

Bradford (Brad) R. Hall, Ed.D.

Makoi Ainhkii (Wolf Singer)

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CURRENT APPOINTMENT

President, Blackfeet Community College, Browning, Montana
2022–Present

- Serves as chief executive officer reporting directly to the Board of Trustees.
- Provides strategic leadership and oversight of all academic, administrative, and student services programs.
- Guides public relations, institutional marketing, fiscal planning and growth, audit compliance, personnel development, and technological advancement.
- Leads the implementation of the College Charter, By-laws, and institutional policies and procedures.
- Ensures access to higher education for the Blackfeet Nation and upholds accreditation standards established by the Northwest Commission on Colleges and Universities (NWCCU).
- Advances student success, institutional capacity, and data-informed decision making.

EDUCATION

Doctor of Education (Ed.D.), Montana State University, Bozeman, Montana
2018

- Major: Educational Leadership and Research
- Focus: Integration of Indigenous Research Methodologies in Tribal Education

- Dissertation: *Piikani School Leadership*

**Master of Education (M.Ed.), Montana State University, Bozeman, Montana
2012**

- Major: Educational Leadership and School Administration
- Areas of Study: Turnaround Schools, Indian Education Program Evaluation, IEFA Curriculum Development, Data-Driven Instructional Practices
- Thesis: *American Indian Student Achievement in Writing Using Indian Education for All/English Language Learner Strategies*

**Bachelor of Arts (B.A.), History, Montana State University, Bozeman, Montana
2008**

- Concentrations: Native American Studies, Museum Science, History Education
- Undergraduate Thesis: *Deconstructing the Non-Indian View of Carlisle Indian School: Evidence, Accounts, and My Experience*

PUBLICATIONS

Books

- Stanton, C. R., Benally, C., & **Hall, B.** (Eds.). (2024). *Relational scholarship with Indigenous communities: Confronting settler colonial social studies*. Information Age Publishing.

Refereed Journal Articles

- Conrad, J., Talbert, R., **Hall, B.**, Stanton, C. R., & Davis, A. (2024). Pulling together: Participatory modes and Indigenous roads to enact anti-colonial responsibility in social studies research. *Theory & Research in Social Education*, 52(1), 121–149.
- Stanton, C. R., **Hall, B.**, & Willetto-DeCrane, V. (2020). “Keep it sacred!”: Indigenous youth-led filmmaking to advance critical race media literacy. *International Journal of Multicultural Education*. Recipient of the AERA Social Studies SIG Outstanding Paper Award
- Stanton, C. R., Carjuzaa, C., & **Hall, B.** (2019). The promises, purposes, and possibilities of Montana’s Indian Education for All. *Journal of American Indian Education*, 58(3), 78–104.
- Stanton, C. R., **Hall, B.**, & Carjuzaa, J. (2019). The Digital Storywork Partnership: Community-centered social studies to revitalize Indigenous histories and cultural knowledges. *The Journal of Social Studies Research*, 43(2), 97–108. <https://doi.org/10.1016/j.jssr.2018.08.001>
- Stanton, C. R., **Hall, B.**, & Ricciardelli, L. (2016). Cross-cultural digital storywork: Striving for Indigenous sovereignty with/in communities. *The Engaged Scholar Journal*, 2(1), 247–265. <http://esj.usask.ca/index.php/esj/article/view/209>

