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Introduction

The 2016 Resource Directory highlights American Indian and Alaska Native programs and organizations at the University of Washington (UW) and partnerships with Tribes and tribal communities. This Directory has been prepared by the Office of Minority Affairs and Diversity for the 2016 Tribal Leadership Summit, held at the UW on Tuesday, May 10. The Directory provides information for networking of existing partnerships and for facilitating new partnerships.

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

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

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

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

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

wǝɬǝɬǝltxʷ from Dream to Reality
http://www.washington.edu/diversity/tribal-relations/intellectual-house

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

The UW is in the midst of building the wǝɬǝɬǝltxʷ (phonetic pronunciation “wah-shebaltuh”) or Intellectual House on its Seattle campus. The Grand Opening of the Gathering Building took place on Thursday, March 12, 2015, in conjunction the annual Tribal Leadership Summit. A longhouse-style facility, the Intellectual House is a project almost forty years in the making that grows out of a long and increasingly active partnership between the University and the region’s tribal nations. for decades, community members have sought to create a home away from home for American Indian/Alaskan Native students, faculty and staff. They envisioned a place that will enable students to maintain strong ties to family and culture while helping them to accomplish their educational goals at the University.

The project is being built in two phases. The architectural firm of Jones and Jones, architects of the National Museum of the American Indian in Washington, DC, designed the project as a village concept, including two primary buildings with a central outdoor gathering space. During Phase I, the one-story Community Gathering Building of approximately 8,400 square feet, and an outdoor gathering space, was completed. The outdoor area site design includes a gathering space for up to 150 people, a ceremonial space, cooking area, teaching area, Native arts exhibit area, traditional use plants and medicine garden, basket plants/bio-swale garden, dropoff and welcome area, Elder service and bike parking.

Phase II will include a Teaching and Learning Building with student programming space, multipurpose meeting rooms, an arts lab and an Elders lounge. The university has just begun to raise the $10.0 million needed for construction of Phase II.

A primary purpose of the Intellectual House is to increase American Indian/ Alaskan Native 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 American Indian/ Alaskan Native students,
their retention and graduation rates fall short of those of other student groups, both at UW and at colleges across the country. The Intellectual House creates a welcoming and supportive environment that is responsive to students’ cultural needs and helps them remain involved in their communities through its social and academic programs. The Intellectual House is also a portal for connecting Native communities with UW faculty and staff for the purpose of building partnerships in research, education, and economic development. Due to its unique Northwest longhouse-style architecture, the Intellectual House is a symbol that honors the Native peoples of the region, acknowledging their place in history and their leadership in the region.

A Groundbreaking Ceremony was held on Friday, October 25, 2013. Several hundred people, including leaders and elders representing over 50 tribes, gathered to witness the ceremony that took place at the facility’s site located in the N6 parking lot between Lewis and McMahon Halls. The program featured remarks from UW and tribal leaders, an invocation from UW Native American Advisory Board chair Patricia Whitefoot and songs performed by the group Southern Plains. See www.washington.edu/omad/2013/11/06/uw-and-regional-tribes-celebrate-longhouse-groundbreaking/ for more information. A Log Blessing Ceremony for logs donated by the Port Gamble S’Klallam Tribe was also held following the protocols of the Coast Salish peoples and led by the Elders Committee.

The Planning process to build wǝɫǝbʔaltxʷ received input and guidance from several UW community members, from a committee of Elders, and from tribes from around the Pacific Northwest. Among the UW Administrators who played a large role in the process was former Vice-President for Minority Affairs and Vice-Provost for Diversity Dr. Sheila Edwards Lange.
Student, Faculty, and Staff Organizations

American Indian and Alaska Native Student Associations

American Indian Student Commission (AIC)
Associated Students of the University of Washington
(ASUW) aisc.asuw.org/
Jackie Hayes (Oglala), Commissioner
206-685-4147
asuwaisc@uw.edu

AISC is a UW intertribal organization that promotes Native culture, education, and Native students’ interests and welfare. AISC supplements and complements the formal education of Native students at the University. It encourages the expression of Native students’ opinions and interests to the UW and the community at large on issues affecting American Indian/Alaskan Native student life and culture. The Commission also promotes non-discriminatory actions in all forms and forums and provides a physically supportive environment to achieve these objectives. Members are students of a American Indian/Alaskan Native heritage and non-Natives who believe in, are interested in, and willing to promote the purposes of the commission.

First Nations @ the University of Washington
huskylink.washington.edu/organization/firstnations
fnuw@uw.edu

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

Native American Student Organization (NASO), UW Tacoma
dawgden.tacoma.uw.edu/organization/naso
uwt_naso@uw.edu

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

huskylink.washington.edu/organization/nois
206-543-9082
noisrso@uw.edu

The Native Organization of Indigenous Scholars (NOIS) was created to bring together UW graduate and professional students of Indigenous descent. By building a supportive community in which to network, socialize, and share stories and research, NOIS aims to examine conceptions of culture, knowledge, and power through an Indigenous lens. To this end, NOIS sponsors a research symposium each spring where graduate and professional students across multiple disciplines present their work as emerging scholars to the UW and broader communities. By sharing stories and knowledge in this way, NOIS hopes to create shifts in theory and practice.

Academic and Professional Organizations for Students

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

AISES is a national nonprofit organization that nurtures community building by connecting 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)
catalyst.uw.edu/workspace/dolson/38538/269270
206-616-3047
medicine_wheel_society@uw.edu

MWS is a social network among American Indian/Alaska Native (AIAN) medical students, other health professions students, alumni, faculty and friends. Its primary purpose is to provide a means by which AIAN health professionals associated with the UW can provide a support network for AIAN medical students. The student organization has expanded to include Native students in other health fields and faculty interested in lending support and information. Together the people, traditions, customs, and their spirit enable AIAN medical and health professions students to maintain their sense of community while in medical school. For more information, contact NormaAlicia Pino (Purépecha), Director of Multicultural Education at pinon@uw.edu.
Indigenous Information Research GRoup (IIRG)
See description under Information School, page 36.

Native American Law Student Association (NALSA)
Jessica Houston
jmhoust@gmail.com
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 American Indian/Alaska Native 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 The Graduate School, page 32.

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

Faculty and Staff Organizations

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

Ross Braine (Apsaalooke), UW Tribal Liaison 206-616-6056
UWTribalLiaison@uw.edu

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

There are a number of AIAN and First Nations groups and units for Native faculty and staff. These include, but are not limited to:

- The Native American Advisory Board (page 70)
- The Native Research Group (page 6)
- The Center for Equity, Diversity and Inclusion (page 41)
- The Indigenous Wellness Research Institute (page 59)
- UW Tribal Liaison Position (page 70)
- Annual Tribal Leadership Summit (page iv)
- Intellectual House 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@uw.edu

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

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

NRG is open to anyone who is currently engaged in research with tribal and/or Native communities or who seeks to engage tribal and Native communities in research projects. To join, send a request to: NativeResearch@uw.edu.
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), Principal Lecturer
206-543-9082; buffalo@uw.edu
Areas of specialization: First Nations literature and cinema, science and technology education, and American Indian studies

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

Stephanie Fryberg (Tulalip Tribes), Associate Professor
206-543-9082; fryberg@uw.edu
Areas of specialization: social and cultural psychology; social representations of American Indians; the mental and emotional effects on well-being; mental and emotional effects of Native American sports mascots; social identities and American Indian education

Alexandra Harmon, Professor
206-543-7116; aharmon@uw.edu

Areas of specialization: Histories of American Indians, with specific attention to their relations with non-Indians, tribal identities, and to changing legal and economic cultures

Daniel Hart, Professor and Co-Director, Native Voices Program
206-616-7752; dhart@uw.edu

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

Dian Million (Tanana Athabascan), Associate Professor
206-616-8032; dianm@uw.edu

Areas of specialization: Politics of knowledge and intellectual production for Native and Indigenous peoples; community mental health in relation to race, class, gender, and identity

Marvin Oliver (Quinault/Isetla Pueblo), Professor
206-616-9508; moliver@uw.edu

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

Luana Ross (Salish), Adjunct Associate Professor
Associate Professor, Women Studies; Co-Director, Native Voices
206-616-9375; luana@uw.edu

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

Christopher B. Teuton (Cherokee Nation), Professor and Chair
206-543-9082; teuton@uw.edu

Areas of specialization: Indigenous textuality, cultural practice, folklore, and oral history; Indigenous oral and graphic knowledge systems; decolonial critical methodologies; Indigenous multimedia and community engagement
Burke museum of Natural History and Culture

www.burkemuseum.org

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

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

Collections

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

Exhibits

The Burke collaborates with Indigenous artists and cultural leaders to create exhibitions such as: Salish Bounty: Traditional Native American Foods of Puget Sound, co-curated by Warren King George (Muckleshoot/Upper Skagit tribal historian) and Elizabeth Swanaset (Nooksack/Cowichan/Laq’a:mel traditional foods specialist); and the 2014/15 exhibit, Here and Now, co-created with 18 Northwest Coast artists and featuring contemporary and historic Native art.

Educational Programs

The museum serves schools around the state with on-site and classroom-based programs, including: annual teacher workshop on Coast Salish art, co-taught by artists and scholars; Living Traditions classroom program on Native art and cultures of the Coast and plateau; traveling study boxes on cultural topics such as Coast Salish canoes and Coast Salish weaving (created with Native artists and cultural experts); and customized programs for tribal schools.

Bill Holm Center for the Study of Northwest Coast Art

The Bill Holm Center, established in 2003, is an international learning center dedicated to increasing Native and public access to research resources and fostering understanding of Native art of the Pacific Northwest Coast. The Center provides grants for visiting researchers, graduate fellowships, and public programs such as exhibits, lectures, and web resources.
Collaborative Research and Cultural Exchanges
The museum regularly collaborates with tribal staff on research projects, such as the West Point study carried out with the Muckleshoot, Suquamish, and Tulalip Tribes. The Burke also facilitates cultural exchanges among Northwest Tribes and Indigenous peoples of other nations and participates in the Reciprocal Research Network, which provides research access to first Nations objects from throughout the Northwest Coast and British Columbia.

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

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

Gender, Women and Sexuality Studies (GWSS)
GWSS.washington.edu
206-543-6900
gwss@uw.edu

The Department of Gender, Women and Sexuality Studies is an academic unit in which Indigenous issues are researched, taught, debated, and discussed. Courses offered include: GWSS 244 Indigenous Feminisms; GWSS 300 Women, Race and Social Stratification; GWSS 341 Native Women in the Americas; GWSS 440 Reading Native American Women’s Lives; GWSS 442 Images of Natives in the Cinema and Popular Culture; GWSS 444 Criminality and “Deviance” in Native Communities; and GWSS 510 Documentary Research Methods for Social Sciences.

