

Northwestern University

Update to the Native American Outreach and Inclusion Task Force Recommendations

Academic Year 2016-2017

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Update to the Native American Outreach and Inclusion Task Force Recommendations
Academic Year 2016-17
Executive Summary

Background

The Northwestern campus sits on Native land, once occupied by the Council of Three Fires Nations, which includes the Chippewa, Ottawa and Potawatomi. The land was also a site of trade, gathering and healing for countless other Native nations throughout time immemorial. It is within Northwestern's responsibility as an academic institution to disseminate knowledge about Native peoples and the institution's history with them.

With the association between Northwestern founder John Evans and the Sand Creek Massacre, one of the worst atrocities committed by US soldiers in history, it is within Northwestern University's obligation to assist in the healing from this event and its ongoing legacy with Native American and Indigenous people.

The John Evans Study Committee Report, completed in May 2014, and the Native American Outreach and Inclusion Task Force Report, released in November 2014, provided valuable research, analysis, insight and recommendations to the President and Provost.

This document is a product of the Native American and Indigenous Peoples Steering Group, which continued these efforts during the 2016-17 academic year. This report updates information, provides accountability and a method for annual review. This summary will reference specific recommendations in the report (page #, recommendation #) and the appendices.

Academic Year 2016-17 Updates and Impacts

1. Studies- Northwestern provides a service to all students when it offers opportunities for exposure to diverse cultures and multiple ways of knowing (Appendix C, D)

- Total enrollment in 21 undergraduate courses with Native American and Indigenous Studies content areas reached 441 students (Appendix D)
- Indigenous Studies Research Initiative received \$1.5 Mellon grant to build Research Center (p.9, 1)
- Native American and Indigenous Studies graduate cluster was approved (p.11, 6)
- One Native language, Cherokee, taught on campus for three quarters (p.15, 5)
- There is no minor, major or certificate in Native American and Indigenous Studies (p.11, 6; Appendix H)

2. Relations-- Building strong sustainable relationships helps provide opportunities for the Northwestern community to further their understanding and knowledge of Native history, culture, language and sovereignty (Appendix B, E)

- Collaborated with 11 local organizations that serve Native American and Indigenous communities (Appendix B)
- Collaborated with four colleges or universities that serve Native American and Indigenous students or communities (Appendix B)

- Co-sponsored community sewing circle with Seneca artist with 200 attendees from Evanston and Chicago areas (Appendix B)
- Hosted Chicago American Indian Community Collaborative Urban American Indian Education Conference with 100 attendees (p. 16, 4)
- Hosted 10 delegates during the Inaugural Tribal College Partnership Building visit with Chief Dull Knife College (Appendix E)
- Over \$45,000 contributed toward relationship building with community organizations, Native Nations, individuals and on collaborative events
- The new Program Coordinator for Native American and Indigenous Peoples Initiatives position was established and will work to continue building relationships with local community (p.7, 3)
- The collaborations with tribal communities are expected to continue through the Research Center staff and affiliates based on community priorities such as language revitalization, environment, health, and leadership opportunities for youth (p.9, 1)

3. People- Provides a benefit to Northwestern and individuals, as employers want workers that will be successful in an increasingly pluralistic society (p. 22,1)

- Seven Native American and Indigenous alumni consistently engaged (p.8, 1)
- Contracted work from 11 Native American and Indigenous individuals (Appendix B)
- Seven new postdoctoral fellows or assistant professors involved with Native American and Indigenous Studies (p.10, 2)
- 15 Native American and Indigenous undergraduate and graduate students consistently engaged (Appendix C)
- Approximately 0% of full-time instructional/clinical faculty members and 0.1% of staff members identified as solely American Indian in 2015 (2016 Report on Faculty, Staff and Student Diversity and Inclusion)
- Demands of combined part-time Multicultural Student Affairs and Undergraduate Admissions roles exceed the current shared position arrangement, requiring separate full-time staff funding for each position (p. 17, 1; p. 20,1)

4. Visibility- Awareness of Native American and Indigenous worldviews and experiences is invaluable for personal, collective and institutional growth (p. 19, 5)

- Recognition of Native land carried out consistently at Multicultural Student Affairs, NAISA, CINAS and Steering Group events (Appendix C)
- Two news stories featured in Northwestern Now News
- More than ten stories featured in Northwestern campus student publications
- Events and individuals featured in numerous community newsletters, including the American Indian Center and Title VII American Indian Education Program (Appendix B)
- Over \$35,000 spent on events for community building and education
- Art by Native American and Indigenous artists displayed permanently and temporarily across campus through Multicultural Student Affairs, the Women's Center, the Block Museum and Norris University Center (p.13, 1)
- No permanent markers on campus depicting existence of Native American and Indigenous Peoples exist (p.24, 5)
- No communal space dedicated to staff, faculty and students involved in Native American and Indigenous Studies or the Native American inclusion initiative (p. 18, 1)

The Native American and Indigenous Peoples Steering Group

In June of 2016, Northwestern University created the Native American & Indigenous Peoples Steering Group (NAIPSG), a group consisting of 37 students, faculty, staff and Chicago Native American community members, to support projects and programming that work to increase campus-wide interest and understanding of Native Peoples. A list of the members is provided in Appendix A. The steering group met in June 2016, September 2016, October 2016 and June 2017 to discuss collaborations and projects related to Native American inclusion at Northwestern, the needs of Chicago Native American community members, and organizations that the university could support. The group hosted and contributed to a variety of events listed in Appendix C.

Loren Ghiglione chaired the NAIPSG. Ninah Divine (Cherokee/Black/White) coordinated the group. Her central responsibilities were to update and carry out the 2014 Native American Outreach and Inclusion Task Force recommendations, establish healthy reciprocal relationships with Chicago Native American organizations and advocate for Native American inclusion and representation in many areas of university operation. She acted as a bridge between the steering group members, the organizations and offices they represent, and Northwestern administration in order to carry out the goals outlined by the Native American Outreach and Inclusion Task Force recommendations. This report was respectfully authored and compiled in June 2017 by the Native American and Indigenous Peoples Steering Group.

Introduction to the Recommendation Updates

The work of the Native American and Indigenous Peoples Steering Group fell directly in line with the Native American Outreach and Inclusion Task Force and its recommendations. It is the responsibility and goal of Northwestern to continue to broaden its knowledge of historical and contemporary relationships between the University and Native American tribes, communities and organizations, to gain a greater understanding of the need for Native American presence at Northwestern and to ensure an infrastructure that provides them support, community and purpose. With the many successes this past year working toward creating a positive and reaffirming campus culture for future Native students, faculty and staff, it is important to measure this progress.

The 2016-17 academic year proved to be an eventful year continuing the work of the Native American Outreach and Inclusion Task Force and the Native American inclusion initiative. This past year, many of the task force's recommendations were pushed forward. Each original recommendation is listed here with the 2016-17 year updates and next steps falling below each recommendation.

Recommendation Updates

Working Relationships with Native Nations, Institutions and Communities

Key Highlight: The Office of the Provost plans to continue successful relationship building efforts with the Chicagoland area Native American community, as well as new partners, aided by a new Program Coordinator of Native American and Indigenous Peoples Initiatives and the Native American Leadership Council.

1. Ensure that the Native American population is visibly represented in the “Northwestern Diversity” strategic plan.

This revision is scheduled to take place during the 2018-19 academic year and address Native American Inclusion.

Next steps: The possibility of including a Native American or Indigenous person on the Northwestern Diversity Council could be explored.

2. Establish a stronger relationship with Native American communities and nations by creating a Council of Elders advisory board, with members from regional tribes meeting annually with the president and the provost.

In November of 2016, the Native American Leadership Council visited Northwestern. They were charged with providing insight and counsel for the Native American inclusion initiative. During their visit, they met with key staff and faculty across campus to provide guidance on a wide range of topics including outreach, admissions, research, teaching and student affairs.

Next steps: Next annual meeting of Native American Leadership Council will occur in October 2017.

3. Identify an office to serve as the Native American liaison; it would develop a relationship with the Chicago American Indian Community Collaborative and affiliated organizations, other Native programs in the Chicagoland area, and the broader Native American community.

Ninah Divine served as the Native American liaison in the Office of the President this year, connecting the Chicago American Indian Community Collaborative and Northwestern and partnering with other organizations on events and programs.

Next steps: The Office of the Provost is creating a Program Coordinator of Native American and Indigenous Peoples Initiatives position. Reporting to the Associate Provost for Diversity Inclusion, the Program Coordinator will play a key role in the development, implementation, and administration of university-wide Native American and Indigenous Peoples initiatives at Northwestern. This person will be an integral member of the Office of Institutional Diversity and Inclusion and work with students, staff, faculty, alumni, and community partners.

4. Evaluate annually and report publicly the progress of Northwestern in meeting the task force’s recommendations.

This report is a marker of this progress. All updates should be posted on the Native American and Indigenous Peoples website. A Native American & Indigenous Peoples website was launched in September 2016. It was designed and maintained by Ninah Divine in collaborating with the NAIPSG. It is a stand-alone site acting as the central location for events, institutional history, timeline, news updates, resources and contact information for any Native American and Indigenous related programs at Northwestern. The content is available to the public to review at any time.

Next steps: Maintenance of the website will be transferred to the Research Center, where this report and other updates are expected to be available.

Alumni Outreach

Key Highlight: Some Native alumni are consistently engaged with university efforts of Native American inclusion. As alumni are important resources and stakeholders in the university, the Research Center and Native American and Indigenous Peoples Initiatives Coordinator are expected to develop a way to formally interact with alumni for event outreach and development.

1. Create an accurate Native American alumni database.

A database of about 450 Native American alumni was created. Seven Native American alumni were actively engaged with Northwestern this year.

Next steps: The Research Center, in partnership with the Native American and Indigenous Peoples Initiatives Coordinator, could begin to communicate with the members of this list to form a network of active Native American alumni. The Northwestern Alumni Association could be approached about supporting a Native American Alumni Club.

2. Engage Northwestern's Native alumni to serve as a resource to the University throughout the implementation of the task force's recommendations.

Native Alumni were included among the members of the Native American and Indigenous Peoples Steering Group.

Next steps: Create a Native alumni network.

3. Engage Northwestern's Native alumni in recruiting and mentoring undergraduate and graduate students.

No actions have been taken toward this recommendation at this time.

Next steps: Create a Native alumni network.

4. Involve Northwestern's Native alumni on campus by inviting them to participate in leadership series focused on career choices and opportunities.

No actions have been taken toward this recommendation at this time.

Next steps: Create a Native alumni network.

5. Invite Northwestern's Native alumni back to campus for a networking/social event with the group Native American and Indigenous Student Alliance (NAISA).

NAISA independently engaged several alumni to speak and attend the annual Native American and Indigenous Community Dinner and annual Sand Creek Massacre Commemoration.

Next steps: Create a Native alumni network.

6. Partner with the Chicago American Indian Community Collaborative and affiliated organizations to create a volunteer program for Northwestern's Native and non-Native alumni.

No actions have been taken toward this recommendation at this time.

Next steps: The Program Coordinator for Native American and Indigenous Peoples Initiatives could carry out and delegate this task once the Native alumni network is established. Northwestern could sign a memorandum of understanding with the Chicago American Indian Community Collaborative to become an official member. Opportunities for volunteering or creating shadowing externships for Native youth could be identified once the alumni network and partnerships are established.

Academic and Research Opportunities - Indigenous Research Center

Key Highlight: The Research Center received a \$1.5-million external grant to hire staff, support faculty, students and postdoctoral fellows and to coordinate partnership building with tribal colleges and other institutions, of which the Inaugural Tribal College Partnership Building Visit was the first official visit.