Book Chapters

- **Hall, B.** (2023). Piikani school leadership: Noonaki's transfer of culturally grounded school leadership knowledge and practices on the Blackfeet Indian Reservation. In G. Gipp (Ed.), *On Indian ground: High Plains*. Information Age Publishing.
- **Hall, B.,** Burd, C., & Cox, E. (2022). Community-centered storywork to revitalize Indigenous knowledges within social studies education. In J. Garcia, H. Kulago, & V. Shirley (Eds.), *Indigenizing education*. Information Age Publishing.
- Stanton, C. R., LeClair-Diaz, A., **Hall, B.,** & Ricciardelli, L. (2017). "I saw a REAL Indian on TV last night!": Engaging students in historical thinking for social justice. In J. Stoddard, A. Marcus, & D. Hicks (Eds.), *Teaching difficult history through film*. Routledge.
- Stanton, C. R., **Hall, B.,** & Ricciardelli, L. (2017). Re-visioning self-determination: Planning for culturally sustaining/revitalizing oral histories with Indigenous communities. In K. Llewellyn & N. Ng-A-Fook (Eds.), *Oral histories in education: Theories, dilemmas, & practices* (pp. 207–230). Palgrave Macmillan.

Other Writing

- **Hall, B.** (2025). Food, energy, water (Dear Reader). *Tribal College Journal*, 36(3), 6.
- Thomas, A., Hall, B., & Reed, B. (2022). *Native student success report*. University of Montana, EAB: Education Technology, Services and Research.
- **Hall, B.** et. al. (2021). Handbook for Peer Evaluators for Tribal Colleges. Northwest Commission on Colleges and Universities. <https://nwccu.app.box.com/s/cvq2i32p498i31o3l7vh375hqc6l8kne>
- **Hall, B.** (2020). *Payne Center self-study*. University of Montana.
- **Hall, B.** (2017). *Year Seven Evaluation Self-Study*. Northwest Commission on Colleges and Universities, Blackfeet Community College.
- **Hall, B.** (2015). Blackfeet interpretations of Glacier National Park. *Legacy Magazine*.

PRIOR WORK EXPERIENCE

Tribal Outreach Specialist

Office of the President, University of Montana, Missoula, MT
2019–2022

- Served as the primary liaison between the University President's Office and Native students, faculty, staff, and tribal communities.
- Promoted respectful and ongoing communication with Tribal Colleges and Universities (TCUs) and Native-serving high schools.
- Represented the President's Office on the Native American Advisory Council.
- Facilitated recruitment and transfer pathways for Native students in coordination with Native student support services.
- Advised the President and Provost on tribal engagement and student support strategies.
- Strengthened inter-institutional communication between TCUs, high schools, and university departments.
- Supported Native student organizations and initiatives to evaluate institutional progress.

- Promoted collaboration and cultural understanding between UM and tribal institutions.
- Worked with UOnline to expand course offerings that support place-based learning for TEI students.
- Affiliated with the Alexander Blewett III School of Law to support Native law student recruitment, retention, and IEFA integration.
- Conducted regular travel to tribal communities and institutions in Montana and the region.

Vice President of Mission Effectiveness / Institutional Researcher

Blackfeet Community College, Browning, MT

2013–2019

- Served as Accreditation Liaison Officer with the Northwest Commission on Colleges and Universities (NWCCU).
- Coordinated institutional research, reporting (IPEDS, AKIS AIMS, BIE), and planning efforts.
- Participated in institutional decision-making through data collection, analysis, and grant writing.
- Chaired the Blackfeet Nation Institutional Review Board (BNIRB), 2017–2023.

Graduate Assistant, Caring for Our Own Program

College of Nursing, Montana State University, Bozeman, MT

2011–2012

- Provided academic and social support to American Indian nursing students.
- Performed administrative tasks, event coordination, tutoring, and scholarship tracking.

K–12 Principal Intern

Heart Butte Public Schools, Heart Butte, MT

2010–2011

- Supervised staff and students; maintained student records and academic/behavioral plans.
- Co-chaired the district Response to Intervention (RtI) Professional Learning Community.
- Led anti-bullying and bilingual education initiatives.
- Managed professional development, board reporting, and co-curricular IEFA activities.

Instructor, Wilderness Adventure Program

Blackfeet Academy, Browning Public Schools, Browning, MT

2009–2011 (Summers)

- Developed a culturally grounded curriculum and facilitated outdoor education experiences.
- Managed summer programming, student retreats, and parent/community engagement.