The research and teaching interests of Dr. Luana Ross, Associate Professor, include criminology and “deviance,” race, ethnic relations, gender, documentary film. She is the author the book, Inventing the Savage, and is considered a leading expert in Native criminality. Dr. Ross has been a leading figure in the movement of Native Americans in higher education for several decades. She serves as the co-director of Native Voices, a graduate film program. Dr. Jeannette Bushnell, who received her PhD from the department in 2009, wrote her dissertation on the topic of Native women in Seattle: “I can think of a lot of stories.” Shared Knowledges, Indigenous Methodology and Purposeful Conversations with Sixteen Native Women in Seattle.
In 2012, GWSS hosted the Stice Feminist Scholar of Justice, Aileen Moreton-Robinson, Goenpul/Nunukul woman from Minjerribah Stradbroke Island, Quandamooka first Nation, Moreton Bay in Queensland, Australia. She is Director of the Indigenous Studies Research Network and is responsible for the Indigenous Postgraduate Research Capacity Building Program.

Language Learning Center (LLC)

depts.washington.edu/lcc/

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

The UW Language Learning Center has archival audio materials for Navajo, Sahaptin, and various Salish languages. These materials are available online at the website above. The LLC also hosts the Sahaptin dictionary project and the Sahaptin learning materials archive. In addition, the LLC provides collaborative support and hosting of online courses for local Indigenous languages, such as Lushootseed.

Music Alive in the Yakima Valley

School of Music

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

Music Alive! in the Yakima Valley (MAYV) was established in 1999. The program includes performances and participatory music-making events, and residencies for 20 UW students at selected schools and at the Yakama Nation Tribal School in Toppenish. Students stay with local families, learn about Yakama and Mexican-American cultural perspectives, and learn some of the valued songs of these communities. MAYV is the subject of a number of research publications on forging community partnerships in and through music, including the Journal of Research in Music Education, the International Journal of Community Music, and the Mountain Lake Reader.

Native Voices Program

www.com.washington.edu/nativevoices/

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

Luana K. Ross, Associate Professor, Gender, Women and Sexuality Studies, Co-Director
206-616-9375
luana@uw.edu
Native Voices provides media training for American Indian/Alaska Native graduate and undergraduate students. Native Voices offers students the opportunity to explore the documentary tradition from an Indigenous perspective, and to produce documentary programs that speak to critical personal, cultural, and political issues in their lives. In the Native Voices degree program, students are supported to research and produce documentary projects that are relevant both to American Indian/Alaska Native communities and the nation as a whole.

Native Voices has been working with Native students and producers for more than 15 years. Documentaries produced by students have been screened at Sundance, the American Indian film festival, the National Museum of the American Indian, and many other venues. These films are used in American Indian/Alaskan Native education throughout the world. Native Voices students work with tribal groups, leaders, and educators in the production of programs that strengthen tribal communities.

Native Voices is currently working with students in its degree program, as well as graduate students in history, communications, gender studies, social work, and ethnomusicology. An edited list of recent Native Voices projects include:

*More Than 4,000 Years: Native Perspectives on West Point*. Produced with the West Point Tribal Oversight Committee, this Discovery Park film installation speaks to the issues of tribal occupancy of West Point and the Salish Sea.

*The Parallel History Project*, a Kellogg Foundation funded series of films, on-line web resources, and books exploring legal and inherent sovereignty issues in historical and present day Indian Country.

*This Place Called Home*. Produced for the Burke Museum of Natural History, this HD work explores the rich traditional cultural continuity of the Yakama, Nez Perce, and Umatilla peoples.

*A Return to Wellness*. Produced in collaboration with the Indigenous Wellness Research Institute at UW, this film speaks about the effects that colonization have had upon the health of Native peoples and communities, and the ways in which Indigenous peoples are reclaiming their health systems.

One of the program’s recent accomplishments is the production of the broadcast series, *Voices of the First Peoples*, an 8-week series consisting of both Native Voices films, as well as the work of other Native producers. The series was carried on both UWTV and Comcast, and available to more than one million viewers. A new season of the show is currently in process.

**Slavic Languages and Literatures**

Katarzyna Dziwirek, Professor and Chair
206-543-7691
dziwirek@uw.edu

The course Slavic 210/Honors 211C, An Introduction to Bilingualism, is a quarter-long project in which students conduct a survey of a minority language spoken in the greater Seattle area. Students identify key figures/leaders in the community and interview at least
one such person. Their reports include the estimated number of speakers of the language in the area (Census figures and/or American Community Survey data), information on the efforts to promote language maintenance (is there a community center, a heritage language school, what organizations there are, publications, cultural activities, is the language taught at UW), and a brief evaluation of language maintenance/shift across generations. Several students have studied Native languages, including Lushootseed.
Michael G. Foster School of Business

Consulting and Business Development Center
foster.uw/centers/consulting-and-business-development-center

Michael Verchot, Director
206-543-9327
mverchot@uw.edu

The Consulting and Business Development Center leads the Foster School of Business’ efforts to partner with Tribes on economic development. Over the last seven years, the Center has worked with 11 different Tribes in Washington, Oregon, and Alaska, one intertribal organization (Washington and Oregon), and three Native American nonprofit organizations.

UW Tribal Gaming and Hospitality Management Certificate Program
At the 2012 Tribal Leaders Summit, Virginia Cross, Chairperson of the Muckleshoot Tribe, asked for the UW to develop a program to improve the management skills of employees of tribal casinos and resorts. In January 2015, the Center, in conjunction with the UW’s Educational Outreach, launched the UW Tribal Gaming and Hospitality Management Certificate Program. Over the course of 2014, this 10-credit program was developed jointly with an advisory board comprising:

Confederated Tribes of the Colville Reservation: Bill Nicholson, Colville Business Council; Randy Williams, General Manager; and Geoff Miller, Human Resources Manager, Colville Casinos
Jamestown S’Klallam Tribe: Jerry Allen, Chief Executive Office, 7 Cedars Casino
Muckleshoot Tribe: Conrad Granito, General Manager, Muckleshoot Casino
Port Gamble S’Klallam Tribe: Chris Placentia, Chief Executive Office of Noo-Kayet Quinault Tribe: Don Kajans, General Manager, Quinault Beach Resort and Casino
Shoalwater Bay Tribe: John McClain, General Manager, Showalter Bay Casino
Suquamish Tribe: Irene Carper, Chief Operating Office, Port Madison Enterprises
Yakama Nation: Shay Anne Spencer, Chairman of the Board, Legends Casino

This certificate program includes classes in marketing, accounting and finance, and management/leadership as they apply to tribal gaming and hospitality enterprises. Class meetings will be both at the UW and hosted by casino partners. Participants will also complete a capstone project that will require them to work in cross-tribal teams to propose new profit producing products or services. The first cohort graduated in June 2015.
Executive Education

Jennifer Mullen, Director
jclang@uw.edu

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

Minority Business Executive Program

In conjunction with the foster School’s Executive Education department, the Consulting and Business Development Center offers a week-long residential executive education program annually each June. Participants learn to use financial tools to make more effective decisions, develop and understand long-term strategic plans for growth and sustainability, market their products and services more effectively, manage their processes and projects more efficiently, understand supply chain issues better, and develop their leadership skills. This interactive program offers a combination of lectures, discussions, guest speakers, panels, interactive simulations, team exercises, and self-assessments. Participants gain knowledge, tools, and a valuable network to help them achieve their business goals. In 2014, one Tribe (Yakama) and one Alaska Native Corporation (Sealaska) sponsored someone to attend this program. In past years other Tribes (Lummi, Suquamish, Colville, and Stillaguamish) have all participated in the Minority Business Executive Program.

Customized Executive Education

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

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

Peter Milgrom, Professor and Director
206-685-4183
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Colleen Huebner, Associate Professor and Co-Director
206-685-9852
colleenh@uw.edu

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

Multilevel approaches to improve the Oral Health of Yup‘ik Children in the Yukon-Kuskokwim Delta in Southwest Alaska
faculty.washington.edu/dchi/index.html

Donald L. Chi, Associate Professor
206-616-4332
dchi@uw.edu

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

Joana Cunha-Cruz, Research Assistant Professor  
*silvajcc@uw.edu*  
206-543-2034

The center is developing a community-centered collaborative implementation research program for oral health with the SouthEast Alaska Regional Health Consortium (SEARHC). The goal is to provide technical assistance on implementing multilevel dental care delivery system changes to reduce disparities for Alaska Native Children and improve the oral health of the communities served by SEARHC.

**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**

[www.smdep.org](http://www.smdep.org)

Dan Olson, Program Coordinator, Office of Multicultural Affairs, School of Medicine  
206-543-9733  
dolson@uw.edu

Memory Brock, Program Coordinator  
Office of Educational Partnerships and Diversity  
206-685-7309  
memoryb@uw.edu

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

**Office of Educational Partnerships and Diversity**

Memory Brock, Program Manager  
206-685-7309  
memoryb@uw.edu

Beatrice Gandara, Program Director  
Clinical Associate Professor, Dental Pathway, Oral Medicine  
206-616-0610  
bgandara@uw.edu
The Office of Educational Partnerships and Diversity supports the academic and professional success of students who are underrepresented in dentistry, including those who have demonstrated a commitment to working with underserved populations. The Office aims to enrich the academic and clinical training environment in the School of Dentistry by actively recruiting and promoting a diverse faculty and student body to better prepare dental students to meet the needs of diverse communities.
College of Education

Native Education Certificate
Program

Faculty
Megan Bang, Ph.D. (Ojibwe)
Associate Professor
206-616-8977
mbang3@uw.edu

Elizabeth West, Ph.D. (Yurok)
Associate Professor
206-221-3462
eawest@uw.edu

Dawn Hardison-Stevens, Ph.D. (Cree, Cowlitz, Steilacoom)
Program Manager
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UW College of Education and Professional & Continuing Education are offering a new Native Education Certificate for educators August 2016. The comprehensive Summer Institute commences with two cohorts: one partnership with the Wellpinit School District on the Spokane Reservation; and a second open cohort of participants from school districts, tribes, and institutes working with Native peoples across the state. This innovative cohort model enables peers to collaborate in scholarship and engage knowledge and skills with Native leaders and educators creating strong alliances within learning communities. Cultural partnerships will inspire the community-based educator with relevant tools to share with colleagues, communities, and students.

