

Northwestern University

**Update to the Native American Outreach and Inclusion Task Force Recommendations**

Academic Year 2017-2018

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## **Background**

The Northwestern campus sits on the traditional homelands of the people of the Council of Three Fires, the Ojibwe, Potawatomi, and Odawa as well as the Menominee, Ho-Chunk and Miami tribes. It was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes and is still home to over 100,000 tribal members in the state of Illinois.

John Evans, one of the founders of Northwestern University and a long-time president of its Board of Trustees, served as Governor of Colorado Territory from 1862–1865, a role that included acting as Superintendent of Indian Affairs. It was during his tenure that the Sand Creek Massacre occurred on November 29, 1864 in which between 150-200 Cheyenne and Arapaho people, mostly women and children, were slaughtered by an army regiment of more than 700 heavily armed volunteers.

As an educational institution, Northwestern is committed to discovering and discussing the complexities of its historical and contemporary relationships with Native American communities. Consistent with the University's commitment to diversity and inclusion, Northwestern works towards building relationships with Native American communities through academic pursuits, partnerships, historical recognitions, community service and enrollment efforts.

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.

The Office of the Provost, in conjunction with the Native American and Indigenous Peoples Steering Group, is leading the initiative on Native American Inclusion and reviewing and responding to recommendations of the Native American Outreach and Inclusion Task Force, as well as stimulating additional ideas and directions through conversations across the university.

This report provides accomplishments and next steps for each of the recommendations for the 2017-2018 academic year.

## **The Native American and Indigenous Peoples Steering Group**

In June of 2016, Northwestern University created the Native American and Indigenous Peoples Steering Group (NAIPSG), a group consisting of students, faculty, staff, and Chicago Native American community partners, to help support and ensure the success of Native American diversity, equity, and inclusion efforts across schools and units at the university. Its goals are to enhance communication and collaboration across schools and units; to share best practices aimed at advancing the university's Native American Outreach and Inclusion Task Force (NAOITF) Recommendations; and to support staff who have explicit responsibility for addressing issues of Native American and Indigenous diversity, equity, and inclusion within schools and units.

### **Group Members**

Jasmine Gurneau (Chair), (Oneida/Menominee), Senior Program Coordinator for Native American and Indigenous Initiatives, Office of Institutional Diversity and Inclusion

Alissa Baker-Oglesbee (Cherokee), Graduate Student, Department of Psychology

Jabbar R. Bennett, PhD, Associate Provost and Chief Diversity Officer, Office of Institutional Diversity and Inclusion; Associate Professor of Medicine, Feinberg School of Medicine

Lisa Bernal (Sisseton Wahpeton Dakota), Program Coordinator, Chicago Public Schools American Indian Education Program

Lois Biggs (Cherokee/Ojibwe), Weinberg '20

Justin Curto (Lakota), Medill '20

Janet Dees, Curator, Mary and Leigh Block Museum of Art

Aaron Golding (Seneca), Assistant Director, Multicultural Students Affairs

Sean Harte (Menominee), Weinberg '87, CEO, Keshena Group, LLC

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

Patty Loew, PhD (enrolled member of the Bad River Band of Lake Superior Ojibwe), Professor of Journalism, Medill; Director, Center for Native American and Indigenous Research

Kathleen McDonald, Executive Director, Mitchell Museum of the American Indian

Patrick Del Percio (Cherokee), Program Coordinator, The D'Arcy McNickle Center for American Indian and Indigenous Studies, Newberry Library

Pamala Silas (Menominee), Associate Director, Center for Native American and Indigenous Research

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

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

## **Introduction to the Recommendations Update**

Northwestern is committed to enhancing inclusion of Native Americans in all aspects of the University community. The Office of the Provost is leading the initiative on Native American Inclusion and reviewing and responding to recommendations of the Native American Outreach and Inclusion Task Force Report, as well as stimulating additional ideas and directions through conversations across the University. The mission of this report is to provide updated information on the ongoing progress of the recommendations stated in the Native American Outreach and Inclusion Task Force Recommendations Report. Additionally, it serves as a resource for faculty, staff, and community interested in learning about or furthering the work of the recommendations and Native American Inclusion efforts in general. Each individual recommendation is listed in the report below along with an update on any related accomplishments and plans for next steps.

