

# 2009



UNIVERSITY OF WASHINGTON  
Tribal Leadership Summit



## Resource Directory



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UNIVERSITY OF WASHINGTON

# Tribal Leadership Summit

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## Introduction

This 2009 Resource Directory highlights American Indian and Alaska Native programs and organizations at the University of Washington and partnerships with Tribes and tribal communities. This Directory has been prepared by the Office of Minority Affairs and Diversity for the 2009 Tribal Leadership Summit, being held at the University of Washington on Friday, April 10. The Directory provides information for the purposes of networking for existing partnerships and 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 Washington State Centennial Accord, which recognizes tribal sovereignty and calls for government-to-government conversation around issues facing tribal communities.

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

The 2009 Resource Directory can be found online at:  
<http://depts.washington.edu/omad/2009summitdirectory.pdf>

The 2008 Resource Directory can be found online at:  
<http://depts.washington.edu/omad/summitdirectory.pdf>

For more information, please contact the UW Tribal Liaison at:  
[UWTribalLiaison@u.washington.edu](mailto:UWTribalLiaison@u.washington.edu)

The editors of this Directory have attempted to use accurate names of Tribes and Nations. We apologize for any errors in the Directory and will correct them in the online directory upon email request to [vpomad@u.washington.edu](mailto:vpomad@u.washington.edu).



UNIVERSITY OF WASHINGTON

## Tribal Leadership Summit

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### University-wide Initiatives

#### Building the House of Knowledge

<http://www.washington.edu/diversity/hok>

David Iyall, Assistant Vice President for Advancement  
Office of Minority Affairs and Diversity  
206-616-3085  
[iyall@u.washington.edu](mailto:iyall@u.washington.edu)

Charlotte Coté, Associate Professor, American Indian Studies  
Co-chair, House of Knowledge Planning Advisory Committee  
[clotise@u.washington.edu](mailto:clotise@u.washington.edu)

W. Ron Allen, Chairman and Chief Executive Officer, Jamestown S’Klallam Tribe  
Co-chair, House of Knowledge Planning Advisory Committee

The University of Washington and the region’s Tribes are leading an effort to build the House of Knowledge (HOK), a longhouse-style facility, on the University’s Seattle campus. The mission of the HOK is “to provide a multi-service learning and gathering space for Native American students, faculty, and staff, and others of various cultures and communities to come together in a supporting and welcoming educational environment to share their knowledge and their cultures with one another.”

A primary purpose of the House of Knowledge 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, retention and graduation rates for Native American students fall short of those of other student groups, both at UW and at colleges across the country. The HOK will support students’ ability to remain involved in their home Tribes and communities through its social and academic programs and its symbolic design. The HOK will also be a portal for connecting Native communities with UW faculty and staff for the purposes of research and economic development.

Due to its unique Northwest longhouse-style architecture, the House of Knowledge 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 HOK will honor the faculty, staff, alumni, and community members who have sustained the dream of a UW longhouse for 35 years. The collaborative planning process among UW faculty, staff, and students and the Tribes and region’s Native communities have strengthened relationships and

partnerships that will allow UW to meet its commitment to the region's tribal communities and its Native students, faculty, and staff.

The House of Knowledge project's planning, funding, and promotion have been extensive in the last year, highlighted by:

- Inclusion of the House of Knowledge in Governor Gregoire's 2009–2011 and 2011–2013 capital budgets
- Selection of a building site, located near the University Quad along Steven's Way
- Formation of an Elder's Committee, charged with identifying the final name for the longhouse as well as advising the University on cultural protocol associated with each construction phase
- Promotion and marketing through the University's *Columns* and *Viewpoints* magazines and the UW website
- Creation of the House of Knowledge Fund and the initiation of private fund development in support of the planning, design, and construction

Total project cost is \$12–15 million. Funding for the project will be provided through the UW, individual gifts, organizations and communities, corporations and foundations, and government organizations. Construction is planned to begin in 2011, with completion in 2012, and opening slated for early 2013.



## Community-Based and Tribal Participatory Research

Research can be a powerful tool for American Indian and Alaska Native Tribes and communities to use for understanding and addressing health issues. In order to avoid practices in research projects that do not benefit, and may harm Native participants and communities, many researchers at UW are using two research approaches and protocols: Community-Based Participatory Research (CBPR) and Tribal Participatory Research (TPR). Both of these approaches result in rigorous studies that are respectful of the unique and sovereign status of Tribes and other Native agencies. The basic principles of each of these research approaches are outlined below.

### Principles of Community-Based Participatory Research (CBPR)

- Is conducted in full partnership with the community at every stage of the process, including developing the research questions; developing the intervention; identifying appropriate desired outcomes as well as how to measure them; determining who will participate; analyzing and interpreting the data and findings; and publishing and disseminating results
- Focuses on the issues of concern to the community partner and addresses the needs of the community
- Utilizes and builds on strengths and resources of the partnered community
- Employs interventions and evaluation tools that are culturally appropriate and relevant
- Is an iterative process between the community and the research institution
- Generates data that not only informs science but also provides the community with information that can enhance the community's ability to more successfully reduce health disparities and promote health

### Principles of Tribal Participatory Research (TPR)

TPR follows the principles of CBPR with additional steps that recognize the unique sovereign status of Tribes and that incorporate traditional practices and Indigenous scientific methods into the research. The principles of TPR include:

- Tribal oversight of the process and project
  - Requires Tribal authority for the research partnership and project(s) via Tribal Council resolutions and research codes
  - Develops a Memorandum of Understanding that outlines the roles and responsibilities of each of the research partners (Tribal and academic) as well as issues related to data ownership, data sharing, rights to publication, policies for dissemination, and protection of cultural and sacred knowledge
  - All aspects of the research project are under the guidance of a community advisory council

- Tribal designation of Institutional Review Boards for insuring the protection of their community and the participants
- Acknowledges and incorporates traditional practices and knowledge as science-based
- Requires ongoing communication with community members by regular reports to the Tribal Council or other governing body, regular community meetings for updates and feedback, articles in community newsletters, and reports to the Elders
- Uses a “cultural facilitator” to act as an intermediary between project staff and the oversight committee, and to establish a culturally appropriate process for meetings of community members and researchers
- Trains and employs community members as project staff and directs grant funds to the community via a subcontract
- Uses culturally specific interventions and assessments that incorporate traditional practices and concepts
- Supports the development of research capacity and infrastructure by providing training in academic research methods to community partners
- Supports the development of culturally appropriate research by providing cultural training to academic researchers

As Tribes and Native agencies increasingly become engaged partners in research, CBPR and TPR are approaches and mechanisms for engaging in research that is of benefit to communities as well as contributing to the scientific literature on the health of Native communities.

*Prepared by Lisa Rey Thomas (Tlingit), Research Scientist, and Dennis M. Donovan, Director, UW Alcohol and Drug Abuse Institute*



## 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@u.washington.edu](mailto:asuwaisc@u.washington.edu)

AISC is one of seven 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 supplements and complements the formal education of Native students and encourages them to express their opinions and interests to the University and the community at large on issues affecting their life and culture.

#### First Nations @ the University of Washington

<http://students.washington.edu/fnuw/>

[fnuw@u.washington.edu](mailto:fnuw@u.washington.edu)

The mission of First Nations @ the University of Washington is to promote higher education among Native people, share Native culture with the UW community, and strive for diversity. Since 1971, First Nations @ UW has sponsored the Annual Spring Powwow, the largest student-run event at the UW (see page 11).

#### Native American Student Organization (NASO), UW Tacoma

<http://www.tacoma.washington.edu/studentaffairs/SI/RSOs/NASO.cfm>

[uwt\\_naso@u.washington.edu](mailto:uwt_naso@u.washington.edu)

NASO is a student-operated and student-led organization that reinforces leadership skills, cross-cultural communication, and intergroup relations. It also strengthens the development of Native American identity through student-centered cultural programming. NASO offers a means for Native American students at UW Tacoma to build solidarity and overcome isolation on campus. 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 tribal customs, dances, and regalia, and Native sovereignty; presentations by Indigenous people from other parts of the world (Canada, Pacific Islands, South America); and films on Native peoples.

### **Native American Students in Advanced Academia (NASAA)**

***<http://students.washington.edu/nasaauw/>***

206-543-9082

*[nasaauw@u.washington.edu](mailto:nasaauw@u.washington.edu)*

NASAA brings together graduate and professional students of Native American, First Nations, and Alaska Native descent, as well as other Indigenous peoples. Its goal is to increase awareness of the diversity and excellence of research, work, and achievement of these students and to provide a forum to socialize, network, and disseminate information. NASAA increases awareness of work by Native American researchers and scholars at an annual symposium at UW for graduate and professional students. The focus of the 8th Annual Symposium of Native American Graduate Student Research and Scholarship, held April 3, 2009, was "Thriving in the House of Knowledge." NASAA also hosted a community forum, "The Responsible Conduct of Research with and within Native Communities," on April 4, 2009, for tribal leaders, tribal education and cultural resources experts, Elders, and interested community members. Its goal was to begin a conversation with tribal and urban Indian communities about respectful and empowering research agendas, guided by the values and principles of tribal communities and families.

## **Academic and Professional Organizations for Students**

### **American Indian Science and Engineering Society (AISES)**

**University of Washington College Chapter**

***<http://students.washington.edu/aisesuw/>***

*[aises@u.washington.edu](mailto:aises@u.washington.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@u.washington.edu](mailto:medicine_wheel_society@u.washington.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 provides 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 and preparing community dinners for families at Ronald McDonald House.

### **Native American Law Student Association (NALSA)**

<http://www.law.washington.edu/Students/Orgs/#NALSA>

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 62.

## **Faculty and Staff Organizations**

### **Native Faculty and Staff of the University of Washington (NAFSUW)**

<http://www.washington.edu/diversity/affinity.nfs.html>

[nafsuw@u.washington.edu](mailto:nafsuw@u.washington.edu)

As part of the UW's commitment to the recruitment and retention of a diverse staff, the Office of Minority Affairs and Diversity established affinity groups in 2007. A group of Native faculty and staff began meeting regularly and a sense of community and focus has emerged.

NAFSUW is open to all faculty and staff at the three UW campuses, UW Medical Center, and Harborview Medical Center. 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
- Improve the career pipeline for AIAN/First Nations faculty and staff into the higher administration of UW.

### **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:

- The Native American Advisory Board (page 75)
- The Native Research Group (page 8)
- The Native American Center of Excellence (page 44)
- The Indigenous Wellness Research Institute (page 66)

- UW Tribal Liaison Position (page 75)
- Annual Tribal Leadership Summit
- Raven's Feast (page 11)
- House of Knowledge Planning Advisory Committee (page 1)

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@u.washington.edu*

Anthony Stately, Director, Center for Translational Research

*statelya@u.washington.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 66). The goals of NRG are to share knowledge, expertise, and scholarship regarding participants' work with tribal communities, to promote collaboration among members, and to 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. For example, NRG works with the UW Human Subjects Division to clarify when research projects need Federal-wide Assurance certification and other issues related to the protection of human subjects and the ethical conduct of research in Native communities.

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@u.washington.edu*.



## College of Arts and Sciences

### American Indian Studies

<http://depts.washington.edu/native/>

Tom Grayson Colonnese (Santee Sioux), Chair  
206-543-9082  
[buffalo@u.washington.edu](mailto:buffalo@u.washington.edu)

Marcia Feinstein-Tobey, Administrator and Advisor  
206-543-9082  
[maf@u.washington.edu](mailto:maf@u.washington.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  
206-543-9082; [buffalo@u.washington.edu](mailto:buffalo@u.washington.edu)

Areas of specialization: First Nations literature and cinema, science and technology education, and American Indian studies

Charlotte Coté (Nu-chah-nulth), Associate Professor  
206-221-6549; [clotise@u.washington.edu](mailto:clotise@u.washington.edu)

Areas of specialization: Native American governance, politics, laws and sovereignty in the US and Canada; gender in Native American societies; and First Nations filmmaking in Canada

Alexandra Harmon, Associate Professor  
206-543-7116; [aharmon@u.washington.edu](mailto:aharmon@u.washington.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@u.washington.edu](mailto:dhart@u.washington.edu)

Areas of specialization: Indigenous film, documentary film, and Native American health and wellness

Cheryl Metoyer (Cherokee) Adjunct Associate Professor  
206-685-9612; [metoyer@u.washington.edu](mailto:metoyer@u.washington.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), Assistant Professor  
206-616-8032; [ianm@u.washington.edu](mailto:ianm@u.washington.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

Deanna Dart-Newton (Chumash) Assistant Professor  
206-616-9508; [ddartt@u.washington.edu](mailto:ddartt@u.washington.edu)

Areas of specialization: California Indian history, Indigenous peoples of Northwest Mexico, Indigenous mestizos, identity politics; museum studies, canoe cultural revitalization; law and sovereignty

Marvin Oliver (Quinault/Iselta Pueblo), Professor  
206-616-9508; [moliver@u.washington.edu](mailto:moliver@u.washington.edu)

Areas of specialization: Indian art of the Northwest Coast and traditional Northwest Coast graphics and wood design

Scott Pinkham (Nez Perce), Lecturer  
206-543-1770; [spinkham@u.washington.edu](mailto:spinkham@u.washington.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, Women Studies;  
Co-Director, Native Voices  
206-616-9375; [luana@u.washington.edu](mailto:luana@u.washington.edu)

Areas of specialization: Native American women; images of Natives in the cinema and popular culture; women and criminality

Gary Witherspoon, Professor  
206-616-9508; [gjsspoon@u.washington.edu](mailto:gjsspoon@u.washington.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@u.washington.edu](mailto:wrightm@u.washington.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

Erin Younger, Associate Director

Robin K. Wright, Curator of Native American Art

Deana Dartt-Newton, Curator of Native American Ethnology

Peter Lape, Curator of Archaeology

206-543-5590

*theburke@u.washington.edu*

The Burke is the Washington state museum responsible for maintaining state collections of natural and cultural heritage and sharing research that makes them meaningful. The Museum partners with Indigenous communities on cultural heritage programs, including collections, research, exhibitions, education and training, the preservation of languages, and the development of tribal museums. The Museum relies on its 12-member Native American Advisory Board for guidance on policy, programming, and collections.

### **Collections**

The Burke's cultural heritage collections are used by Native artists, scholars, students, tribal leaders, and community members. Significant collections from the Pacific Northwest and Alaska include: archaeological materials from Puget Sound and the lower Columbia River; Native art and artifacts from the Northwest Coast, Alaskan Arctic, Western sub-Arctic, and Plateau; original recordings of Northwest Native languages (some translated by tribal scholars); and historical archives. The Burke maintains collections held in trust for Puyallup, Muckleshoot, Suquamish, Tulalip, and others. Access to the collections is provided through personal visits, an online image database, and object loans to tribal museums. The Burke houses the region's largest collection of contemporary Northwest Coast Native art and supports Native American artists by commissioning their work.