The hybrid courses, primarily online and group structured, are designed to cultivate the educator's ability to create meaningful and effective relationships with Native American students through a perspective of being the community-based educator. Participants will develop the expertise of engaging Native students, families, and communities in instruction to ensure Native learners thrive and succeed making school and future careers relevant to the pressing needs of Native peoples.
The program engages advice from the Native American Certificate Advisory Board, which consists of Native leadership and UW faculty communicating via quarterly meetings, email and conference calls. The board’s guidance and wisdom is offered on program and curriculum frameworks, outreach, sustainability, enrollment, application details, and program reviews. Additional meetings are scheduled as program elements progress.

american Indian Programming

faculty
Megan Bang, Associate Professor, Educational Psychology 206-616-8977
mbang3@uw.edu

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

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

Culturally Based Citizen Science: Rebuilding Relationships to Place
This community based participatory project in two Native communities is focused on improving science learning in community contexts across age cohorts and simultaneously support tribal communities in collecting needed data. The project combined Indigenous ways of knowing and western scientific ways of knowing in out-of-school learning environments.
Indian Education in Teacher Education Programs
With funding from the Bill and Melinda Gates foundation, Dr. Elizabeth West and Dr. Megan Bang will develop and implement an Indigenous certificate program to provide a range of professional development opportunities within Native schools and communities. Several classes have been offered and modules are being developed with content related to disabilities—special education and culturally responsive classroom management.

Expansive Meanings and Makings in ArtScience
Design research project to explore relationships between the arts and science learning focused on climate change and the human microbiome from community-based perspectives. The project is focused on after-school programming and it partnering with a youth community-based organization, Red Eagle Soaring, funded by the National Science Foundation.

Summer Native STEAM Camp (Science, Technology, Engineering, Arts, and Mathematics)
This is a two-week camp for 1-12th graders that is held a Daybreak Star Cultural Center and includes learning about culture, ocean sciences, and computer programming.

New Course Development

EDPSY 537: Teaching Science with Indigenous Students, Families and Communities (Hybrid on-line course).
This course provided professional development for pre-service and in-service educators focused on science instruction in Indigenous communities.

Elizabeth West (Yurok/Karuk), Associate Professor
206 221-3462
eawest@uw.edu

Dr. Elizabeth West's research focuses on transforming communities to increase access and to improve outcomes for students. She specializes in severe disabilities with a focus on cultural and linguistic diversity. Her research interests include identifying instructional variables that facilitate skill acquisition and generalization by students with disabilities; developing effective practices to influence outcomes for these students; online course development, implementation, and use of technology to facilitate teacher and student learning.

Indian Education in Teacher Education Programs
With funding from the Bill and Melinda Gates foundation, Dr. Elizabeth West and Dr. Megan Bang will develop and implement an Indigenous certificate program to provide a range of professional development opportunities within Native schools and communities.
The mission of this endowed fund is to provide financial assistance to graduate student who are members of a federally recognized Tribe and who are pursuing a Master’s in Teaching degree in the UW College of Education. The endowment is named in honor of Daniel Iyall who was a member of the Yakama Nation and an inspiring teacher and community leader. This recently created endowment will provide annual scholarship(s) to Native students who strive to give back and help future generations achieve their educational goals. To learn how to become a teacher, visit: http://education.uw.edu/programs/teacher. To contribute to the endowment, contact: grantt@uw.edu.

Center for Multicultural Education

http://education.washington.edu/cme/

James A. Banks, Director
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centerme@uw.edu

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.

Handbook of Research of Multicultural Education


National Center for Quality Teaching and Learning

education.uw.edu/faculty-and-research/centers/ncqtl

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

Prospective Student Days (PSD)

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

Diversity Ambassadors
omrr@uw.edu

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

American Indian Native Alaskan Head Start Advance Project

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

The project employs practice-based coaching specialists who work closely with early childhood education specialists and grantee specialists to tailor the support to each grantee to effect change in the classroom. Through face-to-face and virtual professional learning opportunities the AIAN Advance Project provides leadership development that is focused on teaching, learning and preparing children for success in school.

Office of Student Diversity and Inclusion (OSDI)
education.washington.edu/about/minority_rnr.html

OSDI Graduate Staff Assistants
206-543-1821
osdi@uw.edu

The Office of Student Diversity and Inclusion is committed to equity and access for all students and seeks to recruit and retain American Indian and Alaska Native students by building partnerships with tribal communities, organizations, and institutions in the region and nationally.

Prospective Student Days (PSD)

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

Diversity Ambassadors
omrr@uw.edu

The Diversity Ambassadors are a corps of COE graduate student volunteers, assist visiting prospective students who are considering graduate study at the COE by sharing their perceptions about the different curriculum areas, degree programs, student opportunities, experiences, resources, Seattle living, and by connecting prospective Native students to key current Native students, faculty, and staff and Native events and programming.
College of Engineering

Northwest Advanced Renewables Alliance (NARA)
Tribal Partnership Projects

https://www.nararenewables.org/groups/education

Daniel Schwartz, Director Clean Energy Institute, Professor of Chemical Engineering
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The goals of the NARA Research Group are to: meet the workforce needs of the bio-energy/bioproducts economy; develop a broad, integrated view of the biofuels problem among emerging scientists and engineers; enhance communication skills of scientists and engineers so that they can better engage society in their work; develop the next generation of energy leaders for industry, government, and the civic sector; improve biofuels literacy of teachers educating future citizens; and strengthen overall science literacy of students in areas particular to the biofuels.

Tribal Partnership Projects (TPP)
The TPP works with other sectors of the NARA education team to advance the above goals while working in collaboration with tribal communities. Tribal scholars are recruited to work on these projects as a research fellow or summer internship participant. The UW TPP has engaged 11 students--7 at the undergraduate level and 7 graduate students, with 3 transitioning from tribal colleges into mainstream universities. Seven degrees have been awarded.
The Minority Scholars Engineering Program (MSEP) is a retention program committed to increasing the number of underrepresented students in engineering and computer science. MSEP promotes academic and professional excellence and leadership skill development, and fosters community for its affiliates. Programs for American Indian and Alaska Native students include:

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

**National Action Council for Minorities in Engineering Scholarship Program (NACME)**
NACME Scholarships are awarded to entering American Indian and Alaska Native, African American, and Latino/a students pursuing degrees in engineering or computer science. In addition, the College of Engineering, through Student Academic Services and the specific engineering departments, offers a variety of scholarships and scholarship programs.

for more information on all College of Engineering scholarship opportunities, visit [http://www.engr.washington.edu/current/scholarships](http://www.engr.washington.edu/current/scholarships)
The Climate Impacts Group (CIG) is a research team that works in partnership with decision makers to produce decision-relevant research on the impacts of climate variability and change within and beyond the Pacific Northwest. Through this work, the CIG strives to support the development of resilience to climate impacts. CIG provides technical assistance to Tribes on climate change vulnerability assessment and adaptation planning, and works with regional and national entities supporting tribal climate adaptation.

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

Directory of Tribal Partnerships

coenv.washington.edu/about/diversity-commitment/tribal-directory

Julia Parrish, Associate Dean, Academic Affairs
Professor, Aquatic & fishery Sciences and Biology
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jparrish@uw.edu

The College of the Environment maintains an online directory of projects, partnerships, and collaborations with Tribes. The directory is a searchable database of College faculty who are working, or have recently worked, with tribal nations. Its 110 entries feature work with over 40 tribal nations across 9 academic and research units. Each entry includes the name and location of the tribal nation and a brief description of the interaction. It includes research, education, outreach, consulting projects, funding sources, and contact information.
Doris Duke Conservation Scholars Program at the University of Washington (DDCSP@UW)

http://uwconservationscholars.org/

Kirsten Rowell, Director, DDCSP@UW
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rowellk@uw.edu

DDCSP@UW is a two-year summer immersion program for students from backgrounds that are traditionally underrepresented in conservation. The program’s mission is to generate tightly bonded cohorts from across the nation and spanning a wide range of ethnic, sociocultural and disciplinary backgrounds that will redefine conservation in their own image. The ultimate vision is to shift the demographic landscape at major conservation institutions to more accurately reflect the multicultural, multiethnic and interdisciplinary society of today and tomorrow.

In Year 1 Classroom in the field, 20-25 diverse freshmen and sophomores join DDCSP@UW for an 8 week summer immersion course. The program starts in Seattle and travels to various landscapes across the state before returning to UW at the end of the summer. Scholars will explore conservation across urban, managed, and protected environments; connect conservation to cultural heritage and environmental justice; learn about conservation in the context of food, water, biodiversity and climate; and network with conservation professionals from agencies, NGOs, and academic institutions.

Year 2 Conservation Practice Teams focus on the intersection of individuals, communities, and the environment, and include two-four scholars, one faculty member, and one conservation practitioner from an agency, NGO, or community organization.

The Joint Institute for the Study of the Atmosphere and Ocean (JISAO)

jisao.washington.edu

Thomas P. Ackerman, Executive Director
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Nicholas A. Bond, Deputy Director
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Jed Thompson, Education and Outreach Coordinator
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jedthom@uw.edu

The JISAO fosters collaborative environmental research between the UW and the National Oceanic and Atmospheric Administration (NOAA), and also works with other
local, regional and national partners. JISAO has opportunities for summer undergraduate internships in the environmental sciences for students from local and regional tribal colleges and UW. Interns are matched with mentors and research projects at UW and NOAA. This 9-week educational program pays each student a stipend, travel to and from Seattle and provides housing on the UW campus. More information is at http://www.jisao.washington.edu/education/researchOps.

Native Programs in Aquatic and Fishery Sciences
School of Aquatic and Fishery Sciences (SAFS)

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

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

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

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

BBNA provides salary and travel costs for interns through grants from the National Science Foundation and other sources. ASP contributes room, board, and professional instruction.
Transferability of Undergraduate Courses between Peninsula College, Grays Harbor College, and SAFS

Consistent communication between Peninsula College and Grays Harbor Community College regarding transferability of undergraduate courses provides continuous curricula for students transferring from either Peninsula College or Grays Harbor College to SAFS. The SAFS Student Services Office works closely with advisors from Peninsula and Grays Harbor colleges to streamline the transfer process. Due to the geographic locations of these colleges, SAFS hopes to use these agreements to recruit more Native transfer students from the Olympic Peninsula.

Undergraduate advising for American Indian/Alaskan Native students

The SAFS Student Services Coordinator provides advising for American Indian/Alaskan Native students in the program. Students are contacted prior to admission and connected with faculty research laboratories before beginning their freshman year. The Student Services Coordinator works with the UW Office of Minority Affairs and Diversity (OMA&D) to ensure the American Indian/Alaskan Native students in the program also have tutoring support, financial aid advising, and other support services and scholarships. When a student is interested in continuing on to graduate school, a referral to the OMA&D Early Identification Program (page 69) is made.

Outreach to Prospective American Indian/Alaskan Native graduate students

The SAFS Recruitment, Admissions and Scholarship Committee has done the following to increase diversity in the graduate student population:

- Hosts Prospective Graduate Student Days in the department, coordinated with the UW Graduate School GO-MAP program (page 32), and sets aside funding to assist applicants who are unable financially to visit the campus.
- Exhibits at the national conference of the Society for the Advancement of Chicanos Native Americans in Science (page 33).