## **A. Working Relationships with Native Nations, Institutions, and Communities**

### **a. Ensure that the Native American population is visibly represented in the "Northwestern Diversity" strategic plan.**

- i. Accomplishments: Northwestern has begun working with a consulting firm to begin the process of developing a diversity, equity and inclusion strategic plan for the University. Jasmine Gurneau, Senior Program Coordinator with the Office of Institutional Diversity and Inclusion (OIDI) now serves on the [Diversity Leaders Group](#) and the [University Diversity Council](#).
- ii. Next steps: Native American representation will be included in the development of the strategic plan by engaging key partners throughout the process.

### **b. 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.**

- i. Accomplishments: In October of 2017, 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 research, teaching, graduate and professional outreach and recruitment and Student Affairs.
- ii. Next steps: The next annual Native American Leadership Council meeting will occur on October 29, 2018.

### **c. 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.**

- i. Accomplishments: The Office of Institutional Diversity and Inclusion hired Jasmine Gurneau to serve as the Senior Program Coordinator, Native American and Indigenous Initiatives in September 2017. Northwestern has signed a memorandum of understanding to become an official member of the [Chicago American Indian Community Collaborative](#) (CAICC). Jasmine Gurneau serves as the CAICC delegate for Northwestern. Dr. Patty Loew, Director of the [Center for Native American and Indigenous Research](#) (CNAIR) serves as the alternate delegate. Jasmine Gurneau also serves as CAICC's Urban Native Education Working Group Co-Chair.
- ii. Next steps: Continue to develop and strengthen relationships with Native American communities with an emphasis on Great Lakes tribes and Cheyenne and Arapaho tribes.

### **d. Evaluate annually and report publicly the progress of Northwestern in meeting the task force's recommendations.**

- i. Accomplishments: This report is a marker of this progress. This will be the third iteration of updates to the recommendations. The final document, published by the [Native American and Indigenous Peoples Steering Group](#) (NAIPSG) will be distributed to

Northwestern University's President and Provost, shared via OIDI and CNAIR's listservs and housed on Northwestern's Native American Initiatives [website](#).

- ii. Next steps: The Native American and Indigenous Peoples Steering Group will continue to evaluate as well as publish updates to the report on an annual basis. The Native American and Indigenous Initiatives website will be managed by the Office of Institutional Diversity and Inclusion.

## **B. Alumni Outreach**

### **a. Create an accurate Native American alumni database.**

- i. Accomplishments: [Alumni Relations and Development](#) (ARD) has compiled a list of over 400 Native American alumni. As the information is constantly updated, ARD is committed to gathering current information and will assist in sending out information to the group on behalf of Northwestern partners.
- ii. Next steps: Establish regular communication with Alumni Relations and Development to ensure updated records for database and to explore future opportunities for partnership.

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

- i. Accomplishments: Sean Harte (WCAS '87) serves as a member of Northwestern's Native American and Indigenous Peoples Steering Group.
- ii. Next steps: Continue to identify ways for Native American alumni to be engaged in the implementation of recommendations and Native American initiatives in general.

### **c. Engage Northwestern's Native American alumni in recruiting and mentoring undergraduate and graduate students.**

- i. Accomplishments: No actions have been taken toward this recommendation at this time.
- ii. Next steps: Create a Native American alumni network.

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

- i. Accomplishments: No actions have been taken toward this recommendation at this time.
- ii. Next steps: Create a Native American alumni network.

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

- i. Accomplishments: Several Native American alumni were engaged during on-campus events this past year. Additionally, Lorenzo Gudino (Medill '17) is working with the Office of Institutional Diversity and Inclusion, and Alumni Relations and Development to host a social event in August 2018.

- ii. Next steps: Outreach and engage Native American alumni at [social event in August 2018](#). Continue to communicate updates and invitations for future engagement.

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

- i. Accomplishments: No actions have been taken toward this recommendation at this time.
- ii. Next steps: Once a Native American alumni network is established, they can explore opportunities with the Chicago American Indian Community Collaborative and affiliated organizations.

**C. Academic and Research Opportunities- Indigenous Research Center**

**a. 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.**

- i. Accomplishments: The Center for Native American and Indigenous Research's core leadership team began building relationships and secured 17 faculty affiliates across 16 departments (Anthropology, English, History, Political Science, Psychology, Religious Studies, Sociology, Spanish and Portuguese, African American Studies, Asian American Studies Program, Asian Studies Program, Global Health Studies, Program in Environmental Policy and Culture, Alice Kaplan Institute for the Humanities, Medill School of Journalism, and Office of Institutional Diversity and Inclusion). Director, Patty Loew was hired in the summer of 2017 alongside Program Assistant, Jennifer Michals.
- ii. Next Steps: Relationship building with McCormick School of Engineering, School of Communication, School of Education and Social Policy, Pritzker School of Law, Kellogg School of Management, Feinberg School of Medicine and Bienen School of Music to attract broader affiliate base.

