

UNIVERSITY *of* WASHINGTON | TACOMA

# Report to the Puyallup Tribe of Indians

---

Building Excellence through Science and Tradition  
Accomplishments through August 2016



# Chancellor's Message

Each year the University of Washington Tacoma is proud to open our convocation ceremony with a voice of blessing from the Puyallup Tribe. Because our campus exists on land of the Puyallup people, the members of our university community, including UW Tacoma faculty, staff and students, have a very special relationship with the Tribe today. It is a great honor to submit the following report to our esteemed partners, the men and women of the Puyallup Tribe of Indians.

In these pages we present a comprehensive look at what has been accomplished through August 2016 with the Tribe's generous \$275,000 grant, formalized in spring 2015 with an amended and restated memo of understanding.

We open the report by including the text of the project's original press release. We share the vision statement for the **Building Excellence through Science and Tradition** (BEST) project. This vision was developed collaboratively with members of the BEST advisory group. Notes from the BEST meetings we have held (through August) capture the passionate voices and tribal perspectives with which we seek to be deeply and thoughtfully engaged.

We provide a detailed outline of BEST project goals, objectives and benchmarks for the future. We honor and celebrate what our two new Native American faculty members have accomplished so far in building out curriculum, and we highlight our first Lushootseed Language Institute.

We share an update on the work of our Office for Equity and Inclusion, reporting on activities of relevance to the Native American community, and also include news of last year's activities organized by our Native American Student Organization.

We provide a detailed section on grant financials, including specific expenditures.

Much has been accomplished, but significant work remains. It is our hope that the University of Washington Tacoma will have the opportunity to attend a meeting of the Puyallup Tribal Council in the new year to personally thank the Tribe, its Elders and its Council members for your generous support and to answer any questions you may wish to pose.

**With gratitude and respect,**



Mark A. Pagano

# TABLE OF CONTENTS



I. Tapping Traditional Wisdom for Innovations in Learning: April 2015 UW Tacoma press release/news story on partnership

II. BEST: Building Excellence through Science and Tradition

BEST Vision Statement

BEST Goals, Objectives and Benchmarks

BEST Advisory Committee meeting notes

August 2015

January 2016

May 2016

III. Native American Student Organization

Event announcements, 2015-16

NASO description

IV. From Native Ways of Knowing to Lushootseed Language Institute

Native American Faculty and their Academic Courses

American Indian Studies Minor

Student Perspective: Digging for the Deeper Truths

Lushootseed Language Institute

V. Office for Equity and Inclusion: Tribal-Related Work in 2015-16

Symposium on Contemporary Native American Issues

Tribute to Sandy Sunrising Osawa (film screening and speakers)

Opportunity Announcements of Interest to Native Communities

VI. Grant Financials

# Tapping Traditional Wisdom for Innovations in Learning



In April 2015 UW Tacoma announced the beginning of a new partnership with the Puyallup Tribe of Indians. Following is the text of the announcement, which was posted on the university's website and also issued as a press release. Media outlets across the Northwest picked up the story. As called for in the Amended and Restated Memo of Understanding, UW Tacoma recognized and publicized the Tribe as the inaugural partner on this project.

## **News announcement**

The Puyallup Tribe of Indians and the University of Washington Tacoma are launching a pathbreaking collaboration that aims to infuse Native ways of knowing into UW Tacoma teaching, learning and research.

The effort will be funded initially by a \$275,000 grant from the Puyallup Tribe. During a four-year period, the funding will support curriculum transformation, research activity, community engagement and student enrichment.

Puyallup Tribal Council Chairman Bill Sterud said that the collaboration highlights the unique opportunity to “meld into academia in a public sphere” the contemporary experience of Native Americans, rooted in an ancient heritage and infused with a cutting-edge entrepreneurialism.

“With an immense amount of pride, the Puyallup Tribe of Indians has committed to spearheading this program as it is essential to educate students about indigenous ways of knowing, modernity of tribal business, and tribal government. We hope that the impact of our funding will cultivate additional support from our fellow Tribes to ensure a sustainable program that will enrich the lives of many students,” said Sterud.

“We as a society have a responsibility: our unseen future must be unified with our past and our present. The Puyallup Tribe of Indians recognizes this responsibility by our support of higher education and our charitable giving. This is how we build bridges toward community success,” said Sterud.

The idea for the collaboration has emerged at a time of increased focus on the importance of sustainability: in business, government, and individual livelihoods. There is a growing awareness that the practice of sustainability can benefit from the insights offered by

indigenous knowledge, with its deep place-based roots (often referred to as “traditional ecological knowledge”). UW Tacoma’s 25-year commitment to community engagement is seen by both the university and the Tribe as an opportunity to establish deep and lasting connections among Tribal and non-Indian communities throughout the Northwest.

“The heart of the collaboration between UW Tacoma and the Puyallup Tribe will be the interaction between the tribal communities and the campus community. We hope all our faculty, staff and students will gain a wider perspective on ways of interacting with the world, and we are incredibly grateful to the Puyallup Tribe for supporting this transformational vision,” said UW Tacoma Chancellor Mark A. Pagano.

The grant is intended to amplify the teaching, research and service of a growing cluster of Native American faculty and staff at UW Tacoma. The university recently hired Danica Miller (Puyallup) and Michelle Montgomery (Eastern Band Cherokee; Haliwa Saponi) as assistant professors of Native American studies in the School of Interdisciplinary Arts & Sciences; and Michael Tulee (Yakama) as Native American educator in the Office of Equity & Diversity.

The grant will tap into a growing awareness of the parallel and complementary role that traditional ecological knowledge can play alongside “scientific ecological knowledge.” Examples of how the melding of these two approaches has led to better understanding include forest fire management, water resources management, endangered species protection and fisheries management.

“This grant from the Puyallup Tribe will help address one of the greatest barriers faced by Native people today: the lack of information, and the abundance of misinformation, the general public has about tribes and tribal people. As the work of this grant ripples out, our students, faculty and staff will share in a great communal experience with roots much deeper than the 25-year history of UW Tacoma,” said Sharon Parker, UW Tacoma assistant chancellor for equity and diversity (*Parker’s title is now Assistant Chancellor for Equity and Inclusion—Ed.*).

The Puyallup Tribe has been providing ongoing support to UW Tacoma and the University of Washington overall for many years, including to the UW School of Law, and events at UW Tacoma such as the annual Martin Luther King, Jr., Unity Breakfast and Convocation. This new grant is, by far, the Tribe’s largest investment in the relationship with the university.

# BEST: Building Excellence through Science and Tradition



Under the Amended and Restated Memo of Understanding between UW Tacoma and the Puyallup Tribe of Indians, the university agreed to mobilize a team consisting of Native American faculty and staff to promote development of a Native American curriculum and accompanying program in relation to the Building Excellence through Science and Tradition project. The UW team is being aided by the BEST advisory committee, which includes representation from Puyallup Tribal members and leaders. Below is the BEST Vision Statement followed by notes from BEST advisory committee meetings held during the 2015-16 academic year.

