

RESOLUTION OF THE  
HEALTH, EDUCATION AND HUMAN SERVICES COMMITTEE  
of the 24<sup>th</sup> NAVAJO NATION COUNCIL – Third Year, 2021

AN ACTION

RELATING TO THE HEALTH, EDUCATION, AND HUMAN SERVICES COMMITTEE,  
APPOINTING DR. REBECCA IZZO MANYMULES AND DR. DAVID H. BEGAY,  
MS. BEVERLY BECENTI-PIGMAN, AND DR. KALVIN WHITE TO SERVE ON THE  
NAVAJO NATION HUMAN RESEARCH REVIEW BOARD

BE IT ENACTED:

SECTION ONE. AUTHORITY

- A. The Health, Education and Human Services Committee is empowered "[t]o establish Navajo Nation policy, promulgate rules, and regulations governing health, social services, education, human services, and general government services of the Navajo Nation and its tribal organizations, entities, and enterprises." 2 N.N.C. § 401(B)(1).
- B. The Health, Education and Human Services Committee is empowered "[t]o ensure compliance and implementation of laws and policies of the Navajo Nation relating to health, social services, education, general government services and human services. 2 N.N.C. § 401(B)(1).

SECTION TWO. FINDINGS

- A. The Navajo Nation Human Research Code establishes the policies and procedures for investigations, physicians, researchers, and other individuals performing research activities on living human subjects within the territorial jurisdiction of the Navajo Nation.
- B. The Navajo Nation Human Research Code, codified at 13 N.N.C. § 3251, *et seq.*, (the "Research Code") created the Navajo Nation Human Research Review Board (the "Board"). The Board is comprised of 15 appointed individuals, whose powers and purposes including reviewing and approving research and overseeing and assuring that research and publication activities are consistent with the health and educational goals and objectives of the Navajo Nation.
- C. The Research Code provides that the Health, Education and Human Services Committee ("HEHSC") shall appoint 6 members to the Board. 13 N.N.C. § 3257.

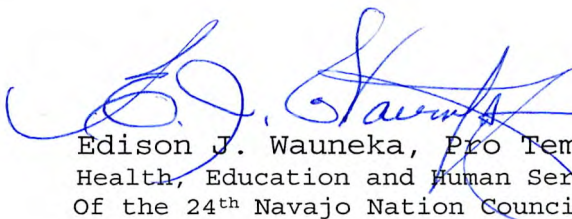
- D. The HEHSC recognizes that the Board is an administrative body established to protect the rights and welfare of Navajo research subjects, and must remain free of political influences and matters related to policy-making. Therefore, appointments made to the Board by HEHSC shall not include Navajo Nation elected officials. 13 N.N.C. § 3257.
- E. The HEHSC received letters of interest along with resumes and curriculum vitae, attached hereto as exhibits, from Dr. Rebecca Izzo Manymules (**Exhibit A**) Dr. David H. Begay (**Exhibit B**), Ms. Beverly Becenti-Pigman (**Exhibit C**), and Dr. Calvin White (**Exhibit D**).

### SECTION THREE. APPOINTING MEMBERS

The Health, Education and Human Services Committee hereby appoints Dr. Rebecca Izzo Manymules, Dr. David H. Begay, Ms. Beverly Becenti-Pigman, and Dr. Calvin White to serve on the Navajo Nation Human Research Review Board. The term of appointments shall be in accordance with the Navajo Nation Human Research Code.

### CERTIFICATION

I, hereby, certify that the following resolution was duly considered by the Health, Education and Human Services Committee of the 24<sup>th</sup> Navajo Nation Council at a duly called meeting at Window Rock, (Navajo Nation) Arizona, at which quorum was present and that same was passed by a vote of 3 in favor, 0 opposed, on this 16<sup>th</sup> day of June 2021.



Edison J. Wauneka, Pro Tem Chairperson  
Health, Education and Human Services Committee  
Of the 24<sup>th</sup> Navajo Nation Council

Motion: Honorable Pernell Halona  
Second: Honorable Paul Begay, Jr.

March 14, 2021



Honorable Daniel Tso, Chair  
Navajo Nation Council  
Health, Education and Human Services Committee

Dear Mr. Tso,

I am interested in continuing my membership with the Navajo Nation Human Research Review Board, also known as the Navajo Nation Institutional Review Board. I have worked in and represented the field of Education for many years.

I propose to serve in the best interests of the Navajo people by protecting them from research, which may negatively affect their physical health and mental well-being. Research in such fields as health, education and environmental science need to be evaluated for possible harmful exposure or violations of confidentiality of the Navajo people.

There are numerous submissions of research protocols involving the Navajo people from universities and organization across the United States. These research topics are vast and may involve culturally sensitive information seeking. In addition, with the COVID-19 pandemic, research protocols addressing the pandemic and the Navajo people have increased.

With my experience as a member of the Navajo Nation Institutional Review Board, I can assist in upholding the Navajo Nation Research Code and the bylaws of the Navajo Nation Institutional Review Board. I am hopeful the Health, Education and Human Services Committee of the Navajo Nation Council will approve my continuation of serving of the NN-IRB for another term. For any further clarifications or questions, please feel free to contact me at (505) Thank you.

Sincerely,

R. Izzo

Manymules,  
PhD

Digitally signed by R.  
Izzo Manymules, PhD  
Date: 2021.03.14  
22:31:25 -06'00'

Rebecca Izzo-Manymules, PhD  
Chair  
Navajo Nation Human Research Review Board

Curriculum Vita  
Rebecca L. Izzo-Manymules

**Current Address:**

Albuquerque, New Mexico 87120

Ph: (505)

@gmail.com

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**Introduction:**

**Special interest.** To serve in the best interests of the American Indian population coinciding with application of my skills embedded in educational psychology such as research methods, statistical interpretation, leadership, and human development.

**Education:**

*University of New Mexico* 2011 - Present

- **Educational Psychology, Ph.D.**

“American Indian Student Motivation at a Tribal College”

*Arizona State University* 1996 - 1998

- Educational Psychology, M.Ed, 2005

Emphasis: Measurement, Statistics, Methodological Studies

*Northern Arizona University* 1988 - 1992

- English, B.S., Business Administration, Minor.

**Employment History:**

April 2018- **Education Research Analyst, Bureau of Indian Education, Albuquerque, NM.**  
Present

Jan. 2017 – **Native American Student Information System (NASIS) Specialist**  
Mar. 2018 **Bureau of Indian Education, Albuquerque NM.**

Oct 2012 – **Co-Principal Investigator/Education Research Analyst**  
Dec. 2015 **Southwest Indian Polytechnic Institute (SIPI), Albuquerque NM.**

Sum.2014, **Adjunct Instructor**  
Spr. 2013 **Southwest Indian Polytechnic Institute (SIPI), Albuquerque NM.**

Aug 2013- **Graduate Assistant**  
May 2014 **Educational Psychology, University of New Mexico, Albuquerque, NM.**

Aug 2004- **Director of Research and Data Analysis**  
2011 **Window Rock Unified School District, Fort Defiance, Az.**

Nov.1998- **Education Research Director/Statistician**  
Aug.2004 **Division of Diné Education, Navajo Nation, Window Rock, AZ.**

**Research Methods Courses:**

•Multiple Regression Techniques in Education •Conducting Quantitative Education Research •Applied Statistical Design and Analysis •Workshop in Secondary Data Analysis •Intro. Education and Psychological Measurement •Intro. Education Statistics •Survey and Questionnaire Design and Analysis Education •Intro. to Qualitative Research •Classroom Assessment •Community Based Participatory Research for Health

### **Human Development, Motivation and Education Courses:**

- Principles of Human Development College •Human Growth Development •Motivation Theory and Practice
- Psychology Dev. of Women •College Teaching Seminar •Seminar Classroom Learning •Principles of Classroom Learning •History of American Indian Education •Teaching Native American Child •Issues of American Indian Education •Leading Improvement in Schools •Critical Race Theory.