### **Exhibits and Educational Programs**

The Burke collaborates with Indigenous artists and cultural leaders to create exhibitions and educational programs. Recent examples include:

- *In the Spirit of the Ancestors: Contemporary Northwest Coast Native American Art.* Co-curated by Susan Point (Musqueam) and Sean Peterson (Puyallup/Tulalip), this first comprehensive exhibition of contemporary art from the Burke's collection featured works by more than 60 artists.

- *Pacific Voices*, the Museum's long-term cultural exhibit, was planned in collaboration with a Community Advisory Board, including representatives of 12 Washington and Alaska Tribes and numerous Asian/Pacific communities. Theme and contents were selected by community members.
- *West Point Archaeology Education Box*. Based on collaborative research by the Suquamish, Muckleshoot, and Tulalip Tribes; King County; and the Burke Museum, this traveling study collection includes replica artifacts, a video, slides, books, and a comprehensive classroom curriculum. Each of the Tribes has its own copy of the box; the Burke copy is used by schools around the state. The Suquamish Museum has worked with the Kitsap School District to require its use in every fourth-grade class.

### **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 Holm Center endowment provides funding for visiting research grants, graduate fellowships, and public programs, including exhibits, lectures, and web resources.

### **Research**

Burke scientists have carried out collaborative research projects with tribal staff, including archaeological investigations such as the Vashon Island project with the Puyallup Tribe, and a survey of archaeological resources in collaboration with the Cedar River Watershed Education Center's Public and Cultural Programs and the Muckleshoot and Snoqualmie Tribes. The Museum pioneered the non-invasive analysis of dangerous pesticide residues on cultural objects and provided testing of most tribally owned cultural collections in Washington and Oregon, and provided staff training.

### **Tribal Museum and Cultural Center Development, Consultation and Training**

The Burke Museum has contributed to planning, design, exhibitions, and program development for Northwest tribal museums and cultural centers, including, most recently, the Squaxin Island Museum and Library and the Duwamish Longhouse 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 Burke is supporting the creation of a tribal museum staff certification program through Northwest Indian College and houses the UW Museology Program, which has trained many students from tribal communities.

### **The Native American Graves Protection and Repatriation Act (NAGPRA)**

The Burke Museum has a history of commitment to the legal and ethical principals of NAGPRA and continues to develop new areas of collaboration. Burke staff have visited every Tribe in the state, secured funding for representatives of all Washington Tribes to visit and review its collections, and provided bi-annual updates to every US Tribe on new acquisitions. The Museum created a specialized geographic information system database—with all archaeological site, historic, and cultural data—and provided it to interested Washington Tribes. The Burke also has partnered with Tribes on joint claims, including international issues, such as repatriation of the Stone T'xwelátse.

## **Language Learning Center**

<http://depts.washington.edu/llc/>

Paul Aoki, Director  
[i5no8@u.washington.edu](mailto:i5no8@u.washington.edu)

The University of Washington Language Learning Center has archival audio materials from several Native American languages. These materials will be available online in December 2009.

## **Native Nations of America: Indigenous Perspectives on Cultural Resources**

**Department of Anthropology**

Karen M. Capuder, PhD Student, Sociocultural Anthropology  
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This new course, offered spring 2009, addresses Indigenous perspectives on cultural resource management (CRM) and counts toward both the anthropology and American Indian Studies majors. It explores the legal, anthropological, and archaeological histories of Indigenous people in the US—background that is central to the discussion of contemporary Indigenous perspectives in CRM. The course has several foci: 1) federal Indian law and policy; 2) historical and contemporary relationships between anthropologists/archaeologists and Indigenous peoples; 3) cultural resources related legislation and court cases; 4) Indigenous perspectives pertaining to cultural resources legislation and issues; and 5) Indigenous perspectives on cultural resources outside the scope of federally and state-defined purviews, including language, governance, ancestral knowledge, cultural and subsistence practices, and intellectual and cultural property rights.

## **Native Voices Program**

<http://www.com.washington.edu/nativevoices/>

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Since its inception eight years ago, Native Voices has been a vital part of Indigenous teaching, research, scholarship, and outreach at the University of Washington.

Native Voices 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. At the core of the program is the idea of exploring relationships between academic intellectual disciplines and media, and

providing support for Native social science and humanities scholars and students to investigate media as a tool for research and dissemination. The program is informed by an Indigenous, decolonizing critique of media history and practice. The Native Voices approach has allowed the program to work effectively with students from women studies, Indigenous studies, history, anthropology, the health sciences, and other UW programs. This approach also centers the program's work within a core commitment to Native communities.

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.

## **Tribal Research Partnerships with Alaska Native Communities** **Department of Anthropology**

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### **Collaborative Research—Change and Its Impact on Culture, Economy, and Identity in Three North Bering Strait Alaska Iñupiaq Communities: Diomedede, Wales, King Island, 2001–2006**

This project, funded by the National Science Foundation, Arctic Social Sciences Program, was completed in June 2006. The communities included were the Native Village of Wales, the Native Village of Diomedede, and the King Island Native Community, a diaspora community living primarily in Nome and Anchorage. The work was conducted by Dr. Jolles, Herbert Anungazuk, a Wales Native, and Dr. Deanna Kingston, a King Island descendant. All three are cultural anthropologists. The project documented cultural, social, and economic changes in the three communities over the last 40 to 50 years and tried to understand how these changes are reflected in the lives of today's Elders, middle-aged adults, and teenagers. Work was collaborative and involved extensive community outreach activities, including the return of all original data in the form of usable maps, charts, and notebooks. Results included: a large collection of Iñupiaq place names and subsistence site locations identified on hand-drawn maps; photographs of community architecture, subsistence locations, and historic markers; histories of family residences (photographs and tape-recorded interviews); and photographic and tape-recorded interviews identifying subsistence plants, gathering areas, and plant uses.

### **Iñupiaq Landscapes and Architecture: Preserving Alaska Native Community Histories (2008–2011)**

This project is closely linked to the project described above and relies on this earlier research for its basic data. Jolles and Anungazuk are leading a research team from the National Park Service-Anchorage and Native Knowledge Experts in Wales and Diomede. They are verifying information recorded with Elders and others in Wales and Diomede and preparing a series of educational outreach products for use by local communities, regional organizations, and educational institutions. The products serve educational purposes and preserve the backgrounds and histories of the Native Villages of Diomede and Wales for future generations. Hand-drawn maps are being given final “ground-truthing” documentation by GPS/GIS mapping and imaging specialists. Photographs and audio-taped interviews focused on architecture, family residence histories, subsistence locations, and historic markers, and records of subsistence plants and their uses are receiving final verification and approval by community traditional Native knowledge experts. All personnel have a history of working closely with Bering Strait communities and are collaborating with the two communities to complete these tasks and transform these materials into easily accessible, educational outreach products. The products will be distributed to Wales, Diomede, the Bering Strait School District, Kawerak’s Eskimo Heritage Program in Nome, two Chukotkan communities with a history of contact and interaction with Diomede and/or Wales, and other organizations expressing interest in and commitment to preserving Native heritage.

### **Assessing Alaskan Yupik Community Interest in a Dental Health Initiative (2006); and Ethnographic Approaches to Alaska Native Health Disparities Research (2007–2009)**

This set of studies, funded by the National Institutes of Health, is nearing conclusion as final obligations to the study communities are fulfilled. The first study was aimed specifically at seeking permission from Yupik communities in the Yukon-Kuskokwim Delta region of southwest Alaska to work with them. Three communities joined the subsequent study, *Ethnographic Approaches: Kwethluk, Mountain Village and Pilot Station*. The objective was to incorporate ethnographic research into work that would address on-going dental health issues that disproportionately affect Alaska Native children in the region. The *Ethnographic Approaches* study is a culturally informed project that has combined investigation of difficulties tied to previous dental health disparities research in the region with generation of a culturally sensitive, collaborative model having greater potential for positive community receptivity, collaboration, and response.



## 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.

#### Confederated Tribes of the Colville Indian Reservation

The partnership began when the Colville Tribal Enterprise Corporation (CTEC) won the William Bradford Minority Business of the Year Award in 2002. CTEC's Board President expressed a desire to build a relationship to support CTEC's growth. Through meetings over a two-year period, a partnership was developed and formalized with the signing of a Memorandum of Understanding (MOU) in 2004 [CBC Resolution 2004-572.e&e]. The MOU outlined work on basic business education, advanced business education, strategic planning, regional economic development planning, and support of Northwest Tribal enterprise development. The MOU was signed by Joe Pakootas, Chair of the Colville Business Council; Eddie Palmenteer, Jr., President of the CTEC Board of Directors; and Vance Roley, Acting Dean of the Foster School of Business.

From this MOU the following activities have unfolded:

- BEDC co-sponsorship of the 2004 and 2005 CTEC-sponsored Tribal Economic Development Summits
- Customized Executive Education Program for 17 CTEC and Tribal employees, 2005–2006
- Basic financial management education for 60 CTEC and Tribal employees, 2005–2006
- Completion of a business plan for the Colville Greenhouse by three MBA students, 2006
- Completion of the North Central Washington regional economic development strategy, 2006–2007
- Participation by one CTEC employee in the inaugural Minority Business Executive Program, 2008 (scholarship provided by BEDC)

#### Yakama Nation

This partnership grew from a relationship between the Yakama Nation and the UW's former Office of Educational Partnerships and Learning Technologies and has led to work with a range of departments and enterprises:

- A student team completed a financial performance analysis of the Heritage Inn Restaurant, 2002
- A student team analyzed market growth opportunities for Yakama Forest Products, 2003
- BEDC completed a website and offered business seminars for the Yakama Nation Business and Technology Center, 2004–2006
- Yakama Forest Products (YFP) won the William Bradford Minority Business of the Year Award, 2006
- BEDC provided YFP with a summer MBA intern who completed a forest certification project, 2008
- Yakama Tribal Credit is co-sponsoring the BEDC Certificate Program that 11 tribal entrepreneurs are attending

#### **Jamestown S'Klallam Tribe**

The Chair of the Tribe's Economic Development Authority (EDA) and the Director of the BEDC met at an the Affiliated Tribes of Northwest Indians conference. The BEDC is supporting the EDA's enterprise development goals by providing interns to look at the potential acquisition of a business. It completed a feasibility study in 2008.

#### **Puyallup Tribe of Indians**

The BEDC met the Executive Director of Human Resources for the Tribe through BEDC's partners at Tacoma Community College. The Tribe is a co-sponsor of the 2009 BEDC Certificate Program.

#### **Nisqually Tribe**

The BEDC met the Training Manager for Red Wind Casino through partners at Tacoma Community College. The Tribe is a co-sponsor of the 2009 BEDC Certificate Program and four tribal members are attending.

#### **Other Partnerships**

The BEDC works with intertribal organizations, nonprofit organizations, and entrepreneurs.

#### **Columbia River Intertribal Fish Commission (CRITFC)**

The Nez Perce Tribe, the Confederated Tribes of the Umatilla Indian Reservation (CTUIR), the Confederated Tribes of the Warm Springs Reservation, and the Yakama Indian Nation founded CRITFC to protect their treaty-reserved property and sacred salmon heritage. The BEDC was introduced to CRITFC by an alumna who is an Economic Planner for the CTUIR. The BEDC:

- Provided two consulting teams that completed a market analysis and developed a marketing plan for a variety of distribution channels for Columbia River salmon
- Will place an MBA intern with CRITFC in the summer of 2009 through sponsorship of the CTUIR

#### **Oregon Native American Business and Entrepreneurship Network (ONABEN)**

The BEDC, introduced to ONABEN by an alumna who is the Vice President of Indian Country Initiatives at Shorebank Cascadia, is supporting ONABEN's work to launch a business plan competition for Native American entrepreneurs.

### **Potlatch Fund and Native Lens/Longhouse Media**

The BEDC was invited to have an MBA student on Potlatch Fund's board as a Board Fellow in 2007 and on Native Lens's board in 2008.

### **Individual Native American-owned Businesses**

The BEDC has recognized the following non-tribally owned Native American businesses at the UW Minority Business of the Year Awards: RE Powell Distributing, Apollo, Grey Poplars, and Warrior Electric.

## **Minority Business Executive Program**

### **Executive Education**

<http://bschool.washington.edu/execed/mbep/>

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The Foster School of Business Executive Education and Business and Economic Development Center have created a strategic partnership with the Northwest Minority Business Council to launch the Minority Business Executive (MBE) Program. Its goal is to increase the competitiveness of minority business enterprises. The MBE Program has received financial support from its Founding Corporate Partners: The Boeing Company, Microsoft, Nordstrom, Washington Mutual, and Zones.

This one-week intensive program is designed to assist minority business leaders facing potential business challenges. 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.

The MBE program has begun outreach to all Tribes in Washington, and several business executives from area Tribes have attended.

### **Student Resources**

Sponsorships may be available to participants through corporate sponsors.



## School of Dentistry

### Northwest/Alaska Center to Reduce Oral Health Disparities

<http://depts.washington.edu/nacrohd/>

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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 also creates internship opportunities for UW students and students at other four-year, research-intensive schools. The goal is to increase the number of AIAN students seeking life science careers. Center initiatives include working 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.

### **Higher Education**

The Center provided technical assistance for two Research Initiative for Scientific Enhancement grants at Heritage University and Salish-Kootenai College. The Center provided technical advice for Centralia College to develop a Bridges to the Baccalaureate program, which serves tribal members in Southwest Washington. Grants from the National Institute of Dental and Craniofacial Research and the National Center for Minority Health and Health Disparities, National Institutes of Health, provide student support for improved science education and internships. The Center helped design the Dental Health Aide Therapist certificate program offered jointly by the Alaska Native Tribal Health Consortium and the UW MEDEX Northwest program in the School of Medicine. This Anchorage-based program trains dental personnel for work in rural communities and is funded by the W. K. Kellogg Foundation and the Rasmusson Foundation.

### **Health and Health Education**

The Center is providing informal technical assistance and seminars on increasing dental services and community-based prevention to the Nooksack, Lummi Tribal Health, and Chehalis Head Start programs, and the Northwest Portland Area Indian Health Board.

### **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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A collaboration between the UW School of Medicine and the School of 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 goal of the SMDEP is to increase the number of underrepresented groups, including American Indian and Alaska Natives, into medical or dental school. The program, in conjunction with Native speakers, will address health disparities and the well-being of Native people through education, research, training, advocacy, and technical assistance. Its aim is to provide culturally relevant information and to prepare all participants to work with Native peoples.

