5,000 from the College Board that supported Native youth creating digital stories using tablet technology
- ♦ Founded, constructed and authored the curriculum for the "Native Digital Storytellers" initiative, where workshops were hosted at four Indigenous communities in Arizona (Havasupai Tribe, Challenger Middle School, Arizona School for the Deaf and Blind and Canyon del Oro High School); the purpose of the workshops is to empower Indigenous youth through digital media and storytelling

Instructor, Native Student Outreach, Access and Resiliency (SOAR)

October 2013 – October 2017 | The University of Arizona

- ♦ Coordinate 50 mentoring partnerships between undergraduate students and two local middle and high schools
- ♦ Developed and taught Indigenous-focused higher education frameworks, epistemologies, and literature to 126 undergraduate students, 95% of whom identify as Native American
- ♦ Fostered partnerships with six local school districts and community partners
- ♦ Photographed and created digital stories that document the impact and reach of Native SOAR initiatives

Significant Accomplishments

- ♦ Raised \$5,000 from the College Board that supports Native youth creating digital stories using tablet technology
- ♦ Founded, constructed and authored the curriculum for the "Native Digital Storytellers" initiative, where workshops were hosted at four Indigenous communities in Arizona (Havasupai Tribe, Challenger Middle School, Arizona School for the Deaf and Blind and Canyon del Oro High School); the purpose of the workshops is to empower Indigenous youth through digital media and storytelling
- ♦ Raised \$5,000 from Raytheon Missile Systems to advance collaboration between undergraduate students and Indigenous STEM professionals involved in Raytheon's American Indian Network
- ♦ Fundraised over \$2500 for two Native SOAR staff members to attend a two-day site visit at the Alaskan Native Science and Engineering Program (ANSEP) in Anchorage, Alaska

Consultant, American Indian College Fund

October 2018 – June 2019 | Denver, CO

Established in 1989, the American Indian College Fund is the nation's largest charity designed to support and increase access for American Indian students into higher education.

The consultant develops services, activities and curriculum for the American Indian College Fund's Native Pathways to College Project College going handbook, which will be distributed to high schools, tribal community colleges and universities throughout the United States.

- ♦ Developed a two-hour culturally relevant presentation related to career readiness topics that include: personal branding, resumé building, how to write effective cover letters, and interview preparation
- ♦ Published 11 original photographs in the American Indian College Fund's Native Pathways magazine
- ♦ Created a 12-page career readiness handbook designed to inform high school and college students about how to prepare to enter the workforce

Significant Accomplishments

- ♦ Develop career readiness presentation and handbook that will be distributed to various educational institutions across the United States
- ♦ Train American Indian College Fund staff at their headquarters in Denver, CO, for the purpose of presenting the career readiness presentation and handbook to American Indian students and communities across the United States

Coordinator, Office of Early Academic Outreach

May 2016 – June 2017 | The University of Arizona

As part of the UA's Enrollment Management division, the Coordinator at Early Academic Outreach (EAO) is responsible for development, implementation, management, and evaluation of new and continuing college-access programs designed to engage K-12 administrators, first-generation and low-income students, teachers, monolingual and bilingual parents, community members, and university personnel. Further, responsibilities include creating promotional materials to enhance visibility of departmental initiatives and conduct workshops and informal sessions to promote higher education among Arizona's diverse communities.

- ♦ Co-developed the inaugural 10-week UA and Tucson Indian Center College Academy for Parents program designed to educate over 30 Native American high school students and their families about college-going processes
- ♦ Produced original photography and short videos for six Early Academic Outreach programs: Native American Science and Engineering Program (NASEP), Algebra Academy, Padres Promotoroes, Cultural College Days, Man Up, and UA and Tucson Indian Center College Academy for Parents
- ♦ Presented eleven presentations about the admissions process, pathways to college, and how to pay for college to over 450 4th-12th graders
- ♦ Established community via social media by posting college-focused messages on EAO's Facebook page
- ♦ Dedicated over 100 hours towards the preparation and implementation of the NASEP Summer Program, which is designed to engage 24 Native American high school students in Arizona
- ♦ Conveyed departmental updates at quarterly Arizona Tri-Universities for Indian Education (ATUIE) meetings held across the state, which is comprised of over 40 members representing Arizona's three public institutions, community colleges, K-12 school district representatives, and other community allies
- ♦ Served on the planning committee for the two-day American Indian Education Association Youth Conference and the one-day UA Native American College Day

