

Molly Springer

CSU Representative

Campus Preference: San Bernadino

Qualified:

Ph.D. Education, New England College	2015
M.A. Counseling, University of Arts	2002

Dr. Springer (Cherokee/Osage) is qualified, while she does not have a degree in listed in the statute, she has more than five years of experience in repatriation and there are no other CSU Candidates for San Bernadino at this time. Dr. Springer served as the Vice Chair of the CSU San Bernadino CalNAGPRA Committee from 2021-2024 years predating the AB 389 requirement for CSU Campus committees. She currently serves as the Associate Vice President of Educational Equity and Student Success at California State University, San Bernardino, and has worked in higher education for 20 years. Throughout her career, her focus has been developing programs and initiatives tending to the needs of disproportionally impacted students. Dr. Springer has assisted CSU San Bernadino in repatriation reporting as required by the State Auditor in response to AB 389.

Reference

Ricardo Torres, Robert Levi and Tamara Chesire recommend the candidate.

Current CSU San Bernadino Committee

1. Tribal Representative (Non-Federally Recognized): **Kimberly Johnson** – Gabrieleno/Tongva San Gabriel Band of Mission Indians (Appointed November 7, 2024)
2. Tribal Representative (Federally Recognized): **Mary Ann Andreas** – Morongo Band of Mission Indians (Appointed May 12, 2025)
3. Tribal Representative (Federally Recognized): **Robert Levi** – Torres Martinez Desert Cahuilla Indians (Appointed May 12, 2025)
4. Tribal Representative (Federally Recognized): **Vacant**
5. CSU Representative: **Danny Sosa Aguilar** (Appointed November 7, 2024)
6. CSU Representative: **Vacant**
7. CSU Native American Studies Representative: **Vacant**

**Systemwide NAGPRA Implementation & Oversight Committee
Nominations Cover Sheet**

Committee Type: ☐ Both ☐ Systemwide Committee ☐ Campus Committee

Nominee Name: _____ Preferred Campus: _____
Alt. Campus: _____

Position Sought: Tribal Nominee CSU Nominee Alt. Campus: _____
Alt. Campus: _____

Tribal/CSU Institutional Affiliation

Name of Tribe: _____

Name of Campus: _____

- ☐ Federally Recognized Tribe ☐ CA Indian Tribe
☐ CSU Administrator ☐ CSU Faculty Staff ☐ NAGPRA Coordinator

Tribal Members (Check all that apply):

- ☐ Tribal Historic Preservation Officer work
☐ Repatriation of human remains and cultural items pursuant to CalNAGPRA/ NAGPRA
☐ Cultural resources protection under Tribal, state, and federal law
☐ Consultation with state and federal entities and agencies
☐ An Elder, Spiritual Leader
☐ A minimum of five years' experience

CSU Staff/Faculty Members (Check all that apply):

- ☐ Archaeology ☐ Anthropology ☐ Environmental Studies
☐ Ethnic Studies ☐ History (with a focus in California) ☐ Law
☐ Native American Studies ☐ Social Science ☐ Sociology
☐ A minimum of five years' experience working in field of study

Circle One: Complete Application (Includes Attachments)

- ☐ Short Bio, A Resume or CV
☐ Tribal Resolution/Letter (as applicable)
☐ Three References

Incomplete Applications

- ☐ Missing Attachments
☐ Needs Follow Up Call
☐ Other Explanation: _____

CSU or NAHC Reviewer: _____ Date: _____

CSU or NAHC Reviewer: _____ Date: _____

**NATIVE AMERICAN GRAVES PROTECTION AND REPATRIATION ACT
IMPLEMENTATION AND OVERSIGHT COMMITTEE**

NOMINATION FORM

The California State University (CSU) is committed to fully implementing the spirit as well as the legal requirements of both the Federal Native American Graves Protection and Repatriation Act (NAGPRA) and the California Native American Graves Protection and Repatriation Act (CalNAGPRA), which were enacted to acknowledge the fundamental human right of Native Americans, Alaska Natives, and Native Hawaiians to their ancestral Human Remains and Cultural Items.

