



**NATIVE  
FEWS  
ALLIANCE**

**NEWSLETTER**

The University of California at Berkeley, the University of Arizona and the American Indian Higher Education Consortium work with over 20 partners to significantly broaden the opportunities for participation in the ecosystem of research, practice, and training by and for Native Americans and other underrepresented student groups.



The Native FEWS (Food, Energy, Water Systems) Alliance is focused on innovative research and community partnerships linking and addressing two interconnected challenges: a crisis in access to food, energy, and water in Indigenous communities; and limited educational and career pathways available to Indigenous populations to address these needs.

## What's new in the Native FEWS Alliance



## Native FEWS Alliance 2023 Annual Gathering



# save *the* date



NATIVE  
**FEWS**  
ALLIANCE

## 2023 Annual Gathering

*Student projects!*

*Curriculum*

*Networking*

*Graduate Programs*

March 22-25, 2023

University of Arizona

Tucson, AZ

*Storytelling*

More Info at: <https://nativefewsalliance.org>  
Bernice Rodriguez at [bernicer@arizona.edu](mailto:bernicer@arizona.edu)

The vision is to build a diverse Native American workforce at the nexus of Food, Energy and Water systems (FEWS), and design curricula and mentoring that combine Indigenous ways of learning with physical sciences and engineering methodologies.



National  
Science  
Foundation

NSF Cooperative Agreement Award # 2120035 entitled  
"Collaborative Research: NSF INCLUDES Alliance:  
Broadening Career Pathways in Food, Energy, and  
Water Systems with and within Native American  
Communities (Native FEWS Alliance)"







# Registration Is Now Open!

**Postmark deadline: February 17, 2023**

**Late Registration After February 17, 2023**

General Registration	\$295	General Registration	\$345
Student Registration (College/H.S.)	\$175	Student Registration (College/H.S.)	\$200
Elder-Registration (65+)	FREE	Elder-Registration (65+)	FREE

**[Click Here](https://register6.net/AIHEC/) to register or copy and paste: <https://register6.net/AIHEC/>**

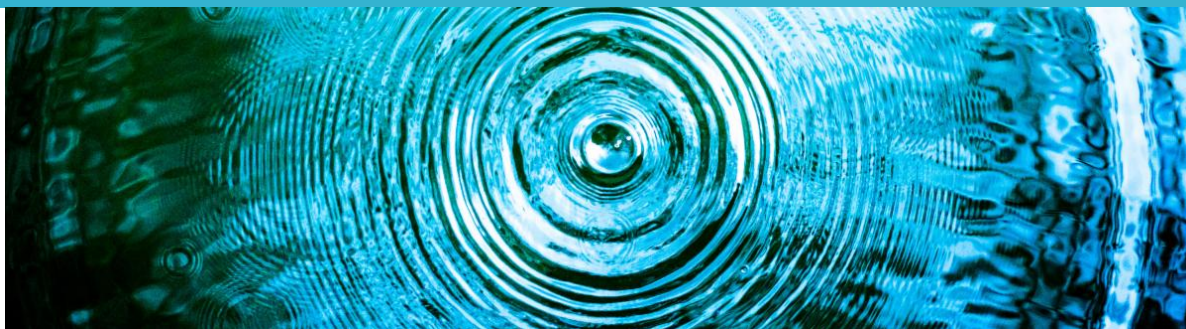
**2023 American Indian Higher Education  
Consortium Conference  
March 4 -7, 2023**

**Albuquerque Convention Center  
Address: 401 2nd St NW, Albuquerque, NM 87102**



**Hotel Registration**

## WISE PRACTICES



### A Student's Journey

Southwest Environmental Health Sciences Center



At the intersection of student support, low Native American degree attainment, social justice inequities and environmental advocacy, a collaborative partnership between the Southwest Environmental Health Sciences Center (SWEHSC) and Tohono O’odham Community College (TOCC) provide a framework for cultural integration and student success.

The A Student’s Journey (ASJ) Program is actively addressing the academic transfer barriers that exist for Tribal College students enrolling at 4-year universities. Students in the program have an immersive summer internship experience at the University of Arizona for 5-weeks to gain new knowledge, new skills, and new connections on campus before they transition from TOCC. Students then take their experience from the summer and apply it to a fall practicum in their community.