Significant Accomplishments

- ♦ Raised over \$4500 for two EAO staff members and two NASEP high school students to attend a five-day site visit at the Alaskan Native Science and Engineering Program (ANSEP) in Anchorage, Alaska
- ♦ Engaged with a 12-member cohort in the UA's Student Affairs and Enrollment Management, Academic Initiatives and Student Success (SAEM/AISS) Assessment Institute, which is a year-long program where participants acquire assessment knowledge through eight interactive learning modules; participants apply the information they learn towards an assessment capstone project specific to their department's needs
- ♦ Versatile with all coordinator positions and provide guidance to coworkers on their college knowledge outreach events
- ♦ Enhanced EAO's social media presence on Facebook by increasing followers by 31%
- ♦ Increased visibility of departmental initiatives by creating original short-films that are shared among campus constituents

Content and Project Manager, Office of the Senior Vice President for Student Affairs and Enrollment Management, Academic Initiatives and Student Success (SAEM/AISS)

July 2015 – May 2016 | The University of Arizona

SAEM/AISS comprises of over 24 programs and services ranging from a student's first consideration of college until and beyond graduation. Unique in its organizational structure, SAEM/AISS employs over 1200 full-time and graduate professionals and is the University's largest employer of student employees.

The Content Manager position includes photographing SAEM/AISS sponsored events, overseeing the SAEM/AISS website, managing special projects delegated by executive level administrators, and conveying the SAEM/AISS divisional narrative through original written and visual content on SAEM/AISS social media platforms, website, and other promotional material.

- ♦ Assisted a six-person team with the development and implementation of the SAEM/AISS strategic communications plan
- ♦ Created the methodology and administered CatPulse, a divisional initiative designed to engage over 700 undergraduates by texting students weekly micro surveys in order to generate insightful information about the about the identity, culture, and needs of students; used Campus Labs survey software to create weekly micro surveys
- ♦ Edited and managed divisional website and three divisional email newsletters – Data Byte, CatPulse, and The Scoop- that was sent to over 1200 employees within SAEM/AISS
- ♦ Photographed over 150 divisional events and produced content used for the divisional website and publications
- ♦ Created over 100 infographics for newsletters, social media, flyers, and invitations using Picktochart, Adobe Photoshop and Lightroom
- ♦ Planned and posted original photographs and content for the SAEM/AISS Facebook, Instagram, and Twitter social media platforms

Significant Accomplishments

- ♦ Redesigned social media infrastructure and managed campaigns, which enhanced SAEM/AISS's brand image through social presence by increasing followers by: Twitter – 80%, Instagram – 269%, and Facebook – 26%
- ♦ Achieved over 89% survey response rate using the text message methodology in CatPulse
- ♦ Developed strong relationships with executive level administrative leaders, Student Affairs directors, staff and other University stakeholders
- ♦ Enhanced photography skills, as a result expanded professional and social networks among key University brand managers

Graduate Community Director, Residence Life

July 2013 – May 2015 | The University of Arizona

UA Residence Life is one of four large, self-supporting auxiliary units within SAEM/AISS that serves approximately 7,000 students – primarily first-year students – who live in 24 residential facilities. Residence Life brings together an eclectic group of professionals, students leaders, and undergraduate and graduate residents in caring and inclusive communities that foster personal growth, academic success and achievement.

Graduate Community Directors select, train, supervise, and evaluate resident assistants (RA), manage a residence hall with 200+ beds, serve on a 24-hour on-call duty rotation, advise a hall government, and facilitate conduct meetings with residents who are charged with violations Residence Life policies.