On behalf of the Native American Heritage Commission (NAHC), the CSU is soliciting and accepting applications for the Systemwide and Campus Committees. The purpose of the committees is to provide oversight and guidance for the development and implementation of Systemwide and Campus CalNAGPRA and federal NAGPRA compliance, which includes NAGPRA policy development. All applications, incomplete or complete, will be forwarded to the NAHC for consideration. Nominee candidates will be interviewed by the NAHC for potential Commission nomination and appointment by the CSU Chancellor or chancellor's designee. The CSU is referencing the requirements as outlined in Assembly Bill 389 Section 8028.7 and Section 8028.71 to guide the committee selection and policy development processes.

If you are interested in serving or nominating a candidate please review the criteria below, complete the following application materials, and submit completed materials with 1) a short biography or resume demonstrating that the nominee meets the criteria below; 2) a letter of support from Tribe, Tribal resolution or a letter of interest with this form; and 3) a list of at least three references, with name, telephone number, and email address for each.

Tribal Nominees: Support letters or Tribal resolutions for Tribal nominees should be from Tribal governments, Tribal community organizations or Institutional leadership organizations, include the strengths of the candidate, as well as any information that might be relevant.

CSU Nominees: Support letters or resume for CSU nominees should include professional experience demonstrating the ability to work in collaboration with Native American Tribes successfully on issues related to repatriation or museum collection management.

Please note, the CSU and NAHC will keep completed application on file for committee positions that may become available in the future.

The CSU and NAHC will continue to receive and solicit Campus NAGPRA Oversight Committee nominations on an ongoing basis. Submit the following nomination materials to nagpra@calstate.edu.

Please note: All information provided in this application process will be made publicly available pursuant to the Bagley-Keene Open Meeting Act.

QUALIFICATIONS

Tribal Nominees

A voting member of a California Indian tribe shall be an elder, spiritual leader, tribal leader, or tribal member, as designated by the governing body of the individual's tribe, with a minimum of five years' prior experience in any of the following:

- Repatriation of human remains and cultural items pursuant to federal NAGPRA;
- Cultural resources protection under Tribal, state, and federal law; or
- Consultation with state and federal entities and agencies.

Preference shall be given to members of a California Indian Tribe. If no members of a California Indian Tribe meeting the qualifications of 8028.71 subdivision (c) paragraph (1) are available, members of other Tribes may serve.

CSU Nominees

CSU Nominees must be affiliated with or employed by the California State University and have the following:

- A graduate degree in any of the following: Archaeology, Anthropology, Native American Studies, Ethnic Studies, Law, Sociology, Social Sciences, Environmental Studies, or History, with a focus in California
 - If there are no candidates satisfying this clause, candidates that have degrees and direct professional experience in fields relevant to repatriation or tribal cultural resources matters shall be deemed to meet the requirements of the clause; and
- A minimum of five years' experience working in his or her field of study.

Preference shall be given to members who have demonstrated, through their professional experience, the ability to work in collaboration with Native American tribes successfully on issues related to repatriation or museum collection management.

In the event that candidates from the California State University are not available or do not meet the above criteria, the California State University representative positions may be filled by retired emeriti of the California State University who meet the above criteria.

Note: At least two CSU nominees to the Systemwide one CSU nominee to the Campus Committee(s) must be affiliated with an American Indian or Native American Studies program.

You are encouraged to submit a nomination/self-nomination if the nominee meets a majority of the requirements, even if you are unsure as to whether they meet a specific requirement.

COMMITTEE(S) SOUGHT

Please indicate the Committee(s) to which the nominee is seeking appointment. If nominating for a campus committee(s), list the campus(es) where the nominee is interested in serving, in order of preference. Check all that apply. If a nominee selects both the CSU Systemwide Committee and Campus Committee, their application will be considered for both Committees and they may be appointed to either, however at this time Committee members will only serve on one Committee at a time, unless the pool of candidates does not allow.