## **BEST Vision Statement**

Building Excellence through Science and Tradition (B.E.S.T.) is envisioned as an evolving, generative program that continues to develop programs and practices to meet the economic, ecological, and educational needs of area tribes, faculty and students, and South Puget Sound.

As a core component of education for UW Tacoma students, BEST will help UW Tacoma faculty and students to become more aware of contemporary NW tribes and more fully informed of tribal contributions, challenges, roles, history, and status, while providing a means to strengthen University ties with neighboring tribal communities. Moreover, over time, BEST helps to sustain indigenous knowledge bases and support tribal development by integrating indigenous knowledge into higher education programs.

BEST is also envisioned as the means to develop programs and practices that are mutually beneficial to tribes and the University. One such program is the Lushootseed Language Institute. This language program benefits tribal citizens by regenerating traditional language and traditions; and it also benefits UW Tacoma by strengthening relations with Salish language tribes and providing a conduit to the University.

# BEST Three-Year Goals, Objectives and Benchmarks

<b>GOAL 1 (MOU item 7a)</b> <b>ONGOING INNOVATION TO INCLUDE NATIVE WAYS OF KNOWING IN CURRICULUM</b>	
OBJECTIVE	BENCHMARK
Increase scope and impact of UWT's Native American programming	Increased number of academic courses including Native presentations and/or events (conferences, workshops, tribal activities) in curricula
Symposium on Contemporary Native American Issues in Higher Education	<ul style="list-style-type: none"> <li>Increased participation by UW Tacoma students, staff &amp; faculty</li> <li>Increased number of courses including Symposium in curricula</li> </ul>
New Scholar Presentation on Contemporary Native American Issues	Establishment of a program to bring Native scholars to campus for a one-quarter residency
Lushootseed Language Institute	Continuation and expansion of the Institute
Elders-in-Residence Program	<ul style="list-style-type: none"> <li>Elders/leaders of PNW tribes as visiting scholars, class consultants, and classroom speakers</li> <li>Campus presentations</li> <li>Advisors to administration on institutional efforts</li> </ul>
<b>GOAL 2 (MOU item 7b)</b> <b>ILLUMINATE ISSUES SURROUNDING TRIBAL SOVEREIGNTY</b>	
OBJECTIVE	BENCHMARK
Academy of Tribal Sovereignty	<ul style="list-style-type: none"> <li>Inclusion of sovereignty topics in Environmental Science curricula</li> <li>Host Native American doctoral students enrolled at Awanuiarangi Wananga</li> <li>Consideration by Academic Policy and Curriculum Committee of sovereignty course requirement</li> </ul>
<b>GOAL 3 (MOU item 7c)</b> <b>BUILD PIPELINE OF NATIVE STUDENTS INTO UWT &amp; ENCOURAGE THEM INTO STEM</b>	
OBJECTIVE	BENCHMARK
Native Pathways to Promise	<ul style="list-style-type: none"> <li>Tribal partnerships with UW Tacoma to prepare Native American youth for college</li> <li>College readiness workshops for Native youth</li> <li>Support services for Native students at UW Tacoma</li> </ul>

<b>GOAL 4 (MOU item 7d)</b> <b>HEALTHY WORKING RELATIONSHIP WITH NATIVE AMERICAN STUDIES FACULTY AS B.E.S.T. PROJECT SETS GOALS AND METHODS FOR GOAL ACCOMPLISHMENT</b>	
OBJECTIVE	BENCHMARK
Native faculty encouraged to participate in BEST meetings	Native faculty consulted on meeting agendas
Regular, formal consultation about BEST project with Native American Studies faculty	Quarterly meetings of Assistant Chancellor for Equity & Inclusion, Native American Studies faculty, Executive Vice Chancellor for Academic Affairs, Vice Chancellor for Student and Enrollment Services, and Associate Vice Chancellor for External Relations to drive forward progress on this initiative.
<b>GOAL 5 (MOU item 7e)</b> <b>PARTNER WITH NATIVE COMMUNITIES ON UWT INITIATIVES AND SUPPORT RECRUITMENT OF FACULTY FROM TRIBES REGIONALLY AND NATIONALLY</b>	
OBJECTIVE	BENCHMARK
Continued Convocation partnership	Annual invitation to Puyallup Tribe to participate in Convocation and provide a blessing
Publicize faculty openings to tribal communities via a variety of methods	<ul style="list-style-type: none"> <li>• Identify best communications/media strategies/outlets for promoting faculty opportunities to Native faculty candidates (advertising, academic conference attendance, etc.)</li> <li>• Advocate for UWT Academic HR to provide central support for costs of such promotion</li> <li>• Provide tribal grant dollars if needed to support more robust advertising or networking costs than the university can support centrally</li> </ul>
Via the BEST advisory committee, engage tribes with UWT Strategic Plan impact goal 3 ("Our community partnerships are transformational and synergistic.")	Add UWT Strategic Plan community partnership goal champion Linda Ishem (Senior Lecturer, Urban Studies, and Assistant to the Chancellor for Community Engagement) to BEST advisory committee or ensure she receives updates on BEST project progress and outcomes of quarterly UWT leadership meetings listed above for Goal 4.



<b>GOAL 6 (MOU item 7f)</b> <b>BUILD FOUNDATION FOR FUTURE ENVIRONMENTAL ENGINEERING PROGRAM</b>	
OBJECTIVE	BENCHMARK
Expansion of curriculum relevant to environmental engineering	New MS degree in Environmental Science formally proposed (depending on resources could open as soon as Autumn 2018)
Faculty engagement	Environmental science and engineering faculty champions identified to lead exploration/development of potential new environmental engineering curriculum/program.
Identify curriculum elements needed by South Puget Sound tribes to manage and sustain their own shorelines, forests, waterways and fisheries. Also identify related opportunities for collaboration via internships/research.	Faculty champions meet with tribal representatives to assess tribal needs and share comprehensive information about status and content of new MS in Environmental Science degree (as well as any related opportunities for collaboration with tribes via graduate student internship or research placements), remaining in conversation over time to ensure any future environmental engineering program is designed to meet specific needs of the Pacific Northwest.
Resource assessment/budget	Determine magnitude of new resources (faculty hires, labs, equipment, scholarships, etc.) necessary to add environmental engineering courses or new degree(s) of tribal interest and to successfully encourage enrollment of Native students
Timeline plan	Create staggered implementation plan based on a strategy of assessing demand, determining the academic unit(s) to house the program, attaining formal approval, then adding courses and a degree, in synchrony with available resources.
<b>GOAL 7 (MOU item 7g, MOU item 2 related to Tribe's naming rights and MOU item 5 related to Tribal recognition and publicity)</b> <b>SERVE AS KEY COLLABORATOR/RESOURCE FOR TRIBES AND COMMUNITY; BUILD STRONGER NATIVE AMERICAN VISIBILITY ON CAMPUS AND ACROSS ALL UWT MEDIA</b>	
OBJECTIVE	BENCHMARK
Native logo on UWT website	Tribal partnerships/agreements/endorsements acknowledged by tribal logo(s)
Campus & community publicity for Native programs	<ul style="list-style-type: none"> <li>• Web homepage highlights</li> <li>• Web link to focus page on Native Americans in the Pacific Northwest</li> <li>• Highlights of campus Native programs in tribal newspapers &amp; other community publications</li> </ul>

