2013-14

UNIVERSITY OF WASHINGTON
Tribal Leadership Summit

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Introduction

This 2013–14 Resource Directory highlights American Indian and Alaska Native programs and organizations at the University of Washington (UW) and partnerships with Tribes and tribal communities. This Directory has been prepared by the Office of Minority Affairs and Diversity for the 2013 Tribal Leadership Summit, held at the UW on Friday, April 19. The Directory provides information for networking of existing partnerships and for facilitating new partnerships.

The Summit is a gathering of senior leaders from the UW and tribal governments to promote partnerships, advance mutual goals, and address issues facing local tribal communities. The Summit was instituted in 2007 within the framework of the 1989 Washington State Centennial Accord, which recognizes tribal sovereignty and calls for government-to-government conversation around issues facing tribal communities.

In this directory, programs and partnerships are arranged in four major sections: University-wide Initiative; Student, Faculty, and Staff Organizations; Academic Programs; and Administrative Units. Websites and contact information are available for all programs and partnerships.

The website for the annual Tribal Leadership Summit and Resource Directory is: http://www.washington.edu/diversity/summit/

The Resource Directory will be updated online in advance of the 2014 Tribal Leadership Summit. The next printed version of the Directory will be produced in 2015.

For more information, please contact the UW Tribal Liaison at: UW Tribal Liaison@uw.edu

The editors apologize for any errors in the Directory and will correct them in the online directory upon email request to vpomad@uw.edu.
University-wide Initiative

Building ᓋᐦᒡ ᐊᒥᒥ– The Intellectual House
http://www.washington.edu/diversity/hok

Sheila Edwards Lange
Vice President and Vice Provost, Office of Minority Affairs and Diversity
Lead University Administrator, Intellectual House
sredward@uw.edu

Charlotte Coté (Nuu-chah-nulth), Associate Professor, American Indian Studies
Co-chair, Intellectual House Planning Advisory Committee
clotise@uw.edu

The UW is in the midst of building the ᓋᐦᒡ ᐊᒥᒥ (phonetic pronunciation “wah-shel-altuh”) or Intellectual House on its Seattle campus. A longhouse-style facility, the ᓋᐦᒡ ᐊᒥᒥ is a project almost forty years in the making that grows out of a long and increasingly active partnership between the University and the region’s tribal nations.

For decades, community members have sought to create a home away from home for Native American students, faculty and staff. They envisioned a place that will enable students to maintain strong ties to family and culture while helping them to accomplish their educational goals at the University. When completed, the project will provide a culturally responsive learning environment for students, faculty and staff, and it will support programs that promote and support the academic success of all Native American students. It will serve the entire community through the dissemination of knowledge of the Indigenous peoples and programs and promoting the value of cultural diversity and respect for all cultures.

The architectural firm of Jones and Jones, architects of the National Museum of the American Indian in Washington, DC, designed the project as a village concept, including two primary buildings with a central outdoor gathering space. The project will be built in two phases. Phase I will include a one-story Gathering Building of approximately 8,400 square feet, and an outdoor gathering space. The outdoor area site design will include a gathering space for up to 150 people, a ceremonial space, cooking area, teaching area, Native arts exhibit area, traditional use plants and medicine garden, basket plants/bio-swale garden, dropoff and welcome area, Elder service and bike parking. Phase II will include a Teaching and Learning Building with student programming space, multi-purpose meeting rooms, an arts lab and an Elders lounge. While construction of Phase 1 is expected to start in late 2013, Phase II construction will be dependent upon completion of fundraising from private sources. The cover of this Resource Directory features the architectural renderings of the Intellectual House by Stephanie Bower.
A primary purpose of the Intellectual House is to increase Native American students’ success at UW, preparing them for leadership roles in their tribal communities and the region. While the UW has made promising gains in recruiting Native American students, their retention and graduation rates fall short of those of other student groups, both at UW and at colleges across the country. The Intellectual House will create a welcoming and supportive environment that is responsive to students’ cultural needs and will help them remain involved in their communities through its social and academic programs. The Intellectual House will also be a portal for connecting Native communities with UW faculty and staff for the purpose of building partnerships in research, education, and economic development.

Due to its unique Northwest longhouse-style architecture, the Intellectual House will be a symbol that honors the Native peoples of the region, acknowledging their place in history and their leadership in the region. When built, the Intellectual House will also honor the faculty, staff, alumni, and community members who have sustained the dream of a UW longhouse for nearly four decades. The collaborative planning process among UW faculty, staff, and students and the Tribes and region’s Native communities is strengthening relationships and building partnerships that will allow UW to meet its commitment to the region’s tribal communities and its Native students, faculty and staff.

Progress on planning, funding and promotion for wǝłabʔaltxʷ has been extensive, highlighted by:

- Input and guidance from UW community members, an Elders committee, and regional Tribes on the design and cultural protocols needed to construct the building in a good way;
- Donations and pledges totaling almost $6.0 million to support the design and construction of Phase 1;
- Approval by the University’s architectural and landscape design committees; and
- Completion of an art plan by the local firm 4Culture which identifies opportunities for the inclusion of Native art pieces throughout the buildings and grounds.

Phase I is planned to be open for use at the start of Winter Quarter 2015. The remaining schedule is:

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Student, Faculty, and Staff Organizations

American Indian and Alaska Native Student Associations

American Indian Student Commission (AISC)
Associated Students of the University of Washington (ASUW)
http://aisc.asuw.org/
206-685-4147
asuwaisc@uw.edu

AISC is one of eight commissions established by ASUW at UW Seattle to help support students from underrepresented backgrounds. AISC is an intertribal organization that exists to promote Native culture and education and Native students’ interests, needs, and welfare. AISC complements the academic program of Native students and encourages them to express their opinions and interests to the University and the community at large on issues affecting their lives and cultures.

First Nations @ the University of Washington
http://students.washington.edu/fnuw/
fnuw@uw.edu

The mission of First Nations @ the UW is to promote higher education among Native peoples, share Native culture with the UW community, and strive for diversity. Since 1971, First Nations at UW has sponsored the Annual Spring Powwow, the largest student-run event at the UW (page 8).

Native American Student Organization (NASO), UW Tacoma
http://www.tacoma.washington.edu/studentaffairs/Sl/RSOs/NASO.cfm
uwt_naso@uw.edu

NASO is a student-operated and student-led organization that reinforces leadership skills, cross-cultural communication, and intergroup relations. NASO seeks to provide a means for Native American students and allies to gather to share mutual interests, and to facilitate an increased awareness of Native peoples and Tribes among UW Tacoma students, staff, and faculty. NASO sponsors presentations on Native sovereignty; tribal customs, dances, and regalia; presentations by Indigenous people from other parts of the world (Canada, Pacific Islands, South America); and films on Native peoples.
Native Organization of Indigenous Scholars (NOIS), formerly Native American Students in Advanced Academia (NASAA)
http://students.washington.edu/noisrso/
206-543-9082
noisrso@uw.edu

NOIS brings together UW graduate and professional students of Indigenous descent. The goal is to increase awareness of ongoing research, work, and achievement through building a supportive community in which to socialize, network, share knowledge, and disseminate information. The 12th Annual Symposium of Native & Indigenous Scholarship at UW, May 3, 2013, “Reminds Me of Home: The Cultural Shaping of Our Senses,” features Manulani Aluli Meyers, Associate Professor of Education at the University of Hawai‘i in Hilo. The symposium will explore how culturally informed senses influence research; how the senses shape methodologies and focus; how they help see the stories in data and the ways in which those stories are shared; and how culture is embodied in research.

Academic and Professional Organizations for Students

American Indian Science and Engineering Society (AISES)
University of Washington College Chapter
http://students.washington.edu/aisesuw/
aises@uw.edu

AISES is a national nonprofit organization that nurtures community building by bridging science and technology with traditional Native values. Through its educational programs, AISES provides opportunities for American Indians and Alaska Natives to pursue studies in science, engineering, business, and other academic areas.

Medicine Wheel Society (MWS)
http://faculty.washington.edu/dacosta/nacoe/mws.html
206-616-3043
medicine_wheel_society@uw.edu

MWS is an organization that brings together people, traditions and customs, and the spirit that enables American Indian and Alaska Native medical students to maintain their sense of community. It offers the means by which American Indian and Alaska Native health professionals associated with the UW can provide a support network for Indian medical students. The group consists of Native American, Alaska Native, and non-Native students who work to promote Native culture, education, and advances in health care. MWS’s main goal is to ensure that students graduate from their respective programs and go on to practice their skills for the benefit of Indigenous communities. MWS’s outreach opportunities include mentoring to younger American Indian and Alaska Native students.

Indigenous Information Research Group (IIRG)
See description under Information School, page 36.
Native American Law Student Association (NALSA)
http://www.law.washington.edu/Students/Orgs/#116
206-543-6604

NALSA's mission is to strengthen the legal community with professionals of Native
descent and to promote the study of federal Indian and tribal law. NALSA supports Native
American law students by connecting them with Native communities. Activities and
special events include recruitment trips in Washington state, powwows, symposia and
speakers, and annual trips to the Federal Indian Law Conference in Albuquerque, New
Mexico.

Society for the Advancement of Chicanos and Native Americans in Science
(SACNAS)
See description under School of Pharmacy, page 51.

Student National Pharmacy Association
See description under School of Pharmacy, page 52.

Faculty and Staff Organizations

Native Faculty and Staff of the University of Washington (NAFSUW)
http://www.washington.edu/diversity/affinity.nfs.html
nafsuw@uw.edu

Glenda Breiler (Colville)
Research Coordinator, Indigenous Wellness Research Institute
glendb@uw.edu

Megan Bang (Ojibwe)
Assistant Professor, College of Education
mbang3@uw.edu

The mission of NAFSUW is to create and sustain an American Indian and Alaska
Native (AIAN) and First Nations community of the UW that celebrates achievements,
acknowledges milestones, represents concerns, and provides advocacy for community
members when needed: create an environment that attracts, welcomes, and retains
AIAN/First Nations faculty, staff, and students; acknowledge the service that Native
faculty and staff provide to students formally and informally through mentorship and
other student assistance; develop effective, ethical, respectful, and culturally appropriate
cutting-edge research partnerships with tribal communities; and improve the career
pipeline for AIAN/First Nations faculty and staff into the higher administration of UW.
NAFSUW is open to all faculty and staff at the three UW campuses, UW Medical Center,
and Harborview Medical Center.

Related Groups and Units at UW
There are a number of AIAN and First Nations groups and units for Native faculty and
staff. These include, but are not limited to:
There is overlap in the membership and participation in these groups as well as with their respective focus, vision, and mission. NAFSUW seeks to determine how best to collaborate with these groups and units.

Native Research Group (NRG)
NativeResearch@uw.edu

Polly Olsen (Yakama), Community Relations and Development
Indigenous Wellness Research Institute
polly@uw.edu

Anastasia Ramey (Turtle Mountain Chippewa)
Indigenous Wellness Research Institute
stasiar@uw.edu

NRG is a community of UW affiliated and non-affiliated researchers who participate in research with tribal and Indigenous communities throughout the Pacific Northwest. It is housed in the Indigenous Wellness Research Institute (page 56). The goals of NRG are to share knowledge, expertise, and scholarship regarding participants’ work with tribal communities, promote collaboration among members, and increase tribal and Indigenous community research capacity and engagement. NRG works within UW to decrease the research burden on Native communities and to spark interdisciplinary collaborative research projects.

NRG is open to anyone who is currently engaged in research with tribal and/or Native communities or who seeks to engage tribal and Native communities in research projects. To join, send a request to: NativeResearch@uw.edu.
College of Arts and Sciences

American Indian Studies
http://depts.washington.edu/native/

Tom Grayson Colonnese (Santee Sioux), Chair and Principal Lecturer
206-543-9082
buffalo@uw.edu

Marcia Feinstein-Tobey, Administrator and Advisor
206-543-9082
maf@uw.edu

Elissa Washuta, Adviser
206-543-9082
elissaw@uw.edu

The Department of American Indian Studies (AIS) offers a major and a minor in American Indian Studies, and a master’s degree in Native American Documentary Film, Video, and New Digital Media in partnership with the Department of Communication. AIS approaches its teaching and research from a decolonized, community-based, and global perspective. AIS faculty and students strive to develop theories and methodologies that increase knowledge about Indigenous peoples and support the needs of Indigenous communities. The program promotes faculty and student exchange programs with institutions that are committed to a deeper understanding of Indigenous communities and peoples throughout the world.

AIS Faculty

Tom Grayson Colonnese (Santee Sioux), Chair and Principal Lecturer
206-543-9082; buffalo@uw.edu
Areas of specialization: First Nations literature and cinema, science and technology education, and American Indian studies

Charlotte Coté (Nuu-chah-nulth), Associate Professor
206-221-6549; clotise@uw.edu
Areas of specialization: Native American governance, politics, laws, and sovereignty in the US and Canada; First Nations filmmaking in Canada

Alexandra Harmon, Professor
206-543-7116; aharmon@uw.edu
Areas of specialization: Histories of American Indians, with specific attention to their relations with non-Indians, tribal identities, and to changing legal and economic cultures
Daniel Hart, Professor and Co-Director, Native Voices Program
206-616-7752; dhart@uw.edu
Areas of specialization: Indigenous film, documentary film, Native American health and wellness

Cheryl Metoyer (Cherokee) Adjunct Associate Professor
Associate Professor and Associate Dean for Research, Information School
206-685-9612; metoyer@uw.edu
Areas of specialization: Management, design, and evaluation of information services provided to American Indians; information seeking behavior of culturally diverse groups

Dian Million (Tanana Athabascan), Associate Professor
206-616-8032; ianm@uw.edu
Areas of specialization: Politics of knowledge and intellectual production for Native and Indigenous peoples; community mental health in relation to race, class, gender, and identity

Marvin Oliver (Quinault/Iselta Pueblo), Professor
206-616-9508; moliver@uw.edu
Areas of specialization: Indian art of the Northwest Coast; traditional Northwest Coast graphics and wood design

Scott Pinkham (Nez Perce), Lecturer
Counseling Services Coordinator, Minority Scholars Engineering Program
206-543-1770; spinkham@uw.edu
Areas of specialization: Supporting Native American students in engineering and other science areas; coordinator of the Minority Scholars Engineering Program (page 25)

Luana Ross (Salish), Adjunct Associate Professor
Associate Professor, Women Studies
Co-Director, Native Voices
206-616-9375; luana@uw.edu
Areas of specialization: Native American women; images of Natives in the cinema and popular culture; women and criminality

Gary Witherspoon, Professor Emeritus
206-616-9508; gjspoon@uw.edu
Areas of specialization: Anthropology and ethnography; musical traditions of Native North America; Southwestern Indians; the Navajo language

Mary C. Wright, Senior Lecturer
206-543-7894; wrightm@uw.edu
Areas of specialization: Indian gaming and casinos; Native Americans in the contact era; North American Indians of the Intermountain West (Plateau) and the Southeast

**AIS Student Services and Programs**
AIS supports two major Native American student events through advising, staffing, and direct financial contributions:

**Annual UW Powwow**
For nearly 35 years, in support of the First Nations student organization, AIS has helped
design and staff a three-day competitive powwow, the second largest in the Northwest. The powwow draws between 10,000 to 15,000 participants and spectators.