☐ CSU Systemwide Committee (*if only Systemwide please skip to Nominator Information below*)

☐ Campus Committee (*please fill out Section A below*)

◆ ◆ ◆

A. If the Nominee would like to serve on a Campus Committee, please fill out the following additional information.

Campus Committee (*Preferred Campus*): CSU San Bernardino

Alternative campus(es) Nominee will consider (*candidates are encouraged to complete this section, if possible*):

- 1) _____
- 2) _____
- 3) _____

SUBMISSION INFORMATION

Nominator Information (if applicable)

Name: _____ Title: _____

Tribal/CSU Institutional Affiliation: _____

Email: _____ Phone: _____

Nominee Information

Name: Molly Springer Title: Associate Vice President, Student Success and Educational Equity

Tribal/CSU Institutional Affiliation: CSU San Bernardino

Email: molly.springer@csusb.edu Phone: 2177667034

Position Sought: ☐ Tribal Nominee ☒ CSU Nominee

Please attach:

- (i) A short biography and, if desired, a resume or CV;
- (ii) A tribal resolution or letter of support from Tribe (if applicable), and
- (iii) A list of at least three references, with name, telephone number, and email addresses for each.

Submit completed nomination materials to nagpra@calstate.edu.

Incomplete materials will not be considered.

Dr. Molly Springer Bio:

Dr. Molly Springer (Cherokee/ Osage) serves at the Associate Vice President of Educational Equity and Student Success at California State University, San Bernardino, and has worked in higher education for 20 years. Throughout her career, her focus has been developing programs and initiatives tending to the needs of disproportionately impacted students. Dr. Springer's research focuses on Native American students both in K-12 and higher education, and has previously held numerous roles including Dean of Equity and Student Success for Sacramento City College, Director of Learning Communities at CSU Monterey Bay, Assistant Dean of Students & Director of the Native American Program at Dartmouth College, Assistant Director of Native Studies at the University of Illinois, and a research analyst for San Diego State University.

She is a published author with works including *Beyond the Asterisk: Understanding Native Students in Higher Education* (book), "From Boarding Schools to Suspension Boards" (statewide CCEAL report), a chapter entitled, 'The Transformational Change Agent Equation: Resiliency of Native American Women in Leadership Roles in Higher Education for the Black and Brown Leadership and the Promotion of Change in an Era of Social Unrest', and has two forthcoming chapters in 2026 within the Oxford Press focused on Native peer retention models, and Native collaborations led by women resulting in policy change. Dr Springer has also served as the Chair for Native American Network at ACPA, a founding member of the National Coalition for the Advancement of Native Higher Education (NCANHE), and a founding member of the Sacramento Native American Higher Education Collaborative. She is the inaugural recipient of the Danielle Terrance Courage Award bestowed upon her by ACPA, and has held numerous roles with the ACPA (American College Personnel Association).

Molly Springer, Ed.D

Associate Vice President, Student Success and Educational Equity

CSUSB

"I acknowledge that I work on the unceded Indigenous homeland of the Serrano (Yahaaviatam) First Nation in San Bernardino "

Molly Springer, Ed.D.

(217) 766-7034

mspringer74@gmail.com

Professional Highlights

- 20 years of professional administrative and teaching experience in higher education, including work in recruitment & retention developing retention curriculum, programming, and strategic initiative development for the needs of historically marginalized communities, undergraduate and graduate students
- Responsible for generating data analytics
- Lead and developed curriculum for diversity related trainings, retreats, ally development
- Piloted numerous programs which sought to aid cultural competency and self-determination through a cultural lens
- College Teaching and curriculum development experience
- Earned Doctorate in Education
- Asset and strengths-based management style
- Trained counselor, intergroup dialogue specialist
- Highly responsible for the creation of innovative and motivational programming, services, symposiums, assessments and resource development which attend to the needs of diverse populations

Professional Summary

Associate Vice President, Student Success and Educational Equity CSU, San Bernardino 2020- current

