

# State of Native American Affairs

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UNIVERSITY OF WISCONSIN SYSTEM

PREPARED FOR TRIBAL CONSULTATION MEETING SEPTEMBER 2022



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## University of Wisconsin System

### Undergraduate Enrollment

Institution	Wisconsin Native American			Underrepresented Minority			Total		
	2011	2016	2021	2011	2016	2021	2011	2016	2021
UW-Madison	210	217	290	2,904	3,167	4,384	30,014	31,407	35,386
UW-Milwaukee	379	381	368	4,842	5,292	5,283	24,639	21,375	19,600
UW-Eau Claire	93	75	90	621	738	839	10,579	10,043	9,859
UW-Green Bay	169	191	247	548	762	1,428	6,445	6,758	9,276
UW-La Crosse	75	95	130	587	727	737	9,211	9,737	9,393
UW-Oshkosh	149	169	187	1,064	1,413	1,713	12,273	12,479	12,956
UW-Parkside	80	64	56	1,107	1,174	1,060	4,766	4,276	3,376
UW-Platteville	54	65	51	384	563	510	7,460	7,865	6,270
UW-River Falls	30	36	31	386	445	430	6,324	5,482	5,003
UW-Stevens Point	109	104	125	577	854	807	9,085	8,297	7,566
UW-Stout	77	57	70	531	742	632	8,353	8,398	6,631
UW-Superior	62	66	46	181	209	214	2,655	2,365	2,200
UW-Whitewater	98	112	84	1,084	1,481	1,450	10,228	11,380	9,765
UW Colleges	211	182	N/A	1,507	1,678	N/A	14,570	12,033	N/A
<b>UW System</b>	<b>1,796</b>	<b>1,814</b>	<b>1,775</b>	<b>16,323</b>	<b>19,245</b>	<b>19,487</b>	<b>156,602</b>	<b>151,895</b>	<b>137,281</b>

### Graduate Enrollment

Institution	Wisconsin Native American			Underrepresented Minority			Total		
	2011	2016	2021	2011	2016	2021	2011	2016	2021
UW-Madison	50	68	87	1,046	1,088	1,512	12,051	11,587	12,438
UW-Milwaukee	45	42	47	568	622	705	5,087	4,636	4,419
UW-Eau Claire	7	1	3	41	35	46	655	662	700
UW-Green Bay	9	11	22	19	30	72	220	272	523
UW-La Crosse	5	4	7	38	37	79	1,047	887	937
UW-Oshkosh	14	17	9	53	99	99	1,240	1,476	1,196
UW-Parkside	1	1	12	7	23	146	121	123	767
UW-Platteville	4	6	5	80	136	79	802	917	507
UW-River Falls	0	4	4	26	38	37	464	449	407
UW-Stevens Point	0	3	6	8	15	48	392	330	640
UW-Stout	8	8	10	72	98	100	1,003	1,221	1,061
UW-Superior	4	1	5	7	8	24	170	122	409
UW-Whitewater	2	9	9	123	119	217	1,415	1,248	1,695
<b>UW System</b>	<b>149</b>	<b>175</b>	<b>226</b>	<b>2,088</b>	<b>2,348</b>	<b>3,164</b>	<b>24,667</b>	<b>23,930</b>	<b>25,699</b>

Overall Enrollment									
Institution	Wisconsin Native American			Underrepresented Minority			Total		
	2011	2016	2021	2011	2016	2021	2011	2016	2021
UW-Madison	260	285	377	3,950	4,255	5,896	42,065	42,994	47,824
UW-Milwaukee	424	423	415	5,410	5,914	5,988	29,726	26,011	24,019
UW-Eau Claire	100	76	93	662	773	885	11,234	10,705	10,559
UW-Green Bay	178	202	269	567	792	1,500	6,665	7,030	9,799
UW-La Crosse	80	99	137	625	764	816	10,258	10,624	10,330
UW-Oshkosh	163	186	196	1,117	1,512	1,812	13,513	13,955	14,152
UW-Parkside	81	65	68	1,114	1,197	1,206	4,887	4,399	4,143
UW-Platteville	58	71	56	464	699	589	8,262	8,782	6,777
UW-River Falls	30	40	35	412	483	467	6,788	5,931	5,410
UW-Stevens Point	109	107	131	585	869	855	9,477	8,627	8,206
UW-Stout	85	65	80	603	840	732	9,356	9,619	7,692
UW-Superior	66	67	51	188	217	238	2,825	2,487	2,609
UW-Whitewater	100	121	93	1,207	1,600	1,667	11,643	12,628	11,460
UW Colleges	211	182	N/A	1,507	1,678	N/A	14,570	12,033	N/A
UW System	1,945	1,989	2,001	18,411	21,593	22,651	181,269	175,825	162,980

