SPRING 2022

INDIGENOUS RESILIENCE CENTER (IRES)
Lunch & Learn Report Out

In April 2022, colleagues from across the University of Arizona joined the IRes Leadership Team to answer four major questions to inform the development of the Center.
About the Lunch & Learn

On September 13, 2021, President Robbins announced the creation of the Indigenous Resilience Center, IRes, and appointed Dr. Karletta Chief (Diné), a professor and extension specialist in the department of Environmental Science, to lead the center.

Supported by the Arizona Institute for Resilient Environments and Societies and the Agnese Nelms Haury Program in Environment and Social Justice, IRes partners with Native Nations, public and private organizations, and multiple academic programs and faculty to work on projects strengthening tribal resilience by advancing tribal communities' efforts to respond to environmental challenges while honoring tribal sovereignty and Indigenous knowledges.

In April 2022, colleagues from the University of Arizona joined the Indigenous Resilience Center leadership team to inform the development of the Center. Representatives from Native American Initiatives, Native Peoples Technical Assistance Office, American Indian Studies, Indigenous Teacher Education Program, and other departments (see attachment for a complete list) answered four major questions. The questions focused on how the exceptional work in water, climate change, drought, resilience, and Native and Indigenous education and research already being done at the University could advance tribal community-driven solutions through respectful tribal engagement.

The results of this meeting will help inform future work of the IRes. Obtaining campus and community feedback is an on-going process, and we expect to include our University colleagues in further conversations.

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Discussion Questions

1. What criteria should the IRes use in establishing priorities for its activities?

2. What is the best way to engage other UAriziona Tribal Programs in IRes' activities in a meaningful way?

3. How can we ensure good communication across UArizona tribal programs, offices and departments?

4. What is the best approach to building a strategic plan in partnership with tribes?

IRes posed a set of four questions to draw on the experience of attendees and inform the work of the Center. The Leadership Team developed these questions to create a space for open dialogue and honest conversation spanning relationship building, partnership, and community engagement.

The first question is critical as it opened the space for attendees to provide feedback in determining the best approach in pursing our goals as a Center.

The second question invited colleagues from campus to give input and offer possible collaboration with existing programs, drawing from their experience in working with Indigenous communities.

The third question addressed the need for transparent and consistent communication. It allowed our partners to see a gap that can potentially be filled by IRes.

The last question sought knowledge and wisdom from existing programs that have faced challenges and experienced many success.
Attendees' Recommendations

The Indigenous Resilience Center's Leadership Team identified major recommendations that were shared across all three working groups. These major recommendations will inform the Center's strategic plan and how it seeks to collaborate across the University of Arizona campus and with Native Nations.

1. Priorities
   Work with tribes and get to know their needs, set priorities, and assess what tribal members want to see happen.

2. Integrate
   Integrate critical concepts such as relationships/relationality, Nation Building, and others in our framework.

3. Evaluate
   Evaluate IRes' capacity in meeting needs of the tribes and develop accountability mechanisms to measure goals and objectives.

4. Coordinate
   Coordinate and host regular meetings across campus which includes hosting special events like Earth Day and talks/presentations from Indigenous Speakers.

5. Create
   Create an environment in which the IRes location on campus is inviting to all peoples including tribal community members, tribal leadership and students.

6. Develop
   Develop a comprehensive communications and marketing plan that is inclusive of media platforms and provides accessibility to faculty, staff, and community leaders.

7. Encourage
   Encourage in-person trust and relationship building, and be a model for leading the charge in destination community meetings.

8. Ensure
   Develop a mechanism to ensure that tribal leaders and members are a part of the solution and projects for I-Res are community driven.
The IRes Leadership Team identified eight major recommendations as essential to its work. These recommendations will guide our strategic planning. They highlight key priority areas that the Leadership Team will use as it develops its next steps and engages with Tribal communities. The team is working to meet these major recommendations within the upcoming year.

A transcription of the working group dialogue is included for your review.

Note:

Prior to the release of this document, the Leadership team has decided to rebrand from IRC to I-Res. Highlighting and drawing focus to our Resilience work. For continuity from posed questions, the Appendices of this report have not been updated to reflect this change.

Thank You.

Without having collaborative spaces like the Lunch and Learn, we will not be able to progress in our interdisciplinary approach. Your feedback (voice) and time that you have shared within our working groups were insightful, much appreciated and empowering as we seek to implement our mission.