**Annual Raven’s Feast Native American Graduation Ceremony**
AIS faculty and staff host a celebratory salmon feast for students and their families, held annually at Daybreak Star on Puget Sound. The feast draws 500–600 people.

**Burke Museum of Natural History and Culture**
http://www.washington.edu/burkemuseum/

Julie Stein, Director
Robin K. Wright, Curator of Native American Art
Peter Lape, Curator of Archaeology
206-543-5590
theburke@uw.edu

The Burke is the Washington state museum responsible for maintaining state collections of natural and cultural heritage and sharing the knowledge that makes them meaningful. The Museum partners with Indigenous communities on all cultural heritage programs, including collections, research, exhibitions, education and training, and the development of tribal museums. The Museum relies on its 18-member Native American Advisory Board for guidance on policy, programming, and collections.

**Collections**
The Burke holds significant collections of Northwest and Alaskan Native art, archaeology, original language recordings, and historical archives, which are actively used by Native artists, scholars, students, tribal leaders, and community members. Access is available through personal visits and an online image database. The Burke also maintains collections held in trust for Washington Tribes and supports Native American artists by displaying and commissioning their work.

**Exhibits**
The Burke collaborates with Indigenous artists and cultural leaders to create exhibitions such as: *Salish Bounty: Traditional Native American Foods of Puget Sound*, co-curated by Warren King George (Muckleshoot/Upper Skagit tribal historian) and Elizabeth Swanaset (Nooksack/Cowichan/Laq’a:mel traditional foods specialist); and *In the Spirit of the Ancestors: Contemporary Northwest Coast Native American Art*, co-curated by Susan Point (Musqueam) and Shaun Peterson (Puyallup/Tulalip).

**Educational Programs**
The museum serves schools around the state with on-site and classroom-based programs, including: annual teacher workshop on Coast Salish art, co-taught by artists and scholars; *Living Traditions* classroom program on Native art and cultures of the Coast and plateau; traveling study boxes on cultural topics such as Coast Salish canoes and Coast Salish weaving (created with Native artists and cultural experts); and customized programs for tribal schools.
Bill Holm Center for the Study of Northwest Coast Art
The Bill Holm Center, established in 2003, promotes scholarly research on Northwest Coast Native art. It aims to increase Native and public access to research resources and foster understanding of Native art of the Pacific Northwest Coast. The Center provides grants for visiting researchers, graduate fellowships, and public programs, including exhibits, lectures, and web resources.

Collaborative Research and Cultural Exchanges
The museum regularly collaborates with tribal staff on research projects, such as a Vashon Island archaeological excavation carried out with the Puyallup Tribe. The Burke also facilitates cultural exchanges among Northwest Tribes and Indigenous peoples of other nations and participates in the Reciprocal Research Network, which provides research access to First Nations items from throughout the Northwest Coast and British Columbia.

Tribal Museum and Cultural Center Development, Consultation and Training
The Burke Museum has contributed to development of tribal museums and cultural centers, including, most recently, the Duwamish Longhouse and Cultural Center, Hibulb Cultural Center and Nature Preserve, and the Suquamish Museum and Cultural Center. Activities include long-term loan of objects for display; consultation on exhibition design; fundraising and financial development; conservation, preservation, and collections management; and training for museum/center staff.

The Native American Graves Protection and Repatriation Act (NAGPRA)
The Burke has a history of commitment to the legal and ethical principles of NAGPRA and continues to develop new areas of collaboration. Burke staff have visited every Tribe in the state and secured funding for each to send representatives to the museum. Other activities include: biannual updates on new acquisitions to every US Tribe, partnership on joint claims such as repatriation of the Stone T’xwelátse, and collaboration with Tribes across the state on joint claim of culturally unidentifiable remains.

Gender, Women and Sexuality Studies (GWSS)
http://depts.washington.edu/webwomen/
206-543-6900
gwss@uw.edu

The Department of Gender, Women and Sexuality Studies is an academic unit in which Indigenous issues are researched, taught, debated, and discussed. Courses offered include: GWSS 244 Indigenous Feminisms; GWSS 300 Women, Race and Social Stratification; GWSS 341 Native Women in the Americas; GWSS 440 Reading Native American Women’s Lives; GWSS 442 Images of Natives in the Cinema and Popular Culture; GWSS 444 Criminality and “Deviance” in Native Communities; and GWSS 510 Documentary Research Methods for Social Sciences.
The research and teaching interests of Dr. Luana Ross include criminology and "deviance," race, ethnic relations, gender, documentary film. Dr. Jeannette Bushnell wrote her dissertation on the topic of Native women in Seattle: "I can think of a lot of stories." Shared Knowledges, Indigenous Methodology and Purposeful Conversations with Sixteen Native Women in Seattle (2009).

In 2012, GWSS hosted the Stice Feminist Scholar of Justice, Aileen Moreton-Robinson, Goenpul/Nunukul woman from Minjerribah Stradbroke Island, Quandamooka First Nation, Moreton Bay in Queensland, Australia. She is Director of the Indigenous Studies Research Network and is responsible for the Indigenous Postgraduate Research Capacity Building Program.

**Language Learning Center (LLC)**

*http://depts.washington.edu/llc/**

Paul Aoki, Director
206-543-0536
i5no8@uw.edu

The UW Language Learning Center has archival audio materials for Navajo, Sahaptin, and various Salish languages. The LLC also hosts the Sahaptin dictionary project. These materials are available online at the website above.

**Music Alive in the Yakima Valley**

School of Music

Patricia Campbell, Director and Professor
206-543-9826
pcamp@uw.edu

_Music Alive!_ in the Yakima Valley (MAYV) was established in 2006. The program includes performances and participatory music-making events, and residencies for 20 UW students at selected schools and at the Yakama Nation Tribal School in Toppenish. Students stay with local families, learn about Yakama and Mexican-American cultural perspectives, and learn some of the valued songs of these communities. MAYV is the subject of a number of research publications on forging community partnerships in and through music, including the _Journal of Research in Music Education_, the _International Journal of Community Music_, and the _Mountain Lake Reader_.

Native Voices Program
http://www.com.washington.edu/nativevoices/

Daniel Hart, Professor, American Indian Studies, Co-Director
206-616-7752
dhart@uw.edu

Luana K. Ross, Associate Professor, Gender, Women and Sexuality Studies, Co-Director
206-616-9375
luana@uw.edu

Native Voices is a vital part of Indigenous teaching, research, scholarship, and outreach at UW. It is a master’s degree program, formally linking the departments of American Indian Studies, Women Studies, and Communication, and informally linking students and faculty from many areas around the University. Native Voices provides students with a framework in which they develop professional media projects with Indigenous theories and methodologies. Native Voices encourages intimate, personal films and new media from an individual’s tribal point of view. Students study, research, and produce documentary films and digital media relevant both to the Native American communities from which they emerge and to the nation as a whole. They receive an education focused on communication theory and research, which can provide a basis for doctoral work in communication or related disciplines.

Native Voices has produced programs dealing with boarding school history, Indian child welfare, border issues, identity, environmental issues, and Native health and wellness. Native Voices films are in use in more than 1,000 schools and libraries around the world, and have been screened at prestigious venues such as the Sundance Film Festival and the National Museum of the American Indian.

See also Voices of the First Peoples, page 73.

Slavic Languages and Literatures

Katarzyna Dziwirek, Professor and Chair
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The course Slavic 210, Ways of Being: An Introduction to Bilingualism, is a quarter-long project in which students conduct a survey of a minority language spoken in the greater Seattle area. Students identify key figures/leaders in the community and interview at least one such person. Their reports include the estimated number of speakers of the language in the area (Census figures and/or American Community Survey data), information on the efforts to promote language maintenance (is there a community center, a heritage language school, what organizations there are, publications, cultural activities, is the language taught at UW), and a brief evaluation of language maintenance/shift across
generations. Several students have studied Native languages, including Lushootseed.

Tribal Research Partnerships with Alaska Native Communities
Department of Anthropology

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Jolles is lead researcher on a grant funded by the National Park Service-Alaska Regional Office [NPS-ARO] in collaboration with NPS-ARO researchers and Native knowledge tribal experts from Wales and Little Diomede Island, Alaska. The objectives are: verification of already recorded information, documentation of recent village-based climate change observations, and preparation of educational products. Product examples include subsistence resources maps and PowerPoints, Indigenous place name maps, historical landscape drawings and household survey photographs.
Michael G. Foster School of Business

Business and Economic Development Center
http://foster.washington.edu/bedc

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The Business and Economic Development Center (BEDC) leads the Foster School of Business’ efforts to partner with Tribes on economic development. In 2012-13, the Foster School of Business worked with six Tribes, one Alaska Native Corporation, and two intertribal organizations. Over the last six years, the Center has worked with 11 different Tribes in Washington, Oregon, and Alaska, one intertribal organization (Washington and Oregon), and three Native American nonprofit organizations.

Confederated Tribes and Bands of the Yakama Nation
In the summer of 2012 two MBA and one undergraduate summer intern worked on two projects for the Tribe. The first project, performed for the Tribe’s Noo-Kayet Development Corporation, was a local market study to identify business development opportunities near the reservation. The second project, performed for the Port Gamble Development Authority, was to develop a long term economic development strategy. Funding for this project came from the Office of Indian Energy and Economic Development.

Yakama Nation
A BEDC undergraduate summer intern worked with Legends Casino to analyze the food service component of the business and to make recommendations for ways to increase profitability. Funding for this project came from DBSquared, a Seattle-based factoring and business finance company.

While this was the first project with Yakama Legends Casino, it was the sixth project that the BEDC has completed with a Yakama Nation enterprise. Other projects have been completed with Heritage Inn Restaurant (2002), Yakama Forest Projects (2003 and 2008) and Yakama Nation Business and Technology Center (2004 and 2006).

Legends Casino’s General Manager, John MacClain joined the BEDC’s Yakima Valley Advisory Board in February 2013 and will be assisting ongoing efforts to support the development of other tribal enterprises.

Ketchikan Indian Community
Four MBA students are working with the BEDC on an entrepreneurship development program with the Ketchikan Indian Community in Southeast Alaska. The BEDC held three
workshops in January 2013 that were attended by 30 people and the MBA students are completing business planning, financial analysis, and marketing projects for eight small business owners in Ketchikan. Funding for this work is from a federal government grant that was obtained by the Ketchikan Indian Community.

Executive Education
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The BEDC in conjunction with the Foster School’s Executive Education department offer an executive education program that has been attracting tribal government and enterprise leaders since its inception in 2008. This program has also spurred the development of customized executive education programs.

Minority Business Executive Program
In conjunction with the Foster School’s Executive Education department, the BEDC offers a week-long residential executive education program each June. Participants learn to use financial tools to make more effective decisions, develop and understand long-term strategic plans for growth and sustainability, market their products and services more effectively, manage their processes and projects more efficiently, and develop their leadership skills. This interactive program offers a combination of lectures, discussions, guest speakers, panels, interactive simulations, team exercises, and self-assessments. Participants gain knowledge, tools, and a valuable network to help them achieve their business goals. In 2012, three Tribes (Lummi, Suquamish, and Yakama) and one Alaska Native Corporation (Sealaska) sponsored someone to attend this program.

Customized Executive Education
In 2012–2013 the Suquamish Tribe’s Port Madison Enterprises contracted with the Executive Education department for a customized program to train their mid- and senior-level managers. This is the second custom executive education program that the Foster School has offered. An earlier program for the Confederated Tribes of the Colville Indian Reservation was held for three years.

Other Foster School Projects
The Foster School’s MBA program requires all MBA students to complete an applied strategy course during their first year in the program. One team of MBAs completed a project for the Port Madison Enterprises.

In previous years the BEDC has also completed business development projects for the following Tribes: Confederated Tribes of the Colville Indian Reservation; Jamestown S’Klallam Tribe; Nisqually Tribe; Quileute Nation; Quinault Indian Nation; Port Gamble S’Klallam; and Metlakatla. Each of these projects was funded by a grant received by the sponsoring Tribe from the Office of Indian Energy and Economic Development.

The BEDC has also completed projects with the Columbia River Intertribal Fish Commission (CRITFC), Potlatch Fund, and Native Lens/Longhouse Media.
School of Dentistry

Northwest/Alaska Center to Reduce Oral Health Disparities
http://depts.washington.edu/nacrohd/

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Colleen Huebner, Associate Professor and Co-Director
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The Center works with Native American colleges and other regional educational institutions serving American Indian and Alaska Native (AIAN) students to secure funding and develop programs to improve life-science instruction. The Center creates internship opportunities for AIAN students interested in life science careers, and works with American Indian dental clinics to implement strategies to reduce tooth decay and with the Alaska Native Tribal Health Consortium on training activities for students.

Multilevel Approaches to Improve the Oral Health of Yup’ik Children in the Yukon-Kuskokwim Delta in Southwest Alaska

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The Center is developing a community-centered collaborative oral health research program between the Yukon Kuskokwim Health Corporation (YKHC) and two NIH-funded centers: the UW’s Northwest Center to Reduce Oral Health Disparities and the University of Alaska Fairbanks’ Center for Alaska Native Health Research. The goal is to develop a multilevel, community-centered intervention that targets sugar-sweetened beverage intake, one of the main risk factors for tooth decay in Alaska Native children. This collaborative effort will assist the YKHC to address the pain accompanying pediatric tooth decay, lower dental treatment-related costs, and improve the oral and systemic health of children in the Yukon Delta. These efforts will benefit the UW by providing UW investigators the opportunity to develop and evaluate a multilevel oral health intervention and create health intervention models that can be disseminated to other Alaska Native communities.

Student Resources
The Center offers individualized counseling for American Indian and Alaska Native students interested in careers in dentistry and related fields, including oral health research.
Summer Medical Dental Education Program

http://www.smdep.org

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Pam Racansky, Program Coordinator
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A collaboration between the UW Schools of Medicine and Dentistry, the Summer Medical and Dental Education Program (SMDEP) provides academic preparation for medical and dental school to students from underrepresented and/or disadvantaged backgrounds. The program, with Native speakers, addresses health disparities and the well-being of Native people to provide culturally relevant information and to prepare all participants to work with Native peoples.