The SMDEP features enrichment courses in biology, chemistry, organic chemistry, microbiology, physics, biostatistics, and communications. It also provides workshops on study skills, test taking, time management, team building, perceptual ability, and hand-eye coordination. A case-based class introduces students to problem-based learning and draws on what they have learned in the classroom by applying it to a patient case. Weekend trips around Seattle, migrant farmworker camp visits, and nightly tutoring sessions, are optional. Students are individually matched with a mentor for weekly sessions in a structured clinical or laboratory setting.

Room, board, and travel funding are provided. There is no cost for attending this program. Students receive a small stipend for incidental expenses.

## **Office of Educational Partnerships and Diversity**

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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.



UNIVERSITY OF WASHINGTON

## Tribal Leadership Summit

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### College of Education

#### Center for Multicultural Education

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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. Center Director James Banks has edited a major new reference work that will focus on multicultural education around the world.

#### **The Routledge International Companion to Multicultural Education, 2009**

##### **Part 5: The Education of Indigenous Groups**

This section of the Routledge Companion uses a case-study approach to analyze the education of Indigenous groups in three countries:

*Chapter 19: Connecting the Circle in American Indian Education*

Donna Deyhle and Karen Gayton Comeau

*Chapter 20: Indigenous Education in Peru*

María Elena García

*Chapter 21: The Struggle to Educate the Maori in New Zealand*

Wally Penetito

#### Office of Minority Recruitment and Retention

[http://education.washington.edu/about/minority\\_rnr.html](http://education.washington.edu/about/minority_rnr.html)

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*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 aims to increase the enrollment and retention of students from historically underrepresented groups. The College of Education (COE) 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 COE invites admitted prospective graduate students to participate in PSD, a series of events, including an information breakfast and reception. PSD is an opportunity for admitted students to network with current students and faculty from COE and other departments and to learn about funding, housing, campus climate, and living in Seattle. PSD is held in Spring Quarter.

### **Education Diversity Recruiters (EDRs)**

***recruit@u.washington.edu***

EDRs, a corps of COE graduate student volunteers, assists 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, and Seattle living. EDRs also provide services for campus visits, including campus tours emphasizing diversity resources and points of interest relevant to a specific academic program; meetings with prospective students over coffee or meals; and pre- and post-visit contact.

### **Student Resources**

How to Apply: <http://education.washington.edu/prospective/applying/>

Application Deadlines: <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/>

Frequently Asked Questions (FAQs): <http://education.washington.edu/current/stufaq.html>

### **Outreach, Curriculum, and Research**

#### ***Course: EDC&I 464 Educating Native-American Youth***

This course explores what it means to "educate" Native American youth. It examines the history of American Indian education in the context of colonial education and how this history has affected contemporary schooling experiences of Native American youth. The course also explores the high stakes testing and standards movement and its impact on Native American youth; how teachers and educators can work to make schooling a more culturally responsive environment using principles from multicultural education; and the experiences of Native people in higher education.

#### ***Indian Education in Teacher Education Programs***

Dr. Beth West, Assistant Professor, 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.

### **Out-of-School Literacy Practices of Native American Youth**

Dana Arviso (Navajo), a PhD student with an emphasis in Language, Literacy, and Culture, has focused her research on the out-of-school literacy practices of Native American youth. In collaboration with a local media organization that serves Native youth, Arviso conducted a pilot study that explored the educational value of a youth filmmaking program. The study incorporated the film, *March Point*, which documents how three tribal youth investigated the impact of two oil refineries on their tribal community. *March Point* follows their journey as they come to understand themselves, the environment, and the threat their people face.

The COE Diversity Task Force is working with Arviso to screen the film and bring film participants to UW for an event to highlight American Indian and Alaska Native culture, issues, and concerns around Indian education.



## College of Engineering

### Engineering Advising and Diversity Center Minority Scholars Engineering Program

[http://www.engr.washington.edu/curr\\_students/studentprogs/msep.html](http://www.engr.washington.edu/curr_students/studentprogs/msep.html)

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The Minority Scholars Engineering Program (MSEP) is a recruitment and 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 through the following programs:

#### **Alliances for Learning and Vision for Underrepresented Americans (ALVA)**

ALVA is a paid, summer internship for entering UW freshmen from underrepresented minority backgrounds who are interested in pursuing studies in engineering, computer science, physical sciences, or mathematics. The program consists of high-technology work assignments at a business or research site and a mathematical problem-solving workshop. The program is developed with site coordinators from participating businesses, universities, and community organizations. Counseling on financing education, acquiring mathematics skills needed for the calculus series of classes, building a community of peer scholars, and planning for careers in engineering or science are also key elements.

With the support of business and industry, ALVA assists entering students to excel in their studies and earn degrees in engineering and science. ALVA promotes industry-college-community partnerships to increase minority participation in engineering and science. NASA's Jet Propulsion Laboratories and The Boeing Company have worked with ALVA to increase the number of American Indian and Alaska Native students participating. Both have also benefited the Yakama and Spokane Reservations by hiring high-school mathematics instructors from schools on the reservations to teach the ALVA mathematics workshops. These instructors use their ALVA experiences to provide students with cutting-edge science and engineering instruction back at their high schools.

#### **Engineering Bridge Program (EBP)**

EBP is a program for entering freshmen designed to connect them with the resources necessary for their retention in the engineering disciplines. Students gain exposure to college-level academic mathematics and science courses, and engineering research.

### **Advising**

Four full-time advisors in the Engineering Advising and Diversity Center assist students with course planning, exploration of majors, and applications to engineering departments.

### **Learning Community and Co-enrollment**

The Engineering Community is a residential housing option available for students who desire a living environment that complements their classroom experience. Students who live in the Engineering Community interact with faculty and local business leaders and profit from additional educational experiences.

The Engineering Academic Center provides computer laboratories and study space for students to use as a community-based learning environment. Linux and Windows-based workstations provide resources for class projects or general tutorial assistance. Upper division engineering students serve as peer mentors and tutors for students in pre-engineering and engineering fundamental course work.

MSEP students co-enroll in pre-engineering curriculum courses with supplemental workshops to help them develop mastery that transfers to other engineering courses.

The Coalition of Engineering Minority and Women Student Societies brings together officers of minority and women engineering societies to work collaboratively on projects and address common needs (see AISES on page 6).

### **Student Scholarship Resources**

MSEP coordinates the following scholarship programs:

- National Action Council for Minorities in Engineering Scholarship Program
- HP Scholar Program for American Indian, Hispanic, and African American students majoring in computer science, computer engineering, or electrical engineering

In addition, the College of Engineering, through the Engineering Advising and Diversity Center and the specific engineering departments, offers a variety of scholarships and scholarship programs, including the Emerging Leaders in Engineering Program. For more information on all College of Engineering scholarship opportunities, visit [http://www.engr.washington.edu/curr\\_students/scholarships.html](http://www.engr.washington.edu/curr_students/scholarships.html)

## **First Nations MESA (Mathematics, Engineering, Science Achievement)**

<http://www.washingtonmesa.org>

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Washington MESA, UW College of Engineering  
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First Nations MESA engages Native American students in the study of mathematics and science that is linked with local culture. A part of Washington MESA, housed in the College of Engineering, First Nations MESA works with K–12 tribal schools and schools with high numbers of Native American students.

### **Program Services**

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. Projects include:

- Professional development for teachers and school teams in National Science Foundation LASER (Leadership Assistance for Science Education Reform) institutes
- MESA Mentor Workshops bring Native American college students and professionals to tribal schools, inspiring students with real-life success stories
- Wonderful Watersheds hands-on learning activities connect classroom learning with local habitat through projects such as stream restoration

### **Washington MESA**

First Nations MESA is one of six MESA Centers that make up Washington MESA, serving 5,000 students statewide. Washington MESA is building a pathway to college for students—including African American, Native American, Latino, and female K–12 students—who are underrepresented in math, science, and engineering careers.

### **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 summer ALVA (below and 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.

### **High School Summer ALVA**

This summer research program for high school juniors and seniors provides pre-college study in genomics and valuable research experience in a laboratory where they observe the impact of this field on science and society. During the first two weeks of the nine-week program, students participate in intensive training in biology laboratory skills and techniques. For the rest of the program, incoming freshmen students are paired with a research mentor to conduct research in a laboratory, and incoming high school seniors work collectively on a research project with a lab mentor.

### **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.

### **Graduate Students**

The goal of the graduate component is to create a comprehensive program to coordinate recruitment, retention, and training activities for underrepresented minority groups in genomics and genomics related fields. GenOM Graduate Fellows receive two-year awards of \$5,000/year, with an additional \$500 travel scholarship to attend a conference of their choice.

### **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.



## College of Forest Resources

### **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, provides a multidisciplinary, multicultural “sustainable societies” background for the doctorate. Working with American Indian Studies faculty and students, IGERT students gain classroom, project, and dissertation-based experiences that allow them to assess the life-cycle implications of technical designs and to understand natural resources from the perspective of Indigenous cultures. The centerpiece of the curriculum is a two-quarter multidisciplinary design and resource management project that involves collaboration with Native American communities in Washington state. In 2009, a UW graduate student team is working with Yakama Power and Grant County Public Utility District to develop a biomass sourcing plan for a renewable energy power plant on the Yakama Reservation.

#### **Research, Services, and Beneficiaries**

The energy research carried out by IGERT fellows and their faculty mentors covers topics in forest ecology, Indigenous resources, new methods for wood processing, discovery of bioenergy endophytes, fuel cells, biomimetic photovoltaics, and others. The IGERT

program immerses participants in system-level, life-cycle thinking so they can assess how an energy innovation derived from their dissertation research will contribute to the field.

Collaborative research projects in energy studies are being conducted with the Yakama and Colville Tribes. Recently the Colville Confederated Tribes Community Development Committee made the unanimous recommendation to collaborate with Bioenergy IGERT as a way to advance energy development on the Colville Indian Reservation and to pursue additional energy-related funding opportunities. The committee recommendation will be voted on by the full council. As a result, the second year bioenergy project is expected to be a partnership with the Colville Confederated Tribes.

The first year bioenergy project is a partnership with the Yakama Nation and the Grant County Public Utility District, and is tied to providing green power that satisfies Washington Initiative 937, tribal employment, and a healthier ecosystem on the reservation and surrounding areas. Students and the faculty mentor went to Toppenish to present a three-month progress report during the first week of Spring quarter, 2009.

The program currently supports 20 graduate students from five departments and two colleges. Six of these students are Native Americans, three from the Yakama Nation, two from the Colville Nation, and one from the Lumbee Nation.

## **Denman Forestry Issues Series**

<http://www.cfr.washington.edu/outreach/denman/index.shtml>

Robert L. Edmonds, Professor and Associate Dean for Research  
206-685-0953  
[bobe@u.washington.edu](mailto:bobe@u.washington.edu)

The Denman Forestry Issues Series provides information and discussion on timely forestry and natural resources issues. Its ultimate goal is to inform and educate students, faculty, staff, and the public. These programs are made possible through support provided by the Denman Endowment for Student Excellence in Forest Resources.

The 2007 Series featured *Trust and Transition: Perspectives on Native American Forestry*. The program is available on UWTV's website. See program descriptions on pages 82–83.

## **Financial Aid and Scholarships**

[http://www.itcnet.org/about\\_us/scholarships.html](http://www.itcnet.org/about_us/scholarships.html)

<http://www.cfr.washington.edu/academicPrograms/scholarship/index.shtml>

Michelle Trudeau, Director, Office of Student and Academic Services  
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[michtru@u.washington.edu](mailto:michtru@u.washington.edu)

Thomas Mentele, Director for Advancement  
206-543-9505  
[tmentele@u.washington.edu](mailto:tmentele@u.washington.edu)

The College of Forest Resources (CFR) has a generous general scholarship fund for all students, and three scholarships available to tribal members:

- With help from the CFR Rural Technology Initiative, the Truman D. Picard Indian Scholarship Program has been active since 2006. Shared funding is available from the Intertribal Timber Council (ITC) and CFR 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 CFR. 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, and who are working with, or funded through, the CFR Water Center. 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 CFR.

The latter two scholarships are administered through CFR. Financial need, academic merit, and diversity are all considered in the selection process. Visit the CFR website above or contact the Office of Student and Academic Services for application information.

## **Rural Technology Initiative**

<http://www.ruraltech.org>

Bruce Lippke, Professor and Director

206-543-6859

[blippke@u.washington.edu](mailto:blippke@u.washington.edu)

Larry Mason, Project Coordinator and Tribal Liaison

206-543-0827

[larrym@u.washington.edu](mailto:larrym@u.washington.edu)

The Rural Technology Initiative (RTI) was established to accelerate the implementation of new technologies in rural forest resource-based communities. RTI functions as a joint UW/Washington State University outreach program headquartered at UW. The RTI works with the US Department of the Interior (USDI), Bureau of Indian Affairs (BIA), and tribal Nations to develop partnerships between university-based forestry education and reservations and to deliver emerging science and modeling technologies in support of natural resource management planning. Activities include workshops, seminars, presentations, student mentoring, and participation in advisory capacities.

### **Research, Services, and Beneficiaries**

RTI conducts training workshops in forestry technologies and geographical information systems. Sixteen workshops have been conducted since 2004 involving Tribes within and outside Washington state.

Participating Indian Nations of Washington: Yakama Nation, Nooksack Indian Tribe, Lummi Nation, Stillaguamish Tribe of Indians, Quinault Indian Nation, Makah Nation, the

Tulalip Tribes, Confederated Tribes of the Colville Reservation, Spokane Tribe of Indians, and Snoqualmie Indian Tribe.

Participating Indian Nations in other states: Nez Perce Tribe, Jicarilla Apache Nation, Tanana Chiefs Conference, Zuni Indian Tribe, San Carlos Apache Tribe, Cherokee Nation, Choctaw Nation of Oklahoma, Confederated Tribes of Warm Springs, Leech Lake Band of Ojibwe, Menominee Indian Tribe of Wisconsin, Confederated Salish-Kootenai Tribes, Yurok Tribe, Cow Creek Band of Umpqua Indians, Mescalero Apache Tribe, Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians, Lac du Flambeau Band of Superior Chippewa Indians, Coeur d'Alene Tribe, Hoopa Valley Tribe, Pueblo of Santa Clara, Blackfeet Nation, Pueblo of Jemez, Tule River Indian Tribe, Fond du Lac Reservation, Stockbridge-Munsee Community, and Forest County Potawatomi.