Reporting directly to the Vice President for Student Affairs, the Associate Vice President for Student Success & Educational Equity held a portfolio which included 150 employees belonging to the office of Black Student Success, Cal NAGPRA, Tribal Elder-in-Residence, Office of Pre-College programs, CAMP/HEP, TRIO programs, the Educational Opportunity Program (EOP), the Career Center, the Veterans Success Center, Undocumented Student Success Center, Services for Students w/ Disabilities, and provided subject-matter expertise and be a consultative resource to the university and enrollment management leaders on student success and equity initiatives at CSUSB including GI 2025. Responsible for the development of policies, procedures, programs, and services that will promote, encourage and support student access and success, and responsible for developing, implementing and evaluating access and retention strategies with an emphasis on closing the achievement gap for first generation, low-income and traditionally underserved populations. Provided leadership in establishing a division-wide culture of inquiry and assessment by supporting the development, implementation, validation and reporting of co-curricular student learning outcomes assessments and working with the Division of Student Affairs Research & Assessment Officer in executing annual assessment plan and reports, contributing to the division's strategic planning activities, and participating in campus-wide committees.

Key Accomplishments:

- Lead teams responsible for securing twelve million in federal grants in 2020-2021, ten million dollars in 2021-2022, and 9.5 million dollars in 2022-2023
- The development of the Inland Empire Black Student Success Collaborative through Cal Soap and partners within the Inland Empire
- Developed the first CSUSB Tribal Elder-in-Residence program
- Co-chair of the Cal NAGPRA committee and served as Interim CalNAGPRA coordinator with the implementation of assembly bill 275 and 389
- Created the Office of Black Student Success
- Developed first known CSU partnership between academic and student affairs to support ongoing faculty education program for implementation of ADA accommodations, along with the development of a faculty ADA fellow, and the development of a neurodiversity center "the Cog"

Dean, Equity, Engagement, and Completion

Sacramento City College

2016-2020

Under general direction of the Vice President of Student Services, as Dean I performed a variety of administrative duties to advance the District's student equity goals of ensuring equitable educational opportunities and promoting student access. Responsible for over 150 employees and 6.5 million dollars of state and grant funding. Specific areas under division portfolio includes, Student Development and Leadership, Disabled Student Services, Student Equity and Achievement grant, Cultural Engagement Centers, Puente, Extended Programs and Opportunities (EOPS), Cal WORKS, Veterans Resource center, Assessment, Outreach, Probation Success Coaching, Undocumented Resource Center, Food Distribution Center, and related special programs and organizing, coordinating and implementing evidence-based processes that lead to increased access and success for all students. This included collaborative work with faculty, students, staff, governance entities, and administrative colleagues to ensure broad stakeholder input, engagement and support.

Key Accomplishments:

- Securing Veterans Resource Award (1.5 million)
- Securing \$350k budget for new cultural engagement centers
- Securing campus hunger award and expanding food distribution to largest distribution drop for Sacramento Food Bank in region
- Increased campus knowledge of Equity, last year SCC hired 20/29 faculty that were people of color and from disproportionate populations
- Increased both African American and Native American retention and transfer rates by 25% (CCCO state-wide analysis)
- Securing Undocumented Center legal resources grant from California Community College foundation
- Developed and co-lead managerial training with the Center for Urban Education for all Deans
- Lead Cultural Engagement and Retention Center implementation and space renovation projects

Director, Learning Communities

CSU-Monterey Bay

2013-2016

I was brought to campus to design and create the CSUSM first learning community concept and created 12 learning communities in partnership with advising, housing, and later helped to design an office of first year experience. With over 66 first year students in each pathway. I served as a key partner on the Diverse Learning Survey design team through the Higher Educational Research Initiative and worked closely with the VP of Diversity and Inclusion, and aided in the established, distributed, and analysis of the Diverse Learner Student Survey. I served as a member of the HSI design team, the TRIO SSS writing team, and the committee for graduation. While in this role I also worked closely with faculty member and registrar in the placement of student within learning communities, and the development of the FYE curriculum. I taught a faculty seminar through of Teaching, Learning, and Assessment on the ethics of good partnership development between academic and student affairs.