# BEST Advisory Committee Meeting Notes

## Meeting of August 19, 2015

### Present

Madrienne Salgado (Muckleshoot)  
John McCoy (Tulalip)  
Whitney Devlin (Cowlitz)  
Bill Sterud (Puyallup)  
Alan Parker (Chippewa Cree)  
Curtis Dupuis (Chehalis)

Mark Pagano (UW Tacoma Chancellor)  
Micah McCarty (for Nisqually)  
Bruce Cook (Nisqually)  
Libi Sunderman (UW Tacoma faculty)  
Michael Tulee (UWT Equity & Inclusion)  
Sharon Parker (UWT Equity & Inclusion)

**Sharon Parker** called the meeting to order and asked each person to introduce her/himself. Several of the invited tribal officials could not attend due to unforeseen situations. They plan to attend in the future. Following introductions, Sharon reviewed the day's agenda. She then moved to give an update on work that has led to formation of the B.E.S.T. Advisory Committee.

### Native American Student Organization and Hire of Native American Educator

Sharon noted that UW Tacoma has a growing Native American Student Organization (NASO) that meets monthly. For the upcoming academic year, NASO activity notices will also be sent to members of the Advisory Committee. In addition, the Office for Equity and Diversity hired a Native American Educator, Mr. Michael Tulee, whose job entails collaboration with tribes, outreach to and support for Native students and programmatic development and support that will raise the presence of Native people on campus and improve knowledge of Native/indigenous issues among faculty, staff and students.

### UW Tacoma Native Faculty Hires

The campus acquired two highly qualified Native faculty members in academic year 2014-2015: Drs. Michelle Montgomery (Haliwa Saponi/Eastern Band Cherokee) and Danica Miller (Puyallup). Together they have offered the following courses to students:

- Native American history
- Native American Literary Responses to Federal Law
- NW Tribal Traditions
- Introduction to Indigenous Philosophy
- Introduction to Contemporary American Indian Issues
- Introduction to Indigenous Women and Feminism
- Introduction to Tribal Critical Race Theory and Critical Race Theory
- Introduction to American Indian Education
- Critical and Indigenous Methodologies
- Introduction to Indigenous Concepts of Science

During their first year, these two faculty members worked together to establish a Native American Studies minor area of study. They plan to create a major in Native American Studies in the near future.

### **Development of BEST Framework and Potential New Initiatives**

With the above-described actions as a foundation, UW Tacoma began to more pointedly create B.E.S.T. (Building Excellence through Science and Tradition), which is intended as a broad framework under which a number of initiatives can be housed, such as **an Elders-in-Residence Program** and a **curriculum transformation** program to include tribal issues in regular course work. It grew from a request of area tribes to help them cultivate expertise for developing and re-developing waterways and shorelines to protect fish habitat.

Early meetings on this topic sought help from UW Tacoma in the form of an Environmental Engineering Program to be offered at UW Tacoma. Because such a program can be very expensive for the campus, requiring specialized faculty, labs, and a range of courses, the university sought funding support from tribes to develop the program. With rapid changes in campus leadership during this period, consistent progress was limited. However, the **Puyallup Tribe** became very interested in supporting the campus' efforts and talks began with the tribal council and university officials. This culminated in a generous grant from the Puyallup Tribe to UW Tacoma in late 2014, and a final **Memorandum of Understanding** (MOU) in August 2015. The major points of the final Memorandum of Understanding were presented to the BEST meeting participants.

The group was joined by **Mark Pagano**, the new Chancellor for UW Tacoma. Dr. Pagano greeted the group and introduced himself noting that he had only been in office since mid-March 2015. He came from Montana State University-Billings where he served as the Provost for several years. His time in Montana showed him the beauty and wonder of the Northwest, so when he had the opportunity to be considered for the position in Tacoma, he was excited by the possibility of getting to know the Pacific Northwest. He explained that he is an Environmental Engineer, so he is very aware of the need expressed by the area tribes for Native professionals in the field. As an urban-serving institution, the Chancellor noted that the issues of energy independence are understood to be critical to tribal and other local governments in the South Puget Sound.

**Micah McCarty** noted that tribes need to strongly **encourage energy independence** by establishing a think-tank on the subject. He noted that one early and possible project would be developing the means to turn waste into energy. He has a model to share with all. Others mentioned that the **2016 Paddle to Nisqually** is a prime opportunity to build into curricula. The time is now for critical planning for a Centennial Accord memorial that will be launched in 2016.

Micah added that fisheries' issues are key to this work. The increase of sea lions in the South Puget Sound waterways is limiting the salmon and other fish returning to spawn. This raises the issue of inter-related challenges: i.e., efforts to contain sea lions draw protests from animal activists, but focus on sea lions overlooks issues of salmon spawning. As well, the warming of the waters is increasing bacteria that impact the fish. These issues point to the need for integrated policies management rather than single-species policies. This is an issue for the think tank.

The Chancellor noted that **Environmental Engineering** is a branch of civil engineering. UW Tacoma would need the core of engineering to launch an Environmental Engineering program. Perhaps there are other ways to come at the need. UW Tacoma could build on tribal relationships across the region to serve the South Puget Sound.

Sharon mentioned the possibility of a language institute for indigenous languages, such as **Lushootseed**, as another example of tribes and UWT collaborating for the betterment of all. **Libi Sunderman** added that **Environmental History** is another possible piece of the way the University can serve and partner with area tribes.

**Curtis Dupuis** of Chehalis joined in saying that to achieve success, we need to raise the quality of students to engage in science education. He stated that "even with science curriculum, there is a need for background components and **scholarships**." This line of discussion led to questions about **pathways for Native students into science** and linking tribal scholarships to needs for tribal professionals.

The Chancellor told the group about the UWT **Pathways to Promise**: it is a program to encourage a college-going culture among students in South Puget Sound schools. **State Senator John McCoy** noted that many tribal students go to technical schools and community colleges rather than four-year colleges. We have to build a case for going to four-year institutions. Micah added that perhaps we should consider an Institute for Native Americans, much like the International Public Policy Institute. He continued saying that it is important to think of **indigenizing the public policy process** with something like an Ocean Sovereign Council.

Other ideas that emerged included:

- Semester at sea
- Oil spill response organization
- Family wellness programs
- Youth summer programs
- Hospitality industries
- Habitat restoration
- Weathercasting
- Carbonic acid extraction from ocean
- Mapping,
- Water flows
- Energy storage

Micah shared his PowerPoint that illustrated how tribes can engage in eco/community development. He noted that current mitigation programs for environmental issues do not

typically involve tribes, and this is an unfortunate behavior for both tribes and other institutions. Again he stressed the importance of a **think-tank** and added that the **Nisqually Tribe** has an interest in funding such an organization.