School of Environmental and Forest Sciences (SEFS)

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

Michelle Trudeau, Director, Office of Student and Academic Services
206-616-1533
michtru@uw.edu

The School has a generous general scholarship fund for all students, and three scholarships that are specifically targeted to tribal members

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

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

Penelope Dalton, Director
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pdalton@uw.edu

Pete Granger, Program Leader, Marine Advisory Services
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pgranger@uw.edu

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

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

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

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

Reduction of Seabird Mortalities in Tribal Longline Fisheries WSG has developed gear and is providing training to tribal longline fishers to reduce the number of seabird caught accidentally in their fishing operations. The new gear prevents seabirds from taking bait or becoming entangled in longlines. Tribal fishers were among the first on the West Coast to voluntarily adopt the gear, which may become mandatory to protect albatross and other threatened and endangered seabirds.
Safety-at-Sea Classes for Tribal Communities
WSG continues vessel safety, first aid and emergency procedures training for Columbia River and Coastal tribal fishers. To date over 100 tribal members have received this on-the-water safety training.

Tribal Representation on Washington Sea Grant Advisory Committee
Ed Johnstone, Quinault tribal fisheries advisor, serves on the WSG advisory board and represents the Northwest Indian Fisheries Commission.

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

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

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

Juan Carlos Chavez, Associate Director
Advisor contact information below:
206-543-8919
jccs@uw.edu

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

Graduate Opportunities and Minority Achievement Program
grad.uw.edu/diversity/go-map

Cynthia Morales, Director
Anthony Salazar, Outreach & Recruitment Officer
Augustine McCaffery, Native American Initiatives
Steven Sawada, Graduate Student Assistant

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gomap@uw.edu
www.facebook.com/UWgomap

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

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

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

Student Resources
*The Graduate Students of Color “Getting Connected” Orientation and Fall Reception*
Provides an opportunity for incoming underrepresented minority graduate students to meet current diverse graduate students and faculty and to get informational resources on succeeding in graduate school.
**The Winter Quarter Mentoring and Networking Reception**  
Provides an opportunity for graduate students of color to mentor undergraduate minority students who are currently considering applying to graduate school. The event also gives participants opportunities to network and to learn more about shared academic goals and interests.

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

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

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

**GO-MAP End of the Year Soirée**  
Highlights the many achievements of graduate students of color as they leave UW with their masters or doctoral degree.

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

Scott Freeman, Principal Lecturer, Biology, Co-Advisor  
srf991@uw.edu

David Kimelman, Professor, Biochemistry; Adjunct Professor, Biology, Co-Advisor  
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Joe Camacho, Chapter President (2015–16)

Daniel Chee, Chapter Vice President (2015–16)  
sacnas@uw.edu

[www.facebook.com/pages/UW-SACNAS-Chapter-178478629532](www.facebook.com/pages/UW-SACNAS-Chapter-178478629532)

SACNAS is a national society with a 37-year history of supporting minority scientists and science students. The UW chapter was founded in 2007, and is proud to have received six national awards in seven years. As the sole SACNAS chapter in the Pacific Northwest, the group’s goal is to increase student diversity in UW undergraduate and graduate science programs. The chapter membership includes both undergraduate and graduate students from throughout the UW health sciences.
Native Organization of Indigenous Scholars (NOIS)

NOIS was created to bring together UW graduate and professional students of Indigenous descent to increase awareness of ongoing research, work, and achievement through building a supportive community in which to socialize, network, share knowledge, and disseminate information. GO-MAP serves as an affiliate to UW NOIS and co-sponsors the Spring Annual Symposium of Native & Indigenous Scholarship. See also p. 4.
The Information School (iSchool)

Native North American Indigenous Knowledge

Cynthia del Rosario, Diversity Programs Advisor
206-543-9779
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The Information School at the University of Washington is building an innovative program in Native North American Indigenous Knowledge. We seek two creative and forward-thinking Assistant Professors to catalyze this growth, and contribute to our program in this area. We study the institutions, community practices, philosophies, and policies related to knowledge, information, and technology in support of tribal sovereignty.

Candidates that do work in Native North American Indigenous Knowledge should have competencies in the areas of theoretical, quantitative, or qualitative techniques and demonstrate a passion to effect change through information research. We expect candidates to demonstrate successful work with North American bands, tribes, or nations, and to be grounded in the Native North American experience.

The University of Washington is a vibrant center of inclusive research and community outreach. In 2015, the University of Washington opened wǝɫǝbʔaltxʷ (“Intellectual House” in the Lutshoottseed language), a Coast Salish longhouse-style building. As a UW resource, wǝɫǝbʔaltxʷ was established for the pursuit of academic excellence. It is a teaching and gathering space for Native American students, faculty, staff, Native groups, and the University of Washington community.

We are interested in work at the intersection of Native North American communities and the information field, writ large. As a school we acknowledge our position on Native land, and we are committed to making Native voices heard in every part of our school.

Education and Research: Indigenous Systems of Knowledge

Cheryl Metoyer, Professor Emerita and Associate Dean for Research
206-685-9612
metoyer@uw.edu

Dr. Cheryl Metoyer teaches courses that address cultural dimensions of information science, including Indigenous Systems of Knowledge, Information Seeking Behaviors in Ethnolinguistic Communities, and Cultural and Ethnic Dimensions in Information Science. Dr. Metoyer’s research interests include Indigenous systems of knowledge with an emphasis on American Indian and Alaska Native tribal nations; information behaviors in cultural communities; and ethics and leadership in tribal communities.
Indigenous Information Research Group

Cheryl A. Metoyer (Eastern Band Cherokee), Advisor
Professor Emerita and Associate Dean for Research
206-685-9612
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Alumni
Miranda Belarde-Lewis (Zuni/Tlingit), PhD, Information Science
Marisa E. Duarte (Pascua Yaqui), PhD, Information Science
Iisaaksiichaa Ross Braine (Apsaalooke Nation), MSIM
Tess Wilder Cervantes (Karuk), MLIS

Graduate Students
Juan Carlos Chavez (Yaqui), PhD Candidate
Sheryl A. Day (Chamoru), PhD Candidate
Sandra Littletree (Diné), PhD Candidate
Ivette Bayo Urban (Cuban), PhD Candidate, IIRG Affiliate

With an emphasis on Native American and Alaska Native populations, the Indigenous Information Research Group (IIRG) seeks to raise the level of discourse concerning information and Indigenous communities. Utilizing community-based research methods, members of IIRG study the intersection of knowledge, information, and technology in tribal policies, philosophies, community practices, and institutions in support of Indigenous and tribal sovereignty.

* With loving memory of our IIRG sister and colleague Allison (Ally) Krebs (Anishinabe)

Student Resources

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

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

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

Connect with us on Facebook! iDiversity UW. Follow us on twitter: @iDiversityUW!

Faculty Recruitment and Renewal

With our iSchool 2018 initiatives and a mandate from our Dean, we are continuing to develop vigorous recruitment efforts to recruit faculty from URM groups. We are identifying conferences and communities of scholars whose work is compatible with our field and working to establish an iSchool presence, open communication and authentic relationships. Resources established: faculty diversity outreach and recruitment travel money for two years for 5 conferences a year for Director of Faculty Affairs and Diversity Programs Advisor.
The iSchool is committed to equity and access for all students and aims to increase the enrollment and retention of students from historically underrepresented groups. It seeks to recruit and retain American Indian and Alaska Native students by building partnerships with tribal communities, organizations, and institutions in the region and nationally, such as iSchool Diversity Ambassadors (iDAs)

iSchool Diversity Ambassadors (iDAs) are a group of volunteer undergraduate and graduate students who act as contacts for prospective students, with a focus on students from underrepresented groups. Prospective students and applicants receive the student perspective regarding their questions about specific iSchool programs, attending the U, living in Seattle, as well as feedback on their personal statements and ideas for funding their education.

Washington Doctoral Initiative (wDI)
http://wdi.ischool.washington.edu/

Allyson Carlyle, Associate Professor and Associate Professor
206-543-1887
wdi@uw.edu

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

Additional Student Resources
Office of Student & Academic Services: http://www.ischool.washington.edu/resources/advising.aspx
Diversity Resources: mailman13.u.washington.edu/mailman/listinfo/idiversity
iEquality Student Group: iEquality@uw.edu; join iEquality Facebook group
iQueeries Student Group: iQueeries@uw.edu; join iQueeries Facebook page
School of Law

Native American Law Center (NALC)
www.law.washington.edu/IndianLaw/

Robert T. Anderson, Director and Professor
206-685-2861
boba@uw.edu

Molly Cohan, Supervising Attorney
Bill Rodgers, Affiliate Center Faculty, Stimson Bullitt Professor of Environmental Law

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

Tribal Court Criminal Public Defense Clinic (2002–present)
This project provides public defender services to low-income members of federally recognized Indian Tribes and Alaska Native communities who have been charged with crimes by these Tribes. This clinic uses students and faculty to provide vigorous and competent defense representation. The project works with the Tulalip Tribes, the Muckleshoot Tribe, the Squaxin Island Tribe, the Skokomish Tribe and the Sauk-Suiattle Tribe. Recently, the Clinic added a parental defense component in the Muckleshoot tribal court system.
**Tribal Court Lay Legal Advocacy Certification Course**
NALC has joined with the Southwest Center for Law and Policy to develop an online course for lay advocates to assist and represent victims of sexual assault and domestic abuse in tribal and state court proceedings. The 20-week course culminates with a week-long trial advocacy training session at the School of Law.

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

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

*Models for Change, MacArthur Foundation*
This project has twice convened tribal representatives from more than 20 Tribes in Washington who work in the area of juvenile delinquency, dependency, and truancy justice processes. Gathering One helped foster partnerships between Tribes and state and national juvenile justice service providers to assess tribal juvenile justice needs and future initiatives. From Gathering One, the Model Tribal Juvenile Code Project, the Remote Representation Project, and the Partnership of Juvenile Justice Professionals were created. Gathering Two was convened to discuss the use of Evidence Based Practices (EBP) for mental health, their appropriateness in tribal communities, and process for cultural adaption. From this, a coalition of Tribes intends to seek funding to prioritize an EBP for deployment and cultural adaptation.

**Model Tribal Juvenile Code Project**
*Models for Change, MacArthur Foundation*
This project addresses a priority identified in Gathering One, which was outdated juvenile codes which did not allow ample diversion opportunities out of formal court process. To address this, the NALC is developing model tribal juvenile delinquency, truancy, and at-risk-youth codes addressing the needs identified in Gathering One.

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

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

**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 students to work on Center projects.
School of Medicine

Center for Health Equity, Diversity and Inclusion (CEDI)
depts.washington.edu/cedi/new/index.php

Leo Morales, Professor and Chief Diversity Officer

Nora Coronado, Director of Community Partnership and Development; Director of Community Engagement; Director of Latino Center for Health

Norma Alicia Pino (Purépecha), Director of Multicultural Education 206-616-3047

Indian Health Pathway (IHP)
catalyst.uw.edu/workspace/dolson/38538/269261

Norma Alicia Pino (Purépecha), Director of Multicultural Education 206-616-3047 pinon@uw.edu

IHP was established at the UW School of Medicine in 1992 through the leadership and efforts of Dr. Walt Hollow (Assiniboine-Sioux), the first American Indian/Alaskan Native to graduate from the medical school. This certificate program is open to both Native and non-Native medical students with a commitment to serve American Indian and Alaska Native communities. The goals are to provide culturally appropriate training and clinical experiences in tribal, rural, and urban settings; prepare students for careers in American Indian and Alaska Native health; and enhance curriculum and encourage research on Indian health issues.