Office of Educational Partnerships and Diversity

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Beatrice Gandara, Program Director
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The Office of Educational Partnerships and Diversity supports the academic and professional success of students who are underrepresented in dentistry, including those who have demonstrated a commitment to working with underserved populations. The Office aims to enrich the academic and clinical training environment in the School of Dentistry by actively recruiting and promoting a diverse faculty and student body to better prepare dental students to meet the needs of diverse communities.
College of Education

American Indian Programming

Faculty
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The focus of Dr. Megan Bang’s research is improving teaching and learning with Indigenous youth and communities with a primary focus on science education and transformative research that deepens understanding of the relationships between culture and cognition in and across learning settings. She has published articles on Indigenous science education, the role of culture in cognition and development, technology and design for Indigenous language revitalization, teacher learning, the development of hybrid (Indigenous and western ways of knowing) learning environments, and community based research methods. She participates in several national research projects in Native communities and serves as the principle investigator of the following two National Science Foundation funded projects:

Cultural Epistemologies and Science-related Practices: Living and Learning in Relationships
This community based design research project is focused on early childhood science education in two Native communities, one reservation based and one urban. Both communities are developing and implementing culturally based early childhood science education with community members and teachers. The project also incorporates professional development and further research into the role of culture and associated epistemological orientations in the development of knowledge and reasoning about the natural world in young children.

Culturally Based Citizen Science: Rebuilding Relationships to Place
This community based participatory project in two Native communities is focused on improving science learning in community contexts across age cohorts and simultaneously support tribal communities in collecting needed data. The project combined Indigenous ways of knowing and western scientific ways of knowing in out-of-school learning environments.
Dr. Elizabeth West’s research focuses on transforming communities to increase access and to improve outcomes for students with low incidence disabilities. Specific research interests include identifying instructional variables that facilitate skill acquisition and generalization by students with low incidence disabilities; developing effective practices to influence outcomes for these students; online course development, implementation, and use of technology to facilitate teacher and student learning.

**Indian Education in Teacher Education Programs**

With funding from the Bill and Melinda Gates Foundation, Dr. Elizabeth West (Principal Investigator), Dr. Laura Lynn, Dr. Megan Bang, and Emma Elliott will develop and implement an Indigenous certificate program that relies upon a web-based curriculum and to provide a range of professional development opportunities within Native schools and communities. A pilot class will be offered Spring, 2013 with a focus on the web-based curriculum, *Since Time Immemorial: Tribal Sovereignty in Washington State*. See [http://education.washington.edu/news/video/hurtado.html](http://education.washington.edu/news/video/hurtado.html)

**EDC&I 505: Introduction to Curriculum on the History and Culture of Tribes in the Pacific Northwest**

This on-line course provides pre-service and in-service educators learning opportunities, instructional resources and strategies to better serve Native American children in our schools. Participants will engage with the *Since Time Immemorial (STI): Tribal Sovereignty in Washington State*, developed through the OSPI Office of Native Education in collaboration with the 29 federally recognized Tribes in Washington State and other public and private agencies to address the intent of HB 1495, passed by the legislature in 2005, strongly encouraging the inclusion of Tribal history, culture, and language in all common schools.

**Daniel Iyall Native American Teacher Education Student Support Fund**


Grant Twitchell, Assistant Director for Advancement

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The mission of this endowed fund is to provide financial assistance to graduate students who are members of a federally recognized Tribe and who are pursuing a Master’s in Teaching degree in the UW College of Education. The endowment is named in honor of Daniel Iyall who was a member of the Yakama Nation and an inspiring teacher and community leader. This recently created endowment will provide annual scholarship(s) to Native students who strive to give back and help future generations achieve their educational goals.
Development of Cultural Guides
Margery Ginsberg, Professor
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Anthony Craig (Yakama), Principal
Quil Ceda Elementary and Tulalip Elementary School
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Dr. Anthony Craig (Yakama) and Professor Margery Ginsberg (doctoral advisor) have been working together for over three years on projects that allow European-American teachers to learn from the traditions of the Indigenous communities. They developed projects in which Elders from the Tulalip Communities served as “cultural guides” to teachers who have been working to make their teaching more responsive to the strengths and needs of Indian students. See Craig & Ginsberg, Tradition becomes the teacher (Journal of Sustainable Development, vol. 31, no. 4, August 2010). This article is based on preparing European-American teachers to attend the Tulalip Tribes’ annual Salmon Ceremony, with a focus on noticing the conditions for learning that support children in being highly motivated and effective participants. http://learningforward.org/publications/jsd/jsd-blog/jsd/2012/06/30/august-2010-vol.-31-no.-4

Center for Multicultural Education
http://education.washington.edu/cme/

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The Center for Multicultural Education focuses on research projects and activities designed to improve practice related to equity issues, intergroup relations, and the achievement of all students.

The Encyclopedia of Diversity in Education
This four-volume Encyclopedia, edited by Dr. James Banks and published by Sage (2012), includes entries for: American Indian Studies; American Indians and Gender; American Indians, Education of; Tribal Colleges, including Employment and Student Achievement; Indian Boarding Schools in the United States; Indigenous Knowledge and Skills; Indigenous Language Revitalization; Indigenous Populations, Education of; Indigenous Populations, Teacher Preparation for Diversity.
National Center for Quality Teaching and Learning

http://ncqtl.org

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Head Start National Center on Quality Teaching and Learning

The UW, in collaboration with multiple universities, organizations, and early learning experts in the US, leads the Head Start National Center on Quality Teaching and Learning (NCQTL).

NCQTL reviews contemporary early learning and professional development research; collaborates with the state-based Head Start Training and Technical Assistance System to produce high quality training materials based on the outcomes and indicators in the Head Start Child Outcomes Framework.

American Indian Native Alaskan Head Start Advance Project

The National Center on Quality Teaching and Learning was awarded a grant through the Office of Head Start in 2012 to establish and implement a plan working to improve the knowledge and use of effective, high quality teaching practices of teachers in American Indian and Alaskan Native (AIAN) Head Start programs.

The project employs five tribal liaisons who work closely with early childhood education specialists and grantee specialists to tailor the support to each grantee to effect change in the classroom. Through face-to-face and virtual professional learning opportunities the AIAN Advance Project provides leadership development that is focused on teaching, learning and preparing children for success in school.
Office of Minority Recruitment and Retention
http://education.washington.edu/about/minority_rnr.html

OMRR Graduate Staff Assistants
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The Office of Minority Recruitment and Retention is committed to equity and access for all students and seeks to recruit and retain American Indian and Alaska Native students by building partnerships with tribal communities, organizations, and institutions in the region and nationally.

Prospective Student Days (PSD)
In conjunction with the Graduate School’s Graduate Opportunities and Minority Achievement Program, the College of Education (COE) invites admitted prospective graduate students to participate in PSD, a series of events for admitted students, including attending the UW Annual Native American Students in Advanced Academia Research Symposium.

Education Diversity Recruiters (EDRs)
recruit@uw.edu
EDRs, a corps of COE graduate student volunteers, assist visiting prospective students who are considering graduate study at the COE by sharing their perceptions about the different curriculum areas, degree programs, student opportunities, experiences, resources, Seattle living, and by connecting prospective Native students to key current Native students, faculty, and staff and Native events and programming.

Student Resources
How to Apply: http://education.washington.edu/prospective/applying/
Office of Student Services: http://education.washington.edu/current/
Student Resources: http://education.washington.edu/current/resources/
Diversity Resources: http://education.washington.edu/current/diversity.html
Tuition and Aid: http://education.washington.edu/current/funding/
College of Engineering

BioResource-Based Energy for Sustainable Societies

http://depts.washington.edu/bioenergy/index.html

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The UW BioResources Integrative Graduate Education and Research Traineeship (IGERT), funded by the National Science Foundation (2007–2012), was a partnership among Environmental and Forest Sciences, Chemical Engineering, American Indian Studies, and Mechanical Engineering. Graduate students gained classroom, project, and dissertation-based experiences that allow them to assess the social, economic, ecologic, and technologic aspects of bioenergy. A three-quarter multidisciplinary design and resource management project involved collaboration with Columbia River Basin Native American communities. Project researchers (Vogt, K.A. et al.) produced a Bio-resource Based Energy for Sustainable Societies Handbook (Nova Science Publishers, Inc, NY. 2010). See also entry under College of the Environment, page 29.

Genomics Outreach for Minorities

http://depts.washington.edu/genomics/index.html

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The Genomics Outreach for Minorities (GenOM) Project provides educational and research opportunities for underrepresented minority students interested in genomics and genomics-related fields. This program offers research opportunities for students at all levels, from high school to graduate students. It provides high school student research opportunities through the summer program, Alliances for Learning and Vision for Underrepresented Americans (ALVA). See ALVA on page 25. The Project provides placements in life-science research laboratories, undergraduate research and travel scholarships, life-sciences tutoring at the Instructional Center, undergraduate advising, mentoring, course clustering, graduate school preparation, graduate recruitment fellowship and financial support, and professional development workshops, including research ethics.

ALVA
ALVA provides pre-college study in genomics and valuable research experience in a research laboratory. During the first two weeks of the nine-week residential summer program, students receive training in biology laboratory skills and techniques. For the rest of the program, students are paired with a research mentor to conduct research in a laboratory. Mathematics, chemistry, research ethics courses, and science communication training complete the program.

Undergraduate Research
The purpose of the undergraduate program is to help underrepresented minority students obtain experience in genomics research by assisting them in finding research opportunities at UW, providing campus programs for academic development in genomics, and offering scholarships to attend genomic conferences.

Travel Scholarships
GenOM sponsors students to attend conferences and programs on genetics or related fields of study. These scholarships are granted throughout the year as funds are available. These scholarships may cover the cost of conference fees, lodging, food, airfare, and other expenses.

Genetically Engineered Materials Science and Engineering Center (GEMSEC)
http://depts.washington.edu/gemsec/

Mehmet Sarikaya, Director
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GEMSEC, funded by the National Science Foundation, is an interdisciplinary team of scientists and engineers working in the emerging field of molecular biomimetics to shift the biomimetic materials science paradigm from imitating nature to engineering materials using biological routes. GEMSEC scientists are developing green technologies and eco-friendly systems that mimic natural processes at the molecular scale covering nature-based sciences, engineering, medicine, and many different technologies. Research areas include molecular bases of the formation of natural materials and the design and development of biological tools for synthesis, assembly, and fabrication of practical engineering systems.

GEMSEC offers and seeks partnerships with Native American communities via participation in science and engineering activities such as year-long, paid internships for undergraduates; summer internships for high school students; scholarships for graduate study; research experiences for teachers, including time for curriculum development; infrastructure and facilities support for schools to develop cyber networks; and visiting mentor scientists for community colleges and K–12 education.

Student Academic Services
Minority Scholars Engineering Program
http://www.engr.washington.edu/curr_students/studentprogs/msep.html

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The Minority Scholars Engineering Program (MSEP) is a retention program committed to increasing the number of underrepresented students in engineering and computer science. MSEP promotes academic and professional excellence and leadership skill development, and fosters community for its affiliates. Programs for American Indian and Alaska Native students include:

Alliances for Learning and Vision for Underrepresented Americans (ALVA)
ALVA is a paid, post-freshman year internship for students who pursued engineering or computer science studies their freshmen year. Applicant recruitment targets students from American Indian and Alaska Native communities, but applications are accepted from all eligible students. The program includes access to academic and professional workshops during the school year and community building during the intern experience. ALVA is developed with site coordinators from participating businesses, universities, and community organizations. With the support of business and industry, ALVA assists students to excel by giving them a vision of future career opportunities.

Coalition of Minority and Women Engineering Societies (CMWES)
Officers of the American Indian Science and Engineering Society (see AISES on page 4) meet with other officers of minority and women engineering societies to work collaboratively on projects and address common needs.
National Action Council for Minorities in Engineering Scholarship Program (NACME)
NACME Scholarships are awarded to entering American Indian and Alaska Native, African American, and Latino/a students pursuing degrees in engineering or computer science. In addition, the College of Engineering, through Student Academic Services and the specific engineering departments, offers a variety of scholarships and scholarship programs. UW NACME Scholar, Hunter Brown (Kenaitze) is featured in the NACME 2012 Annual Report. http://www.nacme.org/user/docs/AR2012Final.pdf

For more information on all College of Engineering scholarship opportunities, visit http://www.engr.washington.edu/curr_students/scholarships.html
College of the Environment

Climate Impacts Group
http://depts.washington.edu/bioenrgy/index.html

Amy Snover, Director          Lara Whitely Binder
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The Climate Impacts Group (CIG) is a research team that works in partnership with
decision makers to produce decision-relevant research on the impacts of climate
variability and change within and beyond the Pacific Northwest. Through this work, the
CIG strives to support the development of resilience to climate impacts. CIG provides
technical assistance to Tribes on climate change vulnerability assessment and adaptation
planning, and works with regional and national entities supporting tribal climate
adaptation.

Members of the UW Climate Impacts Group supported the development of a
coastal protection implementation plan to guide the Swinomish Tribal government in
decision-making to protect critical community and economic resources that sustain
the integrity and culture of the Swinomish Indian Tribal Community and Swinomish
Indian Reservation. Participation including advice and consultation on existing climate
change and climate change impact assessments and data sets, and on climate change
adaptation planning.

Directory of Tribal Partnerships
http://coenv.washington.edu/

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The College of the Environment is developing an online directory of projects,
partnerships, and collaborations with Tribes. The directory will include research,
education, outreach, consulting projects, funding sources, and contact information.
It will be available online in Fall 2013 on the College’s website.
Native Programs in Aquatic and Fishery Sciences  
School of Aquatic and Fishery Sciences (SAFS)

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The School of Aquatic and Fishery Sciences (SAFS) is a natural resources program that focuses on environmental sciences, the management of aquatic resources, and conservation biology. SAFS has established ties with local Tribes, governmental agencies, industry, and non-profit organizations. These relationships facilitate graduate opportunities for students from underrepresented groups. SAFS has established a number of programs to facilitate increased enrollment and retention of Native students.

Alaska Salmon Program—Bristol Bay Native Association Intern Program  
http://www.fish.washington.edu/research/alaska

SAFS’s Alaska Salmon Program (ASP) has a collaboration with the Bristol Bay Native Association (BBNA) Intern Program. Through the program, two undergraduate Alaska Natives—primarily from Bristol Bay communities—are placed into paid internships with ASP annually. Interns live and work at ASP camps and are integrated into the science program with other undergraduate students and research technicians. All participants have the opportunity to work with SAFS faculty, staff, and graduate students to collect and maintain long-term datasets and assist investigators with their research projects. The Alaska Salmon Program has hosted one to three undergraduate interns at field camps in Alaska each summer for the last 10 years.

The ASP’s primary objective is to understand the factors that influence production and sustainability of Bristol Bay salmon populations in order to more productively contribute to fisheries research and management and to the commercial fishing industry. Students in the Intern Program develop skills and knowledge applicable to both their pursuit of a college degree and careers in the field.

BBNA provides salary and travel costs for interns through grants from the National Science Foundation and other sources. ASP contributes room, board, and professional instruction.

