

University of Washington Native and Tribal activities

2007 Tribal Leadership Summit Follow-up

On April 13, 2007 the University of Washington (UW) hosted a historical Tribal Leaders Summit between elected Tribal Leaders representing the Washington State Regional Territory, President Mark Emmert and UW Board of Regents representatives Bill Gates Sr., and the Honorable Dan Evans. The meeting was facilitated by the Honorable Chairman Ron Allen, Jamestown S'Klallam Tribe, Denny Hurtado, Director for OSPI-Office of Indian Education and Chair for the UW Native American Advisory Committee and Patricia Whitefoot, Chairwoman of the Education Committee for the Affiliated Tribes of the Northwest Indians. The meeting format was a roundtable open discussion between Tribal Leaders and UW Leaders. The summit was recorded; however there were complications to the quality of the audio that caused problems in the identification of individual speakers. With the help of participant observers and summit coordinators, the transcriptions were validated by the identification of speakers which brought true life to the transcriptions. Subsequently, a qualitative content analysis was used to summarize the dialogue between Tribal Leaders and UW President and Regents. The UW is indebted to Nancy "Lynn" Palmanteer-Holder (Colville), a Doctoral Student in the School of Social Work, for leading a team of transcribers and conducting the content analysis of the transcript.

The purpose of the 2007 Summit was for UW leadership to listen and engage with Tribal Leaders on issues that are of importance to tribal communities. Primary topics discussed by Tribal Leaders include the following:

Government to Government Relationship: The importance of government to government relationships, as many Tribal Leaders used value statements that emphasized the importance of respecting their governments as sovereign, and understanding the legal status of federally recognized tribes. Also, hire a tribal liaison that knows and understands tribal governments; establish one point of contact to facilitate collaboration and partnerships, and increase UW leadership visits to tribal communities.

Partnerships in Research: Particularly research of interest to tribal communities such as preservation of language, culture, curriculum development, health and wellness, environmental restoration and natural resources.

Student Recruitment & Retention: Look to Evergreen as a model for offering courses online, pursue the building of a campus longhouse-style facility, ease the transition to college, create partnerships with community and tribal colleges, communicate more about how American Indian students are identified,

increase scholarship support for students, partner with tribal education departments, and strengthen connections between campus and community.

UW Courses & Actions that could benefit Tribes: Focus on courses related to tribal history and sovereignty, increase the number of Native American faculty and staff at UW, expand the American Indian Studies Program and conduct a national search for the director, and continue to support programs like the Indigenous Wellness Research Institute.

The UW leadership has spent the last year working on many of the topics identified above. A brief summary of activity since the 2007 Summit is provided below.

UW hosts Native American Student Days

Native American students from around the region participated in Native American Student Days (NASD) November 7–8, 2007, hosted by the UW Office of Minority Affairs and the First Nations student organization. NASD introduces Native American high school students, educators, counselors, and tribal education office staff to the Native community at the UW and provides an opportunity to visit campus and learn about the programs and services available to Native students. The event also included a visit to the Burke Museum, campus tours, department visits, and admissions and financial aid workshops. NASD concluded with an event held at the Ethnic Cultural Center featuring presentations by UW students sharing their perspectives of campus life.

BioEnergy Integrative Graduate Education and Research Training Program Collaborates with Indian Nations

The UW American Indian Studies Program, College of Engineering, and College of Forest Resources partnered to administer the BioEnergy Integrative Graduate Education and Research Training (IGERT) award, a \$3 million grant funding six interdisciplinary doctoral students annually for five years. The new BioEnergy IGERT program attempts to identify local biofuel alternatives, specifically forestry and agriculture waste. Converting these products to fuel could create new energy sources and reduce the quantity of landfill material and emission levels from burning waste.

An emphasis of the grant is collaborating with the Yakama Nation and the Quinault Indian Nation to recruit students from those communities. Each year, the class will work on a group project on one of the Native reserves to solve an energy-related problem identified by one of the tribes. Phil Rigdon, director of natural resources for the Yakama Nation and a graduate of the UW College of Forest Resources, noted tribe members are discussing their options for sustainable energy including small-scale hydropower and wind energy. This year, the program accepted eight graduate students including two Native American students.

UW Launches Indigenous Wellness Research Institute

On April 12, 2007, over 400 people attended a celebration to launch the UW's new Indigenous Wellness Research Institute (IWRI). The new institute evolved from the UW Native Wellness Center and has received \$1.35 million over six years in startup funding

from the University. Housed in the School of Social Work, this interdisciplinary research institute is working toward its vision of supporting the inherent rights of indigenous people to achieve full and complete health and wellness. The institute focuses on research topics including environmental health, pandemics, chronic diseases, poverty and inequality—areas disproportionately affecting indigenous people. In exploring these topics, IWRI collaborated with a number of tribal and community organizations across the country to develop research capacity in indigenous communities and bring more indigenous people into universities.

IWRI researchers are currently involved in a number of projects including the Honor Project—two studies funded by the National Institute of Mental Health—examining the health and wellness of Two-Spirit American Indians and investigating the health of American Indians living with HIV/AIDS. In partnership with the Tulalip Tribes, researchers recently began a cardiovascular disease intervention study. In addition, the IWRI Center for Indigenous Child Welfare and Community Wellness is working to increase the number of American Indian students preparing for work in the Indian Child Welfare field by funding bachelors and masters level degree studies; 11 students are currently enrolled.