RTI has provided forest management modeling and planning support for individual Tribes, including the San Carlos Apache Tribe, the Yakama Nation, the Confederated Tribes of the Colville Reservation, the Spokane Tribe, the Quinault Indian Nation, the Makah Nation, and the Tulalip Tribe.

RTI coordinates with several tribal groups and committees including:

- Intertribal Timber Council—Education Committee
- Intertribal Timber Council—Research Committee
- USDI BIA—Branch of Forest Resource Planning
- National Renewable Energy Laboratory—Tribal Energy Program
- USDI BIA—Office of Indian Energy and Economic Development, Division of Energy and Mineral Development

RTI also partners with Northwest Indian College and Salish Kootenai Indian College.

### **Student Resources**

***[http://www.itcnet.org/about\\_us/scholarships.html](http://www.itcnet.org/about_us/scholarships.html)***

RTI facilitated a Native American scholarship in 2006 between the CFR and the Intertribal Timber Council as part of the Truman D. Picard Indian Scholarship Program. This is an ongoing agreement to provide support for Native students.



## The Graduate School

### Graduate Opportunities and Minority Achievement Program

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

Juan Guerra, Associate Dean and Director  
Cynthia Morales, Assistant Director  
Sophia Agtarap, Administrative Counselor  
Anthony Salazar, Graduate Diversity Program Specialist  
Augustine McCaffery, Senior Academic Program Specialist  
Sabring Bonaparte, Graduate Student Assistant  
206-543-9016  
[gomap@u.washington.edu](mailto:gomap@u.washington.edu)

The Graduate Opportunities and Minority Achievement Program (GO-MAP) serves 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.

#### **Campus Collaborations and Relationships**

To meet its commitment to increasing and maintaining diversity in UW graduate programs, Associate Dean Juan Guerra and the staff of GO-MAP work closely with deans, directors, and chairs of graduate programs; graduate program coordinators; faculty; graduate program assistants; graduate students; and other diversity units on campus, including the Office of Minority Affairs and Diversity.

#### **Data Resources**

GO-MAP provides data on graduate programs in areas of applications, admissions, enrollment; degrees conferred; fellowships and assistantships (teaching, research assistantship); and Western and National Name Exchanges (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.

## **Student Resources**

***The Graduate Students of Color “Getting Connected” Orientation and Fall Reception*** provides an opportunity for incoming minority graduate students to meet current minority graduate students and faculty and to get information on resources about how to succeed in graduate school.

***Prospective Student Days*** consist of supplemental events and activities for admitted students who are also participating in departmental events. These activities give students opportunities to network with students and faculty from various departments and to learn about funding, housing, campus climate, and living in Seattle.

***Graduate Diversity Scholars Research Seminars*** offer an interdisciplinary forum where graduate students can present their research in a supportive environment with a small audience of fellow students and faculty. The seminars promote professional development and socialization and offer students assistance with content and presentation skills.

***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.

***The GO-MAP Diversity Fellows Dinner*** celebrates the achievements of graduate students from diverse backgrounds and supports GO-MAP and the UW Graduate Diversity Initiative.

***The Diversity Book Talk Series*** brings authors who write on race, diversity, and multicultural issues to the UW to read and discuss their work. These readings are free and open to the public.

***Voices in Academia Lunches*** provide opportunities for a featured faculty member and 15–25 students to discuss topics relevant to future faculty members and higher education. The lunches are informative, yet informal conversations, fostering community and a nurturing learning environment, while promoting professional development.



## The Information School

### Arctic Slope Regional Corporation Partnership

Cynthia del Rosario, Director, Graduate Minority Recruitment and Retention  
206-543-9779  
[cyn@u.washington.edu](mailto:cyn@u.washington.edu)

The Information School (iSchool) is collaborating with the Arctic Slope Regional Corporation, an Inupiat-owned company, to develop educational programs for Inupiat shareholders to become primary information specialists for their 30-plus corporations nationwide. Through this program, the iSchool is working to expand and transform the curriculum and programming to better recruit, support, and graduate Inupiat students in the field of library and information science. The first Directed Fieldwork experience is in place for 2009–2010.

### Education and Research on Social Aspects of Information Science and Technology

Cheryl Metoyer, Associate Professor  
206-685-9612  
[metoyer@u.washington.edu](mailto:metoyer@u.washington.edu)

The Information School curriculum includes courses taught by Dr. Cheryl Metoyer that address cultural dimensions of information science. Dr. Metoyer's research interests include the management, design, and evaluation of information services provided by institutions to American Indians and the information-seeking behavior of culturally diverse groups. Her most recent research project is the development of *The Thesaurus of American Indian Terminology*.

#### Courses

##### *LIS 534: Indigenous Systems of Knowledge*

Study of Native American systems of knowledge with an emphasis on knowledge organization practices. The course explores Indigenous systems of knowledge; studies the conceptual foundations of Indigenous systems of knowledge; examines traditional Indigenous ways of organizing information, and explores contemporary expressions of Indigenous knowledge organization.

##### *LIS 517: Information Seeking Behaviors in Ethnolinguistic Communities*

Study of information and culture in ethnolinguistic groups as related to the provision of professional information services. This course examines the role of culture and

language in seeking and processing of information by ethnolinguistic groups; behaviors of gatekeepers; methodological considerations in conducting cross-cultural research into information seeking behavior, and the development of appropriate service models for ethnolinguistic groups.

## **Identity and Authority in Descriptive Practices of National Documentary Heritage Institutions**

Joseph Tennis, Co-Investigator and Assistant Professor  
206-616-2542  
[jtennis@u.washington.edu](mailto:jtennis@u.washington.edu)

Funded by the Social Sciences and Humanities Research Council, Canada, and housed at the University of British Columbia, Dr. Tennis' work is of value to organizations seeking to preserve their cultural heritage. It provides a theoretical and conceptual framework for descriptive practices, such as indexing and cataloguing tribal documents and records that contribute to assertions of sovereignty and the preservation of cultural identity.

## ***Open Curios: Socio-Technical System for Participatory Curation at the Burke Museum of Natural History and Culture***

<http://www.washington.edu/burkemuseum/>

David Hendry, Principal Investigator and Assistant Professor  
206-616-2316  
[dhendry@washington.edu](mailto:dhendry@washington.edu)

*Open Curios* is a research and design project that explores how digital media can be shaped by users to create new interpretive contexts for scholarship, design, and learning. This two-year project, for which funding is pending, will develop a tool that will allow curators, school children, and teachers to curate and exhibit their own digital collections, using images of objects from the Burke Museum. The project is helping partners develop insight into curatorial processes, in particular the issues and challenges involved in collecting, representing, organizing, exhibiting, and discussing cultural objects and artifacts.

## **Student Resources**

### **Minority Recruitment and Retention**

Cynthia del Rosario, Director for Graduate Minority Recruitment and Retention  
206-543-9779  
[cyn@washington.edu](mailto:cyn@washington.edu)

The iSchool aims to increase the enrollment and retention of students from historically underrepresented groups, including American Indian and Alaska Native students by building partnerships with tribal communities, organizations, and institutions in the region and nationally.

**Office of Student and Academic Services**

***<http://www.ischool.washington.edu/resources/advising.aspx>***

Diversity Resources

*<http://www.ischool.washington.edu/diversity/default.aspx>*

Financial Aid

*<http://www.ischool.washington.edu/resources/finaid/default.aspx>*

iDiversity Student Group

*[iverse@u.washington.edu](mailto:iverse@u.washington.edu)*; join the iDiversity Facebook group:

*<http://www.facebook.com/group.php?gid=30908214478>*

**Washington Doctoral Initiative (WDI)**

***<http://depts.washington.edu/wdi/>***

Allyson Carlyle, PhD Program Chair and Associate Professor

206-543-1887

*[wdi@u.washington.edu](mailto:wdi@u.washington.edu)*

The iSchool has received a grant from the Institute of Museum and Library Studies 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. The goals of the fellowship are to diversify the professoriate, the research, and the field of information science. The first cohort includes a Native student.



## School of Law

### Native American Law Center

<http://www.law.washington.edu/IndianLaw/>

Robert T. Anderson, Director and Associate Professor  
206-685-2861  
[boba@u.washington.edu](mailto:boba@u.washington.edu)

Ron J. Whitener, Assistant Center Director, Clinical Program Director, Assistant Professor  
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

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. The Center was founded to carry on and expand the work of the late Ralph W. Johnson, who for 44 years taught at the UW Law School and provided direct assistance to Tribes in Washington state and across the nation.

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 and governance
- Realizing Alaska Native priority subsistence rights
- Achieving fulfillment of Indian treaty fishing and hunting rights
- Providing consultation to tribal institutions, students, and local and federal governments on contemporary Indian issues
- Assisting tribal governments in the regulation of research activity within their communities

## **Research, Services and Beneficiaries**

Active and pending projects include:

### ***Tribal Court Criminal Defense Clinic (2002–present)***

The Tulalip Tribes

The Squaxin Island Tribe

The Port Gamble S'Klallam Tribe

The Sauk-Suiattle Tribe

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 the above-listed Tribes. This clinic uses students and faculty to provide vigorous and competent defense representation.

### ***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)***

The Center provides training support to the public defender agencies of many Tribes, including the Makah Nation, the Squaxin Island Tribe, the Suquamish Tribe, and the Navajo Nation.

### ***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. This project funds training and the research of Assistant Professor Ron Whitener.

### ***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. This project is directed by Assistant Professor Ron Whitener.

***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

UW Alcohol and Drug Abuse Institute

#### **Methamphetamine and Other Drugs: Partnering with Native Communities to Better Understand the Issues**

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Sandra M. Radin, Research Scientist  
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This project utilizes a Tribal Participatory Research approach in collaboration with three to five Washington Tribes and the Southeast Alaska Regional Health Consortium. The project team is gathering qualitative and quantitative data to better understand the issues related to methamphetamine and other drugs from the perspectives of tribal communities and the strengths and resources they bring to treatment. Data from treatment admissions of individuals both nationally and in Washington state indicate that, while admissions for methamphetamine have increased over the past number of years, alcohol continues to be the substance for which treatment is most often sought.

In addition, archival data from the Washington State Division of Alcohol and Substance Abuse Treatment and Report Generation Tool database will be analyzed to evaluate trends in American Indian and Alaska Native admissions for the treatment of methamphetamine relative to admissions for alcohol and other drugs over time.

Data generated from this project will provide a better understanding of the issues encountered by tribal communities in Washington and Alaska with respect to methamphetamine and other drugs. These data can provide guidance for future research efforts as well as the development of effective prevention and treatment programs for tribal communities. This manual will provide a brief training on these issues as well as provide guidance to tribal communities who wish to partner with a research institution.

**Developing Research Capacity and Culturally Appropriate Research Methods: Community-Based Participatory Research (CBPR) Manual for Collaborative Research in Drug Abuse for American Indians and Alaska Natives**

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The aim of this project is to develop a manual on the use of CBPR and Tribal Participatory Research (TPR) approaches. The manual will assist academic researchers and tribal communities in the Pacific Northwest to develop and implement culturally relevant, collaborative research in the areas of substance abuse, HIV/AIDS, mental health, and other areas of health disparities in American Indian and Alaska Native populations. See pages 3–4 for a description of CBPR and TPR principles. The manual will provide training on these issues and guidance to tribal communities who wish to partner with a research institution.

The development of this manual is proceeding via three mechanisms: 1) a literature review to provide the theory and application of CBPR/TPR and published examples of the approach as used by academic and community-based/tribally based research partners; 2) semi-structured interviews with community-based and academic institutionally based research partners who have been engaged in CBPR/TPR and those with expertise and experience in ethics and Institutional Review Boards as applied to research with Native communities; 3) queries on listservs that are relevant to CBPR/TPR and research with Native communities to collect resources not found in the literature. Data from these sources are being analyzed and summarized. The final draft of this manual will be available in September 2009.

## ***Healing of the Canoe Project***

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

<http://adai.washington.edu/canoe/>

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Port Gamble S’Klallam Youth Program  
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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 Center 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 in Phase II, having been renewed for five years, with the potential for an additional three years of funding for dissemination of findings to other communities and researchers.

During Phase I, the UW Alcohol and Drug Abuse Institute 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.

A work group composed of members from the University and Suquamish research teams, Elders, and community members developed a culturally relevant intervention to address these dual concerns, with guidance from the Tribe's Cultural Cooperative, which serves as the Community Advisory Council. The intervention and its accompanying assessment instrument have undergone two initial small pilot studies to determine issues of feasibility.

The goals of Phase II are to further plan, refine, implement, and evaluate this community-based and culturally congruent substance abuse prevention intervention among Suquamish tribal youth, and to extend the project to the Port Gamble S'Klallam Tribe. The long term goal of this project is to develop a model that can be used with other Native communities in Washington state and other regions in the United States.

## **Native American Center of Excellence**

### **Office of Multicultural Affairs**

***<http://uwnacoe.com>***

David Acosta, Interim Director  
206-616-3042  
*[dacosta@u.washington.edu](mailto:dacosta@u.washington.edu)*

Vicki Pinkham (Tlingit), Program Coordinator  
206-616-3043  
*[vp@u.washington.edu](mailto:vp@u.washington.edu)*

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. Developed and sustained with federal funding, NACOE is now fully funded by the School of Medicine.

The primary goals of NACOE are to:

- Attract American Indian and Alaska Native students into careers in medicine
- Coordinate the Indian Health Pathway certification program
- 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
- Encourage appropriate research on Native health issues
- Support multicultural outreach and diversity efforts at the School of Medicine

## **Education Pipeline Programs**

### ***UDOC Program***

***<http://depts.washington.edu/omca/leadership/UDOC.html>***

UDOC is a free five-week summer enrichment program at UW for high-school juniors and seniors in Washington state from underrepresented and disadvantaged backgrounds to foster their desire to pursue health science careers.

### ***Summer Medical and Dental Education Program (SMDEP)***

***<http://depts.washington.edu/omca/leadership/SMDEP.html>***

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 20.

### **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 health; and enhance curriculum and encourage research on Indian health issues.

The IHP provides a lecture series, 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 American Indian and Alaska 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 a Blanket Ceremony, and are recognized by the Dean at graduation.

#### ***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, 681: Traditional Indian Medicine Clerkship in Primary Care Setting, 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.

### **Faculty Development**

#### ***NACOE Faculty Development Seminar***

This annual seminar offers the American Indian and Alaska Native physicians in the WWAMI region continuing medical education. Workshops topics include current teaching methods, administrative skills, disease and wellness focused medical updates, research training, and traditional healing.

#### ***NACOE Research***

NACOE also partners with the Native American Research Center for Health (NARCH) in Portland, Oregon, to offer interested faculty additional training on research methodology.

