

RS

# A Workshop Series on Ethical Native-Engaged Research

Respect, Relationality,  
Responsibility, Representation,  
Relevance, and Reciprocity

March 7, 2025  
Session 2: *Respect*



Artist: Paula TopSky Houtz Shoshone-Bannock/Chippewa Cree

# Land Acknowledgement

The lands on which Idaho's three research institutions sit and that make up what we now call Idaho are the ancestral, traditional, and political homelands of the **Nimiipuu (Nez Perce)**, **Newe (Shoshone-Bannock)**, **Schitsu'umsh (Coeur d'Alene)**, **Numa (Northern Paiute)**, and **Ktunaxa (Kootenai)** peoples. These Tribal Nations have strong relational ties to and have stewarded these lands since time immemorial. Their ongoing presence, stewardship, and contributions continue to enrich and strengthen our communities today.

We honor the deep and enduring connection these peoples have to the lands, waters, and all living beings across their traditional homelands. We recognize and respect their inherent sovereignty and their rights to self-determination, and we are committed to our own learning and practice to support Indigenous efforts toward healing, empowerment, and justice.

As we work, live, and gather together on this land, we do so with a deep sense of gratitude and respect for the Indigenous peoples past, present, and future whose histories, cultures, and enduring presence continue to shape our modern world. We are committed to upholding the principles of respect, responsibility, reciprocity, and reconciliation as we build a shared future together.



# Idaho EPSCOR I-CREWS Welcome

## **Andrew Kliskey**

President's Professor of Forestry, Rangeland and Fire  
Sciences in the College of Natural Resources, University of  
Idaho

Principal Investigator, Idaho Community-engaged  
Resilience for Energy-Water Systems Award (I-CREWS)

<https://idahocrewws.org/>



Funding for this project is provided by NSF EPSCoR under Award Number 2242769.

# Planning Committee



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# Introduction to the Workshop Series

## Purpose



Increase participant awareness/knowledge of ethical Native-engaged research



Support Tribal sovereignty, including data and research sovereignty



Improve relationships among institutions and Native Nations

# Introduction to the Workshop Series

## Overarching Workshop Outcomes

- Describe the 6Rs of Indigenized research,
- Describe theories and practices of Tribal sovereignty and research sovereignty,
- Explain how Tribal and institutional (universities, research labs, corporations, NGOs, NPOs, governmental agencies, etc.) systems impact research, and
- Apply the 6 Rs of Indigenized research to revise your institutions' and your own research practices.



# Workshop Series Year 1 (2025)

## Friday, February 7: **Reconnecting**

Welcome  
Workshop Origins and  
Purpose Reflexivity and  
Positionality

## Today: ***Respect***

9:00am Welcome, pre-survey, emotion check-in  
Review of 6Rs  
9:30am **Keynote: “Recentering Relationality in Research” Dr. Autumn BlackDeer**  
10:30am Break  
10:40am Tribal Sovereignty info session  
11:10am Breakout session/activity  
11:50am Share out/discussion  
12:15pm Closing, reflection, door prizes

## Friday, April 4: ***Relationality***

In-person: Pocatello, Idaho and Fort Hall, Idaho

Keynote:  
Lynn Manning John,  
Principal of Owyhee Combined  
School

9am -5pm

- Morning on ISU campus
- Afternoon field trips to Fort Hall Reservation

Year 2 (2026): *Responsibility, Representation, Relevance*

Year 3 (2027): *Reciprocity, Reflexivity, Reflecting*

# Introduction to the Workshop Series

## The 6 Rs



- Respect
- Relationality
- Responsibility
- Representation
- Relevance
- Reciprocity

Kirkness & Barnhardt (1991)  
Tsosie et al. (2022)

# "Recentring Relationality in Research"



**Dr. Autumn BlackDeer**

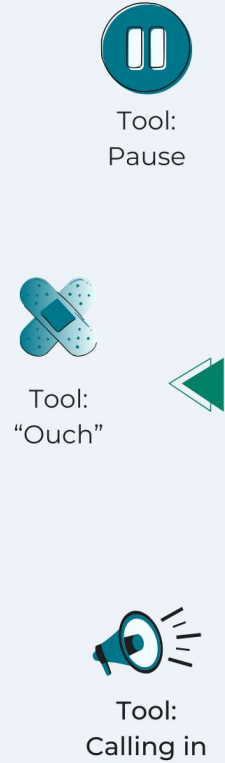
Southern Cheyenne

Assistant Professor for the Graduate  
school of Social Work at the University  
of Denver

# *Break*



We will be back at:  
10:50am  
Mountain Time



# Why Language Matters

*How we talk about things shapes how we think about things (and people and events).*

- Indigenous            general term for people inhabiting lands prior to colonization
- Aboriginal            term for Indigenous peoples of Oceania
- American Indian    early term for North American Natives, still used in legal work
- Native American    term for North American Indigenous peoples in the U.S.
- First Nations        term for North American Indigenous peoples in Canada
- Native                term some Natives prefer for themselves
- Native Nation        preferred over 'Tribe' except when in the name of Nation
- Endonyms vs. exonyms

# Information Session: 4 Considerations in Respectful Research Relationships



The diagram consists of four overlapping circles arranged horizontally. Each circle contains text. The circles are colored in a gradient from dark blue on the left to light blue on the right. The text is white and centered within each circle.