Curtis Dupuis stated that the University could consider a **central lab for multiple tribes** and such collaborative structures arise from the **Medicine Creek Treaty and the Centennial Accord of 1989**, which mandated that each state agency must have a procedure to implement effective government-to-government relations. This prompted Sen. McCoy to note that everybody in this state needs to understand treaty rights. This led to a discussion of the McCoy bill that mandates the teaching of Pacific Northwest Native history in schools using the K-12 curriculum called **"From Time Immemorial: Tribal Sovereignty in Washington State."**

Sen. McCoy noted that **Alan Parker** had created a Native policy course at The Evergreen State College that serves as a think-tank for certain issues. Alan Parker talked briefly about the Tribal Government MPA program and the now defunct Northwest Indian Applied Research Institute that was housed at TESC for 14 years. He noted that a think tank would pull together all the components discussed today.

**Whitney Devlin** of Cowlitz expressed appreciation for inclusion of Cowlitz in this meeting. She reminded the group that the term "Treaty Tribes" does not include Cowlitz, but the tribe is a growing force as a newly federally recognized tribe.

Sen. McCoy urged the group not to re-invent the wheel but look at what other university/college programs have established. He also suggested that we might employ a **think-tank model where we call upon visiting professors**. For example, The Evergreen State College is hosting Prof. David Wilkins until December 15.

Micah offered three more possibilities:

- Placement of more Native people on university boards
- Establishment of a statewide association of Native students and
- Development of an academy of tribal sovereignty.

Michael Tulee expressed his appreciation for the ideas shared and added that he looks for an increased population of Native students at UW Tacoma, particularly **more Native students in the sciences**. Libi encouraged the group to take a long view of this work. There are many excellent ideas that should be developed, but it will take time. The final comment was given to Curtis Dupuis, who reminded the group **to remember the parents and families of students** when building activities, as well as the fact that Native American **youth need exposure to new and different activities to expand their horizons**. Sharon Parker thanked everyone for their participation in the day's meeting. The group will meet again in January, and before then she would send minutes of the meeting, email addresses for everyone, and a draft of a **BEST vision statement** as suggested at the meeting. The group adjourned to lunch in the DRC and more informal one-to-one conversation.

# BEST Advisory Committee Meeting Notes

Meeting of Jan. 20, 2016

## Present

Sharon Parker (UWT Equity & Inclusion)

Mike Tulee (UWT Equity & Inclusion)

Danica Miller (UW Tacoma faculty)

Bonnie Becker (UW Tacoma Strategic Planning Committee)

Curtis Dupui (Chehalis)

Mike Iyall (Cowlitz)

Charlene Krise (Squaxin Island)

Alan Parker (Chippewa Cree)

Erica Cline (UW Tacoma faculty)

The first order of business was a brief presentation from a leader of the **UW Tacoma Strategic Planning Committee**. After an introduction by **Prof. Bonnie Becker**, the group was asked for input on the following:

- “BEST” vision of UWT’s future
- Group’s view of UWT as an urban-serving university
- Ideas to inform UWT strategic planning process

**Initial feedback focused on the physical environment.** Ancestors “still” have footprints on beaches in local area. History is available and is not lost. It was suggested that **a research center or think tank of different tribes in this region be created** because it is important that people who live here understand the “science” of the land. Water, plants, ancient Native science, and animals were great teachers to the people of this land. People need to understand the changes of the seasons, the waterways and the land. Climate change is a reality and acidification is here. **Need to invest and protect environment. Tribes need expertise in natural habitat field** but would like to hire inside talent/skills/knowledgeable personnel for this work.

Because the current UWT strategic plan expires in 2017, UWT wants to define a path forward in helping UWT do a better job at what they do already, focus their energy, ensure that UWT is working toward the same set of goals, and choose priorities. UWT is **hoping to launch the Strategic Plan this coming fall** and would like for the plan to be to be a living document. **UWT is also seeking to know what positive role or roles it can play in helping tribes achieve their aspirations for UWT.**

BEST Committee members offered the following suggestions.

- There needs to be “tangible proof that a tribal person feels welcomed here and will be successful as a student at UWT through outreach. Some feel like strangers at UWT — not enough support at UWT. For Native students to be successful here, UWT needs to have a “community feel” and not just a label.
- Another general feeling is that there should be Native representation on campus via tribal educators on staff with local tribal support network. Such a network would let people know what UWT is up to and what fields of study are available to prospective students.
- UWT could consider offering college scholarships to Native people.
- Explore the possibility of Indian law on campus, Indian activities (e.g., Indian clubs, potlucks, powwows, etc.) and information shared via website.

It was noted that **UW Tacoma is planning to offer a two-week intensive Lushootseed language course beginning in August for about 25 participants.** The language program will not only serve as a means toward Lushootseed language revitalization, but also, through the use of contemporary terms (cell phone, car, computer, etc.) will ensure usage of the language as a contemporary language. Traditionally, it was common for residents of the local area to be multi-lingual, so having Lushootseed spoken again here on Puyallup land is very exciting.

# BEST Advisory Committee Meeting Notes

## Meeting of May 3, 2016

### Present

Mark Pagano (UW Tacoma chancellor)  
Sharon Parker (UWT Equity & Inclusion)  
Mike Tulee (UWT Equity & Inclusion)  
Danica Miller (UW Tacoma faculty)  
Curtis Dupuis (Chehalis)  
Mike Iyall (Cowlitz)  
Charlene Krise (Squaxin Island)  
Alan Parker (Cheppewa Cree)  
State Sen. John McCoy (Tulalip)

Anita Mitchell (Muckleshoot)  
Micah McCarty (Makah)  
Madrienne Salgado (Muckleshoot)  
Erica Cline (UW Tacoma  
Environmental Science faculty)  
Brian Anderson (UW Tacoma  
Creative Services)  
Mike Wark (UW Tacoma  
External Relations)

### Review of BEST Purpose

After introductions, **Sharon Parker** introduced the topic of the BEST Advisory Committee's role. In reviewing the initial intentions of BEST, Parker explained that UW Tacoma is committed to broadening awareness about Native people and strengthening ties with neighboring tribal communities. BEST was also envisioned to enhance curriculum, expand research and enrich students with a better understanding of Native peoples and tribes. Additionally, two pressing goals of this initiative are to prompt Native students to consider pursuing their education in the science fields at UW Tacoma and to build a foundation for a future environmental engineering program. The BEST Advisory Committee would help ensure cultural appropriateness of the program and support the participation of Native experts and elders.

### Visibility Issues

Advisory Committee members argued that to attract Native students, there needs to be a stronger, more visible Native presence on campus. For example, on the current UW Tacoma website, little Native American representation (such as a Native logo or segments of the website devoted to information relevant to Native American students) is visible. It was also mentioned that even college scholarships targeted to Native students were not easy to find from campus websites. **Brian Anderson**, director of Marketing & Creative Services, and **Mike Wark**, director of External Relations, noted that UWT is introducing new signage on campus, so they will explore how signage can serve to raise the visibility of Native American activities on campus. They will also look at how UW Tacoma websites can play a stronger role regarding Native presence on campus.



## **Elders-in-Residence Program**

Parker provided handouts describing the proposed Elders-in-Residence Program. The program is designed to provide traditional knowledge regarding environmental, biological, historical, medicinal, arts, culture and other subjects as part of university classes and activities.

