



# GHC NATIVE PATHWAYS

**GHC NATIVE PATHWAYS PROGRAM NEWSLETTER**

**June 2024**

## **GHC FEATURES SEVENTEEN NATIVE GRADUATES**

June 21 marked an historic date connected to GHC graduation. Seventeen Native students proudly walked the graduation platform receiving their AA Degrees, five of whom are Native Pathways Program students. Other areas of study featured Tech degrees and Natural Resources. 2024 grads are as follows: Solomon Carlton, Tomika Grover, Matt Hartstrom, Maybelle Hoebucket, Alyssa Jackson, Kelly Kimberly, Latrell Markishtum, Isaac McKinney, Jeremy Roberts, Hailey Webster, Sky Upham, K'leia Sotomish, Keira James, Lillian Forsman, Frankie Pope, Stevie-Lynn Charley, and Richard Jack-Bryan.

***(GHC PRESIDENT DR. CARLI SCHIFFNER POSES WITH NATIVE PATHWAYS DEGREE GRADUATE LILLIAN FORSMAN IN TRIBAL CEREMONIAL BLANKET - ABOVE PHOTO)***



## **NOTABLE DATES**

**\*Fall Registration is currently underway**

**\*7/1 First day of summer quarter instruction**

**\*8/9 Last day summer quarter**

**\*9/23 First day of fall quarter instruction**



**GRAYS HARBOR COLLEGE**

**HOME TO NATIVE PATHWAYS DEGREE**



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## **GHC TRIBAL STEWARD CHERIE EDWARDS INITIATES STRATEGIES IN SUPPORT OF STUDENT SUCCESS**

The State Board of Technical and Community Colleges is sponsoring a program in support of Native Student Success. This program that connects with Grays Harbor College is The Tribal Stewards Program. Cherie Edwards has been named the Tribal Steward for GHC, and is currently working with Forest Resource Management Instructors Todd Bates and Patrick Mahoney to connect the Native Pathways Degree with natural resources curriculum. She also arranged for tribal blankets to be distributed to our Native graduates. She just recently served as a panelist at The Government to Government Summit on the 18th of June at The Evergreen State College. Helping to arrange a blessing ceremony for the new building on campus this fall is another project for her. She will be contacting drummers and dancers as well as helping identify Native leaders to be present at the blessing. The label of the new building is from the Quinault language. The naming committee agreed on accepting the title, tulaW, which means together. Quinault President, Guy Capoeman, offered the name which will identify the newly structured 3000 building on the GHC campus.



### **The Evergreen State College Longhouse**

Two weekends during the quarter GHC Native Pathways Students gather at the Evergreen Longhouse (below) in Olympia, Washington with the upper division Evergreen Native Pathways students for lecture and seminar on Indigenous current events and issues. The Longhouse Gatherings for Fall quarter are in November and December.



### **GHC Native Pathways Degree**

A full time course load for the quarter would include two online courses plus the Weekend session courses. 12 to 13 credits are considered a full time load.

Scheduling is flexible according to student personal and work schedules. A part time schedule of less than 12 credits is also an option, but may affect financial aid situations.

#### **Online Component**

Online courses at GHC are delivered through a program referred to as CANVAS, a web-based online learning system that allows students to log in for access to their classrooms at any time during the day.

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#### **GHC Native Pathways Service Area**

The GHC Lower division Native Pathways AA program degree serves students from Nisqually, Quinault, Queets, Squaxin Island, Chehalis, Shoalwater Bay/Aberdeen, Tacoma, Suquamish, Puyallup and Makah. Students from other Native Nations or urban areas are also welcome to join the program.

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## GHC INSTRUCTORS AND SUPPORT STAFF ATTEND THE NATIVE CASES INSTITUTE



### STUDENTS APPRECIATE THE NATIVE PATHWAYS DEGREE APPROACH

Student comments in connection with the course of study provided by the Native Pathways Degree, assists with assessment and support. The following quote by a former Native Pathways student, Liz Prior, exemplifies this type of feedback.

*“The design of the Native Pathways program has always been attractive to me. The hybrid classes are extremely convenient for those of us that live out in rural areas. By rural I mean it takes me an hour to get to my local Grays Harbor College campus. I have taken classes on the GHC campus before and although it was not horrible, it was not the best option for me. All in all, I would spend about eight hours a week commuting to college and back. On the other hand, traveling to the Evergreen campus a few times during the quarter is much more enjoyable. Traveling to learn more about the culture I missed growing up, makes it worth the time on the road.”*



A key area of support regarding cultural relevance connected to the Native Pathways Degree at GHC is the use of Native Case Studies located on The Evergreen State College Enduring Legacies Website.

Professional Development in the use of these case studies will be held on July 13 & 14 at the Evergreen State College Longhouse. The attendants pre-read cases, and then during the conference take on the role of students as seminar and group discussion are used to simulate how case studies can be implemented in a classroom setting.

GHC administration, faculty, and staff have been long time participants.

While over 30 credits of the 90 credit AA Degree have direct cultural relevance in course content, using Native Case studies in the core course curriculum further supports this dynamic. Educating all students in the area of Native culture also aids in closing equity gaps strengthening areas of diversity and inclusion.



*Native Pathways Program students engage in study and discussion in connection with the use of a case study during one of the weekend gatherings held at the Evergreen State College Longhouse.*

The use of case studies involves problem-based learning, place-based learning, and collaborative learning as cornerstones of approach. Cases promote student engagement and critical thinking in the context of complex and pressing real world issues. They are a terrific way of promoting diversity and critical thinking. During the conference participants practiced working through cases collaboratively to learn how to facilitate case analysis and discussion. The conference featured new cases on the cutting edge of current issues in Indian Country as well as a session on writing cases.

## NOAA GRANT AND GHC

The Washington State Board for Community and Technical Colleges (SBCTC) has been awarded a \$9.3 million grant from the National Oceanic and Atmospheric Administration (NOAA) to develop a climate-ready workforce. This grant is part of NOAA's Climate-Ready Workforce for Coastal States, Tribes, and Territories initiative, which aims to advance climate resilience, focusing on disadvantaged communities, people of color, and Indigenous people.

Over the next four years, Grays Harbor College, a sub awardee on this grant, will use the funds to support the "Tribal Stewards Program," which aims to cultivate Tribal leaders and non-Tribal environmental co-stewards skilled in natural resources management. The program will integrate this knowledge into our natural resource programs, train faculty to better serve Tribal students and Indigenize the curriculum, and support Tribal student success professionals to recruit, retain and bridge the gap between GHC and local tribal communities. This grant also includes scholarship and basic needs funding to directly support Tribal students.

Programs will be available on Grays Harbor College campuses in partnership with the Quinault Department of Natural Resources, creating opportunities for Tribal students to enter natural resource careers, secure good jobs, and serve their communities.

If you are interested in obtaining your degree in the Forestry program please reach out to Cherie Edwards at [Cherie.edwards@ghc.edu](mailto:Cherie.edwards@ghc.edu) to get you enrolled!



GHC Native Ed Coordinator, Gary Arthur, and GHC Tribal Navigator, Cherie Edwards, pose with graduating Native student, Hailey Webster at June 21st graduation.

## Contact Us

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**THE GHC NATIVE  
PATHWAYS DEGREE  
PROGRAM HAS BEEN IN  
EXISTENCE SINCE 2005.  
THE PROGRAM IS UNIQUE  
WITH ITS  
CULTURALLY RELEVANT  
CURRICULUM.  
ADMINISTRATION AND  
FACULTY ARE  
COMMITTED TO STUDENT  
SUPPORT AND SUCCESS.**