Tribal  
Sovereignty

Research & Data  
Sovereignty

Past & Ongoing  
Harms

Differing  
Values, Priorities,  
& Goals

# Tribal Sovereignty

Tribal sovereignty is the concept of the inherent authority of Indigenous tribes to govern themselves within the borders of the United States.

- **Inherent**
  - Not a given right, but existing since time immemorial
- **Legal & Political Status**
  - Not based on race or ethnicity
  - Treaties, Legal precedent, Executive Orders, Constitution
- **Tribal Governance & Decision Making**
  - Governance structures vary from Tribe to Tribe



The Confederated Salish and Kootenai Tribes of Montana traveled to Washington, D.C., in 1935 for approval of the first constitution under the Indian Reorganization Act of 1934. Photo: [History.Com](https://www.history.com)



Shoshone Bannock Tribes Fort Hall Business Council, 2024. Photo: [sbtribes.com](https://sbtribes.com)

Suggested resources for learning more: Deloria Jr, V. (1969). *Custard Died for Your Sins*; Hedden-Nicely, D. "Talk on Tribal Sovereignty" 2023. (video link shared in chat); Nagle, R. "What is Tribal sovereignty?" 2022 (video link shared in chat); Wilkins, D. E., & Stark, H. K. (2017). *American Indian politics and the American political system*.

# Research & Data Sovereignty

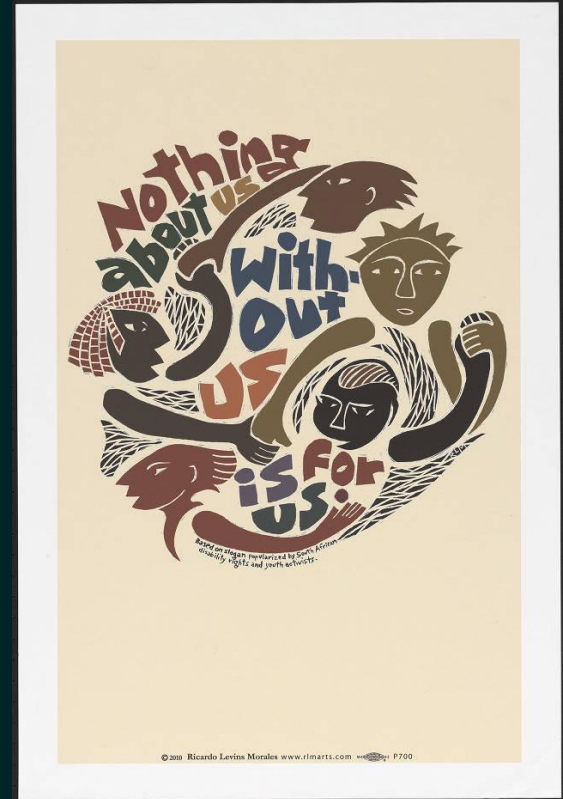
The rights of Indigenous peoples and Tribal Nations to control, own, and govern data and research that pertains to their communities, cultures, lands, and resources.

## Research Sovereignty

- the rights of Indigenous peoples and Tribal Nations to control, direct, and oversee research conducted within their communities. It includes the right to decide what research is conducted, how it is conducted, who conducts it, and how the results are used and shared.

## Data Sovereignty

- the rights of Indigenous peoples and Tribal Nations to control and govern the collection, management, and use of data that is related to their people, lands, cultures, and histories.



Resources for further learning: Small-Rodriguez, D. “Data for Indigenous futures: Nothing about us without us” 2022. <https://youtu.be/UiQCSuBGHm4>; Kukutai, T., & Taylor, J. (2016). *Indigenous data sovereignty: Toward an agenda*. ANU press. C.A.R.E. principles: <https://ardc.edu.au/resource/the-care-principles/>  
U.S. Indigenous Data Sovereignty Network: <https://usindigenousdatanetwork.org/>; Carroll, S. R., Herczog, E., Hudson, M., Russell, K., & Stall, S. (2021). Operationalizing the CARE and FAIR Principles for Indigenous data futures. *Scientific data*, 8(1), 108.

