Evaluation & Report
2018
#RADLab18

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“How might we..... do more justice, record the stories of Native American people, develop fair housing, bring better access to clean water for parts of rural America?”
OVERVIEW

Why RADLab?

For 19 days in June, with 22 students enrolled, 16 instructors participating, and 6 design team partners, the 2018 Rural American Digital Lab (#RADLab18) was launched as a pilot project with a mission to address two problems –

1) lack of opportunity and investment in the rural infrastructure for digital innovation and opportunity;

2) demystifying the stereotypes and realities of Rural America.

Over the course of 16 months of planning (2017-18), a Design Team was formed between Heritage University, Whitman College, and PopUpJustice. The team recognized the issues are by no means simple, as the two problem statements above merely summarize the challenges to building and sustaining community in a digital world. Add to that, the push and pull of rural dynamics from history to present day. Where rural begins and ends is difficult to demarcate, and too simple to say is agricultural and remote. The initial perceptions of the geography of “isolation” in rural America is real, as is the expanse of sacred land, the resilient but fragile beauty of natural resources which were subject to earliest economic development and “innovation,” and the deep histories of people and place inextricably tied together.

#RADLab18 brought further reflections on this small Northwest section of rural America, bringing our cohort of participants – students and instructors alike - that much closer to connecting with the diversity of communities who have long lived as the First Peoples and their respective American Indian tribes, as well as to those who have moved to the region as generations of immigrant families whether socially labeled as settlers or leaders or laborers. The rurality and proximity to federally recognized tribal land, acres of diverse agriculture, a state prison, and a nuclear research and development site have had cumulative historical impacts on patterns of community.

Sowing the Seeds of Rural Innovation

It is within this context that #RADLab18 endeavored to ask the questions of whether and how digital tools and frameworks so seemingly ubiquitous among the urban centers of today, might add to the sparks of already existing rural innovation, ideas, and enhance community resources. Similar to the innovation experiential learning labs/centers popping up in urban based colleges, #RADLab18’s proof of concept challenge was to sow the seeds of next generation rural innovation.

- The #RADLab18 Design Team
OBJECTIVES

The larger vision for the Rural American Digital Lab is to serve as a collaborative learning lab model replicable for rural colleges, and to specifically serve as a framework to connect a network of learning communities between rural colleges and involve urban college partners as well.

Given limitations in resources and time, RADLab18 focused on the digital humanities and design thinking content, as well as the technical tools of audio/visual equipment specifically A/V cameras, smart phones, and podcast recording devices. Having identified the theoretical content and digital tool, each school had three teams of four-to-five students. The project-based learning as a team was originally to be blended teams comprised of students across the two schools, but the combination of resource, distance, and time limitations proved to be too difficult to fully realize the cross-campus team experiences.

General Learning Objectives

**Theory & Culture** - Rural American Identities and Innovation – the cultural confluence of Native American and immigrant influences, and emergence of innovating to create community and opportunity.

**Critical Thinking & Methodology** - Learning about digital context and digital media and concepts of innovation and design thinking

**Applied Thinking through Project-Based Learning** - 1) applying those concepts and analyses, and 2) tools of digital and social media to produce/document the digital stories.

**Cultural Exchange & Community Building** - To what extent can Heritage and Whitman, as two independent schools, together serve as regional rural partners to advance rural innovation and dynamic learning.

**Foster Innovation** – By starting with rural identity and regional issues through rural storytelling, foster ideation of community problem solving in a digital context, e.g. healthcare, legal, ag-tech, etc.).

**Thematic Questions**

1. How do you define Rural America?
2. What are the Challenges and Opportunities from your specific location in Rural America?
3. What are the stereotypes to breakdown, surprises to celebrate, and substance of culture and community you want to share?
4. How do you create an inclusive context to meaningfully and respectfully spotlight the diverse identities and issues of a region, communities, and people?
5. How do you imagine and build community in this digital age and virtual existence?
OUTCOMES

With cameras and recorders in hand, students set out to tell the untold stories of Rural American issues and identity....See a summary of their digital works in progress [HERE](#)

<table>
<thead>
<tr>
<th>Hidden homelessness in Walla Walla</th>
<th>Native Generations of Strength &amp; Trauma</th>
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<tbody>
<tr>
<td>Women's Access to Healthcare</td>
<td>Collegebound Farmworkers</td>
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<tr>
<td>Rebuilding Life after Prison</td>
<td>Latinx Nonconforming Identities</td>
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</tbody>
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Evaluating Impact of Experience on Meeting #RADLab18 Learning Objectives

✓ **Theory & Culture** - #RADLab18 achieved this objective as demonstrated in the lectures, discussions, and selected topics of the student projects.