History Teacher (Grades 7–12)

Heart Butte Public Schools, Heart Butte, MT

2008–2010; 2012–2013

- Designed and implemented tribally specific curriculum integrating critical pedagogy and experiential learning.
- Served as faculty advisor for the Piikani Youth Cultural Exchange program.

Student Researcher / Curriculum Developer

Native Science Field Center, Hopa Mountain Inc., Bozeman, MT

2007

- Developed culturally based science curriculum for Blackfeet youth in collaboration with tribal leaders and educators.

Curriculum Developer / Instructor

Montana Outdoor Science School, Bozeman, MT

2006–2007

- Created K–12 science curricula integrating Indigenous knowledge systems.
- Delivered programming for 3rd–8th grade students in outdoor learning environments.
- Fulfilled fellowship requirements through the Rockefeller Brothers Fund Aspiring Teachers of Color program.

RELATED PROFESSIONAL SKILLS AND TRAINING

- **Board Leadership and Development Training**
M.J. Murdock Charitable Trust (via Hopa Mountain, Board Affiliation)
Virtual Session: May 1–2, 2023; In-person Session: June 5–6, 2023, Vancouver, WA
- **Class 7 Professional Development and Language Revitalization Planning Workshops**
Montana State University–Billings (Dec. 2021); University of Montana (Mar. 2022); MSU–Great Falls (June 2022); Montana State Capitol (Sept. 2022)
- **Leadership Montana, Class of 2022, Cohort 1**
Statewide Professional Leadership Program, 2021–2022
- **Building Supports for First-Generation Indigenous Students: Focus on TCU Practices**
NASPA–Student Affairs Administrators in Higher Education, 2021

- **QPR (Question. Persuade. Refer) Suicide Prevention Training**
Blackfeet Community College, Browning, MT, 2019
- **Peer Mentoring Training (Certificate of Completion)**
Blackfeet Community College, Browning, MT, 2019
- **TRIO Student Support Services Grant Writing Training**
Great Falls, MT, 2019
- **Assessment Essentials Workshop for Mission Fulfillment**
Northwest Commission on Colleges and Universities (NWCCU), Las Vegas, NV, 2019
- **Accreditation Liaison Officer (ALO) Training**
NWCCU, Seattle, WA, 2014–2017
- **Montana Judicial Institute**
University of Montana School of Law, Missoula, MT, 2013
- **SAPAI (Students to Academic Professoriate for American Indians) Faculty Training**
Salish Kootenai College, Pablo, MT, 2012
- **Appreciative Inquiry Workshop**
Hopa Mountain, Bozeman, MT, 2011
- **Response to Intervention (RtI): "Whatever It Takes—Raising the Bar, Closing the Gap" Workshop**
Montana Office of Public Instruction, Helena, MT, 2011
- **Journey to Successful Fundraising Workshop**
Potlatch Fund, Browning, MT, 2010
- **Building Strong Communities: Asset-Based Strategies and Tools Workshop (with Jody Kretzmann)**
Hopa Mountain Inc., Bozeman, MT, 2010

PHILOSOPHY OF PIKANI EDUCATION

Oki, niistoo niitaaniiko *Makoi Ainhkii (Wolf Singer)*...

My journey in education has been shaped by the values instilled in me by my family and community—values rooted in service, perseverance, and collective responsibility. As a member of the Blackfeet Nation, I was raised to recognize the strength in community and the importance of education as a pathway to self-determination and cultural preservation. These foundational beliefs have guided my professional trajectory across multiple educational institutions, including tribal K–12 schools, community colleges, and the university system in Montana.

In 1997, my great-uncle and aunt, Jim and Rita Spotted Eagle, gifted me the Piikani name ***Omaksaakoomapi***, which means “Big Boy.” This name was originally given to my grandfather, Alvin Patrick “Fat” Hall, as his baby name. For me, Omaksaakoomapi has come to symbolize a metaphorical identity—one rooted in Piikani tradition and intended to guide me toward embracing responsibilities and teachings that prepare me to do “big” things in service of my people.