1. Explore the feasibility of establishing an Indigenous Research Center that focuses on producing interdisciplinary research to serve the needs of Indigenous populations, both locally and globally. Research emphases could include sovereignty, law, health, education, resource management, global climate change, science, psychology, ethics, history, media, culture, business, and language.

In the fall of 2015, Dean Adrian Randolph announced the *Indigenous Studies Research Initiative* and in December of 2016, Northwestern University received a \$1.5-million grant from the Andrew W. Mellon Foundation to support the establishment of a research center on the Evanston campus.

As a separate effort, the Buffett Institute for Global Studies funded for 2017-2018 the Global Indigenous Studies Working Group, an interdisciplinary group of faculty, postdoctoral fellows, and graduate students who share an interest in studying and engaging Indigenous peoples and experiences of indigeneity on a global scale. The working group will build conversations, research, and partnerships around questions of indigeneity across the globe, focusing especially on issues of global environmental change, political sovereignty, and gendered violence.

Next steps: The center is expected to foster an environment that produces new knowledge that

is both cutting-edge in the field of Indigenous research and issues and attentive to the concerns of local and regional Native American communities. It will offer faculty, undergraduate and graduate research fellowships, host visiting scholars and artists, collaborative projects, and academic and administrative infrastructure. It plans to continue to engage all of the schools on the Evanston campus as well as the professional schools on the Chicago campus. The Indigenous Studies Research Center Steering Committee created to advise the development of this center posted a job for a program assistant, who would be responsible for assisting the Center director with programming and initiatives as well as for building partnerships with Native nations and organizations.

2. Offer a tenure-track faculty line in each of the schools involved in the center, with emphasis on hiring Native American scholars.

In 2015-2016, a cluster of new faculty hires was made as part of the Indigenous Studies Research Initiative. This included postdocs or assistant professors in Anthropology, History, Sociology, Political Science, Religious Studies, Global Health, and the Kaplan Institute for the Humanities. Collectively with existing faculty, they will assist in building a critical mass of scholars working in the field of Indigenous Studies and help Northwestern students understand that Native issues are still relevant.

Next steps: Hiring across schools needs to continue and is ongoing.

3. Invite Native American scholars from tribal colleges to visit the center to develop new research collaborations and training opportunities.

A timeline was developed by the Research Center to carry out this work. This will be an important component of the work of the Center program assistant and director. The Research Center's steering group and the Native American and Indigenous Peoples Steering Group coordinated the Inaugural Tribal College Partnership Building Visit on May 21-25, 2017. A visit summary is available in Appendix E. This visit facilitated the early stages of partnership building between Chief Dull Knife College and Northwestern University in the areas of student support, STEM and humanities research partnerships, summer research programs, cultural exchange, and career pipelines.

Next steps: Visits to and from tribal colleges still need to continue and are ongoing.

4. Develop partnerships with Native American educational institutions to facilitate research relevant to contemporary national and Native tribes' concerns.

Along with the Inaugural Tribal College Partnership Building visit, Archive Chicagou is a collaborative project between Northwestern University and two Chicago organizations, the American Indian Association of Illinois and the American Indian Center, with the goal of creating spaces and practices for protecting materials that tell histories of Native American people and organizations in the Chicagoland area.

Additionally, Northwestern hosted the Urban American Indian Education Conference on April 1, 2017, in partnership with the Chicago American Indian Community Collaborative and

celebrated Earth Day by highlighting indigenous science with the Title 7 Chicago Public Schools American Indian Education Program.

Next steps: A return visit to Chief Dull Knife College by Northwestern University orchestrated by the Research Center and more visits from tribal colleges and Native American and Indigenous communities to Northwestern would contribute to these efforts.

5. Establish a postdoctoral program for scholars interested in research associated with the center.

The Executive Summary of the Mellon grant to support the Research Center is available in Appendix D. It includes funding for graduate research fellows whose research focuses on Native American and Indigenous Studies.

Next steps: The Research Center steering committee discussed a postdoctoral program and plans to bring this question to the Weinberg College of Arts and Sciences deans.

6. Through faculty associated with the center, determine a way to provide undergraduates a certificate or minor in Indigenous studies, and support graduate students' research with small research grants and assistantships.

All of the current courses offered in Native and Indigenous content areas, 21 undergraduate courses in the past academic year listed in Appendix D, could be reviewed to examine if they could fulfill a major and minor in Indigenous Studies.

A graduate cluster for Native American and Indigenous Studies was designed and proposed by the Research Center's steering committee in spring 2017, and the Research Center will offer graduate and undergraduate research fellowships for work related to Native American and Indigenous Studies.

Next steps: The Research Center will determine further steps to take toward these programs.

7. Provide grants to encourage faculty to develop courses through the center for the certificate or minor in Indigenous studies.

The Research Center will offer development grants for faculty to incorporate current scholarship and local resources into new or existing courses.

Next steps: The Research Center will work to take steps to develop these programs.

Academic and Research Opportunities - Other Academic Opportunities

Key Highlight: Site visits within undergraduate and graduate courses have been successful modes of partnership building and education. This work is expected to continue with the support of the Research Center.

1. Expand the ongoing partnership in cultural and educational research with the Chicago American Indian Community Collaborative, various tribal institutions on the Menominee reservation in Wisconsin, and other reservations in the region.

This past year, Northwestern students had the opportunity to interview members of the Chicago Native American community; visit the Oneida and Menominee reservations in Wisconsin as well as historical sites around Chicago; and tap maple trees on the Evanston campus as part of undergraduate courses with content related to Native American and Indigenous Studies. The Fall 2017 course 'Humanities 370: Race and Indigeneity in the Pacific' is co-sponsored by the Indigenous Research Initiative and offers fieldwork in Hawai'i to accompany the classroom components.

Northwestern Alternative Student Breaks (ASB) visited the Cheyenne River Reservation twice in the last 5 years and participated in volunteer work. ASB will be leading a course in the fall of 2017 where students will explore topics like history and culture of the Lakota, settler colonialism in the US, laws, treaties and more before visiting the site in the first week of their winter break. Kelly Wisecup is serving as a faculty advisor for the course.

Next Steps: The Research Center could continue this work. Field visits could be incorporated into more courses to encourage relationship building and more robust understandings of Native American and Indigenous people and their experiences. Formal partnerships with Native nations, communities, and organizations should be an ongoing goal of this work. Northwestern Center affiliates are expected to attend the Chicago American Indian Community Collaborative Education Committee's retreat on developing guiding principles for conducting research in Native American communities the summer of 2017.

2. Sponsor an annual Carlos Montezuma Conference on Ethics and Research, named in honor of the Native American physician and author who graduated from Northwestern's Medical College in 1889, hosted and organized by the Indigenous Research Center.

No actions have been taken toward this recommendation at this time.

Next Steps: This could be pursued by the Research Center, possibly in partnership with Feinberg School of Medicine.

Academic and Research Opportunities - Oral History Project

Key Highlight: 30 student-conducted oral history interviews of Chicago-area Native Americans in 2015-17 were donated to the American Indian Association of Illinois, the American Indian Center and the Newberry Library.

1. Undertake a National Native American Oral History project to interview Native American people, beginning in Chicago and expanding nationwide and potentially globally. The project would create a repository of filmed interviews and written profiles, would compile a digital database, and would mentor Native American students in oral history, interviewing methods, and media production.

Over the past three academic years, the Northwestern/Medill Chicago American Indian Oral History Project collected 30 interviews of Chicago Native American community members by students in courses taught by Professor Loren Ghiglione. On June 1, 2017, there was a reception at the Newberry Library where transcripts of the interviews were given to representatives of three repositories: the Newberry Library, the American Indian Association of

Illinois and the American Indian Center of Chicago. The project educated 35 non-Native and one Native American student in oral history, interviewing, and media production.

Next Steps: The translation of this project to Native communities could be explored by partnerships through the Research Center.

Academic and Research Opportunities - Native American Art at Northwestern

Key Highlight: Art by Native American and Indigenous artists was displayed permanently and temporarily across campus through Multicultural Student Affairs (MSA), the Women's Center, the Block Museum and Norris University Center. Permanent pieces commissioned for campus have not been obtained.

1. Commission a Native American artist to exhibit an installation at the alumni center or the Block Museum.

The Block Museum of Art commissioned Seneca artist Marie Watt to create an installation after facilitating a large community sewing circle. Jasmine Burneau compiled a list of intersectional artwork from local Native American and Cheyenne and Arapaho artists to display in various locations around the Northwestern campuses, including the Women's Center, the Multicultural Center, the Black House, the Gender & Sexuality Resource Center and Norris University Center. Several campus galleries displayed temporary exhibits of Native American and Indigenous artwork, including the Block Museum, the Dittmar Gallery and the Norris Galleria. Permanent contemporary Native art pieces could be commissioned by the University and displayed across campus, particularly in outdoor locations and the New University Commons that will replace the Norris University Center.

The Research Center will host Artists in Residence beginning in the fall of 2017 with Rosy Simas (Seneca) and Heid Erdrich (Turtle Mountain Chippewa).

Next steps: Native American artists and filmmakers could be approached to contribute to the John Evans Truth-Telling exhibit proposed for the John Evans Alumni Center.

2. Work with the Allen Center to better publicize and highlight its Indigenous art and artifacts.

Gina Green, Program Manager at Kellogg, was approached about this collection, its attainment, and its inclusion of masks that are potentially culturally offensive to display. This will be an ongoing conversation. Pamphlets summarizing the collection are available at the Allen Center and guided tours of the collection were offered as part of the One Book One Northwestern program. Tours of the collection are available by appointment at any time of year.

Next steps: The Mitchell Museum of the American Indian and the Field Museum could be partners in highlighting and generating knowledge about the Native American and Indigenous art on campus.

Academic and Research Opportunities - Academic Collaborative Efforts

Key Highlight: Partnerships with many organizations have been integral to work of the Steering Group and can be formalized and expanded through the Research Center and the Office of Institutional Diversity and Inclusion in the Office of the Provost.

1. Develop or strengthen relationships with the Newberry Library Consortium in American Indian Studies, the Autry National Center of the American West, and the National Museum of the American Indian in order for faculty to conduct research and for students to participate in internships and research opportunities.

Northwestern renewed its membership in the Newberry Consortium in American Indian Studies in summer 2016. Additionally, Northwestern partnered with the Newberry on three public programs, and individual faculty members regularly facilitate class visits to the Newberry. The Research Center plans to formalize a collaborative relationship with the Library. The Chief Dull Knife College delegates visited the Newberry during the Inaugural Tribal College Partnership Building Visit.

Next steps: The Program Coordinator of Native American and Indigenous Peoples Initiatives in the Office of the Provost could explore partnerships with other museums to aid in academic and research opportunities.

2. Deepen the relationship between Native Americans and Northwestern faculty at the Chicago Botanic Garden by working collaboratively on plant conservation and seed- collection training.

The Chief Dull Knife College delegates visited the Chicago Botanic Garden during the Inaugural Tribal College Partnership Building Visit. The Garden has citizen science programs, paid internships and undergraduate and high school research opportunities that could be mediums of partnerships between Northwestern University, Chief Dull Knife College and the Chicago Botanic Garden. The Chicago Botanic Garden could be a great vehicle for further research partnerships with Native communities and tribal colleges by the Research Center because of their joint graduate program with Northwestern University and the potential for land based, ecological community-oriented research.

Facilities Management approved the proposal for the construction of a garden on campus dedicated to the Native Peoples of the Midwest. The original proposal is provided in Appendix G. This garden will serve as an outdoor classroom space and visual acknowledgement that the land on which Northwestern sits has always been and always will be Native Land. This garden project plans to be a collaboration between the Chicago Botanic Garden, the Ho-Chunk Nation, the Forest County Potawatomi Community, and potentially the Northern Cheyenne Tribe. Some of these groups have agreed to provide seeds for the garden and maintain it. Lecturer Eli Suzukovich and Facilities Management Landscape Architect Ann Ziegelmeier oversee this collaborative project.