✓ **Critical Thinking & Methodology** - Although introduced during bootcamp, #RADLab18 was limited in its ability to fully realize this objective given the time and resource limitations to weaving in the expert perspective consistently at the same level of the media mentors throughout the course.

✓ **Applied Thinking through Project-Based Learning** - The projects by definition utilized the collaborative team problem solving approach, using the basic toolkit of equipment for student teams to develop their digital stories. Time limitations and distance, and depth of lectures as well as team lab time, it was very difficult to have students fully engage in the digital and social media platforms.

✓ **Cultural Exchange & Community Building** - This was very difficult to achieve with only three days of in-person bonding and learning combined at the beginning and students focused on finishing up their projects at the closing residency. Though students were interested, the depth of community building was difficult to achieve in the timeframe and overflowing content and projects provided in 19 days. The virtual connections were not as engaging as tools to connect across campuses given the limited personal connections.

✓ **Foster Innovation** – The coursework and projects allowed for fruitful and engaging side conversations, peeking the curiosity of participants to further explore the possibilities.

Communications

SLACK was introduced as the collaborative platform for students and instructors, working to centralize the information dissemination of the syllabus, reading material, various documents, links, messages, etc. altogether intended to encourage discussion within the community of participants (students and instructors alike). Students were exposed to this platform for the first time, and so it was an opportunity to introduce the collaborative platform to enhance their project base learning across campuses. However, while the design team members were the most active users of the platform, the majority of participants appeared to use it for receiving information with limited consistent usage by three to five students who embraced the platform and initiated posts.
Student Feedback

Students surveyed about their experience were asked to provide reflections throughout the course, through their design journals, in person, and by written evaluation during the bootcamp. An end of session survey was also distributed, with 19/22 student respondents and 17/22 students from both cohorts fully completing the online survey.

By and large, student feedback can be grouped into the following themes:

**Eager for More and Advanced Hands-On Learning and Experimentation with Equipment**

Given the compressed schedule of 19 days to learn the tools and technicalities of the equipment, in addition to producing a story, organizing their team and the logistics of connecting with the interview subjects and location recording, students were anxious. By far, students expressed a strong desire to have more substantial hands-on learning of the equipment and software skills, and given the short amount of time, expressed that it was too hard to balance it all. A third of the cohort began the course with some level of audio/video experience and so were hoping to significantly improve their technical skills more. Each team successfully produced and presented their projects to the public, with several of them going on to share their works in progress at the 2018 Social Justice Film Festival.

**Recommendation:** To meaningfully develop technical skills, more hands-on experience, with more access to advanced technical equipment and guided experience is necessary. This would entail a longer RADLab session beyond the 19-day period we piloted, and/or substantial revision of time allocated to substantive lectures. It is worth noting that balancing the five learning outcomes identified above is substantially impacted by the incredibly short timeframe and resources the RADLab Design Team was working with for proof of concept.

**More Cross-campus Interaction**

One of the primary objectives of RADLab was to examine whether building a learning community across campuses was possible, to what extent would the differences serve as barriers or opportunities for cultural exchange, and to examine how meaningful the connections would be. The contrast in institutions is a microcosm and version of the difference in access and opportunity which RADLab18 aimed to bridge. With Whitman College having the

“**I learned that community building is not an easy process, and communities are always very different to the people within them than the people outside them looking in. Communities come in very different sizes and types, and it takes a great deal of time, effort, humility, and passion to insert oneself into a community and learn about the individual lives within it.”**

-RADLab18 Student
resources and capacity as a major liberal arts institution in the region, with a majority traditional student body typically coming from higher income families, Heritage University is a young community based institution for first-generation collegebound and nontraditional students who reside in the Yakima Valley. Despite their vast differences, however, students came together with curiosity and began forming a common pursuit in RADLab18.

