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Introduction

The 2019 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 2019 Tribal Leadership Summit, held at the UW on Wednesday April 24, 2019. The Directory provides information for the networking of existing partnerships and facilitating new partnerships.

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

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

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

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

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

Phase II will include a Teaching and Learning Building with student programming space, multipurpose meeting rooms, an arts lab and an Elders lounge. The university has just begun to raise the $10.0 million needed for construction of Phase II.
A primary purpose of the Intellectual House is to increase American Indian/Alaskan Native students’ success at UW, preparing them for leadership roles in their tribal communities and the region. While the UW has made promising gains in recruiting American Indian/Alaskan Native students, their retention and graduation rates fall short of those of other student groups, both at UW and at colleges across the country. The Intellectual House creates a welcoming and supportive environment that is responsive to students’ cultural needs and helps them remain involved in their communities through its social and academic programs. The Intellectual House is also a portal for connecting Native communities with UW faculty and staff for the purpose of building partnerships in research, education, and economic development. Due to its unique Northwest longhouse-style architecture, the Intellectual House is a symbol that honors the Native peoples of the region, acknowledging their place in history and their leadership in the region.

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

A Log Blessing Ceremony for logs donated by the Port Gamble S’Klallam Tribe was also held following the protocols of the Coast Salish peoples and led by the Elders Committee.

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

American Indian and Alaska Native Student Associations

American Indian Student Commission (AISC)
Associated Students of the University of Washington (ASUW)
aisc.asuw.org/

Eric Alipio (Navajo),
Commissioner 206-685-4147
Asuwaisc@uw.edu

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

First Nations @ the University of Washington
fnuw@uw.edu

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

Native American Student Organization (NASO),
UW Tacoma

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

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

Academic and Professional Organizations for Students

American Indian Science and Engineering Society (AISES)
University of Washington College Chapter
huskylink.washington.edu/organization/aises
aises@uw.edu

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

Native Business Association (NBA)
n8vbiz@uw.edu

It shall be the purpose of the Native Business Association to empower native students to succeed both professionally and personally.

Medicine Wheel Society (MWS)
www.facebook.com/MWSUW/
medicine_wheel_society@uw.edu

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

Indigenous Information Research Group (IIRG)
See description under Information School, page 36.

Native American Law Student Association (NALSA)
Chehalis Dorman
nalsa@uw.edu

NALSA’s mission is to strengthen the legal community with professionals of Native descent and to promote the study of federal Indian and tribal law. NALSA supports American Indian/Alaska Native law students by connecting them with Native communities. Activities and special events include recruitment trips in Washington state, powwows, symposia and speakers, and annual trips to the federal Indian Law Conference in Albuquerque, New Mexico.
Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)
See description under The Graduate School, page 32.

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

Faculty and Staff Organizations

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

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

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

Related Groups and Units at UW

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

- The Native American Advisory Board (page 70)
- The Native Research Group (page 6)
- The Center for Equity, Diversity and Inclusion (page 41)
- The Indigenous Wellness Research Institute (page 59)
- UW Tribal Liaison Position (page 70)
- Annual Tribal Leadership Summit (page iv)
- Intellectual House Planning Advisory Committee (page 1)
There is overlap in the membership and participation in these groups as well as with their respective focus, vision, and mission. NAFSUW seeks to determine how best to collaborate with these groups and units.

Native Research Group (NRG)

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

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

NRG is open to anyone who is currently engaged in research with tribal and/or Native communities or who seeks to engage tribal and Native communities in research projects. To join, send a request to: NativeResearch@uw.edu.
The Department of American Indian Studies (AIS) offers a major and a minor in American Indian Studies, and a master’s degree in Native American Documentary Film, Video, and New Digital Media in partnership with the Department of Communication. AIS approaches its teaching and research from a decolonized, community-based, and global perspective. AIS faculty and students strive to develop theories and methodologies that increase knowledge about Indigenous peoples and support the needs of Indigenous communities. The program promotes faculty and student exchange programs with institutions that are committed to a deeper understanding of Indigenous communities and peoples throughout the world.

**AIS Faculty**

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

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

Daniel Hart, Professor and Co-Director,  
Native Voices Program  
206-616-7752; dhart@uw.edu  
Areas of specialization: Indigenous film, documentary film, Native American health and Wellness
Dian Million (Tanana Athabascan), Associate Professor
206-616-8032; dianm@uw.edu

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

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

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

Joshua L. Reid (Snohomish), Associate Professor
jireid@uw.edu

Areas of specialization: American Indians, identity formation, cultural meanings of space and place, the American and Canadian Wests, the environment, and the indigenous Pacific.

Burke Museum of Natural History and Culture

www.burkemuseum.org
Julie Stein, Executive Director
Polly Olsen (Yakama), Tribal Liaison
Robin K. Wright, Curator Emeritus of Native American Art
Sven Haakanson, Curator of Native American Anthropology
Peter Lape, Curator of Archaeology
206-543-5590
theburke@uw.edu

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

Collections

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

Exhibits

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

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

Tribal Museum and Cultural Center Development, Consultation and Training

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

The Native American Graves Protection and Repatriation Act (NAGPRA)

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

Bill Holm Center for the Study of Northwest Coast Art

The Bill Holm Center, established in 2003, is an international learning center dedicated to increasing Native and public access to research resources and fostering understanding of Native art of the Pacific Northwest Coast. The Center provides grants for visiting researchers, graduate fellowships, and public programs such as exhibits, lectures, and web resources.

Collaborative Research and Cultural Exchanges

The museum regularly collaborates with tribal staff on research projects, such as the West Point study carried out with the Muckleshoot, Suquamish, and Tulalip Tribes. The Burke also facilitates cultural exchanges among Northwest Tribes and Indigenous peoples of other nations and participates in the Reciprocal Research Network, which provides research access to first Nations objects from throughout the Northwest Coast and British Columbia. Information on the New Burke: newburke.org/home

Gender, Women and Sexuality Studies (GWSS)

gwss.washington.edu
206-543-6900
gwss@uw.edu
The Department of Gender, Women and Sexuality Studies is an academic unit in which Indigenous issues are researched, taught, debated, and discussed. Courses offered include: GWSS 244 Indigenous Feminisms; GWSS 300 Women, Race and Social Stratification; GWSS 341 Native Women in the Americas; GWSS 440 Reading Native American Women's Lives; GWSS 442 Images of Natives in the Cinema and Popular Culture; GWSS 444 Criminality and “Deviance” in Native Communities; and GWSS 510 Documentary Research Methods for Social Sciences.

The research and teaching interests of Dr. Luana Ross, Associate Professor, include criminology and “deviance,” race, ethnic relations, gender, documentary film. She is the author the book, *Inventing the Savage*, and is considered a leading expert in Native criminality. Dr. Ross has been a leading figure in the movement of Native Americans in higher education for several decades. She serves as the co-director of Native Voices, a graduate film program. Dr. Jeannette Bushnell, who received her PhD from the department in 2009, wrote her dissertation on the topic of Native women in Seattle: “I can think of a lot of stories.” Shared Knowledges, Indigenous Methodology and Purposeful Conversations with Sixteen Native Women in Seattle.

In 2012, GWSS hosted the Stice Feminist Scholar of Justice, Aileen Moreton-Robinson, Goenpul/Nunukul woman from Minjerribah Stradbroke Island, Quandamooka First Nation, Moreton Bay in Queensland, Australia. She is Director of the Indigenous Studies Research Network and is responsible for the Indigenous Postgraduate Research Capacity Building Program.

Language Learning Center (LLC)

deps.washington.edu/llc/
Paul Aoki, Director
206-543-0536
i5no8@uw.edu

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

Music Alive in the Yakima Valley

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

*Music Alive! in the Yakima Valley* (MAYV) was established in 1999. The program includes performances, participatory music-making events, and collective song-writing projects in residencies for UW students at the Yakama Nation Tribal School in Toppenish. Students learn about Yakama and Mexican-American cultural perspectives in efforts to facilitate shared musical events. MAYV is the subject of a number of research publications on forging community partnerships in and through music, including the *Journal of Research in Music Education*, the *International Journal of Community Music*, the *Journal of Popular Music Education*, and the *Mountain Lake Reader*. 
The course Slavic 210/Honors 211C, An Introduction to Bilingualism, is a quarter-long project in which students conduct a survey of a minority language spoken in the Pacific Northwest. Students identify key figures/leaders in the community and interview at least one such person. Their reports include the estimated number of speakers of the language in the area (Census figures and/or American Community Survey data), information on the efforts to promote language maintenance (is there a community center, a heritage language school, what organizations there are, publications, cultural activities, is the language taught at UW), and a brief evaluation of language maintenance/shift across generations. Several students have studied Native languages, including Tulalip and Lushootseed.
The Consulting and Business Development Center leads the Foster School of Business’ efforts to partner with Tribes on economic development. Over the last eight years, the Center has worked with 11 different Tribes in Washington, Oregon, and Alaska, one intertribal organization (Washington and Oregon), and three Native American nonprofit organizations. UW Tribal Gaming and Hospitality Management Certificate Program.

At the 2012 Tribal Leaders Summit, Virginia Cross, Chairperson of the Muckleshoot Tribe, asked for the UW to develop a program to improve the management skills of employees of tribal casinos and resorts. The first program was launched in 2015 and to date more than 50 employees of tribal casinos have completed this 10-credit program. The program is offered in partnership with the UW's American Indian Studies program and participants have come from the following Tribal Casinos:

- Chewelah Casino (Spokane)
- Clearwater Casino (Suquamish)
- Colville Casinos
- Legends Casino (Yakama)
- Muckleshoot Casino
- The Point Casino (Port Gamble S'Klallam Tribe)
- Quinault Beach Resort and Casino
- Showalter Bay Casino
- Snoqualmie Casino
- Swinomish Casino
The 2018 course offering begins in June with classes held one time each month for four consecutive days. In addition to classes held at the Foster School

Two of the three instructors, Lynn Palmanteer-Holder (Colville) and Allard Teeple (Sault) in the program are Native American and the program’s curriculum is developed in collaboration with our advisory board:

- Jerry Allen, 7 Cedars Casino
- Irene Carper, Suquamish Tribe
- Jay Ellenberger, Swinomish Casino
- Conrad Granito, Muckleshoot Casino
- Don Kajans, Quinault Beach Resort and Casino
- Joe Pakootas, Spokane Tribal Enterprises
- Letisha Peterson, Yakama Nations Legends Casino
- Chris Placentia, Port Gamble S’Klallam Tribe, Noo Kayet Development Corporation
- Rich Purser, Suquamish Tribe Clearwater Casino
- Ben Rechkemmer, KeyBank Native American Financial Services
- Takako Wright, Snoqualmie Casino

Executive Education & International Initiatives
Jean Choy, Associate Dean
jchoy@uw.edu

Executive Education at the UW Foster School of Business offers both open programs where individuals could register for a targeted programs and customized options with special rates for tribal leadership.

For more information, contact Jean Choy directly.

