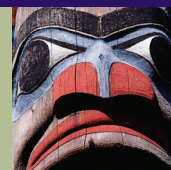


2008

UNIVERSITY OF WASHINGTON

Tribal Leadership Summit



Resource Directory



2008
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Tribal Leadership Summit

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Introduction

This Resource Directory highlights American Indian and Alaska Native programs and organizations at the University of Washington and partnerships with Tribes and tribal communities. This Directory has been prepared by the Office of Minority Affairs and Diversity for the 2008 Tribal Leadership Summit, being held at the University of Washington on Friday, April 11. 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 goal of the Directory is to provide information for the purposes of networking for existing partnerships and creating new ones.

The Summit was instituted in 2007 within the framework of the Washington State Centennial Accord, which recognizes tribal sovereignty and calls for government to government conversation around issues facing tribal communities. This year's Resource Directory includes expanded attention to American Indian studies through inclusion of information about the American Indian Studies program, new American Indian studies courses at UW Tacoma, Native American studies publications from the University of Washington Press, and video resources available through UWTV. There is also greater coverage of partnerships for the purposes of research, especially to reduce health disparities, manage environmental resources, and develop technology infrastructure.

Programs and partnerships are arranged in three major sections: Student, Faculty and Staff Organizations; Academic Programs; and Administrative Units. Websites and contact information is available for all programs and partnerships.

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



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Student, Faculty, and Staff Organizations

American Indian and Alaska Native Student Associations

American Indian Student Commission (AISC), Associated Students of the University of Washington (ASUW)

<http://aisc.asuw.org/>

206-685-4147

asuwaisc@u.washington.edu

AISC is one of seven commissions established by ASUW to help support students from underrepresented backgrounds. AISC is an intertribal organization that exists to promote Native culture, education, and Native students' interests, needs, and welfare.

First Nations @ the University of Washington

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

206-543-1529

fnuw@u.washington.edu

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

Native American Student Organization (NASO), UW Tacoma

http://students.washington.edu/uwt_naso/index.htm

uwt_naso@u.washington.edu

NASO is a student-operated and student-led organization that reinforces leadership skills, cross cultural communication, and intergroup relations. NASO offers a means for Native American students at UW Tacoma to build solidarity on campus. It strives to bring greater awareness to the campus of Native issues and activities. In the last year, NASO has sponsored presentations on tribal customs, dances, and regalia; on Maori carving traditions; and on historical antecedents of Native sovereignty. NASO also joined with its UW Seattle counterpart to greet renowned author Sherman Alexie (Spokane/ Coeur d'Alene), while he was in Tacoma to receive the Western Literature Association Distinguished Achievement Award.

Native American Students in Advanced Academia (NASAA)

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

206-543-9082

nasaauw@u.washington.edu

NASAA brings together graduate and professional students of Native American, First Nations, and Alaska Native descent, as well as other Indigenous peoples. Its goal is to increase awareness of the diversity and excellence of research, work and achievement of these students and to provide a forum to socialize, network, and disseminate information.

NASAA increases awareness of work by Native American researchers and scholars at an annual symposium at UW for graduate and professional students. The focus of the 7th Annual Symposium of Native American Graduate Student Research and Scholarship, held April 4, 2008, was "Celebrating Indigenous Empowerment: New Directions in Graduate Research and Scholarship." NASAA also hosted a community forum, "Responsible Conduct of Research with and within Native Communities" on April 5, 2008, for tribal leaders, tribal education and cultural resources experts, elders, and interested community members. Its goal was to begin a conversation with tribal and urban Indian communities about respectful and empowering research agendas, guided by the values and principles of tribal communities and families.

Academic and Professional Student Organizations

American Indian Science and Engineering Society (AISES)

University of Washington College Chapter

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

aises@u.washington.edu

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

Medicine Wheel Society (MWS)

<http://faculty.washington.edu/dacosta/nacoe/mws.html>

206-543-1529

Medicine_wheel_society@u.washington.edu

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

Native American Law Students Association (NALSA)
<http://www.law.washington.edu/Students/Orgs/#NALSA>
206-543-6604

NALSA's mission is to strengthen the legal community with professionals of Native descent and to promote the study of federal Indian and tribal law. NALSA supports Native American law students by connecting them with Native communities.

Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)

See description under School of Pharmacy, page 63.

Native American Faculty and Staff of the University of Washington (NAFSUW)

nafsuw@u.washington.edu

The Native faculty and staff group is open to all faculty and staff across the Seattle, Bothell, and Tacoma campuses, as well as UW Medical Center and Harborview Medical Center. The membership of the group, which began meeting in the fall of 2007, includes individuals from both academic and administrative units. The mission of the group is to:

- Create an environment that is welcoming and supportive of Native American faculty, staff, and students
- Attract, recruit, retain, and support Native American faculty and staff including those in leadership positions
- Attract, recruit, retain, support, and graduate Native American students
- Develop effective, ethical, innovative, respectful, and culturally responsive cutting-edge research with tribal communities
- Support development of a research infrastructure on academic campuses that meets the needs of Native students as researchers and as members of tribal communities
- Stretch the Native American pipeline into the upper echelon of the academic environment
- Strengthen the Native American community at the UW and develop closer connections among various campus groups.

The individuals in NAFSUW hope to actively assist the UW and partner with the administration in efforts to increase the number of Native American faculty and staff and retain those that are already at UW.



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College of Arts and Sciences

American Indian Studies

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

Tom Grayson Colonnese (Santee Sioux, French, and Italian), Director

206-543-9082

buffalo@u.washington.edu

Marcia Feinstein-Tobey, Administrator

206-543-9082

maf@u.washington.edu

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 innovative 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

Dr. Colonnese has been the director of many different programs that work with American Indians and has written grants that have been funded at over 60 million dollars. These programs have carried out projects related to athletics, teaching, art, video production, drama, literature, creative writing, history, science, mathematics, drug and alcohol awareness, intergenerational programs, and emergency care. He is the co-director of the NASA-funded American Indian Science Technology Education Consortium. In addition to writing many articles and short stories, Dr. Colonnese is the author of two books: *The Vietnam War in American Literature*, and *American Indian Novelists*, co-authored with Louis Owens. He also wrote two volumes of *The Encyclopedia of the North American Indian*. He directs the Microsoft Tribal Support Project and serves as a consultant to the Educational Testing Service, the College Board, the Department of Education, and NASA.

Dr. Colonnese teaches AIS 102—Introduction to American Indian Studies, AIS 360—American Indians in Cinema, AIS 376—First Nations Literature, AIS 377—Contemporary American Indian Literature.

Charlotte Coté (*Nu-chah-nulth*), Assistant Professor
206-221-6549
clotise@u.washington.edu

Dr. Coté's research examines issues around Native governance, politics, law, and sovereignty in the US and Canada. She has published numerous articles on issues such as traditional Indian law and justice systems, the Makah and *Nuu-chah-nulth* whaling tradition, and the Northwest Coast Guardian Spirit Complex. Dr. Coté recently completed a book manuscript titled, *Honoring the Spirits of our Whaling Ancestors: The Revitalization of the Makah and Nuu-chah-nulth Whaling Tradition*.

Dr. Coté serves as chair of the "House of Knowledge" Project Advisory Committee, composed of Native American faculty, staff, and students. The project's goal is to build a longhouse-style facility on the UW's Seattle campus. Dr. Coté also serves on the UW's Graduate Opportunities and Minority Achievement Program (GO-MAP) board.

Dr. Coté teaches AIS 270—Indians in the Pacific Northwest, AIS 335—American Indians and the Law, AIS 431—History of Indian Education, AIS 441—Gender in Native American Societies, AIS 461—First Nations Government and Politics in Canada, AIS 465—First Nations Filmmaking in Canada, and a graduate course that examines Indian sovereignty and public policy issues.

Alexandra Harmon, Associate Professor
206-543-7116
aharmon@u.washington.edu

Dr. Harmon's research examines histories of American Indians, with specific attention to their relations with non-Indians, to changing legal cultures, to ethnic, racial, and tribal identities, and to influences of and changes in economic cultures. Her publications include *Indians in the Making: Ethnic Relations and Indian Identities around the Puget Sound*, which won the 1999 Washington Governor's Writer's Award. Dr. Harmon is working on a book tentatively titled, *Wealth and American Indians: Historic Controversies about Economic Culture and Race*.

Dr. Harmon teaches AIS 201—Introduction to American Indian Histories, AIS 330—US—Indian Relations, AIS 331—American Indian History to 1840, AIS 332—American Indian History Since 1840, AIS 335—American Indians and the Law, AIS 370—Researching Indians' History, AIS 425—Indians in Western Washington History, AIS 446—American Indian Economic History, HSTAA 51—Graduate Field Course in American Indian History.

Daniel Hart, Professor and Co-Director, Native Voices
206-616-7752
dhart@u.washington.edu

Professor Hart has produced, co-produced and directed numerous films, including *A Return to Wellness*, produced in collaboration with the Indigenous Wellness Research Institute (see page 69). This film examines the effects that colonization has had upon the health of Native peoples and communities, and the ways in which Indigenous

peoples are reclaiming their health systems. *The Healthy Heart Video Series* is a series of instructional films on cardiovascular health and Native youth. *A Dream for Water*, a PBS/National Science Foundation film, tells the stories about tribal peoples along the Missouri River Basin, and *Schools Weren't Made to Separate* was part of an Annenberg/Corporation for Public Broadcasting series exploring innovations in the education of Native American students. *White Shamans and Plastic Medicine Men* raises questions about the impacts of cultural appropriation and what it means to respect and appreciate cultures different from one's own.

Professor Hart is involved in a multipart project developing health curricula for Native American schools. His films have been screened at the Sundance Film Festival, the Museum of Modern Art, the Vienna Film Festival, and many other venues around the US and abroad.

Professor Hart teaches AIS 443—Indigenous Films, Sovereign Visions, AIS 446—Producing the Documentary Short, AIS 501—Research Methods in Native Communities, and AIS 503—Documentary Form, Theory, and Practice.

Dian Million (Tanana Athabascan), Assistant Professor
206-616-8032
dianm@u.washington.edu

Dr. Million's research explores issues of politics of knowledge and intellectual production for Native and Indigenous peoples. She is active in researching community mental health in intersection with race, class, gender and identity in Indian Country. Million's present work explores the emotional content of colonialism and sociobureaucratic emotional management in Indian Country.

Dr. Million has published a variety of articles, essays, and poetry. Publications include "Telling Secrets: Sex, Power and Narratives in Indian Residential School Histories," in *Canadian Women Studies/Les cahiers de la femme*; "Policing Indian Country," in *Social Justice*; and "Enough to Keep Them Alive: Indian Welfare in Canada, 1873-1965" in the *American Review of Canadian Studies*. Her poetry and essays have appeared in *Reinventing the Enemy's Language*; *Beloved of the Sky: Essays and Photographs on Clearcutting*; *Mr. Cogito*; *Bearing Witness Soreviviendo: An Anthology of Writing and Art by Native American/Latina Women*; and *Frontiers: A Journal of Women Studies*. She wrote the essay for the exhibit, *Ee wdoowata'a ag'e: Did They Rob You?*, at the University of Alaska Fairbanks.

Dr. Million was a co-founder of Northwest Native American Writers with Gloria Bird, Elizabeth Woody, Ed Edmo and Vincent Wannassay. The group was influential in producing publications such as *Dancing on the Rim of the World: An Anthology of Contemporary Northwest Native American Writing*.

Dr. Million teaches AIS 270—Indians of the Pacific Northwest, AIS 340—Indian Children and Families, AIS 377—Contemporary American Indian Literature, AIS 378—Contemporary American Indian Literature: A Northwest Focus, AIS 451—Critical Conversations in American Indian Studies.

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

Professor Oliver is one of the Northwest Coast's foremost contemporary sculptors and printmakers. His monumental sculptures in cedar, bronze and enameled steel have established him as an internationally acclaimed contemporary sculptor. His works have been installed throughout Washington state and other parts of the US, and in Canada, Japan, and Italy. Professor Oliver is the first non-Italian artist to be commissioned for a public art piece in Perugia, Italy, Seattle's sister city.

In 2006, one of his sculptures was the first glass piece to win the Best of Classification award at the Santa Fe Indian Market. In the same year, his piece *Window to the Past* won the Best of Division award at the Heard Museum Fair and Market.

He is renowned for the grand size of his sculptures, such as the 26-foot long suspended steel and glass piece *Mystical Journey* at the Seattle Children's Hospital.

Professor Oliver teaches Northwest Coast art, graphics, and design at the UW, emphasizing traditional techniques. He is the only professor in the US teaching Northwest coast graphics and wood design as a technical approach in studio courses.

Professor Oliver teaches AIS 151—Indian Art of the Northwest Coast and AIS 253—Wood Design.

Scott Pinkham (Nez Perce), Lecturer
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Mr. Pinkham works for the College of Engineering as a full-time Counseling Services Coordinator in the Engineering Advising and Diversity Center, where he heads the Minority Scholars Engineering Program. (See page 25.)

Mr. Pinkham serves as the advisor to the UW's American Indian Science and Engineering Society student chapter. (See page 4.)

Mr. Pinkham teaches AIS 202—Introduction to Contemporary Experience in Indian America and AIS 379—Powwow: Traditions and Innovations.

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

Dr. Ross has produced several award-winning films including *A Century of Genocide in the Americas: The Residential School Experience*; *White Shamans and Plastic Medicine Men*; and *The Place of the Falling Waters*.

Dr. Ross has conducted extensive research on the experiences of women in prison, which resulted in the publication of *Inventing the Savage*, awarded the "Best Book of 1998" by the American Political Science Association. Her publications include "Race, Gender, and Social Control: Voices of Imprisoned Native American and White Women" in *Wicazo Sa Review*, and "Native Women, Mean-Spirited Drugs, and Punishing Policies" in

Social Justice. She has also contributed chapters to Native studies and sociology texts, including *Reading Native American Women*; *Native American Voices: A Reader*; and *States of Confinement: Policing, Detention, and Prisons*.

Dr. Ross teaches AIS 440—Reading Native American Women’s Lives, AIS 442—Images of Natives in the Cinema and Popular Cultures, AIS 443—Indigenous Films, Sovereign Visions, AIS 444—Criminality and “Deviance” in Native Communities, and AIS 501—Indigenous Research Methods.

Gary Witherspoon, Professor
206-616-9508
gjsspoon@u.washington.edu

Dr. Witherspoon has written six books and more than 40 journal articles and book chapters. Books include *Navajo Kinship and Marriage*; *Navajo Weaving: Art in its Cultural Context*; and *Language and Art in the Navajo Universe*, which won the Book of the Year Award at the University of Michigan in 1977 and was selected by the *NY Times Book Review* as one of the top 50 books published in the field of anthropology in the 20th century. Dr. Witherspoon has also worked on four ethnographic films and is collaborating on films for educational purposes.