Students attend monthly workshops in the spring leading up to their summer experience that focus on environmental health, social justice, and topics related to university transition. The students

was placed with Dr. Bryan Carter at the Center for Digital Humanities and reflected on his experience:

“Learning about the new digital storytelling software is a whole other layer in terms of creating informational videos. My experience with the Insta360 One X2 Camera and getting footage of my community is just the beginning of sharing Wa:k with people from all backgrounds. I think we can use this technology to present our communities in a more intimate or interesting way to introduce an area or share personal experiences. I think 360 videography is the future of storytelling.”

The experience gave Sebastian the confidence to see a college as attainable and is looking forward to their time at the University of Arizona after community college.

Out of the 21 students who participated in the program the past two years, one has graduated from the UA, 6 have already transferred to UA with 1 student transitioning to another TCU, and 12 have plans to transfer to the University of Arizona or another four-



also delve into what internships they want to pursue for the summer and meet with programming staff for individual advising. Once students arrive on campus for the summer, they are welcomed with our partners and campus resources to familiarize themselves with the university.

Students work in internships based on their interests over the summer which can range from fine arts and fashion to nursing and computer science.

Sebastian Prestian, a TOCC alum and current UA student majoring in Information Science and Art,

year institution. The goal is to have 20 to 25 students each year and expand to more TCUs in the future.

“It is important to create an opportunity for students to learn about organizations in their communities and learn from someone in their career interest to help guide them into the workforce,” Annamarie Stevens, Transition Coordinator at TOCC said. “The entire experience is to help them develop a deeper understanding of their communities' needs and how they can give back and expand their knowledge.”

## AIHEC BACKBONE



## Turning the Corner from Planning to Highlighting our Work!

By Kathy Isaacson



Steering a complex organization such as our multi-partner Alliance sometimes feels like driving a semi-truck toward a turn in the road. We begin planning the turn early, hoping that nothing gets in our way, and we take the turn broadly. Passersby may think that the truck is taking too long to turn or is taking too wide a berth. The turn finally is accomplished, and the truck is on its way down the road.

The Native FEWS Alliance had the gift of a solid planning year, to build the leadership, structures, processes, and projects that will pursue the goals for the next four years of the five-year grant. Our planning year was busy and complicated, and it is taking a while to make the turn! We have almost finished

the turn and are ready to cruise down the road. This article will review the planning year and set the scene for our next four years of implementation.

## Top Ten Highlights of Year 1

1. **Convening.** In August 2021, the Native FEWS Alliance held a “Convening” to inform the initial members and the leadership about the successful NSF proposal. This inspired the group to form an “Initiation Team” to lead the planning year.

2. **Initiation Team.** The Initiation Team held weekly meetings, joined INCLUDES Affinity Groups, held an initial meeting with our NSF Program Director, and worked closely with the Evaluation Team to establish ways of working and shared resources for the planning year of the grant.

3. **Launch.** After weeks of planning, the Program Leads and Initiation Team participated in a Dry Run of the Launch, followed by the full Launch of our Alliance. The 50+ participants actively discussed and contributed to the Alliance’s shared vision and emerging plans while building stronger initial relationships. The Launch featured activities and commitments to Indigenous Evaluation, supported by the American Indian Higher Education’s Indigenous Evaluation Framework and the vision of the Native FEWS Alliance, to significantly broaden the participation of Native American and underrepresented students in Food, Energy and Water Systems (FEWS) education and careers to address critical challenges facing their communities.

4. **Data Management.** The Data Management team solidified its team members and began regular meetings. The goal of this first stage of data management is to map where the Alliance expects to make an impact and identify/collect existing data for a baseline.

5. **Website.** The Backbone designed an interim website while interviewing potential Native web design firms. Plans were made for a robust social media campaign in early 2022, including a revised website with a unique Native FEWS Alliance logo and branding, as well as launching a newsletter, blog, YouTube channel and social media posts.

6. **Planning.** The Backbone developed a draft of the Native FEWS Alliance strategic plan and began collecting drafts of the Evaluation Plan, the Data Management Plan, the Communication Platform, the Sustainability Plan, and finally, the Alliance ACTION Plan.

7. **Shared Vision:** Weekly meetings were held with all leadership invited, building activities toward the shared vision. The Program Leads self-organized a new team (Program Lead Team) to discuss and commit to their own goals and path toward the mission and vision. Collaborative projects began to emerge. This series of meetings addressed these questions:

- *Goals & Activities:* Tell us about your work that aligns with our Alliance. What are your goals? What current practices are supporting these goals?
- *Support:* What gaps or challenges exist? How can the Alliance support your work to close these gaps and meet your goals?
- *Evaluation:* How are you currently using evaluation? How are you gathering data?

