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UNIVERSITY OF WASHINGTON

Tribal Leadership Summit

Introduction

This 2010 Resource Directory highlights American Indian and Alaska Native programs and organizations at the University of Washington (UW) and partnerships with Tribes and tribal communities. This Directory has been prepared by the Office of Minority Affairs and Diversity for the 2010 Tribal Leadership Summit, being held at the UW on Friday, May 14. The Directory provides information for networking of existing partnerships and for facilitating new partnerships.

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

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

The website for the Tribal Summit is: <http://www.washington.edu/diversity/summit/>

The 2010 Resource Directory can be found online at: http://www.washington.edu/diversity/summit/2010/ts.directory_2010.pdf

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

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

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

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



University-wide Initiatives

Building the House of Knowledge

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

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

A primary purpose of the House of Knowledge is to increase Native American students’ success at UW, preparing them for leadership roles in their tribal communities and the region. While the UW has made promising gains in recruiting Native American students, their retention and graduation rates fall short of those of other student groups, both at UW and at colleges across the country. The HOK will create a welcoming and supportive environment that is responsive to students’ cultural needs and will help them remain involved in their communities through its social and academic programs. The HOK will also be a portal for connecting Native communities with UW faculty and staff for the purpose of building partnerships in research, education, and economic development.

Due to its unique Northwest longhouse-style architecture, the House of Knowledge will be a symbol that honors the Native peoples of the region, acknowledging their place in history and their leadership in the region. When built, the HOK will honor the faculty, staff, alumni, and community members who have sustained the dream of a UW longhouse for 35 years. The collaborative planning process among UW faculty, staff, and students and the Tribes and region’s Native communities is strengthening relationships and building

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

Progress on planning, funding, and promotion for the House of Knowledge has been extensive, highlighted by:

- Inclusion in the 2009–2011 Washington State capital budget in the amount of \$300,000
- Inclusion in Governor Gregoire's 2011–2013 capital budget in the amount of \$2,700,000
- Hiring of architecture firm Jones & Jones to complete the pre-design process and create initial renderings for fundraising and building planning
- House of Knowledge Elders Committee's identification of the building's permanent name in the Lushootseed language
- Receipt of many individual, tribal, and foundation donations to the House of Knowledge Fund in support of the planning, design, and construction.

Total project cost is estimated at \$10.6 million. Funding for the project will be provided through the UW, individual gifts, organizations and communities, corporations and foundations, and government organizations. Construction is planned to begin in late 2012, with completion and opening slated for early 2014.



Community-Based and Tribal Participatory Research

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

Principles of Community-Based Participatory Research (CBPR)

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

Principles of Tribal Participatory Research (TPR)

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

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

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

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

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



Student, Faculty, and Staff Organizations

American Indian and Alaska Native Student Associations

American Indian Student Commission (AISC)

Associated Students of the University of Washington (ASUW)

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

206-685-4147

asuwaisc@uw.edu

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

First Nations @ the University of Washington

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

fnuw@uw.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 (page 11).

Native American Student Organization (NASO), UW Tacoma

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

uwt_naso@uw.edu

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

Native American Students in Advanced Academia (NASAA)

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

206-543-9082

nasaauw@uw.edu

NASAA brings together graduate and professional students of Native American, First Nations, and Alaska Native descent, as well as other Indigenous peoples. Its goals are 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 features work by Native American researchers and scholars at an annual symposium at UW for graduate and professional students. The focus of the 9th Annual Symposium of Native American Graduate Student Research and Scholarship, held April 23rd, 2010, was "Indigenous Research and Relationships," with keynote speaker, Dr. Shawn Wilson (Cree). NASAA also hosted an Indigenous film festival during the symposium, "The Cinema of Sovereignty," featuring the works of filmmaker Loretta Scott Todd (Cree/Metis).

Academic and Professional Organizations for Students

American Indian Science and Engineering Society (AISES)

University of Washington College Chapter

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

aises@uw.edu

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

Medicine Wheel Society (MWS)

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

206-616-3043

medicine_wheel_society@uw.edu

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

Indigenous Information Research Group (IIRG)

See description under Information School, page 44.

Native American Law Student Association (NALSA)

<http://www.law.washington.edu/Students/Orgs/#116>

206-543-6604

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

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

See description under School of Pharmacy, page 67.

Faculty and Staff Organizations

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

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

nafsuw@uw.edu

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

NAFSUW is open to all faculty and staff at the three UW campuses, UW Medical Center, and Harborview Medical Center. The mission of NAFSUW is to:

- Create and sustain an American Indian and Alaska Native (AIAN) and First Nations community of the UW that celebrates achievements, acknowledges milestones, represents concerns, and provides advocacy for community members when needed
- Create an environment that attracts, welcomes, and retains AIAN/First Nations faculty, staff, and students
- Acknowledge the service that Native faculty and staff provide to students formally and informally through mentorship and other student assistance

- Develop effective, ethical, respectful, and culturally appropriate cutting-edge research partnerships with tribal communities
- Improve the career pipeline for AIAN/First Nations faculty and staff into the higher administration of UW.

Related Groups and Units at UW

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

- The Native American Advisory Board (page 80)
- The Native Research Group (page 8)
- The Native American Center of Excellence (page 53)
- The Indigenous Wellness Research Institute (page 70)
- UW Tribal Liaison Position (page 80)
- Annual Tribal Leadership Summit (page iv)
- Raven's Feast (page 11)
- House of Knowledge Planning Advisory Committee (page 1)

There is overlap in the membership and participation in these groups as well as with their respective focus, vision, and mission. NAFSUW seeks to determine how best to collaborate with these groups and units.

Native Research Group (NRG)

NativeResearch@uw.edu

Emma Noyes, Research Coordinator
Indigenous Wellness Research Institute
emmabim@uw.edu

NRG is a community of UW affiliated and non-affiliated researchers who participate in research with tribal and Indigenous communities throughout the Pacific Northwest. It is housed in the Indigenous Wellness Research Institute (page 70). The goals of NRG are to share knowledge, expertise, and scholarship regarding participants' work with tribal communities, promote collaboration among members, and increase tribal and Indigenous community research capacity and engagement. NRG works within UW to decrease the research burden on Native communities and to spark interdisciplinary collaborative research projects. For example, NRG works with the UW Human Subjects Division to clarify when research projects need Federalwide Assurance certification and address other issues related to the protection of human subjects and the ethical conduct of research in Native communities.

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



College of Arts and Sciences

American Indian Studies

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

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

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

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

AIS Faculty

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

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

Charlotte Coté (Nuu-chah-nulth), Associate Professor
206-221-6549; clotise@uw.edu

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

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

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

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

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

Cheryl Metoyer (Cherokee) Adjunct Associate Professor
Associate Professor and Associate Dean for Research, Information School
206-685-9612; metoyer@uw.edu

Areas of specialization: Management, design, and evaluation of information services provided to American Indians; information seeking behavior of culturally diverse groups

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

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

Deanna Dartt-Newton (Chumash) Assistant Professor
206-616-9508; ddartt@uw.edu

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

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

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

Scott Pinkham (Nez Perce), Lecturer
Counseling Services Coordinator, Minority Scholars Engineering Program
206-543-1770; spinkham@uw.edu

Areas of specialization: Supporting Native American students in engineering and other science areas; coordinator of the Minority Scholars Engineering Program (page 29)

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

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

Gary Witherspoon, Professor
206-616-9508; gjspoon@uw.edu

Areas of specialization: Anthropology and ethnography; musical traditions of Native North America; Southwestern Indians; the Navajo language

Mary C. Wright, Senior Lecturer
206-543-7894; wrightm@uw.edu

Areas of specialization: Indian gaming and casinos; Native Americans in the contact era; North American Indians of the Intermountain West (Plateau) and the Southeast

AIS Student Services and Programs

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

Annual UW Powwow

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

Annual Raven's Feast Native American Graduation Ceremony

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

Burke Museum of Natural History and Culture

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

Julie Stein, Director

Erin Younger, Associate Director

Robin K. Wright, Curator of Native American Art

Deana Dartt-Newton, Curator of Native American Ethnology

Peter Lape, Curator of Archaeology

206-543-5590

theburke@uw.edu

The Burke is the Washington state museum responsible for maintaining state collections of natural and cultural heritage and sharing research that makes them meaningful. The Museum partners with Indigenous communities on all cultural heritage programs, including collections, research, exhibitions, education and training, and the development of tribal museums. The Museum relies on its 15-member Native American Advisory Board for guidance on policy, programming, and collections.

Collections

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

Exhibits and Educational Programs

The Burke collaborates with Indigenous artists and cultural leaders to create exhibitions and educational programs, such as:

- *In the Spirit of the Ancestors: Contemporary Northwest Coast Native American Art.* Co-curated by Susan Point (Musqueam) and Sean Peterson (Puyallup/Tulalip), this first comprehensive exhibition of contemporary art from the Burke's collection featured works by more than 60 artists.
- *Pacific Voices*, the Museum's long-term cultural exhibit, was planned in collaboration with a Community Advisory Board, including representatives of 12 Washington and Alaska Tribes and numerous Asian/Pacific communities. Theme and contents were selected by community members.
- *West Point Archaeology Education Box.* Based on collaborative research with the Suquamish, Muckleshoot, and Tulalip Tribes, this traveling study collection includes replica artifacts, a video, slides, books, and a comprehensive classroom curriculum. Each of the Tribes has its own copy of the box; the Burke copy is used by schools around the state.
- *This Place Called Home.* Co-curated by graduate student Miles Miller (Yakama), this presentation featured Plateau art from the Burke's archaeology and ethnology collections and videotaped interviews with artists and Elders of Plateau Tribes. Presentations were designed with advisors from the Yakama, Nez Perce, and Umatilla Tribes.

Bill Holm Center for the Study of Northwest Coast Art

The Bill Holm Center, established in 2003, promotes scholarly research on Northwest Coast Native art. It aims to increase Native and public access to research resources and foster understanding of Native art of the Pacific Northwest Coast. The Holm Center endowment provides funding for visiting research grants, graduate fellowships, and public programs, including exhibits, lectures, and web resources.

Research

Collaborative research carried out with tribal staff includes archaeological investigations such as a Vashon Island excavation with the Puyallup Tribe and participation in the Reciprocal Research Network, which provides research access to First Nations items from the Northwest Coast and British Columbia. The Burke pioneered the non-invasive analysis of dangerous pesticide residues on cultural objects and provided testing of most tribally owned cultural collections in Washington and Oregon.

Tribal Museum and Cultural Center Development, Consultation and Training

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

The Native American Graves Protection and Repatriation Act (NAGPRA)

The Burke Museum has a history of commitment to the legal and ethical principles of NAGPRA and continues to develop new areas of collaboration. Burke staff have visited every Tribe in the state, secured funding for representatives of all Washington Tribes to

visit and review its collections, and provided bi-annual updates to every US Tribe on new acquisitions. The Museum has created a specialized database—with all archaeological site, historic, and cultural data—and provided it to interested Washington Tribes. The Burke also has partnered with Tribes on joint claims, including international issues, such as repatriation of the Stone *T'xwelátse* to the Nooksack Tribe.