Transferability of Undergraduate Courses between Peninsula College, Grays Harbor College, and SAFS

Consistent communication between Peninsula College and Grays Harbor Community College regarding transferability of undergraduate courses provides continuous curricula for students transferring from either Peninsula College or Grays Harbor College to SAFS. The SAFS Student Services Office works closely with advisors from Peninsula and Grays Harbor colleges to streamline the transfer process. Due to the geographic locations of these colleges, SAFS hopes to use these agreements to recruit more Native transfer students from the Olympic Peninsula.
Undergraduate Advising for Native American Students
The SAFS Student Services Coordinator provides advising for Native American students in the program. Students are contacted prior to admission and connected with faculty research laboratories before beginning their freshman year. The Student Services Coordinator works with the UW Office of Minority Affairs and Diversity (OMA&D) to ensure the Native American students in the program also have tutoring support, financial aid advising, and other support services and scholarships. When a student is interested in continuing on to graduate school, a referral to the OMA&D Early Identification Program (page 69) is made.

Outreach to Prospective Native American Graduate Students
The SAFS Recruitment, Admissions and Scholarship Committee has done the following to increase diversity in the graduate student population:

• Hosts Prospective Graduate Student Days in the department, coordinated with the UW Graduate School GO-MAP program (page 33), and sets aside funding to assist applicants who are unable financially to visit the campus.

• Exhibits at the national conference of the Society for the Advancement of Chicanos Native Americans in Science (page 51).

School of Environmental and Forest Sciences
BioResource-Based Energy for Sustainable Societies
http://depts.washington.edu/bioenergy/index.html

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BioResource-Based Energy for Sustainable Societies was a partnership funded from 2007 through 2012 with an IGERT grant from the National Science Foundation. It was a collaboration among five UW departments: Chemical Engineering (College of Engineering), lead department; the others are American Indian Studies (Arts and Sciences), Environmental and Forest Sciences (College of the Environment), and Mechanical Engineering (College of Engineering). Project researchers (Vogt, K.A. et al.) produced a Bioresource Based Energy for Sustainable Societies Handbook (Nova Science Publishers, Inc, NY. 2010). See page 23 for additional project contacts.

Graduate students who enrolled at UW because of this IGERT program are working on various aspects of tribal bioresources, cultural resources, climate change, and business development in renewable energy. These students, working with Dr. Vogt as indicated below, include:

• Michael Marchand (Colville): Portfolio for Sustainability: Native American Toolkit for Energy Planning - PhD, Chair of Graduate Committee

• Rodney Cawston (Colville): Climate Change and Cultural Resources Leadership - PhD, Chair of Graduate Committee
• Michael Tulee (Yakama): Sustainable Tribal Bioenergy, Culture and Environment – PhD, Chair of Graduate Committee
• Jonathan Tallman (Yakama): Yakama Forests: Lessons Learnt for Sustainable Landscape Management Practices – MS, Chair of Graduate Committee
• John D Tovey (Cayuse): Tribes Leadership in Urban Development Today – Graduate Committee member

The River of Life: Sustainable Practices of Native Americans and Indigenous Peoples
Kristiina Vogt, Co-Director, Forest Systems and Bio-Energy Program
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UW faculty and tribal scholars authored a book on nature-based culture and tribal sustainable practices toolkit and portfolio. Lead author is a member of the Colville Confederated Tribes and seven authors/contributors are Native American. The authors are: Michael E. Marchand (Confederated Tribes of the Colville), Kristiina A. Vogt (Suomalainen, USA), Asep S. Suntana (Indonesian), Rodney Cawston (Confederated Tribes of the Colville), John C. Gordon (USA), Mia Siscawati (Indonesian), Daniel J. Vogt (Australian, USA), John D. Tovey (Cayuse, Joseph Band Nez Perce), Ragnhildur Sigurdardottir (Icelander), Patricia A. Roads (USA). Contributing authors are Wendell George (Confederated Tribes of the Colville), John McCoy (Tulalip Tribe), Melody Starya Mobley (Cherokee), Jonathan Tallman (Yakama Nation), Ryan Rosendal (USA), Cheryl A. Grunlose (Confederated Tribes of the Colville).

The book, which compares the western and Native American business models, will be published by Higher Education Press (China) and De Gruyter (Germany) in July 2013. There are stories of sustainability practices and the diversity of nature practices and cultural norms passed down intergenerationally by Native peoples.

Financial Aid and Scholarships in Environmental and Forest Sciences
http://www.itcnet.org/about_us/scholarships.html
http://www.cfr.washington.edu/academicPrograms/scholarship/index.shtml

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The School has a generous general scholarship fund for all students, and three scholarships that are specifically targeted to tribal members:
• The Truman D. Picard Indian Scholarship Program has been active since 2006. Shared funding is available from the Intertribal Timber Council (ITC) and SEFS to offer a full-year tuition scholarship for tribal members who have current or historical ties to Washington state and who enroll in a program of study at SEFS. Visit the ITC website above for application information.
• The Dean Rae Berg Endowed Fund for Student Support funds students who are studying riparian areas and watersheds. Preference is given to official members of a Washington state or federally recognized American Indian Tribe.
• The Yakama Tribal Endowed Scholarship Fund provides scholarships to undergraduates who qualify as recognized tribal members of the Yakama Nation and who are studying natural resource conservation and stewardship in SEFS.

Tribal Partnerships through Washington Sea Grant
http://www.wsg.washington.edu

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Washington Sea Grant (WSG) is a catalyst for marine research, education, and outreach. It is part of a national network of 32 Sea Grant Colleges administered by the National Oceanic and Atmospheric Administration (NOAA), US Department of Commerce.

WSG has worked with nearly all of Washington’s Tribes to translate research findings into practical information and decision-making tools. WSG staff routinely assist tribal governments on issues of water quality protection, fishery and aquaculture operations, and land-use planning. Current WSG-sponsored projects include:

Memo of Understanding on Education and Research with NOAA and the Northwest Indian College
In Winter 2010, WSG completed an agreement with the Northwest Indian College and two NOAA organizations to provide support for the National Indian Center for Marine and Environmental Research and Education. The WSG director serves on the advisory board. WSG is providing a small program development grant to the Center to provide supplies for research on biotoxins related to harmful algal blooms.

Technical Assistance for Tribal Salmon Fishers to Maximize Catch Values
WSG is providing training to tribal fishers in the handling of their salmon catches. Tribal fishers from Lummi, Nisqually, Squaxin Island and Swinomish have taken part in workshops and received boat cleaning kits and slush ice bags. WSG also is advising Lummi Tribal Ventures on the start-up operation of a new retail seafood market.

Reduction of Seabird Mortalities in Tribal Longline Fisheries
WSG has developed gear and is providing training to tribal longline fishers to reduce the number of seabird caught accidentally in their fishing operations. The new gear prevents seabirds from taking bait or becoming entangled in longlines. Tribal fishers were among the first on the West Coast to voluntarily adopt the gear, which may become mandatory to protect albatross and other threatened and endangered seabirds.

Safety-at-Sea Classes for Tribal Communities
WSG continues vessel safety, first aid and emergency procedures training for Columbia River and Coastal tribal fishers. To date over 100 tribal members have received this on-the-water safety training.
Tribal Representation on Washington Sea Grant Advisory Committee
Ed Johnstone, Quinault tribal fisheries advisor, serves on the WSG advisory board and represents the Northwest Indian Fisheries Commission.

First Stewards Symposium
In 2012, WSG sponsored and attended the First Stewards symposium in Washington, DC. First Stewards was a first-of-its-kind national event examining the impact of climate change on Indigenous coastal cultures; the planning and implementation was led by Washington’s coastal Tribes.

Climate Vulnerability at Jamestown S’Klallam
WSG is part of a team helping the Jamestown S’Klallam Tribe conduct a climate vulnerability assessment and develop an adaptation plan for the future.

Washington NASA Space Grant Consortium (WSCG)
http://www.waspacegrant.org/
Department of Earth & Space Sciences

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The Washington NASA Space Grant Consortium collaborated with Northwest Indian College located in Lummi Nation to incept a rocket program that requires NWIC students to design, develop and launch reusable rockets. Rockets that are prepared for launch carry science data-gathering payloads.
The Graduate School

Graduate Opportunities and Minority Achievement Program

http://www.grad.washington.edu/gomap/

Cynthia Morales, Director
Anthony Salazar, Graduate Diversity Program Specialist
Augustine McCaffery, Senior Academic Program Specialist
Christopher Wells, Graduate Student Assistant
Sophia Ayele, Graduate Student Assistant
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http://www.facebook.com/UWgomap

For over 40 years, the Graduate Opportunities and Minority Achievement Program (GO-MAP) has served graduate students from underrepresented groups and fosters an educational and social environment in which all students can learn and develop through experiences in cultural, ethnic, and racial diversity. GO-MAP’s three main areas of focus are outreach, recruitment, and retention; enhancing scholarship and research; and building community on and off campus.

Data Resources
GO-MAP provides data on graduate programs in areas of applications, admissions, enrollment; degrees conferred; fellowships and teaching and research assistantships; and the National Name Exchange, a database of prospective minority graduate applicants.

Fellowship Opportunities
GO-MAP administers a variety of diversity fellowships in partnership with graduate programs based on departmental nominations and financial need.

Student Resources
The Graduate Students of Color “Getting Connected” Orientation and Fall Reception
Provides an opportunity for incoming underrepresented minority graduate students to meet current diverse graduate students and faculty and to get informational resources on succeeding in graduate school.

The Winter Quarter Mentoring and Networking Reception
Provides an opportunity for graduate students of color to mentor undergraduate minority students who are currently considering applying to graduate school. The event also gives
participants opportunities to network and to learn more about shared academic goals and interests.

**Prospective Student Days**
Consists of supplemental events and activities for admitted students of color who are visiting UW graduate departments. These activities give students opportunities to network with diverse students and faculty from various departments and to learn about funding, housing, campus climate, and living in Seattle.

**The Mary Ann and John Mangels Endowed Lecture Series**
Brings minority scholars to the UW from a variety of fields for the benefit of minority students, the campus community, and the general public.

**GO-MAP Power Hours**
Provides opportunities for a featured faculty member and 15–25 students to discuss topics relevant to future faculty members and higher education. The seminars are informative, yet informal conversations, fostering community and a nurturing learning environment, while promoting professional development.

**End of the Year Celebration**
Highlights the many achievements of graduate students of color as they leave UW with their masters or doctoral degree.
The Information School (iSchool)

Curriculum Transformation Seminar
http://depts.washington.edu/include/workgroup/

Cynthia del Rosario, Diversity Programs Advisor
206-543-9779
cyn@uw.edu

The iSchool regularly sponsors a Curriculum Transformation Seminar Series through which faculty members develop course content and practices to examine and address inequity and access issues in the field of Information. The specific focus of the seminar held in 2009–2010 was how American Indian and Alaska Native cultural practices intersect with information issues and needs. The program pairs iSchool faculty and community partners with expertise in diversity and education to develop an inclusive curriculum, classroom and community dedicated to preparing all iSchool students for leadership in their communities and chosen professions.

Education and Research on Social Aspects of Information Science and Technology

Cheryl Metoyer, Associate Professor and Associate Dean for Research
206-685-9612
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Dr. Cheryl Metoyer teaches courses that address cultural dimensions of information science, including Indigenous Systems of Knowledge, Information Seeking Behaviors in Ethnolinguistic Communities, and Cultural and Ethnic Dimensions in Information Science. Dr. Metoyer’s research interests include Indigenous systems of knowledge with an emphasis on American Indian and Alaska Native tribal nations; information behaviors in cultural communities; and ethics and leadership in tribal communities.
Indigenous Information Research Group*
Cheryl Metoyer, Advisor
Associate Professor and Associate Dean for Research
206-685-9612
metoyer@uw.edu

Graduate Students:
Miranda Belarde-Lewis, MA Museology
Juan Carlos Chavez, MSIM
Sheryl Day, MSIM
Marisa Duarte, MLIS
Sandra Littletree, MLIS

The mission of the Indigenous Information Research Group (IIRG) is to raise the level of discourse concerning information and Indigenous communities. Utilizing community-based research methods, members of IIRG study the intersection of knowledge, information, and technology in tribal policies, philosophies, community practices and institutions in support of Indigenous and tribal sovereignty.

* With loving memory of our beloved Allison (Ally) Krebs

Student Resources
Diversity Programs
http://ischool.uw.edu/about/diversity

Cynthia del Rosario, Diversity Programs Advisor
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The iSchool is committed to equity and access for all students and aims to increase the enrollment and retention of students from historically underrepresented groups. It seeks to recruit and retain American Indian and Alaska Native students by building partnerships with tribal communities, organizations, and institutions in the region and nationally, such as the Association of Tribal Archives, Libraries and Museums.

Information Diversity Recruiters
http://ischool.uw.edu/about/diversity/people/idiversity-recruiters

Information Diversity recruiters (IDRs) are a group of volunteer undergraduate and graduate students who act as contacts for prospective students, with a focus on students from underrepresented groups. Prospective students and applicants receive the student perspective regarding their questions about specific iSchool programs, attending the UW, living in Seattle, as well as feedback on their personal statements and ideas for funding their education.
Washington Doctoral Initiative (WDI)
http://wdi.ischool.washington.edu/

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The Information School has received a grant from the Institute of Museum and Library Studies (IMLS) to fund four librarians from traditionally underrepresented groups to pursue a PhD in Information Science. The WDI provides fellowships for full-time study and augments the student experience through an intensive mentoring program.

Additional Student Resources
Office of Student & Academic Services: http://www.ischool.washington.edu/resources/advising.aspx
Diversity Resources: http://ischool.uw.edu/about/diversity
iEracism Student Group: iEracism@uw.edu; join iEracism Facebook group
School of Law

Native American Law Center
http://www.law.washington.edu/IndianLaw/

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Ron J. Whitener, Assistant Center Director, Tribal Clinical Program Director,
Senior Lecturer
Bill Rodgers, Affiliated Center Faculty, Stimson Bullitt Professor of Environmental Law
Molly Cohan, Clinic Supervisor
Brenda Williams, Clinic Supervisor
Mary Rodriguez, Legal Fellow
Chorisia Folkman, Legal Fellow
Laura Vander Pol, Program Coordinator
Natalie Migliarini, Project Coordinator
Carrie Gaasland, Clinical Senior Secretary

The Native American Law Center promotes the development of Indian law and encourages Native Americans and others with an interest in Indian law to attend law school. The Center is a resource to Indian Tribes, other governments, and individuals in the Pacific Northwest, Alaska, and across the country. Center objectives include strengthening tribal institutions and their cooperative relations with local, state, and federal governments; supporting economic growth for American Indians; promoting new institutions for intergovernmental cooperation; advocating collaborative relationships to address environmental problems; facilitating resolution of tribal, state, and local conflicts; clarifying Indian Country status, governance, realizing Alaska Native priority subsistence rights; achieving fulfillment of Indian treaty fishing and hunting rights; and providing consultation. Active and pending projects include:

Tribal Court Criminal Defense Clinic (2002–present)
This project provides public defender services to low-income members of federally recognized Indian Tribes and Alaska Native communities who have been charged with crimes by these Tribes. This clinic uses students and faculty to provide vigorous and competent defense representation. The project works with the Tulalip Tribes, the Muckleshoot Tribe, the Squaxin Island Tribe, the Skokomish Tribe and the Sauk-Suiattle Tribe.
Nooksack River Watershed Mediation (2005–present)
Washington State Department of Ecology (WSDOE)
This project acts as a mediator between the WSDOE, Whatcom County, the Lummi Nation, and the Nooksack Tribe for water rights allocations in the Nooksack River Watershed.