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

- i. Accomplishments: No actions have been taken at this time.
- ii. Next Steps: Establish a plan for a senior faculty hire.

**c. Invite Native American scholars from tribal colleges to visit the Center to develop new research collaborations and training opportunities.**

- i. Accomplishments: CNAIR affiliate Eli Suzukovich III visited the Salish and Kootenai College (SKC), Confederated Salish and Kootenai Tribes of the Flathead Nation, Pablo, MT on June 4-8, 2017.

- ii. Next Steps: Visits to and from tribal colleges must continue. Explore the establishment of a Tribal Scholar Fellowship Program.

**d. Develop partnerships with Native American educational institutions to facilitate research relevant to contemporary national land Native tribes' concerns.**

- i. Accomplishments: Center affiliates successfully built relationships with tribes and tribal communities, including urban groups such as the [American Indian Center of Chicago](#) (AIC) and the Chicago American Indian Community Collaborative (CAICC). Center Co-Director Doug Medin and Northwestern's incoming School of Education and Social Policy Professor Megan Bang are collaborating with the AIC to study the role of culture as it relates to knowledge and reasoning about the natural world in children and adults. Associate Professor Kelly Wisecup is collaborating with the AIC on a National Endowment for the Humanities grant to create an urban Indian community archive and with a larger group of academic colleagues, including CNAIR affiliate and Assistant Professor Doug Kiel, on research that explores how indigenous art and activism inform strategies of persistence and resistance in the Mississippi River Valley. Director Loew is working on a research project with three Ojibwe bands and the National Park Service to collect Traditional Ecological Knowledge (TEK) about the Apostle Islands National Lakeshore.

CNAIR affiliate Professors Nitasha Sharma and Hi'ilei Hobart led an [experiential learning class](#) of 14 undergraduates to Hawai'i where they explored race and privilege in the Pacific. The course culminated in two presentations (one by faculty; the other by students) at the [Native American and Indigenous Studies Association](#) (NAISA) [national conference](#) in Los Angeles, CA. Also presenting with Sharma and Hobart at that same conference was Loew, who, in October, took a group of undergraduate students on a [service-learning trip](#) to the Oneida Reservation to help with the White Corn Harvest. In February, she took a group of 14 graduate students to Hopi, Dine', and Zuni for a nine-day "Medill Explores" experience. The trip resulted in a student-produced [report about arsenic in Hopi water](#) published in *The Progressive*; a proposed PBS documentary about an eagle aviary in Zuni; and a NU graduate panel presentation about Navajo food systems at a [national food sovereignty conference](#).

Northwestern hosted the second annual [Urban Native Education Conference](#) on May 5, 2018, which drew more than 200 attendees.

- ii. Next Steps: Plan for visit to [Chief Dull Knife College](#) with CNAIR leadership. Plans are being made for CNAIR and OIDI to visit the University of Denver in fall of 2018 to share information and explore collaboration around work centered on John Evans and the Sand Creek Massacre.

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

- i. Accomplishments: A postdoctoral program does not currently exist within CNAIR but is being explored.
- ii. Next Steps: Exploration of establishing and fundraising for a postdoctoral program will be shared with CNAIR leadership and development staff.

**f. 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.**

- i. Accomplishments: Graduate students have the opportunity to participate in a [Native American and Indigenous Studies \(NAIS\) Graduate Cluster Program](#). The NAIS Cluster aims to create opportunities and training in NAIS for our students through our invited speakers, yearly themes, professionalization workshops, mentoring and symposia. It is a space in which faculty, postdoctoral fellows, and graduate students can come together for intellectual exchange, cross-pollination, and activism. In 2017-2018, five students participated in the graduate cluster and in June 2018, two students received their doctoral degrees and are honored as the first NAIS cluster graduates.

Progress is being made in identifying curriculum and faculty who will be a part of the creation of a minor in Indigenous Studies. The goal is to be in a position to offer this minor in 2021-2022.

Research and travel awards are now available to students through application. A review committee will receive all applications on a rolling basis. Connections to University partners (such as The Graduate School) have been made in identifying additional support and resources for undergraduate and graduate students. Fellowships are also being established during academic year 2018-2019.

- ii. Next Steps: CNAIR plans to continue to grow affiliate base and outreach to internal and external communities for collaborative research opportunities.

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

- i. Accomplishments: Fellowships are being established for the academic year 2018-2019 through funding provided by the Andrew W. Mellon grant to support faculty.

