Native Data + Data Sovereignty

NNIP Camp, Session 3

Date: Sept 25, 2024

Leader: Lizzy Ferrara

Notetaker: Lizzy Ferrara

Attendees: Cameron Yap, Emma Kern, Katie Pritchard, Natalia Rodriguez, Florencia Gutierrez

Key Discussion Points:

* Diversity of Tribes: Each tribe is unique; it’s essential to provide space for individuals to introduce themselves and their tribes (and clans), which should be recorded.
* Two-Eyed Seeing Approach: This approach combines traditional Western research models with Indigenous ways of knowing to create a comprehensive understanding of the world.

Urban Native Populations: Over 80% of American Indian and Alaska Native people live off reservation lands, though definitions of "urban" can vary.

* Case Study - [Vibrant Hawaii](https://www.vibranthawaii.org/): Emma highlighted the importance of language that resonates with the community when building Native-based research projects. Flexibility in jargony terminology is crucial!
* Data as a By-Product: Data should serve community questions rather than drive the research engagement.
* Education Gaps: Natalia noted the lack of Native history education in Texas, where educators face challenges teaching this material and may be penalized by their communities for doing so.
* Urban Native Support: [Chief Seattle Club](https://www.chiefseattleclub.org/permanent-housing) serves as an example of programs focused on Urban Native populations. In this example providing supportive housing for Native people with various lived experiences but struggle with housing, with an emphasis on Native healing and staying connected to their community, regardless of their status.
* Creating Safe Spaces: Factors that contribute to a safe environment include:

 - Art, food, and communal spaces

 - Opportunities for storytelling

 - No finger-pointing or interruptions

* Tribal IRBs: While they play a crucial role in protecting Native communities, Tribal Institutional Review Boards can slow down the research process. Historical misuse of data has harmed Native communities (e.g., data used to determine eligibility for boarding schools).
* IHS and Schools: The Indian Health Service (IHS) is rooted in treaty obligations for land. Katie expressed uncertainty about the role of these institutions in the community, while Lizzy emphasized the importance of engaging key leaders to identify desired data and research.
* Research Approaches: The need for a balance between universal themes and localized strategies was discussed. Flexibility is essential for community-centered research.
* Interest in Collaboration: Participants expressed interest in learning about other NNIP partners working with Native communities. Highlighting this work in a newsletter could be a helpful first step.
* Best Practices Document: There’s a demand for a document outlining best practices to set standards for partners, particularly when working with small sample sizes (low n's).

Resources to Highlight

* [Abigail Echo-Hawk on the art and science of 'decolonizing data'](https://www.cascadepbs.org/2019/05/abigail-echo-hawk-art-and-science-decolonizing-data)
* [AANHPI Community Data Explorer](https://explore.aapidata.com/#home)
* [Data & Native American Identity](https://journals.sagepub.com/doi/10.1177/1536504220950395)
* [Walking Through Truth: Indigenous Wisdom and Community Health Equity](https://ssir.org/articles/entry/walking_through_truth_indigenous_wisdom_and_community_health_equity)

# [Using the Medicine Wheel as theory, conceptual framework, analysis, and evaluation tool in health research](https://www.sciencedirect.com/science/article/pii/S2667321523000355?via%3Dihub)