8. **1<sup>st</sup> Annual Gathering.** The Alliance held its first Annual Gathering at UC Berkeley on March 30–April 2, 2022. The meeting included over 40 participants face-to face and numerous visits and participation via Zoom as well as over 14 students. The goals of the Gathering were:

- Relationship building within the Alliance and across partners
- Expanding opportunities for collaborations and cross pollination
- Make plans for joint action and collaborations with partners

- Build relationships across the Alliance steppingstones

- Learn about the local history and context through Field Trip

The outcomes of the meeting were highlighted by rich relationship building (in person!), after 8 months of meeting over Zoom. Co-design methodologies were used to move the participants through early stages of collaborative planning and system mapping.

9. **Communication and Coordination.** The Alliance solidified its Communication Platform, utilizing a variety of processes and strategies to work together toward the Alliance goals.

10. **The Turn Began!** Near the end of Year 1, the Initiation Team began to transition to the Leadership team. These leadership are differentiated from the full membership and emerged as the group orchestrating the work of the Alliance. These leadership meet weekly virtually. The full membership receives a Monday Morning Message, is invited to the Annual Gatherings, and is kept up to date on ways of supporting and benefitting from Alliance work.

We are now halfway through year 2 and have a good variety of projects driving the work toward our Alliance goals. Be on the lookout for our next Quarterly Newsletter where we introduce our projects and give ideas about how we can support them.

