



Dr. Amanda Royce Josanaraae Cheromiah

- ◆ amandacheromiah.com ◆ Inupiaq Name: Sippun | Clans: Shaska Sina 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)

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

- ◆ 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, 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
- ♦ **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

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

Assistant Senior Director, Alaska Native Science and Engineering Program

June 2022 – Present

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

Zoom Administrator and Video Editor, Southwest Center for Law and Policy June 2020 – July 2020 | Tucson, AZ

Co-Founder, Voices of Indigenous Concerns in Education (VOICE) October 2019 – January 2021
The University of Arizona, Tucson, AZ

Volunteer Director, Native Student Outreach, Access and Resiliency (SOAR) November 2017 – November 2020
The University of Arizona, Tucson, AZ

Instructor, Native Student Outreach, Access and Resiliency (SOAR) October 2013 – October 2017 | The University of Arizona

Consultant, American Indian College Fund October 2018 – June 2019 | Denver, CO

Coordinator, Office of Early Academic Outreach May 2016 – June 2017 | The University of Arizona

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

Graduate Community Director, Residence Life July 2013 – May 2015 | The University of Arizona

Graduate Intern, Office of the Senior Vice President for Student Affairs and Enrollment Management, Academic Initiatives and Student Success (SAEM/AISS) August 2014 – May 2015 | The University of Arizona

Director of Summer Programs, Alaska Native Science and Engineering Program Acceleration Academy May 2014 – July 2014 | The University of Alaska Anchorage

SELECTED 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

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/>
- 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 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.
- 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.

SELECTED 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)