



Activity Report, Post 2009 UW Tribal Leadership Summit

On April 10, 2009 the University of Washington (UW) hosted the third annual Tribal Leadership Summit attended by elected Tribal Leaders from Washington and the neighboring region, President Mark Emmert and UW Board of Regents members Connie Proctor and Craig Cole. The meeting was also led by Host Committee members Patricia Whitefoot, Chair of the Education Committee for the Affiliated Tribes of the Northwest Indians, Denny Hurtado, Director of Indian Education for the Office of the Superintendent of Public Instruction, Sonny Sixkiller, distinguished alumnus, W. Ron Allen, Tribal Chairman of the Jamestown S'Klallam Tribe, Daniel J. Evans, Chairman, University of Washington Foundation.

The Summit focused on advancing the initiatives discussed in previous Tribal Leadership Summits, with an emphasis on analyzing a model UW/Tribal partnership to identify attributes and behaviors that yield successful relationships focused on research, service, education and economic development. Healing of the Canoe: A Model for Tribal/University Partnerships, Presented jointly by the Suquamish Tribe, the Port Gamble S'Klallam Tribe and the UW Alcohol and Drug Abuse Institute, served as the example partnership, with remarks made from UW faculty and staff, as well as tribal staff and leadership.

Primary topics discussed by Tribal Leaders emphasized the following:

- Continued emphasis on recruitment, retention, and graduation of Native American students, with a particular focus on student success;
- Support for the initiative to build the UW House of Knowledge longhouse-style facility on the UW campus;
- Interest in partnerships focused on several topics, including the environment, health and wellness, education, economic development, and cultural preservation.

All documents related to the 2009 Tribal Leaders Summit can be found at:

<http://www.washington.edu/diversity/summit/2009/>

Post 2009 Tribal Leadership Summit Activity Highlights:

UW House of Knowledge: The 2009 Tribal Leadership Summit also marked the Land Blessing Ceremony for the House of Knowledge longhouse, organized and led by the House of Knowledge Elder's Committee. The event was held at the future site of the building on the Northeast section of the campus on the current site of parking lot N-6, between the Quad and McMahan Hall. Since the Land Blessing, the Elder's Committee has identified a fitting Lushootseed name for the House of Knowledge, *wələb'altx'*, phonetically pronounced wulthub-altwh, translated in English as Intellectual House. This suggested name is being reviewed by the House of Knowledge Planning Advisory Committee, as well as the UW's administration.



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At the time the 2009 Summit was held, the UW was working hard to secure state funding to support initial design and construction expenses. Thanks to the hard work and involvement of key advocates in the state legislature, tribal leaders, UW faculty and staff, \$300,000 was allocated for the project in the 2009-2011 biennium and \$2,700,000 remains in the Governor's budget plan for the 2011-2013 biennium. The total \$3,000,000 funding is providing a critical base of support as we seek additional funds from private, federal and tribal sources.

This initial state funding enabled the UW to hire Seattle architecture firm Jones & Jones, who are nearing the completion of the building pre-design phase at this time. Jones & Jones has led the pre-design phase with tremendous skill and professionalism, gathering important comments and views from students, faculty, staff and importantly, also engaging tribal elders, community members and elected leaders, to yield an initial design that will aid in fundraising, as well as in the next phase of the building's design.

Numerous funding proposals have been submitted to private foundation and corporate sources, and many alumni and community members have personally made donations. Additionally, regional tribes have begun to indicate their support for the House of Knowledge by providing in-kind and cash gifts. To date, the Yakama Nation, Jamestown S'Klallam Tribe, Suquamish Tribe, Muckleshoot Tribe and Tulalip Tribes have provided financial support for the project.

Supporters of the project feel strongly that the House of Knowledge longhouse will foster an environment where Native American students can seek higher education without leaving their culture behind, a key ingredient to their college success. The longhouse will reassure families preparing to send their children off to college that the UW understands and respects the needs of Native American students and is committed to helping them succeed. Demonstrating that the UW is an institution that will help students succeed while supporting the students' connection to their culture and community is critical, given the historic trauma associated with boarding schools that has left Native American communities distrustful of mainstream educational institutions.

American Indian Studies Department (AIS): In 2009, the Board of Regents at the University of Washington approved the proposal to elevate American Indian Studies (AIS) in the College of Arts & Sciences to departmental status. Since the Regents' action, the anticipated growth and advancement of the Department has come to fruition through the work of several AIS faculty, outlined in the following briefs.