### **Professional Affiliations:**

- |                        |  |
|------------------------|--|
| July 2005-<br>Present  | Navajo Nation Human Research Review Board (aka. IRB) member.     |
| April 2018-<br>Present | American Education Research Association (AERA) member.           |
| May 2011-<br>2018      | National Indian Education Study, Technical Review Panel, member. |

### **Professional Consultant Services:**

- |  |            |
|--|------------|
| •Albuquerque Public Schools, Office of Research and Evaluation, Consultant.                      | Sept. 2016 |
| •Navajo Transitional Energy Company, Consultant.   | Sept. 2016 |
| •Native American And Alaska Native Children in School Program, Grant reviewer.                   | June 2016  |
| •Tribal Maternal, Infant and Early Childhood Home Visiting Program, Grant reviewer.              | April 2016 |
| •Navajo Nation Department of Education, Critiqued the No Child Left Behind AYP,                  | 2009, 2011 |
| •Ganado Unified School District, Submitted statistical appeals                                   | 2007, 2009 |
| •Crownpoint Institute of Technology, Conducted data analysis of instructional staff evaluations. | 2009       |
| •Window Rock Unified School District. Submitted statistical appeals                              | 2004       |
| •Bureau of Indian Affairs, Navajo Western Agency. Provided Technical assistance                  | 1998       |

### **Fellowships:**

- |  |                     |
|--|---------------------|
| • Graduate Assistantship, Educational Psychology Program, University of New Mexico.        | Aug.2016            |
| • Fellowship, Center of Regional Studies, University of New Mexico.                        | Aug. 2016           |
| • Graduate Assistantship, Center of Native American Health, University of New Mexico       | Aug. 2016           |
| • Fellowship, American Indian Graduate Center, Bureau of Indian Education Service Loan     | Aug. 2013           |
| • Graduate Assistantship, Educational Psychology Dept., University of New Mexico           | Jan. 2013           |
| • Fellow, National Center of Education Statistics, U.S. Department of Education.           | June 2012, Nov.2005 |
| • Visiting Scholar, Educational Testing Services, Visiting Scholar Program, Princeton, NJ. | June 2006           |
| • Fellow, Annual Education Research Association & National Center of Education Statistics. | Apr. 2002           |
| • Fellow Cooperative Systems Fellow Program. National Center of Education Statistics.      | Nov.1995            |

### **Publications:**

- |           |   |
|-----------|---|
| 2002      | • Izzo, R., Vigil, H., <i>Navajo Nation School Map 2002</i> , Office of Educational Research and Statistics, Division of Diné Education, Navajo Nation.     |
| Oct. 2000 | • Izzo, R., Vigil, H., <i>Diné Education Statistics 1998-1999</i> , Office of Research and Planning Development, Division of Diné Education, Navajo Nation. |

- 1995 • Izzo, R., Vigil, H., Statistics on Navajo(Dine) Education 1994-1995, Office of Research and Planning Development, Division of Diné Education, Navajo Nation.

### **Presentations and Papers:**

- Nov. 2015, Izzo-Manymules, R., Flowerday, T., Poster presentation: American Indian Student Motivation at a Tribal College, Individual Family Community Education Research Showcase 2015, University New Mexico, Albuquerque, NM.
- July 2015, Lansing, D., Izzo-Manymules, R., Ké Early Childhood Initiative: Responsive Engagement Opportunities for Native American Children & Families, National Family & Community Engagement Conference, Chicago, IL.
- March 2015, Lansing, D., Izzo-Manymules, R., Towery, L., Barney, S., Ké Early Childhood Initiative: Building Culturally Responsive Parent Engagement Opportunities, Native American Conference on Special Education/EPICS, Albuquerque, NM.
- Nov. 2014, Izzo-Manymules, R., Flowerday, T., Poster presentation: American Indian Student Motivation at a Tribal College, Individual Family Community Education Research Showcase 2014, University New Mexico, Albuquerque, NM.
- October 2014, Lansing, D., Izzo-Manymules, R., Developing Community through Parental Engagement: SIPI's Wakayeja "Sacred Little Ones." National Indian Education Association Annual Convention 2014, Anchorage, AK.
- September 2014, Lansing, D., Izzo-Manymules, R., Engaging Parents to Determine Cultural Outcomes for Preschool Classrooms, Education Research & Cultural Infusion Conference 2014, Navajo Nation Office of Educational Research & Statistics, Albuquerque, NM.
- November 2013, Izzo-Manymules, R., Flowerday, T., Panel: Minorities Perspectives in Post Secondary Completion Factors, Southwest Consortium for Innovative Psychology in Education, Univ. Arizona, Tucson, AZ.
- October 2006, Izzo-Manymules, R., Components of NCLB AYP and AZ Learns, Factors of non-traditional academic achievement indicators and AIMS. Navajo North Central Asso. Fall Conference. Flagstaff, AZ.
- July 2005, Izzo-Manymules, R., White, K., Indian Education and No Child Left Behind: Data Management and Analysis for Improving Schools, National Center of Education Statistics Summer Data Conference, Washington DC.
- April 2004, White, K., Galvan, P., Izzo-Manymules, R., Navajo Nation and Bureau of Indian Affairs Adequate Yearly Progress Study, Annual Education Research Asso. Meeting, San Diego, CA.
- Jan.2003, White, K., Manymules, R., Navajo Nation Measurement Issues of Adequate Yearly Progress, Relevance of Assessment & Culture in Eval. Conference, AZ State Univ., Tempe. AZ.
- July 2002, Nov. 2002, Galvan, P., White, K., Izzo-Manymules, R., Native American Student Achievement: An HLM Perspective, National Center of Education Statistics, Summer Data Conference, Washington DC. National Indian Education Association, Albuquerque, NM.

April 2002, Galvan, P., White, K., Izzo-Manymules, R., Exploring the Math and Science Test Score Gap for Navajo Students, Annual Education Research Association Meeting, New Orleans, LA.

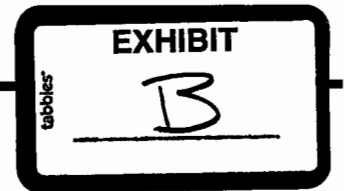
Presentations and Papers, continued:

January 2002, White, K., Izzo-Manymules, R., The Impact of Navajo Culture and Language on Academic Achievement Test Scores, Relevance of Assessment and Culture in Evaluation Conference, Arizona State University, Tempe, AZ.

Oct. 2001, White, K., Izzo-Manymules, R., Assessing the Impact of Culture and Language on Navajo Student Academic Achievement, National Indian Education Association, Billings, MT.

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**Michael R. Winney**



**From:** David Begay <@gmail.com>  
**Sent:** Wednesday, March 10, 2021 7:12 PM  
**To:** Michael R. Winney  
**Subject:** Notice of Interest to Continue Serving on NNHRRB

Mr. Winney,

This is my notice by email and in writing my interest to continue my membership by serving on the board into the future.

I couldn't write this any sooner as I was hospitalized both in Flagstaff and Phoenix due to injuries from the Vietnam War. For now, I am still under care from my physicians. I will be attending the board meeting on 3/16 but will have to excuse myself for about an hr to do my telehealth consultation as required of me. Your understanding and support will be appreciated. Thanks.

David Begay, Board Member

WARNING: External email. Please verify sender before opening attachments or clicking on links.



**David H. Begay, Ph.D.**  
 Indigenous Education Institute (IEI)  
 Friday Harbor, Washington, 98250  
 Ganado, Arizona (Local Office)

3/29/20

### **Professional Preparation**

University of Arizona	Political Science/Native American Studies	BA	1980
University of Arizona	Political Science/Native American Studies	MA	1982
	Policy and Law Analysis		
California Institute of Integral Studies	Integral Studies: Leadership in Native American Education with concentration on Indigenous Science	PhD	1998

### **Appointments**

1995 – Present	Vice-President	Indigenous Education Institute, Friday Harbor, WA
2008 – 2016	CO-PI	NSF Grant, with UC Berkeley through IEI
2010 – 2016	CO-PI	NSF Grant, with OMSI, Portland, OR Industry
2010 – Present	CO-I	NASA Grant through JPL
2016 – Present	Co-I	NASA Heliophysics Education Consortium, Goddard
2010 – Present	Associate Professor	UNM, College of Pharmacy, Albuquerque, NM
2010 – Present	CO-I	NIH grant with UNM, NBCS, Environmental Health
2004 – 2019	Adjunct Professor	NAU, Physics and Astronomy Dept. Flagstaff, AZ
2003 – Present	IRB Member	Navajo Nation Human Research Review Board

### **Publications**

Maryboy, Nancy C., and **Begay, David H.**, and Nichol, Lee, 2006, *Paradox and Transformation*, World Indigenous Nations Higher Education Consortium (WINHEC) Journal, Volume 2

Maryboy, Nancy C., and **Begay, David H.**, 2006, *Finding the Thunderbird in Navajo Astronomy, Viewing the Sky Through Past and Present Cultures*, Oxford VII International Conference on Archaeoastronomy

Maryboy, Nancy C., **Begay, David H.**, Hawkins, I., and Cline, T., N. Maryboy, 2006, Proceedings of the 7<sup>th</sup> World Indigenous Peoples' Conference on Education, WIPCE Conference Series, www.wipce.com, *Ways of Knowing from Father Sky: Native and Western Research Protocols - From Paradox to Collaboration*.