Key Accomplishments:

- Established inaugural Learning Community Plan for college, serving over 1500 college students
- Secured outside partners to participate and donate to learning communities (Umqua Bank, Monterey Bay Tides foundation, Monterey bay Aquarium foundation)
- Facilitated a series of professional learning communities on building stronger partnerships between academic affairs and student affairs.
- Created and provided analysis for the first ever empirical study for CSUMB institution on the experiences of students of color enrolled in the STEM fields

Asst. Dean of Students for Native American Program

Dartmouth College 2009-2013

In this dual role, I worked as the Assistant Dean under the Dean of Students and managed an advising caseload of 780 students. The work of an Assistant Dean at Dartmouth College also included an intentional development of training and education surrounding diversity needs for the entire college, the development of specialized orientations, managing a housing unit, ongoing training for students, faculty, and staff, crises intervention and being on call, ally development, using campus case management data analytics and logistics, and management of a professional staff (3). Other responsibilities include strategic development, and community and departmental partnering on projects and initiatives,

and large-scale programming events, including Native American grant development, scholarship and admission and recruitment programming, and collaborating with faculty.

Key Accomplishments:

- Implementation of programming and training specifically designed to enhance the diversity of campus
- Established online video series and gateway information tutorials designed for specific college going populations and their community members.
- Partnered with the Navajo Nation and established MOU between tribe and Dartmouth College to create Pathway for Native students
- Implementation team for Green- Dot Bystander training curriculum
- Implementation team for Deploy of Maxient software system solutions
- Lead facility redesign of Native residential center
- Secured Americorps grant, and additional funding for renovations and scholarships

Assist. Dean of Student Life

University of Illinois 2005- 2009

This was a joint position located under both student affairs and academic affairs. In this role (.50 administrative, and .50 faculty), I simultaneously built resources for the Native American student community on campus, taught Native students' courses within the division of Native American Studies, developed curriculum, program evaluation, and developed training for faculty and student assistants. In this position was asked to develop and implemented the first Student Services Program for Native students which included a robust internship program, a living and learning residence partnership, orientation and training programs for incoming students and Graduate disproportionately impacted students.

Key Accomplishments:

- Developed Graduate minority student handbook with Graduate student association
- Design team member for "I-street" orientation fairs
- Design team for La Raza family and parent weekend
- Co taught NAS courses, and created curriculum
- Program accreditation and evaluation
- Team member for campus development of crises intervention team
- Created NAS extension program at the American Indian Center of Chicago, won excellence in student affairs award for this creation of this inventive program.

Coordinator, Multicultural Student Services

Ohio State University

2002-2005

While in this academic position under the office of Instruction, I primarily assisted and advised the underserved ethnic student population at Ohio State University, created new diversity training initiatives and programs that addressed community, staff, faculty, and student concerns, and developed several service internship programs focusing on the diverse needs of students. I coordinated the annual powwow, multi- ethnic student retreats alongside concern faculty and staff, and the creation of multicultural events. I coordinated several multicultural leadership programs along with other Multicultural Student Service professionals on campus, including, partnering with Women's Students Services, and the Black Cultural Center. I worked on creating ethnic specific outreach programs which included the development of recruitment materials and was asked to be a working team member with OSU Admissions on creating a Multicultural Recruitment plan and a plan towards college readiness for incoming students.

Key accomplishments:

- developed several service internship programs focusing on the diverse needs of students, including partnership with the Poeghan Band of Potawatomi
- developed ethnic specific outreach materials in collaboration with the office of Admissions
- Established Native Peer Mentoring Program (PAIRS)
- Worked with Residential Education to create the first Native living and learning program

Research Analyst, School of Psychology

San Diego State University

2000-2002

For a federally funded (FIPSE) program at San Diego State University, I oversaw the research analysis and grant writing with the Dean of Psychology. Provided ongoing communication with San Diego school districts and communities, all planning logistics, the implementation of community research focus groups, and solely responsible for the ongoing communication and coordination with community members, business community partnerships, and K-12 partners within the San Diego school districts. Worked alongside Graduate Admissions division. I also assisted with ongoing Literature reviews and relevant research, and assessment data for grant development.