- ii. Next Steps: Ongoing/Continuation of publicity and support to faculty.

**D. Academic and Research Opportunities- Other Academic Opportunities**

**a. 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.**

- i. Accomplishments: Center affiliates successfully built relationships with tribes and tribal communities, including urban groups such as the American Indian Center of Chicago (AIC) and the Chicago American Indian Community Collaborative (CAICC). Center Co-Director Doug Medin and incoming SESP Professor Megan Bang are collaborating with the AIC to study the role of culture as it relates to knowledge and reasoning about the natural world in children and adults. Associate Professor Kelly Wisecup is collaborating with the AIC on a National Endowment for the Humanities grant to create an urban Indian community archive and with a larger group of academic colleagues, including CNAIR Affiliate and Assistant Professor Doug Kiel, on research that explores how indigenous art and activism inform strategies of persistence and resistance in the Mississippi River Valley. Director Loew is working on a research project with three Ojibwe bands and the National Park Service to

collect Traditional Ecological Knowledge (TEK) about the Apostle Islands National Lakeshore.

Northwestern was the host site for the second annual Urban Indian Education conference. This event was sponsored by numerous organizations involved in CAICC.

ii. Next Steps: Continue building relationships with Great Lakes tribes and organizations.

**b. 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.**

i. Accomplishments: No actions have been taken at this time.

ii. Next Steps: This will be added as agenda item for fall CNAIR affiliate meeting to discuss plans.

**E. Academic and Research Opportunities- Oral History Project**

**a. 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.**

i. Accomplishments: From 2014-2017, the Northwestern/Medill Chicago American Indian Oral History Project collected 30 [student-led interviews](#) of Chicago Native American community members under the leadership of Professor Loren Ghiglione. He has officially retired from Northwestern as of 2017 and the project is currently on hiatus.

ii. Next Steps: The continuation of this project will need to be revisited by Medill. There are efforts to publish the existing interviews and provide public access for students and other community members.

**F. Academic and Research Opportunities- Native American Art at Northwestern**

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

i. Accomplishments: Shan Goshorn's [Cherokee Burden Basket: Singing a Song for Balance](#) was acquired by the Block Museum in 2017 after being featured in the group exhibition If You Remember, I'll Remember, along with several other works by the artist.

A short film titled "Only the Mountains and the Earth" that highlights voices from Sand Creek Massacre survivor descendants and historians about John Evans' role in the Sand Creek Massacre is currently in post-production with plans to be completed by September 2018. This film will be a part of the John Evans Truth-Telling exhibit that will be permanently housed in the John Evans Alumni Center.

ii. Next Steps: Indigenous art is a recurring component of The Block Museum of Art's program as part of their ongoing commitment to presenting art across time, cultures and media.

Once the film "Only the Mountains and the Earth" is finalized, OIDI plans to work with the John Evans Truth Telling Exhibit planning committee to plan out the rest of the exhibit.

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

- i. Accomplishments: No further steps have been taken at this time.
- ii. Next steps: Jasmine Gurneau can work with Kellogg/Allen Center staff to address this recommendation.

**G. Academic and Research Opportunities- Academic Collaborative Efforts**

**a. Develop or strengthen relationships with the Newberry Library Consortium in American Indian Studies, the Autry 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.**

- i. Accomplishments: Currently, a liaison from Northwestern (John Marquez) works with [Newberry Library Consortium](#). A new liaison will be identified fall 2018. Randy Reinholz, of the [Autry Center of the American West](#) visited Northwestern in December 2018.
- ii. Next steps: A visit to the [National Museum of the American Indian](#) is planned for CNAIR leadership and development for academic year 2018-19. CNAIR to develop internship/research opportunities list on website to include the organizations listed in this recommendation.

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

- i. Accomplishments: Current research relationships through Northwestern's Environmental Policy and Culture program, Environmental Sciences and Biology exist.
- ii. Next steps: CNAIR made an additional connection and a meeting is planned late-mid-summer to begin discussion of additional research partnership.

**c. 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.**

- i. Accomplishments: [Cherokee Language Learners](#) course taught through Norris Mini Courses AY 2017-2018. A list of Native American language revitalization programs was created.
- ii. Next steps: CNAIR can invite scholars involved in language revitalization to share research/present at Northwestern and apply for visiting Scholars Program.

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

- i. Accomplishments: Patty Loew, CNAIR Director and Medill faculty, visited Navajo, Zuni and Hopi nations as part of Medill Explores class winter quarter 2018.