The Elders-in-Residence (EIR) program seeks to recruit local Indigenous Elders to work with UW Tacoma to offer activities, speak to classes, talk with faculty regarding curricula, mentor Native students and provide inter-generational program experiences. Elders in this program will complement course content and will assist students to translate classroom content (theory, methods and so on) into a community, real-life, context that relates to their home community.

Two members of the committee immediately indicated they liked the way the EIR was being described. It was pointed out this program could be very significant, so it is important to ensure tribal leaders are informed of the program and that elders themselves have input into its development. It was also indicated the amount of time participating elders are being asked to commit should be carefully considered.

## **Lushootseed Language Institute**

**Danica Miller**, a UW Tacoma faculty member and Puyallup Tribal citizen, reported she is leading the creation of a Lushootseed Language Institute at UW Tacoma. The Institute seeks to bolster the revitalization of Lushootseed, the language of Coast Salish people, including the Puyallup people. While all interested persons may apply to participate in the Institute, which will serve about 25 participants, K-12 Native school teachers are encouraged to participate in order to incorporate the language in their classrooms. Miller stated that the Institute is especially exciting because it will mark the first time in recent history that Lushootseed will be taught and used on Puyallup tribal land. The Institute is scheduled to start August 1, 2016.

## **Pathways to Promise/Preparing Native Youth for College**

UW Tacoma's Pathways to Promise program was established to build a college-going culture across the region. While several area school districts have established formal agreements with UW Tacoma to participate in Pathways to Promise, no tribe has yet done so. Parker indicated UW Tacoma wants to establish agreements with tribes to prepare Native American youth for college. Features of the UW Tacoma Pathways to Promise include: community outreach, college readiness workshops (such as Free Application for Federal Student Aid [FAFSA] application guidance, campus visits and advising on courses needed for entrance),

ongoing student contact, guaranteed admittance with a minimum 2.5 GPA, and support services (such as study techniques, tutoring resources and mentoring) once enrolled. Pathways to Promise will also ensure that deadline dates, college announcements, FAFSA form assistance, career/college fair information, speakers and UW Tacoma student forums are available to the PTP students.

## **Academy of Tribal Sovereignty**

There was discussion about the possibility of — and need for — making tribal sovereignty part of the UW Tacoma curriculum. A number of Advisory Committee members voiced their interest in seeing tribal sovereignty integrated into the general education curriculum at UW Tacoma. The Evergreen State College was given as an example where tribal sovereignty is part of the curricula.

UW Tacoma professor **Erica Cline** stated her department of Environmental Science is developing a new program that may be able to provide Native-specific curriculum. She added the department is working on its budget process and would be glad to work with appropriate persons to integrate sovereignty into the curriculum.

## **Adjournment**

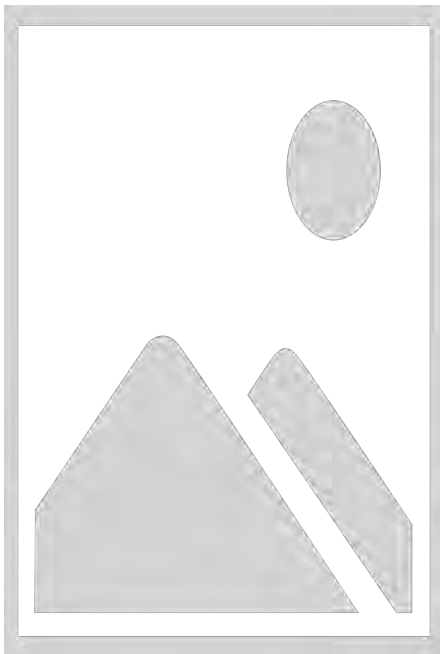
Noting there is never enough time to get in everything to be discussed, the meeting reached time for adjournment. Parker reminded members that the next meeting is scheduled for September 13, 2016.

Notes were taken by **Michael Tulee** and prepared for review by Sharon Parker.

# NASO: Native American Student Organization

In 2015, UW Tacoma hired a Native American Educator, Mr. Michael Tulee, whose job entails collaboration with tribes, outreach to and support for Native students, and programmatic development and support that will raise the presence of Native people on campus and improve knowledge of Native/indigenous issues among faculty, staff and students. Mr. Tulee serves as advisor for UW Tacoma's Native American Student Organization, which had 39 members in the 2015-16 academic year. NASO meets monthly. Its members and officers have opportunities to plan and execute vibrant cultural and educational events for the campus community, developing leadership skills among Native students and helping to create a campus community with deeper understanding of Native culture and political issues.

## NASO event announcements, 2015-16 academic year



### *Feb 17 NASO Film Viewing*

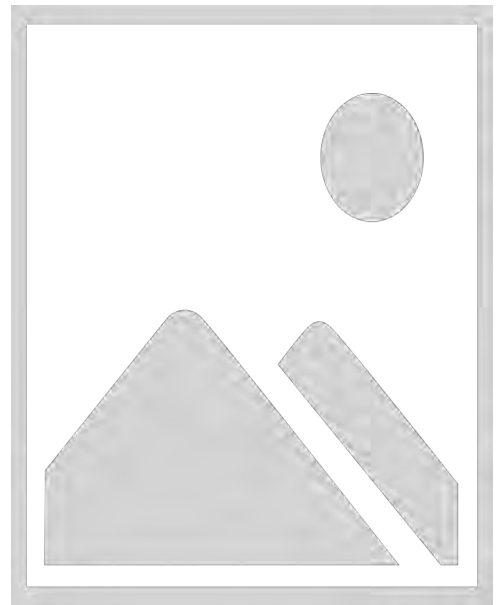
Just a friendly reminder that NASO will be screening contemporary Native-made documentary film "Reel Injun" from 12:30-1:25 in Joy 106 tomorrow. Come join NASO as we explore the portrayal of Native Americans in film. Reel Injun explores many stereotypes about Natives in film viewing and illustrates with excerpts from classic and contemporary portrayals of Native people in Hollywood movies and interviews with filmmakers, actors and film historians. Sorry, no popcorn.

## NASO event announcements (continued)

*March 9 visit by Native Storyteller Gene Tagaban*

Storytelling Fans,

You are invited to a great presentation by renowned Native storyteller Gene Tagaban. An entertainer and educator, Gene will be our special guest at the next NASO meeting on March 9 at 12:30 pm in Joy 201. Gene, who is Cherokee, Tlingit and Filipino, has been featured at a number of national and international storytelling festivals, Northwest Indian News, Native Entertainment Network and more recently, on Syfy's television series "Z Nation!"



