2023 Doing Research in Indigenous Communities
The Sober Living Home Crisis: Collaboration for Community Action
Planning Committee Biographies

Theresa Jean Ambo is an Assistant Professor and co-founder and co-director of the Indigenous Futures Institute. Theresa holds a Ph.D. in Education from the University of California, Los Angeles (UCLA) and was a UC President’s Postdoctoral Fellow from 2017-2019, and is a William T. Grant Scholar, class of 2027.

Theresa’s research focuses on educational equity for American Indian students and communities in postsecondary institutions, including experience and community-campus partnerships. Her primary area of research examines the relational nature and status between public universities and local Native nations in California. Using a multiple case-study approach, she offers institutionally transferable insight into tribal community-university partnerships. In addition, Theresa collaborates with community members and researchers to analyze settler land acknowledgment statements and the histories of universities.

She currently organizes two community-based research projects—Tovaangar to UCLA and (Un)mapping UC Motkoolahooee Project—to examine the intimate and complex entanglements of postsecondary institutions in California across three waves of Indigenous dispossession—Spanish, Mexican, and U.S. governance. This research is supported by the Spencer Foundation, Lumina Foundation, and William T. Grant Foundation.

Agnes Attakai, MPA, a member of the Dine (Navajo) Nation, was raised on both the Dine homelands in Arizona and the urban California suburbs. She currently works as the Director of Health Disparities Outreach and Prevention Education for the Center for Rural Health at the University of Arizona Mel and Enid Zuckerman College of Public Health. Within the College of Medicine, she is Program Manager for the American Indian Research Center for Health, managing the Indians into Medicine, Pima County Racial and Ethnic Approaches to Community Health (REACH) and Leadership in Health Equity for American Indian Health Research & Development (LEAD) programs. Agnes has a Master of Public Administration degree and a Public Health Training Certificate for American Indian Health Professionals from Johns Hopkins Bloomberg School of Public Health.
**Annabell Bowen** is Onöndowa'ga (Seneca) and a citizen of the Diné (Navajo) Nation. She is Bįįhbitoodnii (Deer Spring) born for the Bear Clan of the Onöndowa’ga. Her maternal grandfather is Tł’ízílani (Manygoats) and her paternal grandfather is Snipe Clan of the Onöndowa’ga. She is from Tó Naneesdizí (Tuba City, AZ). She serves as the Director for the Office American Indian Initiatives at Arizona State University. Her scope of work focuses on the recruitment and retention of American Indian students by coordinating and aligning academic/student services on campus. She received her Associate of Arts (AA) degree from Diné College and transferred to Arizona State University (ASU). She holds two bachelor’s degrees in History and American Indian Studies and a master’s degree in Education (M.Ed.) - Curriculum and Instruction with an Indian Education focus from Arizona State University.

**Angela Gonzales** (Hopi) is an Associate Professor in the School of Social Transformation at Arizona State University. As a community-engaged, interdisciplinary scholar, her research interests cut across and integrate the fields of Sociology, Indigenous Studies, and Public Health. Over the past two decades, she has engaged in a number of community-based research projects in tribal communities. Her research has been supported by the National Institutes of Health, National Science Foundation, and the Ford and Russell Sage Foundations. Gonzales holds a Ph.D. in Sociology from Harvard University, a master’s degree from the Harvard Graduate School of Education, and a bachelor’s degree in Sociology from the University of California, Riverside. As an enrolled member of the Hopi Tribe, she is committed to research that incorporates community-based participatory action research methods to create relationships of trust and reciprocity between tribal partners and academic researchers.

**LeShe Hunter** is an Events Manager in the College of Health Solutions. She provided guidance and expertise in coordinating the Doing Research in Indigenous Communities conference. In addition to her logistical knowhow, LeShe leads the team that will be supporting operations and vendors for the conference.
Sahmie Joshevama, Hopi, is Piqos’wungwa (Bearstrap Clan) from the Village of Songoopavi. She is a graduate of Arizona State University, earning a BS in American Indian Studies (AIS) in 2015. Sahmie currently serves as the Coordinator for the Office of American Indian Initiatives at Arizona State University. She has served on the Doing Research in Indigenous Communities Conference Planning since 2017.