The IHP provides classes, small group discussions, research opportunities, and immersion clinical experiences in medical practices that serve American Indian and Alaska Native communities in the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) region. The program components are taught by Native and non-Native faculty who have had experience working directly with Native communities. Upon completion of the requirements, students receive a Certificate of Completion, are honored at the CEDI graduation, and are recognized by the Dean at graduation. The academic requirements to earn the Indian Health Pathway certificate are

**UCONJ 530: Issues in Indian Health: Past, Present, and Future**

This course is designed to expand understanding and knowledge of historical and contemporary issues in Indian health.
FAMED 680: Traditional Indian Medicine Clerkship in Primary Care Setting

FAMED 681: Indian Health Care Clerkship

These elective clerkships 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.

Summer Medical and Dental Education Program (SMDEP)

www.smdep.org

SMDEP is a free six-week enrichment program at UW for college freshmen and sophomores from underrepresented or disadvantaged communities to enhance their competitiveness for medical and dental school. For information please contact Felicity Abeyta-Hendrix, Director of UW SMDEP at fabeyta@uw.edu.

Medicine Wheel Society (MWS)

See page 4.

Collaborative Research on Alcohol and Drug Abuse

Healing of the Canoe Project

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

healingofthecanoe.org

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

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

During Phase II the partnership was extended to include the Port Gamble S’Klallam Tribe in addition to the Suquamish Tribe and ADAI to further plan, refine, implement, and evaluate this community-based and culturally congruent substance abuse prevention curriculum among Suquamish tribal youth, and to extend the project to the Port Gamble S’Klallam Tribe. Focus groups were held in the Port Gamble S’Klallam tribal community and key stakeholder interviews were conducted in both Port Gamble S’Klallam and Suquamish. The prevention of youth substance abuse continues to be the primary issue of concern, and cultural revitalization the primary strength, in both communities. Port Gamble S’Klallam convened a community work group to adapt the curriculum to incorporate Port Gamble S’Klallam values, teachings, and practices. The curricula were implemented and evaluated in both communities, and data indicate statistically significant outcomes with regard to reduction in substance use, increase in cultural practices, and an increase in hope/optimism/efficacy.

Now in Phase III, the project is training other Tribes and Native organizations to engage their communities to identify issues of concern as well as strengths and adapt and implement the Healing of the Canoe life skills curriculum to be culturally specific and appropriate for their communities. To date, there have been four trainings for 87 individuals from 17 different Tribes and Native organizations and at least three trainings are scheduled in the final year of funding. At the end of Phase III, a curriculum template and training manual will be submitted to the Community-Campus Partnerships for Health peer-reviewed venue for products resulting from community-engaged and collaborative work. The long-term goal of this project is to develop a model for other Native communities in Washington State and other regions in the United States. Publications about the project can be found at: http://healingofthecanoe.org/publications/.
Department of Bioethics and Humanities

dep.ts.washington.edu/bhdept/

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The Department of Bioethics and Humanities has a long-standing interest in health care equity and health disparities, combined with a commitment to community-based participatory research to improve the health of American Indian and Alaska Native people. The department has also provided training and mentoring opportunities for American Indian and Alaska Native students, graduate students, and fellows.

dep.ts.washington.edu/cghe/home

Funded by the National Human Genome Research Institute, is a Center of Excellence in the ethical, legal, and social impacts of genomics and genetic research. The Center has sponsored a number of research projects focused on building academic-community partnerships and fostered collaboration between genome scientists, community members, and other stakeholders. Student opportunities have included an annual summer seminar focused on relevant topics and research internships. The Center has also sponsored the annual Native Careers Workshop in partnership with the UW Indigenous Wellness Research Institute, bringing together more than 60 American Indians and Alaska Natives, local Tribal elders and leaders, and UW faculty and staff to support success in higher education.

Several members of the department are co-investigators on the Northwest-Alaska Pharmacogenomic Research Network (2010-2015), described more fully on page 53. This Center works in partnership with Indigenous communities and healthcare providers in the Northwest to evaluate community and clinical perspectives on pharmacogenetics; pursue foundational research in American Indian/Alaska Native and rural communities related to genetic variation and response to drug therapy; evaluate gene-environment interactions related to coagulation factors in one Indigenous community; and lay the groundwork for a research infrastructure linking American Indian/Alaska Native communities and rural practices to pharmacogenetics researchers.

In partnership with colleagues at the Center for Alaska Native Health Research at the University of Alaska Fairbanks, Ethics of Dissemination: Communicating with Participants about Genetic Research (2010–2014), used community-based participatory research methods to learn about what kinds of information study participants want to receive about genetic research. Focus group discussions were held with Yup’ik (Alaska Native) people in communities in the Yukon-Kuskokwim Delta in Southwest Alaska and ongoing meetings were held with a Yup’ik Community Planning Group. Parallel inquiries were conducted in Seattle.

The Department is also engaged in a partnership with the Southcentral Foundation (SCF), an Alaska Native owned and operated healthcare system that provides care to
Alaska Native and American Indian people in the Anchorage service area. The SCF Research Center for Alaska Native Health (2013-2018) is conducting research that addresses the role of pharmacogenetics in interventions to promote tobacco cessation and sobriety in the Alaska Native and American Indian community in Southeast Alaska. This partnership is also building research infrastructure and supporting bilateral learning among partners.

The project, Engaging American Indian Communities in Research Through Community-based System Development (2009-2013), worked with members of the Squaxin Island Tribe to elicit Tribal members’ priorities for health interventions and research; to learn about their knowledge, attitudes, and willingness to participate in research; and to engage Tribal leaders and community advisors to develop a research oversight and regulatory process.

DENTEX Dental Health Aide Therapist Training Program

Medical Education and Biomedical Informatics
depts.washington.edu/dentexak/

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

Student sponsors include the Aleutian Pribilof Island Association, Bristol Bay Area Health Corporation, Council of Athabaskan Tribal Governments, Maniilaq Association, Annette Island Service Unit, Norton Sound Health Corporation, SouthEast Alaska Regional Health Corporation, Southcentral Foundation, Tanana Chiefs Conference, and Yukon-Kuskokwim Health Corporation.
The program is funded by ANTHC, the W.K. Kellogg Foundation, the Rasmuson Foundation, the M.J. Murdock Charitable Trust, the Paul G. Allen Foundation, and the Denali Commission.

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

**MEDEX Northwest Physician Assistant Training Program**
Department of Family Medicine,  
depts.washington.edu/medex

Ruth Ballweg, Professor and Senior Adviser on Advocacy, Health Policy, and Physician Assistant Global Development, Northwest Physician Assistant Section, MEDEX  
206-616-4001  
rballweg@uw.edu

Timothy Quigley, Director of Student Affairs,  
MEDEX Northwest Division of Physician Assistant Studies  
206-616-4001

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

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

**Student Resources**
Students enrolled in MEDEX Northwest are eligible for Indian Health Services scholarships and loan repayment.
Nelson Fausto and Ann De Lancey Native American Education Outreach Program
Department of Pathology
http://www.pathology.washington.edu/outreach/NativeAmerican/

Steve Berard, UW Medicine Pathology Academic Programs Manager
206-685-0564
sberard@uw.edu

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 region. The program collaborates with tribal educators to host up to 15 students per visit for interactive educational tours and cultural activities with UW Medicine faculty, trainees, and staff. Other Seattle-based organizations devoted to increasing health and/or science education opportunities for underrepresented youth also participate in the program.

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

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

Dedra Buchwald, Director and Professor of Medicine
206-543-2260
dedra@uw.edu

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

• Biobanking in Native Communities: Culturally Driven Deliberations and Consensus (2014-2016)
Randomize participants at 7 sites into a deliberative and a non-deliberative group. Deliberative participants will discuss cultural and regulatory issues relevant to biobanking and conclude with policy recommendations to the National Congress of American Indians.

  Tests the “family Intervention in the Spirit of Motivational Interviewing” intervention. This program, delivered at the household level, encourages lifestyle changes that transform the home environment and reduce stroke risk for all residents.

  Examines the food environment in 2 large reservation communities in Oklahoma then uses participatory research methods to design, implement, and evaluate a multi-level convenience store-based intervention to increase the availability and intake of vegetables and fruits among tribal members.

- **Staying in the Circle of Life Native Cancer Survivorship Curriculum (2014–2015)**
  Evaluate an adapted 10 module curriculum for Native cancer survivors that include topics such as quality of life, sexual function, family history, genetic influences, an advance directives at 6 partner sites in the region.

- **Contingency Management Treatment of Alcohol Abuse in American Indian People (2013–2018)**
  Uses a novel behavioral economics-based intervention to reduce alcohol abuse in 4 tribes across 3 states. Adapts the intervention for each community and identify features associated with successful treatment outcomes.

- **A Primary Prevention Trial to Strengthen Child Attachment in a Native Community (2013–2018)**
  Aims to adapt a proven intervention, Promoting first Relationships, to improve child-caregiver attachment among mothers/caregivers and infants/toddlers in one Native community. Trains local community members to administer the intervention and measure outcomes.

- **Family Health History Genome Project (2013–2014)**
  Pilot tests the “My family Health Portrait” at the partner sites with Native patients aged 20 to 45. Conditions such as diabetes, heart disease, and cancer may run in families, so a detailed family health history will help providers and patients determine appropriate screenings at appropriate times.

- **University of Washington Alzheimer’s Disease Research Center American Indian Cognitive Function Data Analysis Project (2013-2014)**
  Analyzes data on cognitive function collected from older American Indian adults participating in the Strong Heart Stroke Study.

  Develops a sustainable partnership between the University of Alaska Anchorage Institute for Circumpolar Health Studies and the Council of Athabascan Tribal Governments (Yukon f lats) to conduct community-based participatory research to reduce health disparities related to violence.
• **Culturally Adapted Strategies to Enhance Kidney Donation in Native Communities (2012–2017)**

Increases living donor kidney transplants by using new media and by adapting existing educational materials and a successful in-home transplantation education program for use in Native communities

• **Behavioral Health Collaborative for Rural American Indian Communities (2012–2017)**

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

• **Institute of Translational Health Sciences (2012–2017)**

Partners with Group Health, diverse American Indian and Alaska Native communities and organizations, and the regional clinical practice and educational network to conduct research with tribal communities, expand community-based research networks, act as liaisons between tribal partners and the Institute, and provide communities and investigators with tools to facilitate translational research

• **Center for Native Population Health Disparities (2010–2015)**

Pursues five projects on cancer in Native populations, including studies of nicotine metabolism, cervical cancer, colorectal cancer screening, environmental tobacco smoke, and surgical treatment and outcomes

• **Native People for Cancer Control (2005–2015)**

Uses community-based participatory methods to increase cancer education, research, training, and service among American Indian and Alaska Native peoples

**Student Resources**

American Indian and Alaska Native students are encouraged to apply for summer internships and ongoing work study positions.
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 (SON) works with numerous American Indian Tribes in the state of Washington to provide student clinical learning experiences and to support both students and faculty collaborative research. The goal is to prepare nursing students to understand the needs and issues of Indian peoples and increase the number of graduates working in Indian Country. Northwest Tribes have helped with placement of students in their health facilities and in educating them about tribal traditions related to health and healing. Graduate students learn from Indian people as an important part of their research training.