Minority Business Executive Program

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

Undergraduate Diversity Services (UDS)

For current, high school and undergraduate students, the Foster School Undergraduate Diversity Services (UDS) office offers an array or programs and resources to help students succeed both professionally and personally as they pursue a degree and/or career in business. UDS works closely with the new Native Business Association (NBA) student organization to support and empower native students (American Indian/Alaskan Native), and increase representation in the Foster School of Business and greater business community. To learn more about UDS programs, please contact Andy Marzano (Associate Director – amarz31@uw.edu) and/or bizuds@uw.edu.

Young Executives of Color (YEOC)

The Young Executives of Color (YEOC) program is a nine-month college pipeline program hosted by the University of Washington Foster School of Business. The program currently serves 175 high school sophomores, juniors and seniors from 57 schools in the state Washington. Students attend sessions on the UW campus one Saturday every month for college preparation, business lectures, professional development, and powerful mentorship. In its 11-year history, 99% of YEOC alumni have enrolled in college. For more information on how to become a part of YEOC, please contact Program Manager Damariz Ibáñez (dvibanez@uw.edu) and/or yeocuw@uw.edu.
School of Dentistry

Northwest Alaska Center to Reduce Oral Health Disparities

Research.dental.uw.edu/nacrohd/
Peter Milgrom, Professor and Director
206-251-6831
dfrc@uw.edu
Colleen Huebner, Associate Professor and Co-Director
206-685-9852
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The Center works with American Indian/Alaska Native colleges and other regional educational institutions serving American Indian and Alaska Native (AIAN) students to secure funding and develop programs to improve life-science instruction. The Center creates internship opportunities for AIAN students interested in life science careers, and works with American Indian dental clinics to implement strategies to reduce tooth decay and with the Alaska Native Tribal Health Consortium on training activities for students.

Multilevel Approaches to Improve the Oral Health of Yupik Children in the Yukon-Kuskokwim Delta in Southwest Alaska

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The Center is conducting a community-centered collaborative oral health research program between the Yukon Kuskokwim Health Corporation (YKHC) and two NIH-funded centers: the UW's Northwest Center to Reduce Oral Health Disparities and the University of Alaska Fairbank's Center for Alaska Native Health Research. The long-term goal is to develop a multilevel, community-centered intervention that targets sugar-sweetened beverage intake, one of the main risk factors for tooth decay in Alaska Native children.

This collaborative effort will assist the YKHC to prevent the pain accompanying pediatric tooth decay, lower dental treatment-related costs, and improve the oral and systemic health of children in the Yukon Kuskokwim Delta. These efforts will benefit the UW by providing UW investigators the opportunity to develop and evaluate a multilevel oral health intervention and create health intervention models that can be disseminated to other Alaska Native communities.


Dental.washington.edu/people/joana-cunha-cruz/
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The center is developing a community-centered collaborative implementation research program for oral health with the South-East Alaska Regional Health Consortium (SEARHC). The goal is to provide technical assistance on implementing multilevel dental care delivery system changes to reduce disparities for Alaska Native Children and improve the oral health of the communities served by SEARHC.
Student Resources

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

Summer Medical Profession Education Program

depts.washington.edu/cedi/wp_cedi/shpep
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A collaboration between the UW Schools of Medicine and Dentistry, the Summer Medical Profession Education Program (SMPEP) provides academic preparation for medical and dental school to students from underrepresented and/or disadvantaged backgrounds. To increase the number of these students attending medical and dental school. The program, with Native speakers, addresses health disparities and the well-being of Native people to provide culturally relevant information and to prepare all participants to work with Native peoples.

Office of Educational Partnerships and Diversity

Beatrice Gandara, Program Director
Clinical Associate Professor, Dental Pathway, Oral Medicine 206-616-0610
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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.

Community Health Professions Academy (CHPA)

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Community Health Professions Academy (CHPA) is a program aimed at students between the ages of 13 and 18, in which professional health students, faculty, and pre-health undergraduate students, and AmeriCorps members volunteer their time to provide career guidance and enrichment for underrepresented high school students in Washington State. The application opens in October each year and closes in December.

Please see the website for updates: https://dental.washington.edu/oepd/our-programs/community-health-professions-academy/
The Indigenous Education Initiatives include academic programs and community partnerships that represent the College’s ongoing commitments to Native/Indigenous education and communities across the region. Some hosted activities include:

- **Native/Indigenous Scholar Series**
- **Indigenous Land Education: A Model for Teacher Professional Development** with Anna Lees, Ed.D. (Little Traverse Bay Band of Odawa Indians), and Dolores Calderon (Mexican/Tigua)
- **Designing Teaching and Learning that Cultivates and Contributes to Just, Sustainable, and Culturally Thriving Communities** with Megan Bang, Ph.D. (Ojibwe)
- Gathering on Native Teacher Education with Dr. Michelle Jacob (Yakama) and Dr. Leilani Sabzalian (Alutiiq), University of Oregon and Dr. Jeremy Garcia (Hopí) and Dr. Valerie Shirley (Diné), University of Arizona and Dr. Megan Bang (Ojibwe), Northwestern University/Spencer Foundation
- Ongoing participation with Tribal Leaders Congress on Education
- Ongoing participation in development of Center for American Indian and Indigenous Studies (CAIIS)

**Indigenous Education Advisory Board**

Patsy Whitefoot (Yakama), Co-Chair

Bernie Thomas (Lummi), Co-Chair

The Indigenous Education Advisory Board (IEAB) was grown from the Native American Certificate Advisory Board that oversaw the Native Education Certificate Program. The IEAB now oversees Indigenous Education Initiatives throughout the College of Education. We are very grateful and honored for the wisdom of our board members identified below:

Wilson Arnold (Makah), Ma.T.; Dana Arviso (Diné), MA.; Megan Bang (Ojibwe), PhD; Willard Bill, Jr. (Muckleshoot), MA.; lisaaksiichaa (Ross) Braine (Apsáalooke Crow Nation), MA.

Bryan Brayboy (Lumbee), Ph.D.; Sally Brownfield (Squaxin Island), M.Ed.; Anthony Craig (Yakama), Ed.D.; The Honorable Brian Cladoosby (Swinomish), Joe Davalos (Mejica/Colima), MA, M.ED, Principal Certificate; The Honorable Leonard Forsman (Suquamish), M.A;

Stephanie Fryberg (Tulalip), Ph.D.; Geneva Gay, Ph.D.; Denny Hurtado (Skokomish), M.Ed.; Senator John McCoy (Tulalip); Bernie Thomas (Lummi), M.Ed.; Michael Tulee (Yakama), Ph.D.; Michael Vendiola (Swinomish, Lummi, Visayan), Ed.D.; Malia Villegas (Afognak, Sugpiaq/Alutiiq, O'ahu/Lana'i), Ed.D.; Elizabeth West (Yurok), Ph.D.; Patsy Whitefoot (Yakama), MA.; Ken Zeichner, Ph.D.
Native Education Certificate Program
Filiberto Barajas-López, Ph.D. (P’urhépecha)
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Dawn Hardison-Stevens, Ph.D. (Omushkeg Cree, Ojibway, Cowlitz, Steilacoom)
Program Manager | Lecturer
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Affiliated Faculty
Megan Bang, Ph.D. (Ojibwe)
Elizabeth West, Ph.D. (Yurok)
Anthony Craig, Ed.D. (Yakama)

The Native Education Certificate Program is a two-year program offered through the UW College of Education and UW Continuum College offers the Native Education Certificate program for a cohort of learners, with hybrid sessions designed to cultivate participants’ abilities to create meaningful and effective relationships and partnerships with Native American students, families and communities through community-based pedagogies. Participants develop sovereignty and historical knowledge as well as community and culturally based pedagogical expertise to ensure Native students thrive and succeed. Educators develop content expertise and perspectives about the historical dynamics and impacts on practices of schooling in order to transform them and thus contributing to making school and future careers relevant to the pressing needs of Native communities.

The program encourages individuals, cohorts, or small groups to enroll together and may include classroom teachers and administrators, and also community members and families. Cohorts enable peers to create learning communities that develop knowledge and skills, with Native leaders and educators, to create systemic transformation needed for Native students to thrive. Guiding principles and required Experiential Culminating Project include:

- Develop educator’s ability to utilize culturally responsive pedagogies and effectively educate Native American students in ways that students excel.
- Prepare educators to create and implement learning environments that respect and engage with Native students and family's culture, traditions and experiences (knowledge systems) by establishing community-based teachers.
- Cultivate communities of practice that work towards educational transformation for all Native learners and communities.
- Foster identity development for Native learners in schools.
- Collaborate with peers and tribal leaders to engage work in a given profession.
- Participants will develop projects that are relevant and add capacity to the school/ community where they work or are affiliated.
- Native advisors will support in planning and guiding participant projects.
- Completed projects will become shared through the Indigenous Education Tools website.

The program’s first launch with the 2016-2018 cohort had graduated over 60% earning their certificate! Participants were from the Wellpinit School District and citizens of the Spokane tribe; Quileute, Puyallup, and Suquamish reservations as well as other school districts, tribes, and institutes working with Native peoples across the state.

Last summer launched the 2018-2020 cohort with over 80 participants from communities of the Muckleshoot and partner schools of Auburn and Enumclaw School Districts as well as Muckleshoot Tribal School and College; Puyallup tribal citizens and Chief Leschi educators; La Conner School District and Swinomish citizens; Coeur d'Alene tribal school and other area educators; and other participants from the Pacific Northwest and California. This innovative cohort model enables peers to collaborate in scholarship and engage knowledge and skills with Native leaders and educators creating strong alliances within learning communities. Cultural partnerships will inspire the community-based professional with relevant tools to share with colleagues, communities, and students.

Learn more about the Native Education Certificate Program on our website: https://www.pce.uw.edu/certificates/native-education
Like us on Facebook! https://www.facebook.com/Native.Education.Certificate.Program
Additional Native American/Indigenous Programming in College of Education: Leadership for Learning (L4L)
Anthony Craig, Ed.D. (Yakama)
Director | Professor of Practice, Educational Leadership & Policy Studies
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The UW College of Education and Leadership for Learning (Ed.D.) Program hold a commitment to recruit and support Native leaders in our education systems, including Native-led organizations and organizations serving tribal communities. This three-year program serves educational leaders in school systems across the state who are deeply committed to equity, social justice, and the transformation of educational systems in support of student success. Through rigorous job-embedded action assignments, candidates sharpen their ability to effectively lead not just the systems we have but the systems we need to deliver real results for each and every student. Upon completion candidates earn the Doctorate of Education and optional superintendent or program administrator certification.

Learn more about L4L on their website https://education.uw.edu/l4l/home

Unite:Ed
Dana Arviso (Diné)
Director
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Unite:Ed is an alliance between the University of Washington College of Education and community and education partners. In service of communities experiencing structural inequity in education, we join together to exchange knowledge and co-design justice-centered strategies that improve educational systems and create better futures for children and youth. Our active steering committee brings together individuals with multiple expertise from many community and education partners in South Seattle/South King County to create solutions to the most pressing problems in education. Embedded in community, Unite:Ed partners listen, learn, decide, act, and solve. Because we share knowledge and collectively build expertise, we can more quickly and sustainability address the most pressing problems in education. Our umbrella organization fosters creativity, transformation, and innovation. We are allies to our communities as we work together to identify priorities, consider options, deliver programming, plan for research, gather data, and share findings. Unite:Ed partners embrace diversities of opinion, acknowledge inequities, and know that iteration is the path to lasting improvements in education.