### **Student Resources**

#### ***Student Support***

Some stipends are available for American Indian and Alaska Native medical students to attend the Annual Association of American Indian Physicians meetings and cross-cultural

medicine workshops, the NARCH Research Workshop, and to cover expenses for US Medical Licensing Exam Materials for Board preparation courses.

***Medicine Wheel Society (MWS)***

See description on page 6.

***Prematriculation Program***

This is a six-week summer program for incoming American Indian and Alaska Native medical students that prepares them for the first year of medical school.

***Tutorial Assistance Program***

A learning specialist is available to assist American Indian and Alaska Native medical students.

***Research Advisor Program***

A research advisor is available to advise American Indian and Alaska Native medical students in their required research projects.

## **National Network of Libraries of Medicine, Pacific Northwest Region**

### **Health Sciences Library**

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Within the National Library of Medicine, the National Network of Libraries of Medicine (NN/LM) enhances health professionals' and the public's access to health information. There are eight regional medical libraries in the NN/LM, including the Pacific Northwest Regional Medical Library (PNRML), located at the UW Health Sciences Library.

One of the goals of the PNRML is to increase the public's awareness of and access to high-quality electronic health information. PNRML develops collaborations with diverse intermediaries to promote the use of high-quality health information by the public, especially underserved communities.

In the project *Tribal Connections*, initiated in 1998, the PNRML offered funding to 16 Pacific Northwest American Indian and Alaska Native communities (eight in the state of Washington) to improve access to and use of high-quality health information. Each community identified what was most needed. All communities emphasized the lack of access to the Internet. Each community then developed strategies to improve Internet

connectivity, establish public access computer stations, and participate in training to access health information on the web. By 2001, fourteen Pacific Northwest communities were *Tribal Connections* project participants.

Another outcome was the project website, *Tribalconnections.org*. This site matured into a resource for tribal and urban Indian communities throughout the country, and included news, interviews, and features about Native wellness issues. Articles combined Western and Native approaches to healing and wellness, focusing on nutrition and diet.

Other initiatives with tribal communities have included outreach to journalists and tribal college librarians:

- Workshop at the Native American Journalists Association Annual Meeting in Denver, Colorado, 2007. The purpose of the workshop was to assist participants in identifying, researching, and writing about pressing health concerns in Native communities, such as diabetes, dental health, heart disease, elder care and health literacy.
- Workshop for the week-long Tribal College Institute at Montana State University in Bozeman, 2007. The workshop provided an orientation to the NN/LM, and its emphasis on the importance of community partnerships for improving health literacy.

## **Nelson Fausto and Ann De Lancey Native American Education Outreach Program**

**Department of Pathology**

***<http://www.pathology.washington.edu/outreach/NativeAmerican/>***

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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 partners 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.

The program pays special attention to the cultural dynamic between modern medicine and science and traditional Native American healing practices. Staff members from the Indigenous Wellness Research Institute (IWRI) work closely with UW Medicine Pathology to ensure that Native American culture is incorporated into the program's educational outreach activities. The program is funded with the generous financial support of

Dr. Nelson Fausto, Professor and Chair, UW Medicine Pathology, and his wife, Dr. Ann De Lancey.

### **Research, Services, and Beneficiaries**

UW Medicine Pathology hosted the first group of pilot program students from White Swan Middle School on the Yakama Reservation in 2007. The White Swan students experienced a full day of hands-on activities and toured several research laboratories, including the Seattle Biomedical Research Institute where they learned about infectious diseases. During the mini-retreat, students learned about career and educational opportunities with faculty, residents, post-doctoral fellows, graduate students, and research and medical technical staff members serving as mentors. In concert with IWRI, all activities began with a culturally appropriate ceremony in honor and respect of the Native American students and their heritages.

In 2008, the Department hosted students from Chief Leschi School in Puyallup and from the University of Montana Upward Bound Program. In partnership with the UW MESA Program, students from the Yakama Reservation are scheduled to visit UW twice in 2009, including observing the 2009 BioExpo sponsored by the Northwest Association for Biomedical Research in May. These students will then work on a year-long, culturally based research project to present at the 2010 BioExpo. UW staff members have already visited the Yakama Reservation and met with tribal educators to solicit their feedback and input for the program.

The following sites with activities and mentoring opportunities highlight each visit to UW:

- Burke Museum
- Lab Medicine and Medical Technician Program
- Native American Center for Excellence
- Gross Room and Autopsy Facility
- Cytogenetics
- Pathology Cancer Research Lab
- Institute for Surgical and Interventional Surgery
- Seattle Biomedical Research Institute
- Northwest Association for Biomedical Research, BioExpo

The following UW Medicine Pathology and IWRI members provide leadership and mentorship support for the program:

Polly Olsen (Yakama), IWRI Community Relations and Development Director

Rose James (Lummi), Pathology Postdoctoral Fellow

Leslie Caromile (Eastern Cherokee), Pathology Graduate Student

Jessica Sutterliet (Sioux), UW MESA Program, Yakama Reservation Coordinator

Steve Berard, UW Medicine Pathology Communications and Graduate Program Coordinator

### **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. Other in-kind donations come from the following sources: Seattle Biomedical Research Institute, Northwest Association for Biomedical Research, Jones Soda, and Starbucks.

## **Partnerships for Native Health**

**Center for Clinical and Epidemiological Research (UWCCER)**  
**Department of Medicine, Division of General Internal Medicine**  
<http://www.uwccer.org>

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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 UWCCER.

### **Research, Services, and Beneficiaries**

Below is a list of projects that provide opportunities for American Indian and Alaska Native researchers to collaborate with the Center, and funding opportunities for undergraduate, graduate, and medical students. Full project descriptions can be found at <http://depts.washington.edu/uwccer/aian-projects.html>

- *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
- *Black Hills Center for American Indian Health NARCH IV Training Core (2009–2012)*  
Aims to increase the number of American Indians capable of conducting health research in areas of high priority to tribal people
- *Center for American Indian and Alaska Native Health Disparities (2007–2012)*  
Partners with University of Colorado Denver to conduct projects addressing key issues in American Indian and Native Alaskan communities such as cancer, liver disease, and health literacy
- *Targeted Approach to Increasing American Indian Tissue and Organ Donation (2007–2012)*  
Assesses knowledge and attitudes regarding organ donation using focus groups at tribal colleges, develops materials to encourage organ donation, and evaluates their impact
- *Institute of Translational Health Sciences Community Engagement and Research Translation Core (2007–2012)*  
Partners diverse American Indian and Alaska Native communities and organizations in the region, the WWAMI clinical practice and educational network, and Group Health to

improve health and well-being in the Pacific Northwest through building collaborative, community-based research networks

- *Randomized Trial of Workplace Interventions to Improve Health of Alaska Natives (2007–2012)*  
Surveys 40 Alaska Native workplaces and implements an intervention package to increase colon cancer screening, healthy eating, influenza immunization, mammography and Pap smear use, physical activity, and tobacco cessation treatment
- *Implementing Health Promotion Activities in Native Employers (2007–2009)*  
Implements interventions in three different types of Native workplaces to evaluate acceptability and usability
- *Web-Based, Patient-Centered Approach to Cardiovascular Disease Risk Factor Management and Reduction (2006–2011)*  
Implements a culturally tailored, home-based approach to help members of a Northern Plains Tribe with cardiovascular disease risk factors prevent and manage cardiovascular disease
- *Native People for Cancer Control Telehealth Network (2006–2009)*  
Provides post-diagnosis cancer care services via video teleconference to Alaska Native villages and Washington tribal communities
- *Native People for Cancer Control (2005–2010)*  
Uses community-based participatory methods to increase cancer education activities among American Indians and Alaska Native.
- *An Innovative and Interactive Cardiovascular Disease Curriculum for Native Youth (2005–2009)*  
Develops, implements, and evaluates a video-based, culturally and age-appropriate supplemental health education curriculum on cardiovascular health for American Indian and Alaska Native 7th through 12th graders
- *Health Communication with American Indian Elders (2005–2009)*  
Examines patterns of communication between Native Elder patients and their health-care providers
- *Resource Center for Minority Aging Research: Native Elder Research Center (2003–2012)*  
Trains doctoral-level Native investigators to conduct health-related research through didactic sessions, pilot studies, and intensive mentorship

Selected, additional completed projects, such as those listed below, can be found at <http://depts.washington.edu/uwccer/aian-project-archive.html>

- An Innovative and Interactive Supplemental Tobacco Curriculum for Native Youth (2006–2008)
- Surgical Outcomes in American Indian Veterans (2006–2008)
- Assessment of Attitudes towards Mammography among Older American Indian and Alaska Native Women (2006–2008)
- Planning Grant for Institutional and Translational Science Award (2006–2007)
- Genomic Health Care and the Medically Underserved (2004–2008)
- American Indian and Alaska Native Health Disparities (multiple research studies) (2003–2008)

- Wounded Spirits, Ailing Hearts: Posttraumatic Stress Disorder and Cardiovascular Disease in Indians (2003–2008)
- Medical Communication with American Indian Elders (2003–2005)
- Alcohol Health Disparities in Two Indian Populations (2002–2005)
- Understanding and Reducing Native Elder Health Disparities (2000–2007)

### **Student Resources**

Native students are encouraged to apply for summer internships and ongoing work study positions.

## **Skokomish Tribal Evidence-Based Practices Project**

***Department of Psychiatry and Behavioral Sciences***

***Division of Public Behavioral Health and Justice Policy***

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In 2006, the Washington State Legislature allocated funding for a Children’s Mental Health Evidence-Based Practices pilot project, to which counties, Regional Support Networks (RSN), and Tribes were invited to apply. The successful bidder was the Thurston-Mason RSN, which received funding for a strategic community process to identify and implement evidence-based mental health services for children and families that are aligned with the values and needs of their community. Representative stakeholders in children’s mental health in Thurston and Mason counties were invited to participate in the project, including regional Indian Nations. Representatives from the Skokomish Tribe took particular initiative in the project: additional funding was provided specific to the Skokomish Tribe to undergo a complementary process in which the Tribe would identify priorities for children’s mental health and explore the applicability of the chosen evidence-based practice within their community. The Skokomish project started in May 2007.

The Division of Public Behavioral Health and Justice Policy is providing technical assistance to the Skokomish Tribe as they plan and implement expanded services for children and families. This partnership will allow the UW to examine the effectiveness of using an adaptation of the Partnerships for Success model to promote culturally relevant and data-informed decisions around behavioral and emotional health and well-being for children and families. For more information about this model, see [www.pfsacademy.org](http://www.pfsacademy.org).

Primary outcomes include improved health for children and families; enhanced community collaborations; and development of a strategic community plan that includes implementation of community-relevant, evidence-based services.

## **Tribal Healing and Wellness Conference**

<http://adai.washington.edu/TribalConference/>

**UW Alcohol and Drug Abuse Institute, DSHS Indian Policy Advisory Committee,  
and the American Indian Health Commission of Washington State**

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The first Washington Tribal Healing and Wellness Conference, funded by the National Center on Minority Health and Health Disparities, National Institutes of Health, took place May 5–6, 2008, at Kiana Lodge, owned by the Suquamish Tribe, on the Port Madison Reservation. This conference was attended by 150 representatives from the 29 federally recognized Tribes in Washington, other American Indian and Alaska Native agencies, urban American Indian and Alaska Native communities, and academically based researchers. The goals of this conference were to address behavioral health disparity issues of concern to tribal communities and to identify and promote effective, culturally appropriate prevention and intervention programs; to strengthen research capacity in Native communities; to provide an opportunity for networking and mentoring; and to build an agenda and momentum for future annual conferences.

The full conference report can be found at: <http://adai.washington.edu/TribalConference/>. This report provides a list of speakers, sessions, exhibitors, and the conference schedule. The conference findings provide critical information about health disparity issues of concern to Native communities in Washington as well as community-based and effective programs being used to promote culturally grounded health.

The Institute has submitted a grant to convene the second Native Healing and Wellness Conference potentially in September 2009, in collaboration with Washington State Department of Social and Health Services, Indian Policy Support Services. Another proposal is being submitting to the Northwest Indian College Centers for Health, as part of its application for a Native American Research Center for Health, to plan and implement a series of annual Native Health and Wellness Summits for American Indian and Alaska Native communities in Washington state. The goal of these summits is to support the development, implementation, and dissemination of effective, culturally grounded services to Native communities.



## School of Nursing

<http://www.son.washington.edu>

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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 has worked with numerous Native American Tribes to create student experiences in learning about community health nursing. The goal is to prepare nursing students to work with Indian peoples. 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 Native people as an important part of their research training.

Native communities have helped faculty by collaborating on efforts to better understand Native traditions and experiences with health and health care. Associate Professor June Strickland has learned about suicide and suicide prevention by working with many Pacific Northwest Tribes, and they continue to work together to develop suicide-prevention approaches that build on the cultural strengths of the community.

### Undergraduate Student Projects

In 2007–2008, twenty undergraduate students worked with the Suquamish and Port Gamble S'Klallam Tribes through the course NCLIN 409—Partnerships for Community Health. They worked on tobacco prevention, early childhood education, health screening and education, health fairs, and stress management.

### Graduate Student Projects

Six graduate students in Advanced Practice Community Health Systems Nursing (APCHSN) are working in 2009 on the following projects with the Suquamish and Port Gamble S'Klallam Tribes, under the supervision of Dr. Strickland:

- Diabetes Outpatient Type II Program
- Collaboration with Dr. Lisa Thomas on the *Healing of the Canoe* substance-abuse prevention project (see page 43)
- Environmental health
- Early childhood education traditional herb garden
- Issues in tribal sovereignty
- Understanding tribal leadership, decision making, and governance

The Tribes selected the projects. Several of the graduate students have applied for the Doctor of Nursing Practice in APCHSN and may be in these tribal communities for their capstone practice inquiry projects.

### **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.



## College of Ocean and Fishery Sciences

### Hood Canal Dissolved Oxygen Program

Applied Physics Laboratory, School of Oceanography

<http://www.hoodcanal.washington.edu>

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The goal of the Hood Canal Dissolved Oxygen Program (HCDOP) is to determine the causes of low dissolved oxygen in Hood Canal and the effect on marine life. HCDOP is a partnership of 38 organizations, including the Skokomish Indian Tribe and the Port Gamble S'Klallam Tribe. Within HCDOP, the Integrated Assessment and Modeling effort (HCDOP-IAM) is a UW-led, multi-year study, in which scientists work with local, state, federal, and tribal government policy makers to evaluate potential corrective actions that will restore and maintain a level of dissolved oxygen that reduces stress on marine life.