Faculty in the School of Nursing have collaborated with Tribes to address tribal needs, advance nursing science, and share findings with other tribal communities and researchers by engaging in collaborative research, regional and national presentations, and publications. A number of grants from the National Institutes of Health (NIH) were awarded to the School of Nursing faculty for work with Pacific Northwest and other tribal communities: 1) PATINA: Pain Training in Native American Communities, Ardith Doorenbos, Principal Investigator (PI), funded by the National Cancer Institute, 2010-2014; 2) Building a Sustainable Pacific Northwest American Indian Tribal Infrastructure for Translational Science Research (RC4), June Strickland and Rebecca Logsdon, PI’s, funded by the National Institute of Nursing Research (NINR), completed in 2013; 3) Promoting First Relationships: Strengthening Child Attachment in American Indian Communities, Carolyn Booth-Laforge, PI, funded by the National Institute on Minority Health and Health Disparities, 2012–2017, and 4) A Primary Prevention Trial to Strengthen Child Attachment in a Native Community, Booth-Laforge, PI, funded by the National Institute of Nursing Research, 2013–2018.
These research activities have been disseminated through publications and presentations. One manuscript has been published on the NINR grant which focused on the education model for UW nursing students. One manuscript was submitted related to community engagement in the RC4 work and proposal development training for tribes. Two international, four national, and six regional presentations have been provided. Dr. Strickland collaborated with the Association of American Indian Physicians (AAIP), funded by the Center for Disease Control, to develop a training manual to accompany the proposal development training education modules available at School of Nursing website; the nine modules were a product of the RC4 NINR funding. As part of the SON support to Tribes, several tribal grants have been submitted and funded to address health promotion needs.

Graduate Student Projects

A group of graduate students in the Doctor of Nursing Practice (DNP), and masters in Advanced Practice Community Health Systems Nursing (APCHSN) have been working in tribal communities. Two new graduate students have begun work in the Tribes. One DNP and three MN students, who have conducted their graduate research with the tribes, are expected to graduate in the spring of 2015. Two of these MN students are addressing prenatal health. Sixteen undergraduate students worked at Suquamish and Port Gamble S’Klallam tribes in fall and winter clinical rotations. Projects in which they provided services included early childhood screening, dental health education promotion, early childhood nutrition education, and Elder health issues. Additionally, two PhD students have been involved in conducting interviews with tribal cancer survivors.

Student Resources

Nursing scholarship fund

This fund provides full tuition and cost of books for one American Indian/Alaskan Native student each academic year.

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

PATINA: Pain Training in Native american Communities Department of Global Health

Ardith Doorenbo, Professor, Behaviorial Nursing & Health Systems
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doorenbo@uw.edu

This project will create and test an internet-delivered, culturally tailored multimedia training to teach empirically supported cognitive-behavioral pain management techniques to providers serving rural communities and American Indian and Alaska Natives, so that these providers can teach these techniques to their patients.
School of Pharmacy
sop.washington.edu/pharmd

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

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

Student National Pharmacy Association (SNPhA)

Don Downing, Clinical Professor, Faculty
Advisor 206-616-4587
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A new chapter of SNPhA was formed in 2013 by UW School of Pharmacy students. SNPhA is a national pharmacy organization dedicated to supporting culturally diverse pharmacy schools and pharmacy practitioners. Emphasis will be placed on providing community services to low-income and minority populations in Washington State and providing a welcoming pharmacy school environment for American Indian/Alaskan Native, African American and other diverse student populations.
Tribal Research Partnerships with Northwest and Alaska Native Communities


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

The initial work of the NWA-PGRN focuses on the pharmacogenetics of warfarin, tamoxifen, and tacrolimus treatment; this focus came from health priorities and interests of tribal partners, and was endorsed by tribal authorities in each partner community: the Yukon-Kuskokwim Health Corporation (Bethel, AK), the Center for Alaska Native Health Research (Fairbanks, AK), the Confederated Salish and Kootenai Tribes (Flathead Reservation, MT), and the Montana Cancer Institute Foundation (Missoula, MT).

The NWA PGRN is a multi-disciplinary center that is structured to conduct basic and translational research. Published research from the Center can be found at: http://sop.washington.edu/pgrn

The NWA-PGRN comprises a diverse team, including investigators from around the region: University of Washington (Seattle); University of Alaska-Fairbanks (Fairbanks); Southcentral Foundation (Anchorage); The University of Montana (Missoula); Group Health Research Institute (Seattle). UW units include: the departments of Pharmaceutics, Bioethics and Humanities, Biostatistics, Family Medicine, Psychiatry and Behavioral Sciences, and Nephrology, and the Institute for Public Health Genetics, the Deep Sequencing EXOME Project in the Department of Genome Sciences, the Center for Ecogenetics and Environmental Health, and the School of Pharmacy.
The Tulalip Clinical Pharmacy is an independent pharmacy contracted to serve 3000 members of the Tulalip Tribe, underserved populations, and the community. The pharmacy has a contractual agreement with the Tulalip Health Clinic, an entity of the Indian Health Service, and has established multiple advance prescriptive protocols with the Tulalip Health Clinic, Dental Clinic, and Substance Abuse Clinic to manage disease states, engage in preventative care, and develop clinical services.

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

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

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

Tribal Governance: Teaching and Research

Laura E. Evans, Associate Professor
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Dr. Laura Evans teaches Tribal Governance: Questions of Policy and Management for Indian Nations in the United States in the School of Public Affairs. Dr. Evans’ research examines American Indian tribal governments’ relations with states, localities, and the federal government. Her book, *Power from Powerlessness: Tribal Governments, Institutional Niches, and American Federalism*, was published in 2011 by Oxford University Press. At present, she is engaged in a study of the history of tribal governments’ interactions with Congress and also a study of contemporary tribal–federal intergovernmental relations in climate change adaptation policy.
School of Public Health

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

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

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

The Native Tradition, Environment and Community Health (TEACH) Project
Center for Ecogenetics and Environmental Health (CEEH)
depats.washington.edu/ceeh/community/native-teach.html

Marilyn Hair, Outreach Manager
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The Native TEACH program began in 2008 as a collaboration with Northwest Indian College to explore native perspectives on the relationship between health and the environment. In 2013–14, with funding from the National Institute of Environmental Health Sciences (NIHES), CEEH collaborated with the University of Arizona SW Environmental Health Sciences Center and six Native researchers from Northwest tribes on the Indigenous Environmental Health Stories Project, which resulted in a Lower Elwha Klallam Tribal Art Show, Port Gamble S’Klallam Children’s Book, digital stories, and an
online blog. A Native environmental health story, illustrated comic book, posters and factsheets are downloadable from the website.

Northwest Center for Public Health Practice
www.nwcphp.org

Barbara Rose, Outreach and Training Design Specialist
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The Northwest Center for Public Health Practice (NWCPHP) promotes excellence in public health by linking academia and the practice community. NWCPHP provides training, research, evaluation, and communication services for state, local, and tribal public health organizations in the Northwest.

The NWCPHP Regional Network Steering Committee acts as a sounding board and planning group for regional training and research activities. It provides a forum for creating a regional strategy for public health workforce development. The Northwest Portland Area Indian Health Board (NPAIHB), which represents 43 Tribes in Washington, Oregon, and Idaho, is a formal member of this committee, which meets twice each year.

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

• Participation and assistance in planning the annual Tribal Public Health and Emergency Preparedness Conference, hosted by the Northwest Portland Area Indian Health Board
• Training needs assessments for tribal public health organizations in Washington, Oregon, and Idaho
• Hot Topics in Practice, a monthly webinar series on emerging public health topics

Superfund Research Program
dep.ts.washington.edu/sfund/
Department of Environmental and Occupational Health Sciences

Thomas Burbacher, Deputy Director, Research Translation and Community Engagement Cores
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Katie f revert, Program Manager, Research Translation and Community Engagement Cores
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The Superfund Research Program (SRP) studies environmental and human health impacts of neurotoxic chemicals commonly found at hazardous waste sites. Program
research provides important information about an individual’s susceptibility to certain substances that can damage the nervous system. A Superfund site is one that is federally prioritized for cleanup because it contains hazardous substances that may endanger public health or the environment. Nearly twenty-five percent of the 1,300 Superfund sites in the country are on tribal lands. Program researchers and community engagement staff are invested in the cleanup of the Lower Duwamish Waterway Superfund site in Seattle. The river is a source of fish for Muckleshoot, Suquamish, and Duwamish Tribes. The SRP research focus is on metal and pesticide-induced olfactory injury to salmon that can negatively impact migratory homing instincts and predator-prey behaviors of the fish. The Community Engagement Core has partnered with the Duwamish River Cleanup Coalition and The SHAWL (Sovereignty, Health, Air, Water, Land) Society that has worked for 20 years on human health effects associated with uranium mining at the Midnite Mine site on the Spokane Tribe of Indians. The SRP was a principal coordinator the Tribal Rights and fish Consumption Workshop in 2009. SRP researchers also work with students in the Department of Environmental and Occupational Health Sciences on community-based projects such as the Master’s degree student project, An Evaluation of fish Consumption and Environmental Concern in Low Income and Food Insecure Populations in Seattle (2011).
Indigenous Wellness Research Institute (IWRI)
www.iwri.org

Karina Walters (Choctaw), Executive Director
Tessa Evans-Campbell (Snohomish) Associate Director

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

Projects

National Institute on Minority Health and Health Disparities: Comprehensive Centers of Excellence
This infrastructure development grant is designed to develop the Indigenous Wellness Research Institute at the UW as a National Comprehensive Center of Excellence devoted to American Indian/Alaska Native (AIAN) health and health disparities research and to develop a cadre of NIH-funded AIAN behavioral scientists.

Yappalli: Choctaw Road to Health
This is a 5-year project to refine and test the efficacy of Yappalli Choctaw Road to Health, a culturally focused, strengths-based outdoor experiential, obesity, and alcohol and other drug risk prevention and health leadership program targeting at-risk adult Choctaw women across five regions of the Choctaw Nation of Oklahoma.