Key accomplishments:

- Created the first- year orientation process for a graduate cohort of selected students recruited for the School of Psychology at San Diego State University
- Aided in the evaluation and analysis of federal grants and reporting
- Created Graduate student peer mentoring program for Native students

Director, Student Retention Center

University of California, Los Angeles 1998-2000

I implemented four specific support components which sought to address student retention for "at risk" Native students, these components including student success techniques, life-skill development, academic one-on-one counseling, and cultural mentorship pairings. I personally held a large caseload of students who were on academic probation and aimed my administrative efforts at creating a system which would allow a student to feel that with our programs' assistance they would get a "re-boot" on their academic focus and gain a clear understanding of their own academic choices. Administratively, I worked with various student organizations, acted as an advocate on campus for student concerns and issues regarding retention and re-admission, I planned and implemented activities designed to increase awareness of at-risk students on campus and with UCLA administration, and faculty, and advisory board and handled the annual budget and all annual evaluations of full-time employees and student staff.

Key accomplishments:

- Taught re-entry course through education department for students on academic dismissal
- Native persistence and retention rates grew by 22%

Related Experience

Professional Internship, Office of Minority Affairs- Admissions and Recruitment Ohio State University

- Designed Programs and prepared recruitment materials
- Worked with potential students and families
- Worked with OSU Admissions in creating a Native American Recruitment plan
- Co-created college readiness action plan for incoming students multicultural student affairs

Graduate Internship, EAOP

University of California at San Diego

- Advisor to the Native American Student Alliance at UCSD
- Coordination of the AIR TEAM project via web cam and distance learning
- Proposal development for EAOP
- Attended community meetings pertaining to EAOP
- Gained awareness and understanding on UC admissions policies and procedures

Graduate Assistantship, Multicultural Center

University of San Diego

- Planning and implementation of large diversity training workshops several times a year for faculty, staff, and students, working closely with outside partners.
- Maintain large database and contracts
- Supervised inclusion workshops and activities for all student groups housed in the Multicultural Center and served as an advisor and in a mentorship role to all student groups

Volunteer Ally, Rainbow Educator Program

University of San Diego

- Participated in monthly training and workshops
- Implemented workshops alongside the student GLBT organization for other campus connections

Professional Affiliations

Founding Member, Sacramento Intertribal Intersegmental Native Pathways Committee	2015- 2020
Chair, Native American Network of the American College Personnel Association	2007-2010
BOD Member, National Coalition of Advancement for Natives in Higher Education	2008- 2021
Member, UC American Indian Counselors and Recruiters Association	2013- 2020
Member, American College Personnel Association (On governing Board from 2021-2024)	2001- 2024

Publications

Forthcoming... Springer M., Cheshire TC, Esquivido V., Thunder.A., Stites-Means, N., Hernadez, D., Waterman, S., (2026). "Indigenous Women Leadership Collation Building". Encyclopedia of Indigenous Studies. University of Oxford Press- Cambridge, UK

Forthcoming... Springer M., Garland, J., Stites-Means (2026). "Native peer retention models that work" Encyclopedia of Indigenous Studies. University of Oxford Press- Cambridge, UK.

Cheshire TC, Martinez-Alire CD, Esquivido V, Springer M (2021) The Transformational change agent equation: resiliency of native American women in leadership roles in higher education. Black and brown leadership and the promotion of change in an era of social unrest. IGI Global, Hershey, PA, pp 208–229

Wood, J.L., Springer, M., Cheshire, T., et.al (2019). From Boarding Schools to Suspension Boards. <https://cceal.org/nativesuspensions/>. California Community College Equity and Assessment Lab.

