



## Tribal Leadership Summit

### University of Washington Native and Tribal Activities: 2008 Tribal Leadership Summit Follow-up

On April 11, 2008 the University of Washington (UW) hosted a Tribal Leadership Summit attended by elected Tribal Leaders representing Washington and the neighboring region, President Mark Emmert and the UW Board of Regents Representatives Bill Gates Sr., and Fred Kiga. The meeting was co-facilitated by Host Committee members Patricia Whitefoot, Chairwoman of the Education Committee for the Affiliated Tribes of the Northwest Indians and Denny Hurtado, Director of Indian Education for the Office of the Superintendent of Public Instruction. The meeting format was an open roundtable discussion between UW and Tribal Leaders.

Tribal Leaders reviewed a summary of follow-up activities from the 2007 Summit and engaged new areas of interest. Primary topics discussed by Tribal Leaders and UW representatives include the following:

- Recruitment, retention, and graduation of Native American students;
- Recruitment and retention of Native American Faculty and Staff;
- UW House of Knowledge, longhouse-style facility to be built on the UW campus;
- Enhanced collaboration and partnership on tribally-identified research priorities.

Also featured in the discussion was the initial dialogue on the creation of a memorandum of understanding that would outline the framework of the relationship between the UW and tribes.

All documents related to the 2008 Tribal Leaders Summit can be found at:

<http://www.washington.edu/diversity/summit/2008/>

### Post 2008 Tribal Summit Highlights

**UW House of Knowledge:** There has been substantial activity and progress on the UW House of Knowledge longhouse-style facility since the 2008 Tribal Leadership Summit. A site has been selected for the House of Knowledge located on the Northeast section of the campus on the current site of parking lot N-6, between the Quad and McMahon Hall. The House of Knowledge Elder's Committee has been formed and has actively guided the UW with protocol, design, and process. The land blessing that took place on Friday, April 10, 2009 is a direct result of their leadership.

Funding has been a primary focus for the House of Knowledge Planning Advisory Committee and the House of Knowledge Working Group over the past year. Thanks to the hard work and involvement of tribal leaders and UW faculty and staff, at the time of this writing, the House of Knowledge was in the Governor's proposed budget and the House of Representatives proposed budget for \$300,000 in the 2009-2011 biennium and \$2,700,000 in the 2011-2013 biennium. The \$3,000,000 in state funding will provide a critical base for support as we seek additional funds from private, federal and tribal sources.



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Thanks to the work of the UW Capital Projects Office, architect selection criteria has been completed and we are on track to select the project architect once pre-design and design funding is assembled.

The expected impact of the House of Knowledge has resonated well with community members and potential funding sources. The UW House of Knowledge will increase Native American students' success at the UW, prepare them for leadership roles in their tribal communities, and serve as a portal for connecting Native communities with UW faculty and staff for the purposes of research and economic development collaborations. The Office of Minority Affairs and Diversity (OMA&D) reorganized its development unit to bring someone on board with tribal knowledge, ties to the Native American community and development experience. That person is David Iyall who has been appointed as the Assistant Vice President for Advancement. The next year will be spent raising private funds for the project.

**American Indian Studies Department (AIS):** The Board of Regents at the University of Washington recently approved a proposal to elevate American Indian Studies (AIS) in the College of Arts & Sciences to departmental status. The Regents' action acknowledges the quality of the unit and paves the way for additional growth. Tom Colonnese of American Indian Studies has been appointed as Chair of the department.

Its new status will help strengthen existing relationships with Tribal leaders in the region and enhance the department's appeal to prospective students wishing to major in AIS. The University of Washington ranks among the top 25 American Indian-serving universities in the nation in terms of the number of Native undergraduate and graduate students attending. Students who choose to major in AIS will take a selection of courses related to history, contemporary Indian issues, art, and the American Indian aesthetic and world view. These students actively participate in the American Indian community and culture by assisting in the planning of the First Nation's Pow Wow each year and participating in the Native Voices Film Festival. 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.

**Community-Based and Tribal Participatory Research:** Research can be a powerful tool for Tribes and Native communities to use for understanding and addressing issues of health and well-being. In order to avoid practices in research projects that do not benefit, and may do harm to Native participants and communities, some researchers at UW are engaging in true research partnerships through use of two new research approaches and protocols: Community Based Participatory Research and Tribal participatory Research (CBPR/TPR). These approaches are being used in research partnerships between Tribes and academic researchers. Both approaches are respectful of the unique and sovereign status of Tribes and other Native agencies. The basic principles of each of these research approaches are described in the 2009 Tribal Leadership Resource Directory, pp. 3-4. Examples of these approaches are the collaborative research projects undertaken by the UW Alcohol and Drug Abuse Institute and the Indigenous Wellness Research Institute, also described in the Directory.

**Bioenergy Integrative Graduate Education and Research Traineeship (IGERT) Program:** The UW's Integrative Graduate Education and Research (IGERT) program, funded by the National Science Foundation, has experienced continued success. The \$3 million program, launched in early 2008, teams doctoral students, UW faculty and local Native American tribes to transform local forestry and agricultural waste into plant-based



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fuels. This year, two additional Native PhD students were admitted into the program, for a total of six between the two cohorts. The two cohorts include a total of 20 graduate students, of which six are Native Americans.