Burke Museum and American Indian Studies Department: First-ever cultural exchange with Indigenous Japanese Ainu; Breaking new ground in an effort to support the revival of cultural heritage of the indigenous Ainu people of Japan, this cultural exchange was



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officially launched in December 2009 when the Burke Museum, in partnership with the Ainu Association, flew a delegation of indigenous Ainu guests from Japan to Seattle, meeting for the first time on record with Northwest tribal representatives. From March 12-20, 2010 an American delegation travelled to Japan to continue the cultural exchange with the Ainu people. This grant-funded community collaboration between six Northwest Coast Native American communities, the Burke Museum, and the Ainu Association of Hokkaido, Japan, with AIS Assistant Professor and Burke Curator, is lead by AIS Assistant Professor and Burke Curator Deana Dartt-Newton functioning as the grant's Principal Investigator.

A new course is being offered in American Indian Studies, AIS 431, "A History of American Indian Education. Taught by PhD student and UW alumnus Mike Tulee, this course is designed to provide students with a comprehensive view of Indian Education based on an indigenous perspective. The course introduces students to Native American education on a national level and in different regions throughout the United States and analyzes the history of education of Native Americans, beginning with the traditional/cultural methods of indigenous "Ways of Knowing", to European education introduction of western views, ending with present day status of Native American students in our education system.

Bioenergy Integrative Graduate Education and Research Training (IGERT) Program:

Working with faculty and students in American Indian Studies, Engineering, and Forest Resources, IGERT students gain classroom, project, and dissertation-based experiences that allow them to assess the social, economic, ecologic, and technologic aspects of bioenergy. Funded by the National Science Foundation, the program received additional funding to organize the Tribal Renewable Energy Research Workshop. The workshop brought leaders from Tribes and research institutions to the UW to explore productive intersections and common interests.

Curriculum Transformation Seminar: Organized and lead by Cynthia del Rosario, Director Graduate Minority Recruitment and Retention for the I School and the College of Education, faculty members in the Information School are working on infusing course content and practices that promote understanding of diversity and builds inclusiveness in the learning environment. The specific focus of the seminar for this year is American Indian and Alaska Native cultures. The goals are to empower faculty members to teach Native American and Alaska Native students more effectively and to teach all students about Native American and Indigenous cultures, with a particular focus on Alaskan and Northwest cultures. This curriculum will serve students recruited through the Arctic Slope Regional Partnership. In addition, a transformed curriculum with attention to Indigenous and other diverse cultures will prepare all information professionals to serve inclusive communities.

Consultants for the seminar included Dr. Charlotte Coté, Associate Professor, American Indian Studies; Dr. Deana Dartt-Newton, Assistant Professor, American Indian Studies, and



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Curator of Native American Ethnology, Burke Museum; Dr. Carol Zane Jolles, Research Associate Professor, Anthropology; Dr. Cheryl Metoyer, Associate Professor and Associate Dean for Research, iSchool; Polly Olsen, Director, Community Relations and Development, Indigenous Wellness Research Institute, School of Social Work.

Indian Education in Teacher Education Programs: Co-facilitated by Denny Hurtado, Director of Indian Education, Office of the Superintendent of Public Instruction (OSPI), and Ken Zeichner, Director of Teacher Education, College of Education, a group of educators and community members is meeting to discuss and develop solutions to better educate, serve and meet the needs of Indian education in Washington state. The group has representation from a range of campus organizations and academic units, including the College of Education, the Office of Minority Affairs and Diversity, American Indian Studies, NAFSUW, IRWI, The Graduate School, Anthropology, as well as community organizations, such as OSPI, the Seattle Indian Health Board, and the National Indian Education Association, as well as community Elders. The group is currently focusing its efforts on improvements to the UW Teacher Education Program.

Dr. West has submitted a project proposal to address the educational needs of American Indian and Alaska Native communities. This project will provide support and training to individuals seeking to complete a teacher education program and fulfill requirements for State certification and licensure.

Indigenous Information Research Group: Associate Professor and Associate Dean for Research Cheryl Metoyer and Graduate Students Miranda Belarde-Lewis, MA Museology, Sheryl Day, MSIM, Marisa Duarte, MLIS, Ally Krebs, MLIS comprise the IIRG. 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. IIRG's research is intended to have policy implications for tribal information institutions including libraries, archives, and museums. Research programs include Indigenous systems of knowledge, information policy, intellectual property, and cultural perpetuation and revitalization. The IIRG most recent funded project is Mapping for the National Congress of American Indians (NCAI) Economic Development Policy Initiative, funded by the NCAI with support from the Casey Foundation.