To learn more about Unite:Ed and its initiatives, visit: https://education.uw.edu/research/unite-ed

Banks Center for Educational Justice
Django Paris, PhD
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The Banks Center for Educational Justice was launched in fall 2019 as a central location for partnerships, program development and collaborative research with early childhood through university educational settings that sustain Native, Black, Latinx, and Asian and Pacific Islander young people across Seattle and Washington state. The center honors long-time UW faculty member James A. Banks, founder and director of the Center for Multicultural Education, and also founding UW Bothell faculty member, Cherry A. Banks. The Center has worked to join and contribute to the ongoing work in Native and Indigenous education within the College of Education. Two upcoming efforts highlight this work: In May, the Gathering on Native Teacher Education will be hosted by the Banks Center for Educational Justice and the Indigenous Education Initiatives in partnership with the Teacher Education Program. We are pleased to welcome four distinguished guests to share their work in Native teacher education: Dr. Michelle Jacob (Yakama) and Dr. Leilani Sabzalian (Alutiiq), University of Oregon and Dr. Jeremy Garcia (Hopi) and Dr. Valerie Shirley (Diné), University of Arizona. The gathering provides an opportunity for us collectively learn from their efforts as we continue to partner with local Tribes in centering Native teachers, students, and communities.
This summer the Center will host leading scholar of Indigenous education, Sandy Grande (Quechua) of Connecticut College, who will teach a graduate class, “Black and Indigenous Theories of Educational Liberation and Resurgence.” In this interdisciplinary graduate course, students will consider the tensions and intersections between Indigenous, decolonial, multicultural, critical race, and social justice theories of education. The Banks Center is grateful to work in respectful partnership and relationship with Tribes across the region.

Learn more about our work at: https://www.education.uw.edu/cej/

**EDTEP 555 Understanding Native Perspectives: Implications for Teaching and Learning**

Dawn Hardison-Stevens, Ph.D. *(Omuskeg Cree, Ojibway, Cowlitz, Steilacoom)*
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Kristen French, Ed.D. *(Blackfeet and Gros Ventre)*
Instructor
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This 1 credit course taught by Native educators became a permanent offering in recognition of SB 5028 “Requiring teacher preparation programs to integrate Native American curriculum developed by the office of the superintendent of public instruction into existing Pacific Northwest history and government requirements.” After piloting the course during the Summer quarter in 2017, the UW made the course permanent the following year for all educators and teacher candidates in the Elementary (ELTEP), Secondary (STEP), Seattle Teacher Residency (STR), Universities Accelerated Certificated Teachers (U-ACT), and Special Education (SPED) programs. The course is designed to ensure every teacher candidate can enact social justice classrooms by upholding tribal sovereignty, engaging Native history and culture in their classrooms in ways appropriate to their discipline, and complying with House Bill 5433 requiring tribal sovereignty and history be taught in classrooms with an emphasis on Pacific Northwest Indigenous communities. The course introduces key issues and understandings about tribal sovereignty and history and provides a range of high leverage practices whereas participants will be able to grow over the course of their careers the resources to enhance teaching about and with Native people. The course centers on tribal perspectives of what sovereignty means through treaties and governmental practices with historical and contemporary policies affecting Native peoples. This course concentrates on OSPI resources, and materials with an introduction to the Since Time Immemorial Tribal Sovereignty curriculum and other tribal curricular resources through the Office of Native Education. The course also incorporates introductory information about teaching Native learners and development of comprehensive family and community engagement plans.

**Daniel Iyall Native American Teacher Education Student Support Fund**

[education.uw.edu/alumni-and-friends/iyall](education.uw.edu/alumni-and-friends/iyall)

Grant Twitchell
Director for Advancement
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The mission of this endowed fund is to provide financial assistance to graduate student who are members of a federally recognized Tribe and who are pursuing a Master’s in Teaching degree in the UW College of Education. The endowment is named in honor of Daniel Iyall who was a member of the Yakama Nation and an inspiring teacher and community leader. This recently created endowment will provide annual scholarship(s) to Native students who strive to give back and help future generations achieve their educational goals. To learn how to become a teacher, visit: [education.uw.edu/programs/teacher](education.uw.edu/programs/teacher). To contribute to the endowment, contact: grantt@uw.edu.
College of Engineering

Diversity & Access

Minority Scholars Engineering Program
www.engr.washington.edu/current/studentprogs/msep

Scott Pinkham (Nez Perce),
Assistant Director, MSEP Lead
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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 students include:

Alliances for Learning and Vision for Underrepresented Americans (ALVA)

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

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

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

Community of Minority & Women Engineering Societies (CMWES)

CMWES fosters collaboration between engineering student societies that includes: American Indian Science & Engineering Society; National Society of Black Engineers; Society of Hispanic Professional Engineers; and Society of Women Engineers. Society support and organizational leadership training are provided by MSEP and the Women in Science in Engineering (WiSE) programs.

Men of Color in Engineering Leadership Series

This series offers quarterly events that address issues faced by men of color pursuing degrees in engineering. Professional speakers and conversations increase awareness and offer support to increase success in college and the transition to the engineering workforce. CMWES societies, AISES, NSBE and SHPE rotate joint sponsorship with MSEP to address issues associated with their communities.

For more information on all College of Engineering scholarship opportunities, visit www.engr.washington.edu/current/scholarships
The Washington State Academic RedShirt (STARS) program supports engineering and computer science students from low-income, first-generation, and underserved backgrounds in navigating the transition to college-level engineering courses. STARS is a two-year program with a specialized curriculum designed to build learning skills and strengthen academic preparation for core math and science prerequisites. STARS scholars are guaranteed placement into an engineering or computer science major.

First-year courses ensure scholars receive the support they need to develop and hone effective study strategies and strengthen their preparation for core engineering prerequisites. Problem solving courses and supplemental workshops emphasize fundamental problem solving concepts applicable to prerequisites and courses in engineering or computer science majors. The second year includes supplemental instruction—with a focus on problem solving in physics and/or computer science, depending on major choice—and career and community-building activities.
The Climate Impacts Group (CIG) is a research team that works in partnership with decision makers to produce decision-relevant research on the impacts of climate variability and change within and beyond the Pacific Northwest. Through this work, the CIG strives to support the development of resilience to climate impacts. CIG provides technical assistance to Tribes on climate change vulnerability assessment and adaptation planning, and works with regional and national entities supporting tribal climate adaptation.

Members of the UW Climate Impacts Group are working with tribes throughout the Northwest on climate change vulnerability assessment and adaptation planning. This includes the Yakama Nation and the Upper Snake River, Shoshone-Bannock, Colville, Nooksack, Stillaguamish, Port Gamble S'Klallam, and Swinomish Tribes. CIG staff are also engaged in a 2-year project aimed at addressing the limited capacity for climate change vulnerability assessment among Northwest and Great Basin tribes. Specifically, the project will: a) make the vulnerability assessment process more accessible to Tribal staff, b) address the demand for climate data at the scale of Tribal decision-making, and c) support Tribal staff through the vulnerability assessment process.

Washington NASA Space Grant Consortium (WSPGC)  
[www.waspacegrant.org/](http://www.waspacegrant.org/)

Northwest Earth and Space Sciences Pipeline (NESSP)  
[https://nwessp.org/](https://nwessp.org/)

Washington NASA Space Grant Consortium (WSGC) was established in 1989 with a grant from the National Aeronautics and Space Administration (NASA) to enhance higher education opportunities for students seeking to pursue careers in the fields of science, technology, engineering and math (STEM). Northwest Indian College (NWIC), located in Lummi Nation, and WSGC incepted a rocket program that requires NWIC students to design, develop and launch reusable rockets. Rockets that are prepared for launch carry science data-gathering payloads.

Northwest Earth and Space Sciences Pipeline (NESSP) project if funded by NASA Science Mission Directorate to broaden STEM pathways for middle and high school students with an emphasis on American Indian and Alaska Natives Youth and diverse communities. NESSP provides practical hands-on STEM activities for the 56 Northwest Tribes and is sanctioned by Affiliated Tribes of Northwest Indians.
Doris Duke Conservation Scholars Program at the University of Washington (DDCSP)

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

In Year 1 Classroom in the field, 20-25 diverse freshmen and sophomores join DDCSP@UW for an 8 week summer immersion course. The program starts in Seattle and travels to various landscapes across the state before returning to UW at the end of the summer. Scholars will explore conservation across urban, managed, and protected environments; connect conservation to cultural heritage and environmental justice; learn about conservation in the context of food, water, biodiversity and climate; and network with conservation professionals from agencies, NGOs, and academic institutions. Year 2 Conservation Practice Teams focus on the intersection of individuals, communities, and the environment, and include two-four scholars, one faculty member, and one conservation practitioner from an agency, NGO, or community organization.

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

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

More information is at www.jisao.washington.edu/education/researchops.
Native Programs in Aquatic and Fishery Sciences
School of Aquatic and Fishery Sciences (SAFS)
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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
depts.washington.edu/aksalmon

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

The ASP’s primary objective is to understand the factors that influence production and sustainability of Bristol Bay salmon populations in order to more productively contribute to fisheries research and management and to the commercial fishing industry. Students in the Intern Program develop skills and knowledge applicable to both their pursuit of a college degree and careers in the field. BBNA provides salary and travel costs for interns through grants from the National Science Foundation and other sources. ASP contributes room, board, and professional instruction.

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

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

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

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

School of Environmental and Forest Sciences (SEFS)

Scholarships in Environmental and Forest Sciences

www.itcnet.org/about_us/scholarships.html
Sefs.uw.edu/academicPrograms/scholarship/index.shtml

Michelle Trudeau, Director, Office of Student and Academic Services
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The School has a generous general scholarship fund for all students, and three scholarships that are specifically targeted to tribal members; • The Truman D. Picard Indian Scholarship Program has been active since 2006. Shared funding is available from the Intertribal Timber Council (ITC) and SEFS to offer a full-year tuition scholarship for tribal members who have current or historical ties to the state of Washington and who enroll in a program of study at SEFS. Visit the ITC website above for application information.

- The Dean Rae Berg Endowed Fund for Student Support funds students who are studying riparian areas and watersheds. Preference is given to official members of Washington state or federally recognized American Indian Tribe.
- The Yakama Tribal Endowed Scholarship Fund provides scholarships to undergraduates who qualify as recognized tribal members of the Yakama Nation and who are studying natural resource conservation and stewardship in SEFS.

Tribal Partnerships through Washington Sea Grant

wsg.washington.edu
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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 32 Sea Grant Colleges administered by the National Oceanic and Atmospheric Administration (NOAA), US Department of Commerce.