Indian Water Rights Pathways Project (2006–present)
United States Institute for Environmental Conflict Resolution
The Center acts as a legal consultant in this cooperative state–tribal effort to resolve Indian water right claims outside of a litigation context.

Tribal Public Defender Support (2005–present)
In addition to direct representation, the Center provides training support to the public defender agencies of many Tribes in the US through the use of webinars and video conferencing. This includes general case strategy consultation, trial advocacy skills, brief writing, mental health issues in criminal and delinquency populations and other topics of importance to tribal public defense agencies.

Indian Law Symposium (1987–present)
This popular, annual two-day symposium at the UW Law School focuses on natural resource law, economic development, health, tribal courts, gaming, and other topics.

Ethical, Legal, and Societal Implications of Genetic Research among Native Populations (2005–present)
National Human Genetics Research Institute
This joint project with the Department of Bioethics and Humanities investigates legal issues related to genetic research among Native communities. The project funds training and the research of Assistant Professor Ron Whitener.

Engaging Tribal Participation in Research Through Priority Setting and Regulation (2009–present)
National Human Genetics Research Institute
This project, funded through the American Recovery and Reinvestment Act, partners with a Washington State Tribe to develop, implement, and document processes to increase Native American participation in research by identifying health priorities and a research regulation process reflecting the priorities and concerns of the tribal community.

Washington State Tribal Juvenile Justice Gathering (2009–Present)
Models for Change, MacArthur Foundation
This project has twice convened tribal representatives from more than 20 Tribes in Washington who work in the area of juvenile delinquency, dependency, and truancy justice processes. Gathering One helped foster partnerships between Tribes and state and national juvenile justice service providers to assess tribal juvenile justice needs and future initiatives. From Gathering One, the Model Tribal Juvenile Code Project, the Remote Representation Project, and the Partnership of Juvenile Justice Professionals were created. Gathering Two was convened to discuss the use of Evidence Based Practices (EBP) for mental health, their appropriateness in tribal communities, and process for cultural adaption. From this, a coalition of Tribes intends to seek funding to prioritize an EBP for deployment and cultural adaptation.
Model Tribal Juvenile Code Project
*Modes for Change, MacArthur Foundation*
This project addresses a priority identified in Gathering One, which was outdated juvenile codes which did not allow ample diversion opportunities out of formal court process. To address this, the UW NALC is developing model tribal juvenile delinquency, truancy and at-risk-youth codes addressing the needs identified in Gathering One.

Tribal Remote Representation Project
*Modes for Change, MacArthur Foundation*
This project addressed another priority raised in Gathering One, which was the lack of attorney representation of juveniles in remote reservation settings. The project pilots the use of Skype technology to provide representation of juveniles in delinquency and dependency cases in a remote tribal court. At the conclusion of the project, the pros and cons of this process will be documented. In addition, this project assists tribal public defenders who are not law-trained with case consultation, trainings and other skill development.

Partnership of Juvenile Justice Professional
*Modes for Change, MacArthur Foundation*
This project attempts to disseminate information to tribal courts on issues related to juvenile delinquency, truancy, at-risk-youth procedures and dependencies. This project provides quarterly webinars on a variety of issues related to tribal court juvenile cases. This project also provides notice to Tribes on funding opportunities and offers grant writing assistance.

Institute of Translational Health Sciences (ITHS) (2007–present)
*National Center for Research Resources*
The Native American Law Center provides legal assistance to the Community Outreach and Research Translation Core of the ITHS through the development of model memoranda of understanding and tribal research codes to facilitate tribal control and participation in health research.

US Supreme Court Project (2002–present)
The Center participates in many activities related to the US Supreme Court Project of the National Congress of American Indians and Native American Rights Fund. This project is designed to improve case selection and advocacy in the Supreme Court and federal courts of appeals. It also provides information to Congress and the states.

Student Resources
*Summer Internships*
The program usually funds one summer internship to assist the Center’s ongoing projects.

*Work Study and Other Jobs*
The program hires Native students to work on projects such as those listed above.
School of Medicine

Collaborative Research on Alcohol and Drug Abuse

*Healing of the Canoe Project*

A Community-Based Participatory Research Collaborative Project—Phase II
The Suquamish Tribe, Port Gamble S’Klallam Tribe, and UW Alcohol and Drug Abuse Institute

[http://healingofthecanoes.org](http://healingofthecanoes.org)

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*Healing of the Canoe: The Community Pulling Together (Suquamish)/Healing of the Canoe: The Strong People Pulling Together (Port Gamble S’Klallam)* was one of 25 projects originally funded in 2005 by the National Institutes of Health, National Institute for Minority Health and Health Disparities. It was part of the portfolio of Community-Based Participatory Research (CBPR) projects and one of only three projects working with American Indian and Alaska Native communities. The goal of the Healing of the Canoe project is to work in partnership to plan, implement, and evaluate a community-based and culturally congruent intervention aimed at reducing health disparities and promoting health in the Suquamish and Port Gamble S’Klallam Tribes. Tribal members serve as co-investigators and community members serve as key personnel. The project is completing...
Phase II, and has applied for Phase III for an additional three years of funding for dissemination of findings to other American Indian and Alaska Native communities and researchers.

During Phase I, the UW Alcohol and Drug Abuse Institute (ADAI) worked in partnership with the Suquamish Tribe using CBPR and Tribal Participatory Research (TPR) methods. Through interviews and focus groups with tribal Elders, service providers, youth, and community members, the community identified alcohol and drug abuse and a need for increased cultural and community identity by youth as the two primary areas of concern.

During Phase II the partnership was extended to include the Port Gamble S’Klallam Tribe in addition to the Suquamish Tribe and ADAI to further plan, refine, implement, and evaluate this community-based and culturally congruent substance abuse prevention curriculum among Suquamish tribal youth, and to extend the project to the Port Gamble S’Klallam Tribe. Focus groups were held in the Port Gamble S’Klallam tribal community and key stakeholder interviews were conducted in both Port Gamble S’Klallam and Suquamish. The prevention of youth substance abuse continues to be the primary issue of concern, and cultural revitalization the primary strength, in both communities. Port Gamble S’Klallam convened a community work group to adapt the curriculum to incorporate Port Gamble S’Klallam values, teachings, and practices. The curricula were implemented and evaluated in both communities, and data indicate statistically significant outcomes with regard to reduction in substance use, increase in cultural practices, and an increase in hope/optimism/efficacy. The long term goal of this project is to develop a model for other Native communities in Washington State and other regions in the United States. Publications about the project can be found at: http://healingofthecanoe.org/publications/.

**DENTEX Dental Health Aide Therapist Training Program**  
**Medical Education and Biomedical Informatics**  
http://depts.washington.edu/dentexak/

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Alaska Native Tribal Health Consortium  
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Louis Fiset, Curriculum Coordinator, UW  
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DENTEX is an Alaska-based, two-year program training dental health aide therapists to provide mid-level dental care. The Alaska Native Tribal Health Consortium (ANTHC) in Anchorage administers the first year program in cooperation with the UW MEDEX Northwest Physician Assistant training program. Year two is administered by ANTHC.
and located in the Yuut Elitnaurviat Dental Training Clinic in Bethel, Alaska. The program provides a narrowly focused, competency-based, primary care curriculum that emphasizes community level dental disease prevention for underserved Alaska Native populations. The curriculum incorporates public health related preventive and clinical strategies to address the dental needs of the Alaska Native population.

Student sponsors include the Aleutian Pribilof Island Association, Bristol Bay Area Health Corporation, Council of Athabaskan Tribal Governments, Maniilaq Association, Annette Island Service Unit, Norton Sound Health Corporation, SouthEast Alaska Regional Health Corporation, Southcentral Foundation, Tanana Chiefs Conference, and Yukon-Kuskokwim Health Corporation.

The program is funded by ANTHC, the W.K. Kellogg Foundation, the Rasmuson Foundation, the M.J. Murdock Charitable Trust, the Paul G. Allen Foundation, and the Denali Commission.

Student Resources
All students accepted into the DENTEX program receive tuition, housing, and a monthly stipend when sponsored by an Alaskan tribal health organization. The program also encourages and supports students in pursuing additional sources of funding.

MEDEX Northwest Physician Assistant Training Program
Department of Family Medicine,
https://www.washington.edu/medicine/som/depts/medex/

Ruth Ballweg, Associate Professor and Director,
MEDEX Northwest Division of Physician Assistant Studies
206-616-4001

Timothy Quigley, Director of Student Affairs,
MEDEX Northwest Division of Physician Assistant Studies
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MEDEX is committed to educating experienced health personnel from diverse backgrounds to practice medicine with physician supervision. MEDEX has a long history of training Native American students and of working with Northwest Tribes and the Alaska Native Tribal Health Consortium for clinical training opportunities. The program provides a broad, competency-based curriculum that focuses on primary care with an emphasis on underserved populations. MEDEX encourages life-long learning to meet ever-changing health care needs.

MEDEX offers a master’s degree to students in Seattle and Spokane, and has retained the bachelor’s degree in Yakima and Anchorage to allow students who have experience within the medical field but have not earned a bachelor’s degree entry into the profession. Many students are from rural, military or disadvantaged backgrounds. The core MEDEX curriculum is offered to both bachelor’s and master’s level students and includes four discrete segments across 27 months: online anatomy and physiology review; courses on basic science and professional role development; didactic curriculum, and clinical phase, offered throughout the WWAMI Region.
Student Resources
Students enrolled in MEDEX Northwest are eligible for Indian Health Services scholarships and loan repayment.

Native American Center of Excellence
UW School of Medicine Center for Equity, Diversity & Inclusion
http://uwnacoe.com

Victoria Gardner, (Filipina)                 Vicki Pinkham (Tlingit)
Chair, Interim Director                      Program Coordinator
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The Native American Center of Excellence (NACOE) was established by Dr. Walt Hollow (Assiniboine), the first Native American graduate of the UW School of Medicine. The primary goals of NACOE are to prepare medical students to be culturally competent providers for American Indian and Alaska Native patients; attract American Indian and Alaska Native students into careers in medicine; recognize Native healing traditions and integrate them into Western medical education training; provide continuing professional development for American Indian and Alaska Native physicians in the region; and encourage culturally appropriate research on Native health issues.

Summer Medical and Dental Education Program (SMDEP)
www.smdep.org

SMDEP is a free six-week enrichment program at UW for college freshmen and sophomores from underrepresented or disadvantaged communities to enhance their competitiveness for medical and dental school. See full description under School of Dentistry, page 17.

Curriculum
Indian Health Pathway (IHP)
This curriculum is open to both Native and non-Native medical students with a commitment to serve American Indian and Alaska Native communities. The goals are to provide culturally appropriate training and clinical experiences in tribal, rural, and urban settings; prepare students for careers in American Indian and Alaska Native health; and enhance curriculum and encourage research on Indian health issues.

The IHP provides classes, small group discussions, research opportunities, and immersion clinical experiences in medical practices that serve American Indian and Alaska Native communities in the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) region. The program components are taught by Native and non-Native faculty who have had experience working directly with Native communities. Upon completion of the requirements, students receive a Certificate of Completion, are honored at the NACOE graduation, and are recognized by the Dean at graduation. The requirements are:
**UCONJ 530: Issues in Indian Health: Past, Present, and Future**
This course is designed to expand understanding and knowledge of historical and contemporary issues in Indian health.

**FAMED 680: Traditional Indian Medicine Clerkship in Primary Care Setting**
**FAMED 681: Indian Health Care Clerkship**
These courses provide clinical experiences, including exposure to traditional medicine concepts, for senior medical students in Indian Health Service, tribal, and urban Indian sites in the WWAMI region.

**Student Resources**

**Student Support**
Travel funding is available for American Indian and Alaska Native medical students to attend the Annual Association of American Indian Physicians meetings and cross-cultural medicine workshops.

**Medicine Wheel Society (MWS)**
See description on page 4.

**Prematriculation Program**
This is a five-week summer program for incoming Native and non-Native medical students that prepares them for the first year of medical school.

**Tutorial Assistance Program**
A learning specialist and free tutoring are available to assist Native and non-Native medical students.

**Research Advisor Program**
A research advisor is available to advise Native and non-Native medical students in their required research projects.

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**Nelson Fausto and Ann De Lancey Native American Education Outreach Program**
Department of Pathology

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The UW Medicine Pathology Native American Education Outreach Program offers educational and career opportunities in health sciences at UW for middle and high school students located on tribal reservations in the Pacific Northwest and Washington,
Wyoming, Alaska, Montana, and Idaho (WWAMI) region. The program collaborates with tribal educators to host up to 15 students per visit for interactive educational tours and cultural activities with UW Medicine faculty, trainees, and staff. Other Seattle-based organizations devoted to increasing health and/or science education opportunities for underrepresented youth also participate in the program.

UW Medicine Pathology hosted the first group of pilot program students from White Swan Middle School on the Yakama Reservation. All activities began with a culturally appropriate ceremony in honor and respect of the Native American students and their heritages.

Student Resources
The program has set up a UW Medicine Gift Fund for these outreach activities to ensure continued funding so that no undue financial obligations are placed on visiting students, other than transportation to and from the UW. Once on campus, all costs associated with their visit are provided by the program.

Partnerships for Native Health
Center for Clinical and Epidemiological Research
Department of Medicine, Division of General Internal Medicine
http://www.uwccer.org

Dedra Buchwald, Director and Professor of Medicine
206-543-2260
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The goal of Partnerships for Native Health is to improve the health and well-being of Native people through education, research, training, advocacy, and technical assistance. Partnerships for Native Health is a key component of the Center for Clinical and Epidemiological Research. Below is a list of projects that provide opportunities for American Indian and Alaska Native researchers to collaborate with the Center as well as funding opportunities for undergraduate, graduate, and medical students. Full project descriptions can be found at http://depts.washington.edu/uwccer/aian-projects.html.