Future research efforts will examine alcohol and drug use, methamphetamine prevention, and boarding school and intergenerational issues. The institute also supports students from a variety of disciplines through academic mentorship as well as financial, social and cultural support. Visit www.iwri.org to learn more.

New Native American Faculty and Staff Group Formed at the UW

In November 2007, Native American Faculty and Staff at the UW (NAFSUW) gathered for the first time at the invitation of Vice Provost for Diversity, Sheila Edwards-Lange, and Diversity Specialist Chesca Ward. Currently, a dynamic mix of 57 Native faculty and staff compose the growing group and represent a range of departments and positions on campus.

The group has identified priority activities including reviewing and providing feedback on a presentation for the House of Knowledge, a traditional longhouse and multiservice gathering and learning space on the Seattle campus, scheduled for completion in 2012. An additional NAFSUW priority is developing a memorandum to UW leadership formally introducing the group and its goals, addressing the lack of American Indian and Alaska Native representation on UW campuses and inviting leadership to partner with the group to address the disparities. The group is also considering changing its name to be more inclusive of Alaska Natives and First Nations—Canadians of aboriginal descent—as well as Native Americans.

The Burke Museum features *This Place Called Home* exhibit

The Burke Museum's exhibit of Plateau materials, *This Place Called Home*, brings to life the beautiful materials depicted in Lee Moorhouse's 1898–1915 photographs, including beadwork, cradle boards, cornhusk bags, baskets, blankets and more. Included in the exhibit are video interviews with tribal elders discussing objects in the exhibit and photographs, their ancestors and personal family heirlooms.

Guest curator, Miles R. Miller, of the Yakama and Nez Perce tribes, selected complementary objects from the Burke Museum's permanent collection to bring the photographed historic subjects to life through three-dimensional objects. Miller noted

the exhibition is about tradition, memory and how artists are taught, and continue to teach, visual expressions of the Columbia Plateau.

New American Indian Studies Major Offered at the UW

Culminating from a five-year effort, American Indian Studies (AIS) faculty developed a plan for a new degree program at the UW. In preparing their proposal, the group examined current program offerings from around the country and developed new courses. The proposal received approval from the dean of arts and sciences, the president and provost as well as the Higher Education Coordinating Board. Twenty students have declared an AIS major, and the program hopes to reach 50 students in the next three years.

AIS examines history, literature, art and ecological issues from an Indian perspective, rather than a western European perspective. AIS majors are required to take at least two of four core courses: an introductory course and others focused respectively on history, contemporary Indian issues and the American Indian aesthetic and world view. Students then take elective classes from within the program or from a list of select courses in other departments and complete a senior project.

The AIS program began in the wake of student protests in 1968—the same time as American Ethnic Studies, but was not included in that department. In 1982, AIS affiliated with the Anthropology Department as the American Indian Studies Center. Between 1970, when it was first established, and 1982, the AIS program worked with the Office of Minority Affairs to help increase the number of Native Americans attending the University by more than 400 percent—from 125 to 500 students. However, by 1997, the number of AIS faculty dwindled and the program's future was in question. Then-College of Arts and Sciences Dean, David Hodge, pledged his support for the program and authorized new faculty hiring. In 2003, AIS became an independent program and with added faculty the push began to develop an AIS major.

Seventy-five percent of students in AIS classes are non-American Indians, and only half of the eight professors are American Indian. Whether or not Native Americans take classes in the program, the presence of the AIS provides encouragement for Native Americans to attend the UW.

UW Enters Final Phase of Search for American Indian Studies Program Director

In late 2007, the dean of the UW College of Arts and Sciences authorized a national search for a senior scholar to serve as the director and as a faculty member of the AIS program. Four final candidates have been selected, and during the month of April, candidates will visit the campus to deliver lectures and meet interested faculty, students, university staff, and program supporters. For additional information on this process, contact the AIS program.

New Native and Tribal-focused Courses Offered at the UW

Anthropology (ANTH) 310

Native Nations of America: Indigenous Perspectives on Cultural Resources

Course Description: Cultural Resource Management (CRM) in the United States is a complex maze of federal, state and tribal laws. Depending on where one is working, the definition of CRM expands and contracts to accommodate a variety of interests

and perspectives. This class is primarily concerned with Indigenous perspectives and will explore the legal, anthropological, and archaeological histories of Indigenous people in the United States. Knowledge of this background is key to the discussion of contemporary Indigenous perspectives in CRM, which may or may not overlap with the perspectives of other groups and governmental entities. The first half of the quarter will be spent on learning about Native American stereotypes and realities and how these ideas have shaped perspectives on CRM in the United States. The second half of the quarter will focus solely on Indigenous perspectives in several aspects of cultural resource management, tribal CRM codes and indigenous archaeology.

American Indian Studies (AIS) 313, 314, 315

American Indian Language: Yakama

Instructor: Greg Sutterlic

Course Description: A series of courses on Sahaptin Ichiishkin (Yakama language). In the introductory class, students learn the Yakama alphabet. Students will learn to read, write, and pronounce the unique sounds of the Yakama language. Language and culture cannot be separated; therefore components of the Yakama culture will be learned. Each student will design a project linked to information learned in class. By the conclusion of the series, students will have capabilities in conversation, reading and writing in the Yakama language.