Dr. Witherspoon teaches AIS 110—Musical Traditions of Native North America, AIS 113-115—American Indian Language (Navajo), AIS 203—Introduction: Philosophical and Aesthetic Universes, and AIS 317—North American Indians: The Southwest.

Mary C. Wright, Senior Lecturer
206-543-7894
wrightm@u.washington.edu

Dr. Wright’s research interests include 19th through 21st century cross-cultural relations in the context of colonialization. She has explored the cultural continuance and symbolic importance of the Tule Mat Lodge for Plateau peoples and is currently researching the history of Indian gaming and casinos in Washington state.

Dr. Wright has published numerous articles and chapters in anthologies, such as “Re-Claiming Space, Creating Change: The American Indian Women’s Service League and the Seattle Indian Center, 1958–1978” in the forthcoming *Keeping the Campfires Going: Native Women’s Activism in Urban Communities*; “The Women’s Lodge: Constructing Gender on the Pacific Northwest Plateau” in *In the Days of Our Grandmothers: a Reader in Aboriginal Women’s History in Canada*; and “Economic Development and Native American Women in the Early Nineteenth Century” in the 3rd and 4th editions of *The American Indian: Past and Present*. Dr. Wright edited *More Voices, New Stories: King County, Washington’s First 150 Years*.

Dr. Wright teaches AIS 230—Indian Gaming and Casinos (see page 99), AIS 240—North American Women, AIS 271—North American Indians of the Intermountain West (Plateau), AIS 317—North American Indians of the Southeast, and AIS 435—Spiritual Encounters: Indigenous Spirituality in the Contact Era.

AIS Student Services and Programs

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

The Annual UW Powwow

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

The Annual Raven's Feast Native American Graduation Ceremony

AIS faculty and staff host a celebratory salmon feast for students and their families, held annually at Daybreak Star on Puget Sound. The feast draws 500–600 people.

Native Voices

www.com.washington.edu/Program/MC/nativevoices

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

Luana K. Ross, Associate Professor, Women Studies, Co-Director
206-616-9375
luana@u.washington.edu

Native Voices, a collaborative project of the Department of Communication and American Indian Studies, offers a Master's of Communication in Native American documentary production. It is the premier Native American media training center in the US.

Students and faculty create documentaries and media research that contribute to the understanding, strengthening, and support of Indigenous communities. Using a decolonized, community-based and global perspective, Native Voices offers students and producers the opportunity to explore documentary from an Indigenous perspective and to create projects that speak to critical personal, social, and political issues.

Native Voices was developed to recognize the importance of the everyday stories and commonplace histories of the Native peoples of North America. These stories are neglected in the mainstream media, which prefer to focus on the period of the "Indian Wars," contemporary social problems, or New-Age stereotypes.

Native Voices provides students with a framework in which they develop professional media projects with Indigenous theories and methodologies. Native Voices encourages intimate, personal films and new media from an individual's tribal point of view. Students study, research, and produce documentary films and digital media relevant both to the Native American communities from which they emerge and to the nation as a whole. They receive an education focused on communication theory and research, which can provide a basis for doctoral work in communication or related disciplines.

Native Voices has been producing award-winning documentaries for more than 10 years. Projects encompass Indigenous health issues, mathematics and science education, history, religion, and contemporary political issues.

Beneficiaries

Native Voices films are used in schools, libraries, museums, and tribal communities all over the US and the world. They have won awards and have been screened at the National Educational Film Festival, the Sundance Film Festival, the National American Indian Film Festival, the Vienna Film Festival, the Lincoln Center for the Performing Arts, the Smithsonian Institution, the National Gallery of Art, and many other venues.

Research

Native Voices is a professional media research and production center, where graduate students and faculty collaborate with Native educators, health professionals, and scholars in the production of vital projects. Currently, Native public health researchers are producing a series of six films on cardiovascular health for Native youth, which will be used in Native schools throughout the country. Native social welfare professionals are creating a film on health disparities in Native communities.

Native Voices was honored at the Smithsonian's National Museum of the American Indian Film Festival. Out of 1,000 submissions to the festival, 66 works were selected for screening before an international audience. Three of the 66 films were Native Voices projects. This was such an unprecedented selection that Native Voices was invited to make a formal presentation about the program as a keynote event.

Native Nations of America: Indigenous Perspectives on Cultural Resources, Department of Anthropology

Karen M. Capuder, PhD Student, Sociocultural Anthropology
karenc5@u.washington.edu

This new course, to be offered Winter or Spring of 2009, covers Indigenous perspectives on Cultural Resource Management (CRM). It explores the legal, anthropological, and archaeological histories of Indigenous people in the US, background that is central to the discussion of contemporary Indigenous perspectives in CRM. The definition of CRM expands and contracts depending on geographical, epistemological, and jurisdictional perspectives, among others. Within Indigenous communities, for example, cultural resources are often defined in ways that are not accounted for within federal and state CRM paradigms.

The first half of the course will address Native American stereotypes and realities and how they have shaped perspectives on CRM in the US. The second half of the course will focus solely on Indigenous perspectives in several aspects of CRM, tribal CRM codes, and Indigenous archaeology.

Thomas Burke Memorial Washington State Museum: Northwest Tribal Collaboration and Assistance

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

Julie Stein, Director
Erin Younger, Associate Director
Robin Wright, Curator of Native American Art
Peter Lape, Curator of Archaeology
206-543-5590
theburke@u.washington.edu

Since 1972, the Burke Museum has worked closely with Tribes throughout the Northwest, Alaska, and Western Canada on cultural heritage projects. The Museum's continuing programs of assistance and collaboration have involved tribal museum and center development; Native American Graves Protection and Repatriation Act training; in-trust collection holdings; educational and exhibit kits and materials; collaborative research; collection testing; and language preservation.

Tribal Museum and Center Development

Activities include facility planning and design, operations design, staff training, exhibition and educational program design, fundraising and financial development, policy creation, security and collections management, conservation and preservation, and review and assessment for institutional advancement.

This work took place at museums and centers including the Makah Cultural and Research Center, the Suquamish Tribal Museum, the Squaxin Island Museum and Library, the Yakama Nation Museum, the Tamastlikt Cultural Institute, the Puyallup Tribal Museum, the Tulalip Museum Project, the Lummi Museum Project, the Snoqualmie Tribe, United Indians of All Tribes (Daybreak Star); Colville Tribal Museum; the Chinook Tribe; the S'qeliz'u/Aqlcmaknik Cultural Center, Salish and Kootenai Tribes of the Flathead Nation; the Comanche Nation Museum (Oklahoma); the Nooksack Tribe; the Warm Springs Tribal Museum; the Skokomish Tribal Museum; and the Grande Ronde Tribal Museum project.

The Burke also houses the UW Museology Program which has trained many students from tribal communities.

Native American Graves Protection and Repatriation Act Training

The Burke provided general legal and cultural training related to this federal law and in-depth training for staff of the Stillaguamish Tribe, the Yakama Tribe, and the Squaxin Island Tribe.

Burke staff created a specialized geographic information system database and provided it to every Washington state Tribe. The database contains all archaeological site, historic, and cultural data relevant to each Tribe.

The Burke has also provided funding for representatives of all Washington Tribes to visit and review its collections, and has provided bi-annual updates to every US Tribe on new acquisitions, setting a precedent for this recently introduced federal regulation.

In-trust Collection Holdings

The Burke Museum serves as a repository for culturally significant archaeological collections that are the property of Tribes, including the West Point Site Collection, which is co-owned by the Suquamish, Tulalip, and Muckleshoot Tribes.

The Burke maintains the held-in-trust collections for Puyallup, Snoqualmie, and Tulalip, and is working with the Lower Elwha on the Tsewizen Washington Department of Transportation collection.

The Burke Museum has offered collections management trainings for the Wanapum and the Umatilla.

Educational and Exhibit Kits and Materials

The Museum has created specialized educational kits on Northwest archaeology and ethnology for tribal schools in collaboration with tribal teachers, as well as for public schools in general. New websites for tribal materials are also products of Burke Museum–tribal collaborations. The Museum has provided collection objects to Tribes for their own exhibits, in particular the Squaxin Island and Suquamish Tribes.

Collaborative Research

Burke scientists have carried out collaborative research projects with tribal staff, including archaeological investigations such as the Vashon Island project with the Puyallup Tribe, and a survey of archaeological resources in collaboration with the Cedar River Watershed, the Muckleshoot and Snoqualmie Tribes.

The Bill Holm Center for the Study of Northwest Coast Art at the Burke is involved in numerous research projects with tribal artists and scholars, sponsoring public symposia, seminars, and other activities. Grants are available for Native artists to visit and study the Museum's Northwest Coast art and archival collections.

The Museum has pioneered the non-invasive analysis of dangerous pesticide residues on cultural objects using x-ray fluorescence spectroscopy, and has provided testing of all tribally owned cultural collections in Washington and Oregon, along with staff training on this health issue.

Language Preservation

The Burke has an important collection of original recordings of Northwest Native languages and has, since the late 1970s, made copies available for the cost of materials to tribal language programs and individuals in order to promote language preservation. Translations of some of this material by noted tribal scholars such as Upper Skagit Elder Vi Hilbert have also led to numerous publications.

Tribal Museum Certification Training

The Burke is supporting the creation of a tribal museum staff certification training program in collaboration with the UW's Museology Program and the Northwest Indian College. This program will provide tribal museum personnel with both basic and advanced professional training in a wide array of museum skills representing best practices within the context of tribal concerns about heritage management and preservation.



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Tribal Leadership Summit

Michael G. Foster School of Business

The Business and Economic Development Center (BEDC)

<http://foster.washington.edu/bedc>

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The BEDC partners with Tribes, Native American organizations, and Native American entrepreneurs to secure foundation and government funding for special programs. The Center's goal is to institutionalize these programs as part of its core operations. BEDC's programs include:

Business Assistance Program

http://bschool.washington.edu/bedc/bus_assist_program.shtml

This is the BEDC's core program through which undergraduate and MBA student teams complete consulting projects with small businesses. Teams have worked with tribal enterprises and Native American-owned companies. The Business Assistance Program is working with the Columbia River Intertribal Fish Commission (CRITFC), a consortium of the Nez Perce Tribe, the Confederated Tribes of the Umatilla Indian Reservation, the Confederated Tribes of the Warm Springs Reservation of Oregon, and the Confederated Tribes and Bands of the Yakama Indian Nation. The Business Assistance Program is conducting market research for CRITFC to develop a brand identity for products produced by fishers from the member Tribes.

Colville Tribe Partnership

The Foster School of Business, the Confederated Tribes of the Colville Indian Reservation, and the Colville Tribal Enterprise Corporation signed a Memorandum of Understanding in 2006. Through this Memorandum, the Executive Education Office offers customized business management education programs and places MBA summer interns to work on business expansion.

Native American Economic Development Summer Internship Program

http://bschool.washington.edu/bedc/summer_internshipB.shtml

This program, sponsored by the Bureau of Indian Affairs, funds MBA students to work with Tribes on tribally-identified business development programs. Started in the summer of 2006, interns have worked with the Colville Tribe and the Jamestown S'Klallam Tribe. Summer 2008 internship placements are in development.

Board Fellows Program

http://bschool.washington.edu/bedc/board_fellowsB.shtml

With the support of Wells Fargo Bank, the BEDC is able to place 25 to 35 MBA students on nonprofit boards annually. In spring 2008, MBA students will serve on the boards of the Potlatch Foundation (a Native American foundation funding tribally-affiliated nonprofits in Washington, Oregon, Idaho, and Alaska), the Seattle Indian Health Board (providing traditional and Western-medicine care for Native Americans in King County), the Seattle Indian Health Board Foundation (a new fundraising entity to support the work of the Seattle Indian Health Board), and Native Lens (a media literacy organization serving Native youth in Western Washington).

UW Minority Business of the Year Awards

http://bschool.washington.edu/bedc/bus_assist_program.shtml

This annual awards program recognizes tribally-owned businesses as well as businesses owned by individual Native Americans. The following entities have received awards:

William D. Bradford Minority Business of the Year Award (highest award)

- Colville Tribal Enterprise Corporation—2002 (Inducted into the BEDC Hall of Fame in 2004)
- RE Powell Distributing—2003
- Yakama Forest Products—2004
- Apollo, Inc.—2007

Emerging Business Award (for companies with revenues of \$2–10 million)

- Grey Poplars—2005

Business of Tomorrow (for companies with revenues under \$2 million)

- Warrior Electric—2006

Rising Star Award (for companies with the highest growth rate over a three-year time period)

- Warrior Electric—2007

Oregon Native American Business and Entrepreneurship Network (ONABEN)

Business Plan Competition

The BEDC is working with ONABEN to offer a first-in-the-nation business plan competition for Native American entrepreneurs to be held in 2009. ONABEN is the lead organization, and the BEDC is a co-sponsor, providing seed funding and business planning seminars.

Yakama Nation Entrepreneurship Center

From 2003 to 2006, the BEDC offered monthly business seminars with faculty from the Foster School of Business and other key private sector partners.

Services and Beneficiaries

Tribal Enterprise Development

The BEDC has supported the development of tribally-owned enterprises through these partnerships:

- Colville Tribes Partnership—Colville Tribe-UW Management Program offered customized management education in 2006 and 2007 with funding from the Colville

Tribal Enterprise Corporation. In 2006, the Native American Summer Internship Program had a team of three MBA interns work on the expansion of a greenhouse business operated by the Tribe, with funding from the Bureau of Indian Affairs.

- Jamestown S’Klallam Tribe—Also through the Native American Summer Internship Program, the BEDC had an intern work on a business acquisition project in the summer of 2007.

Individual Native American-Owned Businesses

The Business Assistance Program has supported student consulting projects with the Columbia River Intertribal Fish Commission, RE Powell Distributing, and other Native-owned companies. Funding for this work comes from bank partners including Washington Mutual, Bank of America, Key Bank, and US Bank. The BEDC has been able to support more than 25 individual business owners.

The Administration for Native Americans funded business seminars for the Yakama Nation’s entrepreneurship center for a three-year period and reached more than 30 entrepreneurs. Currently, the BEDC does not have funding to continue to offer these seminars, but is seeking corporate funding to re-start this effort.



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School of Dentistry

Northwest/Alaska Center to Reduce Oral Health Disparities

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

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The Center works with Native American colleges and other regional educational institutions serving American Indian and Alaska Native students to secure funding and develop programs to improve life science instruction. The Center also creates internship opportunities for students at the UW and at other four-year research-intensive schools. The overall goal is to increase the number of American Indian and Alaska Native students seeking life science careers. Center initiatives include working with American Indian dental clinics to implement strategies to reduce tooth decay. The Center also works with the Alaska Native Tribal Health Consortium on training activities for Alaska Native students.