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

In Winter 2010, WSG completed an agreement with the Northwest Indian College and two NOAA organizations to provide support for the National Indian Center for Marine and Environmental Research and Education. The WSG director serves on the advisory board. WSG is providing a small program development grant to the Center to provide supplies for research on biotoxins related to harmful algal blooms. Technical Assistance for Tribal Salmon Fishers to Maximize Catch Values WSG is providing training to tribal fishers in the handling of their salmon catches. Tribal fishers from Lummi, Nisqually, Squaxin Island and Swinomish have taken part in workshops and received boat cleaning kits and slush ice bags. WSG also is advising Lummi Tribal Ventures on the start-up operation of a new retail seafood market.

Reduction of Seabird Mortalities in Tribal Longline Fisheries

WSG has developed gear and is providing training to tribal longline fishers to reduce the number of seabird caught accidentally in their fishing operations. The new gear prevents seabirds from taking bait or becoming entangled in longlines. Tribal fishers were among the first on the West Coast to voluntarily adopt the gear, which may become mandatory to protect albatross and other threatened and endangered seabirds.

Safety-at-Sea Classes for Tribal Communities

WSG continues vessel safety, first aid and emergency procedures training for Columbia River and Coastal tribal fishers. To date over 100 tribal members have received this on-the-water safety training.

Tribal Representation on Washington Sea Grant Advisory Committee

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

First Stewards Symposium

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

Climate Vulnerability at Jamestown S’Klallam

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

Northwest Earth and Space Sciences Pipeline

Northwest Earth and Space Sciences Pipeline (NESSP) is funded by the NASA Science Mission Directorate with the goal of expanding the region’s Science, Technology, Engineering and Math (STEM) pathway for American Indians and Alaska Native Youth. NESSP develops trust with AI/AN Communities through the practical hands-on application of STEM principles in fields such as environment and conservation, and space exploration and robotics. Its activities contextualize STEM content while assuring a co-creation model is at the forefront of its projects. The program has a wide span and includes tribe communities from the following six states: Alaska, Idaho, Montana, Oregon, South Dakota, and Washington. The project is sanctioned by Affiliated Tribes of Northwest Indians through resolution #17-43.
The Graduate School

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

Cynthia Morales, Director
Carolyn Jackson, Outreach & Recruitment Officer
Steven Sawada, Graduate Student Assistant
206-543-9016
gomap@uw.edu
www.facebook.com/UWgomap

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

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

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

Student Resources
The Graduate Students of Color "Getting Connected" Orientation and Fall Reception Provides an opportunity for incoming underrepresented minority graduate students to meet current diverse graduate students and faculty and to get informational resources on succeeding in graduate school.

The Winter Quarter Mentoring and Networking Reception
Provides an opportunity for graduate students of color to mentor undergraduate minority students who are currently considering applying to graduate school. The event also gives participants opportunities to network and to learn more about shared academic goals and interests.

Prospective Student Days
Consists of supplemental events and activities for admitted students of color who are visiting UW graduate departments. These activities give students opportunities to network with diverse students and faculty from various departments and to learn about funding, housing, campus climate, and living in Seattle.
The Mary Ann and John Mangels Endowed Lecture Series
Brings minority scholars to the UW from a variety of fields for the benefit of minority students, the campus community, and the general public.

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

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

Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS)
students.washington.edu/sacnas/

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

David Kimelman, Professor, Biochemistry; Adjunct Professor, Biochemistry, Co-Advisor
kimelman@uw.edu

Jessica Soto-Rodriguez, Chapter President (2016–17)

William C Edleman, Chapter Vice President (2016–17)
sacnas@uw.edu
www.facebook.com/UW-SACNAS-Chapter-178478629532

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

Native Organization of Indigenous Scholars (NOIS)
www.facebook.com/uwnois/

NOIS was created to bring together UW graduate and professional students of Indigenous descent to increase awareness of ongoing research, work, and achievement through building a supportive community in which to socialize, network, share knowledge, and disseminate information. GO-MAP serves as an affiliate to UW NOIS and co-sponsors the spring Annual Symposium of Native & Indigenous Scholarship, this year held immediately after Tribal Leadership Summit, May 17, 2017. See also p. 4.
The Information School (iSchool)

Native North American Indigenous Knowledge
Cynthia Del Rosario, Diversity, Equity, & Access Officer
206-543-9779
cyn@uw.edu

The Information School at the University of Washington is building an innovative program in Native North American Indigenous Knowledge. We seek two creative and forward-thinking Assistant Professors to catalyze this growth, and contribute to our program in this area. We study the institutions, community practices, philosophies, and policies related to knowledge, information, and technology in support of tribal sovereignty. Candidates that do work in Native North American Indigenous Knowledge should have competencies in the areas of theoretical, quantitative, or qualitative techniques and demonstrate a passion to effect change through information research. We expect candidates to demonstrate successful work with North American bands, tribes, or nations, and to be grounded in the Native North American experience.

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

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

Education and Research: Indigenous Systems of Knowledge

Clarita Lefthand-Begay, Assistant Professor
206-685-9612

Clarita Lefthand-Begay is citizen of the Navajo Nation and an assistant professor in the University of Washington’s Information School. She received her doctoral degree in Environmental and Occupational Hygiene from the University of Washington’s (UW) School of Public Health in 2014. She is the Director of the Tribal Water Security Project, a project that examines the water insecurity challenges faced by tribes in the United States. Her interdisciplinary research focuses on tribal water security, and climate change adaptation, health and resiliency. As a researcher and tribal community member, Clarita supports efforts to strengthen environmental and tribal wellbeing while respecting and honoring self-determination and cultural revitalization.

Indigenous Information Research Group

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Professor Emerita and Associate Dean for Research
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metoyer@uw.edu
Alumni
Miranda Belarde-Lewis (Zuni/Tlingit), PhD, Information Science
Marisa E. Duarte (Pascua Yaqui), PhD, Information Science
Iisaaksiicha Ross Braine (Apsaalooke Nation), MSIM
Tess Wilder Cervantes (Karuk), MLIS

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

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

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

Diversity Programs
*ischool.uw.edu/about/diversity*
Cynthia del Rosario, Diversity Programs Advisor
206-543-9779
cyn@uw.edu

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

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

Faculty Recruitment and Renewal

With our iSchool 2018 initiatives and a mandate from our Dean, we are continuing to develop vigorous recruitment efforts to recruit faculty from URM groups. We are identifying conferences and communities of scholars whose work is compatible with our field and working to establish an iSchool presence, open communication and authentic relationships. Resources established: faculty diversity outreach and recruitment travel money for two years for 5 conferences a year for Director of Faculty Affairs and Diversity Programs Advisor.

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

iSchool Diversity Ambassadors (iSDA)

iSchool Diversity Ambassadors (iDAs) are a group of volunteer undergraduate and graduate students who act as contacts for prospective students, with a focus on students from underrepresented groups. Prospective students and applicants receive the student perspective regarding their questions about specific iSchool programs, attending the U, living in Seattle, as well as feedback on their personal statements and ideas for funding their education.
The Information School has received a grant from the Institute of Museum and Library Studies (IMLS) to fund four librarians from traditionally underrepresented groups to pursue a PhD in Information Science. The WDI provides fellowships for full-time study and augments the student experience through an intensive mentoring program.

Additional Student Resources
Office of Student & Academic Services: ischool.washington.edu/resources/advising
Diversity Resources: ischool.uw.edu/about/diversity/resources
iEquality Student Group: join iEquality Facebook group!
iQueeries Student Group: iQuerries@uw.edu; join iQueeries Facebook page!
The NALC promotes the development of Indian law and encourages American Indian/Alaskan Native and others with an interest in Indian law to attend law school. The Center is a resource to Indian Tribes, other governments, and individuals in the Pacific Northwest, Alaska, and across the country. Center objectives include strengthening tribal institutions and their cooperative relations with local, state, and federal governments; supporting economic growth for American Indians; promoting new institutions for intergovernmental cooperation; advocating collaborative relationships to address environmental problems; facilitating resolution of tribal, state, and local conflicts; clarifying Indian Country status, governance, realizing Alaska Native priority subsistence rights; achieving fulfillment of Indian treaty fishing and hunting rights; and providing consultation.

Active and pending projects include:

Tribal Court Criminal Public Defense Clinic (2002-Present)

This project provides public defender services to low-income members of federally recognized Indian Tribes and Alaska Native communities who have been charged with crimes by these Tribes. This clinic uses students and faculty to provide vigorous and competent defense representation. The project works with the Tulalip Tribes, the Muckleshoot Tribe, the Squaxin Island Tribe, the Skokomish Tribe and the Sauk-Suiattle Tribe. Recently, the Clinic added a parental defense component in the Muckleshoot tribal court system.

Tribal Court Lay Legal Advocacy Certification Course

NALC has joined with the Southwest Center for Law and Policy to develop an online course for lay advocates to assist and represent victims of sexual assault and domestic abuse in tribal and state court proceedings. The 20-week course culminates with a weeklong trial advocacy training session at the School of Law.

Tribal Public Defender Support (2005–present)

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

Indian Law Symposium (1987–present)

This popular, annual two-day symposium at the Law School focuses on natural resource law, economic development, health, tribal courts, gaming, and other topics.
Washington State Tribal Juvenile Justice Gathering (2009–present)

*Models for Change, MacArthur Foundation*

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

Model Tribal Juvenile Code Project

*Models for Change, MacArthur Foundation*

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

Tribal Remote Representation Project

*Models for Change, MacArthur Foundation*

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

Partnership of Juvenile Justice Professional

*Models for Change, MacArthur Foundation*

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

US Supreme Court Project (2002–present)

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

Student Resources

*Summer Internships*

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

*Work Study and Other Jobs*

The program hires students to work on Center projects.
School of Medicine

Center for Health Equity, Diversity, and Inclusion (CEDI)

http://cedi-web01.s.uw.edu/

Leo Morales,
Professor and Chief Diversity Officer

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

Indian Health Pathway (IHP)

Holly Letourneau, Center for Health Equity, Diversity & Inclusion
Interim Director of Multicultural Education
206-221-3303
sal20@uw.edu

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

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

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

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

**FAMED 680: Traditional Indian Medicine Clerkship in Primary Care Setting**

**FAMED 681: Indian Health Care Clerkship**

These elective clerkships provide clinical experiences, including exposure to traditional medicine concepts, for senior medical students in Indian Health Service, tribal, and urban Indian sites in the WWAMI region.
Summer Medical and Dental Education Program (SMDEP)

www.smdep.org/site/university-of-washington

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

Medicine Wheel Society (MWS)
See page 4.