The recurring response among both student groups was that they wanted more interaction and open time to spend getting to know each other, and that the overwhelming content and distance proved to be barriers to building a real sense of community. However, the few in-person opportunities the students did have the opportunity to interact with each other proved to be successful in the beginning but abbreviated due to the extent of the bootcamp programming. The virtual connections could not solidify relationships which remained tenuous.

**Recommendation:** For the next RADLab cohort, in order to achieve the community building goals between cohorts and facilitate a deeper cultural exchange, many students and instructors it would be important to extend the RADLab experience to a semester/quarter-long period, create mixed teams of students from each school, and have more in-person sessions to develop relationships.

**Mentors and Instructors**

Students expressed that the virtual lectures were interesting but were difficult to engage in given the timeframe and pressure to produce the digital stories. As such, students expressed that it may have been more useful to have more access to instructors from the faculty pool to help mentor and guide them in their production of their digital stories. The diversity of instructors produced an interesting set of topics intended to provide social, political, economic and historic context to the potential project themes students were considering (See attached syllabus), from American Indian tribal sovereignty and the Doctrine of Discovery locally and globally, to migrant farmworker communities/migration and geospatial history, to prison industry in rural economies, to access to healthcare, digital archiving, and LGBTQ and faith as hidden and marginalized identities in rural America.

> “You realize the world has different groups...even though we have a similar background. We are so different... The best outcome is when everyone is involved....”

> “It’s possible to learn with others so different from you. And I saw how beautiful the community is. (But) how I could not survive there. How I know so many people in prison. How I will never see many of them again.”

- RADLab18 Student
Ten virtual lectures drew from the diversity of expertise of Heritage University, Whitman College, University of Washington, and practitioners outside of academe.

**Recommendation:** Pairing up mentors who could provide support on the substantive topics and project management guidance for project teams was initially part of the curriculum design, but due to limited resources, it was not feasible. RADLab’s media mentors who were able to provide bootcamp instruction, weekly in-person lab hours, and virtual assistance as necessary were very useful such that their increased availability and equipment/software support onsite would be helpful in addition to assigned mentors for each project team. Again, extending the timeframe and increased resources for mentorship coordination and equipment would improve the student experience.

**Personal Growth**

A number of students commented on the personal growth they experienced from the RADLab18 experience. Whether it was the professional development in realizing expanded career paths, teambuilding, project management dynamics, or cultural privilege, preservation, and pride, RADLab18 facilitated confidence, internal self-awareness, and a sense of identity for many of the students.

**Instructors**

Participating instructors were supportive and enthusiastic about the opportunity to participate, and all indicated they would be interested in participating again in either an instructional or advisory capacity. Drawing from professionals in the field and academic faculty from both Heritage University and Whitman College, the cross-campus collaboration and project-based learning to engage in public scholarship offered a unique opportunity to not only experiment but engage with community. The expansion of the classroom to community-based issues, encouraging innovative problem solving, using digital tools and digital culture, along with cross-campus community building were perceived as a much-needed approach to teaching and learning.

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*It helped improve my critical-thinking abilities, how to communicate from different perspectives, and analyze potential solutions.*

-RADLab18 Student
Of the 16 instructors, six were affiliated faculty with either Heritage University or Whitman College, with one faculty from the University of Washington and a doctoral student from the University of Southern California (and Heritage University alum; ten were guest lecturers who were practitioners in social justice, social/tech entrepreneurs, or media professionals.

The participation of media mentors specializing in photography, film, and podcast production was a key resource for student guidance.

Program coordination of the instructors was shared by the Design Team, dividing tasks of communications and logistics associated with each institution, and then overall administrative leadership and project management provided by PopUpJustice.

“The Lab”  
Technology & Equipment

Both sets of students in the cohort had access to their school computer labs equipped with video/audio editing software and computers through their school computer labs. The basic toolkit of media equipment for the RADLab included some existing equipment at each school, such as handheld recorders, tripods, drones. New software and equipment purchased by each school for the RADlab pilot project included the following:

**Basics Tools to Produce Minimum Viable Projects**

- 6 Cameras, Handheld Recorders
- Camera bags
- Tripod for on location camera sessions
- Classroom Microphone for videoconferencing
- Classroom Video Camera and tripod for videoconferencing
- Lecturer Microphone Lavaliere
- Memory cards for each team
- Adobe Premier

Additionally, all students supplemented their experience with their personal smart phones, cameras, tablets, computers, and software as well. Media mentors for instruction in photography, film, and podcasting were provided at the in-person introductory weekend bootcamp and three day closing residency, weekly in person, and virtually on call as needed.