The research has a direct impact on tribes who wish to use natural resources for alternative energy. Collaborative research projects in energy studies are currently being conducted with the Yakama and Colville Tribes. They will explore issues such as how waste from forestry can be transformed into plant-based fuels. The first project, with the Yakama Nation, has students analyzing the benefits and impacts of harvesting forestry debris for energy. The intent is to work with Washington tribes who are typically resource rich and known for sustainable use of environmental resources. Dr. Daniel T. Schwartz, hopes the project will lead to more Native students entering science and engineering programs at the UW. His goal is to produce at least 10 percent of the nation's advanced degree, Ph.D.-level Native American students.

**Indigenous Wellness Research Institute (IWRI):** In an effort to advance the mission of IWRI and connect with additional stakeholders, the Indigenous Wellness Research Institute produced a film that communicates the story of IWRI. The video, A Road to Wellness, was recently submitted to the San Francisco Native American Film Festival.

**Native American Advisory Board (NAAB):** Over the past year we have seen a substantial increase in the number of tribal representatives participating in quarterly NAAB meetings, with five additional tribal representatives added to the group, all attending at their own expense. A flyer was distributed to the tribal chairs and council members in attendance at the 2008 Tribal Leadership Summit, inviting them to attend or send a representative to the NAAB meetings. The NAAB, established in 1993, has been very helpful when addressing the prioritized areas of focus, which include outreach and recruitment of Native Students; retention, and graduation of Native students; recruitment and promotion of Native faculty and staff; and development of the House of Knowledge longhouse-style building.

**First Nations Mathematics, Engineering, and Science Achievement (MESA):** First Nations MESA engages K-12 students in tribal schools and schools with high populations of Native American students, with math and science activities that connect to the students' cultures. The longstanding MESA program has recently been strengthened by the addition of a coordinator position located at Heritage College who helps address the needs of students in central Washington. Program coordinators serve students, teachers, and parents on the Kitsap Peninsula and the Yakama Nation, each sponsored by university partners.

**Native Youth Education Program (NYEP):** NYEP is a pre-college, culturally enriched academic pilot program with a focus on Native American students who are in the 7<sup>th</sup> -10<sup>th</sup> grades. The students involved in the pilot program were from King and Kitsap Counties and are low socioeconomic income status but college-bound. The program is a collaborative project between the UW and local Native organizations. It is a summer program which offers credit recovery and cultural immersion. The goals of the NYEP are bridge pipeline and academic credit retrieval for students to attain successful academic goals throughout the year; provide navigation of STEM programs with culturally appropriate academic programs and mentors guiding them through middle school and high school to college; and provide social support networks to access resources for students' families in partnership with United Indian of All Tribes.

Future programming is contingent on receiving grant support from Seattle Public Schools.

**Faculty and Staff news:** Tessa Evans-Campbell was promoted to tenure as an Associate Professor in the School of Social Work in the Fall of 2007. Charlotte Cote has also been promoted to tenure as an Associate Professor in the American Indian Studies department. On March 9, 2009, Marvin Oliver, renowned artist, received the Best of Classification award from the prestigious Heard Museum for his sculpture, "War Helmets from Past to



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Present.” Sasha Harmon, associate professor in American Indian Studies, recently published a new edited collection, “The Power of Promises: Perspectives on Pacific Northwest Indian Treaties”. Burke Museum curator of Native American Ethnology Deana Dartt-Newton is a new faculty member in the American Indian Studies department. She assumes the position that was held by Professor Emeritus James Nason for many years. In the Office of Minority Affairs & Diversity (OMA&D) David Iyall is the Assistant Vice President for Development and Alumni Relations who heads up all fundraising efforts for OMA&D, including the House of Knowledge; and Kris Hohag is the Native American counselor and recruiter.

**President’s Minority Community Advisory Committee:** Patsy Whitefoot, a member of the Tribal Leadership Summit Host Committee and a distinguished leader and educator, has been appointed to the President’s Minority Community Advisory Committee. Patsy’s appointment follows several years of involvement in the UW Native American Advisory Board.

**Ken LaFontaine Scholarship:** An endowed \$50,000 scholarship named in honor of the late Ken LaFontaine was created in late 2008. Ken, a Professor at Shoreline Community College, was a mentor to scores of students who successfully reached their educational goals. He was also actively engaged at the UW, having served on the Native American Advisory Board and the President’s Minority Community Advisory Committee. The scholarship that honors his memory is focused on providing support for Native American students who transfer from Shoreline Community College to the UW. Romaine Watt, a member of NAAB & MCAC, provided a substantial donation to complete the endowment.

**UW Native American Alumni Affinity Group:** Alumnus Mike Tulee is heading this effort to form an association for Native American Alumni and students to network, socialize, raise scholarships, and develop activities to address issues as appropriate. Mike Tulee (206-364-7512) or Julian Argel (206-616-1948), Tribal liaison for OMA&D, can be contacted to learn more about this effort.

**UW Native Life & Tribal Relations web site:** This site is dedicated to serving the needs of Native students, staff, faculty, and community. We are proud of the wealth of resources that the University has to offer in terms of information and activities that are Native focused. In an effort to centralize the Native-focused information and resources available on the University of Washington campus, we have created the UW Native Life & Tribal Relations web site which brings together all aspects of Native student life, community involvement on campus, and Native events happening at the UW. This resource is managed by OMA&D and is part of the Diversity section of the UW web site. It can be found by following the Diversity link on the UW homepage or by visiting: [http://www.washington.edu/diversity/tribal\\_relations/](http://www.washington.edu/diversity/tribal_relations/). For more information contact Kris Hohag at [khohag@u.washington.edu](mailto:khohag@u.washington.edu) or Ross Braine at [dabraine@u.washington.edu](mailto:dabraine@u.washington.edu) with any compliments or suggestions.