Next steps: Partnerships and funds for the garden partnerships with the Chicago Botanic Garden could be formalized through the Research Center.

3. Partner with other universities, institutes, community organizations, and scholars who are actively committed to language revitalization efforts in order to obtain a critical mass for instruction in Native American languages and other subjects through the use of technology.

The insight of Richard Littlebear, president of Chief Dull Knife College and a part of the Inaugural Tribal College Partnership Building Visit could be sought on this matter. He is part of the effort of the Northern Cheyenne Tribe and Chief Dull Knife College to retain and revitalize the Northern Cheyenne language.

Next steps: Use of Native languages at Northwestern reinforces the importance of indigenous worldviews and the Research Center and the Native American Leadership Council could explore these opportunities. The Newberry Library is interested in collaborating with Northwestern to reproduce a Cheyenne-English dictionary in its collection for Chief Dull Knife College and deliver it to Montana.

4. As tribes are sovereign nations, include American Indian tribes and tribal colleges in the study abroad program.

Extensive work was done to carry this recommendation forward with the Study Abroad Office, International Program Development, and the Buffett Institute for Global Studies at Northwestern. Ninah Divine created a document of suggestions for forming partnerships with Native communities and tribal colleges and universities.

International Team Projects (ITP) at Pritzker School of Law is a comparative law course in which students learn about the role of United States law, legal institutions, as well as political, economic and cultural systems in comparison to a foreign country. Students design each ITP course with the assistance of a faculty advisor. All include a comprehensive semester-long curriculum and an international field experience. Research teams prepare a paper of publishable quality detailing their research and findings. With the help of Maureen Stratton (Director of ITP) and David Hall (Native American Law Student Association), a fall 2017 law school course will visit a Native Nation. The legal issues to be researched will be determined by tribal members, and faculty on the Evanston campus will guest lecture on Indigenous Studies topics related to tribal law and sovereignty.

Additionally, Jabbar Bennett presented on an education panel about Northwestern University's institutional efforts at the Sovereignty Symposium in Oklahoma City, Oklahoma, on June 8, 2017.

Next steps: Existing documents and study abroad proposals could be discussed with affiliates of the Research Center and the new Director of Study Abroad once the distinct study abroad offices across campus are fully merged.

5. Allow Indigenous language instruction to satisfy the foreign language requirement.

This was discussed with Weinberg College of Arts and Sciences and can be accomplished.

Through Norris Mini Courses, Cherokee Language classes were taught all three quarters of the

2016-17 academic year. Language lessons were interwoven with Cherokee philosophical thought to help students formulate ideas in Cherokee.

Next steps: These opportunities could be further advertised and promoted to Native American and Indigenous undergraduate students.

Academic and Research Opportunities - Out of the Classroom: Native American Teaching Series

Key Highlight: Partners across campuses and in the community supported largely successful educational programs. These collaborations will be more successful with more platforms for community input and feedback throughout the designing and planning of events.

1. Sponsor a series around Native scholar speakers and films and a tribal chairs' forum on education.

Native scholars were incorporated into many events and on campus during the One Book One Northwestern Program in 2015-2016 as well as this past academic year in conjunction with the Native American and Indigenous Peoples Steering Group and the steering committee of the Indigenous Studies Research Initiative. The Alice Kaplan Institute for Humanities featured numerous Native American and Indigenous scholars in the Debt Dialogues 2016-17 event series. This work will be continued through the Research Center, the Global Indigenous Studies Working Group, and individual faculty members and departments.

Next steps: The Native American Leadership Council could help advise the development of a tribal chairs' forum on education following Jabbar Bennett's presentation on Northwestern's institutional efforts of Native American inclusion at the 2017 Sovereignty Symposium in Oklahoma City, Oklahoma.

2. Provide small grants to current faculty to bring in Indigenous heritage guest speakers.

The Department of English supported talks by Native American speakers Toni Jensen, Amy Lonetree and Dian Million this academic year. During Winter quarter, the Colloquium on Indigeneity & Native American Studies hosted the short-term residency of Maori poet Robert Sullivan, who joined Northwestern during the months of January and February. During his stay, Sullivan held a poetry reading, attended graduate student working groups, and held lectures on campus. Similar opportunities will be continued and institutionalized in the guiding principles of the Research Center and potentially the Buffett Institute for Global Studies. The Research Center budget includes funding for programming.

Next steps: Research Center affiliates and faculty across all schools might suggest Indigenous heritage guest speakers as part of the Center or departmental lecture series.

3. Offer small grants to undergraduate and graduate students to develop collaborative research projects with Indigenous organizations, communities, and tribes.

These opportunities exist through International Program Development, Global Health Studies, and the Buffett Institute at Northwestern and current opportunities are made accessible on the Native American and Indigenous Peoples website.

Next steps: The Research Center plans to offer grants to graduate and undergraduate students to develop research projects with and for Indigenous organizations, communities, and tribes.

4. Collaborate with the Chicago American Indian Community Collaborative and affiliated organizations in planning educational programs, such as a media literacy program for youth and commemorative events.

Ninah Divine and Jasmine Gurneau collaborated with the Chicago American Indian Community Collaborative (CAICC) regularly by attending CAICC Education Committee meetings. This resulted in the successful planning and hosting of the 2017 Urban American Indian Education Conference at Northwestern.

Next steps: The Program Coordinator of Native American and Indigenous Peoples Initiatives, along with the School of Education and Social Policy and the Center for Civic Engagement, could support the development of more long-term programs such as media literacy programs with CAICC. Northwestern signing a memorandum of understanding with the Chicago American Indian Community Collaborative to become an official member would support these efforts.

On Campus Support Services- People

Key Highlight: Jasmine Gurneau made excellent progress toward supporting Native American and Indigenous students and incorporating their experiences into campus dialogues, given her split role between Multicultural Student Affairs and Undergraduate Admission. However, the demands of these two separate positions exceed the current shared position arrangement.

1. Hire a staff member, preferably someone who identifies as Native American, in Multicultural Student Affairs to lead the coordination of support programs, build community, and create networking opportunities for Native American students at Northwestern.

Jasmine Gurneau currently fills this position; however, she still remains half-time in the role, in order to accommodate her other half-time position in Undergraduate Admission. Jasmine advises the Native American and Indigenous Student Alliance, coordinates Native American Heritage Month and the Native American and Indigenous Community Dinner within Multicultural Student Affairs and collaborates with Chicago Native American community organizations.

Next steps: Each role, in Admissions and MSA, should be made full-time as soon as possible.

2. Provide training, using the "listening session" method, for the student affairs and admission staffs and academic professionals on working with and recruiting Native Americans.

No action has been taken towards this recommendation at this time. Numerous instances of inappropriate and ignorant treatment toward Native students were reported this academic year to Ninah Divine.

Next steps: Efforts could be made by the Office of the Provost to carry out this training as soon as possible on a university-wide scale. A committee including the Office of the Provost, Multicultural Student Affairs, University of Denver faculty and staff, and Chicago American Indian Community Collaborative Education Subcommittee members could be given the resources and time to develop this training.

3. Create an identification system, similar to those of peer institutions, to determine how many Native American students are enrolled on campus.

These numbers are currently tracked based on self-identification of enrolled students. 115 undergraduate students and 104 graduate students self-identified as American Indian this academic year. Jasmine Gurneau is given this information to communicate with all self-identified Native American students who matriculate at Northwestern.

Next steps: The identification systems and resources for tracking Native American students used at Stanford University and Dartmouth College could be investigated. A full-time staff person in Admissions dedicated to the recruitment of Native American undergraduate students could research and begin to develop a system for Northwestern.

On Campus Support Services- Programs

Key Highlight: Many groups, individuals and organizations supported community building and educational programming, but recurring budgets and permanent physical space are required to sustain it.

1. Strengthen support for NAISA programming and provide meeting space.

In the Fall of 2016, Native American and Indigenous students, representing a variety of Nations across the Big Ten schools network, gathered to discuss current issues and plan for how to make universities a safe space now and for future generations of Native students. Hosted by UW-Madison, data were gathered, stories were shared and concerns were collected along with potential solutions that were delivered in a letter to each Chief Diversity Officer in the Big Ten network. The letter written by NAISA is available in Appendix H. One such recommendation was the dedication of physical space on campus to Native American and Indigenous students. The Chief Dull Knife College student delegates who took part in the Inaugural Tribal College Partnership Building Visit reiterated the necessity of space dedicated to Native students.

Next steps: Efforts to identify a permanent space for NAISA that is not borrowed from the Department of Psychology could be initiated as soon as possible. The Office of Institutional Diversity and Inclusion and the Division of Student Affairs could spearhead this effort. This could occur in conjunction with the search for additional space to dedicate to the Research Center.

2. Support the Colloquium on Indigeneity and Native American Studies, a graduate student organization dedicated to fostering scholarship, collaboration, and interdisciplinary dialogue

Kelly Wisecup, co-chair of the Indigenous Studies Research Center Initiative Steering Committee, serves as the faculty advisor for CINAS.

Next steps: CINAS could be given dedicated physical space in the Research Center and be offered a recurring budget for special programming by the Research Center and the Office of the Provost.

3. Support the development of local chapters for national professional and student organizations, such as the American Indian Science and Engineering Society, the Native American Journalists Association, and the American Indian Business Leaders.

Northwestern currently supports a local chapter of Advancing Chicanos/Hispanics and Native Americans in Science (SACNAS). Without more Native American students, the proposals submitted to Nsombi Rickets at The Graduate School for an AISES chapter and Medill Dean Bead Hamm for a NAJA chapter were not acted upon.

Jasmine Gurneau represented Undergraduate Admission and graduate student Henry Oliver Ware represented The Graduate School at the AISES National Conference in November 2017. Graduate student Scott Leydon represented Northwestern at Graduate Horizons in summer 2016.

Next steps: The Program Coordinator of Native American and Indigenous Initiatives could renew these efforts.

4. Host annual campus-wide Native American events, in particular during Native American Heritage Month and on American Indian Day that educate and celebrate Native American culture.

This is currently accomplished by Multicultural Student Affairs and NAISA, along with many partner offices and organizations. Annual events include celebrations of American Indian Day, Indigenous Peoples Day, the Native American and Indigenous Community Dinner, and the Sand Creek Massacre Commemoration.

Many stand-alone events took place this academic year to educate the Northwestern community on Native American experiences and showcase contemporary Native American and Indigenous art and culture. Among these events were a talk by Swinomish and Tulalip photographer Matika Wilbur, a panel addressing the #NoDAPL movement, an interactive painting workshop with Kiowa and Choctaw artist Steven Paul Judd, and a panel addressing mental health issues in the Chicago Native American community at the Northwestern Chicago campus. Additionally, this year's NAJA-Medill Milestone Achievement Award winner Patty Talahongva spoke to a class of journalism students and a university audience. See Appendix C for the full list.

Next steps: The Program Coordinator of Native American and Indigenous Initiatives could support these efforts, particularly the funding and support of the annual Sand Creek Massacre Commemoration and trip for NAISA students and others to the Sand Creek Massacre Spiritual Healing Run/Walk.

5. Include the Native American identity experience in discussions on diversity and inclusion on campus.

Ninah Divine approached the Office of New Student and Family Programs about including a session on Native American experiences during Wildcat Welcome and was not successful.

A first-year seminar about the Sand Creek Massacre and John Evans was offered but was cancelled due to low enrollment. By comparison, the University of Denver successfully held a lecture given by Billy Stratton to every incoming student about the Sand Creek Massacre and John Evans and this kind of event could be pursued at Northwestern.

Next steps: Partnerships with New Student and Family Programs and Campus Inclusion and Community for Wildcat Welcome would continue to push forward the goal of including Native American identity experiences in discussions around campus. The Program Coordinator of Native American and Indigenous Peoples Initiatives in the Provost's Office could pursue these partnerships.