Higher Education

The Center provided technical assistance for two Research Initiative for Scientific Enhancement (RISE) grants at Heritage University and Salish-Kootenai College. The

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

Health and Health Education

The Center is providing informal technical assistance and seminars on increasing dental services and community-based prevention to the Nooksack and Lummi Tribal Health programs.

Student Resources

The Center offers individualized counseling for American Indian and Alaska Native students interested in careers in dentistry and related fields, as well as oral health research.

Summer Medical Dental Education Program (SMDEP)

www.smdep.org

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Memory Brock, Assistant to the Associate Dean
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A collaboration between the UW Schools of Medicine and Dentistry, the SMDEP provides students from underrepresented and disadvantaged backgrounds academic preparation for medical and dental school. The SMDEP features enrichment courses in biology, chemistry, organic chemistry, physics, pre-calculus and communications, in addition to workshops on study skills, test taking, time management, team building, perceptual ability and hand-eye coordination. Students are individually matched with a mentor for weekly sessions in a structured clinical or laboratory setting.

Room and board are provided. Travel assistance is available for those who qualify. There is no cost for attending this program. Students receive a small stipend for incidental expenses.



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College of Education

Center for Multicultural Education

James A. Banks, Director
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The Center for Multicultural Education focuses on research projects and activities designed to improve practice related to equity issues, intergroup relations, and the achievement of all students. Center director James Banks is editing a major new reference work that will focus on multicultural education around the world, *The Routledge International Companion to Multicultural Education*.

The Education of Indigenous Groups

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

- “The Education of Maori Students in New Zealand” by Wally Penetito, Victoria University, New Zealand
- “The Education of Indigenous Groups in Peru” by Maria Elena Garcia, UW
- “The Education of Native Americans in the United States” by Donna Deyhle, University of Utah, and Karen G. Swisher, Haskell Indian Nations University

Office of Minority Recruitment and Retention

http://education.washington.edu/about/minority_rnr.html

Cynthia del Rosario, Director, Graduate Minority Recruitment and Retention
206-543-9779
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Cynthia Masterson, Admissions Specialist and Recruitment
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The Office of Minority Recruitment and Retention is committed to equity and access for all students and aims to increase the enrollment and retention of students from historically underrepresented groups. The program seeks to recruit and retain American

Indian and Alaska Native students by building partnerships with tribal communities in the region and nationally.

Research, Services and Beneficiaries

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, including an information breakfast and reception. PSD is an opportunity for admitted students to network with current students and faculty from COE and other departments and to learn about funding, housing, campus climate, and living in Seattle. PSD is held the first Thursday and Friday of Spring Quarter.

Education Diversity Recruiters

recruit@u.washington.edu

Education Diversity Recruiters (EDRs), a corps of COE graduate student volunteers, assists visiting prospective students who are considering graduate study at the COE by sharing their perceptions about the different curriculum areas, degree programs, student opportunities, experiences, resources, and Seattle living.

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

Student Resources

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

Application Deadlines: <http://education.washington.edu/prospective/applying/>

Office of Student Services: <http://education.washington.edu/current/>

Student Resources: <http://education.washington.edu/current/resources/>

Diversity Resources: <http://education.washington.edu/current/diversity.html>

Tuition and Aid: <http://education.washington.edu/current/funding/>

FAQs: <http://education.washington.edu/current/stufaq.html>



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College of Engineering

Engineering Advising and Diversity Center Minority Scholars Engineering Program (MSEP)

Alliances for Learning and Vision for Underrepresented Americans (ALVA)

www.engr.washington.edu/msep/ALVA.html

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Dawn Wiggin, Engineering Coop Program Manager

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ALVA aims to increase minority participation in engineering and science. It is a paid, nine-week residential, high-technology summer internship experience for entering UW freshmen from underrepresented minority backgrounds who are interested in pursuing studies in engineering, computer science, physical sciences, or mathematics. Each week consists of 30 hours of high-technology work assignments at a business or research site and 10 hours of workshops in mathematics. ALVA promotes industry-college-community partnerships to increase minority participation in engineering and science.

ALVA develops the program schedule with instructors from participating businesses, nearby universities, or former ALVA students. A counselor is available for students each evening and on weekends to help with homework, arrange activities, and provide support.

ALVA provides counseling on financing education, acquiring mathematics skills needed for the calculus series of classes, building a community of peer scholars, and planning for careers in engineering or science. With the support of business and industry, ALVA assists entering students to excel in their college studies and earn degrees in engineering and science.

Funding sources include ALCOA; Bechtel National, Inc.; The Boeing Company; British Petroleum; Fleur Hanford; Ford Motor Company; Hewlett Packard; IBM; Intel; NASA's Jet Propulsion Laboratories; NSF's LSAMP Pacific Alliance; Siemens; UW STEM; UW Engineered Bio-materials; and Washington State MESA.

NASA's Jet Propulsion Laboratories (JPL) and The Boeing Company have worked with ALVA to increase the number of American Indian and Alaska Native students

participating. JPL has also benefited the Yakama and Spokane Reservations by hiring high-school mathematics instructors from reservation schools (White Swan and Wellpinit) to work at JPL during the summer and teach the ALVA mathematics course. These high-school instructors use their ALVA experiences to provide students with cutting-edge life science and engineering instruction.

Student Resources

The MSEP Program offers several student scholarships. For more information on the following opportunities, visit www.engr.washington.edu/advising/scholarship.html.

- Engineering Advising and Diversity Center Scholarship
- Emerging Leaders in Engineering Scholarship
- Engineering Departmental Scholarship

Louis Stokes Alliance for Minority Participation (LSAMP) Pacific Alliance

<http://ansep.uaa.alaska.edu/index.htm>

Warren Buck, Professor of Physics

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Scott Pinkham, Advisor and Counselor

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LSAMP Pacific Alliance, funded by the National Science Foundation, aims to bring about systemic change in the hiring patterns of Indigenous Americans in the fields of science, technology, engineering, and mathematics by increasing the number of individuals on a career path to leadership. The Alliance has developed an educational model involving pre-college, summer bridging, and university retention programs that have increased degree attainment for Indigenous students. The Alliance engages the students, their parents, high-school faculty and administrators, university faculty and staff, and practicing professionals within industrial partner organizations. The Alliance is housed at the University of Alaska Anchorage.

UW Programs

UW has funded computer building workshops at White Swan High School on the Yakama Indian Reservation and provided software for a computer laboratory at Wellpinit Schools on the Spokane Indian Reservation. White Swan high-school students are able to keep the computers they build if they complete a college preparatory curriculum that includes physics, chemistry and a mathematics course beyond second-year algebra.

Engineering Bridge Program (EBP)

EBP is a 10-day program for entering UW freshmen designed to connect students with the resources necessary for their retention in the engineering disciplines. Students gain exposure to college-level academic mathematics and science courses, and engineering research.

Learning Community and Co-enrollment

Students affiliated with LSAMP and MSEP are co-enrolled in pre-engineering curriculum courses that include supplemental mathematics workshops to help students develop mastery in mathematics and transfer these skills to other engineering courses. Students can apply to live in the Engineering Community, a UW housing option.

Advising

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

Supporting Community

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

The Coalition of Engineering Minority and Women Student Societies brings together officers of minority and women engineering societies (see AISES on page 4) to work collaboratively on projects and address common needs.

First Nations MESA (Mathematics, Engineering, Science Achievement)

<http://www.washingtonmesa.org>

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Chenoa Egawa, First Nations MESA Coordinator
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Washington MESA, UW College of Engineering
206-543-0562

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

Program Services

First Nations MESA was established with support from the Bill and Melinda Gates Foundation to respond to the needs of schools serving Native American students. First Nations MESA builds on relationships with Tribes to design programs that respect the contributions to mathematics and science from many cultures. Accomplishments and projects include:

- Professional development for teachers and school teams in National Science

Foundation LASER (Leadership Assistance for Science Education Reform) institutes. These were the first school teams in the country that represented tribal schools and public schools serving high numbers of Native students.

- MESA Mentor Workshops bring Native American college students and professionals to tribal schools, inspiring students with real-life success stories.
- MESA *Reel Stories* integrate middle-school mathematics and science with traditional storytelling through filmmaking.
- The *Canoes Upon Our Waters* curriculum validates, celebrates, and honors the cultural heritages of Native peoples of the Northwest and aligns with the Washington Assessment of Student Learning for mathematics, science, and language arts.
<http://canoes.engr.washington.edu/notebook/>
- *Wonderful Watersheds* hands-on learning activities connect classroom learning with local habitat through projects such as stream restoration.

Student Resources

First Nations MESA is one of six MESA Centers that make up Washington MESA, serving 5,000 students statewide. Washington MESA is building a pathway to college for students—including African American, Native American, Latino, and female K-12 students—who are underrepresented in math, science, and engineering careers. Washington MESA has served students, teachers, parents, and families to improve student achievement since 1982.



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College of Forest Resources

BioResource-based Energy for Sustainable Societies

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

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Kristiina Vogt, Co-Principal Investigator
Professor of Forest Resources
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Tom Colonnese, Co-Principal Investigator
Senior Lecturer and Director of American Indian Studies
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The UW BioResources Integrative Graduate Education and Research Traineeship (IGERT) program provides a multidisciplinary, multicultural “sustainable societies” background for the doctoral experience. Students gain classroom, project, and dissertation-based experiences that allow them to assess the lifecycle implications of technical designs and to understand natural resources from the perspective of Indigenous cultures. IGERT students team with American Indian Studies faculty and students. The centerpiece of the curriculum is a two-quarter multidisciplinary design and resource management project that involves collaboration with Native American communities in Washington state.

Research, Services, and Beneficiaries

The energy research carried out by IGERT fellows and their faculty mentors covers topics in forest ecology, Indigenous resources, and new methods for wood processing to the discovery of bioenergy endophytes, fuel cells, and biomimetic photovoltaics. The IGERT program immerses participants in system-level thinking so they can quantitatively assess how an energy innovation derived from their dissertation research will contribute to the field. The IGERT team is developing data and models to create robust tools and approaches for life cycle assessment (LCA) sustainability forecasting. The ability to analyze the implications of an innovation on system performance helps identify the highest impact areas for research. This program is funded by the National Science Foundation's IGERT Program.

Denman Forestry Issues Series

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

The 2007 Series featured *Trust and Transition: Perspectives on Native American Forestry*. The program is available on UWTV's website. See program description on pages 93–94.

Financial Aid and Scholarships

http://www.itcnet.org/about_us/scholarships.html
<http://www.cfr.washington.edu/support/index.htm>

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The College of Forest Resources (CFR) has one CFR scholarship available for tribal members and two under development.

With help from the CFR Rural Technology Initiative, the Truman D. Picard Indian Scholarship Program has been active since 2006. Shared funding is available from the Intertribal Timber Council and CFR to offer a full-year tuition scholarship for tribal members who have current or historical ties to Washington state and who enroll in a program of study at CFR.

The Dean Rae Berg Endowed Fund for Student Support will fund students who are studying riparian areas and watersheds, and who are working with, or funded through, the CFR Water Center. Preference will be given to official members of a Washington state or federally recognized American Indian Tribe.

The Yakama Tribal Endowed Scholarship Fund will provide scholarships to undergraduates who qualify as recognized tribal members of the Yakama Nation and who are studying natural resource conservation and stewardship in CFR.

Rural Technology Initiative (RTI)

www.ruraltech.org

Bruce Lippke, Professor and Director

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Larry Mason, Project Coordinator and Tribal Liaison

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

Research, Services, and Beneficiaries

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

Participating Indian Nations of Washington: The Yakama Nation, the Nooksack Indian Tribe, the Lummi Nation, the Stillaguamish Tribe of Indians, the Quinault Indian Nation, the Makah Nation, the Tulalip Tribes, Confederated Tribes of the Colville Reservation, the Spokane Tribe of Indians, and the Snoqualmie Indian Tribe.

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

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

RTI coordinates with several tribal groups and committees including:

- Intertribal Timber Council—Education Committee
- Intertribal Timber Council—Research Committee
- USDI Bureau of Indian Affairs (BIA)—Branch of Forest Resource Planning (BOFRP)

- National Renewable Energy Laboratory—Tribal Energy Program
- USDI BIA—Office of Indian Energy and Economic Development, Division of Energy and Mineral Development

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

Student Resources

http://www.itcnet.org/about_us/scholarships.html

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



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The Graduate School

Graduate Opportunities and Minority Achievement Program (GO-MAP)

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

Juan Guerra, Associate Dean
Cynthia Morales, Manager
Sibrina Collins, Director of Recruitment in STEM Programs
Sophia Agtarap, Administrative Counselor
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GO-MAP serves the needs of students from underrepresented groups, while simultaneously fostering an educational and social environment in which all students can learn and develop through experiences in cultural, ethnic, and racial diversity. GO-MAP's three main areas of focus are outreach, recruitment, and retention; enhancing scholarship and research; and building community, on and off campus.

Campus Collaborations and Relationships

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

GO-MAP collaborates with a wide range of administrative units on campus including the Dean's Office of Undergraduate Education, the Dean and divisional deans of the College of Arts and Sciences, the Vice President for Minority Affairs and Vice Provost for Diversity, and the Office of Student Financial Aid.

Data Resources

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

Fellowship opportunities and programming

To support departmental efforts in achieving and maintaining diversity in graduate programs, GO-MAP administers a variety of diversity fellowships. Used in partnership

with graduate programs and based on departmental nominations, these awards are an effective recruitment tool for increasing the numbers of underrepresented graduate students.

Student Resources

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

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

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

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

The GO-MAP Diversity Fellows Dinner celebrates the achievements of graduate students from diverse backgrounds and supports GO-MAP and the UW Graduate Diversity Initiative. Dinner keynote speakers have included Anna Deveare Smith, bell hooks, and Gloria Steinem.

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

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



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The Information School

Education and Research on Social Aspects of Information Science and Technology

Cheryl Metoyer, Associate Professor
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The Information School curriculum includes courses taught by Dr. Cheryl Metoyer that address the cultural dimensions of information science. Dr. Metoyer's research interests include the management, design and evaluation of information services provided by institutions to American Indians and the information-seeking behavior of culturally diverse groups. Dr. Metoyer has worked as a project director at the National Indian Education Association, assisting Tribes and organizations in planning and developing library services in urban and reservation communities. She has had the honor of assisting the Mashantucket Pequot, Cahuilla, Yakama, Navajo, Seneca, Mohawk and the Lakota Nations in the development of their libraries, archives and museums. Concurrent with her appointment at the Information School, Dr. Metoyer holds the position of Chief Academic Affairs Officer for the Mashantucket Pequot Tribal Nation. Her most recent research project is the development of *The Thesaurus of American Indian Terminology*.