## INDIGENOUS EVALUATION



### TELLING OUR STORIES

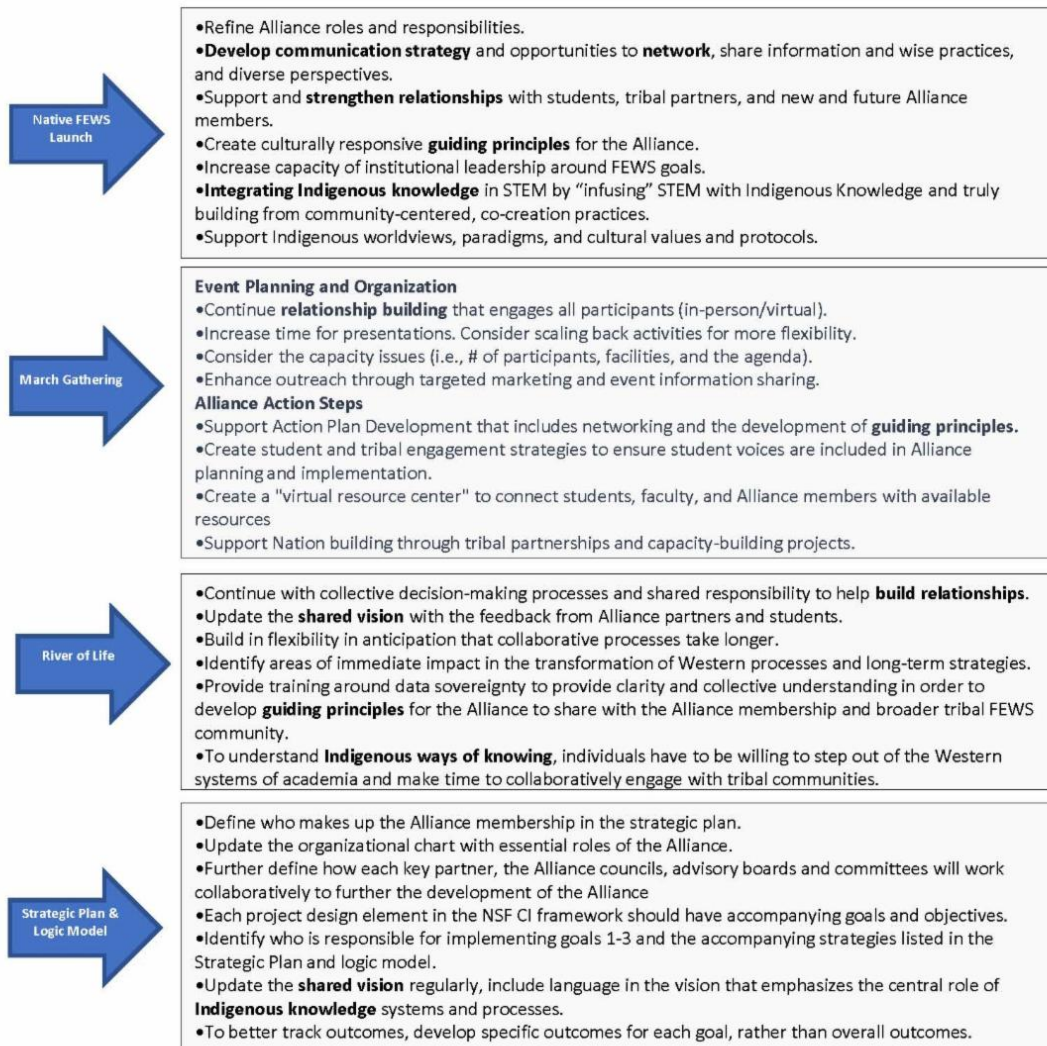
Updates from the Evaluation Team

*Guwaadzi Hauba* (Greetings to Everyone in the Keres language), Native FEWS Alliance community. The evaluation team (Dr. Shelly Valdez, Geanna Capitan, Jill Stein, Rita Martinez, Dr. Cheryl Schwab, and Thelma Antonio) would like to wish all of you a happy Spring! We are looking forward to continuing our journey with the Native FEWS Alliance! As the Alliance completes their year 1 planning phase and begins the year 2 pathway, we would like to take this opportunity to provide you all with a glimpse of the key recommendation areas from the Year-one evaluation report. To get the full report contact Kathy Isaacson at [kisaacson@aihec.org](mailto:kisaacson@aihec.org).



## Being Mindful (Recommendations)

The evaluation team looked across the memo reports to pull out key recommendations, which are summarized below. These are organized by each key evaluation activity and themes that were shared repeatedly throughout the evaluation process are listed in **bold**.



While this area is still evolving and Alliance team members are still unfolding their understanding around the evaluation process, the key areas that emerged across the year-one data that Alliance team members see as critical include the following guiding principles:

- Community-based, community-centered
- Partner engagement and collaboration, co-developing
- Leadership development in understanding the Indigenous evaluation processes
- Flexible and adaptable to community needs

The evaluation process is not centered on a defined ‘framework’, rather we center our work on a ‘process’ that is fluid, emergent, organic and aligns with the projects that we partner with. Coming from an Indigenous worldview, there are currently 574 federally recognized tribes and each of these tribes have their own traditions,



languages, core value systems and ways of knowing. We must also take into consideration the non-Native partners' worldviews. For that critical reason, we cannot impose a predetermined framework onto them. We must respect and honor their values systems and co-define the program's evaluation processes collectively. This area is ongoing and will be a critical part of the Year 2 evaluation process.

**Who We Are: Dr. Shelly Valdez (Native Pathways)**

Shelly Valdez is an enrolled tribal member with the Pueblo of Laguna tribe and Hispanic descent. She resides in Ka'waik'a (Laguna) Pueblo. She has an Bachelor of Arts degree in Elementary Education, a Master of Arts in Bilingual Education and a Ph.D. in Multicultural Teacher Education, focusing on research in Indigenous science education. She has worked within the education environment for 38+ years and currently owns and manages an educational consulting firm, Native Pathways (NaPs) and is the lead evaluator for the Native FEWS Alliance. Her interest and passion for Indigenous science has influenced her approaches in the fields of education and evaluation, as well as interdisciplinary partnerships. She is an advocate for decolonizing educational structures and evaluation and research practices.



Native FEWS Alliance Evaluation Team: Jill Stein, Shelly Valdez, Geanna Capitan;  
Aspen Colorado 2022

# STUDENT HIGHLIGHTS



## Shaquille Cohoe, Navajo Technical University

Shaquille Cohoe is a member of the Ute Mountain Tribe and recently graduated from Navajo Technical University. He graduated with a Bachelor of Science degree in Electrical Engineering, working under Professor Peter Romine, one of the Native FEWS Alliance leaders. As an undergraduate, Shaq worked as an Engineering Intern and led many projects such as the ASPE competition, which is an annual precision engineering student competition inviting students from engineering and technical disciplines to participate in designing and building a precision mechanical system and to showcase their precision engineering efforts and skills during the competition at the conference.



Shaq also took leadership in the US Department of Energy Solar Decathlon, where students design and build high-performance, low-carbon buildings that mitigate climate change and improve our quality of life through greater affordability, resilience, and energy efficiency.