More regular programming about Native American identity experiences could be carried out by MSA in addition to campus-wide training. Robert Brown, the Director of Social Justice Education at Northwestern, could be approached to partner on these efforts.

6. Host a series of events throughout the year that promote a sense of connectedness and community among Native American students, staff, and faculty and other members of the Northwestern community.

The Native American and Indigenous Peoples Steering Group, MSA, and NAISA sustained this effort this year. A welcome lunch for first-year students; the celebration of American Indian Day with storytelling; a Welcome Reception for all new faculty, staff and students; honoring Indigenous Peoples Day with Indigenous-inspired cuisine in the dining halls; and various other Native American Heritage Month events occurred during the Fall. Northwestern also supported the Chicagoland Native Community Picnic in Spring 2017.

Next steps: Welcome events and student congratulatory events could be given a recurring budget from the Office of the President or Provost as they are extensions of not just MSA but the Native American inclusion initiative.

Pipeline Efforts – Increase Student Enrollment

Key Highlight: Jasmine Gurneau made excellent progress toward recruiting and supporting Native American and Indigenous students. Her current split roles (between Admissions and MSA) should be transformed into two separate and full-time positions and an additional staff member hired to prevent conflict and to accommodate the unique needs and experiences of Native American students and communities.

1. Hire a Native American recruiter to focus full-time on conducting outreach to and recruiting Native American students.

This position is still currently half-time, split with Multicultural Student Affairs, filled by Jasmine Gurneau.

This past fall season, Jasmine Gurneau executed a travel schedule visiting tribal communities in the Midwest. She visited different schools, organizations, programs and events in rural, urban and reservation communities across five states. Additionally, Undergraduate Admissions sponsored a group of 15 high school students, through the American Indian Center's Teen Chicago Native Sustainability Project, to attend a day-long program at Northwestern. The group spent a day on campus participating in a guided campus tour with an ecological emphasis, engaged in STEM activities, received information about campus resources, connected with current students and learned about the admissions application process. Jasmine Gurneau also visited the Chicago Public Schools Indian Education spring break program to talk about what college is like and had a card making activity where young students decorated motivational cards to send to current Native college students. Earth Day programming was held for prospective students and their families as well as Northwestern community this April.

Next steps: Full-time allocation for this position should take place as soon as possible.

2. Develop a communications plan that includes a statement of commitment to Native American families, students, and communities and introduces them to Northwestern through marketing materials focused on them that answer the question "Why Northwestern?"

With the Undergraduate Admission Communications Team, Jasmine Gurneau created Native American specific recruitment materials. These materials were distributed throughout the year during outreach activities.

Next steps: The materials could be made available online as part of the Native Peoples at Northwestern website or the Undergraduate Admission website. Individualized statements of commitment could be drafted to tribal colleges who participate in Tribal College Partnership Building Visits with Northwestern University.

3. Create a strategic outreach effort in which Native American prospective students can participate in preparatory programs such as the Center for Talent Development, Northwestern Academy, and the National High School Institute Cherub programs.

Ninah Divine attempted to achieve this with each individual organization listed by suggesting they include Chicago Native Community organizations in outreach and marketing plans.

Next steps: The offices were not receptive to her efforts and could be approached by the Chief Diversity Officer or Program Coordinator of Native American and Indigenous Peoples Initiatives.

4. Develop working partnerships with organizations like Indigenous Scholars of Promise and College Horizons that are designed to support Native American high school students preparing for college.

Northwestern joined the national organizations College Horizons and the American Indian Science and Engineering Society.

Next steps: Admission officers will be attending the 2017 week-long workshops at Princeton University and Whitman College this June and July.

5. Host a College Horizons conference dedicated to increasing the number of Native American, Alaska Native, and Native Hawaiian students succeeding in college and graduate programs.

No direct actions were taken toward this recommendation at this time.

Next steps: Staff within the Undergraduate and Graduate Admission offices can explore and assist in the execution of this recommendation.

6. Support efforts under way by the Graduate School to recruit Native American graduate students by attending conferences, participating in job fairs that attract Native American students, and sponsoring Graduate Horizons.

Ninah Divine received inquiries from potential Native American graduate students this year and could not direct them toward specific resources like those that exist for Undergraduate Admissions. Research Center affiliates successfully applied in 2017 for a graduate cluster to support recruitment of graduate students in Native American and Indigenous Studies.

Next steps: The incoming Assistant Dean of Diversity & Inclusion and The Graduate School could explore how to achieve this goal. Some possibilities are to lead efforts to attend conferences beyond Graduate Horizons and offer Native American specific materials to potential students.

7. Examine the possibility of creating articulation agreements with Cheyenne, Arapaho, and Midwestern tribal colleges to recruit transfer students from their respective schools.

Example Articulation Agreements were compiled, and community members and Native faculty were approached about the idea. It was suggested that while this step is necessary and needs to be formalized, it is important to start a pipeline for students from these communities in early education or high school.

Next steps: This could be the work of the two full-time undergraduate and graduate admissions staff members dedicated to recruiting Native students.

8. Consider a special scholarship initiative for members of the Cheyenne-Arapaho Nation, as well as members of federally and state-recognized tribes that reside in the Great Lakes region.

Northwestern is need-blind and meets the demonstrated need of most students, making it financially able to support students from federally and state-recognized tribes. However, based on feedback from the Inaugural Tribal College Partnership Building Visit with Chief Dull Knife College, Northwestern University is not fully equipped to support many of the other unique needs of Native American students from reservation communities at this time.

Next Steps: The Program Coordinator of Native American and Indigenous Peoples Initiatives in the Provost's Office, along with the Office of Financial Aid, could attend to this task.

Northwestern could adapt the City Colleges of Chicago Star Scholarship Initiative to tribal colleges and universities as a tangible commitment to supporting Native American students.

Pipeline Efforts – Increase Faculty and Staff Presence on Campus

Key Highlight: Relationships that build Native American staff presence on campus currently rest on connections between individuals. Support from the Office of the Provost and Research Center over time will create stronger, reciprocally beneficial relationships.

1. Increase the number of Native American staff by working with Human Resources to implement effective methods of reaching out to Native American communities and other institutions of higher education and by establishing relationships with Native American organizations in Chicago.

No actions have been taken toward this recommendation at this time.

Next steps: This could be pursued with Human Resources by the Program Coordinator of Native American and Indigenous Peoples Initiatives in the Provosts' Office. Job openings at Northwestern could be shared with other institutions with Native American and Indigenous Research Centers or support centers, and the Chicago American Indian Community Collaborative.

Updates to the Response to the Report of John Evans Study Committee

Key Highlight: Campus dialogues about colonialism and institutional history related to Native peoples and Sand Creek are just beginning. Permanent land markers, artwork and educational resources will institutionalize the progress made.

1. Initiate a process to rename the honorary John Evans chairs established in 2007 and 2011.

Some of these professorships have already been privately renamed.

Next steps: This could be publicly recognized and announced and each faculty member who carries or carried the professorship could be educated on the complex legacy of John Evans.

2. Initiate a process to establish an Indigenous Research Center and hire tenured faculty who are affiliated with the center.

The Research Center is being established under Weinberg College of Arts and Sciences.

Next steps: It plans to continue to engage all the schools on the Evanston campus as well as the professional schools on the Chicago campus and continue hiring tenure-track faculty.

3. Include John Evans's approach to the Sand Creek Massacre and his attitude toward Native Americans in official documents related to Northwestern's founding.

No actions have been taken toward this recommendation at this time.

Next steps: This could be the work of Jabbar Bennett, Eugene Lowe and the Program Coordinator of Native American and Indigenous Peoples Initiatives in the Provost's Office.

4. Request that the University utilize unrestricted funds, including quasi-endowment funds, to support faculty and students as they work toward establishing an Indigenous Research Center.

The Research Center is being established under Weinberg College of Arts and Sciences and plans to continue to engage all the schools on the Evanston campus as well as the professional schools on the Chicago campus.

Next steps: Unrestricted funds are needed to ensure the center's longevity and success..

5. Erect historical markers and revise existing ones to educate the campus community of the Indigenous history that existed on this land.

The presence of Northwestern on Native land could be recognized regularly by campus administrators verbally, in writing and in communication threads. NAISA developed a script to guide the institutionalized acknowledgement of the land.

Through the National Association for Student Affairs Professionals (NASPA), MSA's Assistant Director, Alejandro Magana, was appointed the National Chair for the Indigenous Peoples Knowledge Community. Assistant Director Jasmine Gurneau was also appointed the co-representative for the Region IV- East community. Alejandro Magana and Jasmine Gurneau work through NASPA to specialize the Indigenous Protocol Practice to Northwestern. Developed by the IPKC, the Indigenous Protocol Practice is used to acknowledge traditional peoples in a region and reinforce proper protocols for interacting with indigenous communities. It acknowledges dispossession of land and promotes awareness and respect of indigenous people.

Next steps: Campus history and information about the previous inhabitants of the land Northwestern resides on should be included on all campus tours. Information panels could be incorporated into the Medicinal Garden with information that could also be digitally available on the Native American and Indigenous Peoples website. Permanent markers as well as statements by administrators acknowledging Native land at events, including commencement, would reinforce this progress.

6. In addition to having a professorship in the name of 1889 Northwestern Medical College graduate Carlos Montezuma, a Native American, develop a Carlos Montezuma collection of papers, documents, and contributions linked to the work of Northwestern alumni in the field of medicine.

No actions were taken regarding new professorships at this time.

Campus archivist Kevin Leonard plans to work with NAISA to form a collection in the library dedicated to the history of NAISA initiatives that led up to the John Evans Report and the Task Force.

Next steps: The Program Coordinator of Native American and Indigenous Peoples Initiatives and the Research Center could work to develop this professorship. The documents related to

Carlos Montezuma could be a subset of the collection mentioned above, as could information about Ethel L. Walker (Santee Sioux), a graduate of Northwestern School of Nursing in Evanston, and other Native alumni.

7. Commission a portrait of Carlos Montezuma to be hung in a prominent location on campus.

No actions were taken toward this recommendation at this time.

Next steps: A public call could be made for contemporary Native artists to be commissioned for this piece. It is important that contemporary local Native artists have their work displayed across campus. This piece could potentially be incorporated into the plans for the New University Commons.

8. Initiate a process of renaming the John Evans Alumni Center building and the Evans Room in the Norris University Center.

Phil Harris, Northwestern's general counsel and vice president, suggested a truth-telling exhibit about John Evans, a key founder of the university, be developed and installed in the John Evans Alumni Center. Loren Ghiglione volunteered to put together a committee (see Appendix F) that could help develop the exhibit, which is intended to assist in overcoming the past whitewashing of John Evans's story on campus. Potential artifacts for the exhibit are in the process of being compiled and a videographer in Colorado is collecting original film of Cheyenne and Arapaho descendants of Sand Creek Massacre survivors.

The Evans Room in Norris has not been renamed, despite recommendations by the Norris University Social Justice Committee to rename the room 'The Potawatomi Room'. Norris University Center is scheduled to be torn down this spring as the New University Commons is built in its place.

Next Steps: The John Evans truth-telling exhibit could be a permanent part of the John Evans Alumni Center, regardless of the name of the building. Native American artists and filmmakers could be approached to contribute to the John Evans truth-telling exhibit.

9. Select a reading on genocide and/or colonialism for the One Book One Northwestern program, such as the *Report of the John Evans Committee* or a book on the Sand Creek Massacre.

This was achieved by selecting Thomas King's *An Inconvenient Indian* as the 2015-16 One Book One Northwestern.

10. Hold a commemorative event this year that highlights the 150th anniversary of the Sand Creek Massacre, and annually participate in one that commemorates all massacres of Native American tribes.