Identity and Authority in Descriptive Practices of National Documentary Heritage Institutions

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

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

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

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

Student Resources

Washington Doctoral Initiative (WDI)

<http://depts.washington.edu/wdi/schedule.htm>

Cynthia del Rosario, Director for Graduate Minority Recruitment and Retention

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The Information School has received a grant from the Institute of Museum and Library Studies (IMLS) to enroll four highly-qualified librarians from traditionally underrepresented groups to pursue a PhD in Information Science. The WDI provides fellowships for full-time study and augments the student experience through an intensive mentoring program. The partnership between the Information School and IMLS promotes student engagement in the field of library and information science.



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School of Law

The Native American Law Center

www.law.washington.edu/IndianLaw/

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

Professor Bill Rodgers, Affiliated Center Faculty

Molly Cohan, Clinic Supervisor

Cynthia Tompkins, Fellow

The Native American Law Center was founded by the School of Law to carry on and expand the work of Professor Ralph W. Johnson. For 44 years, Professor Johnson taught at the UW Law School and provided direct assistance to Tribes in Washington state and across the nation. The Center promotes the development of Indian law and encourages Native Americans and others with an interest in Indian law to attend law school. The Center is a resource to Indian Tribes, other governments, and individuals in the Pacific Northwest, Alaska and across the country.

Objectives include:

- Strengthening tribal institutions and their cooperative relations with local, state, and federal government
- Supporting economic growth for American Indians
- Promoting new institutions for intergovernmental cooperation
- Advocating collaborative relationships to address environmental problems
- Facilitating resolution of tribal, state, and local conflicts
- Clarifying Indian Country status and governance
- Realizing Alaska Native priority subsistence rights
- Achieving fulfillment of Indian treaty fishing and hunting rights
- Providing consultation to tribal institutions, students, and local and federal governments on contemporary Indian issues

Research, Services and Beneficiaries

Active and pending projects are listed below on the next page.

Tribal Court Criminal Defense Clinic (2002–Present)

The Tulalip Tribes

The Squaxin Island Tribe

The Port Gamble S'Klallam Tribe

This project provides public defender services to low-income members of federally recognized Indian Tribes and Alaska Native communities who have been charged with crimes by the above-listed Tribes. This clinic uses students and faculty to provide vigorous and competent defense representation.

Nooksack River Watershed Mediation (2005–Present)

Washington State Department of Ecology (WSDOE)

This project acts as a mediator between the WSDOE, Whatcom County, the Lummi Nation and the Nooksack Tribe for water rights allocations in the Nooksack River Watershed.

Tribal Public Defender Support (2005–Present)

Through a variety of funding sources, the Center provides training support to the public defender agencies of many Tribes, including the Makah Nation, the Squaxin Island Tribe, the Suquamish Tribe, and the Navajo Nation.

Indian Law Symposium (1987–Present)

This annual two-day symposium focuses on natural resource law, economic development, health, tribal courts, gaming and other topics.

Ethical, Legal and Societal Implication of Genetic Research Among Native Populations (2005–Present)

National Human Genetics Research Institute

This joint project with the Department of Medical History and Ethics and the Center for Clinical Epidemiological Research in the School of Medicine investigates legal issues related to genetic research among Native communities. This project funds training and the research of Assistant Professor Ron Whitener.

US Supreme Court Project (2002–Present)

The Center participates in many activities related to the US Supreme Court Project of the National Congress of American Indians and Native American Rights Fund. This project is designed to improve case selection and advocacy in the Supreme Court and federal courts of appeals.

Student Resources

Summer Internships

The program usually funds one summer internship to assist the Center's ongoing projects.

Work Study and Other Jobs

The program hires Native students to work on projects such as those listed above.



2008

UNIVERSITY OF WASHINGTON

Tribal Leadership Summit

School of Medicine

American Indian and Alaska Native Programs

Center for Clinical and Epidemiological Research (UWCCER)

Department of Medicine, Division of General Internal Medicine

www.uwccer.org

Dedra Buchwald, Director, UWCCER, and Professor of Medicine

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The goal of the American Indian and Alaska Native Programs is to improve the health and well-being of Native people through education, research, training, advocacy, and technical assistance. The Center for Clinical and Epidemiological Research includes faculty from General Internal Medicine, Dermatology, Family Medicine, Psychiatry and Behavioral Sciences, Sleep Medicine, Nursing, Epidemiology, Nutrition, Medical Education and Medical Bioinformatics, Health Services, Medical History and Ethics, American Indian Studies, and Law.

Research, Services and Beneficiaries

Below is a list of active and pending projects. Each project description includes Dr. Buchwald's role, the role of American Indian and Alaska Native investigators, and the funding source. Full project descriptions can be found at <http://depts.washington.edu/uwccer/american-indians-alaska-natives/current-projects-aian/>.

Additional completed projects can be found at <http://depts.washington.edu/uwccer/american-indians-alaska-natives/previous-projects-aian/>.

Center for American Indian and Alaska Native Health Disparities (2007–2012)

(Co-Investigator)

National Center on Minority Health and Health Disparities

This Center is a partnership between UW and the University of Colorado at Denver and Health Sciences Center. Research projects include understanding the influence of Medicaid insurance on outcome and survival among Native cancer patients in Washington state; the effects of a community-based exercise program on physical activity levels and health in sedentary, overweight, urban American Indian and Alaska Native adults; the communication of risk information on renal disease to members of a Washington Tribe with type-2 diabetes; and study of liver disease among members of another Washington Tribe.

A Targeted Approach to Increasing American Indian Tissue and Organ Donation (2007–2012)

(Principal Investigator)

National Institute of Diabetes and Digestive and Kidney Diseases

Researchers will conduct focus groups with students at tribal colleges and universities (TCUs) to understand their knowledge and attitudes regarding tissue and organ donation. Researchers will then develop culturally appropriate education materials (brochures, posters) to distribute at TCUs and surrounding communities. They will also create an on-line course on chronic diseases and end-stage renal disease, underscoring the need for kidney donation.

Community Engagement and Research Translation Core (2007–2012)

Institute of Translational Health Sciences

(Co-Leader)

National Center for Research Resources

The role of UWCCER in this institute is to improve health and well-being in the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) region through a partnership of Group Health, diverse American Indian and Alaska Native communities and organizations in the region, and the WWAMI clinical practice and educational network. Specific goals of the Core include building or expanding innovative, collaborative, community-based research networks; acting as liaisons between Tribes, WWAMI sites, and the Bioinformatics Core of the Institute; and providing American Indian and Alaska Native and WWAMI communities and investigators with toolkits to facilitate translational research.

Resource Center for Minority Aging Research: Native Elder Research Center (2007–2012)

(Co-Investigator and Director, Native Investigator Developmental Core)

National Institute on Aging

This Center aims to provide culturally relevant, scientific career development for American Indian and Alaska Native investigators; augment partnerships with diverse Native communities; expand disciplinary expertise to address questions related to the aging of Native elders; and promote research to reduce differentials in health status and access to care among American Indians and Alaska Natives.

Randomized Trial of Workplace Interventions to Improve Health of Alaska Natives (2007–2012)

(Principal Investigator)

National Cancer Institute

An evidence-based, comprehensive workplace intervention package will be evaluated among Alaska Native employees in a randomized, controlled trial. Over 40 Alaska Native workplaces will complete baseline surveys and implement the intervention package, with the goal of increasing colon cancer screening, healthy eating, influenza immunization, mammography and Pap smear use, physical activity, and tobacco cessation treatment.

A Multi-State Study of Cancer Treatment and Outcomes Among Native Americans (2007–2012)

(Co-Investigator)

National Cancer Institute

This study aims to build a comprehensive resource for evaluating care and outcomes for American Indians and Alaska Natives with cancer by linking clinical information, health-care claims, and outcomes data for Native cancer patients in California, Oregon, and Washington. Researchers will examine barriers to care that cannot be identified via electronic record linkage by interviewing Native people with cancer.

Implementing Health Promotion Activities in Native Employers (2007–2009)

(Co-Investigator)

National Cancer Institute

This project will create culturally appropriate health promotion interventions for American Indian and Alaska Native workplaces, testing the feasibility of implementing them in three different types of Native workplaces. The project will also evaluate acceptability and usability of the interventions. The partners are the South Puget Intertribal Planning Agency, the Coeur d'Alene Tribe Wellness Center in Idaho, and the Native American Rehabilitation Association of the Northwest in Portland, Oregon.

Web-Based, Patient-Centered Approach to Cardiovascular Disease (CVD) Risk Factor Management and Reduction (2006–2011)

(Co-Investigator)

National Heart, Lung, and Blood Institute

This project implements a culturally tailored, home-based approach to assist members of a Northern Plains Tribe to prevent and manage cardiovascular disease. Control and intervention groups receive usual clinical care and identical communications hardware, software, and training. The intervention group engages in chronic disease co-management. Adherence to therapies, lifestyle changes, and cost effectiveness will be assessed.

Native People for Cancer Control Telehealth Network (2006–2009)

(Principal Investigator)

Health Resources and Services Administration

A consortium in Seattle will provide post-diagnosis cancer care services via video teleconference to 60 Alaska Native villages and members of the Quinault, Nisqually, Chehalis, Shoalwater Bay, Skokomish, and Squaxin Island Tribes. Services include consultations and training on follow-up care for cancer survivors, cancer pain, psychological problems in cancer patients and survivors, end-of-life issues, and cancer patient support activities.

An Innovative and Interactive Supplemental Tobacco Curriculum for Native Youth (2006–2008)

(Principal Investigator; Project Leader: R. Gibbons, White Mountain Apache)

National Cancer Institute

This project will develop a school-based program to reduce smoking among tribal youth in a Washington community. An interactive, video-based, 7th-grade curriculum will be designed for the school district, and its effectiveness measured.

Surgical Outcomes in American Indian Veterans (2006–2008)

(Mentor; Principal Investigator: L. Alvord, Navajo)

National Institute on Aging

This project continues research into the reasons why American Indian and Alaska Native veterans have higher rates of post-surgical mortality, but not morbidity, than Whites. The investigator will expand analysis of preoperative risk factors, refine the measure of post-operative morbidity, and adjust for socioeconomic status and geographic distance to care.

Assessment of Attitudes towards Mammography among Older American Indian and Alaska Native Women (2006–2008)

(Principal Investigator; Project Leader: R. James, Lummi)

National Cancer Institute

This project investigates why older American Indian and Alaska Native women do not take advantage of free breast cancer screening services provided to many Tribes. Quantitative techniques will be used to gather information on the knowledge, attitudes, and beliefs about breast cancer screening among older women and the staff of 13 tribal breast and cervical cancer prevention programs. Results will be used to design more effective outreach and intervention programs that will increase mammography among older women.

Native People for Cancer Control (2005–2010)

(Principal Investigator)

National Cancer Institute

This program uses community-based participatory methods to increase cancer education activities among American Indians and Alaska Natives; enable tribal colleges and universities to become partners in cancer-related investigations; enhance cancer training opportunities for Native researchers; conduct community-based research on key cancer disparities; and reduce cancer-related health disparities by increasing interventions among Native people in the WWAMI region and in North and South Dakota.

An Innovative and Interactive Cardiovascular Disease (CVD) Curriculum for Native Youth (2005–2009)

(Co-Investigator)

Centers for Disease Control and Prevention

This project develops, implements, and evaluates an innovative, video-based, culturally and age-appropriate supplemental health education curriculum on cardiovascular health for American Indian and Alaska Native 7th through 12th graders. Researchers will compare knowledge and attitudes about cardiovascular disease and objective outcomes in a pre- and post-curriculum design. The curriculum will be disseminated to all interested schools with American Indian and Alaska Native students.

Health Communication with American Indian Elders (2005–2009)

(Mentor; Principal Investigator: E. Garroutte, Cherokee Nation)

National Institute on Aging

The project examines patterns of communication between Native elder patients and their health-care providers. Researchers ask whether providers display bias by varying their

communicative behavior according to American Indian patients' cultural characteristics. The results will inform an intervention to improve medical communication with tribal elders.

Genomic Health Care and the Medically Underserved (2004–2009)

(Co-Investigator)

National Human Genome Research Institute

This Center of Excellence in Ethical, Legal, and Social Implications research will address the need to define criteria for clinical integration that lead to appropriate applications of genomic health care, and the need for a translational pathway that incorporates the goal of reducing health-care disparities among the medically underserved, including American Indian and Alaska Native populations.

UW Multidisciplinary Clinical Research Training (2004–2009)

(Co-Investigator)

National Center for Research Resources

This career development program trains doctoral-level health professionals to conduct clinical research aided by intensive mentorship. A multidisciplinary core curriculum exposes scholars to theories and methods of clinical research, and elective courses provide depth in a focused area in translational research, clinical trials, or outcomes/clinical epidemiological/health services research. American Indian and Alaska Native junior faculty are being recruited.

Wounded Spirits, Ailing Hearts: PTSD and CVD in Indians (2003–2008)

(Co-Investigator)

National Heart, Lung, and Blood Institute

This study examines whether post-traumatic stress disorder is related to indicators of cardiovascular disease in a population-based study of tribal members from two Northern Plains Tribes. The lifetime prevalence of post-traumatic stress disorder in these Tribes is 18 percent, more than double the rate found among Whites. The study will examine newly identified and traditional risk factors for subclinical heart disease.

Cerebrovascular Disease and Its Consequences in the Strong Heart Study Cohort (2008–2013) (pending)

(Principal Investigator)

National Heart, Lung, and Blood Institute

Recent pilot analyses estimated that the stroke incidence in the Strong Heart Study cohort is over twice that seen in the general population, yet no community-based studies of cerebrovascular disease have included American Indians. This project will complete a clinical and magnetic resonance imaging (MRI) evaluation to re-assess risk and protective factors and describe MRI-defined cerebrovascular disease in the 2,072 remaining members of the Strong Heart Study.

Home-Based Obesity Prevention for American Indian Infants (2007–2012) (pending)
(Principal Investigator)

National Institute of Diabetes and Digestive and Kidney Diseases

This pilot project partners with a Northern Plains Tribe to implement a randomized, controlled trial using home visitation to deliver motivational enhancement therapy. The goal is to encourage first-time mothers to change a variety of cognitions and behaviors linked to weight gain in their infant offspring.

Partial List of Past Projects

<http://depts.washington.edu/uwccer/american-indians-alaska-natives/previous-projects-aian/>

- Planning Grant for Institutional and Translational Science, 2006–2007
- American Indian and Alaska Native Health Disparities (multiple research studies), 2003–2008
- Medical Communication with American Indian Elders, 2003–2005
- Alcohol Health Disparities in Two Indian Populations, 2002–2005
- Understanding and Reducing Native Elder Health Disparities, 2000–2007

Student Resources

Summer Internships: The Center's programs and partners each support two summer interns annually. These interns will be selected by their tribal college or university to conduct a research project highly relevant to the health issues of their local communities. The interns will come to Native investigator meetings, present their study ideas, and interact with Native faculty to augment their interest in research.