Threats to Hood Canal resources are threats to treaty-protected resources and to local Tribes. The Skokomish Tribe's Treaty, or usual and accustomed area, is the majority of the Hood Canal basin. The 1855 Treaty of Point No Point pre-dates Washington statehood. Tribal partnership within the HCDOP-IAM study helps mitigate threats to Hood Canal resources.

#### **Research, Services, and Beneficiaries**

This study uses automated technology, observing networks, and numerical modeling to quantify marine processes and watershed loadings of water, carbon, and nutrients; to assess biota-oxygen interactions and food-web structure; and to model these key processes to quantify driver(s) of oxygen and evaluate potential corrective actions.

Tribal involvement in both planning and executing the study has been strong since the program's inception in 2003.

To date, HCDOP-IAM has:

- Established remote automated monitoring technology and human-staffed survey networks in the Hood Canal marine waters and watershed. The Port Gamble S'Klallam Tribe and the Skokomish Tribe have been funded by HCDOP-IAM to lead and participate in ongoing surveys of marine waters and rivers. Tribal staff and members conduct the work within the study.
- Initiated studies on Hood Canal biota and food web energetics. The Port Gamble S'Klallam Tribe was funded by HCDOP-IAM for an analysis of forest composition change between conifer-dominated riparian zones in 1870 General Land Office surveys and more alder-dominated riparian zones in 2003 reoccupation of the surveys. HCDOP-IAM also funds the Skokomish Tribe to assess Dungeness crab distribution and re-capture rates throughout Hood Canal relative to oxygen concentrations. Skokomish divers alerted the HCDOP study to the presence of bacterial mats in some sediments of lower Hood Canal, which are being further studied and assessed.
- Applied computer models to Hood Canal marine waters and watershed, linked with atmospheric model output. The HCDOP-IAM observational data provides key input for these models.

### **Student Resources**

Some high school students and high school graduates from the two Tribes have been or are directly involved in the research within HCDOP-IAM, having received one-to-one instruction from HCDOP-IAM investigators.

A large number of UW undergraduate and graduate students have participated in the HCDOP-IAM study. The experiential opportunities have ranged from volunteering to assist with fieldwork, to participating in the ongoing research as a paid work-study undergraduate or master's or doctoral candidate research assistant, to conducting independent research focused on the oxygen problem.

## **Native Programs with Aquatic and Fishery Sciences**

### **School of Aquatic and Fishery Sciences**

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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 cultivated strong 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 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. There will be two interns in Summer 2009.

### **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, as appropriate. The Student Services Coordinator works with the UW Office of Minority Affairs and Diversity (OMAD) 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 OMAD Early Identification Program 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 (see page 33), and sets aside funding to assist applicants who are unable financially to visit the campus
- Renewed efforts to increase Native American enrollment from the Tribes through professional connections with the Northwest Indian Fisheries Commission and is exploring funding opportunities for these students
- Awards a two-year (8 quarter) entry scholarship to the highest ranked under-represented student who is admissible and has a faculty member interested in being his or her academic advisor

### **Oceanography Research Programs School of Oceanography**

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#### **Ecology and Oceanography of Harmful Algal Blooms—Pacific Northwest (ECO HAB-PNW)**

Research focuses on the physiology, toxicology, ecology, and oceanography of toxic *Pseudo-nitzschia* species off the Pacific Northwest Coast. The long-term goal is to develop a mechanistic basis for forecasting *Pseudo-nitzschia* bloom development.

In the study region, beach and harvest closures resulting from the toxigenic *Pseudo-nitzschia* blooms have a severe economic impact on tribal communities and coastal economies. In 1991, the closure of Washington state beaches to recreational and commercial shellfish harvesting resulted in a \$15 to 20 million revenue loss to local fishing communities. The commercial Dungeness crab industry, on which Washington's Quileute Nation depends for employment, lost 50% of its income in 1998 due to harvest closures. The entire razor clam harvest of the Quinault Tribe, on which it depends for both subsistence and commercial revenue, was lost in the fall of 1998. Research such as this study can provide timely warning to tribal fishermen and shellfish managers.

#### **Olympic Region Harmful Algal Blooms**

This project brings the application of new knowledge from ECO HAB-PNW research teams to the local communities on the Olympic peninsula, allowing the Tribes and state managers to make scientifically based decisions about managing and mitigating harmful algal bloom impacts on coastal fishery resources.

## **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 31 Sea Grant Colleges administered by the National Oceanic and Atmospheric Administration, 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 and land-use planning. Current WSG-sponsored projects include:

### **Technical Assistance for Tribal Salmon Fishermen to Maximize Value of Their Catch**

Funded by a grant from the US Department of Agriculture, WSG is training fishermen in marketing and business management. To date, 20 tribal fishermen have begun intensive technical assistance in managing their fishing businesses.

### **Safety-at-Sea Classes for Tribal Communities**

WSG held Coldwater Safety and First Aid-at-Sea classes in 2006 for more than 80 tribal fishermen in four tribal communities on the Washington coast. Ongoing WSG-sponsored Safety-at-Sea classes have greatly reduced fishing accidents.

### **Research on Tribal Perspectives on Puget Sound's Condition and Management**

Washington Sea Grant funds this program, which is housed in the School of Marine Affairs. See page 61.

### **South Puget Sound Outreach with Squaxin Island Tribe**

WSG received a grant award from the Squaxin Island Tribe from their Targeted Watershed Implementation Grant in April 2008 to assist with local water quality outreach and education over next three years.

### ***Shadow of the Salmon*—Teaching Environmental Tribal Culture in Washington Schools**

WSG is funding teacher training workshops, conducted by the Olympia-based Pacific Education Institute, helping teachers use the documentary film *Shadow of the Salmon* and its accompanying curriculum.

## **Tribal Perspectives on Puget Sound's Condition and Management**

### **School of Marine Affairs**

Patrick Christie, Assistant Professor

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Brian Compton

Willie Jones, Sr.

Northwest Indian College

Funded by WSG and implemented by the UW School of Marine Affairs and the Northwest Indian College, this project fosters collaborative efforts among tribal and non-tribal marine policy makers to develop a mutually acceptable policy for Marine Protected Areas in Puget Sound. The project has launched a two-quarter course (Winter-Spring 2009) to enhance UW and Northwest Indian College students' skill in marine policy analysis, social science, and participatory research. The goal is to build institutional bridges between Native and non-Native partners.



## School of Pharmacy

### Society for the Advancement of Chicanos and Native Americans in Science

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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 primary goal is to increase student diversity in UW undergraduate and graduate science programs, a goal embraced by UW.

SACNAS has established an outreach program with Royal City High School whose student body is predominantly Latino/a. Chapter members sponsored a science day at RCHS where they provided hands-on lab-based activities for students. In addition, they led bilingual panel discussions for both the students and their parents on the options available for science-based careers. Many of the chapter members have established "big brother/sister" relationships, which they hope will serve to guide students into scientific careers.

The chapter has been active in representing UW at the national SACNAS conferences. The student members organized and presented a major symposium, *Global Change in the Polar Regions*, at the 2008 SACNAS National Conference in Salt Lake City. Several UW undergraduate and graduate students presented posters and oral scientific sessions at the meeting, and organized representation from more than 10 UW departments to recruit students to the University. The chapter plans to continue all of these activities to establish a framework with which to interact with the Native American and Alaska Native students, faculty, staff, and communities at UW and in Washington state.

### Pre-College Programs

The School of Pharmacy offers activities that raise awareness of careers in pharmacy, including visits to the UW and pharmacy practice settings in the Seattle area, involvement in laboratory activities, and combined activities with other health sciences schools.



## School of Public Health

### **Environmental Health in a Native Context: Building a New Partnership to Create Community Capacity**

**Center for Ecogenetics and Environmental Health (CEEH)**

**Department of Environmental and Occupational Health Sciences**

***<http://depts.washington.edu/ceeh/>***

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CEEH, funded by the National Institute of Environmental Health Sciences, strives to understand and communicate how genetic factors influence human susceptibility to environmental health risks. CEEH fosters collaborations among more than 70 investigators working in toxicology, molecular biology, genetics, and environmental epidemiology. It includes a Community Outreach and Education Core (COEC) that communicates science to K–12 students, science educators, tribal groups, and the general public.

*Environmental Health in a Native Context* (July 2008–July 2009) is developing and fostering a partnership between CEEH and the Northwest Indian College (NWIC). The project capstone is the creation of a set of educational materials based on a synthesis of Native ways of understanding human-environment interactions and the core concepts of the environmental health sciences. These materials are being developed in the context of a campus-community partnership and will be disseminated throughout the community by Native students. The collaboration helps each of the partners attain institutional goals and build capacity. It also provides an opportunity to articulate and evaluate a model for campus-community partnerships that could be used in a variety of settings and in many disciplines.

### **Student Resources**

The project includes stipends for students at both UW and NWIC who participate in the program. A variety of educational materials will be available for use in fall 2009.

### **Hazardous Waste Worker Training Program** **Department of Environmental and Occupational Health Sciences** **Continuing Education Programs**

<http://depts.washington.edu/ehce/wruc.html>

Mike Willis, Assistant Manager, Continuing Education Programs  
Department of Environmental and Occupational Health Sciences  
206-616-7899  
[mwillis@u.washington.edu](mailto:mwillis@u.washington.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, in its third year of a three-year grant, is funded through the National Institute of Environmental Health Sciences, Worker Education and Training Program (WETP).

### **Program Services and Beneficiaries**

WETP supports the training and education of workers engaged in activities related to hazardous materials and waste generation, removal, containment, transportation, safety, and emergency response. Instruction and materials are provided at no cost to qualifying organizations and individuals.

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 Operations
- Emergency Responder and Hazardous Materials Technician
- Hazardous Materials Transportation Awareness
- Confined Space
- General Industry Safety

### **Northwest Center for Public Health Practice**

<http://www.nwcphp.org>

Erica Witherspoon, Training and Outreach Specialist  
206-685-0106  
[nwcphp@u.washington.edu](mailto:nwcphp@u.washington.edu)

The Northwest Center for Public Health Practice (NWCPHP) focuses on public health workforce development, emergency preparedness, and practice-based research in six Northwest states—Alaska, Idaho, Montana, Oregon, Washington, Wyoming—and a consortium of Tribes in the region. The Center seeks to improve the quality and effectiveness of public health by linking academia and the practice community. Center faculty and staff provide education, training, and technical assistance in needs assessment, program evaluation, and public health systems research. The public health systems research focuses on providing the evidence base for best practice and high performance in public health settings.

The NWCPHP created a Regional Network Steering Committee with representatives from partner states to develop a regional strategy for public health workforce development and regional training activities. In 2003, the Northwest Portland Area Indian Health Board (NPAIHB), which represents 43 Tribes in Washington, Oregon, and Idaho, became a formal member of this committee.

Center activities with Tribes include:

- Participation and planning of the annual Tribal Emergency Preparedness Conference held by the NPAIHB
- Needs assessments for Tribes in Washington, Oregon, and Idaho
- Training sessions, “Public Health Law for Tribes” and “Risky Business,” via web conference
- Hot Topics in Preparedness, a monthly, online forum on topics of critical importance to public health practice

NWCPHP also works directly with Tribes to conduct training in basic epidemiology, risk communication, and emergency preparedness tabletop exercises.

## **Office of Student Services**

Christine Edgar, Director  
206-616-8117  
[cedgar@u.washington.edu](mailto:cedgar@u.washington.edu)

Marcia Syverson, Manager  
[marciasy@u.washington.edu](mailto:marciasy@u.washington.edu)

The School of Public Health is committed to increasing the enrollment of Native American students. Toward this goal, the Office of Student Services offers the following services: assistance with the admission process; tutoring in core courses; fellowships, assistantships, and traineeships; coordination of social events; assistance with identifying external sources of support (private and government awards); and counseling and support services.



## School of Social Work

### Indigenous Wellness Research Institute

<http://www.iwri.org>

Karina Walters (*Choctaw*), Director

William P. and Ruth Gerberding University Professor

Polly Olsen (*Yakama*), Community Relations and Development

206-616-8731

[polly@u.washington.edu](mailto:polly@u.washington.edu)

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 by collaborating in decolonizing research and knowledge building and sharing. The mission of IWRI is to marshal community, tribal, academic, and governmental resources toward culture-centered, interdisciplinary, collaborative social and behavioral research and education. IWRI collaborates with Indigenous people in three areas—research, tribal capacity building, and knowledge sharing.

IWRI supports regional Indigenous communities by partnering with tribal organizations to develop research that is community-driven and responsive to needs defined by those communities. These research partnerships create opportunities to build tribal research capacity and technology as well as create pipeline initiatives for Indigenous youth to develop their science and research skills in the area of health disparities.

IWRI's infrastructure is supported by a faculty and staff comprised primarily of American Indians and Alaska Natives. IWRI's two major research centers are supported by five institutional core areas: community relations and development, administration, communications and media, research policy and methods, and research translation and dissemination. IWRI also houses the University-wide Native Research Group (see page 8).

IWRI's two major research centers are:

The Center for Indigenous Child Welfare and Family Wellness

Dr. Tessa Evans-Campbell (*Snohomish*), Director

The Center for Indigenous Health Research

Dr. Bonnie Duran (*Opelousas/Coushatta*), Director

## **Research Projects**

- Healthy Hearts Across Generations, a five-year project in collaboration with the Tulalip Tribes to design and test a culturally appropriate cardiovascular disease prevention program for American Indians living in the Northwest
- Healthy Hearts Across Generations Supplement, a four-year project designed to complement and extend the cardiovascular disease parent project, by focusing on the co-morbid issue of diabetes
- The HONOR Project, a study examining the impact of historical trauma, discrimination, and other stressors on the health and wellness of Native lesbian, gay, bisexual, transgender, and two-spirited men and women
- The HONOR Project Supplement, a study on how past and current life experiences affect the health behaviors and wellness of Native American men and women living with HIV and AIDS, regardless of sexual orientation
- Community-Based Participatory Research (CBPR): A Pilot Study of Process and Outcomes, that explores the nuances of participation and partnership within the research process and produces a synthesized model that can be tested for effectiveness to improve CBPR outcomes
- American Indian Vietnam Veterans Project, a study investigating how traumatic events and specific aspects of those events vary by participant characteristics (e.g., age, gender, ethnic and racial background, and socioeconomic status) using the narratives of life experiences shared by American Indian Vietnam veterans
- United States arm of the International Network for Indigenous Health Knowledge and Development
- Dr. Karina Walters conducted research with Maori communities and universities across New Zealand under a US Senior Fulbright Award. She worked with Maori colleagues to translate and develop Indigenous research methods that promote the health of Indigenous people in New Zealand and the US.

## **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 student luncheons, a seminar series, and distributes a quarterly newsletter.