*"As a young child, I listened to stories of Raven from my grandmother.*

*I heard the story of how Raven freed the Stars, Moon, and Sun into the nighttime sky and opened the Box of Daylight.*

*The people saw this daylight and they were able to see their world clearly for the first time. They marveled at the beauty of it.*

*I heard the story about the time Raven was looking out to sea and saw an island of fire throwing flames into the sky. Hawk helped Raven get that fire.*

*Raven, he took that fire, and he threw it into the rocks, the trees, the water, the animals and into all of the human beings.*

*Now we all have that fire.*

*Now we all have that spirit.*

*"In the words of my grandmother, 'You are the light of the world, share your light and light the fire in the hearts of the people. You will see their spirits shine.'"*

**—Gene Tagaban**

## NASO event announcements (continued)



*April 6 presentation by Ken Gopher and his performance group*

On April 6, from 12:30-1:20 pm at Gillenwater Plaza, NASO invites all university students, faculty and staff to be a part of Native culture as noted powwow singer and drummer Ken Gopher and his performance group will demonstrate the art of Powwow dancing drumming and singing. Ken will also provide background information about powwows. The Gillenwater Plaza is just west of Commerce (including the grassy area and square in front of the library). In case of inclement weather, we will move to Carwein auditorium!



## NASO purpose, membership and operating rules

The following descriptive material about NASO is based on its constitution, a document required for every UW Tacoma Registered Student Organization.

Native American Student Organization or NASO is an organization for Native students, whether American, Canadian or Alaskan Native, enrolled Indians, not enrolled, descendants and the general public of the university.

The purpose and objectives of NASO are to:

- Educate students and community on Native American interests, heritage and culture;
- Provide information and resources for students, faculty and staff interested in learning or researching the Native American culture and heritage
- Coordinate activities to promote identity and increase awareness of Native American culture and heritage.

UWT NASO has affiliations with local tribes in the Puget Sound and with the First Nations group at the University of Washington Seattle.

Membership in NASO is open to all students, faculty, and staff of the University of Washington Tacoma interested in promoting and learning about Native American culture and heritage.

Officers include a president, vice president, treasurer and secretary.

NASO may have one or more advisor, who will have no voting rights, but who will be allowed to voice any guidance, concern or suggestion as to what is being voted on or any NASO actions being considered.

Like all university Registered Student Organizations, NASO operates with the support of the Student Activities Fee Committee (SAFC) and Student Life.

# From Native Ways of Knowing to Lushootseed Language Institute

Under the terms of the amended and restated Memo of Understanding between UW Tacoma and the Puyallup Tribe, the university has committed to a **broad scope of work** that includes: developing new curriculum related to Native ways of knowing, illuminating issues surrounding tribal sovereignty, encouraging Native students to consider science degrees as career pathways, developing strong relationships with Native American Studies faculty, partnering with Native communities on UWT initiatives, supporting the recruitment of faculty from tribes regionally and nationally, building a foundation for launching a future environmental engineering program (taking into account tribal interests) and more. The 2015-16 year has seen strong beginnings for much of this work. In the arena of academics and professional development, the three most notable areas of progress are in the work of our new Native American Studies faculty, the development of new academic courses and the Lushootseed Language Institute.

## Native American Studies Faculty and New Academic Courses



Two highly qualified Native faculty members joined UW Tacoma in 2014-15: Drs. Michelle Montgomery, left, and Danica Miller, right. They have collaborated to establish a Native American Studies minor and will also create a major in American Indian Studies. The following courses are part of the new minor.



- Native American history
- Native American Literary Responses to Federal Law
- Northwest Tribal Traditions
- Introduction to Indigenous Philosophy
- Introduction to Contemporary American Indian Issues
- Introduction to Indigenous Women and Feminism
- Introduction to Tribal Critical Race Theory and Critical Race Theory
- Introduction to American Indian Education
- Critical and Indigenous Methodologies
- Introduction to Indigenous Concepts of Science

## **American Indian Studies minor**

The following material is from UW Tacoma's current description of the American Indian Studies minor.

Grounded by a strong commitment to the histories, representations, and political struggles of Indigenous peoples, the intellectual focus of the American Indian Studies minor will use interdisciplinary methods of critical inquiry as a means through which students engage research and scholarship in their major fields of studies.

Students in the American Indian Studies minor will develop an increased awareness of their own culture and the cultures of Indigenous peoples, will learn to identify and articulate critical questions and approaches that respect and utilize Indigenous paradigms and the common theoretical assumptions of Indigenous cultures.

Students will develop facility in communicating with and between Indigenous and non-Indigenous populations and groups in the execution of their academic and professional duties.

It is the hope of the American Indian Studies faculty that the minor will promote an appreciation of Indigenous pluralistic societies and sovereign rights. Students pursuing the minor are expected to participate in the intellectual life of Indigenous peoples, which will host speaker series, conferences and symposia, and cultural workshops.

### **With the American Indian Studies Minor, students will:**

- Learn to assess socially meaningful identities in a variety of cultural and critical contexts, and to communicate across social boundaries in a multi-cultural world.
- Learn how to integrate and link ethnic, gender and labor studies.
- Develop comparative research and critical thinking skills for understanding the range of lived experiences within Indigenous communities and to understand how power operates in society.
- Develop research and writing skills in an integrative learning approach including a range of humanities and social science perspectives.
- Understand various analytical and/or rhetorical frameworks related to various areas of study within ethnic, gender and labor studies and relevant to the world of work, civic engagement and community development.



## Student Perspective: Learning the Deeper Truths



**Marae Slyter '16**, (left) was selected competitively to be a member of the inaugural class of the University of Washington's **Husky 100**.

The Husky 100 recognizes students from Bothell, Seattle and Tacoma in all areas of study who make the most of their time at the UW.

One of the ways Slyter made the most of her time at UW Tacoma was to take a class in American Indian Studies from assistant professor Michelle Montgomery.

Slyter, a double major who received degrees in Law and Policy as well as in Ethnic, Gender and Labor Studies, also completed a minor in Human Rights. She says her American Indian Studies class was enlightening.

**"Growing up, you don't learn the deeper truths (about the American Indian experience). You learn the superficial things. You don't learn the tragedies,"** Slyter says, explaining how much she values the authenticity of taking an ethnic studies course from a professor whose ethnicity is the same as that being studied.

**"Overall I loved the class and the professor, who was really wise.** I learned a lot about Indian history and culture." Slyter, a legal assistant who is half Lebanese, says she likes to learn about other cultures. She plans to take a year off from school and then apply to law school. As a member of the Husky 100, she'll have special opportunities for customized career counseling and networking. She was selected for the Husky 100 because of her discovery mindset, commitment to inclusive community, capacity for leadership, readiness for what's next and ability to see connections, not boundaries, between what she learned in the classroom what she discovered beyond it.

**The American Indian Studies course was an integral part of Slyter's UW Tacoma education,** something that helped her learn to dig for the deeper truths and question the superficial answers.



### **Lushootseed Language Institute Course**

In August 2016, the UW Tacoma Office for Equity and Inclusion contracted with UW Tacoma's KeyBank Professional Development Center to offer a two-week certificate course, led by Danica Miller, Assistant Professor of American Indian Studies, Ethnic, Gender, and Labor Studies in the School of Interdisciplinary Arts and Sciences, with six other instructors and interns. Lisa Reeves, director of the KeyBank Professional Development Center, managed the operation of the Lushootseed Language Institute as an offering of the Center. Reeves is an Athabascan Native.

Demand was strong for the class. Each student paid a registration fee of \$25.00 and tuition of \$250.00. We admitted 27 students; 23 attended.

Without such generous support from the Puyallup Tribe, we would have had to charge \$2,500 per person for the course.