Work Study and Other Jobs: The Center recruits Native students to work on projects such as those listed above.

Collaborative Research on Alcohol and Drug Abuse

UW Alcohol and Drug Abuse Institute

Methamphetamine: Where Does It Fit in the Bigger Picture of Drug Use of American Indian and Alaska Native Communities and Treatment-Seekers?

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This project will be a collaboration with three to five Washington Tribes to collect qualitative and quantitative data to better understand the issues related to

methamphetamine and other drugs from the perspective of tribal communities. Data from treatment admissions of American Indian and Alaska Native individuals both nationally and in Washington state indicate that, while admissions for methamphetamine have increased over the past number of years, alcohol continues to be the substance for which treatment is most often sought.

Archival data from the Washington State Division of Alcohol and Substance Abuse (DASA) Treatment and Report Generation Tool (TARGET) database will be collected and analyzed to provide an examination of the trends in American Indian and Alaska Native admissions for the treatment of methamphetamine relative to admissions for alcohol and other drugs across time. In Southeast Alaska, admission, discharge, and six-month follow-up information will be abstracted from clinical records and treatment databases for American Indians and Alaska Natives treated in the substance abuse programs of the Southeast Alaska Regional Health Consortium (SEASRHC) to examine the relative treatment outcomes associated with different primary drugs of choice.

Data generated from this project will provide a better understanding of the issues faced by tribal communities in Washington and Alaska with respect to methamphetamine and other drugs. This data can provide guidance for future research efforts as well as the development of effective prevention and treatment programs for tribal communities.

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

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The aim of this project is to develop a manual on the use of community-based participatory research (CBPR) and tribal participatory research methods. The manual will assist academic researchers and tribal communities to develop and implement culturally relevant, collaborative research in the areas of substance abuse, HIV/AIDS, mental health, and other areas of health disparities in American Indian and Alaska Native populations.

Researchers wishing to collaborate with American Indian and Alaska Native communities are often unaware of the specific and additional requirements for working with American Indian and Alaska Natives as sovereign entities. Additional requirements include, for example, the need for authorization of the projects via Tribal Council resolutions, the need to work with community-based advisory councils, and the potential for additional Institutional Review Boards established by the Tribe or by the Indian Health Service. This manual can provide a brief training on these issues as well as provide guidance to tribal communities who wish to partner with a research institution.

Healing of the Canoe: The Community Pulling Together
A Community-Based Participatory Research Collaborative Project
The Suquamish Tribe and the UW Alcohol and Drug Abuse Institute
<http://adai.washington.edu/canoe/>

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Healing of the Canoe: the Community Pulling Together is one of only 25 community-based participatory research (CBPR) projects funded by the National Institutes of Health, National Center for Minority Health and Health Disparities. This is a three-year pilot project with potential for up to eight more years of funding to expand on the current collaboration and to test the model, intervention, measures, and effectiveness in partnership with other tribal communities in Washington.

Research, Services and Beneficiaries

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 Tribe. This project will proceed in two phases:

Phase 1 developed partnerships, assessed community needs and resources, identified health issues of concern for the Suquamish community. A culturally grounded life-skills manual for youth was adapted and incorporates Suquamish values traditions, teachings, beliefs, activities, and stories. An outcome assessment reflects results important to the community as well as those identified in the prevention literature. The curriculum has

been piloted and the curriculum and assessment instrument revised in preparation for a second feasibility pilot. Phase 2 is taking place between July 2006 and June 2008 and is devoted to piloting and evaluating the project.

A CBPR methodology is being used, involving the community in every aspect of the planning and implementation of the intervention. A Suquamish tribal member serves as a co-investigator and community members serve as key personnel. This project is a model that other community-campus partnerships can follow to identify and reduce health disparities in ethnically, culturally, socioeconomically, and geographically diverse populations.

Native American Center of Excellence

<http://faculty.washington.edu/dacosta/nacoe/nacoehome.html>

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The Native American Center of Excellence (NACOE) was established by Walt Hollow (Assiniboine), the first Native American graduate of the UW School of Medicine. For 15 years, NACOE was funded by the US Department of Health and Human Services, Human Resources and Services Administration, through a Title VII Center of Excellence grant. In 2007, it became a division of the Office of Multicultural Affairs in the Academic Affairs Office of the Dean of the School of Medicine.

The primary goals of the Native American Center of Excellence are to:

- Attract American Indian and Alaska Native students into careers in medicine
- Coordinate the Indian Health Pathway certification program
- Recognize Native healing traditions and integrate them into Western medical education training
- Provide continuing professional development for American Indian and Alaska Native physicians in the region
- Encourage appropriate research on Native health issues
- Support multicultural outreach and diversity efforts at the School of Medicine.

Education Pipeline Programs

UDOC Program

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

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

Summer Medical and Dental Education Program (SMDEP)

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

SMDEP is a free six-week enrichment program at UW for college freshmen and

sophomores from underrepresented or disadvantaged communities to enhance their competitiveness for medical and dental school. See full description under School of Dentistry, page 22.

Curriculum

Indian Health Pathway (IHP)

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

The IHP provides a lecture series, small group discussions, research opportunities, and immersion clinical experiences in medical practices that serve American Indian and Alaska Native communities in the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) region. The program components are taught by American Indian and Alaska Native faculty who have had experience working directly with Native communities. Upon completion of the requirements, students are honored at a Blanket Ceremony graduation.

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

This course is designed to expand understanding and knowledge of historical and contemporary issues in Indian health.

FAMED 680, 681: Traditional Indian Medicine Clerkship in Primary Care Setting, Indian Health Care Clerkship

These courses provide clinical experiences, including exposure to traditional medicine concepts, for senior medical students in Indian Health Service, Tribal, and Urban Indian sites in the WWAMI region.

Faculty Development

NACOE Faculty Development Seminar

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

NACOE Research

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

Student Resources

Student stipends

Some stipends are available for American Indian and Alaska Native medical students to:

- Attend annual Association of American Indian Physicians meetings and cross-cultural medicine workshops
- Attend the NARCH Research Workshop

- Cover expenses for USLME (US Medical Licensing Exam Materials) Board preparation courses

Medicine Wheel Society (MWS)

See description on page 4.

Prematriculation Program

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

Tutorial Assistance Program

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

Research Advisor Program

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

**National Network of Libraries of Medicine, Pacific Northwest Region (NN/LM PNR)
Health Sciences Library**

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

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

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

access health information on the web. By 2001, fourteen Pacific Northwest communities were successful *Tribal Connections* project participants.

Another outcome was the project website, *Tribalconnections.org*. This site matured into a resource for tribal and urban Indian communities throughout the country, and included news, interviews and features about Native wellness issues. Columns combined Western and Indian approaches to healing and healthy living, focusing on nutrition and diet. In addition, the site promoted NLM online resources like MedlinePlus (<http://medlineplus.gov>).

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

- In July 2007, Mr. Sahali and staff of the Urban Indian Health Institute, a division of the Seattle Indian Health Board, conducted a workshop at the Native American Journalists Association Annual Meeting in Denver, Colorado. The purpose of the workshop was to assist participants in identifying, researching, and writing about pressing health concerns in Native communities, such as diabetes, dental health, heart disease, elder care and health literacy.
- In June 2007, Gail Kouame, NN/LM PNR Consumer Health Coordinator, co-taught a workshop for the week long Tribal College Institute at Montana State University in Bozeman. The workshop provided an orientation to the NN/LM, and its emphasis on the importance of community partnerships for improving health literacy.

Nelson Fausto and Ann De Lancey Native American Education Outreach Program

Department of Pathology

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

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The Native American Education Outreach Program acquaints middle-school students located on tribal reservations in the Pacific Northwest and WWAMI region with educational and career opportunities in health sciences at UW. It addresses socio-economic and health-related issues that may adversely impact Native Americans from pursuing education and career opportunities in health sciences or any other field. The program partners with educators on tribal reservations—through the Indigenous Wellness Research Institute's (IWRI) contacts—to host up to 15 middle-school students each quarter for educational and interactive tours and cultural activities with UW Medicine faculty, trainees and staff. The program selects Seattle organizations devoted to increasing health and/or science education opportunities for underrepresented youth.

The program pays special attention to the cultural dynamic between modern medicine and science and traditional Native American healing practices. Staff members from IWRI work closely with UW Medicine Pathology to ensure that Native American culture is incorporated into the program's educational outreach activities. The program has been funded with the generous financial support of Dr. Nelson Fausto, Professor and Chair, UW Medicine Pathology, and Dr. Ann De Lancey.

Research, Services and Beneficiaries

UW Medicine Pathology hosted the first group of pilot program students from White Swan Middle School on the Yakama Reservation on March 16, 2007. The White Swan students experienced a full day of hands-on activities and toured several research laboratories, including the Seattle Biomedical Research Institute where they learned about infectious diseases. During the mini-retreat students learned about career and educational opportunities with faculty, residents, post-doctoral fellows, graduate students, research and medical technical staff members serving as mentors. In concert with IWRI, all activities began with a culturally appropriate ceremony in honor and respect of the Native American students and their heritages.

The next group of Native American students visit the UW on Friday, April 11, 2008. The middle- and high-school students are from the Chief Leschi School in Puyallup.

The visit coincides the First Nations' Pow Wow and the Native American Center of Excellence (NACOE) annual faculty/mentor dinner. These events provide students an opportunity to observe and participate in Native American cultural activities on campus, expose them to Native American faculty, trainees, and staff at UW, and provide information about career and educational opportunities available.

In addition to the events listed above, the schedule will also include the following activities and mentoring opportunities:

- Burke Museum meet and greet with tour of the Peoples of the Plateau exhibit
- Gross Room and/or Autopsy Tour
- Cytogenetics Tour
- Pathology Cancer Research Lab Tour
- Institute for Surgical and Interventional Surgery (ISIS) Tour
- NACOE mentorship dinner at Talaris Conference Center
- First Nations' Pow Wow at Bank of America Arena

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

Polly Olsen (Yakama), Community Relations and Development Director
Rose James (Lummi), Pathology Post-Doctoral Fellow
Leslie Caromile (Eastern Cherokee), Pathology Graduate Student
Jessica Sutterlict (Sioux), Undergraduate Student

Student Resources

The program has set up an UW Medicine Gift Fund for these outreach activities to ensure that the program remains funded, and that no undue financial obligations are placed on visiting students. They need only provide transportation to and from the UW.

Once on campus, all costs associated with their visit are provided for by the program. In-kind donations and gifts from the program hosts and area resources such as Seattle Biomedical Research Institute, Jones Soda, and Starbucks provide support.

Skokomish Tribal Evidence-Based Practices Project

Department of Psychiatry and Behavioral Sciences, Division of Public Behavioral Health and Justice Policy

Suzanne Kerns, Acting Assistant Professor

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Eric Trupin, Professor and Vice Chair

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In 2006, the Washington State Legislature allocated funding for a Children's Mental Health Evidence-Based Practices pilot project, to which counties, Regional Support Networks (RSN), and Tribes were invited to apply. The successful bidder was the Thurston-Mason RSN, which received funding for a strategic community process to identify and implement evidence-based mental health services for children and families that are aligned with the values and needs of their community. Representative stakeholders in children's mental health in Thurston and Mason counties were invited to participate in the project, including regional Indian Nations. Representatives from the Skokomish Tribe took particular initiative in the project. The pilot project successfully identified an evidence-based practice that matched the community as a whole; however representatives from the Skokomish Tribe were unsure about the relative applicability of the chosen practice within their community. The stakeholder group agreed that this was an important issue and decided that additional funding would be provided specific to the Skokomish Tribe to undergo a complementary process in which the Tribe would identify priorities for children's mental health and explore the applicability of the chosen evidence-based practice within their community.

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

Primary outcomes include improved health for children and families; enhanced community collaborations; development of a strategic community plan that includes implementation of community-relevant evidence-based services; and increased capacity to secure funding for future programs.

Tribal Healing and Wellness Conference, May 5–6, 2008

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

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

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The *Washington Tribal Healing and Wellness Conference* is funded by National Center on Minority Health and Health Disparities, National Institutes of Health. This conference will bring together representatives from the 29 federally recognized Tribes in Washington, other American Indian and Alaska Native agencies, and urban American Indian and Alaska Native communities, to identify health disparity issues of concern to tribal communities.

The goal of the Tribal Healing and Wellness Conference is to reduce mental health disparities for tribal communities. This will be accomplished by the provision of culturally competent clinical skills training, by the identification and prioritization of health disparity, substance abuse, and mental health issues of greatest concern to American Indian and Alaska Native communities in Washington state, and the identification of current promising practices developed in tribal communities. The conference will develop collaborative, community-based research and intervention strategies to address the identified concerns and strengthen current efforts.



2008
UNIVERSITY OF WASHINGTON
Tribal Leadership Summit

School of Nursing

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

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The UW School of Nursing is a national and international leader in improving the health and well-being of individuals, families and communities through education, research, and service. A mission of the School is to promote the health and well-being of all segments of society through nursing science and a learning environment that reflects diverse cultures and viewpoints.

Higher Education

The School of Nursing has worked with numerous Native American Tribes to create student experiences in learning about community health nursing. The goal is to prepare nursing students to work with Indian peoples. Northwest Tribes have helped with placement of students in their health facilities and in educating them in tribal traditions related to health and healing. Graduate students also have learned from Indian people as an important part of their research training.

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

Undergraduate Student Projects

In the 2007-2008 academic year, School of Nursing students continue to work with the Suquamish and Port Gamble S'Klallam Tribes. Through the course NCLIN 409—Partnerships for Community Health, 20 undergraduate students (10 each quarter) have worked with these Tribes. Students worked on tobacco prevention, early childhood education, health screening and education, health fairs, and stress management.

Graduate Student Projects

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

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

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

Student Resources

Nursing Scholarship Fund

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

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



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College of Ocean and Fishery Sciences (COFS)

Hood Canal Dissolved Oxygen Program (HCDOP)

Applied Physics Laboratory, School of Oceanography

www.hoodcanal.washington.edu

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

Research, Services and Beneficiaries

This study uses automated technology, observing networks, and numerical modeling to quantify marine processes including physical circulation and biological production; quantify watershed loadings of water, carbon, and nutrients; assess biota-oxygen interactions and food-web structure; and to model these key processes to quantify driver(s) of oxygen and evaluate potential corrective actions. Tribal involvement in both planning and executing the study has been strong since the program's inception in 2003.