- **Culturally Adapted Strategies to Enhance Kidney Donation in Native Communities (2012–2017)**
  Increases living donor kidney transplants by using new media and by adapting existing educational materials and a successful in-home transplantation education program for use in Native communities

  Partners with Washington State University to work on American Indian health issues and to support ongoing efforts to understand and eliminate health disparities among traditionally underserved populations

- **Institute of Translational Health Sciences (2012–2017)**
  Partners with Group Health, diverse American Indian and Alaska Native communities and organizations, and the regional clinical practice and educational network to conduct research with tribal communities expand community-based research
networks; act as liaisons between tribal partners and the Institute; and provide communities and investigators with tools to facilitate translational research

Trains investigators to develop depth in a specific area of patient reported outcomes as well as breadth of knowledge about the full spectrum of patient-centered outcomes research, and nurtures their early career development

- **Regional Native American Community Networks Program: Supplements to Promote Diversity in Health-Related Re-search: Mentee: Vanessa Simonds (2011-2013)**
Ms. Simonds’ research project will assess all of the consent forms used in the projects from the 10 Centers for Population Health and Health Disparities

- **Walking Forward-American Indian Participation in Cancer Clinical Trials (2011–2013)**
Community based participatory research study designed to enhance American Indian enrollment on cancer treatment trials and to reduce the high cancer mortality rate among American Indians in western South Dakota

Partners with the Seattle Indian Health Board and the Oglala Sioux Tribe to investigate disparities in mortality from cardiovascular disease among Native women

- **Center for Native Population Health Disparities (2010–2015)**
Pursues five projects on cancer in Native populations, including studies of nicotine metabolism, cervical cancer, colorectal cancer screening, environmental tobacco smoke, and surgical treatment and outcomes

Mentors postdoctoral investigators conducting research projects and exposes them to clinical, administrative, and policy activities as they unfold in safety net settings

- **Cerebrovascular Disease and Its Consequences in the Strong Heart Study Cohort (2009–2014)**
Assesses risk factors for cardiovascular disease among 13 Tribes in the Dakotas, Oklahoma, and the Southwest

- **Extension for Community Health Outcomes (ECHO) (2009–2012)**
Uses video teleconferencing to tribal clinics in Washington, Alaska, and Montana to help rural providers evaluate and treat hepatitis C infection

- **Center for American Indian and Alaska Native Health Disparities (2007–2013)**
Conducts projects addressing key issues in American Indian and Native Alaskan communities such as cancer, liver disease, and health literacy

Surveys 30 Alaska Native workplaces and implements an intervention package to increase colon cancer screening, mammography and Pap smear use, influenza immunization, healthy eating, physical activity, and tobacco cessation

- **Native People for Cancer Control (2005–2015)**
Uses community-based participatory methods to increase cancer education, research, training, and service among American Indian and Alaska Native peoples
Selected, additional completed projects, such as those listed below, can be found at
http://depts.washington.edu/uwccer/aian-project-archive.html

Student Resources
American Indian and Alaska Native students are encouraged to apply for summer
internships and ongoing work study positions.

Washington Tribes & Recognized American Indian Health
Organizations (RAIOs) Health Priorities Summit, “From
Cradleboard to Career”
http://adai.uw.edu/tribal/healthsummit

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In April 2012, the Washington Tribes and Recognized American Indian Organizations
(RAIO) Health Priorities Summit entitled “From Cradleboard to Career” brought
leaders from the 29 federally recognized tribes and the six RAIOs in Washington
State together for a day and a half to work collaboratively to identify and document:
1) health priorities or issues of greatest concern in tribal and American Indian/Alaska
Native urban communities, 2) promising practices that are in place or in development in
these communities, and 3) gaps in health services and strategies for addressing these
shortcomings. The Summit received funding from the Bill and Melinda Gates Foundation.

The agenda focused on the physical, emotional, mental, cultural, spiritual and educational
health needs of a Native child across the developmental trajectory from maternal/infant
health through successful post-secondary careers. The Summit resulted in a report that
prioritizes health needs, resources and gaps in regards to the health of AIAN people in
Washington State.

Two representatives from each of Washington State’s 29 federally recognized tribes and
six RAIOs were invited to attend. This invitation policy allowed the focus of the Summit
to be responsive to the tribes and Native organizations in Washington State.
School of Nursing  
http://www.son.washington.edu  

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Azita Emami, Dean Designate (beginning July 1, 2013)  
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The UW School of Nursing’s mission is to promote the health and well-being of all segments of society through nursing science and a learning environment that reflects diverse cultures and viewpoints.

Higher Education  

The School of Nursing works with numerous American Indian Tribes in Washington State to provide student clinical learning experiences and to support both students and faculty collaborative research with tribal communities. The goal is to prepare nursing students to understand the needs and issues of Indian people and increase the number of graduates working in Indian Country. Northwest Tribes have helped with placement of students in their health facilities and in educating them in tribal traditions related to health and healing. Graduate students also have learned from Indian people as an important part of their research training.

Faculty in the School of Nursing have collaborated with Tribes to address tribal needs, advance nursing science, and share findings with other tribal communities and researchers by engaging in collaborative research, regional and national presentations, and publications. Two three-year grants were awarded to the School of Nursing faculty for work with Pacific Northwest tribal communities: 1) PATINA: Pain Training in Native American Communities, funded by the National Cancer Institute, and 2) Building a Sustainable Pacific Northwest American Indian Tribal Infrastructure for Translational Science Research, funded by the National Institute of Nursing Research; this grant will be completed in 2013.

One manuscript is in progress, and one international, four national, and six regional presentations have been made on these research efforts. In addition, graduate nursing students working in the Tribes have provided posters on their work at the Western Institute of Nursing (WIN) annual conference and the Native Research Network
(NRN) annual conference. As part of the infrastructure grant efforts, two community research associates were employed through a Memorandum of Understanding with the Suquamish and Port Gamble S’Klallam Tribes and awarded faculty appointments and these appointments have been renewed. Two proposals were submitted to the National Institute of Nursing research (one on women’s health screening and one on dementia among American Indians of the coast. As part of this research effort, the Tribes have also been successful in obtaining two medium grants to address nutrition and physical activity.

**Graduate Student Projects**

A group of graduate students in the Doctor of Nursing Practice (DNP), and masters in Advanced Practice Community Health Systems Nursing (APCHSN) have been working in tribal communities. Two completed DNPs and one completed a master’s in nursing (MN); they all conducted their research on tribal priority needs. Two are expected to complete DNP’s this spring and two new graduate students have begun work in the Tribes. One student developed policies related to nutrition and food purchasing, and another designed an evaluation for the Suquamish coalition and another provided an in-depth literature on breast health screening. Three DNP students and one MN student in Advanced Practice Community Health Systems Nursing (APCHSN) worked this year on the projects below with the Suquamish and Port Gamble S’Klallam Tribes, under the supervision of Dr. Strickland. Barbara Hoffman, Suquamish Tribe, and Dr. Edward Fox, Port Gamble S’Klallam Tribe served as preceptors. The projects, selected by the Tribes and agencies, included nutrition and the return of traditional foods; physical activity with Elders; diabetes education; and needs of vulnerable populations in the Tribe.

**Student Resources**

**Nursing Scholarship Fund**
This fund provides full tuition and cost of books for one Native American student each academic year.

The School of Nursing offers individualized counseling for students interested in careers in nursing practice, nursing research, and nursing education.

**PATINA: Pain Training in Native American Communities**

*Department of Global Health*

[http://globalhealth.washington.edu/project/4368](http://globalhealth.washington.edu/project/4368)

Ardith Doorenbo, Professor, Behavioral Nursing & Health Systems
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This project will create and test an internet-delivered, culturally tailored multimedia training to teach empirically supported cognitive-behavioral pain management techniques to providers serving rural communities and American Indian and Alaska Natives, so that these providers can teach these techniques to their patients.
School of Pharmacy

Pharmacy Outreach Programs
http://sop.washington.edu/

Cherelyn Espina, Advisor, Academic Programs and Student Services  
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cherelyn@uw.edu

The School of Pharmacy has a number of outreach programs, both individually and in partnership with other units on campus. Many of these activities are geared toward middle school and high school students to promote an interest in the sciences and raise awareness of opportunities in a pharmacy career. Pharmacy students and faculty also participate in health fairs in the community in an effort to increase access to care. The School invites interested individuals to contact us about any of these programs or the admissions process and support services.

Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)
http://students.washington.edu/sacnas/

Carlos Enrique Catalano, Professor and SACNAS Faculty Adviser  
206-685-2468  
catalanc@uw.edu

Nanci Murphy, Associate Dean  
206-543-2056  
murphyna@uw.edu

UW students established a local chapter of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) in 2007. As the sole SACNAS chapter in the Pacific Northwest, the group’s goal is to increase student diversity in UW undergraduate and graduate science programs. The chapter membership, which includes both undergraduate and graduate students from throughout the UW health sciences and faculty adviser Carlos Catalano, continues to be extremely active in their recruitment efforts, particularly with pre-college programs. These include new and evolving relationships with a number of Pacific Northwest pre-college institutions in addition to two primary sustained relationships:

• The SACNAS “sister” chapter at Royal City High School in the rural, predominantly Latino/a town of Royal City, Washington;
• The Clear Sky Science Outreach program, whose membership is composed of predominantly Native American elementary and high school students. The students toured the campus and visited research labs in a number of departments. The goal was to demystify the university environment and provide a forum for successful recruitment into the science, technology, engineering, and mathematics fields.

**Student National Pharmacy Association (SNAPhA)**

Don Downing, Clinical Professor, Faculty Advisor  
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A new chapter of SNAPhA was formed in 2013 by UW School of Pharmacy students. SNAPhA is a national pharmacy organization dedicated to supporting culturally diverse pharmacy schools and pharmacy practitioners. Emphasis will be placed on providing community services to low-income and minority populations in Washington State and providing a welcoming pharmacy school environment for Native American, African American and other diverse student populations.

**Tribal Research Partnerships with Northwest and Alaska Native Communities**

**Northwest-Alaska Pharmacogenomic Research Network (NWA-PGRN)**

Pharmacogenetics in Rural and Underserved Populations 2010–2015  
[http://sop.washington.edu/pgrn](http://sop.washington.edu/pgrn)

Ken Thummel, Co-Principal Investigator; Professor and Chair  
Department of Pharmaceutics  
thummexcl@uw.edu

Wylie Burke, Co-Principal Investigator; Professor and Chair  
Department of Bioethics and Humanities, School of Medicine  
wburke@uw.edu

With support from a National Institutes of Health grant, the Northwest-Alaska Pharmacogenomics Research Network (NWA-PGRN) addresses pharmacogenomic research in American Indian, Alaska Native and rural Pacific Northwest populations. The NWA-PGRN is pursuing pharmacogenetic research in partnership with three American Indian and Alaska Native communities. The goal of this research is to gain knowledge that will be helpful to these communities, and to the health care systems that serve them, as they consider the potential introduction of pharmacogenetic testing into clinical practice.

The initial work of the NWA-PGRN focuses on the pharmacogenetics of warfarin, tamoxifen, and tacrolimus treatment; this focus came from health priorities and interests of tribal partners, and was endorsed by tribal authorities in each partner community: the Yukon-Kuskokwim Health Corporation (Bethel, AK), the Center for Alaska Native Health Research (Fairbanks, AK), the Confederated Salish and Kootenai Tribes (Flathead Reservation, MT), and the Montana Cancer Institute Foundation (Missoula, MT).
The NWA PGRN is a multi-disciplinary center that is structured to conduct basic and translational research. Published research from the Center can be found at: http://sop.washington.edu/pharmaceutics/pgrn/research33.html

The NWA-PGRN comprises a diverse team, including investigators from around the region: University of Washington (Seattle); University of Alaska-Fairbanks (Fairbanks); Southcentral Foundation (Anchorage); The University of Montana (Missoula); Group Health Research Institute (Seattle). UW units include: the Departments of Pharmaceutics and Bioethics and Humanities, the Center for Genomics and Healthcare Equality, the Institute for Public Health Genetics, the Deep Sequencing EXOME Project in the Department of Genome Sciences, the Center for Ecogenetics and Environmental Health, the School of Pharmacy, and the School of Law.

**Tulalip Clinical Pharmacy/UW Community Pharmacy Residency and Experiential Education Programs**

http://sop.washington.edu/pharmres/tulalip.html

Amber Glass, Clinical Assistant Professor  
Director of Community/Ambulatory Pharmacy Residency Programs  
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aglass2@uw.edu

Asaad Awan, UW Clinical Affiliate Professor  
Pharmacy Director, Tulalip Clinical Pharmacy  
360-716-2663  
aawan@tulalipTribes-nsn.gov

The Tulalip Clinical Pharmacy is an independent pharmacy contracted to serve 3000 members of the Tulalip Tribe, underserved populations, and the community. The pharmacy has a contractual agreement with the Tulalip Health Clinic, an entity of the Indian Health Service, and has established multiple advance prescriptive protocols with the Tulalip Health Clinic, Dental Clinic, and Substance Abuse Clinic to manage disease states, engage in preventative care, and develop clinical services.

In 2010, the UW School of Pharmacy established an accredited Postgraduate Year One (PGY-1) Community Pharmacy Residency Program in collaboration with the Tulalip Clinical Pharmacy. As of 2013, the Tulalip Clinical Pharmacy expanded the residency program to include three PGY-1 community pharmacy residents. The pharmacist residents in this program work with tribal members at the pharmacy and the Tulalip Health Clinic to provide pharmaceutical care to tribal members.

Amber Glass is the Director of the Community Pharmacy Residency Program for the School of Pharmacy. She works collaboratively with Dr. Awan and the pharmacist residents at Tulalip Clinical Pharmacy to ensure the residents achieve the required competency and learning objectives of the residency.

The Tulalip Clinical Pharmacy also serves as an experiential practice site for UW PharmD students, both in introductory professional pharmacy experience rotations and advanced pharmacy practice experience rotations.
School of Public Health

Hazardous Waste Worker Training Program
Department of Environmental and Occupational Health Sciences
Continuing Education Programs
http://depts.washington.edu/ehce/wruc.html

Butch de Castro, Associate Professor, NIEHS Grant Principle Investigator
butchdec@uw.edu

Janice Camp, Senior Lecturer and Director Educational Outreach
jecamp@uw.edu

As part of the Western Region University Consortium based at the University of California, Los Angeles, the UW program focuses on protecting workers and communities by delivering high-quality hazardous waste, emergency response, and related training to underserved worker populations. The program is funded through the National Institute of Environmental Health Sciences, Worker Education and Training Program (WETP). In 2011–2012, program staff worked with more than 32 different tribal communities in Washington, Oregon, Idaho, and Alaska.

A partial list of courses includes Basic Superfund Site Worker; Oil Spill Response; Hazardous Waste Operations; Basic Industrial Emergency Responder Operations; Industrial Emergency Response Awareness; Emergency Responder Basic Operation; Emergency Responder and Hazardous Materials Technician; Hazardous Materials Transportation Awareness; Confined Space; and General Industry Safety.

Northwest Center for Public Health Practice
http://www.nwcphp.org

Barbara Rose, Outreach and Training Design Specialist
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barbrose@uw.edu

The Northwest Center for Public Health Practice (NWCPHP) promotes excellence in public health by linking academia and the practice community. NWCPHP provides training, research, and evaluation for state, local, and tribal public health organizations in six northwest states—Alaska, Idaho, Montana, Oregon, Washington, and Wyoming.
The NWCPHP Regional Network Steering Committee, with representatives from its six partner states, acts as a sounding board and planning group for regional training, research, and evaluation activities. It provides a forum for creating a regional strategy for public health workforce development. The Northwest Portland Area Indian Health Board (NPAIHB), which represents 43 Tribes in Washington, Oregon, and Idaho, is a formal member of this committee, which meets twice each year.