Rachel La Vine is a Project Manager Sr. within the College of Health Solutions at Arizona State University. She has twelve years experience working in higher education in both student facing and community engagement positions. Ms. La Vine supports efforts stemming from the Design and Innovation Studio for Health (DISH) team as well as the College of Health Solutions strategic initiatives. She eagerly engaged with the planning committee and her campus colleagues to execute the 6th Annual Doing Research in Indigenous Communities conference.

Jacob Moore (Tohono O’odham, Akimel O’odham, Lakota, Dakota), Associate Vice President of Tribal Relations, is responsible for the intergovernmental relations between Arizona State University and tribal nations and communities. Previously, Jacob Moore was managing partner for Generation Seven Strategic Partners, LLC, and also worked as an Economic Development Analyst and Special Assistant on Congressional and Legislative Affairs for the Salt River Pima-Maricopa Indian Community. Jacob previously served on the Arizona State Board of Education, where he had served as president once and vice president twice. Mr. Moore is currently on the board of directors for the Arizona Community Foundation, the ASU Morrison Institute, WestEd, and the Arizona Minority Education Policy Analysis Center (AMEPAC). Mr. Moore earned a Bachelor of Science degree in Finance and Executive MBA from Arizona State University’s W.P. Carey College of Business. Jacob is an enrolled member of the Tohono O’odham Nation.

Taylor Notah (Diné) is an award-winning journalist and senior editor of Turning Points Magazine, ASU’s Native American student magazine that publishes semestery. Taylor is originally from the Navajo Nation and currently resides on the ancestral homelands of the Akimel O’otham and Pee Posh peoples. Taylor is a professional member of the Native American Journalists Association. She enjoys video games, studying music, traveling, and spending time with her family in her free time.
Myra Parker JD, MPH, PhD, is an enrolled member of the Mandan and Hidatsa tribes and serves as an Associate Professor in the Center for the Study of Health and Risk Behavior in the University of Washington School of Medicine’s Department of Psychiatry and Director for Seven Directions. She has worked for fifteen years on tribal public health program implementation, coordination, and research with tribal communities across the U.S. Prior to her work in research, she worked for five years in the policy arena within Arizona state government, in tribal governments, and with tribal working groups at the state and national level. Her research experience in public health involves Community Based Participatory Research (CBPR) and the development and testing of cultural adaptations of evidence-based interventions in American Indian communities.

Dr. Jamie Ritchey currently serves as the Tribal Epidemiology Center Director within the Indian Health Service Phoenix-Tucson Service Area with the Inter-Tribal Council of Arizona, Inc. She is passionate about serving Tribal communities by providing public health technical assistance and training using her public health skills obtained in prior positions and academia.

Christopher Sharp, M.S.W., M.P.A, D.S.W. Candidate, is of the Mohave tribe, descendant of the Frog Clan (Bouh’th) and a citizen of the Colorado River Indian Tribes. He is a Clinical Assistant Professor and Director of the Office of American Indian Projects, within the School of Social Work, Watts College of Public Service and Community Solutions at the Arizona State University. He has extensive experience working for and with American Indian and Alaska Native (AI/AN) tribes and tribal populations in Arizona and throughout the United States. He earned his B.S. in American Indian Studies, Master of Social Work, and Master of Public Administration at ASU. He is currently a Doctoral Candidate at the University of Southern California, Suzanne Dworak-Peck School of Social Work.
Jessica Solyom is an Assistant Research Professor in the School of Social Transformation. She is Affiliate Faculty at the Center for Indian Education where she has helped co-direct and co-design culturally relevant, respectful, and responsive education programs and research for Indigenous communities. Dr. Solyom brings with her a wealth of knowledge about Indigenous education, sovereignty and self-determination, culturally respectful research practices, critical culturally responsive education, and team building. Her research focuses on equity, belonging, and education justice particularly for Indigenous, Latino, and other historically underserved student populations and has been featured in various academic journal outlets including the Journal of American Indian Education, Theory into Practice, the American Journal of Education. She is the co-author of Postsecondary Education for American Indian and Alaska Natives: Higher Education for Nation Building and Self-Determination (San Francisco: Jossey-Bass).