To date, HCDOP-IAM has:

- Established remote automated monitoring technology and human-staffed survey networks in the Hood Canal marine waters and watershed. The Skokomish Tribe is funded by HCDOP-IAM to lead and participate in ongoing surveys of marine waters and rivers. Tribal staff and members conduct the work within the study.
- Initiated studies on Hood Canal biota and food web energetics. The Port Gamble S'Klallam Tribe was funded by HCDOP-IAM for an analysis of forest composition

change between conifer-dominated riparian zones in 1870 General Land Office surveys and more alder-dominated riparian zones in 2003 reoccupation of the surveys. HCDOP-IAM funds the Skokomish Tribe to assess Dungeness crab distribution and re-capture rates throughout Hood Canal relative to oxygen concentrations. Skokomish divers alerted the HCDOP study to the presence of bacterial mats in some sediments of lower Hood Canal, which are being further studied and assessed.

- Applied computer models to Hood Canal marine waters and watershed, linked with atmospheric model output. The HCDOP-IAM observational data provides key input for these models.

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

Student Resources

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

There have been recent discussions between the Skokomish Tribe representative and several COFS oceanographers regarding fostering a program to bring tribal high-school graduates to the UW for two-week summer research opportunities and to bring lecturers to the reservation during the school year.

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

Lummi Perspectives of Marine Resource Management

School of Marine Affairs

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Roberto Gonzalez-Plaza, Faculty, Science Division
Northwest Indian College

Jointly hosted by the School of Marine Affairs and the Northwest Indian College, this project will foster collaborative efforts among Lummi Indian leaders and non-tribal marine policy makers to develop a mutually acceptable policy for Marine Protected Areas in Puget Sound. The project will enhance students' social science skills while building institutional bridges between Native and non-Native partners.

Native Programs with Aquatic and Fishery Sciences

School of Aquatic and Fishery Sciences

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

Alaska Salmon Program—Bristol Bay Native Association Intern Program

www.fish.washington.edu/research/alaska

SAFS's Alaska Salmon Program (ASP) is a collaboration with the Bristol Bay Native Association (BBNA) Intern Program. Through the program, two undergraduate Native Alaskans—primarily from Bristol Bay communities—are placed into paid internships with ASP annually. Interns live and work at ASP camps and are fully integrated into the science program with other undergraduate students and research technicians. All participants, including the BBNA interns, have the opportunity to work with SAFS faculty, staff, and graduate students to collect and maintain long-term datasets and assist investigators with their research projects.

The ASP's primary objective is to understand the factors that influence production and sustainability of Bristol Bay salmon populations in order to more productively contribute to fisheries research and management, and to the commercial fishing industry. The ASP-BBNA Intern Program provides opportunities for participants to develop valuable 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.

Articulation Agreements between Peninsula College, Grays Harbor College, and the School of Aquatic and Fishery Sciences

Articulation agreements provide efficient and 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

college, SAFS hopes to use these agreements to recruit more Native transfer students from the Olympic Peninsula.

Master of Science Research Assistantship for Aleut Students

Through the leadership of Dr. John Horne and current PhD student Steven Barbeaux, SAFS, the Aleut Corporation, and NOAA have proposed a three-year research assistant position in support of an Aleut member. The student's thesis would use hydroacoustics to assess the walleye pollock stock of the western Aleutian Islands. The Aleut will provide two vessels and will purchase and install all necessary equipment; NOAA will provide travel funds and a research technician; SAFS will provide salary, tuition, and health insurance for the student, as well as academic instruction. After earning the master of science degree, the student will be employed by the Aleut Corporation to continue stock assessment and management.

Undergraduate Advising for Native American Students

The SAFS Student Services Coordinator provides advising for Native American students in the program, with the aim of increasing retention and graduation rates. Students are contacted prior to admission and connected with faculty research laboratories before beginning their freshman year. The Student Services Coordinator has also worked closely with the College's director of development to assist a Native American third-year student in applying to the NOAA Office of Education, Educational Partnership and Undergraduate Scholarship Program—a scholarship and internship program for underrepresented students based in Washington, DC. The student was accepted and granted two years of scholarship for school and two paid summer internships with NOAA.

Oceanography Research Programs School of Oceanography

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Ecology and Oceanography of Harmful Algal Blooms—Pacific Northwest (ECOHAB-PNW)

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

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

study can provide timely warning so that tribal fishers and shellfish managers can make alternative plans.

The Olympic Region Harmful Algal Blooms (ORHAB)

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

Tribal Partnerships through Washington Sea Grant

www.wsg.washington.edu

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Washington Sea Grant (WSG) is a catalyst for marine research and innovative education and outreach. It is part of a national network of 31 Sea Grant Colleges administered by the National Oceanic and Atmospheric Administration, US Department of Commerce.

Research, Services and Beneficiaries

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

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

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

Safety-at-Sea Classes for Tribal Communities

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

Research on Lummi Indian Perspectives of Marine Protected Areas

Washington Sea Grant funds this program, which is housed in the School of Marine Affairs. See page 58.



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School of Pharmacy

Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)

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UW has sponsored the local chapter of The Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) since 2007. As the sole chapter of SACNAS in the Pacific Northwest, the group's primary goal is to increase student diversity in UW undergraduate and graduate science programs. Towards this goal, the interim SACNAS officers and Dr. Catalano attended the SACNAS meeting in Kansas City in October and met with a number of faculty from colleges and high schools in Washington and Oregon. Significant interest was expressed in the course of these discussions, which lays the groundwork for a directed and unified recruiting effort. This provides a framework with which to interface with the Native American and Alaska Native students, faculty, staff, and communities at UW and in Washington state.

Research, Services and Beneficiaries

K-12 Outreach

These pipeline projects raise awareness of careers in pharmacy, including visits to the UW and involvement in laboratory activities.

Health and Health Education

Community outreach projects include health fairs to raise awareness of risk factors related to conditions such as diabetes.

Practice-related opportunities

Other opportunities are available in these organizations:

- Seattle Indian Health Services
- Muckleshoot Indian Health Services
- Neah Bay Indian Health Services
- Bethel Indian Health Services
- Puyallup Tribal Authority



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School of Public Health and Community Medicine

El Proyecto Bienestar—The Well-Being Project

Work with Agricultural Workers in Yakima Valley, Washington

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El Proyecto Bienestar—The Well-Being Project is a community-based, participatory research project to identify and address occupational and environmental health issues among Yakima Valley agricultural workers. The UW is working in collaboration with Radio KDNA, Heritage University, and the Yakima Valley Farm Workers Clinic. The project's core group is composed of members from the four organizations. There is a community advisory board (CAB) representing the interests of farmworkers, farmworker organizations, growers, and others.

The project is in its final stages of funding from the National Institute for Occupational Safety and Health (NIOSH), part of the federal Centers for Disease Control and Prevention. The collaboration continues its work through one year of funding from the Environmental Protection Agency's program Community Action for a Renewed Environment (CARE).

Higher Education

ConneX Summer Educational Program

ConneX is a summer educational program designed by the core group and the CAB to help students succeed in health-care fields. Students from high schools and colleges in the Yakima area participate in the program. ConneX students are involved in data collection through conducting surveys about environmental and occupational health risks and analyzing results. The summer of 2008 will be the fifth year of the program.

The Environment and Health

Environmental and Occupational Health Risks

El Proyecto Bienestar has used participatory methods to identify the most important environmental and occupational health risks to agricultural workers in the Yakima Valley.

In addition to the data collected through ConneX, a Town Hall Meeting was held in 2006, open to all agricultural workers in the Yakima Valley. At this public meeting the project results were presented, people were invited to share their concerns and comments, and then those present voted to determine the most important health risks. The core group and CAB are now investigating the environmental-occupational health issues in more detail—pesticides and chemicals, work-related injuries and illnesses, and abusive workplace conditions—and identifying possible interventions. *El Proyecto Bienestar* continues to look for supplemental funding to support these interventions.

**Environmental Health in a Native Context:
Building a New Partnership to Create Community Capacity**
Center for Ecogenetics and Environmental Health (CEEH)
Department of Environmental and Occupational Health Sciences
<http://depts.washington.edu/ceeh/>

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

Environmental Health in a Native Context proposes to develop and foster a partnership between CEEH and the Northwest Indian College (NWIC). The project capstone is the creation of an innovative set of classroom materials based on a synthesis of Native ways of understanding human-environment interactions and the core concepts of the environmental health sciences as they are typically taught in higher education. These materials will be developed in the context of a campus-community partnership and will be disseminated throughout the community by Native students. The project helps each of the partners attain their institutional goals and build capacity in ways that would not be possible without this collaborative effort. It also provides an opportunity to articulate and evaluate a model for campus-community partnerships that could be used in a variety of settings and across many disciplines. (This project proposal has been submitted to NIEHS and is under review.)

Student Resources

The proposed project includes stipends for students—from UW, NWIC and the tribal high school—who participate in the program.

Hazardous Waste Worker Training Program (WEPT)

Department of Environmental and Occupational Health Sciences

Continuing Education Programs

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

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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 UW program serves Native Americans, Alaska Native, and construction or port workers who are potentially exposed to hazardous substances in Alaska, Washington, Oregon, and Idaho. These programs are funded through the National Institute of Environmental Health Sciences (NIEHS), as part of its Worker Education and Training Program (WETP). The program is in its third year of a three-year grant.

Program Services and Beneficiaries

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

A partial list of courses includes:

- Basic Superfund Site Worker
- Oil Spill Response
- Hazardous Waste Operations
- Hazardous Materials Training for Infectious Diseases
- Basic Industrial Emergency Responder Operations
- Industrial Emergency Response Awareness
- Emergency Responder Basic Operations
- Emergency Responder/Hazardous Materials Technician
- Emergency Response Hazardous Materials Specialist
- 16 Hour Disaster Site Worker
- Hazardous Materials Transportation Awareness
- Confined Space
- General Industry Safety
- Hazard Communication

Northwest Center for Public Health Practice

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The Northwest Center for Public Health Practice (NWCPHP) links the expertise of academia and practice to provide education and training programs and technical assistance in developing needs assessment, program evaluation, and research activities. The Center assists members of the public health workforce to develop strong capabilities in public health services and practice.

In 2000, NWCPHP created a Regional Network Steering Committee with representatives from partner states (Alaska, Idaho, Montana, Oregon, Washington, and Wyoming) to act as a sounding board and planning group for NWCPHP regional training activities and to provide a forum for creating a regional strategy for public health workforce development. In October 2003, the Northwest Portland Area Indian Health Board, which represents 43 Tribes in Washington, Oregon and Idaho, became a formal member of the Committee.

NWCPHP activities with NPAIHB include:

- Collaboration in planning and presenting at the annual Tribal Emergency Preparedness Conference
- Emergency preparedness needs assessment completed for Tribes in Washington, Oregon, and Idaho
- Public Health Law for Tribes (web conference presentation)
- Risky Business Training (via web conference).

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



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School of Social Work

Indigenous Wellness Research Institute

www.iwri.org

Karina Walters (*Choctaw*), Director

William P. and Ruth Gerberding University Professor

Tessa Evans-Campbell (*Snohomish*)

Interim Director (September 2007–June 2008)

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

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The Indigenous Wellness Research Institute (IWRI) is a University-wide, interdisciplinary institute whose vision is to support the inherent rights of Indigenous people to achieve full and complete health and wellness. IWRI is linked to global health and focuses on pandemics (e.g., HIV), chronic diseases (e.g., diabetes), and environmental health, as well as structural inequality and poverty, all of which disproportionately impact Native peoples' health and wellness. IWRI is the US arm of the International Indigenous Health Knowledge Development Group.

IWRI's infrastructure is supported by a faculty and staff comprised entirely of American Indians and Alaska Natives. IWRI collaborates with Indigenous people in three areas—research, tribal capacity building, and knowledge sharing.

IWRI's five major research centers are:

Center for Indigenous Child Welfare and Family Wellness

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

Center for Indigenous Health Research

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

Center for Translational and Implementation Research

Dr. Antony Stately (*Oneida/Ojibwe*), *Director*

Center for Indigenous Policy Development

(Director TBD)

Center for Indigenous Theory Building

(Director TBD)

Research Projects

- Dr. Karina Walters received a US Senior Fulbright Award to conduct research with Maori communities and universities across New Zealand from September 2007 to June 2008. Dr. Walters is working with Maori colleagues to translate and develop Indigenous research methods that promote the health of Indigenous people in New Zealand and the US.
- *The HONOR Project*, a study examining the impact of historical trauma, discrimination, and other stressors on the health and wellness of Native lesbian, gay, bisexual, transgender, and two-spirited men and women
- *The HONOR Project Supplement*, a study on how past and current life experiences affect the health behaviors and wellness of Native American men and women living with HIV and AIDS, regardless of sexual orientation
- *Building on Strengths*, a child welfare training grant to recruit and educate BASW and MSW social work students of Native American heritage committed to careers in public Indian child welfare
- *Healthy Hearts Across Generations*, a five-year project in collaboration with the Tulalip Tribes to design and test a culturally appropriate cardiovascular disease prevention program for American Indians living in the Northwest
- *Documenting the Success and Challenges of the Navajo Nation Institutional Review Board*. Collecting qualitative data from the Navajo Nation Institutional Review Board, the premier community-controlled research process in the US, and examining the community-based-participatory research (CBPR) processes, models, and outcomes.
- *Adapting the “Listening to Each Other” Substance Abuse Intervention for Jemez Pueblo and Ramah Navajo: Integrating an Evidence-Based Intervention with Community and Culturally Supported Practices and Values*. This research addresses culturally specific alcohol and other drug prevention programs for youth and their families and the effects of CBPR on program development, implementation, and intervention research outcomes.
- *The American Indian Vietnam Veterans Project*, a study investigating how traumatic events and specific aspects of those events vary by participant characteristics (e.g., age, gender, ethnic and racial background, and socio-economic status) using the narratives of life experiences shared by American Indian Vietnam veterans.

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 University-wide through research placements, practica, and fellowship support. Currently, IWRI hosts bi-monthly student luncheons, and a bi-monthly seminar series, and distributes a quarterly newsletter.

IWRI is raising funds for the Ingrid Washinawatok-Elissa Flying Eagle Woman Fellowship for Indigenous Sovereignty and Environmental Justice, which will provide doctoral support.



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Tulalip Data Services

The Tulalip Tribes

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

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Tulalip Data Services (originally known as the Tulalip Technology Leap project) is an affiliation between the Tulalip Tribes and the UW Bothell (UWB). This partnership, which began in 2000, was created to implement a technology strategy with the Tulalip Tribes that was chartered by the Tulalip Board of Directors (BOD). The early stages of the partnership also included participation from Everett Community College.