- ♦ Attended over 600 hours of training sessions and acquired new skills and knowledge pertaining to topics including: crisis management, behavioral education and conduct, social justice, sustainability, leadership, supervision strategies and hiring practices
- ♦ Supervised, trained, and evaluated eight undergraduate RAs and an undergraduate office assistant; operated the day-to-day functions of one 240-bed residence hall; and facilitated over 150 active and passive developmental programs focused in areas of academic success, wellness, social justice, sustainability, and responsibility
- ♦ Managed a \$7,000 hall budget that was allocated for hall programming activities and events
- ♦ Responded to over 30 crisis incidents including sexual assault, suicide ideations, drug possession, domestic violence, drugs abuse, and alcohol-related incidents; mediated over 20 complicated roommate conflicts
- ♦ Served as one of 15 graduate judicial officers and adjudicated over 100 hours of conduct hearings for alleged Residence Life policy violations; emphasized restorative justice and reflective learning in assigning developmental sanctions to responsible students
- ♦ Reviewed over 400 RA applications and hired eight RAs for two 240-bed residence halls

Significant Accomplishments

- ♦ Revamped the behavioral education sanctioning matrix as part of a six-person team, which serves as a framework for conduct hearing officers in assigning developmental sanctions
- ♦ Supervised and instructed 30 RAs through extreme flooding situation in a 375-person residence hall that displaced 30 residents; worked cooperatively with over 30 personnel from the Tucson Fire Department, Tucson Police Department, University Police, and Residence Life Custodial and Maintenance teams
- ♦ Created caring and inclusive communities among diverse populations with a year-long traveling mural project facilitated by the residence hall's Faculty Fellow, which is a tenured faculty member who dedicates over four hours per week to engage with hall staff and residents
- ♦ Developed relationships with executive level Residence Life staff

Graduate Intern,
Office of the Senior Vice President for Student Affairs and Enrollment Management, Academic Initiatives and Student Success (SAEM/AISS)

Responsibilities include manage SAEM/AISS social media platforms, conduct informational interviews with the Executive Leadership Team, photograph divisional events, and learn the political and complex infrastructure of a large division.

- ♦ Conducted informational interviews with six members of the SAEM/AISS Executive Leadership Team in order to broaden knowledge about student affairs operations, leadership philosophies, and management systems
- ♦ Co-coordinated the Master's in Higher Education Interview Weekend for 25 newly admitted graduate students; worked closely with over 15 SAEM/AISS departments to coordinate graduate assistant interviews for departments and candidates
- ♦ Managed three SAEM/AISS social media accounts and wrote six Faculty Spotlight articles for the Parent and Family Association Paw Print Newsletter and one piece for the NASPA Region VI Newsletter

Significant Accomplishments

- ♦ Snapchat guest editor for UA's 151st Commencement - captured event to create a 4:27 minute video that was publicized on the UA's Facebook, Twitter, and Instagram pages; gained approximately 300 new followers for the UA's Snapchat page and to date, generated one of the highest reach for a story on UA's social media platforms
- ♦ Helped prospective master's students feel connected to campus
- ♦ Expanded personal and professional networks that includes executive level administrators, Student Affairs directors, SAEM/AISS staff, faculty, and graduate students

Director of Summer Programs,
Alaska Native Science and Engineering Program Acceleration Academy

May 2014 – July 2014 | The University of Alaska Anchorage

Established in 1954, The University of Alaska Anchorage (UAA) is Alaska's first university and is the largest, major public regional institution that serves over 21,000 students.

The Director of Summer Program responsibilities include oversight of high school students in the Acceleration Academy Summer Program, manage undergraduate peer mentors and advisors, track students' academic progress, coordinate science technology engineering mathematics (STEM) service-learning projects and facilitate cultural and social events.