Although the teams were able to produce their projects, all students had to integrate their equipment with the school computer lab and other school equipment. Troubleshooting devices and software glitches and sharing the equipment periodically a challenge but was manageable.

**Recommendations:** Improved and more access to technology, software, and equipment would address the experiential learning process.
Campus Classroom Connections

Students also had designated classrooms/labs on campus, which were each within close proximity to team breakout rooms and computer labs. The ten lectures were delivered in person at one of the classrooms such that it was a blend of in-person and virtual, connecting the classrooms across campus through Zoom. To the extent that RADLab18 aimed to encourage cross-campus connections and learnings, Zoom was able to feature the slides, presentations, and discussions for the cross-campus cohort. Throughout the lecture series, however, the level of discussion and engagement were difficult to fully realize given the frequent challenges of troubleshooting sound quality, internet glitches, and visual presentation on the screen given the limited amount of equipment.

Recommendations: Improvements ranging from cheaper to more advanced and costly options would enhance the virtual lecture series and community connections could be addressed by either integrating a webinar approach, connecting students with their laptops as appropriate for the power point presentations, and different classroom configurations with enhanced camera and audio capabilities such as more powerful microphone and camera or more microphones shared between clusters of students.
**RADLab Fast Forward**

RADLab18 was a 19-Day experiment to test how might we achieve next generation community building and rural innovation. Adopting the mindset of what can we do with a “potluck approach” and “rising to the challenge of how much we can do with very little,” the 18-month production of planning and coordination of RADLab18 relied on less than $50,000 patched together between existing school budgets; and substantially matched in value by and supplemented by the in-kind support from participating partners, volunteers, student government contributions, and the moral support of the institutional leadership of Heritage University and Whitman College.

Within 19 days, 16 instructors, 6 design team members, and 22 students, RADLab sowed the seeds of rural innovation.

Cross-campus, interdisciplinary, collaborative problem-solving set the first turn in motion for the flywheel of rural innovation – to learn, invent, and build ideas across differences and distance.

Six digital stories emerged to tell some of the crucially untold stories of Rural America.

A cultural exchange of next generation diplomacy and community building fell short, but peeked the curiosity and saw flashes of possibilities.

And in the process, important ideation began – whether spontaneously, explicitly, as a cohort or between experts -- about issues of access and potential for innovative solutions to community development:

- Pesticide Notification Apps
- Drones for Water Delivery and Essentials in the Fields
- RADLab PopUps to teach multilingual digital literacy & other information for rural kids
- Digitization of archives and oral history
- Rural access to healthcare app – virtual medical consultations
- Digital solutions for women in need of rural access to healthcare
- Educational apps for remote access to reproductive health
- Re-entry Counsel, Therapy, Referral App
- Multilingual game that helps educate about, and provide services for people needing mental health support
- Digital matching platform for indigenous mentoring match for intergenerational and public health needs
- Rural Community Organizing and Events App
- Language Robots for promotion and preservation of indigenous languages
Appendix
## Syllabus