A commemoration of the Sand Creek Massacre took place on campus in 2014, 2015, and 2016 by the work of NAISA and there are efforts by the Office of the Provost to provide institutionalized support for this event.

NAISA received an eagle feather when its members participated in the 18th Annual Sand Creek Massacre Spiritual Healing Run/Walk for their continued work commemorating the Massacre and holding Northwestern University accountable for its history.

Sand Creek Massacre victim's names were read during the Together We Remember: Genocide Awareness and Prevention Day at Northwestern University in April 2017.

Next steps: This commemoration could be given a recurring budget from the Office of the President or Provost as an integral component of the Native American inclusion initiative.

Appendix A

Members of the Native American and Indigenous Peoples Steering Group:

Reuben Aguirre (Navajo) Northwestern Pritzker School of Law '17; Co-President, Native American Law Students Association

Jabbar Bennett Associate Provost, Diversity and Inclusion; Associate Professor of Medicine, Feinberg

Debra Blade Assistant Director, Norris Programs

Ann R. Bradlow Professor of Linguistics; Associate Dean for Academic Initiatives, Weinberg

Geraldo L. Cadava Associate Professor, Department of History; Program in Latina and Latino Studies; and Department of Spanish and Portuguese

Mark Cleveland (Cherokee descent) Northwestern '87

Gabriella Cramer (Mashpee Wampanoag) Weinberg '18

Janet Dees Curator, Mary & Leigh Block Museum of Art

Chase Enloe (Cherokee)—Weinberg '19; treasurer, Native American and Indigenous Student Alliance

Bonnie Etherington Treasurer, Colloquium on Indigenous and Native American Studies

Cyndee Fox-Starr (Omaha, Odawa) Special Events Coordinator, American Indian Center of Chicago

Loren Ghiglione Professor of Journalism, Medill, NAIPSG Chair

Lorenzo Gudino (Fort Sill Chiricahua Warm Springs Apache) Medill '17; president, Native American and Indigenous Student Alliance

Jasmine Gurneau (Oneida/Menominee) Assistant Director, Multicultural Student Affairs and Undergraduate Admissions

Sean Harte (Menominee) Weinberg '87

M. Geoffrey Hayes Assistant Professor, Medicine, Endocrinology Division, Feinberg

Hi'ilei Julia Kawehipua'akaha'opulani Hobart Postdoctoral Fellow, Kaplan Institute for the Humanities, Science in Human Culture

Doug Kiel (Oneida) Assistant Professor, Department of History and Kaplan Institute for the Humanities

Patty Loew (Bad River Band of Lake Superior Ojibwe) Visiting Professor of Journalism, Medill (fall quarter)

Eugene Lowe Jr. Assistant to the President

John David Marquez (Ndeh - Chiricahua & Natahende) Associate Professor, African American and Latino/a Studies

Kathleen McDonald Executive Director, Mitchell Museum of the American Indian

Douglas Medin Professor of Psychology, Weinberg; Professor of Education, SESP

Kai Orton (Inupiat, Nez Perce, Canadian American) Research Assistant Professor, SESP

Margaret (Meg) Pollak Postdoctoral Fellow, Global Health Studies Program

Kim Rapp Assistant Vice President, International Relations

Beth Red Bird (Oglala Lakota and Oklahoma Choctaw) College Fellow, Department of Sociology

Beatriz Reyes (Navajo) Visiting Assistant Professor, Global Health Studies Program

Monica Russel y Rodríguez Associate Dean of Teaching-Track and Visiting Faculty, and Senior Lecturer, Anthropology and Latina and Latino Studies, Weinberg

Pamala Silas (Menominee) Executive Director, National American Indian Housing Council

Cynthia Soto (Sicangu Lakota/Puerto Rican) Director, Native American Support Program, University of Illinois Chicago

Kimberly Marion Suiseeya Assistant Professor, Department of Political Science

Eli Suzukovich (Little Shell Band of Chippewa-Cree) Lecturer, Environmental Policy and Culture Program

David Takehara (Sioux, Japanese-American) Director, Financial Operations Information Technology

Dorene Wiese (Minnesota Chippewa Tribe, Mississippi Band, White Earth Reservation Enrolled) President, American Indian Association of Illinois

Larissa Williams Senior Director, Diversity & Inclusion, Kellogg School of Management

Kelly Wisecup Assistant Professor, Department of English

Appendix B

Partnerships and collaborations with Native American communities through different avenues are vital to the successes of this initiative at Northwestern. They help to support and deepen the understanding of Native communities at Northwestern. This past year, Northwestern both established new and strengthened existing partnerships with a variety of individuals, Native American Nations, institutions and communities, particularly those in Chicago, around the Great Lakes and those directly affected by the Sand Creek Massacre. These include Adam Sings in the Timber Photography, American Indian Association of Illinois, American Indian Center of Chicago, American Indian Health Services of Chicago, Chicago American Indian Community Collaborative, Chicago Public Schools- American Indian Education Program, Chief Dull Knife College, College of Menominee Nation, First Nations Film & Video Festival, Inc., the Menominee Nation, Mitchell Museum of the American Indian, The Newberry Library-D'Arcy McNickle Center for American Indian and Indigenous Studies, the Oneida Nation of Wisconsin, Redline Singers, The Sand Creek Massacre Spiritual Healing Run/Walk, The University of Denver, University of Illinois Chicago Native American Support Program, as well as Mavis Blacker, Cynthia Fox-Starr, Tevelee Gudino, Jordan Gunneau, Chris Pappan, Patrick Rochford-Del Percio, Jessica Ryan, Dave Spencer, Amy West, Mary White, and Ellen Williams.,

Acknowledgement is also owed to the many campus-wide partners who supported the efforts of the NAIPSG this past year. These include Northwestern Multicultural Student Affairs, Campus Inclusion and Community, The Buffett Institute for Global Studies, The Northwestern Center for Water Research, Northwestern Dining, Northwestern Arts Circle, the Medill School of Journalism, Media, Integrated Marketing Communications, the Department of English, Norris Mini Courses, Northwestern Women's Center, the Native American and Indigenous Student Alliance, the Colloquium on Indigeneity and Native American Studies, Northwestern Alice Kaplan Institute for the Humanities, Northwestern Pritzker School of Law, Northwestern Weinberg College of Arts and Sciences, Northwestern Mary and Leigh Block Museum of Art, the Center for Awareness, Response and Education, Counseling and Psychological Services, the Division of Student Affairs and the Northwestern Office of Institutional Diversity and Inclusion.

Thank you to everyone who dedicated time to promote and advance this important work. Continued partnership in future efforts will ensure that Northwestern continues to progress toward its goals. Waewaenen, Yaw^ko, Wado, Thank you.

Appendix C

Native American and Indigenous Peoples Steering Group Events Calendar 2016-17

2016

September 17 – 18 – Chicago Annual Powwow, Busse Woods Forest Preserve

Hosted by the American Indian Center of Chicago, the Chicago Annual Powwow is a celebration of Native culture from the oldest continually running urban Indian Center in the United States. Join returning students and community members for song and dance, drumming, great food, and shopping in the scenic landscape of Busse Woods. Buses will pick up at Norris Center at 11am and arrive back at 4pm. Admission is free for those who ride the bus.

September 18-20– Native American Journalists Association Conference, Presentation of NAJA Medill Milestone Achievement Award, New Orleans

The NAJA Medill Milestone Achievement Award honors an individual who has made a lasting impact on media for the benefit of Native American communities and the general public relative to Native Americans. It celebrates and encourages responsible storytelling and journalism in Indian Country.

September 23 - Native American First Year Student Welcoming 12-1:30pm, Black House 1st floor conference room

Join MSA in welcoming incoming Native American first-year and transfer students to the Northwestern community. Refreshments & Giveaways!

September 23 – American Indian Day, Illinois, MSA Storytelling around water 4th 30pm-7pm, Norris Northwestern Room

Several states celebrate the fourth Friday in September as American Indian Day. In 1919, the Illinois state legislature enacted a bill doing so. Against the backdrop of beautiful Lake Michigan, listen to traditional Native American tales centering on water and its significance to life as told by local Native American storytellers. Open to the Northwestern community and general public, refreshments will be provided. Hosted by Multicultural Student Affairs.

September 30 – Beginning of the Year Celebration for faculty, students, staff, community, 5pm Segal Visitors Center

Enjoy Indian tacos, songs, and gifts with faculty, staff, students and community members involved with the Native American and Indigenous Peoples Steering Group.

October 1-2 – NAISA students and Jasmine Gunneau attend the Native American Student Association Gathering at UW Madison

October 1– 11am-3:30pm, Indians in the Archive Symposium, Newberry Library, Towner Fellows Lounge

This program will highlight American Indian visual culture and the histories of American Indian individuals and families who are artistically represented in museum and library collections, including the Newberry's renowned Edward E. Ayer American Indian Collection. Cosponsored by the Newberry's D'Arcy McNickle Center and The Elizabeth Morse Charitable Trust, this program will feature experts who specialize in diverse representations from the Civil War, the Dakota wars, and 20th-century indigenous activism in Chicago and throughout the Midwest.

October 10 – Indigenous Peoples' Day Panel 12:00-1:30pm, Mitchell Museum, and Scatter Their Own Concert, 7:00-9:00pm, Pick-Staiger Concert Hall

Celebrated on the second Monday of October, Indigenous Peoples' Day celebrates the history and culture of Indigenous peoples throughout the world, and acknowledges the many tribes who lived across America long before Christopher Columbus. The Mitchell Museum will be open to the public all day and offering free admission and will host a discussion panel from 1:00-2:30pm. The day will culminate with a special concert featuring nationally renowned Native and Indigenous artists including Evanston's Mark Cleveland, folk singers, Sones de Mexico Ensemble, and Lakota alternative rock group, Scatter Their Own. Scatter Their Own is an Alter-Native Rock Duo of Oglala Lakota ancestry from the Pine Ridge Indian Reservation of South Dakota.

October 21 -12:00-1:00pm, The Buffett Institute, "Indigenous Representations in Global Environmental Governance"

How do Indigenous Peoples and Organizations access and navigate global policy arenas like the Paris Climate Summit and the World Conservation Congress to influence international environmental policymaking? In this talk, Kim Marion Suiseeya examines the politics of representation to better understand the possibilities for and challenges to indigenous pursuits of justice. Kim Marion Suiseeya's research examines the interactions between norms, institutions, and justice in global forest governance. Her areas of expertise include environmental justice, global environmental governance, political ecology, and the politics of biodiversity conservation in Laos and mainland Southeast Asia.

October 25 - Arch Room (206), Norris 4:00-5:00pm, "Copyright, Knowledge and Intercultural Translation Practices: Science and Indigenous Knowledge in Contemporary Brazil"

DIEGO SOARES DA SILVEIRA is a professor at the Institute of Social Sciences of the Federal University of Uberlândia. He has studied Indigenous Ethnology, Symmetrical Anthropology, Biodiversity and Traditional Knowledge in the Brazilian Amazon. Diego worked as an advisor in issues of human rights and traditional knowledge in Brazilian federal government institutions. He also conducted ethnography and field research with South American Indians, riverside communities and biologists that work in the area of biodiversity and traditional knowledge.

October 27– Historical Debts: Trauma, Memory, and Decolonization, 5:00-7:00pm, McCormick Foundation Center Forum

This interdisciplinary panel brings together scholars whose work raises questions of memory and memorialization in contexts of colonialism to ask what role institutions such as universities and museums could take in addressing historical trauma and colonialism, especially in a neoliberal context. Panelists include Boyd Cothran, University of York and author of Remembering the Modoc War: Redemptive Violence and the Making of American Innocence (2014), Amy Lonetree, UC-Santa Cruz and author of Decolonizing museums: Representing Native America in national and tribal museums (2012) and Dian Million, University of Washington and author of Therapeutic Nations: Healing in an Age of Indigenous Human Rights (2013). Cosponsored by the Kaplan Institute.