Cultural Exchanges

The Burke periodically facilitates cultural exchanges among Northwest tribes and Indigenous peoples of other nations, including the Maori of New Zealand and a current exchange with the Ainu of Japan.

Language Learning Center

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

Paul Aoki, Director
i5no8@uw.edu

The University of Washington Language Learning Center has archival audio materials for Navajo, Sahaptin, and Salish. These materials are available online at the website above.

Music Alive in the Yakima Valley

School of Music

Patricia Campbell, Professor
pcamp@uw.edu

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

Native Voices Program

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

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

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

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

Native Voices is a master's degree program, formally linking the departments of American Indian Studies, Women Studies, and Communication, and informally linking students and faculty from many areas around the University. At the core of the program is the idea of exploring relationships between academic intellectual disciplines and media, and providing support for Native social science and humanities scholars and students to investigate media as a tool for research and dissemination. The program is informed by an Indigenous, decolonizing critique of media history and practice. The Native Voices approach has allowed the program to work effectively with students from the fields of women studies, Indigenous studies, history, anthropology, the health sciences, and others. This approach also centers the program's work within a core commitment to Native communities.

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

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

Tribal Research Partnerships with Alaska Native Communities

Department of Anthropology

Carol Jolles, Research Associate Professor
206-543-7397
cjolles@uw.edu

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

This project, funded by the National Science Foundation, Arctic Social Sciences Program, was completed in June 2006. The communities included were the Native Village of Wales, the Native Village of Diomedes, and the King Island Native Community, a diaspora community living primarily in Nome and Anchorage. The work was conducted by Dr. Jolles; Herbert Anungazuk, a Wales Native; and Dr. Deanna Kingston, a King Island descendant, all of whom are cultural anthropologists. The project documented cultural, social, and economic changes in the three communities over the last 40 to 50 years and tried to understand how these changes are reflected in the lives of today's Elders, middle-aged adults, and teenagers. Work was collaborative and involved extensive community outreach activities, including the return of all original data in the form of usable maps, charts, and notebooks. Results included: a large collection of Iñupiaq place names and

subsistence site locations identified on hand-drawn maps; photographs of community architecture, subsistence locations, and historic markers; histories of family residences (photographs and tape-recorded interviews); and photographic and tape-recorded interviews identifying subsistence plants, gathering areas, and plant uses.

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

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

Growing Up In Bering Strait (2009–2013)

The purpose of this project is to continue work with several consultants from the Inupiaq tribal communities of Wales and Diomedede. The consultants will contribute accounts of their growing up experiences for possible publication in a collaborative, co-authored manuscript. Some of the information will be drawn from already completed interviews with these individuals, volunteered as part of the *Collaborative Research–Change and Its Impact on Culture, Economy, and Identity in Three North Bering Strait Alaska Iñupiaq Communities: Diomedede, Wales, King Island* study noted above. The underlying theme of the manuscript will be its focus on changing life circumstances in Bering Strait communities, particularly the elements of change manifested throughout the growing up process as the respective communities have struggled with increasing modernity, isolation, poverty, and now with global warming.

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

This set of studies, funded by the National Institutes of Health, is nearing conclusion as final obligations to the study communities are fulfilled. The first study was aimed specifically at seeking permission from Yupik communities in the Yukon-Kuskokwim Delta

region of southwest Alaska to work with them. Three communities joined the subsequent study, *Ethnographic Approaches: Kwethluk, Mountain Village, and Pilot Station*. The objective was to incorporate ethnographic research into work that would address on-going dental health issues that disproportionately affect Alaska Native children in the region. The *Ethnographic Approaches* study is a culturally informed project that has combined investigation of difficulties tied to previous dental health disparities research in the region with generation of a culturally sensitive, collaborative model having greater potential for positive community receptivity, collaboration, and response.

Consultation with the Information School, University of Washington (2010)

This consultation is tied to the emerging partnership with the Information School, Illisagvik College, and the Arctic Slope Regional Corporation of Barrow, Alaska. Barrow is home to the Inupiaq people and is recognized as the Native Village of Barrow. The purpose of the partnership is to develop an educational curriculum that is fully consistent with the Native heritage, philosophies, science, and technologies of the Inupiaq people while at the same time equipping students to be fully cognizant of and familiar with non-Native heritages, philosophies, science and technologies; that is, to create a curriculum that will allow students, the leaders and professionals of the future, to benefit from their own culture, tradition, and knowledge and from that of the non-Native communities in which Native communities find themselves embedded. See Arctic Slope Regional Consortium Partnership on page 42.



Michael G. Foster School of Business

Business and Economic Development Center

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The Business and Economic Development Center (BEDC) leads the Foster School of Business' efforts to partner with Tribes on economic development. Over the last five years, the Center has worked with seven Tribes, one intertribal organization, and three Native American nonprofit organizations. A summary of this work appears below in alphabetical order.

Confederated Tribes and Bands of the Yakama Nation

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

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

Confederated Tribes of the Colville Indian Reservation

This partnership began when the Colville Tribal Enterprise Corporation (CTEC) won the William Bradford Minority Business of the Year Award in 2002. CTEC's Board President expressed a desire to build a relationship to support CTEC's growth. A partnership was developed and formalized with the signing of a Memorandum of Understanding (MOU) in 2004 [CBC Resolution 2004-572.e&e] that outlined work on basic business education, advanced business education, strategic planning, regional economic development planning, and support of Northwest Tribal enterprise development. From this MOU the following activities have unfolded:

- BEDC co-sponsorship of the 2004 and 2005 CTEC-sponsored Tribal Economic Development Summits
- Customized Executive Education Program for 17 CTEC and tribal employees 2005–2006
- Basic financial management education for 60 CTEC and tribal employees in 2005–2006
- Three MBA summer interns completed a business plan for the Colville Greenhouse in 2006; one MBA intern will work in Summer 2010 to assist in reorganizing tribal enterprises
- Completion of the North Central Washington regional economic development strategy in 2006–2007
- Participation by one CTEC employee in the inaugural Minority Business Executive Program in 2008 (scholarship provided by BEDC)

Jamestown S’Klallam Tribe

The Chair of the Tribe’s Economic Development Authority and the Director of the BEDC met at an Affiliated Tribes of Northwest Indians conference. The BEDC supported the EDA’s enterprise development goals by providing interns in 2007 to look at the potential acquisition of a business, and in 2008, to complete a feasibility study that will lead to the creation of a new business.

Muckleshoot Indian Tribe

In 2010, the Muckleshoot Indian Tribe contributed funding for the first Native American scholarship at the Foster School of Business. The scholarship will be awarded in the 2010–2011 academic year to a Native American undergraduate who will reach out to Native American high school students in Washington to provide them with information about pursuing a business degree.

Nisqually Tribe

The Tribe was a co-sponsor of the 2009 BEDC Certificate Program held in Tacoma, and four tribal members attended.

Quileute Nation

In Summer 2010, the BEDC will have an MBA intern collaborating with the Tribe to develop an ecommerce business to capitalize on the popularity of the *Twilight* books and movies.

Quinault Indian Nation

There has been a growing relationship between the Tribe and the BEDC over the last year, and in the summer of 2010, an MBA student will work with the Quinault Pride Seafood company.

Other Partnerships

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

Columbia River Intertribal Fish Commission (CRITFC)

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

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

Oregon Native American Business and Entrepreneurship Network (ONABEN)

The BEDC has partnered with ONABEN to launch a business plan competition for Native American entrepreneurs in Washington and Oregon.

Potlatch Fund and Native Lens/Longhouse Media

The BEDC has had an MBA student on Potlatch Fund's Board as a Board Fellow since 2007 and Native Lens's Board since 2008.

Individual Native American-Owned Businesses

The BEDC has recognized the following non-tribally owned Native American businesses at the UW Minority Business of the Year Awards: PetroCard Systems (a subsidiary of Bristol Bay Native Corporation), RE Powell Distributing, Apollo, Grey Poplars, and Warrior Electric.

Minority Business Executive Program

Executive Education

<http://www.foster.washington.edu/MBE>

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

This one-week intensive program is designed to assist minority business leaders facing potential business challenges. Participants learn to use financial tools to make more effective decisions, develop and understand long-term strategic plans for growth and sustainability, market their products and services more effectively, manage their processes and projects more efficiently, and develop their leadership skills.

This interactive program offers a combination of lectures, discussions, guest speakers, panels, interactive simulations, team exercises, and self-assessments. Participants gain knowledge, tools, and a valuable network to help them achieve their business goals.

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

Student Resources

Sponsorships may be available to participants through corporate sponsors.



School of Dentistry

Northwest/Alaska Center to Reduce Oral Health Disparities

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

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

Higher Education

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

Health and Health Education

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

Center investigators are planning a randomized clinical trial of a new approach to preventing tooth decay in infants on the Navajo Reservation in Gallup, New Mexico, under a program supported by Health Resources and Services Administration, US Department of Health and Human Services.

Student Resources

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

Summer Medical Dental Education Program

<http://www.smdep.org>

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A collaboration between the UW Schools of Medicine and Dentistry, the Summer Medical and Dental Education Program (SMDEP) provides academic preparation for medical and dental school to students from underrepresented and/or disadvantaged backgrounds. SMDEP aims to increase the number of these students, including American Indian and Alaska Natives, attending medical and dental school. The program, with Native speakers, addresses health disparities and the well-being of Native people through education, research, training, advocacy, and technical assistance. Its aim is to provide culturally relevant information and to prepare all participants to work with Native peoples.

The SMDEP features enrichment courses in biology, chemistry, organic chemistry, microbiology, physics, biostatistics, and communications. It also provides workshops on study skills, test taking, time management, team building, perceptual ability, and hand-eye coordination. A case-based class introduces students to problem-based learning and draws on what they have learned in the classroom by applying it to a patient case. Students are individually matched with a mentor for weekly sessions in a structured clinical or laboratory setting. Room, board, and travel funding are provided. There is no cost for attending this program. Students receive a small stipend for incidental expenses.

Office of Educational Partnerships and Diversity

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



College of Education

American Indian Programming

Faculty

Elizabeth West (Yurok/Karuk), Assistant Professor

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Dr. Elizabeth West's research focuses on transforming communities to increase access and to improve outcomes for students with low incidence disabilities. Much of her work is devoted to developing culturally responsive systems to improve outcomes for diverse learners. Specific research interests include: identifying instructional variables that will facilitate and enhance skill acquisition and generalization by students with low incidence disabilities; developing effective practices to influence outcomes for students with low incidence disabilities who are culturally and linguistically diverse: online course development, implementation, and use of technology to facilitate teacher and student learning; and establishing positive behavioral supports for a diverse society. Primary teaching responsibilities include coursework relevant to families, curriculum and instructional strategies.