- ♦ Committed 50-70 hours per week to ensure academic, transportation, financial, residential, STEM-oriented activities and social programmatic components operated smoothly for 70 high school students participating in the Acceleration Academy Summer Program, a six-week all-expense paid summer program
- ♦ As a three-person team, trained, supervised, and delegated program responsibilities to 45 undergraduate peer mentors and advisors
- ♦ Collaborated with STEM faculty, researchers, and corporate partners to design interactive activities for program participants

Significant Accomplishments

- ♦ Reconstructed conduct procedures for students who violated program policies
- ♦ Bridged cultural differences among Alaskan Natives and Pueblo Indians through presentations and one-on-one meetings with program participants; dispelled stereotypes of other Southwestern Native Americans tribes
- ♦ Strengthened knowledge about the Alaskan Native culture, ideologies, educational and political system, and economic challenges

Coordinator, Office of Early Academic Outreach

November 2009 – June 2013 | The University of Arizona

Responsibilities include manage college-focused initiatives, collaborate with K-12 educators, educate and recruit prospective UA students, inform parents of the college-going process, and strengthen partners with EAO constituents.

- ♦ Developed and managed four college-focused initiatives: *College Knowledge for Counselors*, serving 200+ counselors and educators; *College Academy for Parents*, an annual 12-week comprehensive program serving over 60 families from the Sunnyside Unified School District; *College Knowledge for Parents*, serving over 400 8th graders and their families; and the *Native American Science and Engineering Program*, serving 20+ high school juniors and seniors year-round
- ♦ Dedicated over 300 hours to create over 30 promotional videos for seven college-access initiatives
- ♦ Delivered more than 120 presentations pertaining to college knowledge information and EAO's college initiatives

Significant Accomplishments

- ♦ Enhanced college knowledge curriculum and programmatic processes by creating program portfolios for College Knowledge for Counselors, College Knowledge for Parents, and the Native American Science and Engineering Program; portfolios assisted future coordinators of these programs
- ♦ Collaborated with multiple stakeholders to develop and formulate all NASEP's program components, which include the formation of recruitment and application processes, curriculum development, assessment procedures, and creation of STEM-oriented activities and research focused projects
- ♦ Established a library of short-films and photographs for five of EAO's programs and to date, the media serves as one of the primary resources used for promotional material

Behavior Coach, Intermountain Centers for Human Development

August 2009 – November 2009 | Tucson, AZ

Campus Minister, Faith Christian Church

May 2008 – May 2009 | Tucson, AZ

Resident Assistant, Residence Life

August 2006 – May 2008 | The University of Arizona

- ♦ Managed a residence hall community of 30 first-year students in one of two O'odham Ki American Indian living-learning communities (LLCs), which is cosponsored by Residence Life and Native American Student Affairs
- ♦ Collaborated with University executive level administrators and staff to develop a strategic plan to build community after a homicide that occurred in the O'odham Ki LLC
- ♦ Developed and presented over 40 proactive, retention-focused educational and community programs conducive to a student's academic and personal development

Significant Accomplishments:

- ♦ Ensured the safety of 58 residents with another RA amidst a homicide that occurred between two Navajo residents in the O'odham Ki American Indian LLC
- ♦ Cared for 56 residents over two months in both O'odham Ki LLCs while Residence Life filled the RA vacancy
- ♦ Persevered through tragedy to build a close-knit community and support system that helped over 50 students complete their first-year at the UA

Resident Assistant, New Start Summer Program

May 2007 – July 2007 | The University of Arizona

Peer Advisor, New Start Summer Program

May 2006 – July 2006 | The University of Arizona

Miss Native American University of Arizona 2004-2005

November 2004 – November 2005 | The University of Arizona

COMMITTEES AND PROFESSIONAL ASSOCIATIONS

- ♦ Student Affairs Administrators in Higher Education (NASPA) Indigenous Peoples Knowledge Community, Co-Professional Development Chair, March 2022-October 2023
- ♦ Native American Student Advocacy Institute Advisory Committee, The College Board, November 2018 – Present
- ♦ Indigenous Thinkers Graduate Student Group, August 2018 – June 2022
- ♦ Association for the Study of Higher Education, May 2021 – June 2022
- ♦ Student Affairs Administrators in Higher Education (NASPA), September 2014 – June 2017, December 2019 – Present
- ♦ Arizona Tri-Universities for Indian Education (ATUIE), November 2009 – June 2022
- ♦ Finals Survival Programming Committee, March 2016 – December 2018
- ♦ National Indian Education Association (NIEA), October 2014 – October 2015
- ♦ University of Arizona Enrollment Management Gap Year Experience Committee, October 2016 – June 2017
- ♦ University of Arizona SAEM/AISS Social Media Marketing Group, November 2014 – January 2017
- ♦ American College Personnel Association (ACPA), September 2014 – September 2016
- ♦ Association of College and University Housing Officers-International (ACUHO-I), November 2013 - May 2015