In the spring of 2018, due in part to the efforts of Pritzker School of Law's Native American Law Students Association (led by David Hall and Deborah Farmer), Northwestern offered an [International Team Project \(ITP\) course](#) to travel to the Swinomish Indian Tribal Community in La Conner, Washington. ITP is a comparative law course which gives teams of students the opportunity to conduct field research in a foreign country about a topic of their choosing. The course leaders work with a faculty advisor (in this case, Carolyn Frazier) to create the curriculum, designed to teach students about a country's legal, political, and economic structure in preparation for the research trip over spring break. This is the first time the Law School has planned a course trip to a Native American reservation. Although students did not travel "abroad", as tribes are sovereign nations with their own political systems and legal structures, the approval and offering of this course aligns with the goal of studying a different legal, political and economic structures.

- ii. Next Steps: Consideration of establishing a more permanent Native American law curriculum should be considered as well as the continuation of studying the legal systems of tribal nations.

**e. Allow Indigenous language instruction to satisfy the foreign language requirement.**

- i. Accomplishments: 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 2017-18 academic year. Language lessons were interwoven with Cherokee philosophical thought to help students formulate ideas in Cherokee.
- ii. Next Steps: These opportunities could be further advertised and promoted to Native American and Indigenous undergraduate students.

**H. Academic and Research Opportunities- Out of the classroom: Native American Teaching Series.**

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

- i. Accomplishments: Native American and Indigenous Student Alliance hosted the [First Nations Film and Video Festival](#) in May 2018.
- ii. Next Steps: The Office of Institutional Diversity and Inclusion and the Center for Native American and Indigenous Research are considering how to best implement this recommendation.

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

- i. Accomplishments: CNAIR supports ongoing co-sponsorship of events with affiliate faculty. For example, Kayapo filmmakers were brought in as [quest speakers](#) March 9, 2018.
- ii. Next Steps: CNAIR and OIDI will continue to provide funds for [co-sponsorship opportunities](#) to bring in Indigenous heritage guest speakers.

**c. Offer small grants to undergraduate and graduate students to develop collaborative research projects with indigenous organizations, communities, and tribes.**

- i. Accomplishments: [Student research fellowships and awards](#) have been made available for collaborative research projects. Summer research pilot program took place 6/25 - 8/25/18. There were seven participants in inaugural cohort on topics such as ecology, sociology and history.
- ii. Next Steps: There are plans to make research grant opportunities available year-round.

**d. 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.**

- i. Accomplishments: The second annual [Urban Native Education Conference](#) was held at Northwestern on May 5, 2018. The theme for the conference was "Identity, Kinship, and Belonging". The conference featured two keynote speakers, 15 concurrent sessions and had over 150 registrants and also mobilized support and sponsorship from the Office of Institutional Diversity and Inclusion, the Center for Native American and Indigenous Research, Multicultural Student Affairs and the Psychology Department.
- ii. Next Steps: Collaborative projects (arising from conference) are currently being discussed. The location of the 3<sup>rd</sup> annual Urban Native Education conference will rotate to another Chicago location; however, Northwestern will continue to serve on the planning committee and sponsorship list.

**I. On Campus Support Services- People**

**a. 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.**

- i. Accomplishments: In April 2018, Multicultural Student Affairs hired [Aaron Golding](#) as a full-time Assistant Director- Native American Content Expert working with and supporting Native American and Indigenous students on campus.
- ii. Next steps: In his role within MSA, Aaron stands committed to creating opportunities for Northwestern University students to consider their place in the world, to think about the implications of their choices, and to ensure that they are active in creating solutions to the most pressing issues facing our communities today. The creation of an additional Graduate Assistant position supporting Aaron's work should be created to align with the rest of the structure of the current staffing within Multicultural Student Affairs and Campus

Inclusion and Community (each Assistant Director has a Graduate Assistant that supports and reports to them).

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

- i. Accomplishments: No action has been taken towards this recommendation at this time.
- ii. Next steps: Efforts could be coordinated between the Office of Institutional Diversity and Inclusion (OIDI), Multicultural Student Affairs (MSA) and the Center for Native American and Indigenous Research (CNAIR) to develop this training.

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

- i. Accomplishments: These numbers are currently tracked based on self-identification of enrolled students. In the academic year 2017-18, there were 301 Native American undergraduate, graduate and professional students enrolled at Northwestern. This information is shared with staff supporting Native American students upon request to communicate with all self-identified Native American students who matriculate at Northwestern.
- ii. Next steps: The identification systems and resources for tracking Native American students used at COFHE (Consortium on Financing Higher Education) institutions should be benchmarked. A full-time staff person in Undergraduate Admissions dedicated to outreach of Native American prospective students could research and begin to develop a system for Northwestern.