**Course materials have been made available to the public via the UW Tacoma Library Digital Commons.**

URL for the materials: [http://digitalcommons.tacoma.uw.edu/lushootseed\\_institute/](http://digitalcommons.tacoma.uw.edu/lushootseed_institute/)

URL for a news story produced by UW Tacoma about the Lushootseed Language Institute, posted to our website in August 2016: <http://www.tacoma.uw.edu/node/44748>

## Language Institute publicity

The following text was used (with registration materials) to publicize the course.

**Lushootseed, a central Salish language,** is the indigenous language of several American Indian tribes in Western Washington. **This program is made possible by a generous contribution by the Puyallup Tribe** to support Lushootseed language revitalization in the local community.

**This 80-hour program** is designed to support beginning to intermediate level Lushootseed language learners become skilled at using language in the home, as well as in the classroom. This course instructs students on language use as the foundation of language revitalization. Students learn language skills for daily activities, conversation, games and teaching. The course is taught at the beginning level and assumes no prior experience with the language; however, those with Lushootseed language knowledge at any level are welcome. Course includes 80 OSPI Clock Hours for Washington State educators.



**Topics include:** song and dance, linguistics, conversation, reclaiming domains, video language production, language immersion, language advocacy, history, and geography.

Upon completion of this course, participants will be able to:

- Share the historical, geographical and cultural context of the Lushootseed language in the Pacific Northwest.
- Use four Lushootseed songs to reinforce language learning.
- Understand Lushootseed phonetics and morphology.
- Converse with others in Lushootseed for 10-20 minutes using basic sentences.
- Understand the concept of reclaiming domains.
- Plan and incorporate Lushootseed language learning games into daily activities.
- Create a Lushootseed video for social media.

## Lushootseed Instructor Biographies

**Danica Sterud Miller** (Puyallup) is an Assistant Professor of American Indian Studies at the University of Washington Tacoma. She focuses primarily on indigenous texts and federal Indian law, both in her classes and in her research. She previously served as an instructor-in-residence at the University of Connecticut and was a teaching fellow at Fordham University. Miller's research analyzes how various works by Native American writers engage in the ways in which federal laws attempt to limit Native American tribal sovereignty. After receiving a B.A. in English literature from Western Washington University, she went on to receive three more English degrees from Fordham University including a Ph.D. in 2013. Miller grew up on the Puyallup reservation.

**Zalmai ʔəswəli Zahir** (Sioux) is a scholar of Lushootseed. His stepfather was Puyallup Indian and taught him Lushootseed from the age of 11. Subsequently, Zahir has studied with various Lushootseed speakers. The majority of his study has been on the Southern Lushootseed dialect. Since 1989, he has been teaching Lushootseed classes. His current focus includes language revitalization by focusing on language use. He is pursuing a Ph.D. in the theoretical linguistics graduate program at the University of Oregon. Zahir conducts online Lushootseed sessions that promote language use and is a consultant for the Puyallup Tribal Language Program.

**Chris Duenas** (Puyallup) has been employed with the Puyallup Tribe since 2011 in the language program as a media developer.

**Cassandra George** earned her B.A. in linguistics at the University of Oregon in 2012 under the direction of Zalmai ʔəswəli Zahir. She started learning Lushootseed at age 11 through community classes, and she continued to learn and study with Zahir throughout her University of Oregon experience. She teaches first grade at Suquamish Elementary and incorporates the language into her classroom as much as possible to all of her students.

**Amber Sterud Hayward** (Puyallup) has been employed with the Puyallup Tribe since 2002. She spent approximately eight years working in the historic preservation department and transferred to the language program in 2011 as a language instructor.

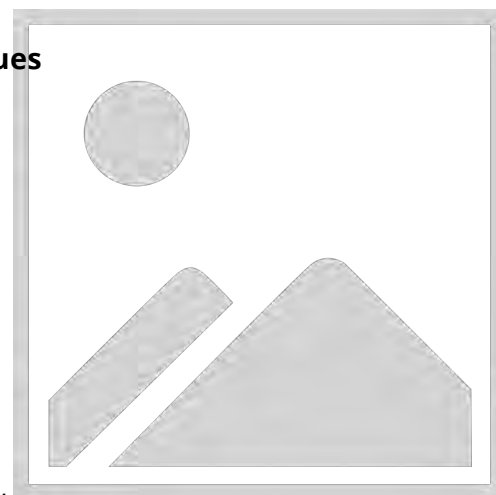
**Jessica Kiser** is an intern with the Lushootseed Language Institute at University of Washington Tacoma. Her work examines language advocacy and tribal education within the context of indigenous rights. In June 2016 she graduates with a B.A. in politics, philosophy and economics and a minor in human rights from the University of Washington Tacoma.

# Office for Equity and Inclusion: Tribal-related work in 2015-16

The UW Tacoma Office for Equity and Inclusion, led by Assistant Chancellor for Equity and Inclusion Sharon Parker, provides programs and support in three main areas: enhancing campus education, developing community partnerships and building a diverse campus community. The Office strives to foster the educational experience of our diverse learners. In addition, by creating a welcoming, inclusive space, the Office focuses on community transformation through specialized or customized programming and resources for students, staff and faculty. The Office's staff, including professional and classified staff and student employees, focuses on efforts to engage and learn through the exploration of human differences. They regularly participate in key Native organizational meetings, including the National Congress of American Indians, the Affiliated Tribes of Northwest Indians, the Washington State Indian Education Association, federal consultations on tribal issues and the UW Native American Advisory Board. Work in support of Native students, staff and faculty, work developing partnerships with tribal communities and work to recruit more Native students, staff and faculty were all part of the Office for Equity and Inclusion's achievements last year. Both Chancellor Pagano and Assistant Chancellor Parker attended the landing ceremonies of the Paddle to Nisqually canoe journey in August.

## **Symposium on Contemporary Native American Issues**

Each year the Office of Equity & Inclusion hosts a symposium focused on contemporary Native American issues in higher education to enhance our campus and community education, climate and culture. The 2015 symposium, "Art and Identity: Portraying Our True Selves," featured a presentation by Matika Wilbur, photographer and creator of Project 562, a national documentary project dedicated to photographing contemporary Native America. The symposium included a special panel on the topic, "How Native Art Expresses Our Identity." The symposium was held on campus Nov. 5, 2015 in William W. Philip Hall.





The following biography is from the website of the symposium's featured presenter.