Dr. Solyom’s research is generally inspired by a focus on Critical Race Theory, Indigenous Knowledge Systems, and Critical Indigenous Research Methodologies with an emphasis on intersectionality and learning. She has taught courses on these topics at various universities. Her courses and pedagogy highlight culturally responsive education, learner-centered education, social movements, and culturally relevant research practices as a tool to promote social equity and enhance the mental, social, and intellectual wellbeing of diverse communities.

With over 20 years’ experience working in Diversity, Equity, Inclusion, and Belonging (DEIB) serving programs and initiatives. She is co-creator of the Diversity, Equity, and Inclusion education series To Be Welcoming, created in partnership with Starbucks Global Academy. This series introduces learners to current discussions about bias, empathy, and dialogue as it relates to DEIB in professional and personal environments. Since launching in 2020, this public learning series’ has been engaged by over 94,000 learners across the US, Puerto Rico, Canada, Europe, Middle East, Africa, and Asia Pacific.

Previously Dr. Solyom served as Associate Director of the Center for Gender Equity in Science and Technology (CGEST) where she helped direct and design culturally responsive research and programming to increase DEIB in STEM for girls of color - particularly Indigenous learners in the US. Currently, she serves as Assistant Research Professor in the School of Social Transformation where she teaches doctoral-level courses for the Women & Gender Studies program and Master in Indigenous Education Program. She is the co-creator of CGEST’s CompuGirls: Cybersecurity Warriors program which prepares Indigenous girls in the U.S. and Hawaii to become thought leaders in STEM. Dr. Solyom earned her Bachelor of Science and Master of Arts degrees in Interpersonal Communication and Critical Cultural Studies from the University of Utah.
Alex Soto (Tohono O’odham) is director of the Labriola National American Indian Data Center at Arizona State University (ASU) Library. Under his leadership, the Labriola Center has developed and implemented culturally informed library services, expanded its personnel four-fold, and re-established its physical locations as culturally safe spaces for Indigenous library users. Alex co-authored ASU Library’s first land acknowledgement statement, is the recipient of the Society of American Archivists 2022 Archival Innovator Award, and recently was awarded a $1 million grant from the Andrew W. Mellon Foundation for “Firekeepers: Building Archival Data Sovereignty through Indigenous Memory Keeping,” a three-year project to preserve Indigenous knowledge through community-based participatory archival partnerships with Arizona’s Tribal communities. Alex’s journey to librarianship comes after years of success as a touring hip-hop musician and activist.

Nate Wade is an Assistant Research Professor and Executive Director for Strategic Initiatives and Innovation for ASU’s College of Health Solutions. In this role, Nate co-led his college’s COVID-19 response which included organizing and facilitating the ASU National COVID-19 Diagnostics Summit, the ASU Indigenous Health Summit, and the Indigenous Health Ambassadors program. Nate is a member of the college’s Justice, Equity, Diversity, and Inclusion (JEDI) Council, the college’s leadership team, and the Doing Research in Indigenous Communities planning committee. Over the past two years, Nate led the health learning community for ASU’s INSPIRE college readiness program for American Indian high school students. He has two decades of progressive leadership experience within institutions of higher education. Nate’s research and initiatives have received funding from The Rockefeller Foundation, the Genentech Innovation Fund, the National Institutes of Health, the Tohono O’odham Nation, and the U.S. Department of Health and Human Services. He holds a Ph.D. in Human and Social Dimensions of Science and Technology from Arizona State University, a M.Ed. in Counseling Student Services from the University of Southern Mississippi, and a M.P.A. from the University of Alabama at Birmingham.