Shaq is now working at Navajo Technical University this semester full time as a Research Assistant & Instructor, leading several projects, supervising the Engineering Interns, mentoring students in designing their research posters for the AIHEC poster competition, and getting the NTU ABET courses ready for the fall accreditation visit.

Shaq remarked on his current research, “The current project I’m working on is Data-Driven Analysis, Modeling and Design of Off-Grid Power Systems on Tribal Lands. We are taking data from Navajo homes that have solar panel hook ups and we are studying the data to understand how the systems perform and how they can be optimized. As you know the Navajo Nation has areas with no electricity and a lot of houses depend on solar panels.”

When asked about his future plans, “My future plans are to get my master degree and PhD. I would also like to come back to Navajo Technical University to become a Professor in the Electrical Engineering Department.



His advice to Native students, “People will always say you're never good enough. I was an underachiever at my high school, but I went to college and got my Electrical Engineering degree. You are smarter than you think.”

# JOBS & OPPORTUNITIES



## **Student research assistant position: quaking aspen drought resilience research**



### **Location**

Oxford Tract Greenhouse, University of California, Berkeley

### **Job description**

This position is for a student research assistant for a USDA-funded Sustainable Agroecosystems project on quaking aspen resilience to drought. This project seeks to determine the genetic and physiological basis of drought tolerance in this ecologically and culturally important tree species.

The student research assistant will help propagate and grow, in a Berkeley greenhouse, genotypes of aspen collected from across North America; then the project will measure drought tolerance and other physiological properties of these genotypes. These data will be used to develop genetic tools to help land managers identify at-risk and drought-tolerant genotypes for future planting/conservation efforts.

The project sits within the Macrosystems Ecology Laboratory at UC Berkeley (PI Benjamin Wong Blonder). The student will most closely work with the project postdoctoral researcher and the project lead technician.

Flexible working days and hours are available. All work will take place at the Oxford Tract greenhouse, which is 1 block northwest of the main Berkeley campus. Several other students are also associated with the project.

### **Responsibilities**

- Propagate aspen saplings from root stocks and shoots;
- Regularly care for saplings via rotation of individuals through greenhouses and outdoor spaces (watering and pest control will be handled by greenhouse staff)
- Maintain digital records inventorying plant identity and location throughout the greenhouse
- Assist with ecophysiological measurements (students will be trained) and drought experiment



## **Qualifications**

### **Required:**

- Ability to lift 15 pounds
- Ability to stand for 2-3 hours/shift in warm greenhouse conditions, or outdoors in potentially rainy weather

### **Preferred:**

- Prior experience with horticulture, ecology, forestry, gardening, or other plant care
- Ability to work alone without direct supervision for extended periods of time
- Ability to organize and track complex datasets
- High attention to detail

## **Compensation**

\$18/hr for up to 10 hours/week. The student will be welcome to participate in lab group events (e.g. socials).

## **Duration of work**

We are seeking someone for immediate onboarding, with priority given to someone who is able to stay on (at minimum) during the summer months. There is a possibility to extend participation in the project to the Fall 2023 semester.

## **How to apply**

Email a CV and a statement of availability to Dr. Roxy Cruz at [rcruz@berkeley.edu](mailto:rcruz@berkeley.edu). The availability statement should indicate which hours each week the candidate could work, and whether the candidate is also available in the summer. All applications by 2/21/2023 will be given equal consideration. Any applications after this date will be considered on a rolling basis until the positions are filled.

# Call for Applications

## AIHEC Climate Resilience Summer Research Program

AIHEC is recruiting TCU students for the AIHEC Climate Resilience Summer Research Program, a 12-week summer opportunity in which undergraduate students participate in identifying and addressing climate change and energy issues in their respective American Indian and Alaska Native communities.

- Experience the roles and impacts of research in supporting Tribal Nations and Indigenous peoples in their adaptive responses to climate change challenges.
- Work on environmental science projects in collaboration with local and national research scientists.
- Receive training in the tools and instrumentation necessary to monitor and address climate issues, especially food security, energy independence, and water resources management.
- Work with a diverse set of teachers and mentors supporting student researchers' understanding of climate change, with a strong focus on Indigenous and local knowledge and perspectives.
- Career and personal development workshops supporting student work toward a professional career in climate change work.

