



Office of the President

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July 31, 2015

Regent Jay Heiler  
Chairman, Arizona Board of Regents  
2020 N. Central Avenue, Suite 230  
Phoenix, AZ 85004

Dear Regent Heiler:

Pursuant to the addendum to my employment contract, attached is a report on my annual performance incentives for academic year 2014 – 2015. This first year as President of Northern Arizona University has been remarkable! Despite fiscal challenges, I am very happy to be part of the Arizona University Enterprise Executive Committee positively impacting the lives of so many students as well as the Arizona economy.

Northern Arizona University is on a positive trajectory. I look forward to aggressively pursuing our ABOR metrics to fulfill our university mission as an outstanding undergraduate residential education strengthened by research, graduate and professional programs and sophisticated methods of distance delivery. Each of these areas of our mission requires a distinct and strong leader and my first year of president has required significant listening and learning to match up leadership characteristics for NAU's future success. The attached report outlines my leadership team who will each have a critical role in achieving our university and system goals.

Additionally, the report highlights current initiatives to improve Native American student recruitment and retention and our next steps planned in this area of strategic importance to NAU's mission. My personal commitment to this population of students is matched by the university-wide commitment and we have some great programs and projects underway. The next year will include continued relationship building with Native American communities and leaders throughout Arizona. Most importantly this year has identified that despite the vast initiatives underway, the efforts are not cohesive and comprehensive and that will be my focus for this upcoming year in order to create a university-wide system of service focused on student recruitment and retention.

I look forward to discussing these performance measures during our September meeting.

Sincerely,

A handwritten signature in black ink, appearing to read "Rita Hartung Cheng".

Rita Hartung Cheng  
President

Arizona Board of Regents Agreement – Addendum to Multiple Year Employment Contract for  
Northern Arizona University President Rita Hartung Cheng

Annual Performance Incentive (as written in addendum)

- a. University President will be entitled to \$10,000 for assembling a high quality and effective leadership team for Northern Arizona University. This may include replacing positions from which leaders are retiring as well as evaluating whether new positions or changes in responsibilities of existing positions are warranted to benefit a successful leadership team. The positions should be defined, filled or searches underway by June 30, 2015.

**Background**

I assumed the presidency at Northern Arizona University during the final year of President John Haeger’s multiple-year contract. Based on the belief that President Haeger would not extend his presidency beyond June 30, 2015, several members of President Haeger’s leadership team anticipated retiring or had made only limited-term commitments to vice-presidential positions. This environment ensured that I would need to attend to several planned turnovers in my leadership team in my first year or two as president.

Additionally, very shortly after assuming the presidency, NAU faced a challenging budget situation due to a significant reduction in state appropriated support. NAU’s per student funding from state appropriated support and tuition and fees has dropped to a non-inflation-adjusted 2005 level while the university continued to increase our student population and expand our delivery models. Financial challenges reinforced the need to assemble a strong team to continue to make progress toward the 2020 goals set by the Arizona Board of Regents and to continue to serve as an economic driver in northern Arizona and throughout the state.

Leadership changes are always a bit disorienting, but they bring tremendous opportunities for reinvigorating and strengthening an organization. I am committed to forming a revitalized and strong leadership team. It’s key that this team works together and remains focused on NAU’s evolution as a renowned public university known for its commitment and success with students and for its selective areas of research excellence.

This first year has provided me with a solid background on who NAU is and what it has accomplished. I am selecting a leadership team to work with me on NAU’s vision for the next ten years. As of June 30, 2015, I have completed several key hires and have begun important reorganization efforts. The next year will require continued attention to team development with two additional hires anticipated, and as new and retained senior leaders form into an integrated team focused on comprehensive action. I intend to use staff retreats, enhanced

leadership team meetings, and effective communication of our vision and mission to meld these talented individuals into a strong team.

Following are descriptions of the key leadership changes in my direct reports. It is important to also note that restructuring and reorganizations are underway both within and between the vice presidential divisions. In the current budget environment, although NAU operates as one of the leanest, public high-research universities, we must find ways to become even more efficient and effective. None of this is easy, but we recognize the necessity and will make the adjustments needed to be successful in a changing environment.

## **Senior Leadership Team Development**

### Completed Searches/Major Changes in Responsibility

- **Executive Vice President and Chief of Staff**

**Joanne Keene** was hired in May 2015 through a national search. She replaces Dr. Sarah Bickel who is retiring in August 2015.