### CALENDAR 2018

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<td>Heritage - Orientation/community building. Learning Outcome baseline</td>
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<td>June 2-3 @ HERITAGE</td>
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<td>Dinner for Whitman students @ GAC</td>
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<td>Photo Essays Viewfinder Media Group</td>
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<td>Morning Personal Time Options</td>
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<td>Mass, Field Trip to Fort Simcoe, Other</td>
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<td>Digital Storytelling Ethics (Part 2) Enrique Cerna</td>
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<td>June 4 - 5 @ HERITAGE June 6-7 @ BOTH CAMPUSES</td>
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<td>THIRD DAY (9AM-3PM)</td>
<td>FOURTH DAY (9AM - NOON)</td>
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<td>VIRTUAL CLASS #2</td>
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<td>Digital Tools of Storytelling (3) Nathan Brannon</td>
<td>Project team story selection</td>
<td>Debrief the Heritage time</td>
<td>Chuck Sams III CTUIR - Native American History</td>
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<td>STAFF: Noah, Aurora</td>
<td>Digital Tools of Storytelling (4) Team Storyboarding &amp; Application</td>
<td>Big picture Technology practice</td>
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<td>Whitman folks - Depart Heritage noon</td>
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<td>STAFF: Noah, Aurora</td>
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<tr>
<th>June 11 - 17 @ BOTH CAMPUSES</th>
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<td>Social issues. teams start exploring ideas</td>
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<tr>
<th>VIRTUAL CLASS #3</th>
<th>VIRTUAL CLASS #4</th>
<th>VIRTUAL CLASS #5</th>
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<tr>
<td>Yesenia Hunter - Yakima Valley, migration, race, labor (confirmed)</td>
<td>Yusuf Incetas, Rural America and Faith Identities (confirmed)</td>
<td>Heather Hayes - incarceration</td>
<td>STAFF: Noah Maybe Maggi, Aurora (Heritage) IMS: Jon 8-5, Charles 8-3</td>
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<td>STAFF: Maggi, Noah, Aurora (Heritage) IMS: Jon 8-5, Charles 8-3</td>
<td>STAFF: Maggi, Aurora (Heritage) IMS: Jon 8-5, Charles 8-3</td>
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<td>final info to Jordan</td>
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<th>TEAM PROJECT WORK DAY</th>
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<td>STAFF: Noah Maybe Maggi, Aurora (Heritage) IMS: Jon 8-5, Charles 8-3</td>
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<td>final info to Jordan</td>
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<th>Social issues: teams gathering material, start working</th>
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<td>Social issues: teams gathering material, start working</td>
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<td>Heather Hayes - incarceration</td>
<td>STAFF: Noah Maybe Maggi, Aurora (Heritage) IMS: Jon 8-5, Charles 8-3</td>
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<td>June 18 - 24 @ BOTH CAMPUSES</td>
<td>VIRTUAL CLASS #6</td>
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<td>Sarah Augustine - doctrine of discovery, land use, reservation context (confirmed)</td>
<td>Jason Pribilsky - health issues (opioid epidemic)</td>
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<tr>
<th>June 25 - 29 @ WHITMAN (Marcus House: confirmed)</th>
<th>Whitman - Project work &amp; presentations</th>
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<tr>
<td>John Findlay</td>
<td>Arrive at Whitman Archives visit (Ben Murphy)</td>
<td>Presentations Learning outcomes assessment</td>
<td>Reflection LAST DAY - leave at noon</td>
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<td>Prep for Whitman time</td>
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<td>STAFF: Noah, Aurora (Heritage) IMS: Jon 8-5, Charles 8-3</td>
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Program Instructors

Sarah Augustine (saugustine08@gmail.com) is Assistant Professor of Sociology at Heritage University, where she focuses her research and teaching on the Doctrine of Discovery. She has researched and written extensively about indigenous people’s rights, has engaged in policy and special international convenings related to the advancement of indigenous people, examining issues related to indigenous people’s wellbeing, community development, health, and environmental issues. Sarah has also taken on leadership roles at Heritage University’s Center for a New Washington and directing the student program on Spirituality & Development.

Nathan Brannon (nathan.brannon@gmail.com) is a podcast producer and recently launched “Hamster Village” a show that delves into the dynamics of interracial relationships. In the midst of divisive racial dialogue, the show aims to examine how people of different races are coming together rather than being pulled apart. As an award-winning comedian originally from Portland, Oregon, Nathan’s storytelling approach weaves humor and the creation of entertaining content into community especially for multiracial couples and individuals.

Enrique Cerna (enriquecerna@msn.com) is a five-time Emmy-award winning radio and television reporter, host, and executive producer. He was a journalist for KOMO Radio early on, and went on to become reporter and executive producer at KOMO, KING, and KCTS television stations. Having grown up in the Yakima Valley, born in Yakima, graduating from Wapato High School and earning his broadcasting credentials from Washington State University. Enrique has deep ties to the region and has been a noted journalist for 37 years. His award-winning work has featured the stories of cultural diversity, politics, economics, and other issues of public importance throughout the state.