With over a decade of experience in education, my work has centered on expanding access and support for Piikani and other Native students. As Tribal Outreach Specialist for the University of Montana President’s Office, I worked to strengthen institution-to-institution partnerships between Tribally Controlled Colleges and Universities (TCUs) and the state’s flagship institution. In doing so, I helped develop culturally responsive recruitment pipelines, build transfer pathways, and align academic programming to meet the needs of Native students. My leadership and advisory roles with the President’s Native American Advisory Council and the Native American Student Advisory Council further exemplify my commitment to advocating for Native voices in institutional decision-making.

Prior to my time at UM, I served as Vice President of Mission Effectiveness and Institutional Research at Blackfeet Community College (BCC), where I contributed to the college’s strategic planning, accreditation, and institutional capacity-building efforts. I was honored to help establish BCC’s Institutional Research Office and to serve as Accreditation Liaison Officer with the Northwest Commission on Colleges and Universities (NWCCU). My role in helping to develop peer-evaluation protocols for tribal colleges within the NWCCU region underscores my investment in the tribal college movement and my belief in Indigenous-led educational accountability systems.

Throughout my career, I have embraced opportunities to lead at the intersections of curriculum development, student support, and administrative planning. Whether serving as a history teacher at Heart Butte Schools, as a curriculum developer for Hopa Mountain and the Montana Outdoor Science School, or as a graduate assistant supporting American Indian nursing students, my efforts have focused on embedding Indigenous knowledge systems and community values into educational experiences. This work has been complemented by professional development in areas such as Indigenous language revitalization, trauma-informed pedagogy, grant writing, and suicide prevention—each reinforcing my belief that culturally grounded education is a key factor in Piikani student success.

My educational philosophy is anchored in the belief that Piikani ways of knowing, being, and relating are not only valid but essential to the transformation of Native education. The integration of our language, traditions, and cultural protocols into academic programming enriches learning environments and fosters a sense of identity, belonging, and purpose. This is particularly critical in higher education, where Native students often face systemic barriers and cultural dissonance. During my time at BCC and through ongoing service as Chair of the Blackfeet Nation Institutional Review Board, I have worked to elevate community-based research practices that align with ethical standards and foreground collective benefit. These experiences reflect my dedication to Indigenous data sovereignty and knowledge co-production.

As BCC enters a pivotal phase in its history, the college must continue to build on its grassroots foundation to provide relevant, holistic, and high-quality academic and vocational programs. If selected to serve as President, I will prioritize collaborative leadership and work to align institutional practices with the mission, vision, and values of the Piikani people. This includes forging partnerships with the board, faculty, staff, and community to ensure that programmatic decisions reflect the cultural integrity and aspirations of our students.

In 2024, one year after assuming the Presidency of Blackfeet Community College, I was honored to receive a second name: ***Makoi Ainhkii***, meaning “Wolf Singer.” Transferred to me by Marvin Weatherwax Sr., this name holds deep cultural significance. Traditionally, the Wolf Singer was a vital member of a Piikani war party—someone who inspired, rallied, and emboldened others to enter battle. In this spirit, the name affirms my commitment to lead with courage and purpose, both as the President of a tribally chartered community college and as a lifelong learner dedicated to advancing Piikani ways of knowing, culture, and language.

Ultimately, I believe that education is a tool of liberation. It empowers individuals, strengthens communities, and affirms cultural identity. My vision for Piikani education is one where students are not only prepared to succeed academically but are also rooted in the teachings, languages, and histories that have sustained our people for generations. It is my life’s work to support Piikani learners in becoming the educators, leaders, and professionals who will carry our knowledge forward—and to create institutions that recognize and celebrate the power of Indigenous education.