A university chief of staff provides eyes and ears on the ground for a university president and coordinates strategic implementation efforts. Local community relationships are vital to any university community and I believe NAU requires an enhanced focus and strategic coordination of these relationships. Joanne, with significant experience at the local, state, and federal government levels, will provide this direction and management.

Joanne's prior experience includes nine years of working on the congressional level and several years in State roles, including working for two Arizona Governors and a State Agency. Prior to joining NAU, Joanne served as Government Relations Director and Interim Assistant County Manager for Coconino County. Combined, Joanne brings almost twenty years of experience and significant local, state and federal relationships.

- **Senior Associate to the President (SAP)**

With this shift in the chief of staff's focus, I am transferring the Senior Associate to the President (SAP) responsibilities to **Christy Farley**, the Vice President for Government Affairs and Business Partnerships. Christy, located conveniently in Phoenix, will provide both continuity and more frequent access to and for the Board of Regents and ABOR staff.

Christy has been at NAU for over ten years advising the president on political decisions and leading the local, state and federal government affairs efforts for the university. Approximately

six years ago Christy added business partnerships to her responsibilities and she participates in various chambers of commerce and business organizations to advocate for higher education broadly and NAU specifically as they set annual priorities and agendas. This outreach has been critical over the years in building vocal community support on legislative initiatives, as well as expanding our philanthropic outreach with Arizona businesses and foundations.

Three years ago Christy also accepted the administrative responsibilities for NAU at the Phoenix Biomedical Campus. NAU has three high demand health programs, Physician Assistant, Physical Therapy and Occupational Therapy, located at the Phoenix Biomedical Campus. These programs have talented academic leaders, but were in need of leadership that could provide enhanced visibility and important connections with hospital and healthcare leaders. Christy became responsible for articulating formal agreements with the University of Arizona for shared services and programming in the joint facilities, oversight of the build-out of additional capital infrastructure, and supervision of the overall NAU Phoenix Biomedical Campus budget.

Christy will continue in all of these roles in the short term, but I am evaluating the future leadership needed to continue to build NAU's programs and presence at the Phoenix Biomedical Campus as it has grown from a mere 49 students in fall 2012 to approaching 400 by fall of 2018. Christy has been a great team player and representative of NAU. She has provided sound advice during my first year as NAU president and I am confident that the Regents and ABOR staff will find her accessible, knowledgeable and responsive in this new role as Senior Associate to the President.

- **Provost and Vice President for Academic Affairs**

**Dr. James Coleman** was hired in June 2015 after a national search. He will assume his position on August 15, 2015, and replaces Dr. Laura Huenneke who wished to return to a research and faculty position at the university.

Jim comes to NAU from Virginia Commonwealth University where he was dean of the College of Humanities and Sciences since 2011. Previous positions included being a vice provost and professor of ecology and evolutionary biology at Rice University, vice chancellor for research and biology professor at the University of Missouri, and vice president for research and business development at Desert Research Institute in Reno. His broad background crosses multiple disciplines and his research focus makes him an excellent fit. He also shares my passion for transforming the lives of our students and meeting critical workforce needs for this state.

**Dr. Daniel Kain**, Vice Provost for Academic Personnel, will serve as interim Provost from July 1, 2015 to August 15, 2015. Dan has been at NAU for 20 years and served as dean of NAU's

College of Education prior to moving into his current position as vice provost for Academic Personnel in 2010.

- **Chief Marketing and Communications Officer (CMCO)**

The Office of the President is being restructured to strengthen external and internal communication, marketing, student recruitment, and overall messaging and visibility. NAU has used various organizational structures for communication and marketing in the past. Most recently the public affairs and marketing offices reported to the Vice President for University Advancement/President of the NAU Foundation, but individuals with similar responsibilities were located in other offices throughout the university. While the individual talent is high, coordination and leadership for a university-wide communications and marketing effort has been lacking.

The offices and individuals responsible for public affairs, marketing, and communication will now work together under this newly created position to better align NAU's messaging and enhance the impact of the investment we make in this effort. The Chief Marketing and Communications Officer will provide a much heightened focus on the university's vision and mission, and will prioritize its scarce and valuable marketing resources. While different from a Vice Presidential appointment, this individual will report directly to the President in development of a strategic communications and marketing plan and redirection of resources to meet the goals identified. The CMCO will work with all the vice presidents in identifying and prioritizing messaging without the distraction or allegiance to any departments or units and will serve as a critical member of the NAU leadership team.