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Alcohol and Drug Abuse Institute
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Collaborative Research on Alcohol and Drug Abuse
Healing of the Canoe Project (https://healingofthecanoe.org/)

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Healing of the Canoe/Port Gamble S’Klallam Cultural Resources
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A Community-Based Participatory Research Collaborative Project: Phase II
The Suquamish Tribe, Port Gamble S’Klallam Tribe, and UW Alcohol and Drug Abuse Institute
healingofthecanoe.org

*Healing of the Canoe: The Community Pulling Together (Suquamish)/Healing of the Canoe: The Strong People Pulling Together (Port Gamble S’Klallam)* was one of 25 projects originally funded in 2005 by the National Institutes of Health, National Institute for Minority Health and Health Disparities. It was part of the portfolio of Community-Based Participatory Research (CBPR) projects and one of only three projects working with American Indian and Alaska Native communities. The goal of the Healing of the Canoe project is to work in partnership to plan, implement, and evaluate a community-based and culturally congruent intervention aimed at reducing health disparities and promoting health in the Suquamish and Port Gamble S’Klallam Tribes. Tribal members served as co-investigators and community members served as key personnel.
During Phase I, the UW Alcohol and Drug Abuse Institute (ADAI) worked in partnership with the Suquamish Tribe using CBPR and Tribal Participatory Research (TPR) methods. Through interviews and focus groups with tribal Elders, service providers, youth, and community members, the community identified alcohol and drug abuse and a need for increased cultural and community identity by youth as the two primary areas of concern. During Phase II the partnership was extended to include the Port Gamble S’Klallam Tribe in addition to the Suquamish Tribe and ADAI to further plan, refine, implement, and evaluate this community-based and culturally congruent substance abuse prevention curriculum among Suquamish tribal youth, and to extend the project to the Port Gamble S’Klallam Tribe. Focus groups were held in the Port Gamble S’Klallam tribal community and key stakeholder interviews were conducted in both Port Gamble S’Klallam and Suquamish. The prevention of youth substance abuse continues to be the primary issue of concern, and cultural revitalization the primary strength, in both communities. Port Gamble S’Klallam convened a community work group to adapt the curriculum to incorporate Port Gamble S’Klallam values, teachings, and practices. The curricula were implemented and evaluated in both communities, and data indicate statistically significant outcomes with regard to reduction in substance use, increase in cultural practices, and an increase in hope/optimism/efficacy.

In Phase III, a generic curriculum, titled *Culturally Grounded Life Skills for Youth (Healing of the Canoe)*, was developed; it includes all the social and life skills of the original curricula but provides spaces for each tribe/community to insert its own tradition, values, culture, and activities. Using this generic template, the project teams have trained a total of 425 attendees from 59 Tribes and 18 Tribal organizations in how to adapt and implement the curriculum.

Publications about the project can be found at: [http://healingofthecanoe.org/publications/](http://healingofthecanoe.org/publications/).

**Training Opportunities**

The generic *Culturally Grounded Life Skills for Youth* curriculum, as well as a training manual and all handout materials, are freely available on the Northwest Portland Area Indian Health Board’s Healthy Native Youth website: [https://www.healthynativyouth.org/curricula/The-Healing-of-the-Canoe](https://www.healthynativyouth.org/curricula/The-Healing-of-the-Canoe)

The Northwest Addiction Technology Transfer Center (NWATTC), a unit within the UW Alcohol & Drug Abuse Institute) offers technical assistance to Tribes and tribal communities on adapting and implementing the *Culturally Grounded Life Skills for Youth* curriculum ([https://attcnetwork.org/northwest-healing-canoe](https://attcnetwork.org/northwest-healing-canoe))

Tribes and tribal communities/organizations are also able to contract with the Healing of the Canoe Training Center (HCTC) to provide overview training and technical assistance in adapting, contextualizing, and implementing the curriculum within their settings. The HCTC is newly developed now that the project’s NIH funded has ended and will be administratively affiliated with the Suquamish Tribe ([info@healingofthecanoe.org](mailto:info@healingofthecanoe.org)).

**Department of Bioethics and Humanities**

[depts.washington.edu/bhdept/](http://depts.washington.edu/bhdept/)

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

Funded by the National Human Genome Research Institute, is a Center of Excellence in the ethical, legal, and social impacts of genomics and genetic research. The Center has sponsored a number of research projects focused on building academic-community partnerships and fostered collaboration between genome scientists, community members, and other stakeholders. Student opportunities have included an annual summer seminar focused on relevant topics and research internships. The Center has also sponsored the annual Native Careers Workshop in partnership with the UW Indigenous Wellness Research Institute, bringing together more than 60 American Indians and Alaska Natives, local Tribal elders and leaders, and UW faculty and staff to support success in higher education. Several members of the department are co-investigators on the Northwest-Alaska Pharmacogenomic Research Network (2010-2015), described more fully on page 53. This Center works in partnership with Indigenous communities and healthcare providers in the Northwest to evaluate community and clinical perspectives on pharmacogenetics; pursue foundational research in American Indian/Alaska Native and rural communities related to genetic variation and response to drug therapy; evaluate gene-environment interactions related to coagulation factors in one Indigenous community; and lay the groundwork for a research infrastructure linking American Indian/Alaska Native communities and rural practices to pharmacogenetics researchers.

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

The Department is also engaged in a partnership with the Southcentral Foundation (SCF), an Alaska Native owned and operated healthcare system that provides care to Alaska Native and American Indian people in the Anchorage service area. The SCF Research Center for Alaska Native Health (2013-2018) is conducting research that addresses the role of pharmacogenetics in interventions to promote tobacco cessation and sobriety in the Alaska Native and American Indian community in Southeast Alaska. This partnership is also building research infrastructure and supporting bilateral learning among partners. The project, Engaging American Indian Communities in Research Through Community based System Development (2009-2013), worked with members of the Squaxin Island Tribe to elicit Tribal members' priorities for health interventions and research; to learn about their knowledge, attitudes, and willingness to participate in research; and to engage Tribal leaders and community advisors to develop a research oversight and regulatory process.

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

Ruth Ballweg, Professor and Senior Adviser on Advocacy, Health Policy, and Physician Assistant Global Development,
Northwest Physician Assistant Section, MEDEX
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Timothy Quigley, Director of Student Affairs,
MEDEX Northwest Division of Physician Assistant Studies
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MEDEX is committed to educating experienced health personnel from diverse backgrounds to practice medicine with physician supervision. MEDEX has a long history of training Native American students and of working with Northwest Tribes and the Alaska Native Tribal Health Consortium for clinical training opportunities. The program provides a broad, competency-based curriculum that focuses on primary care with an emphasis on underserved populations. MEDEX encourages life-long learning to meet ever changing health care needs.
MEDEX offers a master's degree to students in Seattle and Spokane, and has retained the bachelor's degree in Yakima and Anchorage to allow students who have experience within the medical field but have not earned a bachelor's degree entry into the profession. Many students are from rural, military or disadvantaged backgrounds. The core MEDEX curriculum is offered to both bachelor's and master's level students and includes four discrete segments across 27 months: online anatomy and physiology review; courses on basic science and professional role development; didactic curriculum, and clinical phase, offered throughout the WWAMI Region.

Student Resources
Students enrolled in MEDEX Northwest are eligible for Indian Health Services scholarships and loan repayment.

Nelson Fausto and Ann De Lancey Native American Education Outreach Program
Department of Pathology

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

Student Resources
The program has set up a UW Medicine Gift Fund for these outreach activities to ensure continued funding so that no undue financial obligations are placed on visiting students other than transportation to and from the UW. Once on campus, all costs associated with their visit are provided by the program.
The UW School of Nursing's mission is to promote the health and well-being of all segments of society through nursing science and a learning environment that reflects diverse cultures and viewpoints.

Higher Education
The School of Nursing (SON) works with numerous American Indian Tribes in the state of Washington to provide student clinical learning experiences and to support both students and faculty collaborative research. The goal is to prepare nursing students to understand the needs and issues of Indian peoples and increase the number of graduates working in Indian Country. Northwest Tribes have helped with placement of students in their health facilities and in educating them about tribal traditions related to health and healing.

Graduate students learn from Indian people as an important part of their research training. Faculty in the School of Nursing have collaborated with Tribes to address tribal needs, advance nursing science, and share findings with other tribal communities and researchers by engaging in collaborative research, regional and national presentations, and publications. A number of grants from the National Institutes of Health (NIH were awarded to the School of Nursing faculty for work with Pacific Northwest and other tribal communities: 1) PATINA: Pain Training in Native American Communities, Ardith Doorenbos, Principal Investigator (PI), funded by the National Cancer Institute, 2010-2014; 2) Building a Sustainable Pacific Northwest American Indian Tribal Infrastructure for Translational Science Research (RC4, June Strickland and Rebecca Logsdon, PI's, funded by the National Institute of Nursing Research (NINR, completed in 2013; Communities, Carolyn Booth-LaForce, PI, funded by the National Institute on Minority Health and Health Disparities, 2012-2017, and 4) A Primary Prevention Trial to Strengthen Child Attachment in a Native Community, Booth-LaForce, PI, funded by the National Institute of Nursing Research, 2013-2018.

These research activities have been disseminated through publications and presentations. One manuscript has been published on the NINR grant which focused on the education model for UW nursing students. One manuscript was submitted related to community engagement in the RC4 work and proposal development training for tribes. Two inter-national, four national, and six regional presentations have been provided. Dr. Strickland collaborated with the Association of American Indian Physicians (AAIP), funded by the Center for Disease Control, to develop a training manual to accompany the proposal development training education modules available at School of Nursing website; the nine modules were a product of the RC4 NINR funding. As part of the SON support to Tribes, several tribal grants have been submitted and funded to address health promotion needs.
Graduate Student Projects
A group of graduate students in the Doctor of Nursing Practice (DNP), and masters in Advanced Practice Community Health Systems Nursing (APCHSN) have been working in tribal communities. Two new graduate students have begun work in the Tribes. Two DNP students, who have conducted their graduate research with the tribes, are expected to graduate in the spring of 2017. One of these DNP students is addressing pediatric health. Undergraduate students worked at Suquamish and Port Gamble S’Klallam tribes in fall and winter clinical rotations. Projects in which they provided services included early childhood screening, dental health education promotion, early childhood nutrition education, and Elder health issues.

Student Resources
Nursing Scholarship Fund

This fund provides full tuition and cost of books for one American Indian/Alaskan Native student each academic year. The School of Nursing offers individualized counseling for students interested in careers in nursing practice, nursing research, and nursing education.
School of Pharmacy
sop.washington.edu/pharmd

Pharmacy Outreach Programs
Rick Turner
Director of Admissions & Recruitment
(206) 616-2916
rturn@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.

Student National Pharmacy Association (SNPhA)
Don Downing, Clinical Professor, Faculty Advisor
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dondown@uw.edu

A new chapter of SNPhA was formed in 2013 by UW School of Pharmacy students. SNPhA is a national pharmacy organization dedicated to supporting culturally diverse pharmacy schools and pharmacy practitioners. Emphasis will be placed on providing community services to low-income and minority populations in Washington State and providing a welcoming pharmacy school environment for American Indian/Alaskan Native, African American and other diverse student populations.