October 28- 3:00pm University Hall 418, CINAS Coffee Hour

Native American Heritage Month

November 2- 12:00pm Kaplan Institute, Kresge Hall, Coffee Chat with Doug Kiel

Topic: Blood Quantum and Native American Identity

November 2 -Annual Montezuma Lecture at Mitchell Museum of the American Indian

This year 's Montezuma Lecture will honor Suzan Shown Harjo. Harjo is the founding president of The Morning Star Institute and policy advocate who has dedicated her life to fighting for the rights of Native Peoples. She has worked tirelessly for the enactment of key federal laws to protect tribal sovereignty, cultures, languages, religious freedom, sacred places, and burial grounds. She has worked on tribal identity issues and exercises personal control and tribal sovereignty over tribal imagery.

The "Woody" Woodrow Crumbo Award will be presented to Rhonda Holy Bear (Cheyenne River Lakota). Rhonda is known for her unique and highly detailed dolls and beadwork. Her work embodies traditional Lakota worldview, and simultaneously expands the art of doll making for future generations.

The Elizabeth Seabury Mitchell Award will be presented to Fr. Peter Powell, director of the St. Augustine's Center for American Indians, for his 55 years of service to Chicago's American Indian community and national scholarship.

November 3 – Native American Leadership Council Meets, Northwestern University

Hosted by the Provost's Office, the list of members can be found here

<http://www.northwestern.edu/provost/initiatives/equity-and-inclusion/native-american-inclusion.html>

November 4 -4pm, University Hall 201 - John Low, Ohio State University- Newark, *Imprints:*

The Pokagon Band of Potawatomi Indians & The City of Chicago

Low's work traces the ongoing history of Potawatomi people in the city now called Chicago and their strategies of survivance.

November 4 - The Taste of US Settler Colonialism in Hawai'i 12:00am-1:00pm, Buffett Institute

What happens to indigenous food cultures during times of ongoing colonial settlement? This presentation theorizes the material and affective registers of taste qualities - sweet, cold, sour, and tepid - as indexes of changing political power within the Hawaiian Kingdom throughout the 19th and early 20th centuries, and argues that consideration of the palate is central to understanding what and how we eat in America today.

Hi'ilei Julia Kawehipuaakahaopulani Hobart is a postdoctoral fellow in indigenous studies. Her research is concerned with how food and print media frames territorial occupation in 19th century settler colonial contexts. Her dissertation research uses frozen water, or ice, to explore the politics of ingestion, representation, and materiality in settler colonial Hawai'i. This is part of the Buffett Institute Faculty & Fellows Colloquium.

November 7 - First Nations Film & Video Festival, McCormick Foundation Center Forum, 7pm

First Nations Film and Video Festival, Inc. is a grassroots Native American film festival whose mission is showcasing works produced by Native American filmmakers and artists of all skill levels.

November 9 - Native Art Gallery Walk, 6:00pm, Guild Lounge

View a variety of Native American and Indigenous artwork around campus compiled in one place.

November 10 - Winona LaDuke, Activist/White Earth Recovery Project/Honor the Earth, Newberry Library, buses leave Norris at 4:30pm

Winona LaDuke is an enrolled member of the Mississippi Band Anishinaabeg of the White Earth reservation in northern Minnesota. She works nationally and internationally on the issues of climate change, renewable energy, and environmental justice with Indigenous communities. In her own community, she is the founder of the White Earth Land Recovery Project, one of the largest reservation based non profit organizations in the country, and a leader in the issues of culturally based sustainable development strategies, renewable energy and food systems. In this work, she also continues national and international work to protect Indigenous plants and heritage foods from patenting and genetic engineering.

November 10-12 - American Indian Science and Engineering Society National Conference, Minneapolis

November 16 - Two-Spirit Workshop featuring Ty Defoe, Guild Lounge, 6-8pm

November 18 – 1:00-2:30pm, Searle Hall Rm 3-220, Storytelling for Healing Workshop with Ramona Beltran, University of Denver

November 19 – Sand Creek Massacre Commemoration, Guild Lounge, 12:00-2:00pm

Join NAISA and the Chicago community in a reception honoring the Cheyenne and Arapaho lives lost on November 29th, 1864.

November 25-27 - NAISA students visit Sand Creek Massacre National Historical Site in Eades, Colorado, and Sand Creek Massacre Spiritual Healing Run/Walk in Denver, Colorado

November 29 – 152rd Anniversary of the Sand Creek Massacre

December 1 – 12pm, Hagstrum Hall, University Hall, Miranda Johnson, University of Sydney, Australia.

*"Indigenous Commonwealth? Indigenous Rights in the Global History of Decolonization." Her book, *The Land is Our History: Indigeneity, Law, and the Settler State* (Oxford, 2016) chronicles the story of indigenous activism in Australia, Canada, and New Zealand in the late twentieth century.*

2017

January 25- 12-2pm, Poetry reading/ discussion with Robert Sullivan, University Hall 201

Sullivan is a poet and Head of the Creative Writing School at Manakau Institute of Technology.

January 26 - Matika Wilbur, Photographer/Project 562, 4:30-6:00pm, McCormick Foundation Center Forum

Since 2012, Swinomish and Tulalip photographer Matika Wilbur has been seeking to photograph the citizens of every federally recognized tribe in the United States, of which there are now 567.

January 30- Klopsteg Lecture by Kelly Wisecup, 4:00-5:30pm, University Hall 201, Reception to Follow

"Indigenizing Botany: Colonial Science and Mohegan Medicine in Eighteenth-Century North America" Colony botany and colonial expansion went hand in hand in eighteenth-century British America: colonial botanists collected specimens and materials on expeditions that also aimed to survey Native American lands and trade networks. This talk shows that botanical practices and textual forms provided a foundation on which early American men of science and politics could imagine what Philadelphia botanist John Bartram called Indigenous "dependence" on British American political and economic systems.

February 4 – 10:00am-12:00pm Sewing Circle and Opening Celebration of *If You Remember, I'll*

Remember, Block Museum, Main Gallery

If You Remember, I'll Remember features the work of Eastern Band Cherokee artist Shan Goshorn and Seneca artist Marie Watt. The exhibition will be on view at the Block through June 18, 2017. Drop in for a first look at the exhibition and to join artist Marie Watt in a sewing circle.

If You Remember, I'll Remember is an invitation to think about the present while reflecting on specific incidents and moments of the past. This exhibition presents a selection of works by artists Kristine Aono (b. 1960), Shan Goshorn (b. 1957), Samantha Hill (b. 1974), McCallum & Tarry (active 1998-), Dario Robleto (b. 1972), and Marie Watt (b. 1967) that investigate aspects of 19th and 20th century North American history and resonate with contemporary concerns about war, racism, and xenophobia. The featured artists employ strategies that are more poetic than didactic, and pose questions about the functions and processes of memory, remembering, and memorialization. They explore a wide ranging, but conceptually linked set of issues, including war as a chronic phenomena in United States history; Japanese-American internment camp experiences and their aftermath; Native American boarding school experiences and broken treaties between the United States and Native nations; violence against African-Americans; and the legislation of race.

February 4 – 2:00-5:00pm Opening Celebration of *If You Remember, I'll Remember*, Block Museum, Main Gallery

February 2 -5:00-6:30pm Robert Sullivan Keynote Talk, 'Journey through an Indigenous Archive,' Harris Hall 108

This talk will explore access, descendants' rights, and obligation to ancestral knowledge and narratives

February 7– NoDAPL and the Future of Indigenous Organizing, 7:00pm, Harris Hall 108

Resistance against the Dakota Access Pipeline (DAPL) stands out as both unparalleled and centuries old. Since the Standing Rock Sioux Tribe set up the Oceti Sakowin Camp in April, it has been recognized as "a first of its kind historic gathering of Indigenous Nations" and "as part of an ongoing struggle against colonial violence." Opposition to the pipeline has gained support and solidarity from environmental activists, allied veterans and social justice groups. This panel will examine various dimensions of the NoDAPL movement to defend environmental and indigenous rights, including historical perspectives, updates on the current context and discussion on the status of Water Protector efforts moving forward.

Moderator:

*Doug Kiel (Oneida), Assistant Professor, History
Alice Kaplan Institute for the Humanities, Northwestern University*

Panelists:

Al Eastman, NoDAPL Chicago, Sicangu Lakota Ecologist and Archery Instructor at Chicago's American Indian Center.

Patty Loew (Ojibwe), Professor of Life Sciences Communication, American Indian Studies, University of Wisconsin-Madison

Kristen Simmons (Paiute), Anthropology, University of Chicago

Nick Estes (Lakota), Department of American Studies, University of New Mexico

February 8 – Equity Sewing Circle with Marie Watt, 6:00pm, The Gym at 640 Lincoln Street Art Theory and Practice Building

Blankets, one of the primary materials used by Seneca artist Marie Watt, are everyday objects that can carry extraordinary histories. Many of Watt's larger blanket works are made in community, notably in "sewing circles," to bring people together in conversation and making. Join us for hands-on participation in one of Watt's projects while also taking part in conversation on the theme of equity.

Partners include Northwestern's Native American and Indigenous Peoples Steering Group, NAISA, CINAS, Multicultural Student Affairs, and the office of Neighborhood and Community Relations.

February 15 – Steven Paul Judd Workshop, 7:00pm, Norris Wildcat Room 101

Steven Paul Judd is a Kiowa and Choctaw filmmaker, writer, and painter. He is a master at combining Native experiences and disposable American pop culture. This painting workshop will combine Native American experiences with pop culture and be an exercise in collaborative, cross-cultural art.

February 23- Environmental Law Lunch Panel, 12:00-1:15pm, Pritzker School of Law Mitchell, Rubloff Hall room 140

Come and learn from Arlinda Locklear (Lumbee) and Heather Kendall-Miller (Athabascan). Their experience includes the historic Katie John litigation ensuring subsistence hunting and fishing rights for Alaska Natives and the Fort McDowell Yavapai Nation in Arizona winning a successful settlement of the tribal nation's water rights.

Free and open to the public. Cosponsored by the Northwestern University Pritzker School of Law Native American Law Student Association, Women's Leadership Coalition, and Northwestern University Human Rights Project and the Mitchell Museum of the American Indian

February 23- Environmental Resource Panel & Reception featuring Arlinda Locklear and Heather Kendall-Miller, 6:00 p.m. - 8:00 p.m, Mitchell Museum

Native Americans, in addition to all people, face a number of environmental concerns. From the Dakota Access Pipeline to the expansion of crude oil shipping in Gray's Harbor Washington to uranium mining in Arizona, there seems to be no limit to environmental strife and its effect on Native peoples, their land, and wildlife. Both Locklear and Kendall-Miller have been instrumental

in protecting tribal rights to land and water as well as protecting the environment at large. Both women have been the part of landmark cases instrumental in protecting the environment, most won through enforcement of treaty rights, and bringing greater accountability to protect the tribes. Two such cases were the historic Katie John litigation ensuring subsistence hunting and fishing rights for Alaska Natives and the Fort McDowell Yavapai Nation in Arizona winning a successful settlement of the tribal nation's water rights.

February 27– 4:00pm, Billy Stratton, University of Denver, University Hall 122

Billy Stratton's talk will feature a discussion of captivity narratives and his new book 'Buried in Shades of Night: Contested Voices, Indian Captivity, and the Legacy of King Phillip's War'

March 31 – 4pm, University Hall 201 - Toni Jensen, University of Arkansas, "Cowboyistan: The Social Costs of Fracking"

Jensen's fiction and nonfiction writing mixes imaginative stories with archival and first person research to trace the interconnected human and environmental consequences of fracking in the Dakotas. Cosponsored by English and Creative Writing.