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.



UNIVERSITY OF WASHINGTON

## Tribal Leadership Summit

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### 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@u.washington.edu](mailto:collinsk@u.washington.edu)

UW Libraries currently hold more than 2,300 books by and about Native Americans in the Historical Children's Literature, Children's Literature, Pacific Northwest collections, and general collections. 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.

The Historical Children's Literature Collection was significantly enriched by Betsy Battle Hobbs, who donated 1,123 volumes of American Indian children's books. Most of these materials, published before 1970, are out of print and not readily available. The Libraries worked to build on this donation by filling in the gaps, including composing a comprehensive bibliography on the subject and identifying library copies throughout the region that complemented those held in the UW collection. Libraries throughout Washington state donated rare and out-of-print materials to help build a comprehensive pre-1970s collection of children's materials by or depicting Native Americans.

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

*[pjc5@u.washington.edu](mailto:pjc5@u.washington.edu)*

Anne Graham, Senior Computer Specialist

Digital Initiatives Program

206-616-6658

*[grahaa@u.washington.edu](mailto:grahaa@u.washington.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.

Other digital materials and exhibits in the museum cover Hispanic communities; James Swan diaries; arts and culture; Quileute newspapers; Hoh baskets and artifacts; artifacts stored at the National Museum of the American Indian; Makah culture; early tourism to the Peninsula; early settlers; and exploration, mountaineering, and recreation.

## **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@u.washington.edu](mailto:speccoll@u.washington.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 the 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.

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

***<http://library.uwb.edu/ArtTour/about.html>***

Sarah Leadley  
425-352-5387  
*sleadley@uwb.edu*

Amy Stutesman  
425-352-3655  
*astutesman@uwb.edu*

### **Rose Collection of Native American Art**

These works were selected and donated by Norman Jenisch and Louise R. Rose. The Roses have collected the work of Alaska and Northwest Native artists for more than 10 years. More recently they have begun purchasing works specifically for display in the Library and Media Center.

As of January 2009, the Rose Collection consists of more than 100 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, Shaun Peterson, and many emerging artists. The collection serves as a resource for UW, Cascadia Community College, and community members and may be viewed whenever the library is open. Researchers have access to letters of conveyance from the Roses that detail provenance, personal interactions with artists, and other information.



## University of Washington Bothell

### Tulalip Data Services

#### *The Tulalip Tribes*

<http://www.tulaliptribes-nsn.gov>

William W. Erdly, Associate Professor

425-352-5370

[erdlyww@u.washington.edu](mailto:erdlyww@u.washington.edu)

Tulalip Data Services (TDS) was formed from an affiliation between the Tulalip Tribes and UW Bothell (UWB). This partnership was initially created to define and implement a technology plan for the reservation to assist with the long-term goals and strategic plan outlined by the Tulalip Board of Directors (BOD). The early stages of the partnership also included participation from Everett Community College.

As part of several course projects and internships, faculty and students from the UWB Computing and Software Systems program developed and presented a technology project plan to the Tulalip BOD. This plan included 23 long-term infrastructure and software projects that would provide a technology platform from which to support economic, social, health, government, natural resources, and other initiatives (see Erdly and Bissell, 2003, for initial planning process and list of projects).

The program provides opportunities for hands-on learning that complements a well-defined education and career pathway for tribal members. Participants in the TDS Tribal Internship Program work with UWB students and graduates on real-world technology initiatives that help prepare each individual for the workforce and/or further academic achievements. Interests in new media, game design, web development, marketing, VoIP technologies, cultural preservation, and geographic information systems are examples of technology topics of interest to interns.

Ongoing funding is provided through tribal general funds along with revenues generated through telephony and broadband services. Grants have been received from the Verizon Foundation, the Wells Fargo Foundation, and others.

#### **Research, Services, and Beneficiaries**

Given the comprehensive nature of TDS and its involvement with all departments throughout the reservation, there is an extensive list of projects, services, revenue generation, data collection, applied research opportunities and partnerships. TDS has twice received national recognition from The Harvard Project on American Indian Economic Development, sponsored by the John F. Kennedy School of Government, Harvard University.

TDS is now working with a number of external organizations to develop partnerships to provide technology services, design guidance, and educational support to other Tribes as well as a number of government and commercial ventures. These partnerships will leverage the significant investment in infrastructure, education and training, and technology experience gained during the course of this project.

Below are some recent highlights of activities and services within the last year:

- Reservation-wide fiber-optic and data services are now being delivered to government and residential enterprises and are managed on-site via the new, state-of-the-art TDS Data Center
- A Tulalip-specific telephone prefix (360-716-xxxx) is now implemented within government, Quil Ceda Village, and Tulalip Resort departments
- Critical software applications, tools, security, network security, training and support, licensing, and home computer repair for tribal members are provided by TDS staff.
- Completion of the implementation of electronic health records that can be used reservation-wide and are compliant with HIPAA requirements, involving training for end-users, process evaluation and modification, data conversion, and support for health outcomes initiatives
- Networking, data, and software design and development is being completed for the new Tulalip Tribes Administration Building, Hibulb Cultural Museum, and the Tulalip Resort
- Growth of website development (more than 35 sites), graphic design, and marketing services, including education and internship opportunities within these areas
- Document management, preservation, and retrieval systems for scanning and archiving government meeting minutes, directives, selected natural resource documents, and other critical data
- Development of more than 29 software applications for specific use within tribal government, Quil Ceda Village, and the Tulalip Resort
- HDTV and Internet services for residential and commercial customers and also support of Tulalip Resort guests through Tulalip Broadband
- Evaluation and design of an enhanced Tribal identification card and systems to support sovereignty initiatives (in progress)

See <http://www.tulaliptribes-nsn.gov> for more detailed information related to Tulalip technology initiatives, including Tulalip Broadband, GIS Services, Tulalip Data Services, Quil Ceda Village, and the Tulalip Resort.

## **Student Resources**

### ***Computing and Software Systems Student Internships***

The Tulalip Tribes offer educational stipends for UW students who complete their internship requirements with TDS.

## **Reference**

Erdly, W. W. and Bissell, D. (2003). Technological innovation via education: Some guidelines for building partnerships with tribal communities. In G. E. de los Santos, A. G. de los Santos, and M. D. Milliron (Eds.), *From Digital Divide to Digital Democracy*. ISBN 1-931300-36-4.



## University of Washington Tacoma

### Education Program

253-692-4430

Kären Landenburger, Director

253-692-4430

[karenl@u.washington.edu](mailto:karenl@u.washington.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.

Chief Leschi School is a K–12 tribal school operated by the Puyallup Tribe of Indians, dedicated to serving the educational needs of all Native Americans in the area. Because many teachers of the School have studied at UWT's Education Program, a relationship between the Program and the School has evolved. 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. As evidence of the success of this educational relationship, in 2007 the UWT Education Program named Chief Leschi School its "School of the Year," based upon the student learning outcome improvements and teacher and administrator best practices. The award also helped to strengthened the relationship between UWT and the Nisqually-based school.

### Native American Student Organization

<http://www.tacoma.washington.edu/studentaffairs/SI/RSOs/NASO.cfm>

[uwt\\_naso@u.washington.edu](mailto:uwt_naso@u.washington.edu)

The Native American Student Organization (NASO) is a student-operated and student-led organization that reinforces leadership skills, cross-cultural communication, and intergroup relations. See description on page 5.

## Office for Equity and Diversity

<http://www.tacoma.washington.edu/diversity/>

Sharon Parker, Assistant Chancellor for Equity and Diversity

253-692-4861

[parker07@u.washington.edu](mailto:parker07@u.washington.edu)

As part of the Chancellor's Office, the Office for Equity and Diversity (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 demographic composition of UWT and the surrounding communities of South Puget Sound. This includes the education of Native American students and the strengthening of relations between UWT and tribal nations and people. Such relations may involve 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.

### **Research, Services, and Beneficiaries**

UW Tacoma seeks to strengthen ties with all area Tribes: Chehalis, Chinook, Colville, Cowlitz, Duwamish, Hoh, Jamestown S'Klallam, Kalispel, Lower Elwha Klallam, Lummi, Makah, Muckleshoot, Nez Perce, Nisqually, Nooksack, Port Gamble S'Klallam, Puyallup, Quileute, Quinault, Samish, Sauk-Suiattle, Skokomish, Snohomish, Snoqualmie, Spokane, Squaxin Island, Steilacoom, Stillaguamish, Suquamish, Swinomish, Tulalip, Upper Skagit, Umatilla, and Yakama.

Projects may involve participation in an educational summit, collaborative research with UWT faculty and tribal members, higher education recruitment and retention efforts, topical consultations with or for Tribes as requested, and interdisciplinary cross-institution course offerings.



## Office of Minority Affairs and Diversity

<http://depts.washington.edu/omad>

Sheila Edwards Lange, Vice President of Minority Affairs and Vice Provost for Diversity  
206-685-0518

[sredward@u.washington.edu](mailto:sredward@u.washington.edu)

The Office of Minority Affairs and Diversity (OMAD) offers programs that address student, faculty, and staff diversity, curriculum, research, and community service. OMAD 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

Julian Argel (Tsimshian), Interim UW Tribal Liaison

[UWTribalLiaison@u.washington.edu](mailto:UWTribalLiaison@u.washington.edu)

The position of Tribal Liaison is located in OMAD on an interim basis. Resources are being phased in to support this position, which is proposed as an administrative position in the House of Knowledge. 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. The Tribal Liaison also takes a leadership role in plans to build the House of Knowledge (see page 1).

## Native American Advisory Board

<http://depts.washington.edu/omanaab/>

Denny Hurtado (Skokomish), Chair

Director of Indian Education

Washington State Office of the Superintendent of Public Instruction

360-725-6160

[Denny.Hurtado@k12.wa.us](mailto:Denny.Hurtado@k12.wa.us)

Julian Argel (Tsimshian), UW Tribal Liaison

Director, Educational Talent Search

206-616-1948

[jargel@u.washington.edu](mailto:jargel@u.washington.edu)

[UWTribalLiaison@u.washington.edu](mailto:UWTribalLiaison@u.washington.edu)

The Native American Advisory Board (NAAB) advises the UW's 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 and addresses issues relevant to Native American students, faculty, and staff at the University.

NAAB advises the Vice President in these major areas: legislation and policy, scholarship, educational partnerships and pathways, funding and grants, professional development, educational resources and pedagogy, recruitment and retention, and enrollment management and outreach. Recommendations from the Board are communicated to the President of the University as necessary.

NAAB priorities include:

- Planning and construction of a longhouse-style building on the campus for class space and as a central meeting place for Native students and the community
- Expansion and integration of Native American knowledge, history, and information into the academic curriculum
- Gathering and reviewing data about how the University can better create a supportive community for Native American students
- Advising on recruitment, retention, and promotion of Native American faculty and staff in academic and administrative units

## **Pre-College Programs**

### **Recruitment and Student Outreach**

***<http://depts.washington.edu/reach>***

Karl Smith, Director  
206-543-5715  
*[reach@u.washington.edu](mailto:reach@u.washington.edu)*

Kristopher Hohag, Recruitment Coordinator  
206-685-3022  
*[uwnative@u.washington.edu](mailto:uwnative@u.washington.edu)*

Recruitment and Outreach sponsors activities for underrepresented high school students across Washington state. It offers outreach services through local high school and community college visits, college fairs, and UW campus tours. It also guides students through the admissions process, helps them with financial aid and scholarship applications, and leads college application preparation and educational workshops.

Native American services include 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. Recruitment efforts have successfully increased the number of applications and enrollment of Native students each year. In addition, the annual Native American Student Day is a state-wide event that brings an average of 200 high school students to the UW.

### **TRiO Talent Search**

***<http://depts.washington.edu/talent/>***

Julian Argel, Director  
206-616-1948  
*[jargel@u.washington.edu](mailto:jargel@u.washington.edu)*

Ross Braine, Administrative Coordinator  
206-616-1948  
*[dabraine@u.washington.edu](mailto:dabraine@u.washington.edu)*

Deanna Wullabbs, Counselor  
509-969-9924  
*[deannw@u.washington.edu](mailto:deannw@u.washington.edu)*

TRiO Talent Search identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to participants and encourages them to graduate from high school and continue on to the postsecondary school of their choice. TRiO Talent Search at the UW has been funded by the US Department of Education since 1994.

Native American services include counselors in Skagit, Snohomish, and Yakima Counties (including Marysville, Toppenish, Granger, White Swan, Wapato, Mt. Vernon, Sedro Woolley, and Yakama Tribal Schools), and visits to community colleges and universities.

### **Two Valleys–One Vision GEAR UP**

***<http://www.outreach.washington.edu/k12guide/resourcepage.asp?ProjID=434>***

Loueta Johnson, Director  
509-865-8677  
*[johnsonl@u.washington.edu](mailto:johnsonl@u.washington.edu)*

The goal of Two Valleys–One Vision GEAR UP is to increase the academic performance of students. The program provides academic assessment and class planning, career and college preparation, academic advising, tutoring, campus field trips, informational workshops for parents and students, and teacher training and development. This program is funded by the US Department of Education and administered by OMAD. It is a partnership with the Yakama Tribal School; the Mabton, Mt. Adams, Granger, Union Gap, Goldendale, East Valley, Toppenish, Grandview, Wapato, Sunnyside, Mt. Vernon, and Burlington-Edison school districts; and 11 community partners.

## **Student Support and Retention Programs**

### **Educational Opportunity Program (EOP) Academic Advising and Counseling Center**

***<http://depts.washington.edu/oma/eop/>***

Steve Woodard, Assistant Vice President  
206-543-7132  
*[eop@u.washington.edu](mailto:eop@u.washington.edu)*

Candace Fries, Counselor  
206-543-7132  
[cfries@u.washington.edu](mailto:cfries@u.washington.edu)

Cynthia Masterson, Counselor  
206-543-7132  
[cyna@u.washington.edu](mailto:cyna@u.washington.edu)

Students associated with OMAD are strongly encouraged to seek services from the EOP Academic Advising and Counseling Center. OMAD's team of multiethnic EOP counselors assists students in selecting and scheduling classes, exploring possible majors, and developing career goals. OMAD's advisers and counselors also assist with financial aid, housing, personal matters, and additional supportive services. They can connect students to a wealth of academic opportunities, personal development experiences, and social activities at the University. There are two Native counselors in the Center.