**J. On Campus Support Services- Programs**

**a. Strengthen support for NAISA programming and provide meeting space.**

- i. Accomplishments: Efforts to identify a short-term space for the [Native American and Indigenous Student Alliance](#) that is not through the Department of Psychology, has been initiated. An alternative space has been identified and staff are working through any potential barriers to the utilization of the space.
- ii. Next steps: With a full-time position now situated within Multicultural Student Affairs, the support for NAISA programming will now be strengthened. As the staff advisor for NAISA, this person can now work with administrators to assist NAISA in securing a space.

**b. Support the Colloquium on Indigeneity and Native American Studies (CINAS), a graduate student organization dedicated to fostering scholarship, collaboration, and interdisciplinary dialogue.**

- i. Accomplishments: Professor Kelly Wisecup, served as the CINAS advisor for the past year and will continue next year. This year, CINAS applied for and received funding for their events from the following: Center for Native American and Indigenous Research, Kaplan Institute for Humanities, Department of Theater, Weinberg College of Arts and Sciences, The Graduate School, Buffett Institute, Legal Studies, Multicultural Student

Affairs and the English Department. CINAS also co-sponsored a half-day Pacific Islands Research Now! symposium with the Asian American Studies Program. Jennifer Michals, Program Assistant for CNAIR, provided extensive administrative support their events and guest speakers.

- ii. Next steps: Kelly Wisecup will continue to serve as the faculty advisor for the Colloquium on Indigeneity and Native American Studies and there are already plans underway to co-sponsor CINAS events this fall.

**c. 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.**

- i. Accomplishments: On June 4-5, 2018, Northwestern University served as the Academic Host for the [American Indian Science & Engineering Society \(AISES\) Professional Awards](#) selection process. The annual awards program recognizes the significant contribution American Indians have made to the STEM disciplines. The [AISES Corporate Advisory Council](#) (CAC) leads the implementation of the annual AISES Professional Awards process and consists of representatives from various corporate, federal, academic and tribal organizations. AISES partnered with the McCormick School of Engineering, the Center for Native American and Indigenous Research and the Office of Institutional Diversity and Inclusion to complete the awards selection process. As part of their visit, Northwestern hosted a dinner for the AISES Corporate Advisory Council to meet with undergraduate and graduate students, as well as local AISES members.
- ii. Next steps: Northwestern University is honored to serve as the Academic Host as a two-year commitment in 2018 and 2019 for their selection process.

**d. 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.**

- i. Accomplishments: Campus-wide programming is primarily led by Multicultural Student Affairs, the Center for Native American and Indigenous initiatives, the Office of Institutional Diversity and Inclusion and student groups Native American and Indigenous Student Alliance and the Colloquium on Indigeneity and Native American Studies.
- ii. Next steps: Efforts by these areas will continue next year. CNAIR is planning programming that will extend to community for Indigenous Peoples Day (October 8<sup>th</sup>, 2018) and Multicultural Student Affairs manages a webpage sharing campus-wide events for Native American Heritage Month. Multicultural Student Affairs also plans to create a discussion series for Native American students around identity, colonialism, art and culture, and other themes relevant to the interest of students.

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

- i. Accomplishments: Campus Inclusion and Community (CIC) and the Office of Institutional Diversity and Inclusion (OIDI) are leading this work. At the 2017 [Wildcat Welcome](#) Week,

an orientation for new students and their families, CIC opened the Diversity & Inclusion [True Northwestern Dialogue](#) (TND) workshop with a [land acknowledgement](#).

- ii. Next steps: At the 2018 Wildcat Welcome Week, the land acknowledgement will be made at the Northwestern 101 session that the Dean of Students facilitates that outlines the expectations of the Northwestern community. There will also be a land acknowledgement made at the opening of the President's Welcome at the Parent & Family Orientation as well. Multicultural Student Affairs plans to create an intersectional dialogue series between identity groups. Native American identity and experience will be included in the discussions.

**f. 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.**

- i. Accomplishments: These events are currently led by Multicultural Student Affairs (MSA) and the Office of Institutional Diversity and Inclusion (OIDI). With a vacancy within MSA, capacity was limited, however, a full-time position is now filled. Northwestern hosted the American Indian Center's [64th annual pow-wow](#), held its annual Native American and Indigenous Community Dinner, as well as supported the Chicagoland Native Community Picnic in early June.
- ii. Next steps: The Office of Institutional Diversity and Inclusion plans to host one social event for Native American students, staff, faculty and community per quarter, including a Welcome Reception during fall quarter.