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

By the end of 2008, the Tulalip Data Services (TDS) staff will include up to 71 full-time staff plus 18 tribal interns. Over 70% of the TDS staff are comprised of tribal members and other diverse groups.

TDS opened its new data center in March 2008. This 28,000 square-foot, state-of-the-art facility provides collocation services for data, voice-over-IP, broadband (television, VoIP) and software development services that support government programs and enterprise systems for the Tulalip Tribes. Partnerships are also beginning with other Tribes to assist with their technology assessment and planning initiatives and explore intertribal partnerships that leverage the recently-completed fiber optics/SONET connectivity and other TDS technology resources.

TDS is also currently refining its tribal internship program to include a comprehensive assessment and education plan that supports certification and degree-earning pathways to prepare interns for technical and leadership roles. This program, in partnership with local education providers, will examine best practices to ensure success for each intern. The first cohort is expected to begin in summer 2008.

Primary funding is through tribal departmental funds along with revenues generated through telephony and broadband services. Funds have also been received from the Verizon Foundation, the Wells Fargo Foundation, and several tribal grants.

Research, Services and Beneficiaries

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

Geographic Information Services (GIS)

- Provide state-of-the-art GIS data systems for such activities as economic development, utilities management, natural resources, land use/impact, and trust land management
- Support mapping and data for the Tulalip Tribes' comprehensive plan
- Improve data quality and data interface/transfer between local, state and federal partners

Health Systems

- Electronic Health Records (EHR) implementation is now in progress at the Tulalip Health Clinic to assist with improving patient data, health-care outcomes, patient tracking/billing and overall quality of care
- Implemented a new Case Management System used by Family Services and Beda?Chelh (child welfare) that manages client information across all phases of treatment

Technology Infrastructure and Support

- Fiber-optic SONET ring is installed and running throughout the reservation.
- Tulalip-specific telephone prefix obtained and is being implemented in government, Quil Ceda Village, and Tulalip Resort and Casino departments
- Disaster recovery planning and network security systems are in place
- Critical software applications, tools, security, network security, training and support, licensing, and home computer repair for tribal members are provided by TDS staff
- Planning for a new Tulalip Tribes Administration Building (including server upgrades, backups, wiring, telephones, security systems, and signage) is in progress
- New help desk processes and tracking system recently implemented.

Software Development and Graphics Design

- Website development (over 35 sites), graphics design, and marketing services are provided.
- Document management, preservation, and retrieval systems have scanned and archived government meeting minutes, directives, selected natural resource documents and other critical data.

- More than 25 software applications have been developed for specific use within tribal government, Quil Ceda Village, and the Tulalip Resort and Casino.

Enterprise Services

- Completed launch of Tulalip Broadband which provides cable and Internet services for residential and commercial customers.
- Provide property management systems evaluation, telephony, entertainment systems, billing, network connectivity/data wiring, technology project management and other support for new convention center and hotel.
- Provide technology billing and account systems improvements (e.g., enterprise versus government cost-accounting, shared forms, and on-line bill payment systems).

Tribal Internship Program Development

- Enhancement of TDS tribal internship program continues—including a new cohort of interns expected in spring of 2008. This program features options for technical and academic career paths linked to technology workforce needs.

There are many departmental links provided at <http://www.tulaliptribes-nsn.gov>, which are related to Tulalip technology initiatives including Tulalip Broadband, GIS Services, Tulalip Data Services, Quil Ceda Village, and the Tulalip Resort and Casino.

Student Resources

Computing and Software Systems Student Internships

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

Reference

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



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University of Washington Tacoma

Education Program

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Teachers who have been enrolled in the UW Tacoma Education Program (primarily Educational Administration, Teacher Education) have instituted the theory and practices of their course work with Chief Leschi School (Nisqually tribal school). The relationship of teachers and administrators with UW Tacoma led to an informal consultative practice for Chief Leschi personnel on an as-needed basis.

Research, Services and Beneficiaries

Chief Leschi School (K-12) is a tribal school operated by the Puyallup Tribe of Indians, dedicated to serving the educational needs of all Native Americans in the area. Because many teachers of the School have studied at UW Tacoma's Education Program, a relationship between the Program and the School has evolved. This relationship includes the hiring of UW Tacoma Education Program graduates to serve at Chief Leschi School as teachers and administrators, as well as use of UW Tacoma faculty expertise by School teachers and administrators as needed. This consultative relationship has focused on improving reading and mathematics skills of Chief Leschi School students. As evidence of the success of this educational relationship, in 2007, the UW Tacoma Education Program named Chief Leschi School its "School of the Year," based upon the student learning outcome improvements and teacher and administrator best practices. Accepting the award helped Chief Leschi School recognize its accomplishments and provided the incentive to achieve greater improvements. The award also strengthened the relationship between UW Tacoma and the Nisqually-based school.

Native American Student Organization (NASO)

<http://students.washington.edu/uwtnaso/index.htm>

uwt_naso@u.washington.edu

NASO is a student-operated and student-led organization that reinforces leadership skills, cross cultural communication, and intergroup relations. See description on page 3.

Office for Equity and Diversity

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

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As part of the Chancellor's Office, the Office for Equity and Diversity (OED) is charged with addressing the UW Tacoma 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 UW Tacoma community, OED work includes focusing attention on the demographic composition of UW Tacoma and the surrounding community of the South Puget Sound. This mission includes the education of Native American students at UW Tacoma and the strengthening of relations between UW Tacoma and tribal nations and people in the South Puget Sound. Such relations may involve sponsorship of campus speakers on Native issues, co-sponsorship of tribal programs, an on-campus educational summit addressing issues particular to Native people, and research initiatives that serve area Tribes.

Presently UW Tacoma offers a limited number of courses across various disciplines that specially focus on Native American people:

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

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

Research, Services and Beneficiaries:

UW Tacoma seeks to strengthen ties with all area Tribes: Chehalis, Chinook, Colville, Cowlitz, Duwamish, Hoh, Jamestown S'Klallam, Kalispel, Lower Elwha Klallam, Lummi, Makah, Muckleshoot, Nez Perce, Nisqually, Nooksack, Port Gamble, S'Klallam, Puyallup,

Quileute, Quinault, Samish, Sauk-Suiattle, Skokomish, Snohomish, Snoqualmie, Spokane, Squaxin Island, Steilacoom, Stillaguamish, Suquamish, Swinomish, Tulalip, Upper Skagit, Umatilla, and Yak.

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



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University of Washington Libraries

American Indian Children's and Young Adult Material

www.lib.washington.edu/subject/Childrens/AmericanIndian/

Kathleen Collins, Children's and Young Adult Literature Selector

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The University of Washington Libraries has significant holdings of children's and young adult materials written by and about Native Americans. The Libraries currently holds more than 2,300 books in the Historical Children's Literature, Children's Literature, Pacific Northwest collections, and general collections.

The Historical Children's Literature Collection was significantly enriched by Betsy Battle Hobbs, who donated 1,123 volumes of American Indian children's books. These collections provide the region with an impressive 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.

A Focused Collection Development Project

The Libraries worked to build on the Betsy Battle Hobbs acquisition by filling-in the gaps. Most of these materials, which were all published before 1970, are out of print and not readily available. Mae Benne, faculty member at the UW School of Library and Information Science from 1964 to 1988, conducted extensive research on this project to compose a comprehensive bibliography on the subject and identified library copies throughout the region that complement those held in the UW collection. Libraries throughout Washington state generously supported the effort to build a comprehensive pre-1970s collection of children's materials by or depicting Native Americans, with donations of rare and out-of-print materials, creating a unique regional resource.

Research, Services and Beneficiaries

Beneficiaries include groups such as the American Indian Studies Program; 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 listed above.

Olympic Peninsula Community Museum

www.communitymuseum.org

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Research and Instructional Services
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Anne Graham, Senior Computer Specialist
Digital Initiatives Program
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Northwestern Olympic Peninsula communities and the University of Washington 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.

Program's Research, Services and Beneficiaries

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 this website. 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. They can also be downloaded as complete PDF files. Packets include information on Olympic Peninsula treaties and reservations, 1855-1898.

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

Special Collections Division

www.lib.washington.edu/specialcoll/

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

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

The Special Collections Division offers materials relating to several of the Native American communities in the Pacific Northwest and collects and preserves materials about the various Tribes in the Northwest. The collections include published materials;

unique, unpublished records and personal papers; and historical photographs. Several of the collections of personal papers focus on work documenting and preserving Native American languages of the Pacific Northwest. Particularly notable are the papers of Melville Jacobs, Vi Hilbert, James Swan, Viola Garfield, and Erna Gunther.

Research, Services and Beneficiaries

Special Collections' holdings cover Native American communities from Alaska to northern Oregon. Tribes with strong collections in records of the language or other accounts include the Duwamish, Lushootseed, Sahaptin, Molale, Kalapuya, Clackamas, Tillamook, Alsea, Upper Umpqua, Galice, Nisqually, Tillamook, Salish, Makah, Skokomish, and Chinook Jargon. A small selection of historical photographs, representing a small sampling from thousands of images in the collections, in addition to some published materials, is available in digitized form online.

Rose Collection of Native American Art, UW Bothell Library

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

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Rose Collection of Native American Art

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

Research, Services and Beneficiaries

As of March 2008, the Rose Collection consists of over 100 pieces of Northwest Native Art spanning a number of decades. Media represented include but are not limited to: prints, paintings, masks, carvings (wood, stone, argillite), and textiles. Artists represented include established artists such as Susan Point, April White, Marie Laws and Shaun Peterson and many emerging artists. The collection serves as a resource for UW, Cascadia College, and community members and may be viewed whenever the library is open. Researchers have access to letters of conveyance from the Roses that detail provenance, personal interactions with artists, and other information.



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Office of Minority Affairs and Diversity

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

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The Office of Minority Affairs and Diversity embraces a transformational approach to diversity, offering programs that address student, faculty, and staff diversity, curriculum, research, and community service. The Office provides pre-college, retention, and student support programs. The combined array of 14 pre-college and student support programs serves approximately 12,000 students per year. Highlighted below are programs that provide services directly to Native American and Alaska Native students.

Pre-College Programs

Recruitment and Student Outreach

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

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

Native American services include a full-time Native recruiter who works with high-school students throughout the Pacific Northwest region, especially those on reservations and in high schools with a high Native population. Recruitment efforts have successfully increased the number of applications and enrollment of Native students each year. In addition, the annual Native American Student Day is a state-wide event that brings an average of 200 high-school students to the UW.

TRiO Talent Search

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

Julian Argel, Director

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Ross Braine, Administrative Coordinator

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Deanna Wullabbs, Counselor

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

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

Two Valleys–One Vision GEAR UP

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

Loueta Johnson, Director

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

Student Support and Retention Programs

Educational Opportunity Program Academic Advising and Counseling Center

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

Dr. Steve Woodard, Assistant Vice President

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eop@u.washington.edu

Candace Fries, Counselor

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The Educational Opportunity Program (EOP) offers new student orientation, assistance with course selection and registration, one-on-one advising, and information about scholarship opportunities. It serves UW students from underrepresented minority groups, low-income families, or those who have experienced hardships, and those who are the first in their family to go to a four-year college. EOP is dedicated to promoting educational opportunity and greater cultural diversity within the University.

Ethnic Cultural Center and Theatre (ECC/T)

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

Victor Flores, Director

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The ECC/T promotes an inclusive and educational environment by serving the academic, cultural, recreational, and social needs of minority and majority students, staff, and faculty. The ECC/T offers programs that address and celebrate cultural heritage. The ECC/T season of programs consists of three components: 1) Leadership and Organizational Development, with workshops designed to develop the leadership potential of all students; 2) Cultural Heritage and Social Justice, with events that celebrate and enhance the communication and exchange of multicultural values and perspectives; and 3) Performing Arts, with theatrical productions, spoken word, films, and other events that expose the campus and community to the richness of ethnic and cultural works.

The ECC/T also provides facilities (office space, services, library, computers) that allow students to take full advantage of their educational and social experiences at UW.



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Undergraduate Academic Affairs

The Center for Experiential Learning: The Pipeline Project

www.washington.edu/uwired/pipeline

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Research, Services and Beneficiaries

The Pipeline Project recruits UW undergraduates to volunteer in four areas of interest: Environmental, Higher Education, K-12, and Arts and Culture.

The Pipeline Project sponsors an Alternative Spring Break Program to send UW undergraduates to rural areas around the state to work in local K-12 classrooms. Students travel to the sites in teams of five and work with four to six classrooms at each site.

Three sites are at tribal schools:

Literacy Arts at Paschal Sherman Indian School and Neah Bay Elementary School

UW students help children in an elementary or middle school with brainstorming ideas for a story or poem, writing a rough draft, editing the draft, printing, and publishing the poem in a book. Students then illustrate their published book. A culminating festival of the published works is held at each site.

Environmental Education at Quileute Tribal School

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

Student Resources

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



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University of Washington Press

www.washington.edu/uwpress

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Rachael Mann, Publicist

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

The Press collections in Native American studies include:

Native American Languages, Literature, and History

Over the years, an effort to identify and publish works by and about Native artists and scholars has resulted in such titles as *During My Time: Florence Edenshaw Davidson*, *A Haida Woman* by Margaret Blackman (1982), *Raven Steals the Light* by Bill Reid and Robert Bringhurst (1984), *Reading the Fire: The Traditional Indian Literatures of America* by Jarold Ramsey (1999), and *White Grizzly Bear's Legacy: Learning to Be Indian* by Lawney Reyes (2002). There are currently four titles in the Classics of Tlingit Oral Literature series, including the forthcoming *Anóoshi Lingít Aaní Ká /Russians in Tlingit America* edited by Nora Marks Dauenhauer, Richard Dauenhauer, and Lydia Black (2008). Works such as Ann Fienup-Riordan's *Yup'ik Elders at the Ethnologisches Museum Berlin: Fieldwork Turned on Its Head* (2005) and *Yuungnaqpiallerput/The Way We Genuinely Live* (2007) have placed Native voices and points of view at the forefront of discussions of art and material culture. George Aguilar's memoir, *When the River Ran Wild!*, documents the cultural traditions of the River People of the Columbia.

Two major linguistic reference works were published in the 1990s: *Lushootseed Dictionary* by Dawn Bates, Thom Hess, and Vi Hilbert (1994), and *Sm'algayax: A Reference Dictionary and Grammar of the Coast Tsimshian Language* edited by John Asher Dunn (1995). The Press is expanding its program documenting native languages. Work is currently underway with Heritage University in Toppenish to publish a Sahaptin grammar. The Press will co-publish a cultural atlas with the Umatillas in 2008 and new research on Chinook jargon in 2009. These projects are described in greater detail below.

Most recently, the Press published a ground-breaking study of the history of the Native American community in Seattle since the city's founding, *Native Seattle: Histories from the Crossing-Over Place* by Coll Thrush (2007).

