

Report of the
Native American Outreach
and Inclusion Task Force

Northwestern University
November 2014

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Report of the Native American Outreach and Inclusion Task Force

TASK FORCE: ITS PURPOSE, MEMBERSHIP, AND ACTIVITIES

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- Reviewed the *Report* and met with two of the authors.
- Discussed Native American studies programs and support services for Native American students with representatives of other universities.
- Collected and evaluated benchmarking information concerning peer institutions' practices in recruiting Native American students.
- Interviewed members of the Arapaho, Cheyenne, Ho-Chunk, and Menominee tribes.
- Participated in a town hall meeting sponsored by the Chicago American Indian Community Collaborative at the American Indian Center.

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RECOMMENDATIONS

WORKING RELATIONSHIPS WITH NATIVE NATIONS, INSTITUTIONS, AND COMMUNITIES

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1. Ensure that the Native American population is visibly represented in the "Northwestern Diversity" strategic plan.
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.
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.
4. Evaluate annually and report publicly the progress of Northwestern in meeting the task force's recommendations.

ALUMNI OUTREACH

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1. Create an accurate Native American alumni database.
2. Engage Northwestern's Native alumni to serve as a resource to the University throughout the implementation of the task force's recommendations.
3. Engage Northwestern's Native alumni in recruiting and mentoring undergraduate and graduate students.
4. Involve Northwestern's Native alumni on campus by inviting them to participate in leadership series focused on career choices and opportunities.
5. Invite Northwestern's Native alumni back to campus for a networking/social event with the group Native American and Indigenous Student Alliance (NAISA).
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.

ACADEMIC AND RESEARCH OPPORTUNITIES

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INDIGENOUS RESEARCH CENTER

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.
2. Offer a tenure-track faculty line in each of the schools involved in the center, with emphasis on hiring Native American scholars.
3. Invite Native American scholars from tribal colleges to visit the center to develop new research collaborations and training opportunities.
4. Develop partnerships with Native American educational institutions to facilitate

O H P

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.

N A A N

1. Commission a Native American artist to exhibit an installation at the alumni center or the Block Museum.
2. Work with the Allen Center to better publicize and highlight its Indigenous art and artifacts.

A C E

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.
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.
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.
4. As tribes are sovereign nations, include American Indian tribes and tribal colleges in the study abroad program.
5. Allow Indigenous language instruction to satisfy the foreign language requirement.

O - - -C :N A T S

1. Sponsor a series around Native scholar speakers and films and a tribal chairs' forum on education.
2. Provide small grants to current faculty to bring in Indigenous heritage guest speakers.
3. Offer small grants to undergraduate and graduate students to develop collaborative research projects with 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.

ON-CAMPUS SUPPORT SERVICES

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and affiliated organizations in planning educational programs, such as a media literacy program for youth and commemorative events.

RESPONSE TO THE REPORT OF THE JOHN EVANS STUDY COMMITTEE

RECOMMENDATIONS BY THE NATIVE AMERICAN OUTREACH AND INCLUSION TASK FORCE

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1. Initiate a process to rename the honorary John Evans chairs established in 2007 and 2011.
2. Initiative a process to establish an Indigenous Research Center and hire tenured faculty who are affiliated with the center.
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.
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.
5. Erect historical markers and revise existing ones to educate the campus community of the Indigenous history that existed on this land.
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.
7. Commission a portrait of Carlos Montezuma to be hung in a prominent location on campus.
8. Initiate a process of renaming the John Evans Alumni Center building and the Evans Room in the Norris University Center.
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.
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.

APPENDIX A

NATIVE AMERICAN OUTREACH AND INCLUSION TASK FORCE MEMBERS

Mallory Black, graduate student, Medill School of Journalism, Media, Integrated Marketing Communications (Navajo)

Lesley-Ann Brown, executive director of campus inclusion and community, Division of Student Affairs

Forrest Bruce, undergraduate student, School of Education and Social Policy, and copresident of the Native American and Indigenous Student Alliance (Ojibwa)

Onis Cheathams, associate director of admission, Office of Undergraduate Admission

Mark Cleveland, Judd A. and Marjorie Weinberg College of Arts and Sciences alumnus (Cherokee descent)