The program is designed for TCU students passionate about taking action to address climate change affecting Tribal lands and supporting Tribal leadership in areas of Nation-building affected by climate challenges.

**Program Dates:**  
May 30 - August 18, 2023

Students receive a monthly stipend, for a total of \$6,000.

Priority consideration to applications received by February 24, 2023, and accepted afterward until full.

The application can be found at:  
<https://tinyurl.com/yuwcuae7>

For a fillable PDF application, or questions, contact:  
Frank Brannon, [fbrannon@aihec.org](mailto:fbrannon@aihec.org)



AIHEC is recruiting TCU students for the **Climate Resilience Student Research Program**, a 12-week summer opportunity in which undergraduate students participate in identifying and addressing climate change and energy issues in their respective American Indian and Alaska Native communities. The program is designed for TCU students passionate about taking action to address climate change affecting Tribal lands and supporting Tribal leadership in areas of Nation building affected by climate challenges. The program dates are May 30 - August 18, 2023, and students receive a monthly stipend for a total of \$6,000. The priority application deadline for this program is February 24, 2023.

---

**Full Professor - Geography and Environmental Sustainability**



**Meteorology and Atmospheric Science Instructor**

**Sitting Bull College**

**Solar Energy Instructor**

**Tohono O'odham Community College**

**Traditional Ecological Knowledge Education & Youth Development Coordinator**

**Aaniiih Nakoda College**

**Agroforestry Program Manager**

**Colorado State Forest Service**



**Engineering Technician - Student Trainee**

Positions available across the U.S.

Desired majors: Civil, Agricultural, & Environmental Engineering or related field.  
Academic Level: Students with at least six credit hours completed.

Photos courtesy of USDA/NRCS



The U.S. Department of Agriculture provides undergraduate and graduate level students with challenging internship opportunities. The program is designed to promote public service and create access to higher education for students attending one of the 1994 Land-Grant Institutions, the accredited Tribal Colleges and Universities.

**Apply Now! Applications accepted on a rolling basis.**

Required Materials: Completed Application, unofficial transcript, and letter of recommendation.  
(Note your interest in any and all positions.)

**For more information contact:**  
**Frank Brannon**  
[fbrannon@aihec.org](mailto:fbrannon@aihec.org)

**AIHEC**  
AMERICAN INDIAN  
HIGHER EDUCATION CONSORTIUM

**USDA NRCS**  
U.S. Department of Agriculture  
Natural Resources Conservation Service

AIHEC, in collaboration with the US Department of Agriculture's Natural Resources Conservation Service (NRCS), is recruiting TCU students for **internships as soil conservation and engineering trainees**. There are 30

work positions throughout the country at NRCS field offices, and AIHEC also works with the NRCS to determine work locations close to applicants' homes so that they can potentially commute to an internship. There is a housing allowance if the student can't work from their home community. The current internship pay is \$17 per hour, and the intern gains experience toward a potential job application with the NRCS. This program has a rolling application deadline.

## Soil Conservationist Technician - Student Trainee

Positions available across the U.S.

Desired majors: Agriculture, Natural Resource Management, Agronomy, Environmental Science or related field.

Academic Level: Students with at least six credit hours completed.

Photos courtesy of USDA/NRCS



The U.S. Department of Agriculture provides undergraduate and graduate level students with challenging internship opportunities. The program is designed to promote public service and create access to higher education for students attending one of the 1994 Land-Grant Institutions, the accredited Tribal Colleges and Universities.

**Apply Now! Applications accepted on a rolling basis.**

Required Materials: Completed Application, unofficial transcript, and letter of recommendation.  
(Note your interest in any and all positions.)



For more information contact:  
**Frank Brannon**  
[fbrannon@aihec.org](mailto:fbrannon@aihec.org)



## CONFERENCES & MEETINGS



**ALFRED P. SLOAN  
FOUNDATION**



# Sloan Centers for Systemic Change

## Deadline May 5 Call for Pre-Proposals

### Submission Deadline: Friday, May 5, 2023

The Sloan Foundation will award seed grants of up to \$250,000 to U.S. STEM doctoral programs advancing systemic change to dramatically increase diversity, foster inclusion, and close equity gaps, with the potential for large-scale, long-term investment to follow.