Vicki Coats, Maryboy, N.C., **Begay, David H.**, Fall 2016, Coloring Outside the Lines: Exhibition that Cross Boundaries, Exhibition: The Journal of the National Association for Museum Exhibition (NAME)

Maryboy, N.C., **Begay, David H.**, Peticolas, L., Stein, Jill, and Teren, Ashley, C., July/August, 2014. Hane (Story): *Using Cross-Cultural Understanding to Facilitate Science Learning in Museum, Telling Science Stories*, Dimensions, Association of Science and Technology Center (ASTC). Published in USA and China.

Maryboy, N.C., **Begay, David H.**, Peticolas, Laura, 2012. *The Cosmic Serpent: Collaboration with Integrity – Bridging Native Ways of Knowing and Western Science in Museum Setting*. Indigenous Education Institute

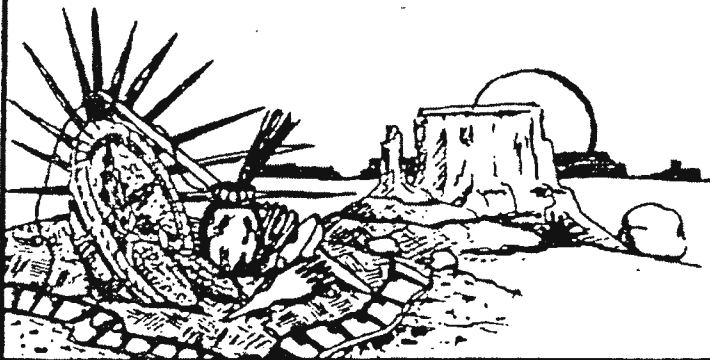
### **Synergistic Activities**

#### **A. Symposia and Conferences – Presentations**

- **Begay, David H.**, and Maryboy, Nancy C., Hawkins, Isabel, and Cline Troy, *Ways of Knowing From Father Sky: Indigenous and Western Astronomies – Collaboration with Integrity*, Astronomical Society of the Pacific, Baltimore, MD, 2006
- Maryboy, Nancy, C. and **Begay, David H.**, *Seeing the Skies Through Indigenous Eyes: Using Technology in Support of Native Ways of Knowing*, World Indigenous Peoples' Conference on Education, New Zealand, 2005
- Maryboy, Nancy, C., and **Begay, David H.**, *Dynamic Place: Thinking, Knowing and Living as Dynamic Relationship, A Traditional American Indian Geographical Science*, Eagle Vision, a NSF program, Laguna Pueblo, NM 2005
- Maryboy, Nancy, C., and **Begay, David H.**, *Teaching to Paradox: Western Science and Native Ways of Knowing – Native American Learning and Communication Styles*, NASA Explorer Schools professional development program, Oklahoma State University, Stillwell, OK 2005
- Maryboy, N.C., and Begay, David H., *Bridging Indigenous Astronomy and Western Science*, 6<sup>th</sup> Science Center World Congress, Capetown, South Africa, 2011

# Resume

## Beverly Becenti-Pigman



June 14, 2021

Health Education and Human Services Committee  
24th Navajo Nation Council  
P.O. Box 3390  
Window Rock, Az 86515

Honorable Daniel Tso, Chairperson

This letter is to affirm my interest in serving on the Navajo Nation Human Research Review Board (NNHRRB) as the community member as the Health/Education and Human Service Committee.

Reasons for my interest is to ensure all data/statistics for the Navajo Nation Education and Human Services Committee for the purpose of addressing unmet needs of the Navajo Nation and Navajo People.

Continue to ensure the Navajo Nation has the federal wide assurance and respond to the CFR 45-46 and to protect the Navajo tradition and culture are respected and incorporated into the Navajo Nation.

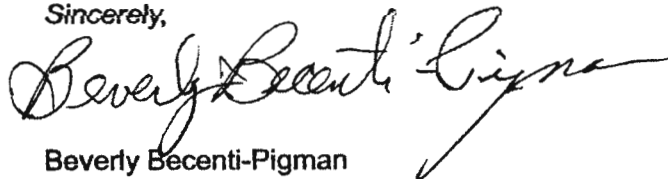
As the Navajo Nation moves forward we have the opportunity to make great and progressive strides in developing intervention concepts to address the Health and Education needs of the Navajo Nation and the Navajo People.

I look forward to continuing to serve the Navajo People through my re-appointment as the community member of the Navajo Human Research Review Board. (NNHRRB).

It is always through K'E and love for the Navajo People to protect Navajo People from harm.

I sincerley appreciate the tremendous daily work of the Navajo Nation Education and Human Service Committee members.

Sincerely,

A handwritten signature in black ink, appearing to read 'Beverly Becenti-Pigman', with a long, sweeping horizontal stroke extending to the right.

Beverly Becenti-Pigman  
Community Member

Kayenta, Az 86033

## **Beverly Becenti-Pigman**

| Kayenta, Arizona

Home:

| Work:

| Fax:

| E-mail:

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Born and Raised in Tohatchi, New Mexico. My clans are: Ta baaha' (Edge of Water) born for Kinyaa' aanii (Towering House) Tod' di' chi' ni (Bitter Water) and Tseji'kini (Living in Rocks) I am the granddaughter of the late James Becenti, Council Delegate for many years.

### **RELEVANT EXPERIENCE**

#### **Founder and Chair, 1998 - Present**

##### **Navajo Nation Health Research Review Board**

- Manage policies, processes and protocols that relate to all research activities on behalf of the Navajo Nation and its people
- Collaborate with a team of board members that include MDs, PhDs, Tribal Professionals, Cultural Specialists, Community Representatives and Staff
- Prioritize issues relating to Navajo Nation research code
- Make presentations to academic scholars and regional and national organizations
- Review and monitor research medical/clinical/health research proposals from multiple states and institutions
- Address Navajo Tribal Council for approval of Navajo Nation Research Code.
- Address Navajo Tribe regarding placing a moratorium on genetic research.

#### **Member, 1988 – 1996**

##### **Indian Health Service Institutional Review Board**

#### **Member, 1988 – 1992**

##### **Navajo Area Indian Health Service Advisory Board**

#### **Member 1985 – 1993**

##### **Chairperson, Kayenta Service Unit Health Board**

#### **Dialysis Units**

Placed Dialysis Units on Navajo Nation in Kayenta, Shiprock, Chinle, Tuba City, Ganado, Page, the Hopi Tribe to address the needs for Dialysis services for Dialysis patient to receive care near their Home. Work with Dialysis Company to secure Chapter Resolutions, Economic Development Committee for Navajo Tribal approval and Construction site to ensure completion of Dialysis Units as no cost to the Navajo Nation and Hopi Tribe.

#### **Kayenta Chapter Planning Board**

Secretary/Treasurer of Kayenta Planning Board to develop the concept of the present Kayenta Township and secure approval by the Navajo Tribal Council.