Indian Education in Teacher Education Programs

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

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

Course: EDC&I 464 Educating Native American Youth

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

Out-of-School Literacy Practices of Native American Youth

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

Center for Multicultural Education

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

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

The Routledge International Companion to Multicultural Education, 2009**Part 5: The Education of Indigenous Groups**

Center Director James Banks has edited a major new reference work that focuses on multicultural education around the world. Part 5 uses a case-study approach to analyze the education of Indigenous groups in three countries:

Chapter 19: Connecting the Circle in American Indian Education

Donna Deyhle and Karen Gayton Comeau

Chapter 20: Indigenous Education in Peru

María Elena García

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

Wally Penetito

The Encyclopedia of Diversity in Education

This new Center project, edited by James Banks, will be published by Sage. The four-volume work will feature 700 entries, including:

American Indian Studies
American Indians and Gender
American Indians, Education of
Tribal Colleges, including Employment and Student Achievement
Indian Boarding Schools in the United States
Indigenous Knowledge and Skills
Indigenous Language Revitalization
Indigenous Populations, Education of
Indigenous Populations, Teacher Preparation for Diversity

Office of Minority Recruitment and Retention

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

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

Prospective Student Days (PSD)

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

Education Diversity Recruiters (EDRs)

recruit@uw.edu

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

Student Resources

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



College of Engineering

BioResource-Based Energy for Sustainable Societies

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

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The UW BioResources Integrative Graduate Education and Research Traineeship (IGERT), funded by the National Science Foundation, provides a multidisciplinary, multicultural “sustainable societies” background for the doctorate. Working with faculty and students in American Indian Studies, Engineering, and Forest Resources, IGERT students gain classroom, project, and dissertation-based experiences that allow them to assess the social, economic, ecologic, and technologic aspects of bioenergy. The centerpiece of the curriculum is a three-quarter multidisciplinary design and resource management project that involves collaboration with Columbia River Basin Native American communities. In 2009, a UW graduate student team is working with Yakama Power and Grant County Public Utility District to develop a biomass sourcing plan for a renewable energy power plant on the Yakama Reservation. In 2010, a UW student graduate team is working with the Confederated Salish and Kootenai Tribes to develop a set of renewable energy assessments that will assist the Tribe in energy planning.

Research, Services, and Beneficiaries

The energy research carried out by IGERT fellows and their faculty mentors covers topics in forest ecology, Indigenous resources, new methods for wood processing, discovery

of bioenergy endophytes, fuel cells, biomimetic photovoltaics, and others. The IGERT program immerses participants in system-level, life-cycle thinking so they can assess how an energy innovation derived from their dissertation research will contribute to the field.

Collaborative research projects in energy studies are being conducted with the Yakama and Confederated Salish and Kootenai Tribes (CSKT) of the Flathead Reservation. The first year bioenergy project is a partnership with the Yakama Nation and the Grant County Public Utility District, and is tied to providing green power that satisfies Washington Initiative 937, tribal employment, and a healthier ecosystem on the reservation and surrounding areas. The second year bioenergy project is a partnership with the CSKT. In each project, the host Tribe assigns a tribal liaison to guide the student teams through the process of learning about on-going projects on the reservation, to hear about community aspirations for new development, and to coordinate communication and project authorization with the Tribal Council.

The program received additional funding from the National Science Foundation to organize a workshop focused on Tribal Renewable Energy Research collaborations between research institutions and tribal nations. This workshop was held May 11–13 in conjunction with the Tribal Leadership Summit (May 14, 2010) where workshop results were reported. The workshop is bringing in leaders from Tribes and research institutions to explore productive intersections and common interests.

The program currently supports 33 graduate students from seven departments and three colleges. Nine of these students are Native Americans, five from the Yakama Nation, two from the Colville Nation, one from the Lumbee Tribe, and one from the Umatilla Nation.

Genomics Outreach for Minorities

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

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The Genomics Outreach for Minorities (GenOM) Project provides educational and research opportunities for underrepresented minority students interested in genomics and genomics-related fields. This program offers research opportunities for students at all levels, from high school to graduate students. It provides high school student research opportunities through the summer program, Alliances for Learning and Vision

for Underrepresented Americans (ALVA). See ALVA on page 30. The Project provides placements in life-science research laboratories, undergraduate research and travel scholarships, life-sciences tutoring at the Instructional Center, undergraduate advising, mentoring, course clustering, graduate school preparation, graduate recruitment fellowship and financial support, and professional development workshops, including research ethics.

High School Summer ALVA

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

Undergraduate Research

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

Graduate Students

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

Travel Scholarships

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

Research Opportunities in Materials Science and Engineering Genetically Engineered Materials Science and Engineering Center

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

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

GEMSEC offers and seeks partnerships with Native American communities via participation in science and engineering activities such as year-long, paid internships for undergraduates; summer internships for high school students; scholarships for graduate study; research experiences for teachers, including time for curriculum development; infrastructure and facilities support for schools to develop cyber networks; and visiting mentor scientists for community colleges and K–12 education. Areas of special interest include biomimetics and bio-inspired materials; nanomaterials synthesis and fabrication; biological processes replacing chemical technologies; medical applications from diagnostics to tissue engineering, restoration, and regeneration; nanomedicine; environmental monitoring; bioelectronics, and photonics.

Student Academic Center

Minority Scholars Engineering Program

http://www.engr.washington.edu/curr_students/studentprogs/msep.html

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

Alliances for Learning and Vision for Underrepresented Americans (ALVA)

ALVA is a paid, summer internship for entering freshmen who are interested in pursuing studies in engineering or computer science. Recruitment targets students from American Indian and Alaska Native communities, but applications are accepted from all eligible students. The program consists of high-technology work assignments at a business or research site and automatic acceptance into the Engineering Bridge Program. ALVA is developed with site coordinators from participating businesses, universities, and community organizations. Counseling on financing education, acquiring mathematics skills needed for the calculus series of classes, building a community of peer scholars, and planning for careers in engineering or science are also key elements

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

Coalition of Minority and Women Engineering Societies (CMWES)

Officers of the American Indian Science & Engineering Society (see AISES on page 6) meet with other officers of minority and women engineering societies to work collaboratively on projects and address common needs.

National Action Council for Minorities in Engineering Scholarship Program (NACME)

NACME Scholarships are awarded to entering American Indian and Alaska Native, African American, and Latino/a students pursuing degrees in engineering or computer science. In addition, the College of Engineering, through the Student Academic Center and the specific engineering departments, offers a variety of scholarships and scholarship programs.

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



College of the Environment

Center for Coastal Margin Observation & Prediction

Applied Physics Laboratory

<http://www.stccmop.org/>

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The Center for Coastal Margin Observation & Prediction (CMOP) seeks to develop and disseminate a new paradigm for conducting coastal-margin science, representing a shift from reactive to anticipatory science and using collaboratories, which are structured integrations of information, methods, and people.

The vision of CMOP is to address challenges facing coastal margins due to increased human activity and changing climate. It is creating environments in which science, societal needs, and education come together in synergistic ways across disciplinary boundaries.

CMOP represents a large multi-institutional partnership. Oregon Health & Science University (host institution), Oregon State University, and University of Washington are the anchor partners.

Research, Services, and Beneficiaries

CMOP is building partnerships with Native American communities in the Pacific Northwest and Alaska to work across all of the Center's initiatives: research, education, and knowledge transfer. From its inception, CMOP has had the support of pivotal leaders within Native American communities, who have influenced policy decisions at the tribal, regional, and national scale.

CMOP educational staff will expand on existing ties with Northwest Indian College (NWIC) and extend those ties to both the UW Friday Harbor Laboratories (FHL) and the Applied Physics Laboratory (APL). Strategies include an existing field-based research apprenticeship offered by FHL, and staff participating in APL ocean observing efforts.

CMOP Education Coordinator Newton co-leads a UW research apprenticeship on the Pelagic Ecosystem Function (PEF) at FHL. The apprentices learn techniques, work as a team to carry on time-series sampling, and design independent research projects. Newton has forged partnerships with NWIC staff and invited NWIC students to join the PEF apprentices on research cruises. Aspects of this collaboration have been: 1) PEF

apprentices teach the NWIC students hands-on research methods. This has a two-fold benefit: 1) PEF apprentices gain teaching experience and NWIC students learn new hands-on techniques from peers in non-stressful settings; and 2) NWIC students have increased access to ship time and data, which have been used to spin off successful research projects.

Student Resources

Efforts are being made to strengthen ties between NWIC and FHL and to coordinate activities so that Native American students gain experience with marine research, water quality analyses, and practical hands-on work with scientific equipment onboard a research vessel. Several efforts are underway. NWIC students will attend FHL-PEF cruises to learn and experience ocean observing methods, with hands-on use of equipment, taught by apprentices. On the cruises, FHL-PEF apprentices will teach NWIC science class(es), including a laboratory section. In addition, NWIC advanced science students can conduct research off Research Vessel *Centennial* during FHL-PEF cruises.

To learn more about FHL research apprenticeships, see
<http://depts.washington.edu/fhl/studentAutumn2010.html#autumn2>

Financial Aid and Scholarships in Forest Resources

School of Forest Resources

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

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

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The School of Forest Resources (SFR) has a generous general scholarship fund for all students, and three scholarships that are specifically targeted to tribal members:

- The Truman D. Picard Indian Scholarship Program has been active since 2006. Shared funding is available from the Intertribal Timber Council (ITC) and SFR 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 SFR. Visit the ITC website above for application information.
- The Dean Rae Berg Endowed Fund for Student Support funds students who are studying riparian areas and watersheds, and who are working with, or funded through, the SFR Water Center. Preference is given to official members of a Washington state or federally recognized American Indian Tribe.
- The Yakama Tribal Endowed Scholarship Fund provides scholarships to undergraduates who qualify as recognized tribal members of the Yakama Nation and who are studying natural resource conservation and stewardship in SFR.

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

Hood Canal Dissolved Oxygen Program (HCDOP)

Applied Physics Laboratory, School of Oceanography

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

Jan Newton, Principal Investigator and Co-Manager, HCDOP-Integrated
Assessment and Modeling (IAM)

Principal Oceanographer

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The goal of 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 IAM effort is a UW-led, multi-year study, in which scientists work with local, state, federal, and tribal government policy makers to evaluate potential corrective actions that will restore and maintain a level of dissolved oxygen that reduces stress on marine life.

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

Research, Services, and Beneficiaries

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

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

To date, HCDOP-IAM has:

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

change between conifer-dominated riparian zones in 1870 General Land Office surveys and more alder-dominated riparian zones in 2003 reoccupation of the surveys.

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

Student Resources

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

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

Native Programs in 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 established ties with local Tribes, governmental agencies, industry, and non-profit organizations. These relationships facilitate graduate opportunities for students from underrepresented groups. SAFS has established a number of programs to facilitate increased enrollment and retention of Native students.