Native American Art

Bill Holm's *Northwest Coast Indian Art*, published in 1965, provided the first systematic formal analysis of northern Northwest Coast Native art. It established a vocabulary that became the basis for all subsequent study of this art. Native American art continues to be a central focus of the Press. Among many other distinguished authors are Janet Berlo, Kate Duncan, Audrey Hawthorn, Aldona Jonaitis, Claude Lévi-Strauss, Dorothy Jean Ray, and Robin Wright.

An ongoing series published with the Burke Museum has included books by UW faculty, including *A Time of Gathering: Native Heritage in Washington State* edited by Robin Wright (1991), *Exploring Coast Salish Prehistory* by Julie Stein (2000) and *Pacific Voices: Keeping our Cultures Alive* by Miriam Kahn and Erin Younger (2006).

Forthcoming Publications

Environment

Breaking Ground: Survival and Renewal at Lower Elwhah, by Lynda Mapes (reporter, *The Seattle Times*), explores the history of the Lower Elwha Klallam Tribe's village of *Tse-whit-zen*. The village was uncovered during the dry-dock construction at Port Angeles, which was subsequently abandoned amid controversy. *Breaking Ground* provides a deep understanding of the multiple perspectives around these events and their consequences. The book will have a foreword by Frances Charles, Tribal Chairman of the Lower Elwha Klallam Tribe, and will be published in Spring 2009.

Tribal Attorney: A Memoir, by Alvin J. Ziontz (retired attorney from Ziontz, Pirtle, Morisset and Ernstoff, Seattle) examines tribal sovereignty, Native land use, and treaty rights, which have long been the subject of cases in the US. Ziontz has often served as legal counsel for the Tribes and in this memoir, he recalls events surrounding such cases as *US v. Washington* and *Oliphant v. Suwumish*. He looks at the years he spent with the Makah from when he was first hired in 1963 until the 150th anniversary celebration of the Tribe's treaty in 2005.

Dreaming of Sheep in Navajo Country, by Marsha L. Weisiger (assistant professor of history, New Mexico State University), will be published in the Weyerhaeuser Environmental Books Series. This study traces the history of environmental and social change in Navajo country, from the period of removal in the 1860s through the federal stock reduction policies of the 1930s. The author focuses on the scientific understanding that led to the decision to reduce stocks and contrasts it with the traditional belief that put scientists and Navajos at odds with each other, with tragic results.

Shadow Tribe, by Andrew Fisher (assistant professor of history, William and Mary College) examines the off-reservation treaty rights of the River People of the Columbia, from the mid-1850s to the early 1990s. He analyzes the role of treaties and warfare in shaping tribal identities, outlines the reasons for Native resistance to the reservation system, and traces the evolution of treaty rights and fishing sites.

Higher Education

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

In a Land Called "Tiicham": A Sahaptian Language Place-Names and Ethnographic Atlas of the Contemporary and Ceded Homelands of the Confederated Tribes of the Umatilla Indian Reservation is by Eugene Hunn (University of Washington) and Thomas Morning Owl (chair of the General Council of the Umatilla Reservation of Oregon). This project brings together scholars, Native language speakers, and modern technology in a compilation of all of the place-names in the Sahaptian languages that can be identified in available sources. This project represents 569 place-names, integrated with ethnographic, linguistic, historical, geographic, and ecological information about the Confederated Tribes of Umatilla traditional land-use area to compose a comprehensive and coherent picture of the dynamic interactions of Indian people and the landscape from before first Euroamerican contact to the present. The atlas will be published by the Tamástlikt Cultural Institute in association with the Press.

Power of Promise: Treaties with Native Peoples of the Pacific Northwest is edited by Alexandra Harmon, UW professor in history. This book, part of the Sick Lecture-Book Series in Western History and Biography and scheduled for Fall 2008, brings work from fields including anthropology, history, law, and Native American studies. Topics such as fishing rights and water quality are examined alongside treaty histories and their implications for Tribes in the US and Canada.

Arts and Culture

S'abadeb, The Gifts: Pacific Coast Salish Art and Artists will be co-published with Seattle Art Museum in October, 2008. The book, and coinciding exhibit, offer a defining look at Coast Salish art with essays by Barbara Brotherton, Michael Pavel, Steve Brown, Shawn Peterson, Wayne Suttlas, and others.

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

Joe Fedderson: Vital Signs brings together the glass and print work of Omak artist Joe Fedderson in a co-publication between the Press and Hallie Ford Art Museum at Willamette University in Salem, Oregon. Recently retired from Evergreen State College, Fedderson's brings together traditional images of Native American culture, such as fish traps, blankets, and tipis, and injects them with new insight and ideas. The book, to be published in fall 2008, will feature an exhibition that will travel to Montana, Oregon, and Washington.



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UWTV University of Washington Television

<http://www.uwtv.org>

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

Native American Programming, April 7-11, 2008

UWTV will broadcast the following programs of interest to Tribal Summit participants throughout the week of April 11, 2008. These programs are also available for viewing at any time on the website above.

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

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

Part 1—National Overview of Tribal Forestry

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

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

Part 2—Opportunities and Challenges for Tribal Forestry

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

Guy Kapoeman, Vice President of the Quinault Nation, examines the relationship between the Quinault people and the US federal government through the various phases of timber harvest, the implications for the Tribe, and the sustainability of its resources. John Waconda, of the Isleta Pueblo in New Mexico, and Southwest Regional Forester for the Bureau of Indian Affairs, discusses cooperative forest management and tribal

partnerships. Terry Williams and Terry Grinaker, both of the Tulalip Tribes, discuss forestry issues facing Western Washington Native American Tribes with small land bases.

Part 3—Forest Health and Bioenergy

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

Phil Rigdon, Deputy Director, Yakama Nation Department of Natural Resources, speaks on the challenges of maintaining traditional cultural values and practicing good environmental stewardship of the Yakama Nation's forest land, while also addressing economic concerns of the Yakama people. Randy Friedlander of the Colville Confederated Tribes speaks on promoting forest health through a biomass utilization project that uses recovered biomass for heating and other energy needs. Cal Mukumoto, Manager of Warm Springs Biomass, details the problem of accumulated hazardous fuels in tribal forests and their potential to cause forest fires and addresses solutions for conversion into usable energy.

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

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

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

The World We Used To Live In (2003)

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

Renowned author, scholar, historian and Indian rights activist Vine Deloria, Jr. (Lakota Sioux) discusses his efforts to fight prejudice against American Indians and addresses contemporary issues such as politics and treaty rights. He addresses the struggle between a religious view of life and the secularization that science and industry promote. He warns that people need to re-evaluate their stance toward planet earth or humans may be one of the few species that has permanently ruined their habitat.

The Exploration of Northwest Coast Indian Art (2003)

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

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

Everything Change, Everything Change:

Recollections of Ida Nason, An American Indian Elder

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

Ida Nason, Wenatchi Indian elder from Ellensburg, gives an oral history of Washington state, with stories about changes she saw among the Plateau Tribes during her lifetime.

This program, filmed in 1986, represents efforts by UW scholars to capture and preserve stories by elders and the cultural values they represent.

Local, Regional and National Access

Beginning with outreach to Wenatchee in 1997, UWTV has expanded its broadcast coverage to include communities throughout the state of Washington. Remote communities across the state can also broadcast UWTV through a free satellite downlink. Webcasting began in 1999, offering Internet viewers around the world the opportunity to watch UWTV. In 2002, UWTV became available on DISHNetwork, providing programming to satellite subscribers across the US. Washington state communities served include: Aberdeen, Bellevue, Centralia, Eastern King County, Ellensburg, Everett, Fife and parts of unincorporated Pierce County, Fircrest, Grays Harbor, Lakewood, Leavenworth, Olympia, Pacific Counties, Richland, Seattle, Spokane, Spokane County, Tacoma, University Place, Wenatchee, Yakima, and Yakima Valley.



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UW Educational Outreach—Community Partnerships

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UW Community Partnerships, a unit of UW Educational Outreach, links diverse communities across the state with UW to do work of mutual value. UWEO—Community Partnerships explore initiatives and develop innovative programs that deepen the university's partnerships with Washington state Tribes.

UWEO works with Native American communities in Washington state in the following areas:

Technology

Geographical Information Systems (GIS) Training—Yakama Nation

The UW-Yakima Valley Community Partnership (UW-YVCP), UW College of Forest Resources, Heritage University, and the Yakama Nation partnered to provide a two-day training on GIS software. Offered on an annual basis, the program has trained many Yakama Nation forestry employees and students.

Certificate Program in Software Testing—Tanadgusix Corporation

In 2006, UWEO entered into an agreement with Tanadgusix Corporation, a for-profit, shareholder-owned Aleut Native Alaska Village corporation, to offer a UW certificate program in software testing. Students underwent an intensive week of instruction in

three courses. The program's course content and instructors were approved by the UW Department of Computer Science and Engineering and administered by UWEO.

Business

Business and Technology Training Centers for the Yakima Nation

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

Promoting Tourism

The project works with the "Rattlesnake Hills" Tourist Trail Association, consisting of local business owners, the Yakama Indian Nation, and the cities of Toppenish, Wapato, Zillah, and Granger. In partnership with Heritage University, UW project staff and faculty collaborate with students to learn more about Yakima Valley business owner needs, available attractions, and better ways to market the four cities and the Yakama Nation by developing marketing plans and websites for businesses. Please see website at www.rhtt.org for more information.

Project Management—Tulalip Tribes

In 2006, UWEO entered into an agreement with the Tulalip Tribes to make available to Tulalip members a UW certificate program in Project Management. Tulalip members received 35 training sessions on project initiation and team communication; project planning; cost estimating and leadership; project implementation—risk management, contract management, and problem solving techniques; and project control and closure. The program content and instructors were approved by UW College of Architecture and Urban Planning's Department of Construction Management, and reviewed by the UW Business School's Department of Management Science.

The Environment

Land Management Training

Each year, the schools of forestry at both the UW and Washington State University present a three-day training workshop for tribal forest service workers, with the assistance of the staff of Community Partnerships. This program connects foresters to new techniques and state-of-the-art computer applications. As a possible extension of this training program, UW professors from the College of Forestry are working with natural resources professionals from the Colville Tribe and administrators at Wenatchee Valley College North to create an articulated set of degree programs to increase opportunities for tribal members who wish to become natural resources professionals.

The Sacred Breath Project of the Columbia River Gorge

At the behest of Rebecca Hawk Elwood, coordinator from the Yakama Nation, UW faculty

from the Program on the Environment and Atmospheric Sciences developed a work plan that will assess environmental impacts on rock images. The work plan activities will be to conduct a literature review, outline possible connections between rock image degradation and atmospheric deposition, gather existing data to develop a complete picture of possible connections, evaluate data gaps, gather and analyze technical data, identify pollutant sources that affect rock images, investigate long-range pollution transport, and determine Atmospheric Deposition Impacts. The project will provide the Columbia River Gorge region with an ethnographic record of both written and oral traditions.

Higher Education

Heritage University

Yakima Valley Community Partnerships works closely with Heritage University located on the Yakama Indian Reservation. More than 40% of the college's student body is Native American. The UW-YVCP is housed at Heritage, enabling Yakima Valley-based UW employees to coordinate their efforts for maximum impact. A technology center, UW@Heritage, is used for joint courses and other forms of exchange between the two institutions. Over the last three years, more than 15 research and teaching collaborations between the UW and Heritage University faculty have developed.

Tribal Leadership Institute

This project responds to the need for members of Tribal Councils and other tribal leaders to receive training in areas such as tribal law, tribal governance, economic development strategies, funding, and budget management. The Institute faculty is drawn from existing tribal leaders as well as UW faculty members in the Tribal Law Center in the School of Law and professors in the School of Business and the Evans School.

The Arts and Culture

American Indian Studies Course on Indian Gaming and Casinos

Offered through the American Indian Studies Program at the UW, this course explores Indian gaming and casinos as an expression of tribal sovereignty and as an economic resource, with a focus on Washington state and the Pacific Northwest. Speakers include Rayanne Morris from the National Indian Gaming Commission, Cathy Harvey from the Washington State Gambling Commission, Gab Galanda from the W.K.G. Law firm, Matt Matson from the Snoqualmie Tribe, Phil Harju from the Cowlitz Tribe, Joe Wong from the Muckleshoot Tribe, and Lena Hammons from the Tulalip Tribes. The course is taught by Mary C. Wright, Senior Lecturer, UW American Indian Studies and Department of History, wrightm@u.washington.edu.

Northwestern Olympic Peninsula Community Museum Project: Pilot with the Hoh Tribe

A community-based approach was used to identify, photograph, and collect stories about the culture and history of the Olympic Peninsula. The UW provided training in digital photography and video, project coordination, and website design and hosting. The Hoh Tribe participated in the pilot phase of the project and a number of other Pacific Northwest Tribes have expressed interest in participating in the next phase of the project.

UW Computing and Communications provided technical expertise, and Preston Gates and Ellis contributed pro-bono legal services.

Washington Campaign to Promote Racial Justice

In collaboration with the Omak mayor's office and the Colville Confederated Tribes, the UW-Okanogan Region Community Partnership co-sponsors this project to develop greater understanding of racism, promote racial justice, and honor diversity. This initiative was developed in partnership with the Association of Washington Cities, the National Conference for Community and Justice, and the Anti-Defamation League, and will engage expertise from the Center for Multicultural Education at the UW.

Music Alive in the Yakima Valley—UW School of Music

Dr. Patricia Campbell and Amanda Soto from the UW School of Music, in partnership with the Yakima Valley Community Partnership, secured funding from their Dean's Office, the Office of Minority Affairs, and the School of Music to fund Music Alive in the Valley, which took place in the 2006–2007 academic year and is currently being offered in 2008. Short residencies for 20 UW students were developed at selected schools in Toppenish and at the Yakama Nation Tribal School in Toppenish.

Tribal Members as Advisors

A number of tribal members serve on these committees, providing essential guidance as the work develops. Current tribal members acting in this advisory capacity include the following:

UW-Okanogan Region Community Partnership Community Advisory Committee

Gloria Atkins, Program Manager, Higher Education, Colville Tribe

George Brady, Retired Forester, Washington Department of Fish & Wildlife

Wendall George, Chairman, Board of Trustees, Wenatchee Valley College

Arnie Marchand, Economic Tourism Tribal Planner, Colville Tribe

UW-Yakima Valley Community Partnership Community Advisory Committee

Teri Johnson-Davis, Economic Development, Yakama Nation

UW-Northwestern Olympic Peninsula Partnership Community Advisory Committee

Mel Moon, Director, Quileute Natural Resources

Viola Riebe, Cultural Resource Consultant, Hoh Tribe