#### **Navajo Area Indian Health Service (NAIHS) Federal IRB**

- Trained in ethical conduct of research and risk communication
- Developed experience, cultural competence and authority, and enthusiasm for risk communication

**colorado school of  
public health**

UNIVERSITY OF COLORADO  
COLORADO STATE UNIVERSITY  
UNIVERSITY OF NORTHERN COLORADO

**Dana Dabelea, MD, PhD  
LEAD Center**

Campus Box B119  
13001 E 17<sup>th</sup> Place  
Aurora, CO 80045  
303 724 414 office  
303 724 4491 fax  
Dana.Dabelea@ucdenver.edu

Health Education & Human Services Committee  
The Navajo Nation  
P.O. Box 3390, Window Rock, Arizona 86515

January 29, 2018

RE: Support of the nomination of Ms. Beverly Becenti-Pigman to the Navajo Nation Human Research Review Board

Dear Honorable Members of the Navajo Nation Health, Education & Human Services Committee:

It is with great pleasure that I write this strong letter of support for the re-appointment of Beverly Becenti-Pigman to another term of service to the NNHRRB. I am Dana Dabelea, MD PhD, Professor of Epidemiology and Pediatrics at the Colorado School of Public Health in Aurora, Colorado and Director of the LifeCourse Epidemiology of Adiposity and Diabetes Center. I am the principal investigator for the SEARCH - Navajo Nation Protocol for Diabetes in Youth – part of a multi-center project funded by the Centers for Disease Control and Prevention to better understand the issues of diabetes among youth of the Navajo Nation and throughout the United States. I am also the Co-Principal Investigator of the Navajo Turning Point study, a randomized clinical trial to prevent risk factors for type 2 diabetes in American Indian youth age 7- 10 years. I have worked with Ms. Pigman since 2002 to ensure that our protocols are conducted under optimal procedures for the Nation and for the studies. Ms. Becenti-Pigman has spent countless hours helping me understand the requirements of the Nation for research of this type, has always had an excellent work ethic, has been very supportive of projects to enhance the health of Navajo youth, and has been an excellent advocate for the NNHIRB needs and processes. She is also a leadership figure in my experience compared to other IRBs with which I work, given her ability to advance the feedback and results from our research studies to inform the community and to increase the meaning of the research work for the Navajo People.

I strongly support the re-appointment of Ms. Becenti-Pigman to the NNHRRB. I believe she not only has the highest standards, she also wants to foster the best research environment to enhance the health of the Navajo people and she cares about the investigators with whom she works. Please do not hesitate to contact me if I can be of further assistance.

Sincerely,



Dana Dabelea, MD, PhD  
Conrad M. Riley Professor of Epidemiology and Pediatrics  
Director, LifeCourse Epidemiology of Adiposity and Diabetes (LEAD) Center  
Colorado School of Public Health, University of Colorado Anschutz Medical Campus 13001 East 17th Ave, Box B119, Room W3110 Aurora, CO 80045

March 07, 2019

Health Education and Human Services Committee  
24<sup>th</sup> Navajo Nation Council  
P.O. Box 3390  
Window Rock, Arizona 86515

Honorable Daniel Tso, Chairperson  
Honorable Charlain Tso, Vice Chairperson  
Honorable Nelson BeGaye, Member  
Honorable Paul Begay, Member  
Honorable Edison Wauneka, Member  
Honorable Pernell Halona, Member

Dear Honorable Chairperson,

This letter is to affirm my interest in continued membership on the Navajo Nation Human Research Review Board (NNHRRB). Reasons for my interest in continuing on the Board include:

1. I have been a member of the Institutional Review Board since 1988 on the Navajo Area Indian Health Service Institutional Review Board as a community representative under the leadership of Dr. Douglas Peter, until the Navajo Nation P.L. 93-638 this program. At which time I was appointed by the Health and Social Services Committee of the Navajo Nation. I had advocated for this program to be place with the Navajo Nation, as I felt the Navajo Nation needed the project in order to have the Data/Statistics for our Legislators to have the data to Lobby for necessary funds. I was directed by the Health and Social Services Committee to work with the Department of Justice and Navajo Division of Health to develop the rules, regulations and Navajo Research Code and present to the Navajo Tribal Council. This 93-638 process was conducted under the former leadership of President Albert Hale. I am currently the Chairperson of the Navajo Nation Human Research Review Board (NNHRRB). I have worked on the following Research Issues as follows:
  - a. I worked on the Genetic Research as directed by the Health and Social Services Committee to develop a resolution for Tribal Council action regarding placing a moratorium on Genetic Research, until such time the Navajo Nation developed rules, regulations and laws that pertain to Genetic Research. This was done with the Department of Justice and Navajo Division of Health. A resolution was developed and passed regarding Genetic Research. (see attached)
  - b. I worked on the Navajo Research Code with Division of Health and the Department of Justice and presented to the Navajo Nation Council with the assistance of Dr. Taylor McKenzie, Vice President of the Navajo Nation. The Navajo Nation Research Code was approved by the 88 Navajo Tribal Council.
  - c. I have worked to ensure Navajo Tradition and Culture are respected and incorporated into Health and Education research concepts. Advocated for prevention/intervention concepts and

ensure that research conducted on the Navajo Nation provide specific recommendations to improve the health and education of our Navajo People. Ensured that Principal Investigators Collaborate with Tribal programs and present the outcomes of research to the Navajo Nation Oversight Committee and the Director of Dine Education and the Division of Health, so Preventative research outcomes are implemented for prevention in our communities.

- d. Ensured that Navajo Communities where research is to be conducted, that there is community support and approval of the research protocol. Principal Investigators are to report back to the community, health boards, Chapters, Oversight Committees, IHS, Tribal Programs and participants.
- e. I have made sure the Protection of Human Subjects is a number one priority, confidentiality and respect, cultural sensitivity is part of the research protocols concepts and have ensured all data/statistics and equipment become the property of the Navajo Nation.
- f. Have requested Principal Investigators select and mentor a Navajo College Student as a Co-PI on research project so our Collect Students may be able to do research on the Navajo Nation. Made sure Researchers collaborate and develop partnerships in the Interest of the Navajo Children and Families and work with Navajo Tribal Programs with specific recommendation on how the Navajo Nation can improve services to Navajo Children and Families. Ensure that Principal Investigators provide technical assistance to Chapters in writing grants to address and improve the education and health of Chapters to address the research protocol outcomes.
- g. Have continuously made sure the Navajo Nation Human Research Review Board has stayed in compliance with the Federal Rules and Regulations of CFR 45-46 and remain in compliance with the Navajo Nation Federal Wide Assurance. In accordance to the Federal Regulations a community member must serve on the Institutional Review Board and I have been the community representative to the NNHRRB.

My priority is to ensure Navajo People are protected, respected, traditional culture and Navajo traditions are adhered too. I served on the NNHRRB as a volunteer and only receive mileage reimbursement from Navajo Department of Health. I made sure research conducted on the Navajo Nation benefits and protects the research participants and no harm will come to them as a result of research.

I have truly and sincerely enjoyed the responsibilities of research and respectfully request for your continued support of my serving as a representative of the Health Education and Human Services Committee. I love performing this responsibility and sincerely request to be Re-appointed to the Navajo Nation Human Research Review Board (NNHRRB).

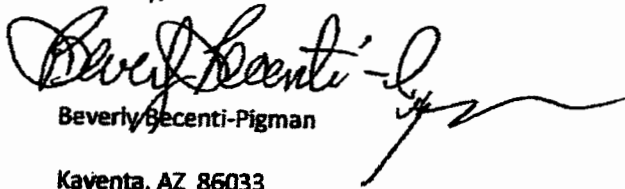
Health and Education related research issues have great impact for the Navajo Nation – and must be monitored closely. Continuity in membership is therefore important and to protect the Navajo Nation and its Families and Children.

As the Navajo Nation moves forward we have the opportunity to made great and progressive strides in developing prevention/intervention concepts to address the Health and Educational needs of the Navajo Nation.

I look forward to continuing to serve the Navajo People through my re-appointment as a member of the Navajo Nation Human Research Review Board (NNHRRB).

It is always through K'e and love for the Navajo People I sincerely appreciate your support.

Sincerely,

A handwritten signature in black ink, appearing to read 'Beverly Becenti-Pigman', followed by a long, sweeping horizontal flourish.