**Carla Andrews O'Hara** has been selected as the CMCO for NAU beginning work in August 2015. Carla has more than twenty years of experience in marketing, communications and development. She has worked fourteen of those years in four major universities, including previously working at NAU as the Director of Marketing and a Director of Special Projects for the President. I am confident in Carla's ability to lead this critical reorganization effort.

- **Vice President for Enrollment Management and Student Affairs**

**Jane Kuhn**, a long-time NAU leader, was named as the Vice President for EMSA in January 2015 after a national search. She replaced David Bousquet who left NAU in July 2014 to accept another position.

Jane has been employed by NAU for 22 years, and served very successfully in several key positions including a double duty stint as the university's chief facilities officer and the associate vice president for Enrollment Management and Student Affairs. In October 2011 she assumed

primary responsibility for Enrollment Services, Undergraduate Admissions, Orientation, and Financial Aid. In January 2014, Jane, acting as co-chair with the Provost, organized the university's important *Strategic Enrollment Management Committee*.

- **Vice President for Budget and Institutional Effectiveness**

**Bjorn Flugstad**, previously the university's Associate Vice President for University Budget, was appointed interim Vice President for Budget and Institutional Effectiveness from January – June 2015 and fully assumed the position as of July 2015. He replaced Dr. Patricia Haeuser who retired from NAU in December 2014 after agreeing to serve during my initial transition.

Bjorn has been at NAU for seven years, working in increasingly responsible positions. Prior to joining NAU he worked for private sector firms as a Finance Manager and Finance Marketing Analyst. He received his bachelor's degree at Hamline University in 1994 and an MBA from the University of Wisconsin-Madison in 1996. Bjorn has demonstrated a wealth of institutional knowledge, an ability to provide critical university budget detail necessary to inform decisions, and a team approach that is necessary to encourage action throughout the NAU leadership team in making difficult budget decisions. Bjorn will work with ABOR staff on critical areas including performance metrics, performance funding, university budgeting and various university system reports.

- **Assistant to the President**

The Assistant to the President is a key support position enabling me to maximize my time on and off the university campus. **Isa Rueda** will assume this position following Dianna Grimaldi's retirement in August 2015.

Isa has 30 years of experience at NAU, most recently serving as the executive assistant in the Office of Public Affairs. Isa has a deep knowledge of the university and community and has worked in the NAU President's Office under prior presidents, as well as supported various university vice presidents. In her previous positions, Isa demonstrated outstanding organizational and office management skills.

As the Office of the President continues our streamlining efforts, Isa will work with Joanne Keene to implement efficiency efforts and maximize talents. Isa will also oversee NAU's student workers in my office to deepen their experience and workplace skills.

Interim Appointments/Planned Actions

- **Vice President for University Advancement; President of the Northern Arizona University Foundation**

**Dr. Betsy Mennell**, previously the university's Associate Vice President for Advancement, was appointed interim Vice President for University Advancement and President of the NAU Foundation as of July 2015. She replaces Dr. Mason Gerety who returned to a faculty position in the Franke College of Business. NAU is currently in our last year of a comprehensive fundraising campaign with a target goal of \$100M. We are on-track to close out this campaign at goal and on-time. In order to provide continuity in leadership during this final year, I have determined that it is prudent to postpone a national search for a permanent vice president until next year. Betsy has provided leadership during the comprehensive campaign and has worked with Foundation Board members and key prospects and has been both an integral part of the University Advancement team as well as a key leader. As identified above, the Office of Public Affairs and University Marketing, which were previously under this portfolio, have been assigned to the new Chief Marketing and Communications Officer.

- **Chief Information Technology Officer (CITO)**

**Ricky L Roberts**, Director of Information Technology, has been asked to serve in an interim role as replacement for Fred Estrella who retired June 30, 2015. It is anticipated a national search for a permanent CITO will commence during the next six months.