SELECTED MEDIA APPEARANCES

- Spruce, S. (2022). "Is social media a threat to sacred places?" Native America Calling. Retrieved from <https://nativeamericacalling.com/?s=amanda+cheromiah>.
- Chavez, A. (2019). 'We didn't know what to think' after university president says his 'high cheekbones' merit DNA test. Retrieved from <https://indiancountrytoday.com/news/we-didnt-know-what-to-think-after-university-president-says-his-high-cheekbones-merit-dna-test>
- Dorame, D. (2021). Episode 38 / Dr. Amanda Cheromiah. Grounded Podcast. Retrieved from <https://groundedpod.com/2021/11/04/episode-38-dr-amanda-cheromiah/>
- Hanigan, I. (2021). VIDEO: Native American Heritage Month forum shares personal stories, insight and historic perspectives. Retrieved from <https://newsroom.ocde.us/ocde-virtual-forum-to-explore-history-contributions-and-challenges-of-native-americans/>
- Hughes, A. (2019). The wrong message for Native college students. Native America Calling. Retrieved from <https://nativeamericacalling.com/tuesday-november-12-2019-the-wrong-message-for-native-college-students/>
- Lee, J. (2020). Living in the dark: Native reservations struggle with power shortages in pandemic. The Guardian. Retrieved from <https://www.theguardian.com/environment/2020/aug/12/native-americans-energy-inequality-electricity>
- Lee, J. (2021). Tribal communities are facing a new threat: Instagram. Retrieved from <https://www.theverge.com/22824517/wind-river-reservation-instagram-wyoming-arapaho-tribe>
- Portillo Jr., E. (2019). Neto's Tucson: Two indigenous UA students help others to soar. The Arizona Daily Star. Retrieved from https://tucson.com/news/local/netos-tucson-two-indigenous-ua-students-help-others-to-soar/article_5df93344-d207-5caf-9d35-a22c5167ca1d.html

SELECTED FILM PROJECTS

Indigenous Feat – A Scholar's Pace (65 minutes; May 2020). Available at: <https://youtu.be/NTvZCYWYuxg>.

Native Digital Storytellers: Havasupai Tribe - December 2017 (4:46 minutes; December 2017). Available at: <https://youtu.be/VoohT5rAAY8>.

SOAR HIGHER: Tradition Meets New Knowledge - 2015 First Lady Near-Peer Challenge (5:00 minutes; February 2015; Tucson, AZ). Available at: <https://youtu.be/Qd8hvm22vhE>.

2013 University of Arizona Light Graduation - Light Show at End (3:33 minutes; May 2013; Tucson, AZ). Available at: <https://youtu.be/BZCcaxH1PIM>.

Juneau, Alaska (quick overview of Juneau and surrounding areas) (4:59 minutes; January 2014; Juneau, AK). Available at <https://youtu.be/XhtlVzzclPA>.

2013 MESA Southern Regionals (4:59 minutes; March 2013; Tucson, AZ). Available at: <https://youtu.be/U-JxZZQyKek>.

2013 NASEP 6 Second Trailer (0:11 seconds; June 2013; Tucson, AZ). Available at <https://youtu.be/kn7Q4hA83og>.

SELECTED PRESENTATIONS

Cheromiah, A. and Yatchmeneff, M. "Indigenous Joy: Belongingness in STEM." Presented at the Student Affairs Administrators in Higher Education (NASPA) National Conference. Boston, MA. April 2023

Cheromiah, A. "Indigenous Professionalism in Higher Education." Keynote speaker for the American Indian College Fund (Virtual). August 2023