# Past and Ongoing Harms

- Colonialism
- Assimilation Policy
  - Indian Removal Act (1830)
  - Dawes Act (1887)
  - Indian Boarding Schools (1819-1969)
  - Termination Policy (1940s-1960s)
- Extractive Research practices
- Denial/suppression of Indigenous Ways of Knowing
- Structural and systemic barriers



## INDIAN LAND FOR SALE

GET A HOME  
OF  
YOUR OWN  
\*  
EASY PAYMENTS

PERFECT TITLE  
\*  
POSSESSION  
WITHIN  
THIRTY DAYS

**FINE LANDS IN THE WEST**  
IRRIGATED GRAZING AGRICULTURAL  
IRRIGABLE DRY FARMING

IN 1910 THE DEPARTMENT OF THE INTERIOR SOLD UNDER SEALED BIDS ALLOTTED INDIAN LAND AS FOLLOWS:

Location	Acres	Average Price per Acre	Location	Acres	Average Price per Acre
Colorado	5,211.21	\$7.27	Oklahoma	34,664.00	\$19.14
Idaho	17,013.00	24.85	Oregon	1,020.00	15.43
Kansas	1,684.50	33.45	South Dakota	120,445.00	16.53
Montana	11,034.00	9.86	Washington	4,879.00	41.37
Nebraska	9,641.00	36.65	Wisconsin	1,069.00	17.00
North Dakota	22,610.70	9.93	Wyoming	865.00	20.64



# Differing Values, Priorities, and Goals

- Purpose of research, research agendas and priorities
  - Direct benefit to Tribe/Tribal citizens vs. Advancing knowledge
- Differing worldviews
  - Holistic, rooted in culture vs. Western epistemological frameworks
- Ownership/Control of Knowledge
  - Data sovereignty vs. researcher owned results
- Ethical Considerations, consent and collaboration
  - Cultural values and traditions vs. IRB & federal regulations
- Benefits and Outcomes of Research
  - Improving collective wellbeing vs. knowledge dissemination, publications, and career advancement



# WHY

- Keep acknowledging past and ongoing harms?
- Consider Tribal, research & data sovereignty?
- Consider differing values, priorities, and goals?

To support:

- Respect and empathy for Historical Trauma and Healing
- Builds Trust and Reciprocity
- Ethical Responsibility and Accountability
- Protects Native Knowledge and Culture
- Promotes Tribal Sovereignty and Self-Determination
- Encourages Meaningful and Empowering Research
- Fosters Change and Reconciliation

# Breakout group activity (~40 minutes)

**Directions:** Join your Zoom breakout room. Take turns introducing yourselves. Next, discuss and write notes down on the Google Doc about what respectful Native-engaged research look like in relation to each of the four topics just shared, and then how respect might look different for each topic for researchers of different positionalities. The four topics again are:

- Tribal sovereignty
- Tribal research & data sovereignty
- Past and ongoing harms
- Differing priorities, values, and goals related to research



# Share & Discussion

- Share-outs from a subset of groups
- Full group discussion

# Closing–Reflection

1. What is the most important message that you are taking from today's workshop?
2. What is something that was either surprising or new to you?
3. How could you use what you learned in today's workshop to reflect on or adjust your own research, teaching, or professional practice?

# Closing-Door Prizes! Prize 1



Thank you to our door-prize sponsors. From Idaho State University: The Office of Research, Native American Student Services Center, and The Department of Anthropology and Languages. From University of Idaho: EPSCoR Office, and College of Natural Resources.

## Closing-Door Prizes! **Prize 2**



Thank you to our door-prize sponsors. From Idaho State University: The Office of Research, Native American Student Services Center, and The Department of Anthropology and Languages. From University of Idaho: EPSCoR Office, and College of Natural Resources.

# Closing–Door Prizes! **Prize 3**



Thank you to our door-prize sponsors. From Idaho State University: The Office of Research, Native American Student Services Center, and The Department of Anthropology and Languages. From University of Idaho: EPSCoR Office, and College of Natural Resources.

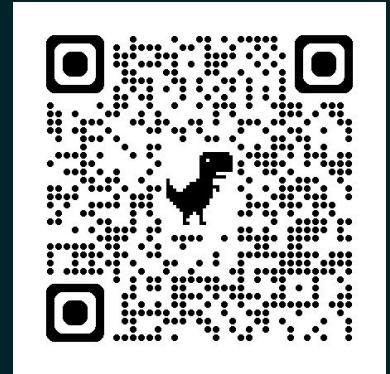
# Homework!

## Journaling:

Think about (and write about) a time in your life when you felt valued. How could you support others' experience of feeling valued in the context of Native-engaged research?

## Training:

Planning Collaborative Research with  
Native American Communities



# Thank you!

Next Workshops:

## Relationality

April 4, 2025 in person!

Pocatello and Fort Hall

**Keynote: Lynn Manning John**

**(Shoshone-Paiute)**

Principal, Owyhee Combined School

2026:

- Responsibility
- Representation
- Relevance

2027:

- Reciprocity
- The 4Rs for Non-Native Researchers
- Reflecting on the Workshop Series



Register for  
another workshop:



# Works Cited

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<https://cdn.sanity.io/files/raa5sn1v/production/3e782452a1ed9a2e03425ba035b353f54b2c2e46.pdf>
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