Indigenous Wellness Research Institute (IWRI): IWRI has had a tremendously successful year, initiating several new grant funded initiatives. The following grants total \$5,273,606, a number that indicates the outstanding productivity and effectiveness of IWRI, and its faculty, staff and students:

- *Community-based Participatory Research with Tribal Colleges and Universities (TCU): Alcohol Problems and Solutions*, conducts the first study of alcohol-related problems at TCU and is the preliminary research needed to develop culturally appropriate and



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sustainable alcohol interventions at Northwest Indian College and other tribal colleges in the US. Lead Investigator: Bonnie Duran, Dr PH

- *Caring for Our Generations: Supporting Native Mothers and Their Families*, a project that explores maternal health behaviors, maternal substance use, risk factors for substance use during and after pregnancy, and protective factors that support healthy maternal behaviors. Lead Investigator: Tessa Evans-Campbell, PhD
- Supplement to *Caring for Our Generations: Supporting Native Mothers and Their Families*, this study 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. Lead Investigator: Tessa Evans-Campbell, PhD
- *Growing Our Own*—UW Subcontract, in collaboration with Northwest Indian College, a training program for building a networked American Indians and Alaska Natives health workforce and capacity for University/tribal community-based participatory research. Lead Investigator: Tessa Evans-Campbell, PhD
- *NCAI NARCH V with CIHR-IWRI*, in collaboration with the National Congress of American Indians Policy Research Center and the University of New Mexico, a nationwide project to assess how variability in partnership processes, under varying contexts and conditions, are associated with community-based participatory research system changes and other capacity outcomes. Lead Investigator: Bonnie Duran, Dr PH
- *Indigenous HIV/AIDS Research Training (IHART) Program*, a program to train a cadre of National Institute of Mental Health-funded junior and mid-career research scientists in the area of HIV/AIDS and mental health prevention. Lead Investigator: Karina L. Walters, PhD
- *Native Youth Education Program for Science, Technology, Engineering and Mathematics (STEM) Career Pathways*, a culturally based program targeting 7th–10th grade American Indian and Native American youth attending three Pacific Northwest school districts' Indian Education programs as well as one tribal school. Lead Investigator: Polly Olsen
- IWRI is hosting the International Network for Indigenous Health Knowledge and Development Biennial Conference, May 24–28, 2010, the first INIHKD conference to be held in the US.

Ken LaFontaine Scholarship Awarded: An endowed \$50,000 scholarship named in honor of the late Ken LaFontaine was created in late 2008. Ken, a Professor at Shoreline Community College, was a mentor to scores of students who successfully reached their educational goals. He was also actively engaged at the UW, having served on the Native American Advisory Board and the President's Minority Community Advisory Committee. The scholarship that honors his memory is focused on providing support for Native American transfer students at the UW. The inaugural Ken LaFontaine Scholarship recipient is Twila DeSautel.



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Native American Faculty and Staff Updates: The Native American Faculty and Staff of UW organization (NAFSUW) created an initial leadership structure and is now lead by a faculty, classified staff and professional staff representative. Currently occupying these positions are Charlotte Coté, Mona Halcomb and Scott Pinkham.

President's Minority Community Advisory Committee: John McCoy, a member of the 2010 Tribal Leadership Summit Host Committee, Washington State Representative from the 38th District and General Manager of the Tulalip Tribes' Quil Ceda Village, has been appointed to the President's Minority Community Advisory Committee.

Tribal Liaison, Office of Minority Affairs and Diversity: The Office of Minority Affairs and Diversity and its Tribal Liaison brought the Governor's Office of Indian Affairs Sovereignty Training workshop to campus, where 40 University administrators participated. It is anticipated that the popular training will be offered again in the coming year.

Other new entries in the Tribal Resource Directory include:

Center for Coastal Margin Observation & Prediction, Applied Physics Laboratory

Music Alive in the Yakima Valley, School of Music

Research Opportunities in Materials Science and Engineering Within the Genetically Engineered Materials Science and Engineering Center (GEMSEC)

Pharmaceutical Care and Business-Strategy Partnerships with Tribes, School of Pharmacy

The 2010 Tribal Resource Directory can be found online at:

www.washington.edu/diversity/summit/