Beverly Becenti-Pigman

Kayenta, AZ 86033



JOHNS HOPKINS

Bloomberg School of Public Health

Nov 17<sup>th</sup> 2017

To: The Honorable Jonathan Hale, Chair  
Health, Education and Human Services Committee  
Navajo Nation  
Window Rock, AZ

**RE: The Navajo Nation Human Research Review Board**

Dear Honorable Jonathan Hale:

I am writing to recommend the reappointment of Ms. Beverly Becenti-Pigman as Chair of the Navajo Nation Human Research Review Board (NNHRRB). Ms. Becenti-Pigman has been a devoted member of the NNHRRB since its inception. I have known Ms. Becenti-Pigman for 25 years, initially as a member of NNHRRB, and then as Chairwoman.

Ms. Becenti-Pigman was instrumental in developing the Navajo IRB process in consultation with the Judicial system on the Navajo reservation. She also presented the proposed Research Regulations to the 88-member Navajo Tribal Council several years ago. In many ways, she has played a key role in establishing Navajo Nation IRB as an independent functioning organization. She has worked tirelessly throughout her career to ensure the safety and well-being of the Navajo people. Due to her dedication and diligence, she has become a highly respected expert on ethical issues among American Indian populations. She goes above and beyond managing the large volume of research projects that are reviewed by the NNHRRB. Ms. Becenti-Pigman works tirelessly to review all study materials including protocols and consent forms. She is meticulous in making sure all materials meet FDA requirements, as well as Federal and Navajo Nation laws.

I recommend Ms. Becenti-Pigman with the utmost confidence. I am certain that she will continue to do an excellent job as the Chair of the NNHRRB.

Sincerely,



Mathuram Santosham, MD, MPH  
Johns Hopkins University  
Professor, Department on International Health and Pediatrics  
Director, Center for American Indian Health

**PRESENTER: Ms. Beverly Pigman**  
**TITLE: The Navajo Nation Human Research Review Board:  
10 Years of Lessons Learned**

**Abstract**

The purpose of this paper is to describe the history, process and lessons learned by the Navajo Nation Human Research Review Board. The mission of the Navajo Nation Research Program is to create research opportunities to meld the interests and the visions of the Navajo people, public health care providers and researchers, to encourage a mutual and beneficial partnership among the Navajo people, and to create an interface where different cultures, lifestyles, disciplines, and ideologies can come together in a way that improves, promotes, and strengthens the health of the Navajo people.

The Navajo Nation Human Research Review Board (NNHRRB) was developed in March 1996 to guarantee ethical research for the Dine people. Nearly a decade has passed and we have worked with hundreds of researchers from the US and internationally and have had many positive and negative experiences. This presentation begins to tell those stories.

**AIMS:** Workshop Participants will learn:

- The history of research on Navajo Nation
- Tribal research issues and concerns
- The structure and process of research approval on the Navajo Nation
- Lessons learned after 10 years of operations

**Theme:** Research with a health focus

**Intended Audience:** This presentation is appropriate for professionals, paraprofessionals, community, Government workers, etc.

**Biography:** Ms. Beverly Pigman is a founding member and has been chair of the Navajo Nation Human Research Review Board since its inception in 1994. Ms. Pigman has also been on a member of school boards and has directed the Navajo Nation Ke' project. She was a Navajo Nation tribal judge for many years. She has been chapter house secretary and held other elected political positions on the Navajo reservation. She lives in Kayenta with her Husband and has 4 adult children and many grandchildren.

**20<sup>th</sup> Annual Native**

**Health Research Conference**  
**Abstract Proposal**

**Research Policies, Processes and Protocol: The Navajo Nation Health Research Review Board (NNHRRB).** \*Beverly Becenti-Pigman, (Navajo), Calvin White, Bonnie Duran and N. Lynn Palmanteer-Holder.

**Background:** As part of a community-based participatory research study, this presentation highlights the successes and challenges of the Navajo Nation Health Research Review Board (NNHRRB), its processes and protocols and how they contribute to outcomes. **Methods:** A historical literature review of research done on Navajo Peoples dating back to the 1850s as well as an archival review of the Navajo Nation IRB metrics and outcomes. The study also included semi-structured interviews with NNHRRB members, key informants, tribal researchers, community partners and stakeholders. **Results:** A community-based participatory framework that identifies the following: 1) context-tribal governance, partnership development, group dynamics in decision-making processes, and 2) outcomes-improved relationships between academic/tribal research collaborations and tribally developed research policies and protocols. **Conclusion:** AIAN tribes may adapt the NNHRRB emerging indigenous ethical research framework within a local tribal context to maintain individual tribal sovereignty by preserving cultural and intellectual property rights.

**For more information:** Calvin White, PhD. Program Director for the Office of Dine Science, Math & Technology for the Navajo Nation Department of Education, Navajo Division of Health, Window Rock Blvd., Admin, Bldg. #2, P.O. Box 1390, Window Rock, Arizona 86515. (928) 871-6650 or [calvinwhite@navajo.org](mailto:calvinwhite@navajo.org)



## DEPARTMENT OF DINÉ EDUCATION

### THE NAVAJO NATION

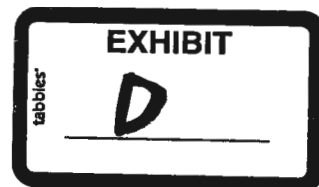
P.O. Box 670 • Window Rock, Arizona 86515

PHONE: 928.871.7475 • FAX: 928.871.7474



Jonathan Nez  
President

Myron Lizer  
Vice-President



March 7, 2021

Honorable Daniel Tso, Chair  
Navajo Nation Council  
Health Education Human Services Committee

Honorable Daniel Tso,

First, I appreciate your willingness to serve as an elected official to the 24<sup>th</sup> Navajo Nation Council. I appreciate the support from your family, relatives, and community to serve as our elected tribal leader. I commend you for your dedication to work for the Navajo people and the great Navajo Nation. Second, I appreciate your service and dedication as the Navajo Nation Council, Chairperson, for the Health, Education, and Human Services Committee. I strongly feel HEHSC has oversight of Navajo Nation departments that will improve the quality of life and education of our Navajo people. I look forward to working with you and the committee.

I'm writing to express my interest in renewing my appointment by HEHSC to the Navajo Nation Research Review Board (NNHRRB). My appointment by HEHSC from the 24<sup>th</sup> Navajo Nation Council expires at the end of March 2021. The duration of my appointment is 2 years. According to the Navajo Nation Research Code HEHSC appoints 4 members to the NNHRRB. I'm one of four of these appointed individuals. My primary role on the NNHRRB to address research related to education and mental health. I have a doctorate in Counseling Psychology and I work for the Department of Dine Education. Education research proposals, as well as mental health protocols, are becoming more frequent at the NNHRRB. I address these protocols in the best interest of students, teachers, administrators, and universities serving Navajo students. I support good quality research that will benefit Navajo education, wellness, and mental health. I would like to continue serving the Navajo Nation in this capacity as a member of the NNHRRB,

Thank you for your attention to this matter.

Respectfully,

Kalvin White, Ph.D.

Patricia Gonnie, Interim Superintendent of Schools

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#### NAVAJO NATION BOARD OF EDUCATION

*Priscilla B. Manuelito, President • Spencer Willie, Vice President • Dr. Victoria Yazzie, Secretary*  
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*Ms. Patricia Gonnie, Acting Superintendent of Schools*

**VITA**  
**OF**  
**KALVIN G. WHITE**

**CURRENT ADDRESS**

Window Rock, Arizona 86515  
Phone Number (928) :

**SCHOOL ADDRESS**

327 Milton Bennion Hall  
University of Utah  
Salt Lake City, Utah 84112 (801) 581-7148

**PERSONAL INFORMATION**

Native American Affiliation: 4/4 Navajo

**EDUCATIONAL HISTORY**

- Ph.D. University of Utah, Salt Lake City, Utah 1998  
Program: Counseling Psychology APA-approved  
APA Internship: Department of Veterans Affairs Medical Center, Salt Lake City, Utah  
Dissertation Topic: Navajo Adolescent Cultural Identity and Depression  
Committee Chairperson: Robert Finley, Ph.D.
- M.S. University of Utah, Salt Lake City, Utah 1984  
Program: Rehabilitation Counseling  
Thesis Title: Predicating Academic Success for Navajo College Freshman
- B.S. Northern Arizona University, Flagstaff, Arizona 1980  
Major: Psychology  
Minor: Navajo Language
- H.S. Window Rock High School, Fort Defiance, Arizona, Graduate 1977

**EMPLOYMENT HISTORY**

***Program Manager, Office of Dine School Improvement***

June 2013 to Present

Navajo Nation Department of Dine Education  
Window Rock, Arizona 86515

Responsibilities: The primary responsibilities include the supervision ODSI staff to implement the academic accountability of the Dine School Improvement Plan designed to improve academic achievement of students on the Navajo Nation. In addition, to work with tribal, state, and federal officials on implementing school improvement initiatives across the Navajo Nation.