Tribal Colleges and Universities (TCU) Behavior Wellness Project
This will be the first-ever epidemiological study of drug, alcohol and other substance abuse at TCUs. Results of this study will provide quantitative, empirical evidence to buttress heretofore anecdotal narratives, as well as provide direction to future pilot intervention programs to combat drug, alcohol and other substance abuse problems among TCU students.
**Tribal Colleges and Universities Behavior Wellness Study BASICS Project**

The vision of this research is to increase academic achievement and reduce alcohol-related health disparities for AIAN peoples. This will be accomplished by using the Community-Based Participatory Research partnership to adapt and test the highly successful Brief Alcohol Screening and Intervention for College Students (BASICS) for use at TCU. The partnership will also develop a policy, institutional intervention to help implement BASICS, and to integrate the TCU with local Indian Health Service/Tribal/Urban behavioral health systems.

**Mentoring Diverse Scientists in HIV Research on Substance Abuse and Mental Health**

This project will assist in increasing the availability of a diverse group of researchers successfully researching behavioral aspects of HIV, which is crucial to combating this global pandemic that disproportionately hits marginalized communities and communities of color, particularly among Native Americans, African Americans, and Latinos/Hispanics. This project will also assist in the career development of an under-represented racial and ethnic minority mid-career investigator who aims to develop an online interactive HIV prevention program for American Indian and Alaska Natives to assist them with increasing healthy behaviors and decreasing HIV-related risk behaviors.

**Sacred Journey: Young Native Women’s Wellness Study**

This formative descriptive study provided information in the design of a strength-enhancing culturally relevant intervention to strengthen protective factors and reduce risk for substance use, ongoing or new traumatic episodes, and HIV & sexually transmitted infections among Native women ages 15–35.

**Cognitive Processing Intervention for HIV/STI and Substance Use Among Native Women**

This is a 3-year randomized control trial to pilot culturally adapted cognitive processing therapy for post-traumatic stress disorder (PTSD). The trial will focus on the PTSD symptoms, substance use and high risk sexual behavior as the primary outcomes.

**Mahina Project: International Indigenous Health Research Training Program**

This international training program is designed to facilitate the development of a cadre of 32 Indigenous undergraduate, graduate, and medical school students capable of and dedicated to entering into biomedical or behavioral science health research careers with Indigenous populations through an intensive international 12-week summer research training program consisting of a 2-week summer training institute at IWRI and the University of Hawaii, followed by a 10-week research training program at the University of Auckland and associated community-based research settings and projects.
Developing a Computer-Based Intervention to Prevent HIV among Native American Men Who Have Sex with Men

The project will develop an online HIV preventive intervention for substance-using Native American men who have sex with men. Incorporating a social networking peer component, it will be designed to provide a culturally grounded intervention that facilitates positive sexual health behaviors, decreases substance use and HIV risk behaviors, and provides the peer support that may best address the men’s needs.

Student Resources

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

Indigenous Elders in Residence Program

The Indigenous Elders in Residence Program is dedicated to creating a safe place for Indigenous students, as well as honoring and respecting the traditional knowledges of Indigenous Elders, providing opportunities to engage them in the classroom and academic community. This program is designed to: assist Indigenous and non-Indigenous students achieve success; celebrate Indigenous knowledge; validate Indigenous practices and ways of knowing; reinforce Indigenous identity and affirm Indigenous students; raise the awareness of Indigenous cultures with University staff, faculty, students, and community members, and foster relationships between Indigenous communities and the University. The participation of Indigenous Elders helps IWRI National Center of Excellence and School of Social Work serve its mission to achieve a modern curriculum while maintaining relevance to the student’s cultural identity.
University of Washington Libraries

American Indian Children’s and Young Adult Material

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

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

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

American Indian Studies Librarian

Harry Murphy, American Indian Studies Librarian
206-616-5296
maurice@uw.edu

American Indian Studies is the interdisciplinary pursuit of knowledge regarding the interactions among the social, economic, cultural, historical, linguistic, genetic, political, ecological, and biomedical factors that shape native Indigenous societies.

The University Libraries support scholarship in American Indian Studies by providing access to a wide range of resources from both primary collections (contemporary and historical documents, images, video and other material) and secondary collections (interpretations and analyses published in scholarly monographs and journal literature).
These collections support the curriculum and research of the UW's American Indian Studies Program, as well as the interdisciplinary needs of other UW departments and programs.

**Olympic Peninsula Community Museum**

[www.communitymuseum.org](http://www.communitymuseum.org)

Paul Constantine, Associate Dean of University Libraries  
Libraries Special Collections  
206-685-1903  
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Anne Graham, Senior Computer Specialist  
Digital Initiatives Program  
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Northwestern Olympic Peninsula communities and the UW worked together to create this web-based museum to showcase the history and diverse cultures of the region. This project was made possible by a 2003 National Leadership Grant for Library and Museum Collaboration from the Institute of Museum and Library Services.

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

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

[library.uwb.edu/ArtTour/about.html](http://library.uwb.edu/ArtTour/about.html)

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

Special Collections Division
www.lib.washington.edu/specialcollections
http://content.lib.washington.edu/aipnw/index.html

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

The Special Collections Division offers materials relating to several of the American Indian/Alaskan Native communities in the Pacific Northwest and collects and preserves materials about Tribes in the Northwest. The collections include published materials, unpublished records and personal papers, and historical photographs. Several of the collections of personal papers focus on documenting and preserving American Indian/Alaskan Native 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 American Indian/Alaskan Native communities from Alaska to northern Oregon. Tribes with strong collections in records of the language or other accounts include the Duwamish, Lushootseed, Sahaptin, Molale, Kalapuya, Clackamas, Tillamook, Alsea, Upper Umpqua, Galice, Nisqually, Tillamook, Salish, Makah, Skokomish, and Chinook. A small selection of historical photographs, representing a small sampling from thousands of images in the collections, in addition to some published materials, is available in digitized form online.
University of Washington - Bothell
The Tribal Education Network (T-E-N)

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

**A Casebook Development Strategy**

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

**Creation of Regional Tribal Learning Centers (TLCs)**

The casebooks will be administered through regional Tribal Learning Centers (TLCs). These centers will be a shared resource for tribes (and may rotate to different tribal locations) where tribal learners have access to mentors and resources that help each student gain practical experiences linked to each case in the casebook. Some experiences may be on-site within a reservation; others may be with external government and/or industry partners. Each student will have both a tribal mentor as well as a UW faculty mentor. Regional tribal learning centers will coordinate with one another and provide collaborative resources (e.g., distance learning classroom technologies, group meeting spaces, advising/mentoring services, technology infrastructure, and field trips transportation support) to assist with specific casebook activities.
The University of Washington Tacoma (UWT) Education Program has an ongoing relationship with Chief Leschi School (Nisqually tribal school). Teachers who are, and have been, enrolled in the UWT Education Program, primarily in Educational Administration and Teacher Education, have instituted the theory and practices of their course work in Chief Leschi classes and administration. This relationship includes the hiring of UWT Education Program graduates to serve at Chief Leschi School as teachers and administrators, as well as utilization of UWT faculty expertise by school teachers and administrators as needed. This consultative relationship has focused on improving reading and mathematics skills of Chief Leschi School students.

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

As part of the Chancellor’s Office, OED is charged with addressing the UW Tacoma (UWT) mission to “educate diverse learners and transform communities by expanding the boundaries of knowledge and discovery.” Helping to cultivate an institutional vision and commitment to diversity while ensuring an equitable environment for all members of
the UWT community, OED focuses attention on the surrounding communities of South Puget Sound, including nearby tribal communities. The education of American Indian/Alaskan Native students and the strengthening of relations between UWT and tribal nations and people are important elements of UWT’s mission. Involvement with Tribes has encompassed sponsorship of campus speakers on Native issues, co-sponsorship of tribal programs, an on-campus educational summit addressing issues particular to Native people, and research initiatives that serve area Tribes. A partnership with the Puyallup Tribe recently resulted in a significant grant to UWT for a professorship.

Moreover, thanks to the hiring of two new American Indian/Alaskan Native faculty members in 2014, UWT has been able to expand the number and type of courses offerings that specially focus on American Indian/Alaskan Native people. They include:

- Introduction to American Indian Contemporary Issues
- Critical & Indigenous Methodologies
- Introduction to Indigenous Women and Feminism
- Tribal Critical Race Theory and Critical Race Theory
- Introduction to American Indian Education
- The American Indian Movement
- Contemporary Native American Women’s Literature (TCXUS 479)
- 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 (TSOCW 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).

Outreach

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

Social Work Program

[http://www.tacoma.uw.edu/social-work](http://www.tacoma.uw.edu/social-work)

Lynn Hermanson, Graduate Adviser, Recruiter & Academic Specialist
253-692-5629
lynnherm@uw.edu

The Social Work Program at UW Tacoma is a program option of the UW’s School of Social Work. The Program encourages applications from Native American tribal members for both undergraduate (BASW) and graduate (MSW) degree programs. The Program has placed BASW and MSW students in tribally related practicum placements as part
of their degree program. Past tribal affiliations for field placement have included th
Puyallup, Skokomish, Port Gamble S’Klallam, and Quinault nations.

In 2015 the Social Work Program offered its first course on American Indian Child Welfare, taught by a Native American specialist in the field. Some classes are
planned to be held at the Muckleshoot Tribal College and others on the UW Tacoma
campus. In addition, UW Tacoma continues to work with UW Seattle and UW Bothell
to provide a Master’s Degree program in Business where classes are held at
Muckleshoot Tribal College and the UW Bothell campus.
Office of Minority Affairs and Diversity

http://depts.washington.edu/omad

Dr. Gabriel Gallardo, Interim Vice President for Minority Affairs and Vice Provost for Diversity
vpomad@uw.edu
206-543-2441

The Office of Minority Affairs & Diversity (OMA&D) offers programs that broaden college access for and support the academic success of underrepresented minority, first-generation and low-income students, as well as cultivate diversity-related teaching and learning on campus. OMA&D college access programs serve over 16,000 K-12, and community college students throughout the state, while its student support and retention programs serve over 5,000 undergraduates. Highlighted below are programs that provide services directly to American Indian/Alaskan Native students.

**UW Tribal Liaison**

Ross Braine (Apsaalooke), UW Tribal Liaison
206-616-6056, 206-790-5495
UWTribalLiaison@uw.edu

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

**Native American Advisory Board**

www.washington.edu/diversity/tribal-relations/omad-naab

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

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

Pre-College Programs

College Assistance Migrant Program (CAMP)

[depts.washington.edu/omadcs/camp]

Luz M. Iñiguez, Director

iniguezl@uw.edu

The College Assistance Migrant Program (CAMP) is a federally funded program from the US Department of Education, Office of Migrant Education. CAMP recruits students to UW from migrant and seasonal farmworker families (including fish-farming) throughout Washington State. Once admitted, CAMP assists students to complete the first undergraduate year of study by providing academic (holistic advising), personal, and financial support. CAMP is part of OMA&D Academic Counseling Services (see Student Support and Retention Programs).