Dona Cordero, assistant provost for diversity and inclusion, Office of the Provost

Loren Ghiglione, professor of journalism and former dean, Medill School

Phil Harris, University trustee and Weinberg College alumnus, NAOITF cochair

Sean Harte, Weinberg College alumnus (Menominee)

Bethany Hughes, graduate student, School of Communication (Choctaw)

Carol Lee, professor of education, School of Education and Social Policy

Sarah Mangelsdorf, dean and professor, Weinberg College

Ananda Marin, postdoctoral fellow in psychology, Weinberg College, and alumna, School of Education and Social Policy (African American, Choctaw, European American descent)

Doug Medin, professor of psychology, Weinberg College, and professor of education, School of Education and Social Policy

Heather Menefee, undergraduate student, Weinberg College, and former copresident of the Native American and Indigenous Student Alliance

Peter Powell, founder and spiritual director of St. Augustine's Center for American Indians, Chicago (honorary Cheyenne chief)

Mark Sheldon, assistant dean and distinguished senior lecturer in philosophy, Weinberg College

Pamala Silas, executive director of the Native American Journalists Association and former CEO of the American Indian Science and Engineering Society (Menominee)

Sarah Taylor, associate professor of religious studies, Weinberg College

Patricia Telles-Irvin, vice president for student affairs, NAOITF cochair

Amy West, assistant professor of clinical psychology in psychiatry, University of Illinois at Chicago (Southern Cheyenne, European American descent)

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University of Chicago	Native American Student Association		American Indian Urban Families and Communities Conference Annual Native American Heritage Celebration	Student and faculty recruitment guide includes list of Native American colleges
Columbia University	Native American Council			

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Harvard University	Native Alumni Association Native Americans at Harvard College Native American Law Students Association	Nation Building Symposium American Indian Program (no major or minor): undergraduate senior thesis, graduate research grant, Nation Building fellowships; faculty research and publication grants; Nation Building Symposium 1665 Caleb Cheeshahteamuck Fellowship Program (for graduate students researching Native American issues)	Annual Powwow Native American High School Summer Program	
Johns Hopkins University	Native Circle (students, faculty, staff)		Center for American Indian Health Annual Native Visions Camp	Strategies for recruiting diverse faculty include sources for targeting Native American faculty
University of Pennsylvania	Association of Native Alumni		Natives at Penn (for students interested in Native issues)	Native American exhibits at Penn Museum of Archaeology and Anthropology
Stanford University	American Indian Student Forum Native American Alumni Association Native American Law Students Association	Native American Studies Program (major and minor)	American Indian, Alaska Native, and Native Hawaiian Program/ Native American Cultural Center Native American Immersion Program (freshman and transfer student orientation) Muwekma-Tah-Ruk (Native American/Alaska Native/Native Hawaiian-themed house)	Native American Collection at the Cantor Arts Center
Yale University	American Indian Science and Engineering Society, Yale Chapter Association of Native Americans at Yale Native American Law Students Association	Native studies courses (through Native American Cultural Center) Yale Group for the Study of Native America (interdisciplinary working group)	Native American Cultural Center (recruitment, mentoring, community building)	Exhibits on Native American cultures at Yale Peabody Museum of Natural History

APPENDIX C

COMMENTS ON "RECOMMENDATIONS BY THE NATIVE AMERICAN OUTREACH AND INCLUSION TASK FORCE"

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COMMENTS ON "NATIVE AMERICAN OUTREACH AND INCLUSION TASK FORCE REPORT"

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ACKNOWLEDGEMENTS

The Native American Outreach and Inclusion Task Force was guided by the knowledge and greater understanding we gained from peer institutions that exemplify effective ways to include and sustain Native American teachings through curricula and activities and maintain the presence of Native American students, faculty, and staff. Our personal interaction with members of the Native American Collaborative in Chicago and consultation with representatives of several Native tribes, in both the Great Lakes region and Colorado, also informed our work.

We want to recognize the University's John Evans Study Committee for delivering the compelling conclusions of its report, which culminated a yearlong investigation of John Evans's role in the Sand Creek Massacre.

The task force also wishes to acknowledge Rick West Jr., director of the Autry