***Program Director/Principal Investigator***

Office of Dine Science, Math, and Technology/Navajo Nation Rural Systemic Initiative

April 2001 to 2013

Window Rock, Arizona 86515

Responsibilities: The primary responsibility of this position is to administer and manage the Navajo Nation Rural Systemic Initiative National Science Foundation grant. In 1998, the National Science Foundation award the Navajo Nation a \$10 million grant for five years to close the academic achievement gap between Navajo students and all others in math, science, and technology. The PI serves as the chief administrative officer for the grant. These responsibilities include managing fiscal, personnel, and program initiatives. The PI supervises 15 employees and manages an annual federal budget of \$2.0 million.

***Statistician/Demographer***

January 1999 to April 2001

Navajo Nation Rural Systemic Initiative

Window Rock, Arizona 86515

Responsibilities: Collect and analyze Navajo student achievement data as it pertains to defining the academic achievement gap between Navajo students and the national student population. Develop a statistical database to manage and store achievement tests scores for Navajo students. Implement and analyze the cultural identity variable as it relates to academic achievement for Navajo students. Assist with the development of the Navajo Education Information System.

***School Counselor***

August 1991 to June 1993

Window Rock Unified School District, Fort Defiance, AZ

Responsibilities: Conducted personal and group counseling with middle school students in grades 6th to 8th. Scheduled student courses to graduation requirements. Primarily worked with 8th grade students in alternative education and their parents. Administered academic placement test to incoming students. Consulted with district school psychologists, social workers, and teachers on individual student cases. Worked with probation officers and the courts regarding student concerns when warranted. Attended school board meetings and other community gatherings to address student related concerns.

***Dean of Instruction, Community Campus***

August 1988 to July 1991

Navajo Community College, Tsaile, AZ

Responsibilities: Provided administration for the Community Campus program of Navajo Community College. The community campus covers approximately 25,000 square miles, the entire Navajo Nation. Supervised 20 community campus staff members and three full-time college faculty. Administered an annual budget of 1.3 million dollars. Had oversight instructional responsibility for 100 part-time faculty through the community campus center staff

personnel. Was directly responsible for the delivery of academic course work throughout the community campus. Worked with colleges and universities in Arizona, New Mexico, Utah, and Colorado to establish academic bridge programs between Navajo Community College and these respective institutions. Served as an advocate for Navajo Community College in meetings with state, tribal, and federal governmental officials. Worked extensively with the executive staff, president, and five other deans in planning, directing, and implementing the Navajo Community College mission.

***Academic Advisor***

August 1984 to July 1988

Navajo Community College, Window Rock, AZ

Responsibilities: Duties included advising/counseling students on academic, educational, personal, and career issues as they related to their college experience. Developed course schedules, arranged for classrooms, and identified qualified faculty to teach courses. Acted as a liaison between the community campus, main campus, and outside colleges and universities when addressing student transfer issues. Assisted in the development of the interface academic model and established the career counseling component of the community campus. Administered academic placement test and career interest inventories. Promoted college as viable alternative to residents within the Window Rock Center service area.

***Educational Counselor***

December 1980 to May 1982; Summer 1993 & 1994

Navajo Nation, Division of Education, Window Rock, AZ

Responsibilities: Worked with Navajo college bound students. Duties included; identifying eligible Navajo student to receive the Navajo tribal scholarship, screening applicants for the tribal scholarship program, working with colleges and universities which Navajo students attended to ensure scholarship recipients were maintaining academic progress within the standards of their respective institutions. Interfaced with university administrators regarding the implementation of the tribal scholarship program. Within the Navajo Nation, promoted the intent of the tribal scholarship meeting with local communities, schools, and other agencies.

**PROFESSIONAL PRACTICE EXPERIENCE**

***Psychology Intern***

September 1996 to March 1998

Department of Veterans Affairs, Medical Center  
Salt Lake City, Utah

Responsibilities: Primary duties as a psychology intern included conducting psychological evaluations (personality, cognitive, and neuropsychological) of patients; conducting individual and group psychotherapy for the inpatient psychiatry unit and the outpatient substance abuse clinic, and the posttraumatic stress disorder clinic; participated in daily treatment team planning

on the inpatient psychiatry unit and on a weekly basis with the outpatient substance abuse clinic; and I conducted a psycho-education class weekly on the inpatient psychiatry unit. I assisted as a group co-facilitator in a couples process and male veterans group in the PTSD clinic. I assisted with performing PTSD psychological evaluations, which included administering a standardized test battery and compiling a report of the results. I participated in weekly seminars in neuro-psychology, patient care, professional issues in psychology, and topics related to professional development such as intelligence testing, licensure requirements, individual psychotherapy, and numerous other topics. Interfaced with other psychologists at the VA and in the professional community, as well as other entities regarding patient care and treatment issues. I was the beneficiary of outstanding individual supervision throughout my internship. My supervision was of outstanding quality.

***Practicum Counselor***

September 27, 1995 to June 1996

Brief Therapy Center, Salt Lake City, UT

Responsibilities: Individual and couples psychotherapy with clients accessing Brief Therapy Center services. The Brief Therapy Center was a private outpatient practice for Dr. Johnson. My duties included assisting clients by addressing psychological issues impacting their well being within six to ten sessions.

***Practicum Counselor***

September 26, 1994 to June 9, 1995

Valley Mental Health Drug and Alcohol Unit, Salt Lake City, UT

Responsibilities: My responsibilities revolved around conduction individual psychological assessment of clients referred by their primary therapist within the agency. I administered personality, intelligence, and neuropsychological test to clients and compiled psychological reports regarding client's mental health status. I consulted with clients and their primary therapist with regard to their assessment outcome and provided recommendations for treatment. I was also involved with weekly staff meetings regarding case consultations. I attended agency staff meetings and professional development training.

***Practicum Counselor***

September 26, 1994 to June 9, 1995

Center for Ethnic Student Affairs, University of Utah, Salt Lake City, Utah

Responsibilities: I was responsible for individual and group counseling with the American Indian students attending the University of Utah. I facilitated two counseling groups with American Indian students. One a men's group the other a mixed gender group.

***Practicum Counselor***

March 28, 1994 to June 3, 1994

University of Utah Hospital, Center for Ethnic Student Affairs, University of Utah, Salt Lake City, UT



Responsibilities: I co-facilitated a men's drug and alcohol recovery group at the University of Utah Medical Center. The group consisted of males who were in recovery from drug and alcohol abuse/addiction. In addition, I co-facilitated a American Indian counseling group. The group consisted of mixed genders and addressed personal, educational, and psychological issues affecting students while attending the university.

***Practicum Counselor***

September 26, 1993 to June 9, 1994

University Counselor Center, University of Utah, Salt Lake City, Utah

Responsibilities: I provide individual psychotherapy with students accessing the University Counseling Center services. I maintained meet with 6 to 8 clients a week and maintained case records on these individuals. I attended individual case consultations and group counseling consultations weekly. On occasion i acted as a liaison between the University Counseling Center and the Center for Ethnic Student Affairs to increase counseling services for ethnic minority students.

***Vocational Evaluator***

January 1983 to June 1983

Utah Technical College, Salt Lake City, UT

Responsibilities: I assisted clients with identifying career and vocational options. Responsible for a two week evaluation period in which career interest tests, aptitude tests, achievement tests, and personality tests were administered to each client. Test results were used to help clients solidify career goals and make realistic career choices with a concrete plan for implementation. Clients were primarily recovering substance abusers.