### **Ethnic Cultural Center and Theatre (ECC/T)**

<http://depts.washington.edu/ecc/>

Victor Flores, Director  
206-543-4635  
[ecc@u.washington.edu](mailto:ecc@u.washington.edu)

The ECC/T serves the academic, cultural, recreational, and social needs of students, staff, and faculty and offers programs to celebrate cultural heritages. The ECC/T season of programs consists of: 1) Leadership and Organizational Development, with workshops to develop the leadership potential of students; 2) Cultural Heritage and Social Justice, with events that foster exchange of multicultural values and perspectives; and 3) Performing Arts, with theatrical productions, spoken word, films, and other events that expose the campus and community to the richness of ethnic and cultural works.

The ECC/T also provides facilities (office space, services, library, computers) that allow students to take full advantage of their educational and social experiences at UW. The ECC/T has a Native Room with the mural, *Reflections*, by artist Michael Lee Beasley.

### **Ronald E. McNair Program**

<http://depts.washington.edu/uwmcnair/>

Gabriel Gallardo, Director and Associate Vice President  
[gabegms@u.washington.edu](mailto:gabegms@u.washington.edu)

Gene Kim, Associate Director  
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The Ronald E. McNair Program prepares underrepresented undergraduates for doctoral study through involvement in research and scholarly activities. It assists in the academic and professional development of undergraduates whose goals are to teach and conduct research at the college level by fostering mentoring relationships, promoting research opportunities, assisting with Graduate Record Exam preparation, and encouraging students to attend and present at conferences.



## Undergraduate Academic Affairs

### Center for Experiential Learning: The Pipeline Project

<http://www.washington.edu/uwired/pipeline>

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The Pipeline Project recruits UW undergraduates to volunteer in four areas of interest: The Environment, Higher Education, K-12 Schools, and Arts and Culture. The Pipeline Project also sponsors an Alternative Spring Break Program to send UW undergraduates to rural areas around the state to work in K-12 classrooms. Students travel to the sites in teams of five and work with four to six classrooms at each site.

#### Projects at Tribal Schools

##### ***Literacy Arts at Paschal Sherman Indian School and Neah Bay Elementary 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.

#### 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

## Tribal Leadership Summit

### 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**

Works by and about Native artists and scholars include *During My Time* by Margaret Blackman (1982), *Raven Steals the Light* by Bill Reid and Robert Bringhurst (1984), *Reading the Fire* by Jarold Ramsey (1999), and *White Grizzly Bear's Legacy* by Lawney Reyes (2002). There are currently four titles in the Classics of Tlingit Oral Literature series, including *Anóoshi Lingít Aaní Ká/Russians in Tlingit America* edited by Nora Marks Dauenhauer, Richard Dauenhauer, and Lydia Black (2008). Ann Fienup-Riordan's *Yup'ik Elders at the Ethnologisches Museum Berlin* (2005) and *Yuungnaqpiallerput/The Way We Genuinely Live* (2007) have placed Native voices and points of view at the forefront of discussions of art and material culture.

Two major linguistic reference works were published in the 1990s: *Lushootseed Dictionary* by Dawn Bates, Thom Hess, and Vi Hilbert (1994), and *Sm'algayax: A Reference Dictionary and Grammar of the Coast Tsimshian Language* edited by John Asher Dunn (1995). The Press published a study of the history of Seattle's Native American community since the city's founding, *Native Seattle* by Coll Thrush in 2007, as well as *Power of Promise*, edited by Alexandra Harmon, UW professor of history; *S'abadeb, The Gifts* was co-published with Seattle Art Museum in October, 2008; and *Joe Fedderson*, which brings together the Omak artist's glass and print work in a co-publication with Hallie Ford Art Museum at Willamette University.

#### **Native American Art**

Bill Holm's *Northwest Coast Indian Art* (1965) provided the first formal analysis of northern Northwest Coast Native art. Among many other distinguished authors are Janet

Berlo, Kate Duncan, Audrey Hawthorn, Aldona Jonaitis, Claude Lévi-Strauss, Dorothy Jean Ray, and Robin K. Wright.

An ongoing series published with the Burke Museum includes books by UW faculty: *A Time of Gathering* edited by Robin K. Wright (1991), *Exploring Coast Salish Prehistory* by Julie Stein (2000) and *Pacific Voices* by Miriam Kahn and Erin Younger (2006).

### **Forthcoming Publications**

#### ***Environment***

*Breaking Ground: The Lower Elwha Klallam Tribe and the Unearthing of Tse-whit-zen Village*, by Lynda Mapes (*Seattle Times*), explores the history of the Lower Elwha Klallam Tribe's village of *Tse-whit-zen*. The village was uncovered during the dry-dock construction at Port Angeles, which was subsequently abandoned amid controversy. The book will be published in May 2009.

*Tribal Attorney: A Memoir*, by Alvin J. Ziontz, examines tribal sovereignty, Native land use, and treaty rights. Ziontz has often served as legal counsel for the Tribes and in this memoir, he recalls events surrounding such cases as *US v. Washington* and *Oliphant v. Suwumish*.

*Dreaming of Sheep in Navajo Country*, by Marsha L. Weisiger (New Mexico State University), will be published in the Weyerhaeuser Environmental Books Series. This study traces the history of environmental and social change in Navajo country, from the period of removal in the 1860s through the federal stock reduction policies of the 1930s.

#### ***Higher Education***

*Yakima (Yakama) Sahaptin Bilingual Dictionary*, by Virginia Beavert, professor at Heritage University, Toppenish, and Sharon Hargus, professor of linguistics at UW, is the first modern published dictionary of the Sahaptin language. The dictionary contains approximately 3,600 entries and 2,600 example sentences and is accompanied by sound files on a CD included in the book, spoken by Beavert. The dictionary will be co-published with Heritage University.

*In a Land Called "Tiicham": A Sahaptian Language Place-Names and Ethnographic Atlas of the Contemporary and Ceded Homelands of the Confederated Tribes of the Umatilla Indian Reservation* is by Eugene Hunn (UW) and Thomas Morning Owl, chair of the General Council of the Umatilla Reservation. This project represents 569 place-names and integrated information about the Confederated Tribes of Umatilla. The atlas will be co-published with the Tamástlikt Cultural Institute.

#### ***Arts and Culture***

*Preston Singletary* examines the work of this Seattle-based Tlingit artist who studied at the Pilchuck Glass School. His work translates traditional Northwest coast formline designs into blown and sand-carved glass. An exhibition will run at the Museum of Glass in Tacoma in Spring 2009 concurrently with the publication of the book.



## UWTV

<http://www.uwtv.org>

Phillippa Kassover, Senior Director, Development and External Relations

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UWTV offers original, non-commercial educational programming 24 hours a day, seven days a week. UWTV provides its audience with direct access to research and scholarship of scientists and researchers whose insights and discoveries are changing the world. Programs featuring Native American scholars and Elders are listed below.

### **Denman Forestry Issues Series Trust and Transition: Perspectives on Native American Forestry (2007)**

This series focuses on the stewardship of the natural resources located on the forest lands managed by Native American Tribes across America.

#### ***Part 1—National Overview of Tribal Forestry***

**<http://www.uwtv.org/programs/displayevent.aspx?rID=16144>**

Nolan Colegrove, of the Hoopa Indian Tribe and a certified forester with the State of California, gives an overview of the Intertribal Timber Council, tribal governments, and tribal forestry. John Vitello, Senior Forester with the Bureau of Indian Affairs in Washington, DC, discusses government-tribal relationships, covers some of the complexities of Indian land management, and reviews wild land fire management. UW Professor Jerry Franklin (Forest Ecology) discusses the results of independent assessments of Indian forests and forestry conducted by the Intertribal Timber Council.

#### ***Part 2—Opportunities and Challenges for Tribal Forestry***

**<http://www.uwtv.org/programs/displayevent.aspx?rID=16145>**

Guy Kapoeman, Vice President of the Quinault Nation, examines the relationship between the Quinault people and the US federal government through the various phases of timber harvest, the implications for the Tribe, and the sustainability of its resources. John Waconda of the Isleta Pueblo in New Mexico and Southwest Regional Forester for the Bureau of Indian Affairs discusses cooperative forest management and tribal partnerships. Terry Williams and Terry Grinaker, both of the Tulalip Tribes, discuss forestry issues facing Western Washington Native American Tribes with small land bases.

#### ***Part 3—Forest Health and Bioenergy***

**<http://www.uwtv.org/programs/displayevent.aspx?rID=16146>**

Phil Rigdon, Deputy Director, Yakama Nation Department of Natural Resources, speaks on the challenges of maintaining traditional cultural values and practicing

good environmental stewardship of the Yakama Nation's forest land, while also addressing economic concerns of the Yakama people. Randy Friedlander of the Colville Confederated Tribes speaks on promoting forest health through a biomass utilization project. Cal Mukumoto, Manager of Warm Springs Biomass, details the problem of accumulated hazardous fuels in tribal forests and their potential to cause forest fires, and addresses solutions for conversion into usable energy.

***Living History: A Conversation About American Indian Policy (2006)***

***<http://www.uwvtv.org/programs/displayevent.aspx?rID=8281>***

This program examines the genesis of the 1976 ground-breaking Indian Health Care Improvement Act, designed to assist Indian communities, both tribal and urban, to exercise their self-determination rights to develop and manage health-care services for their communities. Speakers include staff members in Congress and the Nixon/Ford White House who wrote or contributed sections of the bill.

***The World We Used To Live In (2003)***

***<http://www.uwvtv.org/programs/displayevent.aspx?rID=2142>***

Renowned author, scholar, historian, and Indian rights activist Vine Deloria, Jr. (Lakota Sioux) discusses his efforts to fight prejudice against American Indians and addresses contemporary issues such as politics and treaty rights. He also addresses the struggle between a religious view of life and the secularization that science and industry promote.

***The Exploration of Northwest Coast Indian Art (2003)***

***<http://www.uwvtv.org/programs/displayevent.aspx?rID=2670>***

Using over 100 photographs of artwork, UW Professor Emeritus Bill Holm lends a critical eye to the history of the collection, description, and preservation of Northwest Coast Native American art and highlights contemporary artists and their work. He provides examples of how contemporary artists are both drawing upon traditions and reenergizing them. He reviews many resource books available from the University of Washington Press that are useful for study of Northwest coastal art.

***Everything Change, Everything Change:***

***Recollections of Ida Nason, An American Indian Elder***

***<http://www.uwvtv.org/programs/displayevent.aspx?rID=23652>***

Ida Nason, Wenatchi Indian Elder from Ellensburg, gives an oral history of Washington state, with stories about changes she saw among the Plateau Tribes during her lifetime. This program, filmed in 1986, represents efforts by UW scholars to capture and preserve stories by Elders and the cultural values they represent.

UWTV serves communities throughout the state of Washington, including Aberdeen, Bellevue, Centralia, Eastern King County, Ellensburg, Everett, Fife and parts of unincorporated Pierce County, Fircrest, Grays Harbor, Lakewood, Leavenworth, Olympia, Pacific Counties, Richland, Seattle, Spokane, Spokane County, Tacoma, University Place, Wenatchee, Yakima, and Yakima Valley.



## **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 UW-YVCP Community Advisory Committee. UW-YVCP works with Native American communities in the following areas:

### **Business**

#### ***Business and Technology Training Centers for the Yakima Nation***

The UW-YVCP assisted the Yakama Nation to obtain a federal grant to establish three Business and Technology Training Centers on the reservation. The UW Business Economic Development Center and the Business School professors provided a series of business seminars at the Yakama Nation, offering small business assistance services to tribal members seeking to establish businesses. This grant funded one main Business and Technology Training Center in Toppenish and satellite centers in Wapato and White Swan.

#### ***Promoting Tourism***

This project works with the Rattlesnake Hills Tourist Trail Association, consisting of local business owners, the Yakama Indian Nation, and the cities of Toppenish, Wapato, Zillah, and Granger. In partnership with Heritage University, UW project staff and faculty collaborate with students to learn more about Yakima Valley business owner needs, available attractions, and better ways to market the four cities and the Yakama Nation by developing marketing plans and websites for businesses. See [www.rhtt.org](http://www.rhtt.org) for more information.

#### ***UW Web Publishing Course***

UW Educational Outreach developed a cohort Web Publishing Course via distance education with the UW-YVCP staff and Heritage University. The course was offered to

small businesses that are involved with the Rattlesnake Hills Tourist Trail Association. The funding for tuition and books was covered by grant funds from the Heritage University Housing and Urban Development Office of University Partnerships. Twelve businesses participated in the course, taught by Zoe Holbrooks.

## **The Environment**

### ***Sacred Breath Project of the Columbia River Gorge***

At the behest of Rebecca Hawk Elwood, coordinator from the Yakama Nation, UW faculty from the Program on the Environment and Atmospheric Sciences developed a work plan to assess environmental impacts on rock images. The project is looking at ways to research the Columbia Gorge National Scenic Area on lichen, cloud stagnation, pollutants, and damage to rocks. The project also addresses preservation of rock images such as petroglyphs and pictographs. It will provide the Columbia River Gorge region with an ethnographic record of both written and oral traditions.

## **Higher Education**

### ***Heritage University***

UW YVCP works closely with Heritage University, where it is housed. More than 40% of the college's student body is Native American. A technology center, UW@Heritage, is used for joint courses and other forms of exchange between the two institutions. Over the last three years, more than 15 research and teaching collaborations between the UW and Heritage University faculty have developed.

### ***Leadership and Civic Engagement Academy***

The Public Leadership and Civic Engagement Academy provides activities for community members to build their skills in public leadership and civic engagement. The goal of the Leadership Academy is to increase the number of underrepresented groups in public leadership and civic engagement. Professors from UW, local community leaders, and elected officials lead the seminars and provide training on leadership, civic engagement, public office, and community development. The Academy is a nine month program of monthly skill-building seminars on Saturdays leading to a Certificate of Leadership Achievement.

### ***Outreach Programs***

UW-YVCP collaborates on several outreach programs in which UW faculty work with pre-college students and teachers. The University of Washington in the High School enables qualified high school students to complete college-level work in their own classrooms with their own teachers, using UW syllabi, texts, teaching methods, and evaluation rubrics. The UW-YVCP staff is working with Educational Outreach staff to explore options for serving more schools in the Eastern Washington area and to create a hub for K-12 professional development and support. UW-YVCP also partnered with the UW College of Engineering to bring 10 engineering students and Professor Denise Wilson to Valley View Elementary School to interact with the students and teach basic electrical engineering concepts and their application to local projects.

## **The Arts and Culture**

### ***Music Alive in the Yakima Valley—UW School of Music***

Dr. Patricia Campbell and Amanda Soto from the UW School of Music, in partnership with the YVCP, have sponsored *Music Alive* in the Yakima Valley since 2006. The program includes performances and participatory music-making events, and short residencies for 20 UW students at selected schools in Toppenish and at the Yakama Nation Tribal School in Toppenish.



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