NWCPHP is committed to training, research, and evaluation activities that benefit every organization in its endeavors to better the health of its communities. NWCPHP activities that are of particular importance to tribal public health include:

• Participation and assistance in planning the annual Tribal Public Health and Emergency Preparedness Conference, hosted by the Northwest Portland Area Indian Health Board

• Training needs assessments for tribal public health organizations in Washington, Oregon, and Idaho

• Hot Topics in Practice, a monthly webinar series on emerging public health topics
The Indigenous Wellness Research Institute (IWRI) is a University-wide, interdisciplinary institute whose vision is to support the inherent rights of Indigenous people to achieve full and complete health and wellness. IWRI works with Indigenous communities and organizations to foster culture-centered interdisciplinary, collaborative social and behavioral research and education programs. Over seven years, IWRI projects have received over $12 million in funding from outside sources. The National Institutes of Health recognized IWRI’s innovative work by granting a 5-year, $6 million Center of Excellence grant to further develop capacity and community-academic partnership development.

Projects

**Sacred Journey: Young Native Women’s Wellness Study**
Lead Investigator: Cynthia R. Pearson
This two-year formative descriptive study will provide information in the design of a strength-enhancing culturally relevant intervention to strengthen protective factors and reduce risk for substance use, ongoing or new traumatic episodes, and HIV/STIs among Native women ages 15 - 24.

**Community Based Participatory Research with Tribal Colleges and Universities (TCU): Alcohol Problems and Solutions**
Lead Investigator: Bonnie Duran
This research project aims to conduct the first study of alcohol related problems at TCU and is the preliminary research needed to develop culturally appropriate and sustainable alcohol interventions at Northwest Indian College (NWIC) and other tribal colleges in the US by using a community-based participatory research approach.

**Caring for Our Generations: Supporting Native Mothers and Their Families**
Lead Investigator: Tessa Evans-Campbell
This project will explore maternal health behaviors, maternal substance use, risk factors for substance use during and after pregnancy, and protective factors that support healthy maternal behaviors. One of its goals is to expand research infrastructure at Lummi Tribal Health Clinic and increase research capacity in the tribal community.
Supplementary Study to the Caring for Our Generations: Supporting Native Mother and Their Families
Tessa Evans-Campbell
The proposed supplemental study builds upon the parent grant and aims to explore factors related specifically to HIV/AIDS and other diseases transmitted sexually and through drug-using behaviors (e.g., Hepatitis-C, HPV) among American Indian women in the Northwest.

NARCH V - Research for Change: Cross-Site Multicultural Community-Based Participatory Research (CBPR)
Lead Investigator: Bonnie Duran
Funded through the Native American Research Centers for Health (NARCH), National Institutes for Health (NIH) and Indian Health Service for 2009–2013, this research project will invite the participation of CBPR projects from all NIH Institutes and Centers to participate in a national study design to strengthen the science of how CBPR partnerships can reduce health disparities.

The Growing Our Own Project
Lead Investigator: Tessa Evans-Campbell
This project aims to bridge pipeline efforts between the only accredited tribal college in the Pacific Northwest and local research-intensive universities to increase the number of American Indians/Alaska Natives in health science career tracks and build community based participatory research capacity and to provide navigation of health science and research career mentorship and professional development for AI/AN graduate students, post-graduate, staff and faculty.

The Healthy Hearts Across Generations Project
Lead Investigator: Karina L. Walters
The major goals of the study are to conduct a qualitative study to determine Native experiences with food, nutrition, exercise and barriers and facilitators to a cardiovascular disease prevention program and disseminate findings and prepare translational materials.

Supplementary study to the Healthy Hearts Across Generations project
Selina Mohammed
This Minority Supplement to Healthy Hearts Across Generations will focus on diabetes and cardiovascular disease tertiary prevention need.

The Indigenous HIV/AIDS Research Training (I-HART) Program
Lead Investigator: Karina L. Walters
The I-HART program is being developed to increase the number of American Indian/Alaska Native (AI/AN) health researchers to successfully garner major grants for tribal priority health issues. The I-HART program will target junior and mid-career AI/AN community/tribal based researchers and AI/AN university-based researchers to hone their competitive grant making skills for mental health and HIV/AIDS research grant acquisition. Working in partnership with Tribes, it will lay the groundwork for a strong network of highly trained and grant productive Native scholars dedicated to research and analysis that is culturally and tribally grounded. This will contribute directly to the amelioration of mental health, trauma, and HIV-related health disparities among AI/ANs.
**The University of Washington Native Research Group**

IWRI houses the UW Native Research Group (NRG), a community of investigators who participate in research with Indigenous communities. NRG aims to share knowledge, expertise, and scholarship regarding work with Indigenous communities, to promote collaboration and to increase Indigenous community research capacity. NRG also works within University systems to decrease research burden on tribal communities and to spark interdisciplinary collaborative research projects. See page 6.

**Student Resources**

IWRI supports students from a variety of disciplines through academic mentorship and financial, social, and cultural support. IWRI faculty and staff mentor undergraduate and graduate Native students across UW through research placements, practica, and fellowship support. IWRI hosts a speaker series and distributes a quarterly newsletter. IWRI mentors over 100 doctoral and post-doctoral students. IWRI is also raising funds for a doctoral-level research scholarship, the Ingrid Washinawatok El-Issa Flying Eagle Woman Fund, for studies related to Indigenous environmental health and sovereignty for Native doctoral students.
University of Washington Libraries

American Indian Children’s and Young Adult Material
http://www.lib.washington.edu/subject/Childrens/AmericanIndian/

Kathleen Collins, Children’s and Young Adult Literature Selector
206-685-2771
collinsk@uw.edu

UW Libraries currently hold more than 2,300 books by and about Native Americans in the Historical Children’s Literature, Pacific Northwest, and Suzzallo-Allen Stacks collections. The Historical Children’s Literature Collection is a comprehensive pre-1970s collection of children’s materials by or depicting Native Americans, including many rare and out-of-print materials. These collections provide the Pacific Northwest region with a resource for scholars, researchers, and students interested in tracing the development of this body of literature for American children, especially through the decades of the 20th century.

These collections are used by groups such as UW’s Department of American Indian Studies; the College of Education; the Information School; the departments of Sociology, History, and Anthropology; the American Indian Library Association (which has referred scholars to the UW); K–12 educators; Washington state Tribes; and other interested parties.

Materials designated as part of this collection may be identified in the UW Libraries Catalog by a search for the phrase “American Indian children’s and young adult material.” A spreadsheet that identifies the Tribes represented in the books or the author’s tribal affiliation is available at the website above.

Olympic Peninsula Community Museum
http://www.communitymuseum.org

Paul Constantine, Associate Dean of University Libraries
Research and Instructional Services
206-543-1760
pjcs@uw.edu

Anne Graham, Senior Computer Specialist
Digital Initiatives Program
206-616-6658
grahaa@uw.edu
Northwestern Olympic Peninsula communities and the UW worked together to create this web-based museum to showcase the history and diverse cultures of the region. This project was made possible by a 2003 National Leadership Grant for Library and Museum Collaboration from the Institute of Museum and Library Services.

This museum project, in collaboration with the UW’s Center for the Study of the Pacific Northwest, offers curriculum study packets for teachers on some of the topics covered in the website above. The material is appropriate for use in middle- and high-school courses, but may also be useful in other educational environments. The packets include thematic essays, lists of primary sources, lesson plans, timelines, glossaries, maps, and source lists. Packets also include information on Olympic Peninsula treaties and reservations, 1855–1898.

**Rose Collection of Native American Art, UW Bothell Library**

http://library.uwb.edu/ArtTour/about.html

Sarah Leadley, Director, UW Bothell/Cascadia Community College Library
425-352-5387
sleadley@uwb.edu

Amy Stutesman, Manager, UW Bothell/Cascadia Community College Library
425-352-3655
astutesman@uwb.edu

The work in the Rose Collection of Native American Art were selected and donated by Norman Jenisch and Louise R. Rose. As of 2012, the Rose Collection consists of more than 150 pieces of Northwest Native art spanning a number of decades. Media represented include, but are not limited to, prints, paintings, masks, carvings (wood, stone, argillite), and textiles. Artists represented include established artists such as Susan Point, April White, Marie Laws, Marvin Oliver, Shaun Peterson, and many emerging artists. The collection serves as a resource for UW, Cascadia Community College, and community members. Researchers have access to letters of conveyance from the Roses that detail provenance, personal interactions with artists, and other information.

**Special Collections Division**

http://www.lib.washington.edu/specialcoll/

http://content.lib.washington.edu/aipnw/index.html

Special Collections Division, Allen Library
206-543-1929
speccoll@uw.edu

The Special Collections Division offers materials relating to several of the Native American communities in the Pacific Northwest and collects and preserves materials about Tribes in the Northwest. The collections include published materials, unpublished records and personal papers, and historical photographs. Several of the collections of
personal papers focus on documenting and preserving Native American languages of
the Pacific Northwest. Particularly notable are the papers of Melville Jacobs, Vi Hilbert,
James Swan, Viola Garfield, and Erna Gunther.

Special Collections’ holdings cover Native American communities from Alaska to northern
Oregon. Tribes with strong collections in records of the language or other accounts
include the Duwamish, Lushootseed, Sahaptin, Molale, Kalapuya, Clackamas, Tillamook,
Alsea, Upper Umpqua, Galice, Nisqually, Tillamook, Salish, Makah, Skokomish, and
Chinook. A small selection of historical photographs, representing a small sampling
from thousands of images in the collections, in addition to some published materials, is
available in digitized form online.
University of Washington Bothell
The Tribal Education Network (T-E-N)

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Deanna Kennedy, Assistant Professor, Business Contact
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The Tribal Education Network (T-E-N) is a proposed educational partnership between UW Bothell (UWB) and American Indian peoples in the Northwest. This three-year project will collaboratively create and deliver critical educational content to tribal communities. Sample content areas that have been identified as potential starting points include entrepreneurship, economic development, leadership, technology integration, media design/development, resource management, government operations (tribal, state and federal), and STEM (science, technology, engineering and math) literacy.

A “Casebook” Development Strategy
Content areas will be taught using a series of real-life scenarios (called “cases”) developed by experts from tribal organizations (from both the business and government services sectors) in collaboration with faculty across UW campuses. Individual cases will be assembled into casebooks, each focusing on a particular content area and/or academic discipline. Each casebook combines both academic and “hands on” learning with cultural components, pedagogies, and assessment techniques. The casebooks will be maintained, managed, shared and certified by the TEN membership and will leverage the latest in digital interactive learning techniques.

Creation of regional Tribal Learning Centers (TLCs)
The casebooks will be administered through regional Tribal Learning Centers (TLCs). These centers will be a shared resource for tribes (and may rotate to different tribal locations) where tribal learners have access to mentors and resources that help each student gain practical experiences linked to each case in the casebook. Some experiences may be on-site within a reservation; others may be with external government and/or industry partners. Each student will have both a tribal mentor as well as a UW faculty mentor. Regional tribal learning centers will coordinate with one another and provide collaborative resources (e.g., distance learning classroom technologies, group meeting spaces, advising/mentoring services, technology infrastructure, and field trips/transportation support) to assist with specific casebook activities.
University of Washington Tacoma

Education Program
http://www.tacoma.washington.edu/education/

Kären Landenburger, Director
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karenl@uw.edu

The University of Washington Tacoma (UWT) Education Program has an ongoing relationship with Chief Leschi School (Nisqually tribal school). Teachers who are, and have been, enrolled in the UWT Education Program, primarily in Educational Administration and Teacher Education, have instituted the theory and practices of their course work in Chief Leschi classes and administration. This relationship includes the hiring of UWT Education Program graduates to serve at Chief Leschi School as teachers and administrators, as well as utilization of UWT faculty expertise by school teachers and administrators as needed. This consultative relationship has focused on improving reading and mathematics skills of Chief Leschi School students.

Native American Student Organization
http://www.tacoma.washington.edu/studentaffairs/SI/RSOs/NASO.cfm
uwt_naso@uw.edu

The Native American Student Organization is a student-led, staff-supported organization that reinforces leadership skills, cross-cultural communication, and intergroup relations. See description on page 3.

Office for Equity and Diversity (OED)
http://www.tacoma.washington.edu/diversity/

Sharon Parker, Assistant Chancellor for Equity and Diversity
253-692-4861
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As part of the Chancellor’s Office, OED is charged with addressing the UW Tacoma (UWT) mission to “educate diverse learners and transform communities by expanding the boundaries of knowledge and discovery.” Helping to cultivate an institutional vision and commitment to diversity while ensuring an equitable environment for all members of the UWT community, OED focuses attention on the surrounding communities of South
Puget Sound, including nearby tribal communities. The education of Native American students and the strengthening of relations between UWT and tribal nations and people is an important element of UWT’s mission. Involvement with Tribes has encompassed sponsorship of campus speakers on Native issues, co-sponsorship of tribal programs, an on-campus educational summit addressing issues particular to Native people, and research initiatives that serve area Tribes.

Presently, UWT offers a limited number of courses in disciplines that specially focus on Native American people:

- History of US–American Indian Relations (TCSIUS 340)
- Contemporary Native American Women’s Literature (TCXUS 479)
- North American Indian Traditions (TIBCUS 365)
- Native American Cultural Areas (TIBCUS 464).

There are many other courses in which Native American people and issues are featured, such as Cultural Diversity and Social Justice (TSOCWF 404); Race, Racism, and Health (THLTH 501); Diversity: Issues of Exclusion and Inclusion (TNURS 407); Cultural Context of Developmental Psychology (PSYCH 407); and Biology, History, and Politics of Salmon in the Pacific Northwest (TESC 434). With the expanded development of relations with area Tribes, UWT will seek to expand the course offerings related to Native people and issues.

Outreach

In an effort to strengthen ties with area Tribes, OED outreach staff members regularly visit tribal educators to improve recruitment and retention efforts, participate in college fairs at tribal schools, and attend conferences and workshops sponsored by tribal organizations. UWT is receptive to collaborations and partnerships that help educate all students about Northwest Native history and sovereignty issues, and to activities that would interest Native American students and tribal members. Projects may involve topical consultations with or for Tribes as requested, and interdisciplinary cross-institution course offerings.