Alaska Salmon Program—Bristol Bay Native Association Intern Program

<http://www.fish.washington.edu/research/alaska>

SAFS's Alaska Salmon Program (ASP) has a collaboration with the Bristol Bay Native Association (BBNA) Intern Program. Through the program, two undergraduate Alaska Natives—primarily from Bristol Bay communities—are placed into paid internships with ASP annually. Interns live and work at ASP camps and are integrated into the science program with other undergraduate students and research technicians. All participants have the opportunity to work with SAFS faculty, staff, and graduate students to collect

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

BBNA provides salary and travel costs for interns through grants from the National Science Foundation and other sources. ASP contributes room, board, and professional instruction. There were two interns in Summer 2009, and potentially two additional interns in 2010 once placements have been made.

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

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

Undergraduate Advising for Native American Students

The SAFS Student Services Coordinator provides advising for Native American students in the program. Students are contacted prior to admission and connected with faculty research laboratories before beginning their freshman year, as appropriate. The Student Services Coordinator works with the UW Office of Minority Affairs and Diversity (OMA&D) to ensure the Native American students in the program also have tutoring support, financial aid advising, and other support services and scholarships. When a student is interested in continuing on to graduate school, a referral to the OMA&D Early Identification Program (page 80) is made.

Outreach to Prospective Native American Graduate Students

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

- Hosts Prospective Graduate Student Days in the department, coordinated with the UW Graduate School GO-MAP program (page 40), and sets aside funding to assist applicants who are unable financially to visit the campus
- Awards, when available, a two-year (6-8 quarter) entry scholarship to the highest ranked under-represented student who is admissible and has a faculty member interested in being his or her academic advisor (not available in 2010)
- Exhibits at the national conference of the Society for the Advancement of Chicanos Native Americans in Science (page 67).

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. Research such as this study can provide timely warning to tribal fishers and shellfish managers.

Olympic Region Harmful Algal Blooms

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.

Rural Technology Initiative

School of Forest Resources

<http://www.ruraltech.org>

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The Rural Technology Initiative (RTI) was established to accelerate the implementation of new technologies in rural forest resource-based communities. The RTI works with the US Department of the Interior (USDI), Bureau of Indian Affairs (BIA), other agencies, Indian organizations, and tribal Nations to develop partnerships between University-based forestry science and reservations in support of natural resource management planning and problem-solving. Activities include research, workshops, seminars, presentations, student mentoring, and participation in advisory capacities.

Research, Services, and Beneficiaries

Sixteen science and technology workshops have been conducted for tribal resource professionals since 2004.

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

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

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

RTI coordinates with several tribal groups and committees including:

- Intertribal Timber Council (ITC)
- USDI BIA, Branch of Forestry
- US Department of Education, National Renewable Energy Laboratory, Tribal Energy Program
- US Department of Agriculture, Forest Service, Office of Tribal Relations
- Northwest Indian College, Heritage College, and Salish Kootenai College.

Current Projects

- *Marketing and Branding Indian Forest Products*, October 2009–October 2010. Funded by BIA. UW researchers: Larry Mason, Principal Investigator, RTI, Dr. Ivan Eastin, Professor, Center for International Trade in Forest Products (CINTRAFOR), Dr. Indroneil Ganguly, Research Scientist, CINTRAFOR.
- *A Nation-Wide Program to Improve Integration and Application of Wildland Fire Science and Traditional Ecological Knowledge in Tribal Communities*, September 2009–June 2012. Phase I has been funded and Phase II proposed. Funded by US Interagency Joint Fire Science Program. UW researchers: Larry Mason, Principal Investigator, RTI; Dr. Ernesto Alvarado, Professor, Fire Ecology; Dr. David Peterson, Professor, Pacific Northwest Research Station.

Student Resources

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

RTI facilitated a Native American scholarship in 2006 between the UW School of Forest Resources 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.

Tribal Partnerships through Washington Sea Grant

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

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Pete Granger, Program Leader, Marine Advisory Services

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

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

Memo of Understanding on Education and Research with NOAA and the Northwest Indian College

In Winter 2010, WSG completed an agreement with the Northwest Indian College and two NOAA organizations to provide support for the National Indian Center for Marine and Environmental Research and Education. The WSG director serves on the advisory board.

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 fishers in marketing and business management. To date, 20 tribal fishers have begun intensive technical assistance in managing their fishing businesses. Northwest Indian College is a partner in this training. WSG also advises Lummi tribal fishers and Lummi Ventures on feasibility of retail seafood market.

Safety-at-Sea Classes for Tribal Communities

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

South Puget Sound Outreach with Squaxin Island Tribe

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

Tribal Representation on Washington Sea Grant Advisory Committee

Ed Johnstone, Quinault tribal fisheries advisor, serves on the WSG advisory board and represents the Northwest Indian Fisheries Commission.

Tribal Perspectives on Puget Sound's Condition and Management

School of Marine Affairs

Patrick Christie, Assistant Professor

School of Marine Affairs and Henry M. Jackson School of International Studies

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Brian Compton

Willie Jones, Sr.

Northwest Indian College

Funded by WSG and implemented by the UW School of Marine Affairs and the Northwest Indian College, this project fosters collaborative efforts among tribal and non-tribal marine policy makers to develop a mutually acceptable policy for Marine Protected Areas in Puget Sound. The goal is to build institutional bridges between Native and non-Native partners.



The Graduate School

Graduate Opportunities and Minority Achievement Program

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

Juan Guerra, Associate Dean and Director
Cynthia Morales, Assistant Director
Sophia Agtarap, Administrative Counselor
Anthony Salazar, Graduate Diversity Program Specialist
Augustine McCaffery, Senior Academic Program Specialist
Sabrina Bonaparte, Graduate Student Assistant
Kelly Ward, Graduate Student Assistant
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The Graduate Opportunities and Minority Achievement Program (GO-MAP)—which is celebrating its 40th anniversary in 2010—serves graduate students from underrepresented groups and fosters an educational and social environment in which all students can learn and develop through experiences in cultural, ethnic, and racial diversity. GO-MAP's three main areas of focus are outreach, recruitment, and retention; enhancing scholarship and research; and building community on and off campus.

Data Resources

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

Fellowship Opportunities

GO-MAP administers a variety of diversity fellowships in partnership with graduate programs based on departmental nominations.

Student Resources

The Graduate Students of Color “Getting Connected” Orientation and Fall Reception

Provides an opportunity for incoming minority graduate students to meet current minority graduate students and faculty and to get information on resources about how to succeed in graduate school.

The Winter Quarter Mentoring and Networking Reception

Provides an opportunity for graduate students of color to mentor undergraduate minority

students who are currently considering applying to graduate school. The event also gives everyone a chance to network and to learn more about each other's academic goals and interests.

Prospective Student Days

Consists 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

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

The Mary Ann and John Mangels Endowed Lecture Series

Brings minority scholars to the UW from a variety of fields for the benefit of minority students, the campus community, and the general public.

The GO-MAP Diversity Fellows Dinner

Celebrates the achievements of graduate students from diverse backgrounds and supports GO-MAP and the UW Graduate Diversity Initiative.

The Diversity Book Talk Series

Brings authors who write on race, diversity, and multicultural issues to the UW to read and discuss their work. These readings are free and open to the public.

Voices in Academia Lunches

Provides 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.



UNIVERSITY OF WASHINGTON

Tribal Leadership Summit

The Information School

Arctic Slope Regional Corporation Partnership

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The Information School (iSchool) is collaborating with the Arctic Slope Regional Corporation, an Inupiat-owned company, to develop educational programs for Inupiat shareholders to become primary information specialists for their 30-plus corporations nationwide. Through this program, the iSchool is working to expand and transform the curriculum and programming to better recruit, support, and graduate Inupiat students in the fields of library and information science, information management and information technology. The first Directed Fieldwork experience is in place for 2010–2011.

Curriculum Transformation Seminar

<http://depts.washington.edu/include/workgroup/>

Cynthia del Rosario, Director
Graduate Minority Recruitment and Retention
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Throughout the 2009–2010 academic year, faculty members in the Information School are working on infusing course content and practices that promote understanding of diversity and builds inclusiveness in the learning environment. The specific focus of the seminar for this year is American Indian and Alaska Native cultures. The goals are to empower faculty members to teach Native American and Alaska Native students more effectively and to teach all students about Native American and Indigenous cultures, with a particular focus on Alaskan and Northwest cultures. This curriculum will serve students recruited through the Arctic Slope Regional Partnership. In addition, a transformed curriculum with attention to Indigenous and other diverse cultures will prepare all information professionals to serve inclusive communities.

Topics for course development included leadership in Indigenous communities, intellectual property and fair use, cross-cultural perspectives on information organization, and information management.

Consultants for the seminar included Dr. Charlotte Coté, Associate Professor, American Indian Studies; Dr. Deana Dartt-Newton, Assistant Professor, American Indian Studies, and Curator of Native American Ethnology, Burke Museum; Dr. Carol Zane Jolles, Research Associate Professor, Anthropology; Dr. Cheryl Metoyer, Associate Professor and Associate Dean for Research, iSchool; Polly Olsen, Director, Community Relations and Development, Indigenous Wellness Research Institute, School of Social Work; and Dr. Betty Schmitz, Director, Center for Curriculum Transformation.

Education and Research on Social Aspects of Information Science and Technology

Cheryl Metoyer, Associate Professor and Associate Dean for Research
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The Information School curriculum includes courses taught by Dr. Cheryl Metoyer that address cultural dimensions of information science. Dr. Metoyer's research interests include Indigenous systems of knowledge with an emphasis on American Indian and Alaska Native tribal nations; information behaviors in cultural communities; and ethics and leadership in tribal communities. Her recent research projects include: Mapping the National Congress of American Indians Economic Development Policy Initiative; Information Policy—Strategies for Strengthening Tribal Governance; and the development of *The Thesaurus of American Indian Terminology*.

Courses

LIS 534: Indigenous Systems of Knowledge

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

LIS 517: Information Seeking Behaviors in Ethnolinguistic Communities

Study of information and culture in ethnolinguistic groups as related to the provision of professional information services. This course examines the role of culture and language in seeking and processing of information by ethnolinguistic groups; behaviors of gatekeepers; methodological considerations in conducting cross-cultural research into information seeking behavior, and the development of appropriate service models for ethnolinguistic groups.

INSC 557: Cultural and Ethnic Dimensions in Information Science

Study of ethnic and cultural dimensions of information storage and transfer, knowledge creation and exchange, and information-related values in an increasing global world. Readings from anthropology, cultural learning, cross-cultural communication, and ethnic traditions provide the basis for discussions about conducting research across culturally distinct communities.

Indigenous Information Research Group

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Graduate Students:
Miranda Belarde-Lewis, MA Museology
Sheryl Day, MSIM
Marisa Duarte, MLIS
Ally Krebs, MLIS

The mission of the Indigenous Information Research Group (IIRG) is to raise the level of discourse concerning information and Indigenous communities. Utilizing community-based research methods, members of IIRG study the intersection of knowledge, information, and technology in tribal policies, philosophies, community practices and institutions in support of Indigenous and tribal sovereignty. IIRG's research is intended to have policy implications for tribal information institutions including libraries, archives, and museums. Research programs include Indigenous systems of knowledge, information policy, intellectual property, and cultural perpetuation and revitalization. The IIRG most recent funded project is Mapping for the National Congress of American Indians (NCAI) Economic Development Policy Initiative, funded by the NCAI with support from the Casey Foundation.