Tribal Research Partnerships with Northwest and Alaska Native Communities
Northwest-Alaska Pharmacogenomic Research Network (NAPhRN)
Pharmacogenetics in Rural and Underserved Populations 2010-2015
sop.washington.edu/pgrn

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With support from a National Institutes of Health grant, the Northwest-Alaska Pharmacogenomics Research Network (NWA-PGRN) addresses pharmacogenomic research in American Indian, Alaska Native and rural Pacific Northwest populations. The NWAPGRN is pursuing pharmacogenetic research in partnership with three American Indian and Alaska Native communities. The goal of this research is to gain knowledge that will be helpful to these communities, and to the health care systems that serve them, as they consider the potential introduction of pharmacogenetic testing into clinical practice.
The initial work of the NWA-PGRN focuses on the pharmacogenetics of warfarin, tamoxifen, and tacrolimus treatment; this focus came from health priorities and interests of tribal partners, and was endorsed by tribal authorities in each partner community: the Yukon-Kuskokwim Health Corporation (Bethel, AK), the Center for Alaska Native Health Research (Fairbanks, AK), the Confederated Salish and Kootenai Tribes (Flathead Reservation, MT), and the Montana Cancer Institute Foundation (Missoula, MT). The NWA PGRN is a multi-disciplinary center that is structured to conduct basic and translational research. Published research from the Center can be found at: sop.washington.edu/pgrn

The NWA-PGRN comprises a diverse team, including investigators from around the region: University of Washington (Seattle); University of Alaska-Fairbanks (Fairbanks); Southcentral Foundation (Anchorage); The University of Montana (Missoula); Group Health Research Institute (Seattle). UW units include: the departments of Pharmaceutics, Bioethics and Humanities, Biostatistics, Family Medicine, Psychiatry and Behavioral Sciences, and Nephrology, and the Institute for Public Health Genetics, the Deep Sequencing EXOME Project in the Department of Genome Sciences, the Center for Ecogenetics and Environmental Health, and the School of Pharmacy.

Tulalip Clinical Pharmacy: UW Community Pharmacy Residency and Experiential Education Programs
sop.washington.edu/pharmres/tulalip.html

Rachel G. Firebaugh, Program Director, UW School of Pharmacy Community Residency Program Clinical Assistant Professor, Department of Pharmacy  
206-543-2579  
rachelf@uw.edu

The Tulalip Clinical Pharmacy is an independent pharmacy contracted to serve 3000 members of the Tulalip Tribe, underserved populations, and the community. The pharmacy has a contractual agreement with the Tulalip Health Clinic, an entity of the Indian Health Service, and has established multiple advance prescriptive protocols with the Tulalip Health Clinic, Dental Clinic, and Substance Abuse Clinic to manage disease states, engage in preventative care, and develop clinical services.

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

Amber Glass is the Director of the Community Pharmacy Residency Program for the School of Pharmacy. She works collaboratively with Dr. Awan and the pharmacists at Tulalip Clinical Pharmacy to ensure the residents achieve the required competency and learning objectives of the residency. The Tulalip Clinical Pharmacy also serves as an experiential practice site for UW PharmD students, both in introductory professional pharmacy experience rotations and advanced pharmacy practice experience rotations.
Evans School of Public Policy and Governance
蒸发ian.uw.edu/

Tribal Governance: Teaching and Research
Laura E. Evans, Associate Professor
evansle@uw.edu

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

The Native Tradition, Environment and Community Health (TEACH) Project
Center for Exposures, Diseases, Genomics, and Environment (EDGE)
deohs.washington.edu/edge/native-teach

Lisa Hayward, Outreach Manager
206 685-8244
lhayward@uw.edu

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

Northwest Center for Public Health Practice
www.nwcpphp.org
Barbara Rose, Training and Outreach Manager
206-685-0106
barbrose@uw.edu

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

The NWCPHP Regional Network Steering Committee acts as a sounding board and planning group for regional training and research activities. It provides a forum for creating a regional strategy for public health workforce development. The Northwest Portland Area Indian Health Board and the Alaska Native Tribal Health Consortium are formal member of this committee, which meets several times a year. NWCPHP regularly partners with these organizations to coordinate training, research, and evaluation activities that help tribal organizations support the health of their communities. NWCPHP activities of particular importance to tribal public health professionals include:

- Participation and assistance in planning the annual Tribal Public Health and Emergency Preparedness Conference, hosted by the Northwest Portland Area Indian Health Board

- Maintaining strong partnerships locally, regionally, and nationally, placing a particular focus on the needs of public health practitioners in Alaska, Idaho, Oregon, and Washington.

- Distance learning, in-person workshops, and no-cost online resources for improving core public health practice skills.
The Superfund Research Program (SRP) studies environmental and human health impacts of neurotoxic chemicals commonly found at hazardous waste sites. Program research provides important information about an individual’s susceptibility to certain substances that can damage the nervous system. A Superfund site is one that is federally prioritized for cleanup because it contains hazardous substances that may endanger public health or the environment. Nearly twenty-five percent of the 1,300 Superfund sites in the country are on tribal lands. Program researchers and community engagement staff are invested in the cleanup of the Lower Duwamish Waterway Superfund site in Seattle. The Community engagement Core has partnered with the Duwamish River Cleanup Coalition for many years and is currently involved in their Youth Core program as well as in several ongoing group discussions lead by the Environmental Protection Agency regarding the Duwamish cleanup.
School of Social Work

Indigenous Wellness Research Institute (IWRI)
www.iwri.org

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

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

Projects

National Institute on Minority Health and Health Disparities:
Comprehensive Centers of Excellence

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

Yappalli: Choctaw Road to Health

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

Tribal Colleges and Universities (TCU) Behavior Wellness Project

This will be the first-ever epidemiological study of drug, alcohol and other substance abuse at TCUs. Results of this study will provide quantitative, empirical evidence to buttress heretofore anecdotal narratives, as well as provide direction to future pilot intervention programs to combat drug, alcohol and other substance abuse problems among TCU students.

Tribal Colleges and Universities Behavior Wellness Study BASICS Project

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

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

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

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

**Developing a Computer-Based Intervention to Prevent HIV among Native American MSM**

The project will develop an online HIV preventive intervention for substance-using Native American MSM. Incorporating a social networking peer component, it will be designed to provide a culturally grounded intervention that facilitates positive sexual health behaviors, decreases substance use and HIV risk behaviors, and provides the peer support that may best address the men's needs.
University of Washington Libraries  
American Indian Children’s and Young Adult Material

Kathleen Collins, Reference Coordinator and Instruction Librarian  
206-685-2771  
collinsk@uw.edu

UW Libraries currently hold more than 2,300 books by and about Native Americans in the Historical Children’s Literature, Pacific Northwest, and Suzzallo-Allen Stacks collections. The Historical Children’s Literature Collection is a comprehensive pre-1970s collection of children’s materials by or depicting Native Americans, including many rare and out-of print materials. These collections provide the Pacific Northwest region with a resource for scholars, researchers, and students interested in tracing the development of this body of literature for American children, especially through the decades of the 20th century. These collections are used by groups such as UW’s Department of American Indian Studies; the College of Education; the Information School; the departments of Sociology, History, and Anthropology; the American Indian Library Association (which has referred scholars to the UW); K–12 educators; Washington state Tribes; and other interested parties.

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

American Indian Studies Librarian

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

American Indian Studies is the interdisciplinary pursuit of knowledge regarding the interactions among the social, economic, cultural, historical, linguistic, genetic, political, ecological, and biomedical factors that shape native Indigenous societies. The University Libraries support scholarship in American Indian Studies by providing access to a wide range of resources from both primary collections (contemporary and historical documents, images, video and other material) and secondary collections (interpretations and analyses published in scholarly monographs and journal literature). These collections support the curriculum and research of the UW’s American Indian Studies Program, as well as the interdisciplinary needs of other UW departments and programs.

Olympic Peninsula Community Museum  
content.lib.washington.edu/cmpweb/index.html

Paul Constantine, Associate Dean of University Libraries  
Libraries Special Collections  
206-685-1903  
pjc6@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.

Rose Collection of Native American Art, UW Bothell Library
https://cdm16786.contentdm.oclc.org/digital/collection/p16786coll14

Sarah Leadley, Director
UW Bothell/Cascadia College Library
425-352-5387
leadley@uw.edu

Amy Stutesman, Administrator
UW Bothell/Cascadia College Library
425-352-3655
astutes@uw.edu

The work in the Rose Collection of Native American Art were selected and donated by Norman Jenisch and Louise R. Rose. The Rose Collection consists of more than 150 pieces of Northwest Native art spanning a number of decades. Media represented include, but are not limited to, prints, paintings, masks, carvings (wood, stone, argillite), and textiles. Artists represented include established artists such as Susan Point, April White, Marie Laws, Marvin Oliver, Shaun Peterson, and many emerging artists.

The collection serves as a resource for UW, Cascadia College, and community members. Researchers have access to letters of conveyance from the Roses that detail provenance, personal interactions with artists, and other information.

Special Collections
content.lib.washington.edu/aipnw/index.html

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

Special Collections offers materials relating to several of the American Indian/Alaskan Native communities in the Pacific Northwest and collects and preserves materials about Tribes in the Northwest. The collections include published materials, unpublished records and personal papers, and historical photographs. Several of the collections of personal papers focus on documenting and preserving American Indian/Alaskan Native languages of the Pacific Northwest. Particularly notable are the papers of Melville Jacobs, Vi Hilbert, James Swan, Viola Garfield, and Erna Gunther. Special Collections' holdings cover American Indian/Alaskan Native communities from Alaska to northern Oregon. Tribes with strong collections in records of the language or other accounts include the Duwamish, Lushootseed, Sahaptin, Molale, Kalapuya, Clackamas, Tillamook, Alsea, Upper Umpqua, Galice, Nisqually, Tillamook, Salish, Makah, Skokomish, and Chinook. A small selection of historical photographs, representing a sampling from thousands of images in the collections, in addition to some published materials, is available in digitized form online.
University of Washington - Bothell

Diversity Council
Wayne Au, Chair of the Diversity Council
wayneau@uw.edu

The Diversity Council is an advisory body established to coordinate and guide ongoing progress in fulfilling the commitment to diversity outlined in the mission statement and identified as a priority through UW Bothell’s strategic planning processes. The Diversity Council will advise the Chancellor and Vice Chancellors and make recommendations to inform the work of appropriate decision-making bodies. The Diversity Council will collaborate with the Cabinet, Academic Council, and GFO Executive Council on a regular basis and meet with the Chancellor annually.

Tribal Technology Training (T3) Partnership
Bill Erdly, Chair & Associate Professor
Computing and Software Systems Division, School of STEM
425-352-5370
erdlyww@uw.edu

Building from earlier work and collaborations developed as part of the framework for the Tribal Education Network (T-E-N), this project has now evolved and joined in partnership with the newly-formed Tribal Technology Training (T3) organization (contact Andrea Alexander, Makah, T3 Founder and Director, Andrea@TribalTechnology.org) to address broadband access issues and delivery of high-quality, culturally-relevant training and education in technology- and business-related areas. Leveraging newly-created software (developed by UWB students) that helps find and link culturally-relevant content to existing courses/syllabi, our goal is to provide state-of-the-art methods to help improve learning outcomes for students interested in STEM- and/or Business-related studies. We are also working together on issues related to broadband policy and development. Proper infrastructure is essential for access to advanced technologies for learning and economic development.