**K. Pipeline Efforts- Increase Student Enrollment**

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

- i. Accomplishments: The half-time position is now vacant. No actions have been taken towards this recommendation at this time.
- ii. Next steps: Undergraduate Admissions should explore the creation of a full-time Assistant Director position with a special emphasis on Native American outreach. This person would oversee the outreach and recruitment of prospective students who have an interest in the Native American community and/or Native American scholarship. They would develop and distribute marketing materials and work with Multicultural Student Affairs in connecting prospective students with current students. This person would also collaborate with Undergraduate Admission's Council of [Latino Admission Volunteers for Education \(CLAVE\)](#) and [Ambassadors](#), student volunteer groups that work increase the number of Latinx and African American students attending Northwestern.

**b. 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?"**

- i. Accomplishments: The Undergraduate Admission Communications Team has created Native American specific recruitment materials. Photos and information about Native American initiatives are also woven throughout other marketing materials.
  - ii. Next steps: Undergraduate Admission plans to look into reformatting the brochure so that the information can be available online.
- c. 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.**
- i. Accomplishments: No actions have been taken towards this recommendation at this time.
  - ii. Next steps: Individual outreach can be made by Senior Program Coordinator, Jasmine Gunneau with the Office of Institutional Diversity and Inclusion.
- d. Develop working partnership with organizations like Indigenous Scholars of Promise and College Horizons that are designed to support Native American high school students preparing for college.**
- i. Accomplishments: The Office of Undergraduate Admission has participated in the [College Horizons](#) workshop for the first time in the summer of 2017.
  - ii. Next steps: Admission officers will be attending the week-long workshops at the University of Pennsylvania and Rochester University offered in June 2018.
- e. 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.**
- i. Accomplishments: The exploration of this possibility is underway. In order to be eligible to host, the University must have previously participated in a College Horizons program. That step is currently being taken.
  - ii. Next steps: As this is a large endeavor, partnerships and sponsors across the university will need to be developed to help make this opportunity a success. When prepared, Northwestern will need to make a bid to host a College Horizons workshop on our campus.
- f. 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.**
- i. Accomplishments: The Native American and Indigenous (NAIS) Graduate Student Cluster Group officially completed its first year. CNAIR has been working with the new Assistant Dean for Diversity and Inclusion, Damon L. Williams on discussing strategies and coordinating recruitment efforts at upcoming conferences and fairs.

- ii. Next steps: Northwestern plans to attend the American Indian Science and Engineering Society National Conference and will have an exhibit space during their college and career fair (the largest in the nation). [Graduate Horizons](#) is currently undergoing a hiatus as it revamps its programming to better serve Native American students.

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

- i. Accomplishments: Examples of articulation agreements are being compiled.
- ii. Next steps: Continued discussion and benchmarking among COHFE institutions will continue.

**h. 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.**

- i. Accomplishments: Northwestern is [need-blind and meets the demonstrated need of its students](#). No further action has been taken towards this recommendation at this time.
- ii. Next steps: Northwestern should continue to consider the creation of a scholarship fund for students from tribal colleges and universities, members of local tribes and Cheyenne and Arapaho tribal members. Benchmarking could be completed among COHFE institutions to learn more about best practices for tribal scholarships.

**L. Pipeline Efforts- Increase Faculty and Staff Presence on Campus**

**a. 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 relationship with Native American organizations in Chicago.**

- i. Accomplishments: This year, new staff hires were made that include Patty Loew, Center for Native American and Indigenous Research Director and Professor in Medill School of Journalism, Media and Integrated Marketing and Communications, Aaron Golding, Assistant Director with Multicultural Student Affairs and Jennifer Michals, Program Assistant with the Center for Native American and Indigenous Research. No actions were taken in conjunction with the Human Resources department towards specific outreach and recruitment of Native American talent.
- ii. Next steps: Discussions with Human Resources could be led by Senior Program Coordinator, Jasmine Gurneau. The creation of a Native American staff affinity group could be explored as a way to support and retain Native American staff as well as entice new staff to join our University. HR should also explore partnerships with tribal communities, colleges, and organizations.

**M. Updates to the Response to the Report of John Evans Study Committee**

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

- i. Accomplishments: Some of these professorships have already been renamed.
- ii. Next steps: Work could be done to educate faculty who hold these professorships on the complex legacy of John Evans. These faculty can become lead educators around John Evans history.