Claudia Colinderes Johnson (c3j3johnson@gmail.com) works on improving how legal services are provided to vulnerable and low income communities. Claudia's focus is on using technology in a way that is respectful to the needs of those in need, while at the same time empowering service providers to develop and embrace new ways of closing the Justice Gap. At Bay Area Legal Aid in Oakland she created the Legal Advice Line, a model legal helpline providing counsel and advice across seven counties in five languages. While at the Bar Association of San Francisco, she created the lawyer of the day project in eviction court in San Francisco, a model now adopted in other states. She started the Language Access Project at CLS, Philadelphia. She is a founding member of the National Language Access Advocacy Network (NLAAN). LawHelp Interactive was recognized by the NY Times in this column: https://www.nytimes.com/2016/12/06/opinion/a-year-of-big-ideas-in-social-change.html. She is a frequent speaker on language access issues, cultural competency technology, innovation and applications to new delivery systems. She is a collaborator with http://popupjustice.org/ looking at how to create race equity through technology in legal services. She advises the ATJ Tech Fellows creating a pipeline of diverse attorneys graduating with hands on tech experience.https://www.atjtechfellows.org Claudia started her legal career as a Skadden Fellow. She is holds her undergrad and graduate degrees from UC Berkeley and her law degree is from University of Pennsylvania Law School. She was a PIAA fellow at Harvard University's Kennedy School of Government, and Carnegie's Heinz School.

John M. Findlay (jfindlay@uw.edu) works on the history of the North American West and Pacific Northwest. He has written especially on social and urban history, with a particular focus on the 20th century. His books include People of Chance: Gambling in American Society from Jamestown to Las
Vegas (Oxford University Press, 1986); Magic Lands: Western Cityscapes and American Culture after 1940 (University of California Press, 1992); and Atomic Frontier Days: Hanford and the American West, with Bruce Hevly (University of Washington Press, 2011). His current book project is a scholarly overview of the American West after Pearl Harbor, tentatively titled "The Mobilized West, 1941-2001." Professor Findlay has written articles and chapters on such topics as Indian reservations in 19th-century California; utopianism in the American West; regional identity and literature in the Pacific Northwest; Euro-American contact with Natives in the Great Basin; world's fairs of Washington state; the nuclear West; the history of the University of Washington; and the historiography of the American West. He has also co-edited three multi-author volumes that had their origins as symposia at the University of Washington's Center for the Study of the Pacific Northwest: The Atomic West, eds. Bruce Hevly and John M. Findlay (1998); Power and Place in the North American West, eds. Richard White and John M. Findlay (1999); and Parallel Destinies: Canadians, Americans, and the Western Border, eds. John M. Findlay and Ken Coates (2002). Professor Findlay has supported other people's research and teaching about the Pacific Northwest by serving as Managing Editor of Pacific Northwest Quarterly, 1992-2003 and 2008-2015, and as Director of the Center for the Study of the Pacific Northwest (1991-99, 2005-6). Professor Findlay also served as Chair (2002-7, 2010-11) and Associate Chair (2011-12) of the UW Department of History.

Heather Hayes (hayesha@whitman.edu) is a scholar, author, speaker, and global citizen critic researching, writing, organizing, and teaching. Influenced by training in both rhetorical criticism and anthropological fieldwork methods, her work focuses on the social implications of racialized violence and discourses of terrorism, both domestically and as part of the global, decades long US-led war on terror. Dr. Hayes is Chair and Assistant Professor of Rhetoric and Race and Ethnic Studies at Whitman College and author of Violent Subjects and Rhetorical Cartography in the Age of the Terror Wars (Palgrave Macmillan, 2016). Committed to public and global deliberation, she has presented her work across the US, Middle East, and Europe to diverse audiences, teaches at both a small liberal arts college and inside penitentiaries, and serves as Terrorism and Middle East desk editor for Citizen Critics (www.citizencritics.org), where she also is a regular contributor.

Yesenia Hunter (yhunter@usc.edu) Yesenia Navarrete Hunter is a PhD student in the History Program at the University of Southern California. Her experience of growing up on the Yakama Indian Reservation as a migrant farmworker is at the root of her scholarly interest in the history of migrant labor and place-making in the Pacific Northwest. Yesenia addresses questions of migration, culture, and the shaping of a racialized agricultural landscape by thinking about the spatial history of the region through archival research, oral histories, and testimonies.