Additional Leadership Change Anticipated in 2015-2016

It is anticipated that an additional key leadership search will be initiated during the next year. **Vice President for Research** Dr. William Grabe has communicated his intent to retire by June 30, 2016. A national search for this position will be commenced early in FY 2016 with the goal of transition overlap, similar to the Executive Vice President and Chief of Staff's transition accomplished this year.

Annual Performance Incentive (as written in addendum)

- a. University President will be entitled to a performance incentive payment of \$15,000 for outreach to Arizona's Native American communities and development of a plan for increasing Native American student success rates at NAU. The plan should demonstrate strong relationships with tribes and the understanding of unique needs and obstacles to higher education faced by Arizona's Native American communities.

**Background**

One of the strong attractions to the NAU presidency was the university's mission emphasis on access to college for first generation students and particularly Native American populations. I was pleased to be assigned this performance incentive and consequently have spent the last eleven months forming and building on existing relationships with Native communities, listening and learning from tribal leaders and experts, faculty, staff and students, and inventorying and supporting existing or new initiatives to increase Native American student success.

I found that Northern Arizona University has a historic deep commitment to Native American students and has created and supported numerous programs and initiatives to help those students achieve success. The university has regularly been among the top universities nationally awarding Native American Master's level degrees and built the Native American Cultural Center and an array of student services to create an environment that welcomes and nurtures native students and peoples.

Although I am heartened by the tremendous range of existing efforts and the obvious commitment and individual efforts of faculty and staff, I have come to the conclusion that our efforts lack inter-connectedness and a comprehensive approach. I recognize the need to prioritize and integrate action plans as the next step toward accomplishing the goal of showing continuous improvement in student success performance outcomes.

Following is a very brief summary of efforts and observations organized around the three foci of outreach and building relationships, improving student access and success, and gaining Native American community involvement and support.

**Outreach and Building Relationships**

It was an honor to meet with important tribal councils and leaders during the fall of 2014 and spring 2015, and I will continue to schedule opportunities to listen and talk with tribal leaders.

Following are examples of outreach activities in which I engaged.

- **Intertribal Council leaders.** I met with 23 Tribal leaders at their fall 2014 quarterly meeting hosted by NAU and discussed NAU's goal of becoming the leading higher education institution serving Native Americans.
- **Hopi Tribal Council.** I traveled with Regent Leonard to the Hopi Mesa to meet council members and assure them NAU will continue to strengthen existing partnerships.
- **Navajo Nation Leaders.** I met with former Vice President Rex Lee Jim, President Russell Begaye and Vice President Jonathan Nez. During a presentation to the Navajo Council in July, I met with the Speaker and members of the Council during their summer session in Window Rock.
- **Hualapai Tribal Council.** I listened to and discussed the Hualapai Tribal Nation development plans. As an initial step we have agreed to partner with the Hualapai schools to provide college access services to students. These services will include college planning, financial aid, and ACT/SAT test prep among others.
- **Tribal Educational Entities.** I met with leaders and encouraged joint projects with tribal organizations including *Smart Start* with the FT. McDowell tribe; enhanced advising with **Diné College**, and a plan for collaboration with **STAR (Service to All Relations) School Leaders**.

### **Increasing Native American Student Access and Success**

First generation students and students from low income families and/or underperforming school districts often face difficulties that include weak academic readiness, financial insecurity, and unfamiliarity with university procedures and norms. Many Native American students enter the university with this background, but also must navigate other potential barriers to their success. Often they come from rural areas that have inadequate high speed internet connectivity/computer technology and must quickly catch-up with current computer literacy standards and master various administrative and educational communication technologies.

The cultural adjustment and transition for many of these students requires them to confront conflicting values and world views, to balance identity and acculturation, and to handle the tension between their college life and their family, extended family, and cultural obligations.

Additionally they have relatively few Native American faculty, staff, or even other students to look to for role models or practical advice.

NAU provides a large array of student support services to help these students, but the university's data on retention, and graduation, while reflective of national and comparable university success rates, suggests the university must continue to improve how it addresses these challenges.

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#### **Enrollment, Retention, and Graduation Rates**

NAU enrolls approximately 1,400-1,500 students a year who declare at least one Native American and/or tribal affiliation value. This number of students has remained relatively consistent year to year for the past five years.