Thank you for joining us and please know that this is not the last time we will be meeting together.
Appendix A: Lunch and Learn Attendees List

Group 1
Lead by Dr. Karletta Chief, Director, Indigenous Resilience Center
1. Alberta Arviso, Director of Diversity, Equity and Inclusion, College of Veterinary Medicine
2. Izetta Thompson, Business Development Director & Administrator, Indigenous Governance Program
3. Greg Garffin, Director, AIRES Southwest Climate Adaptation Science Center
4. Kevin Bonine, Director, AIRES Education Initiative
5. Anita Govert, Assistant Director, AIRES Southwest Climate Adaptation Science Center
6. Dr. Donald Trosper, Professor, American Indian Studies
7. Jeromiah Foster, Graduate Assistant, Native SOAR
8. Karen Francis Begay, Assistant Vice Provost, Native American Initiatives
9. Claudia Nelson, Director, Native Peoples Technical Assistance Office
10. Hiram Peña, Program Coordinator, Haury Program

Group 2
Lead by Kathy Jacobs, Director, Center for Climate Adaptation Science and Solutions
1. Ariana Tariqi, Ph.D. Student, Environmental Engineering, Indige-FEWSS
2. Martha Lee, Program Coordinator, Native American Advancement Initiatives
3. Denise Morales, Interim Director, Coordinator, Native American Students Affairs
4. Sandra L. Howard, Digital Initiatives
5. Julian Juan, Native American Student Affairs, Diversity and Inclusion, NASA
6. Niole Debo, NASA, CAPS
7. Dana Wilcox, Program Coordinator, ITEP
8. Myrhea Sherman, Graduate Assistant, Educational Policy Studies & Practice, Native SOAR
9. Torran Anderson, Community Engagement Coordinator, AIRES Indige-FEWSS Program
10. Cara Shopa, Program Coordinator, Indige FEWSS Program

Group 3
Lead by Daniel Sestiaga Jr., Program Manager, Indigenous Resilience Center
1. Amanda Cheromiah, Director, Native SOAR
2. Trent Teegerstrom, Cooperative Extension
3. Ben Richmond, College of Pharmacy
4. Justin Boro, UArizona Law
5. Tristan Reader, American Indian Studies
6. Sarah Abney, ENVS Department
7. Vero Arguello, Indige-FEWSS
8. Jackie Rybin, Indige-FEWSS
9. Anton Samoylov, Indige-FEWSS

environment.arizona.edu/irc
Appendix B: Group Dialogue Transcription

1. What criteria should the IRC use in establishing priorities for its activities?

- Reach out to and engage meaningfully with tribes to get to know their needs, set priorities, and assess what tribal members want to see happen. This could take the shape of inviting tribal leaders and members to campus and university representatives visiting tribes.
- Tribal consultation is a great tool to use since it has been institutionalized through UA Arizona ABOR. Tribal consultation should guarantee the inclusion of local communities and their voices. Other tools are Indigenous circles.
- In general, reaching out to tribes will help,
  - Get the perspectives of tribes
  - Define resilience in an Indigenous context
  - Integrate critical concepts, e.g. relationships/relationality, Nation-building, others, into the IRC framework
  - Establish community-driven solutions initiatives
  - Integrate Indigenous science, traditional knowledge
  - Determine an holistic approach
  - Engaging them from the planning stage. This will help the IRC build a relationship and grow together.
- Before reaching out,
  - Start with building the vision, then work with solving problems on the ground.
  - Set priorities with individual tribes.
  - Define what is most important to focus on first.
  - Integrate thought of faculty hired that will be joining the IRC in the summer/fall.
  - Center resilience across tribes.
- Determine what the IRC can do for/with tribes.
  - The center can be inter-tribal, where tribes are real partners.
- Look into previous reports to avoid tribal fatigue; e.g. Native American Initiative Strategic Plan (to be launched mid-May), and other tribal visit reports. IRC may need to identify where these reports are and if they are available for sharing; maybe even create an archive. Determine what the IRC can do for/with tribes.
- Elaborate an assessment of Native American-related programs within UA Arizona; e.g. NAAIR’s website has a comprehensive database. The assessment will help identify gaps for the IRC to fill and opportunities to build intentional collaborations between UA Arizona faculty, staff, and students with tribes. This will help IRC better understand what’s happening on the ground; e.g. what Tribal colleges and UA Arizona Cooperative Extension are doing.
Appendix B: Group Dialogue Transcription