Operations Management for Business Professionals Certificate
Deanna Kennedy, Associate Professor
School of Business
425 352-5321
deannak@uw.edu

The Operations Management for Business Professionals Certificate seeks to provide access, cultural salience, and community centered programming about the business topic to tribal members and the community. The program was first offered at the Muckleshoot Tribal College. The goal of this certificate topic is to provide professional development, team skills training, practical application of business concepts and process analytics, and experience in managing a real-world business process improvement project. Every business whether in service or manufacturing deals with operations and the transformation of inputs to outputs. This unique certificate program trains entry level and advanced business professionals to improve operations by becoming more efficient and effective in the transformation processes. The program was developed by the Operations faculty of UW Bothell to leverage their expertise and experience in project-based learning and business consulting and will cover topics of business process analytics and improvement, project management, cost and risk management and management control systems. Further, participants will have an opportunity to propose projects from work and engage their own organizations in the program.
Project Management for Business Professionals Certificate
Deanna Kennedy, Associate Professor
School of Business
425 352-5321
deaannak@uw.edu

The Project Management for Business Professionals Certificate seeks to provide access, cultural salience, and community centered programming about the business topic to tribal members and the community. The program will be offered at the Muckleshoot Tribal College. The Project Management Certificate for Business Professionals is non-transcripted, non-degree program that will confer certificates of completion from UW Bothell and 23 Professional Development Units (PDUs) and 2.3 Continuing Educational Units (CEUs) from the Project Management Institute (PMI) for the Project Management Basics Course that are integrated into prep workshops for the Certified Associate in Project Management (CAPM) exam. The UW Bothell faculty from the Operations Management Academic area are excited to bridge application and theory by providing a project management experience with the integration and augmentation of PMI training. The program is appropriate for participants with an Associate's degree or greater. Students who successfully complete the course will be ready to take the standardized exam for Certified Associate in Project Management (CAPM) from PMI.

BIS 316 Indigenous Psychology & Health
William E. Hartmann, Assistant Professor
School of Interdisciplinary Arts & Sciences
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weh3@uw.edu

This course explores how Native nations in North America negotiate relations with the mental health professions (i.e., its knowledge, institutions, & practices) in efforts to address hardship and pursue wellness.

REcruiting American Indian Students by Connecting at Home (REACH)
Linda Simonsen, Professor and Project Lead
Division of Engineering & Mathematics, School of STEM
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Jennifer McCloud-Man, Professor and Chair
Division of Engineering and Mathematics
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Casey Mann, Professor
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The field of mathematics lags other STEM fields in recruiting and retaining underrepresented groups, in particular American Indian students. The lag persists despite the fact that research has demonstrated that high-impact practices, including mentoring, and shared experiences help retain students from underrepresented groups. The first step for any of these best practices to work is the successful recruiting of individuals. This proposal seeks funding to implement some best recruiting practices to REACH students from local tribal schools with the intent of informing, encouraging, guiding and supporting American Indian students to pursue further study in mathematics at University of Washington Bothell (UWB).

College Awareness Day: Conference for Diversity, Access, and Inclusion
Franco Bulaon, Admissions Advisor & Event Planner
francob@uw.edu

College Awareness Day is spearheaded by the University of Washington Bothell Office of Admissions with support and collaboration from campus and community partners. We believe in the power of education and the transformative impact it can have in your life. This event is for high school students to explore opportunities in higher education and learn about diversity and inclusion. You will be able to connect with UW Bothell students, staff, faculty, and community leaders to celebrate our racial and ethnic identities and discuss the importance of diversity in education. The affinity group tracks include Asians Connecting & Empowering Students (ACES), Black Opportunity & Leadership Day (BOLD), Dia De Avanzando Latinx En Educacion (DALE), Pacific Islanders Pursuing Education (PIPE), and Reaching American Indian Nations (RAIN).
The University of Washington Tacoma (UWT) School of Education has an ongoing relationship with Chief Leschi School (Nisqually tribal school). Teachers who are, and have been, enrolled in various School of Education programs, primarily in Educational Administration and Teacher Certification tracks, have instituted the theory and practices of their course work in Chief Leschi classes and administration. This relationship includes the hiring of UWT Education 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.

Native American Student Organization
uwt_naso@uw.edu

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

Office for Equity and Inclusion (OEI)
www.tacoma.uw.edu/equity
253-692-4776
uwtcei@uw.edu

Equity and Inclusion was created to help cultivate an institutional vision and commitment to diversity while ensuring an equitable environment for all members of the UW Tacoma community. This means paying attention to policies and practices involving management, leadership, communication, resources, scholarship, and community. It includes focusing attention on the demographic composition of UW Tacoma and our surrounding community of the South Puget Sound to be certain that we know who are our students, faculty, staff, and community partners in order to better serve and work with all. In addition, we address our institutional systems as a means of better serving all faculty, students, and staff. Because UW Tacoma's mission clearly states that the University exists to “educate diverse learners and transform communities by expanding the boundaries of knowledge and discovery,” equity, inclusion and diversity are linked to UW Tacoma's success and the academic achievement of UW Tacoma students.

Outreach

In an effort to strengthen ties with area Tribes, OED Native American Educator visits tribal educators to improve recruitment and retention efforts, participates in college fairs at tribal schools, and attends conferences and workshops sponsored by tribal organizations. UWT is receptive to collaborations and partnerships that help educate all students about Northwest Native history and sovereignty issues, and to activities that would interest Native American students and tribal members. Projects may involve topical consultations with or for Tribes as requested, and interdisciplinary cross-institution course offerings.
The Social Work and Criminal Justice Program at UW Tacoma offers Social Work degree program options of the UW's School of Social Work. The Program encourages applications from Native American tribal members for undergraduate (BASW), undergraduate criminal justice (BACJ online and BACJ on-campus), and graduate (MSW) degree programs. The Program has placed BASW and MSW students in tribally related practicum placements as part of their degree program. Past tribal affiliations for field placement have included the Puyallup, Skokomish, Port Gamble S'Klallam, Suquamish, and Quinault nations. In 2015 the Social Work Program offered its first course on American Indian Child Welfare, taught by a Native American specialist in the field.
UNIVERSITY OF WASHINGTON
Tribal Leadership Summit

Office of the President

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

This position was officially created and moved under the President's Office in 2016. One of the primary purposes of this position is to act as 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.

UNIVERSITY OF WASHINGTON
Tribal Leadership Summit

Office of the Provost

Faculty Advancement
www.washington.edu/diversity/faculty-advancement/

Chadwick Allen, Ph.D.
Associate Vice Provost for Faculty Advancement
callen3@uw.edu
206-616-7044

The Office for Faculty Advancement (OFA) promotes the hiring, retention, and success of a diverse and inclusive faculty at the University of Washington. Associate Vice Provost Chadwick Allen works closely with the Office of the Provost and the Office of Minority Affairs and Diversity to implement recruitment and retention goals articulated in the university-wide Diversity Blueprint and to support recent provisions of the Faculty Code that recognize excellence in research, teaching, and service that promotes diversity and equal opportunity.

The Associate Vice Provost regularly consults with deans, department chairs and directors, and other academic leaders across the three campuses of the UW in order to disseminate best practices for conducting inclusive faculty searches and for fostering supportive collegial environments. He is also available to consult with academic units, search committees, and individual faculty.
The Office of Minority Affairs & Diversity (OMA&D) offers programs that broaden college access for and support the academic success of American Indian/Alaskan Native, underrepresented minority, first generation and low-income students, as well as cultivate diversity-related teaching and learning on campus. OMA&D college access programs serve over 25,000 K-12, and community college students throughout the state, while its student support and retention programs serve over 6,100 undergraduates. Highlighted below are programs that provide services directly to American Indian/Alaskan Native students.

Native American Advisory Board

Theresa Sheldon (Tulalip), Chair
Iisaaksiichaa Ross Braine (Apsaalooke),
UW Tribal Liaison 206-616-6056
UWTrbali.A@uw.edu

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

Multicultural Outreach and Recruitment

deps.washington.edu/reach

Patricia Loera, Associate Vice President College Access,
Office of Minority Affairs & Diversity
206-543-7206
ploera@uw.edu

Multicultural Outreach and Recruitment (MOR) prepares underrepresented high school students from Washington State for higher education. Staff members visit Washington state high schools, community colleges, college fairs, and community organizations. MOR offers admission and financial aid workshops as well as UW campus tours and the Student Ambassador program. American Indian and Alaska Native services include Native student ambassadors and a full-time Native recruiter who works with high school students throughout the Pacific Northwest region, focusing on reservations and high schools with large Native populations. The Native recruiter coordinates the annual UW Native American Student Day, which hosts high school juniors and seniors from across the state.
First Nations MESA (Mathematics, Engineering, and Science Achievement)

www.washingtonmesa.org

Lucy Casale, Senior Associate Director, Washington State MESA
206-616-0685
lcasale4@uw.edu

Monet Becenti (Yakama), Director, First Nations MESA
509-865-8547

First Nations MESA is one of eighteen MESA Centers that make up Washington MESA, serving 5,000 students statewide.

MESA is a catalyst and model for educational excellence and equity by partnering with higher education, school districts, industry and business, government, community organizations, families and alumni. Students receive educational enrichment experiences and practical help needed to prepare for university-level studies in a variety of science and technology related fields. MESA strives to improve diversity and retention with an emphasis on traditionally underrepresented students in STEM fields including African Americans, Native Americans, Hispanic/Latinos, Pacific Islanders and women.

Rise UP GEAR UP
uwgearup.org

Conan Viernes, Director
509-865-8670
viernes@uw.edu

The goal of the RISE UP GEAR UP is to increase the percentage of students taking rigorous and challenging courses in high school and in postsecondary education with an emphasis on the STEM fields. GEAR UP provides a range of college readiness activities including information, assistance and workshops for students and parents on financial aid, scholarships, admission applications, Scholastic Aptitude Test, financial literacy campus visits and career exploration. RISE UP GEAR UP is a partnership with the UW, Burlington Edison, East Valley, Goldendale, Grandview, Granger, Mt. Adams, Mt. Vernon, Royal, Sunnyside, Toppenish, Wahluke, Wapato and Zillah School Districts, Project Lead the Way, Boeing Aerospace, Microsoft, NASA, Museum of Flight, Pacific Science Center, Laser Interferometer Gravitational-Wave Observatory, College Board, Yakama Indian Nation, Junior Achievement and five colleges and universities in Washington state.

Early Identification Program and Ronald E. McNair Program
depts.washington.edu/eip/
Ronald E. McNair Post-Baccalaureate Program
depts.washington.edu/uwmcnair/

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

Todd Sperry
Assistant Director
tsperry@uw.edu

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

Kristian Wiles, Executive Director for Retention & Academic Support Programs and Director of TRIO SSS
206-543-2938
kmwiles@uw.edu

Robin Neal, Director, Educational Opportunity Program (EOP)
206.543.4155
robin712@uw.edu

Luz Iniguez, Director, College Assistance Migrant Program (CAMP)
206.221.0637
iniguezl@uw.edu

Melissa Raap, Program Manager, UW Champions Program
206.303.9062
uwchamps@uw.edu

As part of the Office of Minority Affairs & Diversity (OMA&D), Academic Counseling Services (OMA&D ACS) is dedicated to supporting excellence and undergraduate student achievement at the UW. The teams of multiethnic Academic Counselors provide academic advising and additional supportive services that help to ensure student success. Programs in OMA&D ACS include the Educational Opportunity Program (EOP), TRIO Student Support Services (TRIO SSS), the College Assistance Migrant Program (CAMP), and the Champions Program.