- Native American retention and graduation statistics have historically only pertained to students who identify their race/ethnicity as American Indian/Alaska Native. This means that Native American students who identify as “Two or more races” or “Hispanic of any race” are excluded in the statistics. The statistics based on this narrow definition show that:
  - o New freshmen and new transfers who declare American Indian/Alaska Native as their ethnicity have a lower retention rate than our rate for all students. Retention rates vary year to year, rising some years and falling other years.
  - o Native American six-year graduation rates lag graduation rates for all students, but have improved for first-time full-time students the last two years.
  - o If measured over a 10-year time period, Native American students show higher graduation rate gains than the 10-year gains for all students. This suggests it is important to continue to work with these students to complete their degrees as they confront personal situations which cause them to stop out or take a longer time to earn the credits needed to graduate.

During 2014-15, NAU initiated or supported several initiatives consistent with the goal of improving Native American student recruitment and educational success. I am very pleased that there are early indications that these initiatives have made a real difference. As of this month we see a noticeable increase of fall 2015 applications and acceptances from students indicating a tribal identity.

The following provide a brief overview of a few key initiatives.

Initiative: Increasing Native American student enrollment

- o Requested our division of Enrollment Management and Students Affairs to develop a 2014-2015 Native American Recruitment Plan, and created the Native American Recruitment Team to identify strategic initiatives.
- o Dedicated funding to hire two new Native American student recruitment staff. This significantly expanded travel and tribal school interactions and recruitment activities and provided important connectivity and role models identified as critical above.
- o Supported hosting an orientation dedicated to tribal high schools, developing new targeted information and marketing materials, and scheduling a special 2015-2016 basketball game/campus visit day to connect tribal communities with the university community.

Initiative: Gathered expert advice on Native American student success best practices

- o Hosted Dr. Lee Bitsóí a Navajo scholar and expert on native student recruitment and retention. He reviewed best practices with university staff, made recommendations on ways to better coordinate our support services, and discussed next steps focused particularly on recruiting male Native American students into STEM programs.
- o Hosted a UCLA based Higher Education Research Institute (HERI) team conducting research on the recruitment and retention strategies of the most successful public institutions supporting Native American students. NAU was one of the universities invited to participate and results from this research study will be shared with the participating institutions during 2015-2016.
- o Convened the American Indian Education Conference on the NAU campus.

Initiative: Supported enhanced efforts to improve academic and student services

- NAU's Native American Student Services (NASS) now pre-assigns NASS advisors and peer mentors to work with all new entering first year Native American students and works with them in the NASS Connections Program to enhance a successful transition to the university.

- Planning is underway to create a Residential Learning Community for interested first year Native American students, establish an incentive scholarship program, and develop a supplemental one-week residential program for entering Native students.
- o Implementing a cutting edge analytics approach to improving Native American student success. Underway is a “deep-dive” report that analyzes risks and the efficacy of student interventions or combinations of interventions for Native American students. The goal is to identify the most effective intervention protocols for improving Native American student success and further develop our strategic plan based on these insights and data.

Initiative: Targeted key Native American faculty recruitment and leadership training

- o Supported the hiring of Dr. Manley Begay,<sup>ii</sup> Dr. Sharon Moses,<sup>iii</sup> and Dr. Julie A. Baldwin;<sup>iv</sup> three top-flight Native American faculty.
- o Appointed Dr. Alisse Ali-Joseph as NAU’s Faculty Athletics Representative. Dr. Ali-Joseph’s dissertation on *American Indian Collegiate Athletes: Assessing Education through Sport* will bring a unique perspective to this important role.
- o Continued the university’s multi-year effort to strengthen the Applied Indigenous Studies (AIS) department by increasing faculty and staff resources and programs.
- o Encouraged leadership training for Native American faculty and promoted current Native American faculty into leadership roles. One example is the careful preparation for the Native American Cancer Prevention grant leadership transition. In January 2016, Dr. Jani Ingram (Navajo) will be taking the lead investigator role; the first time in 10 years that the overall project will be headed by a Native American.

Initiative: Supported expansion of educational programs of special interest to Native American students

- o Completed the first year of an innovative Natives Lands Curriculum project. This National Science Foundation funded program co-enrolled students from Coconino Community College, Tohono O’odham Community College and NAU in an integrated block course providing culturally relevant science, mathematics, and social science content.