Student Resources

Minority Recruitment and Retention

Cynthia del Rosario, Director for Graduate Minority Recruitment and Retention
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The iSchool is committed to equity and access for all students and aims to increase the enrollment and retention of students from historically underrepresented groups. We seek to recruit and retain American Indian and Alaska Native students by building partnerships with tribal communities, organizations, and institutions in the region and nationally.

Washington Doctoral Initiative (WDI)

<http://wdi.ischool.washington.edu/>

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

goals of the fellowship are to diversify the professoriate, the research and the field of information science. Three of the four students in the Information School's doctoral program who identify as Indigenous are part of the WDI; two as Fellows, one as program manager.

Student Resources

Office of Student & Academic Services: <http://www.ischool.washington.edu/resources/advising.aspx>

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

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

iDiversity Student Group: idiverse@uw.edu; you are invited to join *iDiversity Facebook group*



School of Law

Native American Law Center

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

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

Bill Rodgers, Affiliated Center Faculty, Stimson Bullitt Professor of Environmental Law

Molly Cohan, Clinic Supervisor

Brenda Williams, Clinic Supervisor

Mary Rodriguez, Legal Fellow

Chorisia Folkman, Legal Fellow

Laura Vander Pol, Program Coordinator

Natalie Migliarini, Project Coordinator

Carrie Gaasland, Clinical Senior Secretary

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

Objectives include:

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

- Assisting tribal governments in the regulation of research activity within their communities

Research, Services, and Beneficiaries

Active and pending projects include:

Tribal Court Criminal Defense Clinic (2002–present)

The Tulalip Tribes

The Squaxin Island Tribe

The Port Gamble S’Klallam Tribe

The Sauk-Suiattle Tribe

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

Nooksack River Watershed Mediation (2005–present)

Washington State Department of Ecology (WSDOE)

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

Indian Water Rights Pathways Project (2006–present)

United States Institute for Environmental Conflict Resolution

The Center acts as a legal consultant in this cooperative state–tribal effort to resolve Indian water right claims outside of a litigation context.

Tribal Public Defender Support (2005–present)

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

Indian Law Symposium (1987–present)

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

Ethical, Legal, and Societal Implications of Genetic Research among Native Populations (2005–present)

National Human Genetics Research Institute

This joint project with the Department of Bioethics and Humanities investigates legal issues related to genetic research among Native communities. The project funds training and the research of Assistant Professor Ron Whitener.

Engaging Tribal Participation in Research Through Priority Setting and Regulation (2009–present)

National Human Genetics Research Institute

This project, funded through the American Recovery and Reinvestment Act, partners with a Washington State Tribe to develop, implement, and document processes to increase Native American participation in research by identifying health priorities and a research regulation process reflecting the priorities and concerns of the tribal community.

Washington State Tribal Juvenile Justice Gathering (2009-Present)

Models for Change, MacArthur Foundation

This project convened tribal representatives from more than 20 Tribes in Washington who work in the area of juvenile delinquency, dependency, and truancy justice processes. This gathering helped foster partnerships between Tribes and national juvenile justice service providers to allow assessment of tribal juvenile justice needs and future initiatives.

Institute of Translational Health Sciences (ITHS) (2007–present)

National Center for Research Resources

The Native American Law Center provides legal assistance to the Community Outreach and Research Translation Core of the ITHS through the development of model memoranda of understanding and tribal research codes to facilitate tribal control and participation in health research. This project is directed by Assistant Professor Ron Whitener.

US Supreme Court Project (2002–present)

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

Student Resources

Summer Internships

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

Work Study and Other Jobs

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



School of Medicine

Collaborative Research on Alcohol and Drug Abuse

UW Alcohol and Drug Abuse Institute

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

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This project utilizes a Tribal Participatory Research approach in collaboration with four Washington State Tribes and the Southeast Alaska Regional Health Consortium as well as Health Directors from 10 Tribal communities in Washington. The project team is gathering qualitative data through semi-structured individual interviews and focus groups to better understand issues related to methamphetamine and other drugs from the perspectives of tribal communities and the strengths and resources they bring to prevention and treatment.

In order to obtain an initial understanding of drug treatment utilization for American Indian and Alaska Native individuals in Washington State, researchers examined the Division of Behavioral Health and Recovery's Treatment and Report Generation Tool (TARGET) database. They explored treatment admissions between 2002 and 2008 for Native Americans with tribal affiliations listed for which the 11 Tribes gave consent to examine their data. A report of the findings was completed in October 2009 and is being reviewed by participating communities.

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

The development of this manual has proceeded via three mechanisms: 1) a literature review to provide the theory and application of CBPR/TPR and published examples of the approach as used by academic and community-based/tribally based research partners; 2) semi-structured interviews with community-based and academic institutionally based research partners who have been engaged in CBPR/TPR and those with expertise and experience in ethics and institutional review boards as applied to research with Native communities; and 3) queries on listservs that are relevant to CBPR/TPR and research with Native communities to collect resources not found in the literature. Data from these sources are being analyzed and summarized. The final draft of this manual will be available in September 2010.

DENTEX Dental Health Aide Therapist Training Program

Medical Education and Biomedical Informatics

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

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DENTEX is an Alaska-based, two-year program training dental health aide therapists to provide mid-level dental care. The Alaska Native Tribal Health Consortium (ANTHC) in Anchorage administers the first year program in cooperation with the UW MEDEX Northwest Physician Assistant training program. Year two is administered by ANTHC and located in the Yuut Elitnaurviat Dental Training Clinic in Bethel, Alaska.

The program provides a narrowly focused, competency-based, primary care curriculum that emphasizes community level dental disease prevention for underserved Alaska Native populations. The curriculum incorporates public health related preventive and clinical strategies to address the dental needs of the Alaska Native population.

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

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

Student Resources

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

Healing of the Canoe Project

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

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

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

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

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

The goals of Phase II are to further plan, refine, implement, and evaluate this community-based and culturally congruent substance abuse prevention curriculum among Suquamish tribal youth, and to extend the project to the Port Gamble S'Klallam Tribe. Focus groups have been held in the Port Gamble S'Klallam tribal community and key stakeholder interviews are currently underway in both Port Gamble and Suquamish. The prevention of youth substance abuse continues to be the primary issue of concern, and cultural revitalization the primary strength, in both communities. The curriculum is currently being piloted in the Suquamish tribal high school to determine if it can be fully implemented as part of local county and tribal school programs. The long term goal of this project is to develop a model that can be used with other Native communities in Washington state and other regions in the United States. Finally, two manuscripts have been published in peer-reviewed journals to advance the knowledge of successful community engagement and CBPR/TPR partnerships, and two additional manuscripts are in preparation.

Thomas, L. R., Donovan, D. M., and Sigo, R. L. W. (2009). Identifying community needs and resources in a Native community: A research partnership in the Pacific Northwest. *International Journal of Mental Health and Addiction*. Available online at: <http://www.springerlink.com/content/0g515443q2379856/>

Thomas, L.R., Donovan, D.M., Sigo, R., Austin, L., & Marlatt, G.A. (2009). The community pulling together: A tribal community-university partnership project to reduce substance abuse and promote good health in a reservation tribal community. *Journal of Ethnicity in Substance Abuse*, 8(3), 283–300.

Native American Center of Excellence

Office of Multicultural Affairs

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The Native American Center of Excellence (NACOE) was established by Dr. Walt Hollow (Assiniboine), the first Native American graduate of the UW School of Medicine. Developed and sustained with federal funding, NACOE is now fully funded by the School of Medicine.

The primary goals of NACOE are to:

- Prepare medical students to be culturally competent providers for American Indian and Alaska Native patients
- Attract American Indian and Alaska Native students into careers in medicine
- Coordinate the Indian Health Pathway certification program for medical students
- 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 culturally appropriate research on Native health issues
- Support multicultural outreach and diversity efforts at the School of Medicine

Education Pipeline Programs

UDOC Program

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

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

Summer Medical and Dental Education Program (SMDEP)

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

SMDEP is a free six-week enrichment program at UW for college freshmen and sophomores from underrepresented or disadvantaged communities to enhance their competitiveness for medical and dental school. See full description under School of Dentistry, page 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 and Alaska Native health; and enhance curriculum and encourage research on Indian health issues.

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

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

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

FAMED 680: Traditional Indian Medicine Clerkship in Primary Care Setting

FAMED 681: Indian Health Care Clerkship

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

Faculty Development

NACOE Faculty Development Seminar

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

NACOE Research

NACOE partners with the Native American Research Center for Health (NARCH) in Portland, Oregon, to offer interested faculty additional training on research methodology. Students are encouraged to conduct culturally appropriate research on topics relevant to Indian health.

Student Resources

Student Support

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

Medicine Wheel Society (MWS)

See description on page 6.

Prematriculation Program

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

Tutorial Assistance Program

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

Research Advisor Program

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

Nelson Fausto and Ann De Lancey Native American Education Outreach Program

Department of Pathology

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

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

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

Research, Services, and Beneficiaries

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

In 2008, the Department hosted students from Chief Leschi School in Puyallup and from the University of Montana Upward Bound Program. In partnership with the First Nations MESA Program (page 81), students from the Yakama Reservation visited UW twice in 2009, including observing the May BioExpo sponsored by the Northwest Association for Biomedical Research. These students are working on a year-long, culturally based research project to present at the 2010 BioExpo.

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

- Burke Museum (page 11)
- Lab Medicine and Medical Technician Program
- Native American Center for Excellence (page 53)
- Gross Room and Autopsy Facility
- Cytogenetics
- Pathology Cancer Research Lab
- Institute for Surgical and Interventional Surgery
- Seattle Biomed
- Northwest Association for Biomedical Research, BioExpo

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

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

Rose James (Lummi), Pathology Postdoctoral Fellow

Leslie Caromile (Eastern Cherokee), Pathology Graduate Student

Jessica Sutterliet (Sioux), First Nations MESA Program, Yakama Reservation Coordinator

Steve Berard, UW Medicine Pathology Communications and Graduate Program
Coordinator

Student Resources

The program has set up a UW Medicine Gift Fund for these outreach activities to ensure continued funding so that no undue financial obligations are placed on visiting students, other than transportation to and from the UW. Once on campus, all costs associated with their visit are provided by the program. Other in-kind donations come from the following sources: Seattle Biomed, Northwest Association for Biomedical Research, Jones Soda, and Starbucks.

Partnerships for Native Health

Center for Clinical and Epidemiological Research

Department of Medicine, Division of General Internal Medicine

<http://www.uwccer.org>

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The goal of Partnerships for Native Health is to improve the health and well-being of Native people through education, research, training, advocacy, and technical assistance. Partnerships for Native Health is a key component of the Center for Clinical and Epidemiological Research.