Yusuf Incetas (Incetas_Y@heritage.edu) Ph.D., earned his a doctorate in Curriculum & Instruction Secondary & Continuing Education from the University of Illinois at Urbana-Champaign. He currently works as Associate Professor of Bilingual Education at Heritage University and teaches classes in linguistics, language acquisition, ELL assessment, and bilingual education methods. He is also an EdTPA scorer and a Quizlet ambassador. His research interests include the Hizmet Movement, Technological Applications in Cultural Instruction for Diverse Learners, and Social Perceptions of Muslim Culture in the United States.

Nate Midgley (nateramidgley@gmail.com) and Alex Bergstrom (bergstromalex@gmail.com) are the team behind Viewfinder Media Group a social justice media startup based in Seattle. Viewfinder focuses on nonprofit and community based organizations whose digital narrative needs span the
spectrum of documentary photo essays, short films, and special mixed media projects. As a creative team, Nate is a filmmaker with traditional training and a modern style. His storytelling approach is community-based, with a commitment to accountability not just to a story, but to that story’s owner. Combining imagery, language, and sound, the power of video storytelling lies in its ability to change norms. He has had his short documentary featured at the 2016 Social Justice Film Festival. Alex specializes in documentary photography, with professional non-profit photography, communications, and advocacy experience working on issues around prisoner reentry, homelessness, farmworker rights, and mental health. Alex’s photography has been published in Real Change, Seattle Weekly, Crosscut, and the South Seattle Emerald.

Ben Murphy (murphybp@whitman.edu) is Archivist and Head of Digital Services in the Whitman College and Northwest Archives in Penrose Library, and also Adjunct Assistant Professor of Library and Information Science. He teaches a course on archival research methods, and collaborates with Whitman faculty to integrate archives, rare books and manuscripts into the curriculum. He has published and presented on topics such as information literacy, digital humanities and digital collections.

Jason Pribilsky (pribiljc@whitman.edu) is a professor of cultural anthropology at Whitman College and currently serves and the Chair of the Social Sciences division. His research interests include the intersection of anthropology and public health, migration, and indigenous politics in Latin America. Most of his research has been conducted in the Andes Mountains, in Ecuador and Peru, and in the urban United States. In his spare time, he likes to hike, ride road bikes, and run.

Sart Rowe (sart@sarterus.com) is a professor and techie working at Northwest Justice Project, managing the National Technology Assistance Project and teaching at the University of Washington and Seattle University. He is also a former Chairman of the Board for Washington Lawyers for the Arts. Brian teaches as an adjunct in the areas of Privacy law, Ethics, Copyright and Information Policy. Sart has worked for Creative Commons, Public Knowledge, the Washington State Access to Justice Board, Microsoft, Wizards of the Coast, and Disability Rights Washington. He is also a social media expert with a modest YouTube following. Sart has a background in Information technology and law. Brian holds a B.S. in Informatics and a B.A. in Political Science, both for the university of Washington and a J.D. for Seattle University. And was the winner of the 2009 WSBA IP Section Scholarship Award and a Google Public Policy Fellowship.

Chuck F. Sams III (chucksams@ctuir.org) is Cayuse, Walla Walla, Cocopah, and Yankton Sioux. He grew up on the Umatilla Indian Reservation in Northeast Oregon. He currently serves as the Communications Director for the Confederated Tribes of the Umatilla Indian Reservation. Prior positions include Environmental Health and Safety Officer/Planner in the Tribal Planning Office for the CTUIR, President/Chief Executive Officer of Indian Country Conservancy, Executive Director for the Umatilla Tribal Community Foundation, and National Director of the Tribal & Native Lands Program for the Trust for Public Land. Chuck has worked in the non-profit natural resource management field for over 20 years. Chuck holds a Bachelor of Science in business administration from Concordia University. He is a veteran of the U.S. Navy where he served as an intelligence specialist. He resides in Pendleton, Oregon with his wife Lori and their four children.
Daniel Sandoval (daniel@desandoval.net) is a human experience designer and consultant. His studies at the University of Washington iSchool focused on the study of human-computer interaction. Through his studies in mathematics, software development, and user-centered design, he found that ubiquitous computing will lead to success in art, science, and education. People use digital artifacts every day. Those that are significant provide practical and navigable solutions to their users' problems. As a Human Experience Designer, Daniel aims to generate such solutions. He has studied computer science, software development, and design at AIT-Budapest, and while there had the opportunity to be mentored by Ernő Rubik (Rubik’s Cube, creator), Ernő Duda (SOLVO BioTech, founder), and Gábor Bojár (Graphisoft, founder) to expand his international view of the user experience. He is involved in the Puget Sound startup community as a designer, developer and small-business consultant.