***Practicum Counselor***

September 1983 to June 1984

Center for Ethnic Student Affairs, University of Utah, Salt Lake City, UT

Responsibilities: I provided individual counseling for American Indian students attending the university. Issues primarily were related to adjusting to the city and university environment to increase the retention of American Indian students. Weekly case load of 4 to 6 clients.

**TEACHING EXPERIENCE**

***Instructor***

June 7, 1991 to July 1, 1991

Course Title: Native American Astronomy

Department: Math/Science

Employer: Arizona State University

Responsibilities: I taught Native American astronomy to 40 Navajo 8th grade students. The purpose of the course was to inform the students of the Navajo perspective regarding astronomy. The content of the course included, lecture, daily activities, and weekly star gazing. My primary responsibility was for course development, instruction, and supervision of classroom activities.

***Special Topics Instructor***

August 1991 to May 1992

Course Title: Self-Exploration

Department: Tse Ho Tso middle-school

Responsibilities: I taught a self-exploration class to Tse Ho Tso mid-school 6th grades. The course was a part of the 6th grade curriculum. All students were required to the course. The course content included topics as student responsibilities, social influences of behavior, decision making, and importance of staying in school, knowing one's abilities, substance abuse, and acceptable student behavior.

***Adjunct Faculty***

September 1986 to December 1986

Course Title: Introduction to Educational Statistics

Department: Educational Psychology

Employer: University of Utah

Responsibilities: I taught statistics to a class of 12 graduate students in the Masters of Counseling program with the University of Utah. Prepared lectures, homework, tests and other classes activities for students. Graded all assignments and tests. Work with students individually during lab hours. Held regular office hours to assist students when necessary.

***Teaching Assistant***

January 1987 to March 1987

Course Title: Test and Measurements

Department: Educational Psychology

Employer: University of Utah

Responsibilities: The course was presented to class through video instruction from the university. My duties included answering student questions on the lecture and homework assignments. I held weekly lab session to assist students with homework assignments, as well as preparing for tests and other class activities.

***Adjunct Faculty***

March 1987 to June 1990

Course Title: Core Curriculum Counseling Courses

Department: Educational Psychology

Employer: University of Utah

Responsibilities: I assisted the regular instructor with course delivery from the University of Utah to the Navajo Nation. Local qualified instructors were hired to teach the course. I was responsible for hiring the instructors and overseeing course delivery. I was available to students and instructors for assistance they needed to facilitate instruction and learning. I helped instructors deliver course materials to students and assisted students with the return of assignments to the instructors. The courses were taught on the Navajo Nation for the traditional academic year. During the summer students attended course on the University of Utah campus.

***Social Science Instructor***

August 1984 to May 1991

Course Title: Introduction to Psychology, Introduction to Sociology, Introduction to Statistics, Introduction to Counseling, and Social Problems.

Department: Social Science

Employer: Navajo Community College

Responsibilities: The courses were taught for Navajo Community College through the community campus. The community campus is the off campus component of the college. Courses were taught at three different locations at different times. My duties included preparing course lectures, materials, tests, assignments, class projects and supervising activities outside class. I was responsible for course delivery in an off campus setting.

**COMMUNITY OUTREACH/WORKSHOPS**

“New Mexico Achievement Data Analysis,” presented to the New Mexico State Department of Education, November 2000.

“Quantitative and Qualitative Research Designs,” presented to Fielding Institute Doctoral students, Fielding Institute Cohort Program, Fort Lewis College, Durango Colorado, November 2000.

“Data Analysis on Navajo Nation School,” presented to Arizona, New Mexico, and Utah State Department of Education, September 2000.

“After the Ceremony,” presented to the Navajo Nation Behavioral Health Department Fall Conference, Albuquerque New Mexico, October 2000.

“The Dissertation Process,” presented to Fielding Institute Doctoral students, Fielding Institute Cohort Program, Fort Lewis College, Durango Colorado, June 2000.

“Personality and Depression,” presented at the Indigenous Psychology in the 21<sup>st</sup> Century Conference, Salt Lake City, Utah, February 2000.

"Schizophrenia, Dependency, and Cocaine: Complicating Issues in the Treatment of a Dual Diagnosis Patient," presented to the Psychology Service staff, VAMC, Salt Lake City, Utah, October, 1997.

"Practice of Good Medicine," presented to the Psychology Service staff, VAMC, Salt Lake City, Utah, January 1997.

"Psychological Evaluation & Counseling of American Indian Adolescents," presented at the Navajo Nation Children, Youth, & Family Conference sponsored by Navajo Division of Social Services, Arizona State University, Navajo Children Advocacy Corporation, and San Juan College July, 1996.

"Psychology in Indian Communities," presented at Navajo Preparatory Academy Career Today, to high school students in grades 9-12, Farmington, New Mexico, November 8, 1995.

"Counseling in Higher Education," co-presenter at the Center for Ethnic Student Affairs, University of Utah, Salt Lake City, Utah, seminar series. Presentation was for ethnic students of the university, April 28, 1995.

"Cultural Identity in Utah," presented to an LDS ward of the Mormon Church, Salt Lake City. April 1995

"The Role of the American Indian Student in Higher Education," presented to the University of Utah Intertribal Association, Salt Lake City, Utah, November 1995.

"Psychology as a Profession," presented to Indian Health Service Scholarship recipients, Navajo Area, Window Rock, Arizona, June 1994.

"Graduate School Experience," presented at the Navajo Division of Education, to the Navajo Education Committee of the Navajo Nation council, Window Rock, Arizona, May 1994.

"Native American Personality Development," presented to Window Rock High School students, Fort Defiance, Arizona, September 1993.

"Parental Involvement in Education," presented to parents of students in 8th grade at risk program of Tse Ho Tso Middle School, Fort Defiance, Arizona, October 1991, January, March, and May 1992.

"Assessment of Vocational Training Needs of the Navajo Youth," presented to the Division of Labor, Navajo Nation, Window Rock, Arizona, July 1988.

Coach, Navajo Capital Youth Baseball League, Fort Defiance, Arizona 1984 to 1993.

## **SCHOLARLY ACTIVITIES AND PUBLICATIONS**

**Publications:**

White, K. (1998). Navajo Adolescent Cultural Identity and Depression. University of Utah, Salt Lake City, Utah.

White, K. (1998). Navajo Cultural Identity Measure. Currently developing the Navajo Cultural Identity Measure. The NCIM consist of 6 subscales, 3 knowledge based and 3 attitudinal scales regarding Navajo cultural knowledge and information.

Blum, H., Finley, R., Lodge, N., & White, K. (1993). Training Native Americans as school counselors to work with handicapped children of their own race. Journal of Navajo Education, 3, 41-47.

White, K. (1984). Predicting academic success of Navajo college freshman. University of Utah, Salt Lake City, Utah.

**Paper Presentations:**

Galvin, P., Izzo-Manymules, R., & White, K. (2003, April). Native American Student Academic Achievement: An HLM Perspective. Paper presented at the American Education Research Association Annual Conference, Chicago, Ill. Paper also presented at the National Center for Educational Statistics Conference, July 25, 2002, Washington, D.C.

Galvin, P. & White, K. (February 2003). Closing the Achievement Gap: Native American Education and No Child Left Behind. The National Center for Education Statistics (NCES), Institute of Education Sciences, U.S. Department of Education, Annual Conference, Salt Lake City, Utah

Galvin, P. & White, K. (April 2002). Exploring the Math and Science Test Score Gap for Navajo Students. Paper presented at the American Education Research Association Annual Conference, New Orleans, Louisiana.

White, K. & Izzo-Manymules, R. (October 2001). Assessing the Impact of Culture & Language on Navajo Student Academic Achievement Paper presented at the National Indian Education Association Annual Conference, Billings Montana.

White, K. (1990, May). Counseling Native American Students in Higher Education. Paper presented at the National Academic Advising Association Region Ten conference, Scottsdale, Arizona.