Research, Services, and Beneficiaries

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

- *Center for Native Population Health Disparities (2010–2015)*
Pursues five projects on cancer in Native populations, including studies of nicotine metabolism, cervical cancer, colorectal cancer screening, environmental tobacco smoke, and surgical treatment and outcomes.
- *T32 Fellowship: Improving Mental Health Care in Safety Net Medical Settings (2009–2014)*
Mentors postdoctoral investigators conducting research projects and exposes them to clinical, administrative, and policy activities as they unfold in safety net settings
- *Cerebrovascular Disease and Its Consequences in the Strong Heart Study Cohort (2009–2014)*
Assesses risk factors for cardiovascular disease among 13 Tribes in the Dakotas, Oklahoma, and the Southwest
- *Extension for Community Health Outcomes (ECHO) (2009–2012)*
Uses video teleconferencing to tribal clinics in Washington, Alaska, and Montana to help rural providers evaluate and treat hepatitis C infection
- *Black Hills Center for American Indian Health NARCH IV Training Core (2009–2012)*
Aims to increase the number of American Indians capable of conducting health research in areas of high priority to tribal people
- *Center for American Indian and Alaska Native Health Disparities (2007–2012)*
Conducts projects addressing key issues in American Indian and Native Alaskan communities such as cancer, liver disease, and health literacy
- *Targeted Approach to Increasing American Indian Tissue and Organ Donation (2007–2012)*
Assesses knowledge and attitudes regarding organ donation using focus groups at tribal colleges, develops materials to encourage organ donation, and evaluates their impact
- *Institute of Translational Health Sciences Community Engagement and Research Translation Core (2007–2012)*
Partners with diverse American Indian and Alaska Native entities in the region, the WWAMI clinical practice and educational network, and Group Health to improve health and well-being in the Pacific Northwest through building collaborative, community-based research networks
- *Randomized Trial of Workplace Interventions to Improve Health of Alaska Natives (2007–2012)*
Surveys 30 Alaska Native workplaces and implements an intervention package to increase colon cancer screening, mammography and Pap smear use, influenza immunization, healthy eating, physical activity, and tobacco cessation
- *Resource Center for Minority Aging Research: Native Elder Research Center (2007–2012)*
Trains doctoral-level Native investigators to conduct health-related research through didactic sessions, pilot studies, and intensive mentorship
- *Web-Based, Patient-Centered Approach to Cardiovascular Disease Risk Factor Management and Reduction (2006–2011)*
Implements a culturally tailored, home-based approach to Northern Plains tribal members with diabetes, hypertension, high cholesterol, or obesity to prevent and manage cardiovascular disease

- *Native People for Cancer Control (2005–2015)*
Uses community-based participatory methods to increase cancer education, research, training, and service among American Indian and Alaska Native peoples
- *Wounded Spirits, Ailing Hearts: Post-traumatic Stress Disorder and Cardiovascular Disease in Indians (2003–2010)*
Examines whether post-traumatic stress disorder is related to indicators of cardiovascular disease in a population-based study of members from two Northern Plains tribes

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

- *Implementing Health Promotion Activities in Native Employers (2007–2009)*
- *Native People for Cancer Control Telehealth Network (2006–2009)*
- *An Innovative and Interactive Supplemental Tobacco Curriculum for Native Youth (2006–2008)*
- *Surgical Outcomes in American Indian Veterans (2006–2008)*
- *Assessment of Attitudes towards Mammography among Older American Indian and Alaska Native Women (2006–2008)*
- *Planning Grant for Institutional and Translational Science Award (2006–2007)*
- *An Innovative and Interactive Cardiovascular Disease Curriculum for Native Youth (2005–2009)*
- *Health Communication with American Indian Elders (2005–2009)*
- *Genomic Health Care and the Medically Underserved (2004–2008)*
- *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

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

Skokomish Tribal Evidence-Based Practices Project

Department of Psychiatry and Behavioral Sciences

Division of Public Behavioral Health and Justice Policy

http://depts.washington.edu/pbhjp/projects/partnerships_for_success.php

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Since 2007, the Skokomish Tribe has partnered with the Thurston-Mason Regional Support Network and the University of Washington to identify priorities for children's mental health and explore the applicability of the chosen evidence-based practice within their community.

The UW 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 allows the UW to examine the effectiveness of using an adaptation of the Partnerships for Success model to promote culturally relevant and data-informed decisions around behavioral and emotional health and well-being for children and families.

The *Skokomish Tribe Evidence-based Practices (EBP)* project has successfully conducted a needs and resource assessment, engaged the broader community in the project, and decided Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) would fulfill a much needed gap in services for the community. TF-CBT services began in Autumn 2008. As families progress through the intervention, the oversight group identifies aspects of the program that may need to be modified to increase cultural relevance. As those changes are made, continued tracking of outcomes will ensure participating families have healthy outcomes.

The Skokomish Tribe also received training through the Triple P Positive Parenting Program in collaboration with the Thurston-Mason EBP project. Three counselors received training and currently offer Triple P through Tuwaduq Family Services and Indian Child Welfare. Primary outcomes include improved health for children and families; enhanced community collaborations; and development of a strategic community plan that includes implementation of community-relevant, evidence-based services.

More information can be found in the following publication:

Kerns, S.E.U., Rivers, A.M. & Enns, G.W. (2009). *Partnerships for Success in Washington State: Supporting evidence-based programming for children's mental health*. Report on Emotional and Behavioral Disorders in Youth, 9, 55-62.

Tribal Healing and Wellness Conference

UW Alcohol and Drug Abuse Institute, Washington State Department of Social and Health Services (DSHS), Indian Policy Advisory Committee, and the American Indian Health Commission of Washington State

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

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

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

The Alcohol and Drug Abuse Institute (ADAI) received a second grant, also from the National Center on Minority Health and Health Disparities, to convene a second conference in collaboration with Washington State Department of Social and Health Services, Office of Indian Policy. This was a coordinated effort with the UW ADAI, the Washington State American Indian Health Commission (AIHC) and the Washington State Indian Policy Advisory Committee (IPAC). The conference planning committee comprised tribal delegates from both IPAC and AIHC, with staff support from ADAI and the Washington State Office of Indian Policy (OIP). The committee developed a survey to identify topic areas of interest and presenters. This was distributed to the 29 federally recognized Tribes of Washington State, and the six Recognized American Indian Organizations.

The Tribal Communities Transforming Mental Health Conference was held September 8–11, 2009 at Great Wolf Lodge in Grand Mound, Washington, owned in part by the Confederated Tribes of the Chehalis Reservation. The conference offered three primary tracks: 1) a policy discussion track with identified recommended changes; 2) a provider track with regional and national presenters in the field of mental health delivery; and 3) six hours of ethics related training for mental health credentialing. More than 30 expert presenters, most of them American Indian or Alaska Native, participated in the conference. There were more than 200 attendees with representation from 27 Tribes and five Recognized American Indian Organizations, and included Tribal Council members, tribal leaders, tribal employees, tribal Elders, tribal community members and youth. Many worked for tribal wellness programs in tribal communities across Washington State.

A small follow-up summit was held in April 2010 with tribal leaders to discuss conference findings, form a committee for the proposed 2010 conference, and discuss policy implications and moving forward with best practices for research partnerships between tribal communities and academic institutions to reduce health disparities for American Indians and Alaska Natives. The summit was held April 6-8 at the Northern Quest Resort located near Spokane, Washington, owned by the Kalispel Tribe, with the goal of developing a “Tribal-centric Mental Health Service Delivery Plan.”



School of Nursing

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The UW School of Nursing's mission is to promote the health and well-being of all segments of society through nursing science and a learning environment that reflects diverse cultures and viewpoints.

Higher Education

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

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

Undergraduate Student Projects

In 2009–2010, ten undergraduate students worked with the Suquamish and Port Gamble S'Klallam Tribes through the course NCLIN 409—Partnerships for Community Health. They worked on early childhood education, health screening and education, health fairs, and diabetes management. Four of the undergraduate students worked with Dr. Strickland and Dr. Terri Simpson, Associate Professor, Biobehavioral Nursing and Health Systems, to produce a videotape on issues in infectious disease control with Native populations that will be distributed across the US through a Health Resources and Services Administration grant.

Graduate Student Projects

Six graduate students (five Doctor of Nursing Practice and one Master of Nursing) in Advanced Practice Community Health Systems nursing worked on the following projects with the Suquamish and Port Gamble S'Klallam Tribes under the supervision of Dr. Strickland. Barbara Hoffman, Suquamish Tribe, and Lou Schmitz, Port Gamble S'Klallam, served as clinical preceptors.

- Diabetes Outpatient Type II Program
- Traditional foods
- Assessment of foods available in local grocery stores
- Early childhood education implementation of exercise programs
- Assessment of issues for young adults
- Understanding tribal leadership, decision making, and governance

The Tribes selected the projects. One of these students has been in the tribal community as a DNP student for three years and will complete her capstone research project on the evaluation of an exercise program in early childhood education in spring quarter 2010. The one MN student also completed her master's project on the assessment of needs for young adults with Michele Acker, Senior Lecturer, Family and Child Nursing, as her project chair; Dr. Strickland served on the committee.

Dr. Strickland supported the Suquamish Tribe in obtaining a small grant on traditional foods from the Spirit of Eagles National Cancer Institute. Dr. Strickland and Dr. Rebecca Logsdon, Research Professor, Psychosocial & Community Health, submitted a grant under the federal Recovery Act Limited Competition (RC4) in December 2009, to link both Suquamish and Port Gamble Tribes to faculty in the School of Nursing and other Native faculty at the University to build tribal research capacity.

Student Resources

Nursing Scholarship Fund

This fund provides partial tuition for one Native American student each academic year.



School of Pharmacy

Pharmaceutical Care and Business-Strategy Partnerships

<http://www.nisqually-nsn.gov/content/health-services>

<http://www.skokomish.org/frame.htm>

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Pharmaceutical Care Partnership: Nisqually Tribe

Through this partnership, Professor Downing and UW pharmacy students provide pharmaceutical services to tribal members at their clinic near Olympia. High-risk patients are receiving additional medication services while students are gaining experience in team-based patient care in underserved medical regions. Services include:

- Adult and pediatric immunizations in support of the clinic's nursing and medical staff
- Medication-therapy-management services for the most at-risk patients with multiple medical conditions and medications
- Tobacco-cessation programs and other public health workshops

A UW pharmacy student is setting up an in-clinic, tobacco-cessation program for the Nisqually Tribe with a grant from the Seattle King County Health Department. The goal of this program is to develop a sustainable cessation program for the Tribe that can be used as a training model for similar tobacco-cessation projects in King County and beyond. Downing is serving as project director.

Groundwork is also being laid for an eventual UW School of Pharmacy community pharmacy residency program at the Nisqually tribal clinic.

Business-Strategy Partnerships: Nisqually, Skokomish, and Shoalwater Bay Tribes

Professor Downing is also providing business consulting services to the Nisqually, Skokomish, and Shoalwater Bay Tribes on growth and improvement of pharmacies and pharmacy services.