Social Work Program

http://www.tacoma.uw.edu/social-work

Dr. Tom Diehm, Senior Lecturer and Field Coordinator
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tdiehm@uw.edu

The Social Work Program at UW Tacoma is a program option of the UW's School of Social Work. The Program encourages applications from Native American tribal members for both undergraduate (BASW) and graduate (MSW) degree programs. The Program has placed BASW and MSW students in tribally related practicum placements as part of their degree program. Current tribal affiliations for field placement include the Puyallup, Skokomish, Port Gamble S’Klallam, and Quinault nations.
Office of Minority Affairs and Diversity
http://depts.washington.edu/omad

Sheila Edwards Lange, Vice President for Minority Affairs and Vice Provost for Diversity
206-685-0518
vpomad@uw.edu

The Office of Minority Affairs and Diversity (OMA&D) offers programs that address student, faculty, and staff diversity, curriculum, research, and community service. OMA&D also provides 14 pre-college, retention, and student support programs that serve approximately 12,000 students per year. Highlighted below are programs that provide services directly to Native American and Alaska Native students.

UW Tribal Liaison
Ross Braine (Apsaalooke), UW Tribal Liaison
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UWTribalLiaison@uw.edu

Resources are being phased in to support this position, which is proposed as an administrative position in the Intellectual House (page 1). A primary purpose of this position is to create a central point of contact for Tribes and Native communities in the region to access the comprehensive resources of the UW, to provide information about existing UW programs and partnerships of interest, and to facilitate the development of new ones.

Native American Advisory Board
http://depts.washington.edu/omanaab/

Patricia Whitefoot (Yakama), Chair
Director of Indian Education, Toppenish School District
509-865-8073
pwhitefoot@toppenish.wednet.edu

Ross Braine (Apsaalooke), UW Tribal Liaison
206-616-6056
dabraine@uw.edu
UWTribalLiaison@uw.edu
The Native American Advisory Board advises the Vice President for Minority Affairs and Diversity on outreach and retention strategies for Native students, faculty, and staff. The Board was established in 1993 to promote the sovereignty of Indian Tribes and the diverse Native populations the University serves. It promotes the interests of and addresses issues relevant to Native American students, faculty, and staff at the University. Recommendations from the Board are communicated to the President of the University as necessary.

Pre-College Programs

College Assistance Migrant Program (CAMP)

http://depts.washington.edu/omadcs/camp

Luz M. Iñígues, Director
iniiguezl@uw.edu

The College Assistance Migrant Program (CAMP) is a federally funded program from the US Department of Education, Office of Migrant Education. CAMP serves students from migrant and seasonal farmworker families (fish farming qualifies as seasonal farm work). CAMP assists students to complete the first undergraduate year of study by providing academic (holistic advising), personal, and financial support. CAMP also provides follow-up services to help students continue in postsecondary education, graduate school, or post baccalaureate careers. Nationally CAMP serves approximately 2,400 migrant participants annually; nearly three-quarters of all CAMP students graduate with baccalaureate degrees.

First Nations MESA (Mathematics, Engineering, Science Achievement)

http://depts.washington.edu/mesaweb/

James Dorsey, Executive Director, Washington MESA
206-543-0562
jbdorsey@uw.edu

Lucy Casale, Senior Associate Director, Washington State MESA
206-616-0685
lcasale4@uw.edu

Monet Becenti (Yakama), Director, First Nation MESA
509-865-8547

First Nations MESA is one of twelve MESA Centers that make up Washington MESA, serving 5,000 students statewide. Washington MESA is building a pathway to college for K–14 students, including African American, Native American, Latino, and female, who are underrepresented in math, science, and engineering careers.

First Nations MESA was established with support from the Bill and Melinda Gates Foundation to respond to the needs of schools serving Native American students. First Nations MESA builds on relationships with Tribes to design programs that respect the contributions to mathematics and science from many cultures.
Recruitment and Student Outreach (RSO)
http://depts.washington.edu/reach

Stephanie Y. Miller, Assistant Vice President for Outreach, Recruitment and Pre-College Programs
Director of Educational Talent Search
206-685-2557
symiller@uw.edu

Tommy Segundo (Haida/Katzie), Recruitment Coordinator
206-685-3022
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Recruitment and Student Outreach sponsors college preparation programs and activities for underrepresented high school students from Washington State. Staff members coordinate outreach services by visiting local high schools, community colleges, and college fairs. RSO offers admission and financial aid workshops as well as UW campus tours. The Student Ambassador Program is also a part of the recruitment team’s outreach efforts. Native American services include Native student ambassadors and a full-time Native recruiter who works with high-school students throughout the Pacific Northwest region, especially those on reservations and in high schools with a large Native population. The Native recruiter coordinates the annual UW Native American Student Day which hosts an average of 200 high school students from across the state.

TRiO Talent Search
http://depts.washington.edu/talent/

Stephanie Y. Miller, Assistant Vice President for Outreach, Recruitment and Pre-College Programs
Director of Educational Talent Search
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TRiO Educational Talent Search identifies and assists individuals from underserved backgrounds who have the potential to succeed in higher education. Counselors are available to work with middle and high school students in Skagit, Snohomish, and Yakima Counties (Mount Vernon, Sedro-Woolley, Marysville, Granger, Toppenish, Wapato, White Swan, and Yakama Tribal Schools), and serve the Upper Skagit, Tulalip, and Yakama Nations. The program encourages students to graduate from high school and continue on to the postsecondary school of their choice by providing academic, career, and financial counseling and coordinating college campus visits.
RISE UP GEAR UP
http://www.outreach.washington.edu/k12guide/default.asp

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The goal of the RISE UP GEAR UP is to increase the percentage of students taking rigorous and challenging courses in high school and in postsecondary education with an emphasis on the STEM fields. GEAR UP provides a range of college readiness activities including information, assistance and workshops for students and parents on financial aid, scholarships, admission applications, Scholastic Aptitude Test, financial literacy campus visits and career exploration. RISE UP GEAR UP is a partnership with the UW, Burlington Edison, East Valley, Goldendale, Grandview, Granger, Mt. Adams, Mt. Vernon, Royal, Sunnyside, Toppenish, Wahluke, Wapato and Zillah School Districts, Project Lead the Way, Boeing Aerospace, Microsoft, NASA, Museum of Flight, Pacific Science Center, Laser Interferometer Gravitational-Wave Observatory, College Board, Yakama Indian Nation, Junior Achievement and five colleges and universities in Washington state.

Student Support and Retention Programs

Educational Opportunity Program (EOP) Academic Advising and Counseling Center
http://depts.washington.edu/oma/eop/

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Students associated with OMA&D are strongly encouraged to seek services from the EOP Academic Advising and Counseling Center. OMA&D’s team of multiethnic EOP counselors assists students in selecting and scheduling classes, exploring possible majors, and developing career goals.

Samuel E. Kelly Ethnic Cultural Center and Theatre (ECC/T)
http://depts.washington.edu/ecc/

Marisa Herrera, Director
National Advisory Board Member, College Board Native American Student Advocacy Institute (NASAI)
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The Kelly Ethnic Cultural Center serves to support the leadership and educational development of students and offers programs to celebrate cultural heritage. The Center
provides space for meetings, offices, kitchenettes, study space, a resource center, wellness room, and dance studio that allow students to take full advantage of their educational and social experiences at UW. A new building opened in January 2013 and is now the largest and oldest college community center in the United States. The 41-year-old program features several prominent murals from Native American artists and volumes of books on Native American culture. The community center has served as the home away from home for many student groups including First Nations at UW, American Indian Science and Engineering Society and the Native Organization for Indigenous Scholars.

**Early Identification Program and Ronald E. McNair Program**

http://depts.washington.edu/eip/
http://depts.washington.edu/uwmcnair/

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The Early Identification and Ronald E. McNair programs prepare underrepresented undergraduates for doctoral study through involvement in research and scholarly activities. They assist in the academic and professional development of undergraduates whose goals are to teach and conduct research at the college level.
Undergraduate Academic Affairs

Center for Experiential Learning: The Pipeline Project

http://exp.washington.edu/pipeline

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The Pipeline Project connects UW undergraduates with educational and service opportunities in K–12 schools and with linked seminars that help them reflect on those opportunities. The Project offers community experiences to undergraduates to help them discover personal and academic directions; provides K–12 students with individualized tutoring and role models; supports the work of public school teachers; and brings UW academic departments into contact with the greater educational community.

Projects at Tribal Schools

Literacy Arts at Paschal Sherman Indian School
UW students work with children in an elementary or middle school to develop ideas for a story or poem, write a rough draft, edit the draft, and illustrate the poem for a book. A culminating festival of published works is held at each site.

Environmental Education at Quileute Tribal School
UW students facilitate an environmental education project with elementary and middle school students. They also engage in an environmental service project on the Olympic Peninsula to learn about the local ecology and environmental issues.

Digital Storytelling at Neah Bay Elementary School
A team of five UW students are involved for the entire academic year in a partnership with Neah Bay Elementary School. UW students are on site for two weeks in September and return for Alternative Spring break in March. Neah Bay students come to the UW campus in April. In the intervening months, students stay connected through email and video conferencing. During the year the team works on creating a documentary video as well as helping the 5th graders complete a community based research project comparing the Makah Tribe to another Tribe in the US.

Student Resources
The Pipeline Project provides a variety of experiential opportunities for undergraduates at the UW, including ongoing educational seminars that link a tutoring opportunity to the academic experience.
University of Washington Press

http://www.washington.edu/uwpress

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The University of Washington Press has more than 250 books in print in the field of Native American studies and is one of the leading publishers in the nation on Native American material culture and art. The Press was one of the first academic publishers to establish relationships with art museums both locally and worldwide for the purpose of co-publishing and distributing catalogues of collections or special exhibitions, especially those featuring Native American art.

Native American Languages, Literature, and History

Current projects include:

Chinookan Peoples of the Lower Columbia River, edited by Robert T. Boyd, Kenneth M. Ames, and Tony A. Johnson. In this book, scholars provide a deep and wide-ranging picture of the landscape and resources of the Chinookan homeland and the history and culture of a people over time, from 10,000 years ago to the present.

White Grizzly Bear’s Legacy: Learning to be Indian, by Lawney L. Reyes, is now available in paperback. The son of a Filipino immigrant and a mother who traced her ancestry to the earliest known leaders of the Sin Aikst, Reyes paints a vivid picture of his early life in the Indian village of Inchelium, destroyed by the building of the Grand Coulee Dam (April 2013).

Recently published works include:

Bartering with the Bones of Their Dead: The Colville Confederated Tribes and Termination, by Laurie Arnold, tells the story of a Tribe whose members waged a painful and sometimes bitter twenty-year struggle among themselves about whether to give up their status as a sovereign nation (October 2012).

Where the Salmon Run: The Life and Legacy of Billy Frank, Jr., by Trova Heffeman, is a copublication with The Washington State Heritage Center Legacy Project. Based on interviews with Frank, his family, friends, allies, and onetime foes, this illustrated book tells the story of the fish wars that brought treaty rights to the public stage and Frank’s endless campaign to protect salmon and restore the environment (July 2012).
Klallam Dictionary, by Timothy Montler, is an authoritative, comprehensive dictionary, with over 9,000 entries, a grammatical sketch, numerous indexes, and a wealth of cultural information (September 2012).

Haa Leelk’w Has Aani Saaxu / Our Grandparents’ Names on the Land, edited by Thomas F. Thornton, documents and analyzes more than 3,000 Tlingit, Haida, and other Native names on the land, highlighting their descriptive force and cultural significance (July 2012).

Native American Art
The University of Washington Press is pleased to announce the first volume in a series publishing important new research on the Native art and culture of the greater Pacific Northwest. Published with the Bill Holm Center for the Study of Northwest Coast Art (Burke Museum), this series aims to foster appreciation of the dynamic cultural and artistic expressions of the Indigenous peoples of the region.

The first book in this series, In the Spirit of the Ancestors: Contemporary Northwest Coast Art at the Burke Museum, edited by Robin K. Wright and Kathryn Bunn-Marcuse, will celebrate the vitality of Pacific Northwest Coast art by showcasing a selection of objects from the Burke Museum’s collection of more than 2,400 late-20th and early-21st century Native American works (September 2013). See also Burke Museum, page 9.

Seekers and Travellers: Contemporary Art of the Pacific Northwest, by Gary Wyatt, features new works from thirty-six of the most acclaimed artists on both sides of the Canada-US border, among them Susan Point, Robert Davidson, Isabel Rorick, Jay Simeon, Preston Singletary, and Dempsey Bob (September 2012).
UWTV
http://www.uwtv.org

Tory Hernandez, Communications & Marketing Specialist
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UWTV is a multi-platform media organization connecting the region and the world to the UW on air, online and via mobile devices. Viewers can watch broadcast programming at uwtv.org, through iTunes U, YouTube or on cable channel 27 in the Puget Sound region.

Voices of the First Peoples
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Daniel Hart, Professor, American Indian Studies, Co-Host
Director, Native Voices
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The film series includes feature-length documentary films that have won acclaim at international film festivals, including the award-winning March Point, which highlights treaty issues facing the Pacific Northwest’s Swinomish Tribe, told through the eyes of its younger generation; and Trudell, which chronicles the life of American Indian activist, John Trudell. Many of these student-produced films from Native Voices (see page 12) air as part of the new series, including Frybread Babies by Steffany Suttle, Half of Anything by Jonathan Tomhave, and American Red and Black: Stories of Afro-Native Identity by Alicia Woods.

Additional programs featuring Native American scholars, Elders, and Nations can be found on UWTV’s website above by using the search function for “American Indian.”
UW Educational Outreach
Yakima Valley Community Partnerships

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Yakima Valley Community Partnerships (YVCP) explores initiatives and develops programs that deepen the University’s partnerships with Washington state Tribes. Teri Johnson-Davis, Economic Development, Yakama Nation, is a member of the YVCP Community Advisory Committee. YVCP works with Native American communities in the following areas:

Business

SuperHost® Customer Service Training—Partnership between UW Community Partnerships, Heritage University, Yakama Nation and US Housing and Urban Development (HUD)
http://www.superhostyakimavalley.com/

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Through a grant from HUD, UWCP partnered with Heritage University and the Yakama Nation to provide customer service fundamentals related to tourism using the program SuperHost®. The training introduces frontline tourism staff to the Yakima Valley and Yakama Nation. A member of the Yakama Nation became a certified trainer and helped train other staff from the Yakama Nation Cultural Center and Yakama Nation Legends Casino. This partnership with the Yakama Nation has served more than 250 individuals.
Higher Education

The Center for Native Health and Culture at Heritage University
http://www.heritage.edu/Community/CenterforNativeHealthandCulture.aspx

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This initiative engages in research, curricular, and community outreach, building partnerships to promote healthy and culturally vibrant Native communities in the Pacific Northwest. It is located jointly with the University of Washington Community Partnership Community Business and Training Center at Heritage University. The goals of the Center are to conduct interdisciplinary health research that addresses root causes of health disparities and promote community health; to establish partnerships and collaborative projects with tribal and community programs to advocate for educational access and success among Yakama Reservation community members and other Native American communities; to promote self-determined Native American communities, with an emphasis on supporting community-led initiatives for Yakama language and cultural revitalization; and to sponsor seminars and workshops to address Native American health and language issues and challenges.
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