EOP: The Educational Opportunity Program advising team is trained to guide students through the process of selecting and registering for classes, exploring possible majors and setting career goals. EOP advisers also assist with financial aid, housing, personal matters and a variety of other topic areas. Both pre-major and major enrolled students utilize EOP advising.

TRIO SSS: TRIO Student Support Services is a federally funded program by the US Department of Education. TRIO SSS provides holistic and comprehensive advising and instruction, in order to support economically eligible and first generation to college students at the UW. Eligible students participate in classes, workshops and activities designed to promote the successful pursuit of their academic, professional and personal goals.

CAMP: The College Assistance Migrant Program is a federally funded program by the US Department of Education, Office of Migrant Education. CAMP recruits students to UW from across the state of Washington that come from migrant and seasonal farmworker backgrounds (including fish-farming). Once admitted, the CAMP program assists students in completing their first undergraduate year of study by providing academic, personal, social, and financial support.

Champions Program: The Champions Program focuses on academic success of youth and alumni of foster care and youth involved in the Indian Child Welfare system. By providing one-on-one support, community-building activities and educational advocacy to students, the Champions Program seeks to prepare students for lifelong achievement after graduation.

OMA&D eligible students are invited to participate in ACS programs after they confirm admission to UW. For more information, please contact those listed above.
Samuel E. Kelly Ethnic Cultural Center
depts.washington.edu/ecc/

Magdalena Fonseca, Director
206-543-4635
ecc@uw.edu, mikese@uw.edu

The purpose of the Kelly Ethnic Cultural Center is to provide an inclusive space that supports students and fosters academic success. The Kelly ECC serves to support the leadership and educational development of students and offers programs to celebrate cultural heritage. The Center provides space for meetings, student organization offices, kitchenettes, study space, a resource center, wellness room, computer lab and dance studio that allow students to take full advantage of their educational and social experiences at UW. In 2014, Leadership Without Borders, undocumented student program, was founded to work with and for undocumented students on campus. A new building opened in January 2013 and is now the largest cultural and oldest college community center on a college campus in the United States. We are 48-years old and the oldest cultural center on the West Coast. We also help coordinate Raven’s Feast in partnership with wǝɫǝbʔał and native elders in the community to celebrate the academic accomplishments of our American Indian/Alaskan Native students. Additionally, we are home to First Nations at the University of Washington, who maintain an office and hold weekly meetings in the Native Room located on the second floor of the Kelly ECC.

UW Louis Stokes Alliance for Minority Participation (LSAMP)
depts.washington.edu/omad/lsamp-home/

June Hairston, Ed. D., Director
lsamp@uw.edu

In the fall of 2009, the National Science Foundation (NSF) awarded the Louis Stokes Alliance for Minority Participation (LSAMP) grant to five institutions in the Pacific Northwest region, with the University of Washington (UW) as the lead institution. The purpose of LSAMP is to increase the recruitment, retention and graduation rate of underrepresented students* in the disciplines of Science, Technology, Engineering, and Mathematics (STEM). Our main goals are to increase pathways to college for underrepresented minority students while strengthening their interest in pursuing STEM careers, create a culture and community of success for underrepresented minority STEM majors on campus to improve retention and graduation rates, and expand opportunities for underrepresented minority STEM majors to participate in campus-based and national undergraduate research experiences. By affiliating with LSAMP, current students have access to internships, paid research opportunities, computer lab, 3D printing, free printing, workshops, info sessions and much more! Furthermore, in offering a space for students to study, eat, and sleep we pride ourselves in being a home away from home. For more information, find us in Mary Gates Hall Ste. 311 or email us: lsamp@uw.edu!
The Genomics Outreach for Minorities (GenOM) Project provides educational and research opportunities for underrepresented minority students interested in genomics and genomics-related fields. We also partner with the College of Engineering to support students interested in Clean Energy and Molecular Engineering. This program offers research opportunities primarily for undergraduates. It provides high school student research opportunities through the summer program, Alliances for Learning and Vision for Underrepresented Americans (ALVA). See ALVA on page 25. The Project provides placements in life-science and engineering research laboratories, undergraduate research and travel scholarships, life-sciences tutoring at the Instructional Center, undergraduate advising, mentoring, course clustering, graduate school preparation, professional development workshops, including research ethics and social justice. Since 2002, the graduation rate from college is nearly 99%, with a retention in STEM of over 88%.

ALVA

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

Undergraduate Research

The purpose of the undergraduate program is to help underrepresented minority students obtain experience in life sciences, clean energy and molecular engineering research by assisting them in finding research opportunities at UW, providing stipends for their research work, and offering scholarships to attend STEM conferences.

Travel Scholarships

GenOM sponsors students to present their research at STEM conferences locally and nationally. These scholarships are granted throughout the year as funds are available. These $500 annual scholarships may cover the cost of conference fees, lodging, food, airfare, and other expenses.
The Pipeline Project connects UW undergraduates with educational and service opportunities in K–12 schools and with linked seminars that help them reflect on those opportunities. The Project offers community experiences to undergraduates to help them discover personal and academic directions; provides K–12 students with individualized tutoring and role models; supports the work of public school teachers; and brings UW academic departments into contact with the greater educational community.

Projects at Tribal Schools

**Literacy Arts at Paschal Sherman Indian School**

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

**Environmental Education at Quileute Tribal School**

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

**Digital Storytelling at Neah Bay Elementary School.**

A team of five UW students are involved for the entire academic year in a partnership with Neah bay Elementary School. UW students are on site for two weeks in September and return for Alternative Spring break in March. Neah Bay students come to the UW campus in April. In the intervening months, students stay connected through email and video conferencing. During the year the team works on creating a documentary video as well as helping the 5th graders complete a community based research project comparing the Makah Tribe to another Tribe in the US.
The University of Washington Press has published over 250 books in American Indian/Alaskan Native studies, including histories, biographies and autobiographies, studies of art and material culture, Native language dictionaries and grammars, and essay collections. Many of our books are published in collaboration with Indigenous communities across the region and serve as resources for cultural preservation and revitalization. The press’s commitment to the field began with our first publications nearly 100 years ago and continues with such recent titles as Becoming Mary Sully: Toward an American Indian Abstract by Philip Deloria, The Tao of Raven: An Alaskan Native Memoir by Ernestine Hayes, and Tulalip from My Heart: An Autobiographical Account of a Reservation Community by Harriett Shelton Dover, adopted as a Common Book by Western Washington University and Seattle University.

Among other highlights on our list:

Indigenous Confluences, a new series launched in 2015, publishes innovative works that use decolonizing perspectives and transnational approaches to explore the Indigenous experiences of North America, with a special emphasis on the Pacific Coast. Recent books in the series include We Are Dancing for You: Native Feminisms and the Revitalization of Women’s Coming-of-Age Ceremonies by Cutcha Risling Baldy, Power in the Telling: Grand Ronde, Warm Springs, and Intertribal Relations in the Casino Era by Brook Colley, and Network Sovereignty: Building the Internet across Indian Country by Marisa Elena Duarte.

We are pleased to publish Native Art of the Pacific Northwest: A Bill Holm Center Series in partnership with the Bill Holm Center for the Study of Northwest Coast Art at the Burke Museum. The series aims to foster appreciation of the dynamic cultural and artistic expressions of the Indigenous peoples of the region. The most recent book in this series is a 50th anniversary edition of Bill Holm’s classic Northwest Coast Indian Art: An Analysis of Form.

Recent language books include SENĆOŦEN: A Dictionary of the Saanish Language, the Umatilla Dictionary, and the Klallam Dictionary and Klallam Grammar.

In collaboration with UBC Press, we are developing RavenSpace, a new publishing platform for media-rich, networked, interactive books in Indigenous studies that provides a digital space where communities and scholars can work together to share and create knowledge.

Native American Languages, Literature, and History

New Releases

Being Cowlitz: How One Tribe Renewed and Sustained Its Identity, by Christine Dupres. What began as the author’s search for her own history opened a window into the practices and narratives that sustained her tribe’s identity even as its people were scattered across many states.
Čáw Pawá Láakni / They Are Not Forgotten: Sahaptain Place Names Atlas of the Cayuse, Umatilla, and Walla Walla, by Eugene S. Hunn, E. Thomas Morning Owl, Phillip E. Cash Cash, and Jennifer Karson Engum. This meticulous assemblage echoes cultural and geographical information that has all but disappeared from common knowledge.

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

American Indian/Alaskan Native art

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

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

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

Death of Celilo Falls is a story of ordinary lives in extraordinary circumstances, as neighboring communities went through tremendous economic, environmental, and cultural change in a brief period. Barber examines the negotiations and controversies that took place during the planning and construction of The Dalles Dam and the profound impact the project had on both the Indian community of Celilo Village and the non-Indian town of The Dalles, intertwined with local concerns that affected the entire American West: treaty rights, federal Indian policy, environmental transformation of rivers, and the idea of “progress.”

UNIVERSITY OF WASHINGTON

Tribal Leadership Summit

UWTV

www.uwtv.org

Stephanie Koura, Marketing Manager

snkoura@uw.edu

UWTV is a multi-platform media organization connecting the region and the world to the UW online and via mobile devices. Viewers can watch programming at uwtv.org, YouTube, Vimeo, Roku and Amazon Fire TV.
UNIVERSITY OF WASHINGTON
Tribal Leadership Summit

UW Continuum College
Yakima Valley Community Partnerships

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

Business

UW Certificate Program in Tribal Hospitality and Gaming Management
ais.washington.edu/certificate-business-essentials-tribal-gaming-hospitality-management

The Department of American Indian Studies, in conjunction with the Foster School of Business, will offer a summer certificate program in Tribal Gaming and Hospitality Management. This 10-credit program spans the full summer term (June 19 to August 18) and is open to current UW students, visiting students, and the general public. In this program, we'll explore the essentials of business and how they can be applied to the tribal gaming and hospitality management field. You'll learn the key principles and concepts of accounting and finance, marketing and business management. We'll study the unique aspects of the tribal gaming industry as they relate to customer markets, ethics, core business processes and people management, and you'll develop skills that can help advance your career in the field.

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

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

UW Continuum College
UW in the High School
www.uwhs.uw.edu/partner-schools/
uwhs@uw.edu

The UW in the High School (UWHS) program provides high school students the opportunity to take UW courses and earn college credit without leaving their high school campus. UWHS partners with high school across Washington state to offer UW courses for UW credit in the high school classroom. Course are official UW courses, taught by the high school's own teachers, who have been approved and trained by UW faculty. UWHS is fully accredited by the National Alliance of Concurrent Enrollment Partnerships.
Higher Education
Center for Indigenous Heath, Culture & the Environment at Heritage University
www.heritage.edu/cihce

Jessica Black, Director
509-865-8500
black_j@heritage.edu

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

### Federally Recognized Tribes in Washington State

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Idaho

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Nez Perce Tribe  
Kootenai Tribe of Idaho

Oregon

The Confederated Tribes of Grand Ronde  
Confederated Tribes of the Umatilla Indian Reservation  
Confederated Tribes of the Warm Springs Reservation  
The Klamath Tribes

Montana

Confederated Tribes of the Salish and Kootenai