Cheromiah, A. "Indigenous Professionalism in Higher Education." Presented at the College Board Native American Student Advocacy Institute National Conference. San Diego, CA. June 2023

- Cheromiah, A. "Know My Name, Face and Story." Panelist on the Native American Heritage Month Colloquium for Orange County's Department of Education (Virtual). November 2021
- Cheromiah, A. "Grandma's Kitchen Table: Storytelling." Presented at the Arizona Center for Afterschool Excellence Conference (Virtual). November 2021
- Cheromiah, A. "UM's Real Talk Series: My Indigenous Identity." Moderator for UM Worldwide Native American Heritage Month Speaker Series (Virtual). November 2021
- Cheromiah, A. "TikTok Native American College Readiness Videos." Presented at the Phoenix Union High School District Native American Education Program meeting. Tucson, AZ. March 2021
- Cheromiah, A. "Staying Motivated in the Pandemic." Presented at the South Mountain Community College 2021 Speaker Series. Tucson, AZ. March 2021.
- Cheromiah, A. "How to Indigenize Zoom." Presented at to the American Indian Science and Engineering Society staff. Tucson, AZ. October 2020.
- Various presentations hosted through the Indigenous Educators Unite online platform. March 2020-Present.
- Ross, R.J. and Cheromiah, A. "Eight Northern Indian Pueblo Council Cultural Sensitivity Training." Presented at the Eight Northern Indian Pueblo Council. Ohkay Owingeh, NM. September 2019.
- Higuera, A. and Cheromiah, A. "Film Screening and Q&A with Filmmakers: Resiliency Through Running and A Scholar's Pace: A Running Narrative of Indigenous Feat." Presented at the Uplift Climate Conference. Gallup, NM. September 2019
- Cheromiah, A. and Higuera, A. "Film Screening and Q&A with Filmmakers: Indigenous Feat: A Scholar's Pace and Resiliency Through Running." Presented at the University of Arizona's Arizona State Museum. Tucson, AZ. September 2019
- Cheromiah, A. "A Scholar's Pace: Navigating the Academy from an Indigenous Perspective." Presented at the College Board's Native American Student Advocacy Institute (NASAI). Tulsa, OK. June 2019
- Cheromiah, A. and Tagaban, F. "Equipping Indigenous Students to Stay in School." Presented at the College Board's Native American Student Advocacy Institute (NASAI). Tulsa, OK. June 2019
- Cheromiah, A. and Tagaban, F. "SOAR Higher: Empowering Indigenous Students Through Digital Storytelling." Presented at the College Board's Native American Student Advocacy Institute (NASAI). Honolulu, HI. June 2018
- Cheromiah, A. "Native Digital Storytellers." Presented at the University of Arizona Grad Slam. Tucson, AZ. March 2018
- Cheromiah, A. "(Re)Building Indigenous Networks via Digital Platforms." Presented at the University of Arizona Teaching, Learning and Sociocultural Studies Graduate Student Colloquy. Tucson, AZ. February 2018
- Cheromiah, A. "Boarding School Photography." Presented at Havasupai Elementary School. Supai, AZ. December 2017
- Cheromiah, A. "Native SOAR: Mentorship as a form of giving back to Native American communities." Presented at Arizona Department of Education's MEGA Conference. Tucson, AZ. November 2016
- Cheromiah, A. "Picture This: Making Eye-Catching and Engaging Photography." Presented at the 10th Annual SAEM/AISS Symposium. Tucson, AZ. November 2016
- Charette, A. and Cheromiah, A. "UA's Native American Science and Engineering Program Overview." Presented at the Tohono O'odham Tribal Board Meeting. Sells, AZ. June 2016
- Cheromiah, A. "#CatPulse: Using texts and micro surveys to keep the pulse on student life at The University of Arizona." Presented virtually for NASPA Techn. Tucson, AZ. November 2015

Cheromiah, A. "#CatPulse: Using texts and micro surveys to keep the pulse on student life at The University of Arizona." Presented at American College Personnel Association National Convention. Montreal, Canada. March 2016