#### Informational Webinars

March 7, 4:00-5:00 PM ET ([Register here](#))

March 24, 3:00-4:00 PM ET ([Register here](#))

#### Eligible institutions include:

1. Accredited, non-profit institutions of higher education classified as either "R1: Doctoral Universities – Very high research activity" OR "R2: Doctoral Universities – High research activity" by the Carnegie Classification of Institutions of Higher Education.
2. Universities with a minimum of eight doctoral degree programs that will participate in SCSC; each participating program should be producing an average of at least three graduates per year.

3.

Universities designated by the U.S. Department of Education as Minority Serving Institutions, and that meet the other criteria for submission, are especially encouraged to apply.

#### Sloan SCSC investment will take place in two phases:

- Phase I: Up to eight campuses will be awarded SCSC seed grants in 2023, each not to exceed \$250,000 over two years.
- Phase II: From among Phase I grantees, up to four campuses will receive implementation grants in 2025, each not to exceed \$1.4M over four years. These grants may be renewed once for a total of ten years of Sloan support.

We invite seed grant pre-proposals from universities interested in becoming a Sloan Center for Systemic Change. Pre-proposal submissions are due May 5, 2023, by 5:00pm EDT.

For more information, [click here](#).

---

# INCLUSIVE SCIENCE COMMUNICATION STARTER KIT



# Call for applications

## Rising Voices Changing Coasts

### Summer Internship

RVCC is recruiting TCU students for a 8-week summer internship opportunity in which undergraduates and graduate students participate in understanding and addressing climate impacts in one of RVCC hub sites; Hawaii, Alaska, Louisiana, and Puerto Rico.

- Introduction to the roles and impacts of research in supporting Indigenous Peoples in their adaptive responses to climate challenges
- Learn about the research interests and responsibilities of scientists in their climate research capacities in the classroom and on site
- Receive introductions to climate science projects from indigenous and non-indigenous research scientists
- Work with a diverse set of teachers and mentors supporting participants understanding of climate change centering Indigenous knowledge and perspectives.
- Potential to participate in more than one summer to participate in all sites and publish with faculty of the program
- Career and professional development opportunities supporting students interests towards a professional career in climate change work.



**Program dates are July 1 – Aug 26, 2023**

Priority consideration to applications received by Feb. 24, 2023, and accepted afterward until full.

Application can be found at <https://forms.gle/9J8MB5kME6YWSSJT8>

Four weeks at Haskell Indian Nations University, 10 days on site in Hawaii and two days in Boulder Co at NCAR with two weeks at home finishing writing projects

Students will receive Biweekly stipends \$960 over eight weeks.

Limited opportunity for a select few to do multiple years and coauthor on publication.

For a fillable PDF application, or questions, contact

Paulette Blanchard, PhD,  
[p.l.blanchard@outlook.com](mailto:p.l.blanchard@outlook.com)

RVCC is a NSF Coasts and People Grants #2103843 and in partnership

**ERN 2023**  
Emerging Researchers National Conference in STEM  
February 9-11, 2023 | Washington, D.C.

Preparing Diverse STEM Researchers to Address Global Challenges

Co-sponsored by the American Association for the Advancement of Science,



Inclusive STEM Ecosystems for Equity & Diversity, and the National Science Foundation, the conference is for undergraduate and graduate students who participate in research or education projects funded by the Tribal Colleges and Universities Program (TCUP), the Historically Black Colleges and Universities Undergraduate Program (HBCU-UP), Research Experiences for Undergraduates (REUs), or another eligible program. Registration closes December 3.

[Registration and More Info, Click Here](#)



## RENEWABLE ENERGY SCHOLARSHIP FOUNDATION

The Renewable Energy Scholarship Foundation board just agreed to raise the amount of our 2023 scholarships from \$2000 to \$2500. The deadline is Feb 15, all information is available on our website.

Of special interest to you, we now have two scholarships targeted for Native American or Alaskan Native students. Any Native student, graduate or undergraduate, studying any aspect of renewable energy, anywhere in the US, is eligible.

[Learn More](#)



NATIVE  
**FEWS**  
ALLIANCE

We look forward to answering your questions, sharing stories  
and finding ways to inspire you.

<https://nativefewsalliance.org/>

STAY CONNECTED



AIHEC | 121 Oronoco Street, Alexandria, VA 22314

[Unsubscribe\\_kaplan@aihec.org](mailto:Unsubscribe_kaplan@aihec.org)

[Update Profile](#) | [Constant Contact Data Notice](#)  
Sent by [kaplan@aihec.org](mailto:kaplan@aihec.org) in collaboration  
with



Try email marketing for free today!