First Nations MESA (Mathematics, Engineering, and Science Achievement)

[depts.washington.edu/mesaweb/]

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Lucy Casale, Senior Associate Director, Washington State MESA

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Monet Becenti (Yakama), Director, First Nations MESA

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

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

Stephanie Y. Miller, Assistant Vice President for Outreach, Recruitment and Pre-College Programs
Director of Educational Talent Search
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Jim LaRoche (Lower Brule Sioux), Admissions Counselor
Multicultural Outreach & Recruitment
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Multicultural Outreach and Recruitment (MOR) prepares underrepresented high school students from Washington State for higher education. Staff members visit Washington state high schools, community colleges, college fairs, and community organizations. MOR offers admission and financial aid workshops as well as UW campus tours and the Student Ambassador program. American Indian and Alaska Native services include Native student ambassadors and a full-time Native recruiter who works with high school students throughout the Pacific Northwest region, focusing on reservations and high schools with large Native populations. The Native recruiter coordinates the annual UW Native American Student Day, which hosts high school juniors and seniors from across the state.

TRiO Talent search
washington.edu/omad/educational-talent-search

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Director of Educational Talent Search
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TRiO Educational Talent Search identifies and assists individuals from underserved backgrounds who have the potential to succeed in higher education. Counselors are available to work with middle and high school students in Skagit, Snohomish, and Yakima Counties (Mount Vernon, Sedro-Woolley, Marysville, Granger, Toppenish, Wapato, White Swan, and Yakama Tribal Schools), and serve the Upper Skagit, Tulalip, and Yakama Nations. The program encourages students to graduate from high school and continue on to the postsecondary school of their choice by providing academic, career, and financial counseling and coordinating college campus visits.
The goal of the RISE UP GEAR UP is to increase the percentage of students taking rigorous and challenging courses in high school and in postsecondary education with an emphasis on the STEM fields. GEAR UP provides a range of college readiness activities including information, assistance and workshops for students and parents on financial aid, scholarships, admission applications, Scholastic Aptitude Test, financial literacy campus visits and career exploration. RISE UP GEAR UP is a partnership with the UW, Burlington Edison, East Valley, Goldendale, Grandview, Granger, Mt. Adams, Mt. Vernon, Royal, Sunnyside, Toppenish, Wahluke, Wapato and Zillah School Districts, Project Lead the Way, Boeing Aerospace, Microsoft, NASA, Museum of Flight, Pacific Science Center, Laser Interferometer Gravitational-Wave Observatory, College Board, Yakama Indian Nation, Junior Achievement and five colleges and universities in Washington state.

Student support and Retention Programs

OMA&D academic advising and Counseling Center
depts.washington.edu/omadcs/

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Jacob Adams, Academic Counselor, and NAAB Liaison
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OMA&D Academic Counseling Services (OMA&D ACS) is dedicated to supporting excellence and undergraduate student achievement at the UW. The teams of multiethnic Academic Counselors assist students in selecting and scheduling classes, exploring possible majors, and developing career goals. They also assist with counseling financial aid, housing, and personal matters, as well as provide a host of additional supportive services. Both pre-major and major enrolled students utilize OMA&D ACS services. Programs in OMA&D ACS include the Educational Opportunity Program (EOP), TRiO Student Support Services (TriO SSS), the College Assistance Migrant Program (CAMP), and the Champions Program.

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

Marisa Herrera, Director
National Advisory Board Member, College Board Native American Student Advocacy Institute (NASAI)
206-543-4635
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The purpose of the Kelly Ethnic Cultural Center is to provide an inclusive space that supports students and fosters academic success. The ECC serves to support the leadership and educational development of students and offers programs to celebrate cultural heritage. The Center provides space for meetings, offices, kitchenettes, study space, a resource center, wellness room, computer lab and dance studio that allow students to take full advantage of their educational and social experiences at UW. A new building opened in January 2013 and is now the largest cultural and oldest college community center on a college campus in the United States. We are 43-years old and the oldest cultural center on the West Coast. We also help coordinate Raven's Feast in partnership with wǝɫǝbʔaltxʷ and native elders in the community to celebrate the academic accomplishments of our American Indian/Alaskan Native students. Additionally, we are home to First Nations at the University of Washington, who maintain an office and hold weekly meetings in the Native Room located on the second floor of the ECC. We also host Yehawali, a weekly study group for Native Students.

Early Identification Program and Ronald E. McNair Program

depts.washington.edu/eip/
depts.washington.edu/uwmcnair/

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The Early Identification and Ronald E. McNair programs prepare undergraduate scholars for graduate and professional school admission. The TRIO funded McNair scholars program supports underrepresented, first-generation, and low-income students who are interested in attaining a doctoral degree through involvement with research and scholarly activities. Similarly, the Early Identification Program assists in academic and professional development of undergraduates from educationally and economically disadvantaged backgrounds through education, advising and support of experiential learning. Together, these two programs aim to produce highly competitive applicants who have skills and experiences necessary to succeed in their programs.
Office of Research

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

ALVA

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

Undergraduate Research

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

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

Center for Experiential Learning: The Pipeline Project

exp.washington.edu/pipeline

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

Projects at Tribal Schools

Literacy Arts at Paschal Sherman Indian School

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

Environmental Education at Quileute Tribal School

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

Digital Storytelling at Neah Bay Elementary School

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

Student Resources

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

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The University of Washington Press has more than 250 American Indian/Alaskan Native studies books in print and is one of the leading publishers in the nation on American Indian/Alaskan Native material culture and art. The Press has established a new book series, Indigenous Confluences, to publish cutting-edge works on larger, universal themes common among Indigenous communities of North America. The Press works closely with art museums to copublish and distribute catalogues of collections or exhibitions, especially those featuring Native American art.

Native American Languages, Literature, and History

New Releases

*Being Cowlitz: How One Tribe Renewed and Sustained Its Identity*, by Christine Dupres. What began as the author’s search for her own history opened a window into the practices and narratives that sustained her tribe’s identity even as its people were scattered across many states.

*Umatilla Dictionary*, by Confederated Tribes of the Umatilla Indian Reservation and Noel Rude. The dictionary includes a grammar and comparative information that places the Umatilla language in its linguistic and historical context and compiles all of its words, phrases, and constructions.

*Čáw Pawá Làakni / They Are Not Forgotten: Sahaptain Place Names Atlas of the Cayuse, Umatilla, and Walla Walla*, by Eugene S. Hunn, E. Thomas Morning Owl, Phillip E. Cash Cash, and Jennifer Karson Engum. This meticulous assemblage echoes cultural and geographical information that has all but disappeared from common knowledge.

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

The University of Washington Press is pleased to publish the Native Art of the Pacific Northwest: A Bill Holm Center series in partnership with the Bill Holm Center for the Study of Northwest Coast Art (Burke Museum). The series aims to foster appreciation of the dynamic cultural and artistic expressions of the Indigenous peoples of the region.

*Northwest Coast Indian Art: An Analysis of Form, 50th Anniversary Edition*, by Bill Holm. Bill Holm is the world’s leading authority on the art of the Northwest Coast Indians, and his classic introduction to its fundamental principles is now available in full color in this 50th anniversary edition.

*Return to the Land of the Head Hunters: Edward S. Curtis, the Kwakwaka’wakw, and the Making of Modern Cinema*, edited by Brad Evans and Aaron Glass. The first silent feature film with an “all Indian” cast and a surviving original orchestral score, Edward S. Curtis’s 1914 film was a landmark of early cinema. This volume offers accounts of its production and circulation, depiction of cultural practices, and Kwakwaka’wakw perspectives on the film.

*In the Spirit of the Ancestors: Contemporary Northwest Coast Art at the Burke Museum*, edited by Robin K. Wright and Kathryn Bunn-Marcuse, will celebrate the vitality of Pacific Northwest Coast art by showcasing a selection of objects from the Burke Museum’s collection of more than 2,400 late 20th and early 21st century Native American works.
**UWTV**

*www.uwtv.org*

Stephanie Koura, Marketing Manager
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UWTV is a multi-platform media organization connecting the region and the world to the UW on air, online and via mobile devices. Viewers can watch broadcast programming at uwtv.org, YouTube or on cable channel 27 in the Puget Sound region.

**Voices of the First Peoples**
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*Voices of the First Peoples* showcases films created by American Indian filmmakers, many of them produced through the Native Voices program at the UW, as well as other award-winning PBS films. The films explore themes of identity, survival, racism, community and activism, opening a window into first People's issues, culture and history. Episodes include *Forging Identity*, featuring films produced by students in the UW's Department of American Indian Studies, *Trudell*, which tells the story of poet-prophet-activist John Trudell, and *Standing Silent Nation*, a film about a Lakota family trying to make a living off the land in a non-traditional way.

*Voices of the First Peoples* airs at 8:30 a.m. Thursdays on UWTV, cable channel 27 in the Puget Sound region.

Additional programs featuring Native American scholars, Elders, and Nations can be found on *uwtv.org* by using the search function for “American Indian.”
UW Educational Outreach
Yakima Valley Community Partnerships

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Yakima Valley Community Partnerships (YVCP) explores initiatives and develops programs that deepen the University’s partnerships with Washington state Tribes. Teri Johnson-Davis, Economic Development, Yakama Nation, is a member of the YVCP Community Advisory Committee. Steve Rigdon, Yakama Power, and Philip Rigdon, Deputy Director for Natural Resources, Yakama Nation, are advisory board members of the YVCP. UW-YVCP works with American Indian/Alaskan Native works with Native communities in the following areas:

Business

UW Certificate Program in Tribal Hospitality and Gaming Management
The UW’s Consulting and Business Development Center (formerly the Business and Economic Development Center) and the Professional and Continuing Education department have teamed up to develop a curriculum. To date, leaders from various casinos across the region including the Yakama Nation have accepted an invitation to develop this program together. The goal is to have the course launched by winter 2015. The goal of this program is to increase the skills of employees in tribally owned gaming and hospitality businesses to enable them to advance their careers and improve the performance of the enterprises they work for.

SuperHost® Customer Service Training—Partnership among UW Community Partnerships, Heritage University, Yakama Nation, and US Housing and Urban Development (HUD)

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

Higher Education

The Center for Native Health and Culture at Heritage University

www.heritage.edu/cnhc

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

K–12 Education

UW in the High School (Toppenish School District)

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The UW in the High School (UWHS) program enables school districts to offer UW courses to students at a fraction of University tuition. UWHS is currently partnered with the Toppenish School District which is on the Yakama Indian Reservation. Three UW courses are currently taught in Toppenish. for more than thirty years, UWHS has provided Washington State high school students with the knowledge, motivation and confidence to successfully transition to college. UWHS is fully accredited by the National Alliance of Concurrent Enrollment Partnerships.
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