UW pharmacy students engaged in these efforts learn how to manage a small pharmacy and how to work with underserved communities. The Tribes hope that through their involvement in these efforts, students will consider working for them upon graduation.

Activities with the Nisqually Tribe include:

- Assisting with clinic expansion and pharmacy remodel
- Recruiting pharmacists

- Working with the tribal Office of Temporary Aid to Needy Families (a division of Medicaid) to coordinate the training of a young tribal member to be the clinic's pharmacy technician
- Establishing all licenses and other professional credentials and insurance contracts in order to operate this pharmacy
- Developing policies and procedures for safe and effective operations
- Conducting screening and due diligence to find the best electronic pharmacy dispensing and clinical service system to fully integrate with the Indian Health Service's national computer system
- Setting up contracts with nearby pharmacies to provide medications not available at the tribal clinic
- Coordinating the pharmacy services for the tribal jail and the upcoming opening of the Tribe's new 400-bed jail

Activities with the Skokomish are:

- Developing pro-forma financial statements and multiple business scenarios for the Tribe as it determines the most beneficial method of meeting its members' medication needs
- Discussing the potential creation of a new, non-dispensing pharmacy that provides clinical services for the tribal clinic staff and tribal clinic patients
- Exploring ways that UW pharmacy students can create future health fairs for the Tribe

Activities with the Shoalwater Bay Tribe include:

- Developing pro-forma financial statements for the Tribe's planned pharmacy services
- Meeting with tribal medical staff to discuss their clinic plans
- Assessing future needs

Student Resources

Student activities at these sites have been made possible through funding from the School of Pharmacy's Bridges to Health community-outreach resource center and the Seattle King County Health Department.

Pharmacy Outreach Programs

<http://depts.washington.edu/pha/students/>

Cherelyn Espina-Nguyen

206-616-2916

cherelyn@uw.edu

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

Society for the Advancement of Chicanos and Native Americans in Science

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

Carlos Enrique Catalano, Professor and SACNAS Faculty Advisor

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Nanci Murphy, Associate Dean

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UW students established a local chapter of the Society for the Advancement of Chicanos and Native Americans in Science in 2007. As the sole SACNAS chapter in the Pacific Northwest, the group's goal is to increase student diversity in UW undergraduate and graduate science programs.

The SACNAS student membership organized a "University of Washington aisle" at the 2009 National Conference where 10 UW departments and programs presented within the Exhibitors Hall in a unified recruitment effort. As a result, several departments reported increased success in recruiting underrepresented students into their graduate programs. The SACNAS students have enlisted 12 departments and programs for the UW aisle at the 2010 National Conference.

The SACNAS chapter participates in major recruiting events at UW, such as the McNair Program annual conference and the Washington Mathematics, Engineering, Science Achievement (MESA) Day outreach programs. In addition, the membership was invited to present information on SACNAS and UW graduate programs at the Northwest Indian College Career Fair and Symposium in Bellingham, May 4-5. The goal of these efforts is to establish a framework with which to interact with the Native American and Alaska Native students, faculty, staff, and communities at UW and in Washington state.

Pre-College Programs

The SACNAS membership continues its outreach endeavors with its "sister" chapter at Royal High School; the student body is predominantly Latino/a. Chapter members sponsor a science day at the school, where they provided hands-on lab-based activities for students. They lead bilingual panel discussions for both the students and their parents on the options available for science-based careers. Many of the chapter members have established "big brother/sister" relationships, which they hope will serve to guide students into scientific careers.

In addition, the membership has participated in the Clear Sky Science Outreach program. Several SACNAS students spend one to two hours each Tuesday evening tutoring predominantly Native American elementary and high school students in their science coursework. The SACNAS students recently participated in a science presentation with the students.



School of Public Health

Hazardous Waste Worker Training Program

Department of Environmental and Occupational Health Sciences

Continuing Education Programs

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

Mike Willis, Director, Pacific Northwest OSHA Education Center

Assistant Manager, Continuing Education Programs

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As part of the Western Region University Consortium based at the University of California, Los Angeles, the UW program focuses on protecting workers and communities by delivering high-quality hazardous waste, emergency response, and related training to underserved worker populations. The program is funded through the National Institute of Environmental Health Sciences, Worker Education and Training Program (WETP).

Program Services, and Beneficiaries

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

A partial list of courses includes:

- Basic Superfund Site Worker
- Oil Spill Response
- Hazardous Waste Operations
- Basic Industrial Emergency Responder Operations
- Industrial Emergency Response Awareness
- Emergency Responder Basic Operations
- Emergency Responder and Hazardous Materials Technician
- Hazardous Materials Transportation Awareness
- Confined Space
- General Industry Safety

Northwest Center for Public Health Practice

<http://www.nwcphp.org>

Tara Melinkovich, Outreach and Training Design Specialist

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The Northwest Center for Public Health Practice (NWCPHP) promotes excellence in public health by linking academia and the practice community. As part of the UW School of Public Health, NWCPHP provides training, research, and evaluation for state, local, and tribal public health in six Pacific Northwest states—Alaska, Idaho, Montana, Oregon, Washington, and Wyoming.

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

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

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



School of Social Work

Indigenous Wellness Research Institute

<http://www.iwri.org>

Karina Walters (Choctaw), Director

William P. and Ruth Gerberding University Professor

Polly Olsen (Yakama), Community Relations and Development

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

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

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

IWRI's two major research centers are:

The Center for Indigenous Child Welfare and Family Wellness

Dr. Tessa Evans-Campbell (Snohomish), Director

The Center for Indigenous Health Research

Dr. Bonnie Duran (Opelousas/Coushatta), Director

Research Projects

- *Community-based Participatory Research with Tribal Colleges and Universities (TCU): Alcohol Problems and Solutions*, conducts the first study of alcohol-related problems at TCU and is the preliminary research needed to develop culturally appropriate and sustainable alcohol interventions at Northwest Indian College and other tribal colleges in the US.
- *Caring for Our Generations: Supporting Native Mothers and Their Families*, a project that explores maternal health behaviors, maternal substance use, risk factors for substance use during and after pregnancy, and protective factors that support healthy maternal behaviors.
- Supplement to *Caring for Our Generations: Supporting Native Mothers and Their Families*, this study aims to explore factors related specifically to HIV/AIDS and other diseases transmitted sexually and through drug-using behaviors (e.g., Hepatitis-C, HPV) among American Indian women in the Northwest.
- *Healthy Hearts Across Generations/həli?dxw*, a five-year project in collaboration with the Tulalip Tribes to design and test a culturally appropriate cardiovascular disease prevention program for American Indians living in the Northwest
- *Healthy Hearts Across Generations Supplement*, a four-year project designed to complement and extend the cardiovascular disease parent project, by focusing on the co-morbid issue of diabetes
- *Growing Our Own*—UW Subcontract, in collaboration with Northwest Indian College, a training program for building a networked American Indians and Alaska Natives health workforce and capacity for University/tribal community-based participatory research.
- *NCAI NARCH V with CIHR-IWRI*, in collaboration with the National Congress of American Indians Policy Research Center and the University of New Mexico, a nationwide project to assess how variability in partnership processes, under varying contexts and conditions, are associated with community-based participatory research system changes and other capacity outcomes.
- *Indigenous HIV/AIDS Research Training (IHART) Program*, a program to train a cadre of National Institute of Mental Health-funded junior and mid-career research scientists in the area of HIV/AIDS and mental health prevention.
- *Native Youth Education Program for Science, Technology, Engineering and Mathematics (STEM) Career Pathways*, a culturally based program targeting 7th–10th grade American Indian and Native American youth attending three Pacific Northwest school districts' Indian Education programs as well as one tribal school.
- *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
- *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 socioeconomic status) using the narratives of life experiences shared by American Indian Vietnam veterans.
- Hosting the International Network for Indigenous Health Knowledge and Development Biennial Conference, May 24–28, 2010

Student Resources

IWRI supports students from a variety of disciplines through academic mentorship and financial, social, and cultural support. IWRI faculty and staff mentor undergraduate and graduate Native students across UW through research placements, practica, and fellowship support. IWRI hosts a speaker series and distributes a quarterly newsletter.

IWRI is also raising funds for a doctoral-level research scholarship, The Ingrid Washinawatok El-Issa Flying Eagle Woman Fund, for studies related to Indigenous environmental health and sovereignty.



UNIVERSITY OF WASHINGTON

Tribal Leadership Summit

University of Washington Libraries

American Indian Children's and Young Adult Material

<http://www.lib.washington.edu/subject/Childrens/AmericanIndian/>

Kathleen Collins, Children's and Young Adult Literature Selector

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UW Libraries currently hold more than 2,300 books by and about Native Americans in the Historical Children's Literature, Pacific Northwest, and Suzzallo-Allen Stacks collections. These collections provide the Pacific Northwest region with a resource for scholars, researchers, and students interested in tracing the development of this body of literature for American children, especially through the decades of the 20th century.

The Historical Children's Literature Collection, created through donations from libraries throughout Washington state and significantly enriched by donations from Betsy Battle Hobbs, is a comprehensive pre-1970s collection of children's materials by or depicting Native Americans, including many rare and out-of-print materials.

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

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

Olympic Peninsula Community Museum

<http://www.communitymuseum.org>

Paul Constantine, Associate Dean of University Libraries

Research and Instructional Services

206-543-1760

pjc5@uw.edu

Anne Graham, Senior Computer Specialist

Digital Initiatives Program

206-616-6658

grahaa@uw.edu

Northwestern Olympic Peninsula communities and the UW worked together to create this web-based museum to showcase the history and diverse cultures of the region. This project was made possible by a 2003 National Leadership Grant for Library and Museum Collaboration from the Institute of Museum and Library Services.

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

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

A new exhibit is under construction for summer 2010, which will document the (re)discovery of Tse-whit-zen, an early village of the Lower Elwha Klallam Tribe, during a Washington Department of Transportation construction project in Port Angeles. The exhibit will be based on Lynda Mapes' book, *Breaking Ground*, and will explore the points of view of the Tribe, the state of Washington, and the residents of Port Angeles.

Special Collections Division

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

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

Special Collections Division, Allen Library

206-543-1929

speccoll@uw.edu

The Special Collections Division offers materials relating to several of the Native American communities in the Pacific Northwest and collects and preserves materials about Tribes in the Northwest. The collections include published materials, unpublished records and personal papers, and historical photographs. Several of the collections of

personal papers focus on documenting and preserving Native American languages of the Pacific Northwest. Particularly notable are the papers of Melville Jacobs, Vi Hilbert, James Swan, Viola Garfield, and Erna Gunther.

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

Rose Collection of Native American Art, UW Bothell Library

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

Sarah Leadley
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sleadley@uwb.edu

Amy Stutesman
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astutesman@uwb.edu

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

As of January 2010, the Rose Collection consists of more than 100 pieces of Northwest Native art spanning a number of decades. Media represented include, but are not limited to, prints, paintings, masks, carvings (wood, stone, argillite), and textiles. Artists represented include established artists such as Susan Point, April White, Marie Laws, Shaun Peterson, and many emerging artists. The collection serves as a resource for UW, Cascadia Community College, and community members, and may be viewed whenever the library is open. Researchers have access to letters of conveyance from the Roses that detail provenance, personal interactions with artists, and other information.