April 1 – Urban American Indian Education Conference, Hosted by the Chicago American Indian Community Collaborative, Parkes Hall 120

The majority of Native people live and attend schools in large cities like Chicago. The Chicago American Indian Community Collaborative (CAICC) is hosting a conference on Urban American Indian Education in collaboration with Northwestern University. The theme is Chicago American Indian Urban Education: Past, Present & Future. This conference will facilitate the exchange of strategies, tools and research among Native American education in urban cities. Interactive workshops will be offered on various educational issues, from classroom learning to education policies and indigenous knowing and learning.

April 6th - Documentary Film Screening of 'Mele Murals'

Mele Murals is a documentary about the transformative power of art through the unlikely union of graffiti and ancient Hawaiian culture. At the center of this story are the artists Estria Miyashiro (aka Estria) and John Hina (aka Prime), and a group of Native Hawaiian youth from the rural community of Waimea, Hawai'i. Together they create a mural that addresses the ill effects of environmental changes and encroaching modernization on their native culture. Mele Murals shows how public art combined with Native Hawaiian traditions transforms the students, the local community and, unexpectedly, the two artists as they rediscover their own identities and responsibilities as Hawaiian artists.

Hawaiian filmmaker Tadashi Nakamura and Nitasha Sharma (African American Studies and Asian American Studies at Northwestern) will have a dialogue about the film following the screening.

April 12 - 4pm- Josie Saldaña, *Indian Given: Racial Geographies across Mexico and the United States*.

April 17-20 – Sonny Assu visit to Northwestern University, orchestrated by Northwestern University International Program Development

April 20 - Marie Watt: Sewing Community, Installation Unveiling, 6:00pm, Block Museum of Art

In Winter 2017, community members from Northwestern, Evanston, and beyond joined together with artist Marie Watt to lend their hands to sewing circles, embroidering words of equity, maternity, and empowerment. These stitches and conversations became part of a new work for the exhibition "If You Remember, I'll Remember." Community members joined us for the unveiling of this project and spoke with Watt about her community-based and participatory practice.

April 22 – Earth Day Water Talks & Indigenous Science Day

Chicago Area Native American community members and Northwestern faculty will give brief talks about the scientific, cultural and holistic importance of water. Water Research Tours will take participants to different sites on campus where knowledge about water is generated – both indoor and outdoor. The day will end with the opportunity to make art that reflects the day's events and experiences with water. Co-sponsored by the Northwestern Center for Water Research.

April 28th – Patty Talahongva Talk, McCormick Foundation Center 3-127, 2:30pm-4:00pm
Patty is the recipient of the 2016 NAJA-Medill Milestone Achievement Award.

May 7 – 3rd Annual Native American and Indigenous Community Dinner

The Native American Community Dinner is an end of the year gathering to recognize the work that has been done over the year by student leaders, university administration, faculty, and community members to make Northwestern University a safe and more inclusive space for the Native American and Indigenous community.

May 11 – 4:00-6:00pm, Native Physicians Panel on Urban Indigenous Mental Health

Panelists include Dr. Jessica Ryan (Choctaw), Behavioral Health Director of American Indian Health Services in Chicago and Dr. Amy West (Southern Cheyenne), Director of Psychology Training at UIC College of Medicine.

May 19th- Ribbon Skirt/Shirt Making Workshop

Please join us for an opportunity to create your own traditional Native American skirt. Learn how these skirts are a way for women to honor themselves and connect to Mother Earth. New sewing experience necessary and we will provide all materials. Open to all gender identities. Interested in

making a shirt instead? Just bring a dress shirt of your choice and create an applique style shirt. Space is limited. Only 10 spots available! Please RSVP to Jasmine Gurneau at jasmine.gurneau@northwestern.edu to reserve your spot.

June 1– Native Americans in Chicago Oral History Project Reception, Newberry Library

June 10th - Chicagoland Native Community Picnic

Open to all community members and families. The park is walking distance from the Jefferson Park blue line train stop. There is no grilling allowed on the premises, so please bring a side dish to share. The park has a basketball court, playground, volleyball sandlot, softball diamond and sprinklers for the kids!

Ongoing Events

Cherokee Language Mini Course, Northwestern University

Taught by Patrick Rochford-Del Percio

Beginning Cherokee will provide students with the foundation to learning about the basic framework of the Cherokee language. Since language learning cannot happen appropriately without cultural context, Cherokee philosophical thought will be interwoven into the lessons to provide students with a context for formulating thoughts and ideas in Cherokee.

NAISA Meetings, Northwestern

NAISA is an undergraduate organization dedicated to promoting and inspiring the interests of the community of Native American students and those who seek decolonization at NU.

CINAS Meetings, Northwestern

CINAS is a graduate student run interdisciplinary academic endeavor that aims to promote and stimulate conversations on indigenous peoples and politics at Northwestern University.

“Contemporary Native Women Opening Doors to Change” Exhibit, The Mitchell Museum of the American Indian, Evanston, IL

Contemporary Native Women Opening Doors to Change showcases twelve leaders whose contributions make a difference in the lives of countless people. These richly diverse women are renowned for their work on issues ranging from land and environment, tribal sovereignty, culture and language, to economic injustice. This exhibition draws from their eloquent voices, stunning photographs, and selected objects to tell their stories.

Appendix D

Undergraduate courses with a focus in Native American and Indigenous Studies Fall 2016-Spring 2017

2016-17 enrollment total: 441

Spring 2017 enrollment total: 198

Winter 2017 enrollment total: 122

Fall 2016 enrollment total: 121

1. Native American Health, Anthropology 390/ Global Health 390, Spring 2017
 - a. Pollak, enrollment 4
2. Social Inequality: Race, Class, and Power, Sociology 201, Spring 2017
 - a. Redbird, enrollment 84
3. Topics in Native American and Indigenous Literature, Unredeemed Captives, English 374, Spring 2017
 - a. Wisecup, enrollment 11
4. Real Indians: Indigeneity and the Authenticity Problem, History 393/ Humanities 370/American Studies 310, Spring 2017
 - a. Kiel, enrollment 6
5. Development of American Indian Law and Policy, History 300/Legal Studies 376/Humanities 370/ American Studies 310, Spring 2017
 - a. Kiel, enrollment 15
6. Introduction to Ethnobiology Theory and Method, Anthropology 390/Environmental Policy 390, Spring 2017
 - a. Suzukovich, enrollment 21
7. Introduction to Critical Food Studies, Anthropology 390/Humanities 370/History 392, Spring 2017
 - a. Hobart, enrollment 17
8. Protest and the 20th Century Native American Novel, English 313, Spring 2017
 - a. Wisecup, enrollment 23
9. Media History & Native American Experiences, Journalism 390, Spring 2017
 - a. Ghiglione, enrollment 17
10. The Ethnobiology of Maple Syrup, Anthropology 390, Winter 2017

- a. Suzukovich, enrollment 19
- 11. Community-Based Participatory Research, Global Health 390, Winter 2017
 - a. Reyes, enrollment 6
- 12. Intro to Native American Religion, Religion 260/American Studies 310, Winter 2017
 - a. Dees, enrollment 40
- 13. Special Topics: Eating the Other in America, American Studies 310/Anthro 390/Hum 370, Winter 2017
 - a. Hobart, enrollment 24
- 14. Topics in Anthropology: Borderland Languages, Anthropology 390, Winter 2017
 - a. Haynes, enrollment 5
- 15. The Study of Language through Culture, Anthropology 215, Winter 2017
 - a. Haynes, enrollment 28
- 16. Native American Health, Anthropology 390/Global Health 390, Fall 2016
 - a. Pollak, enrollment 12
- 17. Topics in Native American and Indigenous Literature, English 374, Fall 2016
 - a. Wisecup, enrollment 16
- 18. Native American Environmental Decision Making, Psychology 332, Fall 2016
 - a. Medin, enrollment 18
- 19. Introduction to Native American History, History 200/ Humanities 370, Fall 2016
 - a. Kiel, enrollment 34
- 20. Native American Environmental Issues and the Media, Journalism 390, Fall 2016
 - a. Loew, enrollment 15
- 21. Class and Culture, Sociology 345, Fall 2016
 - a. Red Bird, enrollment 26

Appendix E

Inaugural Tribal College Partnership Building Visit Summary

On November 29, 1864, while Evanston namesake and Northwestern University founder John Evans was governor of the Colorado territory and ex officio superintendent of Indian Affairs, United States soldiers attacked a Cheyenne and Arapaho village along Sand Creek in the Colorado territory that was under the protection of the United States government. Around 200 Cheyenne and Arapaho people were killed, most of them women, children and elders.

In 2013, the John Evans Study Committee formed at Northwestern University to review and report on the history of John Evans, the nature of his involvement in the Sand Creek Massacre and whether any of his financial support for Northwestern is attributable to his policies and practices as territorial governor toward Native Americans. The Native American Outreach and Inclusion Task Force was established in 2013 at Northwestern to recommend strategies to strengthen relationships with Native American communities through recruitment efforts, academic programs, and campus support services.

In developing its recommendations, the Task Force focused on the following six areas: alumni outreach, academic and research opportunities, on-campus support services, pipeline efforts, communications, and historical relationships. One important recommended area of improvement was developing working relationships with Native American Nations, institutions, and communities, particularly those in Chicago, around the Great Lakes, and those directly affected by the Sand Creek Massacre. In 2016, the Native American and Indigenous Peoples Steering Group (NAIPSG) formed to carry on these efforts.

Chief Dull Knife College is an accredited 2-year tribal community college located on the Northern Cheyenne Indian Reservation in southeastern Montana. It opened in 1975. The original curriculum of the college was directed at training students for mining jobs near the reservation. Today the college has an expanded offering of associate degrees, certificate programs and post-secondary transfer programs. The college also offers off-campus classes to the Northern Cheyenne reservation and surrounding areas. The programs offered include: Agricultural/Natural Resource Sciences, Welding, Native American Studies, Education, Allied Health, Biology/pre-med, Environmental Studies, and Computer Information Systems. It has proven difficult due to lack of funding to fully realize the cultural goals related to Cheyenne culture, but significant progress has been made.

Between May 21 and 25, 2017, a 10-person delegation consisting of six Chief Dull Knife College students, the college president, one faculty member in Native American Studies, one cultural programs staff member, and a consultant to the college representing Sand Creek Massacre survivor descendants visited Northwestern University. Orchestrated by the Northwestern University Indigenous Studies Research Initiative steering committee and the Native American and Indigenous Peoples Steering Group, this visit facilitated partnership building between the Northern Cheyenne community, Chief Dull Knife College and Northwestern University in the

areas of student support, STEM and humanities research partnerships, summer research programs, cultural exchange, and career pipelines as the Indigenous Studies Research Initiative expands into a Research Center with a \$1.5 million Mellon Foundation grant.

The itinerary for the visit consisted of an array of meetings with Northwestern President Morton Schapiro, Assistant to the President Eugene Lowe, Associate Provost of Diversity and Inclusion Jabbar Bennett, Associate Director of Multicultural Student Affairs Jasmine Gurneau, Linda Darragh at Kellogg School of Management, Dean Adrian Randolph and Associate Dean Ann Bradlow in Weinberg College of Arts and Sciences as well as visits to the Chicago Botanic Garden, The Newberry Library, and the Field Museum. The visit also included an Intertribal Drumming and Cultural Exchange event.

The visit educated Northwestern university hosts on the operations of Chief Dull Knife College and the systemic barriers that can prevent Northern Cheyenne community members from attending college. It fostered the exchange of ideas of how the institutions involved could be more successful in educating Native students and engaging with Native communities. The ways in which Chief Dull Knife College and the Research Center can work together to create opportunities for students at Chief Dull Knife College and how students from Native communities can be supported at Northwestern could be central to many of the proposals for future partnerships.