Springer, M. Waterman, S., Davidson, C. (2012). Student Affairs and Academic partnerships; Native American Student Service Units. In H. Shotton, S. Lowe, and S. Waterman's (Eds.), *Beyond the Asterisk; Understanding Native Students in Higher Education* (pp. 109-121). Stylus Publishing

Garland, J., Ecklund, T., Springer, M. (2011) Strengthening Partnerships: The Native American Network, ACPA, and the Field of Native American Student Affairs. *Developments*. 9(3). Retrieved from: <http://www2.myacpa.org/publications/developments>

Springer, M. (2007) *Demystifying the College Admission process; a "how to" guide for Native families*, handout for the families Native high school students

Teaching/ Instructional Experience

EDLS 290 Student Retention and Re-entry, UCLA School of Education

CSP 615 Graduate Seminar, San Diego State University's School of Psychology

Seminar Instructor for Dartmouth College through a collaboration with Native American Studies and the Native American program entitled, *Occom Scholars Seminar* Fall & Spring 2012

Two semester long program designed develop the intellectual potential of Native students by building their scholarly capacity. Occom Scholars aims to enhance student participants' writing, information literacy and critical thinking skills, as well as nurture students who exhibit high self-efficacy.

Seminar Instructor, through the Teaching, Learning, & Assessment Division for CSU, Monterey Bay entitled, *Academic and Student Affairs Partnerships*

Designed curriculum for a Faculty Seminar through the Department of Teaching, Learning, and Assessment. Delivered seminar over a 10 week term. Non- credit, but Faculty received stipend for attendance. Throughout the dialogue series, which ran both in the Spring and Fall terms of 2014, the participants discussed successful collaboration strategies, and

revealed challenges in creating those strategies. Participants were guided each week through an assigned “map of readings”, and used the principles of IDG in facilitating dialogue about the readings

Education

New England College

Doctorate of Education, 2015

Higher Education Administration

Dissertation Title: Native students' perception of the effects of their participation in a Native student organization on their personal and academic success within the predominately White institution

Dissertation Committee Chair, Dr. Sylvia Spears, Vice president of Diversity and Inclusion at Emerson College

University of San Diego

Master of Arts, Counseling, 2002

Emphasis in College Student Development

University of California-UCLA

Bachelor of Arts, Cultural Studies and American Indian Studies, 1999



CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
Office of the President

October 20, 2025

California Native American Heritage Commission
1550 Harbor Blvd., Suite 100
West Sacramento, CA 95691

RE: Nomination of Dr. Molly Springer to the CSUSB Campus NAGPRA Oversight Committee
as a CSU Representative.

Dear Commissioners:

As President of California State University San Bernardino (CSUSB) and on behalf of the faculty and staff, I am honored to nominate Dr. Molly Springer (Cherokee/Osage) to the CSUSB Campus NAGPRA Oversight Committee as a CSU Representative.

For the past twenty years, Dr. Springer has been a steadfast advocate for Native student programming, support, and community. In roles ranging from the American Indian Student Services Coordinator at The Ohio State University, Assistant Dean of Student Life, Director of the Native American Program, and currently as Associate Vice President for Student Success and Educational Equity, Dr. Springer has consistently made the promotion of Native culture a core value within each institution she serves. In addition to her extensive work with Native students, Dr. Springer also served on the CSUSB Ad Hoc CalNAGPRA campus committee to support compliance with NAGPRA/CalNAGPRA until the establishment of an NAHC approved Campus Committee and NAGPRA Program Manager.

I am confident that Dr. Springer will work to support our compliance progress and process here at CSUSB which serves Tribal nations within the greater Riverside and San Bernardino Counties, an area spanning 27,265 square miles and encompassing eighteen sovereign Tribal nations.

Therefore, it is with great pleasure that I submit this letter in support of Dr. Molly Springer's appointment to the California State University, San Bernardino Campus NAGPRA Oversight Committee.

Sincerely,

A handwritten signature in dark ink, appearing to read "T. Morales", with a stylized flourish at the end.

Tomás D. Morales
President

909.537.5002 • fax: 909.537.5901 • www.csusb.edu/president

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

Dr. Molly Springer References:

- Elder Robert Levi Jr. CSUSB Faculty and enrolled Tribal member of Torres Martinez Desert Cahuilla Indians: (951) 206-3107
- Ricardo Torres California tribal member located in Sacramento (retired from CSU Sacramento) (916) 599-2042
- Tamara Chesire: Faculty member in Ethnic Studies and Native American Studies for Folsom Lake College and CSU Sacramento. (916) 420-3614