Cheromiah, A. "iMovie and U: Engaging students using video." Presented at Pima Community College's STEMania Summer Faculty Institute Conference. Tucson, AZ. May 2015

Garcia, J., Cheromiah, A., Tachine, A., and Honeyestewa, M. "Giving Back: Native American college students video stories of mentorship." Presented at American Educational Research Association. Chicago, IL. April 2015

Schilling, M. and Cheromiah, A. "Social and Behavioral Education Graduate Community Director Conduct and Protocol Training." Presented at Residence Life's Winter Training. Tucson, AZ. January 2015

HONORS AND AWARDS

- ♦ 2022 Outstanding Student Support Program Award for Native SOAR – Student Affairs Administrators in Higher Education (NASPA) Indigenous Peoples Knowledge Community
- ♦ 2022 Outstanding Contribution to Indigenous Higher Education Research Award - Student Affairs Administrators in Higher Education (NASPA) Indigenous Peoples Knowledge Community
- ♦ 2020 Native American 40 Under 40 Recipient – The National Center for American Indian Enterprise Development
- ♦ 2021 Chad Marchand Native American Community Leadership Award – University of Arizona American Indian Alumni Association
- ♦ Spring 2021 University of Arizona College of Education Outstanding Graduate Student Award – The University of Arizona Commencement Speaker
- ♦ 2020-2021 Outstanding Graduate Service Award – University of Arizona Native American Student Affairs
- ♦ Cobell Graduate Scholarship (2017-2018, 2020-2021)
- ♦ The Arizona Indian Education Association College University Exemplary Scholarship (Fall 2020)
- ♦ Pueblo of Laguna Partners for Success Scholarship Recipient (2013-2015, 2017-2021)
- ♦ University of Arizona American Indian Alumni Club Scholarship Recipient (2013-2015, 2017-2021)
- ♦ Theresa A. Mike Scholarship (2017-2018, 2020-2021)
- ♦ Herbert D. Rhoades Scholarship (2020-2021)
- ♦ Ruth and Roy Roberts Scholarship (2020-2021)
- ♦ Frank J. Caverly Scholarship (2020-2021)
- ♦ Red Star International Tribal Leader Indigenous Water New Zealand Guardianship Exchange participant (February 2020)
- ♦ Arizona Daily Star's Tucson Storytellers Project Participant (2019)
- ♦ Uplift Climate Conference Open Mic Competition, 3rd Place (2019)
- ♦ University of Arizona Dr. Maria Teresa Velez Diversity Leadership Scholarship (2019-2020)
- ♦ Australia and New Zealand Indigenous Cultural & Educational Exchange Study Abroad Participant (Summer 2019, Summer 2020)
- ♦ University of Arizona College of Education Erasmus Circle Scholarship; Designated Graduate Student Speaker (2018-2019)
- ♦ American Indian Graduate Center Scholarship (2018-2019)
- ♦ College Board Professional Fellow (2017-2018)
- ♦ Delores A. Kaith Scholarship (2017-2018)
- ♦ University of Arizona College of Education's Galena Sells Dick Memorial Scholarship (2013-2015, 2017-2018)
- ♦ Assessment Institute (2016-2017) – Certificate of Recognition
- ♦ Enrollment Management Academy (2017) – Certificate of Participation
- ♦ University of Arizona Residence Hall Association "Person of the Week" (2015)
- ♦ 1st recipient of the University of Arizona's College of Education's Erasmus Circle Award for Innovative Uses of Technology (2014)
- ♦ W & C Alderton Scholarship Recipient (2013-2014)
- ♦ Marion and Hazel Olsen Memorial Scholarship Recipient (2013-2014)

- ♦ American Indian Education Fund Scholarship Recipient (2013-2014)
- ♦ Pueblo of Laguna Development Corporation Scholarship Recipient (2013-2014)
- ♦ University of Arizona's Residence Life Triple-Bottom Line Social Justice and Sustainability Scholarship Recipient (2013)
- ♦ New Start Resident Assistant of the Summer (2007)