Appendix F

John Evans Truth-Telling Exhibit Committee Members

Max Bear (Southern Cheyenne) Director, Cheyenne & Arapaho Tribes of Oklahoma

Otto Braided Hair (Northern Cheyenne) Consultant, Chief Dull Knife College

Loren Ghiglione Professor of Journalism, Medill

David Halaas Consultant to the Northern Cheyenne Tribe, an expert in exhibits and the former Colorado State Historian, worked for 23 years on the Sand Creek Massacre site project

Laurel Hayden Great, great, great granddaughter of John Evans, community organizer at the Denver-based nonprofit Front Range Economic Strategy Center which ensures that traditionally marginalized community members have a voice in development

Mark Kennedy Executive Director, Finance & Administration, Alumni Relations and Development, Northwestern University

Kevin Leonard Northwestern University Archivist and Assistant Director of Special Collections, Northwestern University

Patty Loew (Bad River Band of Lake Superior Ojibwe) Visiting Professor of Journalism, Medill (fall quarter)

Gail Ridgely (Northern Arapaho) Sand Creek Massacre Descendent, University of Denver John Evans Study Committee Member

Dan Silverstein Associate Director of Collections and Exhibition Management, Mary & Leigh Block Museum of Art, Northwestern University

Billy J. Stratton Associate Professor, Department of English, University of Denver, and Co-Chair of the University of Denver Task Force on Native American Inclusivity

Alaka Wali Curator of North American Anthropology in the Science and Education Division of the Field Museum and Adjunct Professor at Northwestern

Appendix G

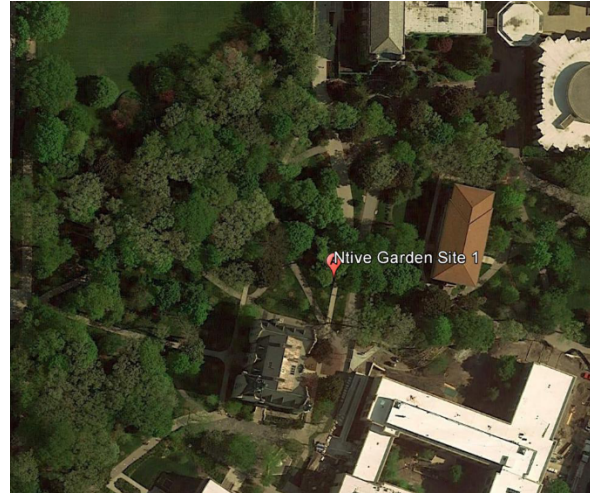
Native American Garden at Northwestern

Proposal written by Eli Suzukovich III in October 2016

This is a proposal for the construction of a garden dedicated to the Native Peoples of the Midwest and as an acknowledgement of the land on which Northwestern sits as having been, and always being, Native Land.

Site Description:

The area between the Marjorie Weinberg Memorial Garden, Annie May Swift Hall, and University Hall, in between the walk ways (see image). The site is ideal due to a natural depression, which will keep foot traffic down, has the ability to hold rainwater and will help control rainwater runoff and allow the garden to be self-sustaining.



Philosophical Basis:

The presence of a Native Garden in this area also juxtaposes an aspect of the Northwestern campus' early history. Having the garden adjacent to University Hall tells a story of Northwestern's origins. The garden represents that land and the people who lived on, and utilized the land prior to the founding of NU, while University Hall represents the period after Anglo-American settlement.

Academic and Community Uses:

The garden would be considered a multiuse area, which would include educational, cultural, research, gastronomic, and aesthetic uses. From an educational perspective, the garden will act as an outdoor classroom for a variety of subjects and could be utilized by faculty in Native American and Indigenous Studies, Plant Conservation and Biology Program, Environmental Policy and Culture, School of Education and Social Policy, Global Health Studies Program, and possible others. Possible classes or programs/workshops could include, but not be limited to, Native American ethnobotany, urban forestry, Native American perspectives of land and place, ethnobiology and urban foraging and food access, permaculture, and climate change studies.

Long-Term Maintenance and Management:

The garden will need to be cared for once it is created, and will need to be managed by a NU department, program, or group. A recommendation that could fulfill this requirement would be to create a split position between Facilities Management and an Academic Department or Program. The position would work with Facilities Management in the budgeting, planning, and weekly maintenance of the garden. For the academic side, the position would work with faculty in the creation of outdoor classroom curriculum units, research initiatives, class projects, and year round internships. The position could also expand beyond the Native American Heritage Garden to working with faculty on how to utilize all of Northwestern's "campus forest" in research and classroom work.

The faculty/facilities position would also oversee interns to help maintain the garden. The internships would involve a select number of students who would learn about prairie ecosystem design and management, facilitate public education activities, conduct floral, faunal, and soil analysis, and general maintenance the garden. The internships would be offered in three sessions or seasons, spring, summer, and fall to help maintain the garden through the year and create regular educational activities around it. Interns would be graded based on completion of assigned work, development and implementation of public education activities. A potential schedule could look something like:

- **Late spring/spring quarter:** interns would continue maple tree tapping and facilitate public education activities, begin spring maintenance, seeding, and planting, and invasive pest monitoring/trap setting.
- **Summer Session:** interns would continue any planting, harvesting of wild edibles, working with SESP summer youth programs/Talent Development, utilizing the campus's other wild areas and formal gardens to learn about landscape design, habitat building, invasive pest monitoring, and an understanding of urban forests ecosystems.
- **Fall Quarter:** general garden maintenance, public educational activities, harvesting wild food plants (hazelnuts, black walnuts, acorns, sun chokes, onions, etc.) on campus, and fire ecology practices in urban prairie/forest management, prepping garden for winter, and seed harvesting.

Appendix H

Big Ten Native American Student Letters

Dear Chief Diversity Officers of the Big Ten,

We live in times of great disruption. Millennials from across U.S. college campuses are demanding radical change and are imagining a future where we all might live free of oppression and not only value diversity, but respect it as an essential part of human life.

The Black Lives Matter movement has captured the spirit of their ancestors, seeking an end to police brutality and all forms of violence against the most vulnerable Black folks, including queer, trans, and non-gender conforming Millennials. Undocumented Latinx Millennials are fighting for their existence as human beings, seeking recognition as people who are not “illegal,” but citizens. Collectively, these movements, thus far, have proven to be the most significant since the Liberation Movements of the 1960s and 1970s. Even still, Native American students and their concerns have remained on the margins of calls for radical social change on college campuses.

We, as Native American and Indigenous Millennials who also attend Big Ten Universities, are engaged in these struggles as well. And yet, for the most part, our voices, our struggles, remain, invisible--even as diversity rhetoric has become commonplace at our universities. We ask that all people know that they occupy dispossessed Indigenous land. And yet, out of our systematic erasure from diversity dialogue, we came together, over one weekend, in order to air our grievances, and pursue a new way of talking about diversity, that not only includes Native student experiences, but centers them, for after all, all of the Big Ten Universities (and others) are on our land, what many of us refer to as Turtle Island.

The Formation of the Big Ten Native Collective

From September 30 to October 2, 2016 we, as Native American and Indigenous students, representing a variety of Nations, gathered together in what was a historic affair. Meeting in the spirit reaching far back to one of the first meeting of Native intellectuals--the Society of American Indians--who gathered together at The Ohio State University in October 1911, we felt the need to discuss our current predicaments, and where we might go forward in order to make the university a safe space for us and the next generations of Native students. Immediately after speaking with each other, we discovered that we have common problems that require common solutions.

We write to you with compassion, urgency, and desire--a desire to not only have our perspective acknowledged, but acted upon. We respect that you are well-trained diversity professionals; and we appreciate what you do to make our universities more inclusive. We are simply asking that you keep an open mind, and consider how we view diversity, and how reframing it from our perspective will make it more inclusive for all.

Erasure, Not Invisibility.

When Native people are mentioned in diversity discussions, it is almost an after-thought. That is, our concerns are not on the front of peoples' minds. This is not surprising. Given that one of this country's goals, along with exploiting Black bodies, was to dispossess Native people, us, of our land, it is no shock that we also feel invisible on our campuses.

We, as Big Ten University Native American and Indigenous students feel erased from our campuses. After convening with one another, we learned one thing: we have a common experience of our campus climate, administrators, students, faculty and staff, not knowing that we're here.

While making what we believe is a poignant critique of diversity and our erasure, we also want to provide specific concerns and potential solutions to addressing them. By no means are we offering a prescription for hundreds of years of systematic erasure from the National consciousness. However, they can serve as a guide not only for administrators, but also faculty and staff.

To this end, we demand:

- 1) We demand that funds for Native students be set in the budget of each diversity office. While we very much appreciate the funds that allow us to put on powwows and bringing in speakers for Native American Heritage Month, we also need resources and supplies that affirm the cultures we bring to campus, and help us expand our knowledge about the world.
- 2) In formal introductions at events, acknowledge that you are on Indigenous land. This is a common practice in world-class research universities in Canada, including at the University of British Columbia and the University of Toronto. They simply state, "We/I would like to acknowledge that I/We are on the land/territory of X Nation".
- 3) We demand that each Big Ten University conduct research on the Native people that exist(ed) on the land in which the institution currently stands. Following the research, we also demand a permanent exhibit that illustrates the people of that land, in the past and in the present.
- 4) We demand that each Big Ten University form formal, reciprocal relationships with the local or displaced Tribal Nation of that area.
- 5) We demand that each Big Ten University, where one does not exist, create a safe space for Native students. This space will celebrate the history and contemporary cultures of Native people and be a resource for Native students to become fluent in their own cultures and that of their Native peers.

Thank you,

Native American and Indigenous Students of Big Ten Universities.

Dear Dr. Jabbar Bennett,

11/1/2016

As students of the Northwestern University Native American & Indigenous Student Alliance (NAISA) we write to share our concerns about the state of the Native American Inclusion Initiative. Despite the work of the Initiative since 2013, our increased 'inclusion' comes from an increased workload leading the charge to address the university's history and fulfill its recommendations to better support and honor Native and Indigenous Peoples. Tasked with consulting, evaluating and reinforcing throughout the initiative, we do not have the privilege of simply being Northwestern students, but are asked to perform far and above our peers. It is not NAISA students that owe reparations, although more than anything we want to make the university kinder and safer for Native students to come.

Coming away from the Big Ten Native American Gathering, we are able to put our experiences as Native and Indigenous students at Northwestern in perspective with peer institutions. While none of the Big 10 schools have sufficient support for Native students, Northwestern University falls far behind its peers.

1. The single student affairs staff member hired to support Native students spends one third of the year traveling around the country recruiting. We ask that this be corrected and the two full time positions recommended by the Native American Outreach and Inclusion Task Force be filled.
2. Native students have one half of an office to claim as our safe space while Purdue University and Indiana University boast Native American and First Nations Educational and Cultural Centers. We ask that a permanent space dedicated to Native students become a central priority. In the spaces that are not solely dedicated to Native students, we ask that efforts be made to re-indigenize campus spaces to recognize the previous inhabitants of this land.
3. The Indigenous Studies Research Institute remains without a budget and thus without a solidified future. We ask that a structured timeline and implementation plan for the Institute is made public.
4. American Indian Studies Certificates are offered at UW Madison and the University of Iowa, and Minors in the discipline are offered at The Ohio State University, University of Indiana, and Purdue University. Northwestern students must petition the university for Native American & Indigenous Studies concentrations or recognition. We ask that a timeline for the construction of Native American Studies Department be erected.

Together with the demands of the Big Ten Native Collective, these are the primary concerns that lacked proper attention over the past three years. We ask that the university take the appropriate measures to address them.

Wado (Thank you),
Lorenzo Gudino '17
Forrest Bruce '17
Asha Sawhney '18
Chase Enloe '19
Lois Biggs '20
Makaa Copeland '20