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

- i. Accomplishments: The Center for Native American and Indigenous Research was established with funds from an Andrew W. Mellon Foundation grant. The first year (2017-2018) brought together 15 faculty affiliates from across the university. Three hires (2 faculty, [Beth Redbird](#) and [Doug Kiel](#); 1 post-doctoral fellow, [Hi'ilei Hobart](#)) stemmed from the Native American Initiatives.
- ii. Next steps: Establish a plan in year 2 to seek out a tenure track faculty hire.

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

- i. Accomplishments: In the 2018 Northwestern Commencement program, the traditional homelands of the Council of the Three Fires as well as the Menominee, Ho-Chunk and Miami were recognized in the written page on Northwestern's history. A Land Acknowledgement was also stated at the beginning of Commencement ceremonies by Tim Stevens, University Chaplain.

The creation of a short film on John Evans role in Sand Creek, which includes the perspectives and voices of descendants of the Sand Creek Massacre survivors, is in final production.

- ii. Next steps: Plans are being made for wide distribution of the film for Northwestern students, faculty, staff, alumni and visitors. The film will be part of the larger John Evans Truth Telling Exhibit to be housed in the John Evans Alumni Center.

**d. 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.**

- i. Accomplishments: An annual allocation of quasi-endowment funds (\$150,000) has been secured by CNAIR.
- ii. Next steps: The distribution of these funds will be reoccurring annually.

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

- i. Accomplishments: The specifics of this recommendation are currently being explored with Facilities Management, the Office of the Provost and the Center for Native American and Indigenous Research.
  - ii. Next steps: In fall 2018, Professor Patty Loew will be teaching a course that will include a project that will create an indigenous tour of Northwestern.
- f. 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.**
- i. Accomplishments: No action has been taken toward this recommendation at this time.
  - ii. Next steps: The Office of Institutional Diversity and Inclusion and the Center for Native American and Indigenous Research can work with the University Archivist Kevin Leonard on developing such a collection.
- g. Commission a portrait of Carlos Montezuma to be hung in a prominent location on campus.**
- i. Accomplishments: Conversations have begun with Facilities and the Office of the Provost on the possibility of a sculpture or outdoor monument to be erected in a prominent location on campus.
  - ii. Next steps: Discussions around options and funding sources have begun and need to continue to be explored.
- h. Initiate a process of renaming the John Evans Alumni Center building and the Evans Room in the Norris University Center.**
- i. Accomplishments: A John Evans Truth Telling Exhibit will be installed in the [John Evans Alumni Center](#). The exhibit will include a short film featuring interviews with Sand Creek Massacre survivor descendants.
  - ii. Next steps: Before retiring, Professor Loren Ghiglione reached out to several potential committee members to assist in the development of the exhibit. As this work transitions to the Office of the Provost, we plan to reengage the committee to complete the design of the exhibit. This exhibit can 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.
- i. 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.**
- i. Accomplishments: This was achieved in 2015-2016, with the selection of [Thomas King's An Inconvenient Indian for the One Book One Northwestern](#) reading. That year, One Book sponsored 76 events, the most in One Book history.

- ii. Next steps: One Book One Northwestern committee could consider selecting a book that addresses Native American issues, or Sand Creek every four years so that every graduating class will have experienced a One Book that introduces them to Native American issues and experiences. A suggested reading is "There, There" by Cheyenne and Arapaho author Tommy Orange.
- j. Hold a commemorative event this year that highlights the 150<sup>th</sup> anniversary of the Sand Creek Massacre, and annually participate in one that commemorates all massacres of Native American tribes.**
- i. Accomplishments: A Sand Creek Massacre Commemoration event has been held for the past 4 years, spearheaded by the Native American and Indigenous Student Alliance. Multicultural Student Affairs (MSA) and the Office of Institutional Diversity and Inclusion (OIDI) provide institutionalized support for this event. OIDI and CNAIR sponsored the travel for 3 undergraduate students and 2 staff to attend the [Sand Creek Massacre Spiritual Healing Run/Walk](#) in Colorado.  
A short film is being commissioned by Northwestern on John Evans and Sand Creek. The film is in post-production and will be finalized soon. This film is part of efforts to gain deeper insight into its history and is doing so by hearing directly the voices of descendants of the Sand Creek Massacre survivors.
  - ii. Next steps: Funding support for the Commemoration from OIDI will continue as an integral component of the Native American inclusion initiative. Working with the Center for Native American and Indigenous Research, both OIDI and CNAIR will continue to provide funding for 3 students and 1 faculty or staff person to attend the event on an annual basis.