University of Washington Bothell

Tulalip Data Services

The Tulalip Tribes

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

William W. Erdly, Associate Professor

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

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

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

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

Research, Services, and Beneficiaries

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

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

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

- The Tulalip Tribes participated in the Round One of the American Recovery and Reinvestment Act (ARRA) funding cycle to provide high speed Internet access to rural areas within Snohomish, Skagit and Whatcom Counties. This is a partnership with the newly formed Washington Rural Broadband Cooperate.
- Critical software applications, tools, security, network security, training and support, licensing, and home computer repair for tribal members are provided by TDS staff, including new applications to support child welfare systems. These applications are being reviewed for adoption by a number of Tribes.
- Implementation of electronic health records for reservation-wide use, compliant with Health Insurance Portability and Accountability Act (HIPAA) requirements, and involving training for end-users, process evaluation and modification, data conversion, and support for health outcomes initiatives.
- Networking, data, and software design and development is completed for the new Tulalip Tribes Administration Building, Hibulb Cultural Museum, and the Tulalip Resort.
- Growth of website development (more than 35 sites), graphic design, and marketing services, including education and internship opportunities within these areas.
- Document management, preservation, and retrieval systems for scanning and archiving government meeting minutes, directives, selected natural resource documents, and other critical data.
- Development of more than 34 software applications for specific use within tribal government, Quil Ceda Village, and the Tulalip Resort.
- HDTV and Internet services for residential and commercial customers and also support of Tulalip Resort guests through Tulalip Broadband.
- Evaluation and design of an enhanced Tribal identification card and systems to support sovereignty initiatives (in progress).
- This ten-year project is in the process of being transitioned to Tulalip tribal members for operational management.

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

Student Resources

Computing and Software Systems Student Internships

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

Reference

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



University of Washington Tacoma

Education Program

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

Kären Landenburger, Director
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The University of Washington Tacoma (UWT) Education Program has an ongoing relationship with Chief Leschi School (Nisqually tribal school). Teachers who are, and have been, enrolled in the UWT Education Program, primarily in Educational Administration and Teacher Education, have instituted the theory and practices of their course work in Chief Leschi classes and administration.

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

Native American Student Organization

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

uwt_naso@uw.edu

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

Office for Equity and Diversity

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

Sharon Parker, Assistant Chancellor for Equity and Diversity

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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 (UWT) mission to "educate diverse learners and transform communities by expanding the boundaries of knowledge and discovery." Helping to cultivate an institutional vision and commitment to diversity while ensuring an equitable environment for all members of the UWT community, OED focuses attention on the demographic composition of UWT and the surrounding communities of South Puget Sound. This includes the education of Native American students and the strengthening of relations between UWT and tribal nations and people. Such relations may involve sponsorship of campus speakers on Native issues, co-sponsorship of tribal programs, an on-campus educational summit addressing issues particular to Native people, and research initiatives that serve area Tribes.

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

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

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

Research, Services, and Beneficiaries

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



UNIVERSITY OF WASHINGTON

Tribal Leadership Summit

Office of Minority Affairs and Diversity

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

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

UW Tribal Liaison

Julian Argel (Tsimshian), Interim UW Tribal Liaison

UWTribalLiaison@uw.edu

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

Native American Advisory Board

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

Patricia Whitefoot (Yakama), Chair

Director of *Palatisha Miyanashma* Indian Education, Toppenish School District
509-865-8073

pwhitefoot@toppenish.wednet.edu

Julian Argel (Tsimshian), Interim UW Tribal Liaison

Director, Educational Talent Search
206-616-1948

jargel@uw.edu

UWTribalLiaison@uw.edu

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

Pre-College Programs

First Nations MESA (Mathematics, Engineering, Science Achievement)

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

James Dorsey, State Director, Washington MESA
206-543-0562
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Chenoa Egawa, First Nations MESA Coordinator
206-286-5176
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Jessica Sutterlict (Sioux)
sutterlict_j@heritage.edu

Robyn Pebeahsy
pebeahsy@uw.edu

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 K–12 students, including African American, Native American, Latino, and female, who are underrepresented in math, science, and engineering careers.

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

Recruitment and Student Outreach

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

Karl Smith, Director
206-543-5715
reach@uw.edu

Tommy Segundo (Haida/Katie), Recruitment Coordinator
206-685-3022
tsegundo@uw.edu

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

TRiO Talent Search

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

Julian Argel, Director
206-616-1948
jargel@uw.edu

Ross Braine, Administrative Coordinator
206-616-1948
dabraine@uw.edu

Deanna Wullabbs, Counselor
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deannw@uw.edu

TRiO Talent Search identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to participants and encourages them to graduate from high school and continue on to the postsecondary school of their choice. Native American services include counselors in Skagit, Snohomish, and Yakima Counties (including Marysville, Toppenish, Granger, White Swan, Wapato, Mt. Vernon, Sedro Woolley, and Yakama Tribal Schools), and visits to community colleges and universities.

Two Valleys–One Vision GEAR UP

<http://www.outreach.washington.edu/k12guide/default.asp>

Loueta Johnson, Director
509-865-8677
johnsonl@uw.edu

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

Student Support and Retention Programs

Educational Opportunity Program (EOP) Academic Advising and Counseling Center

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

Alejandro Espania, Interim Director
206-543-7132
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Candace Fries, Counselor
206-543-7132
cfries@uw.edu

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

Ethnic Cultural Center and Theatre (ECC/T)

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

Victor Flores, Director
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ecc@uw.edu

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

Early Identification Program and Ronald E. McNair Program

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

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

Gabriel Gallardo, Director and Associate Vice President
gabegms@uw.edu

Gene Kim, Associate Director
genekim@uw.edu

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



Undergraduate Academic Affairs

Center for Experiential Learning: The Pipeline Project

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

Christine Stickler, Director

206-616-9564

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Francesca Lo, Assistant Director

206-616-2302

franlo@uw.edu

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

Projects at Tribal Schools

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

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

Environmental Education at Quileute Tribal School

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

Digital Storytelling at Neah Bay Elementary School

A team of five UW students will spend the academic year 2010–2011 in a Digital Storytelling project with 4th and 5th graders at Neah Bay Elementary School. UW students will be on site for two weeks in September and return for Alternative Spring break in March. Neah Bay students will be invited to the UW campus in April 2011. In the intervening months, students will stay connected through email and video conferencing.

Student Resources

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



UNIVERSITY OF WASHINGTON

Tribal Leadership Summit

University of Washington Press

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

Native American Languages, Literature, and History

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

Two major linguistic reference works were published in the 1990s: *Lushootseed Dictionary* by Dawn Bates, Thom Hess, and Vi Hilbert (1994), and *Sm'algayax: A Reference Dictionary and Grammar of the Coast Tsimshian Language* edited by John Asher Dunn (1995). The Press published a study of the history of Seattle's Native American community since the city's founding, *Native Seattle* by Coll Thrush in 2007, as well as *Power of Promise*, edited by Alexandra Harmon, UW professor of history; *S'abadeb, The Gifts* was co-published with Seattle Art Museum in October, 2008; and *Joe Feddersen*, which brings together the Omak artist's glass and print work in a co-publication with Hallie Ford Art Museum at Willamette University. The Press also recently published Preston Singletary with the Museum of Glass in Tacoma, celebrating the Tlingit artist's meld of traditional Native American art and contemporary glass art. The Press recently published *Ichishkiin Sinwit Yakama/Yakima Sahaptin Dictionary*, by Virginia Beavert, professor at Heritage University, Toppenish, and Sharon Hargus,

UW professor of linguistics. It is the first modern published dictionary of the Sahaptin language. The dictionary contains approximately 3,500 entries and 4,500 example sentences and is accompanied by sound files (on a CD included in the book), spoken by Beavert. The dictionary is co-published with Heritage University.

Native American Art

Bill Holm's *Northwest Coast Indian Art* (1965) provided the first formal analysis of northern Northwest Coast Native art. Among many other distinguished authors are Janet Berlo, Kate Duncan, Audrey Hawthorn, Aldona Jonaitis, Claude Lévi-Strauss, Dorothy Jean Ray, and Robin K. Wright.

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

Forthcoming Publications

Environment

The People Are Dancing Again, by Charles Wilkinson, explores the history of the Siletz Tribe. It chronicles the loss of their resource-rich homelands at the hands of Europeans, the subsequent termination and restoration of federal recognition, the preservation of traditional life-ways, and the growth of the Confederated Tribes of Siletz Indians of Oregon into an economically vital community. To be published in December 2010.

Spirits of Our Whaling Ancestors, by Charlotte Coté (Nuu-chah-nulth), offers a new perspective on whaling and its social, economic, and ritual functions that have been at the core of Makah and Nuu-chah-nulth societies throughout their histories, defining who they are as peoples. Her analysis includes major Native studies and contemporary Native rights issues, addressing environmentalism, animal rights activism, anti-treaty conservatism, and the public's expectations about what it means to be an "Indian." To be published in August 2010.

Higher Education

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

Skwxwu7mesh Snichim-Xweliten Snichim Skexwts/Squamish-English Dictionary, by the Squamish Nation Dictionary Project, is the first published compilation of the language of the Squamish Nation, a Coast Salish people whose traditional homeland is in the greater Vancouver, BC, area. The Squamish speak Skwxwu7mesh Snichim, a language that, while endangered, is a critical part of the culture. The dictionary builds on the research of anthropologists and linguists and is informed by the contributions of many Squamish elders. It is both a beginner's resource and a tool for exploration. To be published in August 2010.



UWTV

<http://www.uwtv.org>

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UWTV is a multi-platform media organization connecting the region and the world to the University of Washington and the world on air, online, and via mobile devices. In the Puget Sounds region, UWTV is available on cable channel 27. Programs featuring Native American scholars and Elders are listed below.

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

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

Part 1—National Overview of Tribal Forestry

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

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

Part 2—Opportunities and Challenges for Tribal Forestry

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

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

Part 3—Forest Health and Bioenergy

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

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

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

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

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

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

The World We Used To Live In (2003)

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

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

The Exploration of Northwest Coast Indian Art (2003)

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

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

Everything Change, Everything Change:

Recollections of Ida Nason, An American Indian Elder

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

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

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



UW Educational Outreach Yakima Valley Community Partnerships

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

Business

Business and Technology Training Centers for the Yakama Nation

The 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 services to tribal members seeking to establish businesses. This grant funded one main Business and Technology Training Center in Toppenish and satellite centers in Wapato and White Swan.

Promoting Tourism

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

UW Web Publishing Course

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

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

The Environment

Sacred Breath Project of the Columbia River Gorge

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

Higher Education

Heritage University

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

Leadership and Civic Engagement Academy

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

Outreach Programs

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



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