*Matika Wilbur, one of the Pacific Northwest's leading photographers, has exhibited extensively in regional, national, and international venues such as the Seattle Art Museum, the Burke Museum of Natural History and Culture, The Tacoma Art Museum, the Royal British Columbia Museum of Fine Arts, and the Nantes Museum of Fine Arts in France. She studied photography at the Rocky Mountain School of Photography in*

*Montana and received a bachelor's degree from Brooks Institute of Photography in California. Her work led her to becoming a certified teacher at Tulalip Heritage High School, providing inspiration for the youth of her own indigenous community.*

*Matika, a Native American woman of the Swinomish and Tulalip Tribes (Washington), is unique as an artist and social documentarian in Indian Country- The insight, depth, and passion with which she explores the contemporary Native identity and experience are communicated through the impeccable artistry of each of her silver gelatin photographs.*

*She is currently working on Project 562, a national documentary project dedicated to photographing contemporary Native America. The 2010 U.S. census shows approximately 5.2 million Native Americans living in the United States; and despite the cultural, economic, and political variety/progression of Native Americans several misleading and stereotypical images dating back to the nineteenth century still prevail at large. Project 562 (the first undertaking of its kind) will dramatically change that.*



Matika Wilbur

*Matika is gathering original photographic images and oral narratives from all Tribal communities throughout the United States, organizing and presenting compelling portraits and stories from elders, culture bearers, linguists, teachers, activists, artists, professionals, and other contemporary Indians. As Matika explains, "My goal is to represent Native people from every tribe. By exposing the astonishing variety of the Indian presence and reality at this juncture, we will build cultural bridges, abandon stereotypes, and renew and inspire our national legacy."*

### **Tribute to Sandy Sunrising Osawah (Makah): 40 Years of Native Filmmaking**

On Oct. 18, 2015, independent filmmaker and screenwriter Sandy Sunrising Osawah presented clips of films she has made on Native practices and people, including Princess Angeline, daughter of Chief Seattle. The event included two talks, both tributes to her accomplishments. Speakers were Hank Adams and Dan Cobb.

**Hank Adams**, a fishing rights activist and archivist of the movement, is an Assiniboine-Sioux from Montana who moved to the Northwest as a youth. He was a central figure in the struggle of the Northwest coast tribes to secure their inherent fishing rights. University of North Carolina at Chapel Hill

Professor **Dan Cobb** is author of, "Say We Are Nations: Documents of Politics and Protest in Indigenous America since 1997." In Prof. Cobb's forward to his book, he describes it as showcasing "letters, congressional testimonies, interviews, excerpts from autobiographies, essays, formal lectures, and student writings to illustrate how, from the late nineteenth century to the opening decades of the twenty-first, American Indians asserted sovereignty by rhetorically and literally connecting issues they cared passionately about to larger domestic and international concerns, events, ideas, and movements." Prof. Cobb also spoke Oct. 30 at UW Seattle. Cobb's book includes a chapter on Osawa's activities through film over the years. His address can be viewed online at <http://www.tacoma.uw.edu/equity/tribute-native-filmmaker-sandy-osawa>

**Opportunity announcements:** Select 2015-16 communications forwarded by the Office for Equity and Inclusion to publicize important opportunities for the Native community.

- Announcement of **Morris & Stewart Udall Scholarship** for students interested in tribal policy, Native healthcare or the environment (up to \$7,000 for academic expenses. Open to full-time sophomores, juniors and seniors; funded by the Udall Foundation, a federal agency. (The Office for Equity and Inclusion collaborates with UW Tacoma's Office of Student Fellowships and Awards to promote and prepare students from diverse communities for successful applications to such prestigious scholarship and fellowship opportunities).
- Announcement of Call for Application for the **Summer Institute in Global Indigeneities** (SIGI) at the UW Seattle campus. The Institute serves 12 graduate students from UW (including UW Tacoma) and partner institutions. SIGI is a pilot program for what it is hoped will become an annual meeting of junior and senior scholars in the interdisciplinary and global field of Indigenous and Native Studies.
- Announcement of application due dates for WSU **Na-ha-shnee Native American Health Science Institute**. This program offers a two-week career exposure and college preparation experience for current 9<sup>th</sup> to 11<sup>th</sup> grade Native American / Alaska Native students interested in health careers. The program is free and includes food, lodging in nearby dorms, and many workshops, tours, and trainings.

# Grant Financials

Under the amended and restated Memo of Understanding between UW Tacoma and the Puyallup Tribe, the grant fund is being used to enhance research and activities related to program development for Building Excellence through Science and Tradition. The faculty-staff team working on this at UW Tacoma is in the process of establishing a multi-year plan for goals/outcomes, measures, and benchmarks related to program development.

In this first year, UW Tacoma expended less than the projected approximate annual amount of \$68,500. There are two primary reasons for this: 1), the university invested institutional funds, rather than using the Puyallup Tribe grant, to create tenure-track faculty positions in Native American studies and 2), the faculty-staff team is still in the process of creating its multi-year plan for grant expenditures and program development. Total costs and commitments for this first reporting period were \$48,588.07.

As called for by the grant agreement, the grant funds are being maintained in a discrete gift budget, not co-mingled with any other funds. So far the most significant expenses are projected for the Lushootseed Language Institute. In addition to those costs, grant funds have been expended to pay for refreshments at cultural and educational events, as well as for conference attendance and for travel, lodging and speaker costs of events, most of which are described in previous sections of this report.

**Grant Financials Summary** (detail on following page)

Award Amount	<b>\$275,000.00</b>
Expenditures June 2015 through Sept. 30, 2016	\$5,445.07
Pending costs for 2016 Lushootseed Language Institute	<u>\$43,143.00</u>
Projected grant balance after Lushootseed expenses post	<b>\$226,411.93</b>



## Grant Expenditures Detail

### Posted through Sept. 30, 2016

#### Tribute to Sandy Sunrising Osawa

Décor services, Deer Creek Studio	\$470.00
Travel, 2 nights' lodging and per diem for speaker Dan Cobb	\$903.54
1 night lodging for Dorothy Stahr of Deer Creek Studio	\$181.97
Honorarium for speaker Henry "Hank" Adams	\$140.00
Recognition item from Dande Co. for honoree Sandy Osawa	\$57.38
Catering, coffee, non-alcoholic refreshments	\$1,406.09
Banquet permit	\$11.00
Media services	\$180.00

#### Puyallup's Chief Leschi campus day

Lunch/morning snacks	\$422.83
----------------------	----------

#### BEST Advisory Board meetings

Lunch/refreshments August 19, 2015	\$203.73
Other (additional BEST meetings, Native student days)	\$899.38
National Congress of American Indians membership and conference fee	\$515.00
Refreshments, May 24, 2016 Native American students day	<u>\$54.15</u>
	<u><u>\$5,445.07</u></u>

### **Costs for Lushootseed Language Institute 2016**

Pending internal UW Tacoma journal voucher posting. The following total amount was contracted between the UWT Office of Equity & Inclusion and the UW Tacoma KeyBank Professional Development Center, which managed the language institute as an 80-hour certificate program.

Pay for Institute teachers/interns (7 people)	\$15,000
Payroll tax, benefits for teachers/interns	\$2,835
Lodging and per diem	
for one or two out-of-area instructors	\$5,000
Lunch/snacks for students and instructors	\$4,000
Curriculum materials	<u>\$1,000</u>
Lushootseed Institute direct cost total	\$27,835
Admin costs @ 45% of direct costs	
(std. KeyBank Prof. Dev. Ctr. rate) covers publicity;	
registration process and records; room reservations;	
event signage; arrangement of catering, travel and	
lodging; and staff support during 2-week Institute)	\$12,525
UW Tacoma indirects @ 10%	<u>\$2,783</u>
Total contracted amount for certificate program	<u><u>\$43,143</u></u>