1. What criteria should the IRC use in establishing priorities for its activities (Continued)?

- Identify youth’s role in education.
  - This could be done by Integrating opportunities (internships, task force, and other instruments) for undergrad and grad students to engage in research and outreach within UA rigon and with tribal entities.
  - Youth could also play a critical role in strengthening intergenerational knowledge systems. Connecting youth with elders is key.
  - Students need supporting systems. The IRC may operate as a hub for students where they have access to all resources of interest.
  - Create opportunities for students to have meaningful conversations with tribal leaders.
  - Compile student’s thoughts on resilience, what it looks like.
- Integrate community commitment.
  - Build capacity within tribal communities, that is tribal government vs communities.
  - Expand and diversify community support; e.g. integrate Tribal led business, NGO, etc.
  - Create a community advisory board.
  - Define the scope of services IRC provides to tribes
- Establish a jurisdiction fund to honor tribal sovereignty besides jurisdiction and state courts.
- Set and expand IRC goals and create accountability mechanisms to measure them. Design a program evaluation system.
- Create a sustainability plan with institutional support
- UA rigon is a land grant organization; it needs to include leaders from Tohono O’odham Nation and Pascua Yaqui Tribe.
Appendix B: Group Dialogue Transcription

2. What is the best way to engage other UA tribal programs in the IRC’s activities in a meaningful way?

- Coordinate and facilitate regular meetings across campus and programs, for example
  - Indigenous circles
  - University-wide conference and workshops
  - Art focused participatory workshops
  - Quarterly meeting
- Host special events, for example
  - An annual open house to present/discuss highlights, accomplishments.
  - A campus-wide Earth Day/Earth Week celebration
  - Indigenous focused science talks with presenters who work in communities
  - Mixers between programs
  - Informal networking events; e.g. lunches, raffles.
  - Include swag, provide food, paid parking and other logistics to make it easier for students/tribes to come to campus.
- Create a space for Indigenous resilience, a place to learn about solutions
  - ENR2 is that space; it is important to feeling being part of a community/space within the university
  - The space can be used by tribes when visiting as a community workspace
  - It is also a tangible space for faculty to meet or drop by
  - How to make sure the IRC is owned collectively
  - NASA is working on something similar with a students’ lounge.
- Articulate goals of programs and best ways to engage, for example
  - Creating working calendar
  - Compile a database of native programs (NATO is a resource)
  - Define liaisons
- Balance between internal and external engagement, for example
  - Set priorities, create a work plan.
  - Compile/create a calendar of all Indigenous speakers/offerings throughout the year
- Integrate students through,
  - Connecting university organizations and native students clubs for support
  - NASA, Native SOAR, and other programs that already working with students.
  - ITEP, making the connections with offerings to different stakeholders
- Design courses focused on Indigenous science for solution
- Collaboration with university stakeholders and tribal communities partners in developing K-12 curriculums
3. How can we ensure good communication across UA tribal programs, offices and departments?

- Establish communication and feedback tools, for example
  - A comprehensive marketing plan, e.g. posters of faculty members and community leaders
  - Newsletter, website, videos, bulletin, social media, podcasts, and others
  - Surveys
  - Link IRC to NAAIR website
- Identify the different audiences: communities, faculty, students, tribes. Set up priorities for each.
- Have opportunities for program coordinators/directors to learn from each other.
- Elaborate and share information/communication products, including
  - A resources guide
  - A Tribal Consultation Guide
  - An in-person intro of the IRC at programs
- Designate ambassadors for UArizona programs who can check in for regular IRC updates
- Integrate Native American programs in the New Students orientation, e.g. Tribal consultation DS, IRC, Native Know How. Make it mandatory.
Appendix B: Group Dialogue Transcription

4. What is the best approach to building a strategic plan in partnership with Tribes?

- Encourage in-person trust building
- Meet quarterly with leaders, in-person if possible and within the communities
- Also, bring tribal groups to campus
- Implement an Indigenous framework into the strategic plan. What are the pillars and how it relates to Indigenous knowledge and core values.
- Report back to the community. Make updates by season and family education model.
- Tribal leaders and members should also be part of the solution; invite them for questions and proposals.
- The ambassador program suggested above could help with connecting with UArizona programs and tribes.
- Take advantage of events already happening at UArizona such as Tribal Leader Summit hosted by NAATE office to engage with tribal leaders.
- Host a conversation in conjunction with NCAI (National Congress of American Indians) and/or AISES
- Hire a tribal consultant planner/expert.
- Engage programs together within planning phase with tribal communities / partners / stakeholders
- Make the most of the Native American Advancement, Initiatives, and Research (NAAIR) that integrates the Office of Native American Advancement & Tribal Engagement (NAATE), the Office of the Assistant Vice Provost for Native American Initiatives (NAI), and the Native Peoples Technical Assistance Office (NPTAO), and other programs such as Native Nations Institute (NNI).
- Integrate Indigenous students; peer-to-peer network among students, e.g. UArizona Native students - tribal students and community leaders.