Wallace, S. & White, K. (1987, October). Academic Advisement: A Critical Resource in Addressing the Educational Needs of the Full-Time employee. Presented at the Tenth Annual National Academic Advising Association conference, Chicago, Illinois and at the American Indian Higher Education Consortium conference, Albuquerque, New Mexico, (1989. April)

Wallace, S. & White, K. (1987, October). Interface Advisement: An Advisement Model for Rural Native Americans in College. Presented at the Tenth Annual National Academic Advising Association conference, Chicago, Illinois and at the Second Annual Rocky Mountain Regional Conference of the National Academic Advising Association, Denver, Colorado, (1989, May).

## **RESEARCH EXPERIENCE**

Dissertation Research: My dissertation is titled "Navajo Adolescent Cultural Identity and Depression." Structural equation modeling was used to assess the relationship between the construct of cultural identity and depression.

Hours per week: 6 hours for 40 weeks

Native American Counselor Training Grant, University of Utah, Salt Lake City, UT  
1987-1990. I assisted with the data collection regarding the need for Native American counselors on Indian reservations. I helped compile data for quarterly reports submitted to the university, Navajo Nation, and Federal Department of Education.

Hours per week: 8 hours for 34 weeks for 3 years.

Navajo Community College NCA Self-Study Report, Navajo Community College, Tsaile, Arizona

1989-1990. I worked with the administrative staff of the college collecting data on academic programs and student academic progress. I facilitated the data collection and analysis of the progress and development of the community campus of Navajo Community College.

Hours per week: 4 hours for 32 weeks.

Navajo Community College, Review of Academic Programs and Faculty, 1988-1989. I collected data regarding which programs of the college were producing graduates and where these graduates were finding jobs or whether they were continuing their education.

Hours per week: 8 hours for 20 weeks

Thesis Research: Predicting Academic Success for Navajo College Freshman, 1983-1984. I collected and analyzed findings which concluded traditional academic predictors were not valid when applied to Navajo college freshman.

Hours per week: 8 hours for 15 weeks.

## **TRAINING**

### **Assessment**

Wechsler Adult Intelligence Scale III

Wechsler Memory Scale III

Millon Clinical Multiaxial Inventory III

Minnesota Multiphasic Personality Inventory Second Edition

Minnesota Multiphasic Personality Inventory Adolescent Form

Beck Depression Inventory

Mississippi Scale for Combat-Related PTSD

Penn Inventory for Posttraumatic Stress Disorder  
Berstein Dissociative Test  
Rey Auditory Verbal Learning Test  
California Learning Test  
Benton Visual Retention Test  
Halstead-Reitan  
Trails  
Rorschach  
Thematic Apperception Test  
Geriatric Depression Scale

### **Computer Software**

SPSS Statistical Software  
EQS Statistical Software  
BMDP Statistical Software  
Microsoft Word  
Word Perfect  
Lotus

### **HONORS AND AWARDS**

Presidential Fellowship Recipient  
University of Utah, Salt Lake City, Utah, 1994 to 1998

Indian Health Service Scholarship Recipient  
Navajo Area, Window Rock, Arizona 1993 to 1998.

Navajo Graduate Fellowship Recipient  
Department of Higher Education, Navajo Nation  
Window Rock, Arizona, 1993 to 1998

Outstanding Young Men of America Recipient  
Washington, DC. 1987

American Indian Graduate Fellowship Recipient  
University of Utah, Salt Lake City, Utah 1982 to 1984

Phi Kappa Phi National Honor Society, 1980

### **CURRENT PROFESSIONAL AFFILIATIONS**

American Psychological Association

## **ADMINISTRATIVE COMMITTEES**

Navajo Nation Human Research Review Board, Navajo Nation, Window Rock, Arizona 86515  
2004 to Present

Diversity Working Group, College of Ed., University of Utah, Salt Lake City, Utah 1994 to 1995.

Graduation Committee, Tso Ho Tso, Middle School, Fort Defiance, Arizona 1992 to 1993.

Academic Standards Committee, Navajo Community College, Tsaile, Arizona ,1988 to 1991.

Administrative Planning Committee, Navajo Community College, Tsaile, Arizona, 1984 to 1991.

Educational Planning/Training Committee, Navajo Nation, Window Rock, Arizona 1984 to 1991.

## **REFERENCES**

Robert E. Finley, Ph.D., Associate Professor and Director, University of Utah, Educational Psychology Department, 1705 East Campus Center Drive Room #327, Salt Lake City, Utah, 84112, (801) 581-7191.

Ralph E. Packard, Ph.D., Associate Professor and Training Director, University of Utah, Educational Psychology Department, 1705 East Campus Center Drive Room #327, Salt Lake City, Utah, 84112, (801) 581-7233.

Sue Morrow, Ph.D., Assistant Professor, University of Utah, Educational Psychology Department, 1705 East Campus Center Drive Room #327, Salt Lake City, Utah, 84112 (801) 581-7148.

Thomas Schenkenberg, Ph.D., Chief Psychology Service Department, Department of Veterans Affairs, Medical Center, Salt Lake City, Utah, 84148, (801) 582-1565 ext. 1814.

Steve Allen, Ph.D., Posttraumatic Stress Disorder Clinic, Department of Veterans Affairs, Medical Center, Salt Lake City, Utah, 84148, (801) 582-1565 ext. 1269.

Warren Thorley, Ph.D., Outpatient Substance Abuse Clinic, Department of Veterans Affairs, Medical Center, Salt Lake City, Utah, 84148, (801) 582-1565 ext. 1269.

Beverly Becenti-Pigman, Chairperson, Navajo Nation Human Research Review Board, P.O. Box 1390 Window Rock, Arizona 86515, (928) 871-6650 or (928) 871-6929.



HEALTH, EDUCATION AND HUMAN SERVICES COMMITTEE  
Regular Meeting  
June 16, 2021

Roll Call  
Vote Tall Sheet

THE HEALTH, EDUCATION AND HUMAN SERVICES COMMITTEE OF THE NAVAJO  
NATION COUNCIL to whom has been assigned;

LEGISLATION NO. 0087-21

RELATING TO THE HEALTH, EDUCATION, AND HUMAN SERVICES COMMITTEE,  
APPOINTING DR. REBECCA IZZO MANYMULES AND DR. DAVID H. BEGAY, MS.  
BEVERLY BECENTI-PIGMAN, AND DR. KALVIN WHITE TO SERVE ON THE NAVAJO  
NATION HUMAN RESEARCH REVIEW BOARD

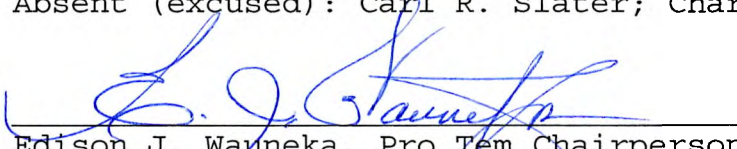
Sponsor: Honorable Daniel E. Tso  
(Eligible for Committee Action June 9, 2021)

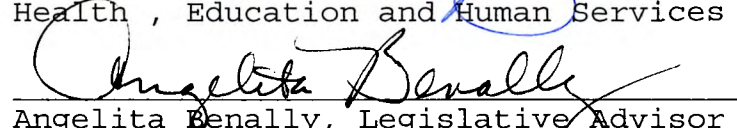
**June 16, 2021 - Amendment One (1) Motion**

Motion by: Honorable Paul Begay, Jr.  
Seconded by: Honorable Pernell Halona  
Vote: 03 in favor 0 opposed; Pro Tem Chairperson Not Voting  
Yeas: Daniel E. Tso; Paul Begay, Jr.; Pernell Halona  
Nays: none  
Not Voting: Edison J. Wauneka  
Absent (excused): Carl R. Slater; Charlaine Tso

**June 16, 2021 - Main Motion**

Motion by: Honorable Pernell Halona  
Seconded by: Honorable Paul Begay, Jr.  
Vote: 03 in favor; 0 Opposed; Pro Tem Chairperson Not Voting  
Yeas: Daniel E. Tso; Paul Begay, Jr.; Pernell Halona  
Nays: none  
Not Voting: Edison J. Wauneka  
Absent (excused): Carl R. Slater; Charlaine Tso

  
Edison J. Wauneka, Pro Tem Chairperson  
Health, Education and Human Services Committee

  
Angelita Benally, Legislative Advisor  
Health, Education and Human Services Committee