Miguel Willis (miguel@atjtechfellows.org) is a social justice entrepreneur and the founder of ATJ Tech Fellows, the newest national program disrupting legal training and practice for the next generation of public interest law students and new lawyers. A new graduate of Seattle University School of Law, Miguel has been a trailblazer in the social justice tech space: blogging as the www.innovativelawstudent.com; spearheading the first Social Justice Hackathon in Washington State, bringing together law students, lawyers, non-profit organizations, and software developers to crank out apps and programs that help increase access to legal services; and founding “CaseBooker” a mobile app which allows law students to list their old casebooks for sale, purchase books using a secure mobile app, and chat to set up an in-person exchange. Miguel is passionate about using his legal education for supporting various communities in finding solutions to their legal, social, and economic problems. Miguel also wants to bring tech solutions to the legal field in order to close the gap in the access to justice, and serve clients more efficiently.

DESIGN TEAM

Kimberly Bellamy-Thompson is assistant professor and the department chair of Social Sciences. Prior to her teaching position, she was employed with the Yakima Valley Museum assisting with program and fund development. Her previous professional experience includes a 25 year career with the Orange County Sheriff’s Office in Orlando Florida. She is passionate about justice, education, and civic involvement. Some of her recent accomplishments include: coordinating the Washington State Supreme Court’s Travel Court Program; the Race, Justice, and Democracy townhall with PBS at the Yakima Valley Museum; and the Heritage Youth and Justice Forum in partnership with the Washington State Minority and Justice Commission and University of Washington School of Law, which provided an opportunity for under-represented middle and high school students to learn about law and justice. She currently serves on the boards of Humanities Washington, KCTS9/PBS – Seattle, Yakima YMCA, and Safe Yakima.

Blake Slonecker (PhD University of North Carolina at Chapel Hill) is Ted Robertson Chair of Humanities and Associate Professor of History at Heritage University. He is the author of A New Dawn for the New Left: Liberation News Service, Montague Farm, and the Long Sixties and co-editor of The Sixties: A Journal of History, Politics and Culture.

Lindsay Brown is the Director of Student Life at Heritage University, where she oversees various student-centered programs for leadership, extra and co-curricular activities, orientation and support for student
government organizations. At Heritage, Lindsay also serves as the President of the Staff Educator Senate, a governing body to support the welfare of staff educators. Lindsay earned her Bachelor of Arts in Education at Central Washington University, followed by her Master of Arts in Organizational Management from Ashford University. She has nearly completed a second Master of Arts from Regent University, this time focusing in Communication. Throughout her career, Lindsay has worked with students of all ages, beginning in early childhood, then in the K-12 public schools, and now in Higher Education.

**Noah Leavitt** is Director of the Student Engagement Center and Research Associate of Sociology for Whitman College. Noah has served in a variety of different roles at Whitman College having served as faculty and Dean of Students, and now leading the newly formed Student Engagement Center which links students learning opportunities with community experience. Noah has been a legal aid lawyer, advocacy director, community organizer, and teacher. He holds a J.D. from the University of Michigan and M.A. University of Chicago.

**Maggi Banderas** is the Assistant Director of the Intercultural Center. She first came to Whitman College as an international student from Ecuador, and she earned her degree in Art History and Visual Culture Studies in 2005. Maggi has worked in different areas at Whitman, and, after earning her Masters in Student Affairs in Higher Education, joined the Intercultural Center where she works to support multicultural and international students through different advising and programming opportunities.

**Aurora Martin** is the founder of **popUPjustice**, a social justice startup that aims to serve as a collaborative entity with various independent creatives and experts across sectors, incubating ideas at the intersection of technology, social justice, the arts, and popular culture. She was inspired to develop a new entity after nearly 20 years in Washington legal aid as a public interest lawyer who grew up from intern to executive director at Columbia Legal Services. Building upon her experience in the nonprofit community, Aurora also serves as a guest speaker for various seminars and workshops on diversity and leadership, and as faculty for the Nonprofit Certificate Program of the University of Washington Continuing Professional Education Program.