- o Enrolled 25 students from 7 different tribes in a 4-year American Indian School Leadership K-12 Principles training project funded by the U.S. Office of Education.
- o Completed development of a Tribal Leadership certificate, *Indigenous and Tribal Nation Building, Leadership Management, and Administration*, and a summer institute offered by the Applied Indigenous Studies faculty.
- o Piloted offering First-Year Seminar courses focused on tribal issues taught by a Native American faculty member.

### **Gaining Community Involvement and Support**

It is critical to NAU's success that Native American peoples and communities are fully engaged with the university in accomplishing the goal of increased Native American student success. This means extending and expanding tribal relationships, as well as tangible support to embed native cultural attributes throughout the university experience. Faculty and staff role models, tribal leader mentors, financial aid, internships, career planning, and resilience coaching need to be key support targets and joint efforts with the Native tribes and communities.

I plan to deepen the dialogue with the tribes on philanthropy and fund-raising focused on student success, but will also redouble efforts to find or expand relationships with other external partners such as the federal government, corporate, and nonprofit entities. Examples of this effort include the successful five-year extension of the Native American Cancer Prevention grant and existing *Center for American Indian Resilience (CAIR)* project, funded by US Department of Health and Human Services, National Institutes of Health – National Institute on Minority Health and Health Disparities and the twenty-three year partnership with the tribal communities led by NAU's EPA funded *Institute for Tribal Environmental Professionals*, focused on sustainable communities.

### **Next Steps**

It seems my eleven months as NAU's president has gone by like a blink of the eyelid, but during that time I believe progress is evident. Although it is clear that NAU invests heavily and widely in Native American student success, the work of the last year leads to the conclusion that the efforts are not cohesive and comprehensive, and thus have not been as effective as desirable.

I am wholly committed to strengthening Native American student access and degree attainment by recognizing unique needs and obstacles, and maximizing success using lessons learned from our own analytics and from expert suggested best practices.

Accordingly I will ask NAU's **Commission for Native Americans** to restructure into a Task Force with the charge to work with the **Special Advisor to the President on Tribal Affairs** to better understand Native American student recruitment, retention and graduation rates and goals; to evaluate the breadth and success of programs and initiatives; to define specific outcome targets; to prioritize action plans; and to identify the necessary steps to a comprehensive approach ensuring improvement in enrollment and graduation success.

NAU's goal to be a leading university serving Native Americans is not only a goal of the university; it is a concrete action plan of mine. I welcome the Board to assess further progress in the years to come.

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<sup>i</sup> Dr. Bitsóí serves as the diversity program director in the Department of Genetics at Harvard Medical School, where directs a recruitment plan for underrepresented minority students in genomic sciences at the undergraduate and postdoc levels. In addition, he concurrently serves as an Education Strategy Consultant for the Institute for Higher Education Policy in Washington, DC. Source: *Society for Advancement of Hispanics/Chicanos and Native Americans in Science*. <http://sacnas.org/about/who-we-are/board/bitsoi-lee>

<sup>ii</sup> **Manley A. Begay, Jr.** (Navajo), Ed.D, (AA, Dine' College; BA, University of Arizona; M.Ed, Brigham Young University; M.Ed, Harvard University; Ed.D, Harvard University –1997). A citizen of the Navajo Nation, Professor Begay specializes in Indigenous Nation-Building, Education, and Dine' History and Philosophy. Professor Begay also is faculty in the College of Education and W.A. Franke College of Business. He also serves as co-director of the Harvard Project on American Indian Economic Development.

<sup>iii</sup> **Dr. Sharon Moses** received her PhD from Cornell University where she was an NSF Pre-doctoral Fellow as well as the recipient of the Cornell SAGE Full Ride Fellowship for the Anthropology graduate program. Dr. Moses is a registered professional archaeologist; her current research project is located at the former Hume Plantation located in South Carolina where she is the Primary Investigator. She is working to develop an applied archaeology trajectory in forensics for students who plan to enhance their undergraduate and/or graduate plans with this emphasis.

<sup>iv</sup> **Julie A. Baldwin**, PhD, (Cherokee), earned her doctorate in Behavioral Sciences and Health Education in 1991 from the Johns Hopkins University School of Hygiene and Public Health. For nearly 15 years, she worked primarily with tribal communities in northern Arizona to design culturally relevant health promotion programs for youth and their families. Dr. Baldwin will join the Health Sciences department and is working to explore development of a Health Equity (or Health Disparities) Research Institute.

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