Based on self-reported race/ethnicity

Full-Time New Freshman Retention and Graduation Rates, Main Campus Locations						
Institution	Native American		Underrepresented Minority		Total	
	2nd Year Retention Rate	6-Year Graduation Rate	2nd Year Retention Rate	6-Year Graduation Rate	2nd Year Retention Rate	6-Year Graduation Rate
UW-Madison	91.6	81.0	94.2	82.2	95.3	89.7
UW-Milwaukee	71.3	29.5	70.9	33.7	75.0	49.7
UW-Eau Claire	74.1	55.8	77.8	56.8	81.2	73.2
UW-Green Bay	60.5	53.1	68.5	52.1	73.1	62.8
UW-La Crosse	80.2	65.6	80.0	62.4	84.7	79.3
UW-Oshkosh	67.5	51.4	70.9	47.3	74.0	62.9
UW-Parkside	63.6	33.3	67.4	34.4	70.9	45.6
UW-Platteville	72.5	56.0	68.9	42.1	77.8	60.2
UW-River Falls	63.9	35.1	65.1	36.1	74.8	60.0
UW-Stevens Point	61.3	46.3	65.1	48.4	75.2	67.2
UW-Stout	57.9	42.0	59.2	46.8	70.2	61.7
UW-Superior	47.8	34.0	51.1	34.5	67.4	46.6
UW-Whitewater	72.5	61.5	71.0	51.5	78.8	67.3
UW System	72.8	51.8	75.6	50.9	81.8	69.5

**Faculty and Instructional Staff**

Institution	Native American			Employees of Color			Total		
	2010	2015	2020	2010	2015	2020	2010	2015	2020
UW-Madison	34	24	28	1,327	1,277	1,434	9,516	9,612	10,063
UW-Milwaukee	16	11	6	427	433	414	2,818	2,692	2,578
UW-Eau Claire	10	6	4	69	74	90	591	551	621
UW-Green Bay	3	2	8	29	42	60	234	281	381
UW-La Crosse	10	7	3	65	83	78	641	699	647
UW-Oshkosh	8	4	4	61	57	57	702	671	647
UW-Parkside	1	1	1	52	46	62	293	216	264
UW-Platteville	1	2	2	45	69	69	399	413	367
UW-River Falls	0	1	1	29	34	33	378	348	330
UW-Stevens Point	3	1	0	34	47	39	550	489	462
UW-Stout	2	0	0	37	53	49	559	569	488
UW-Superior	2	2	1	18	13	16	170	158	140
UW-Whitewater	2	3	1	77	115	111	576	670	664
UW Colleges	4	2	N/A	43	59	N/A	681	633	N/A
UW Extension	1	4	N/A	13	25	N/A	410	366	N/A
UW System Admin	0	0	0	0	0	1	0	0	3
<b>UW System</b>	<b>97</b>	<b>70</b>	<b>59</b>	<b>2,326</b>	<b>2,427</b>	<b>2,513</b>	<b>18,518</b>	<b>18,368</b>	<b>17,655</b>



### **Campus Point of Contact**

- Dr. Corey A. King, Vice Chancellor for University Inclusivity & Student Affairs - [kingc@uwgb.edu](mailto:kingc@uwgb.edu)
- Jennifer Jones, Assistant Vice Chancellor for Enrollment Services - [jonesj@uwgb.edu](mailto:jonesj@uwgb.edu)

### **Recruitment & Enrollment of Native American Students**

- Multi-Ethnic Student Affairs (MESA) does collective outreach with new and current students who identify as Native American.
  - MESA works with collaborative partners to bring in speakers and programs that develop Native American identity (First Nations Achievement Summit, Angeline Bouley, Supaman).
- Representing and centering Native American people and culture in marketing communications is a priority at UW-Green Bay.
- In February 2022 we launched a 5-month multi-media marketing campaign to promote the Education Doctoral in First Nations Education (FNED) program.
  - Centering student voices and leaning into Oral Tradition, the campaign features our current First Nations Education Ed.D. students speaking about why their studies are important to them. Student statement videos are being posted on social media to targeted audiences via paid placements. They are also pushed out to our entire following in organic posts.
- The FNED program web page was redesigned and features the full-length campaign video.
- The Turtle Island/medicine wheel image is displayed across campus screens and marquee signs.
- Crystal Lepscier, First Nations Student Success Coordinator, meets with community groups and prospective students to share her role at UWGB. This summer, she will meet with STEM Camp group for Oneida participants.
- First Nations faculty and staff interact with prospective students and share information about programs and supports (e.g., the Education Center for First Nations Studies, Intertribal student org).
- Host campus visits
- Partner with tribal communities to connect with resources on college and career readiness
- EdD Scholarships to recruit applicants
- Offer college credit in HS in the undergraduate program – offered in areas with high populations of Native students
- FNS 211 – Mentoring First Nations Youth – k-12 mentoring in local GBAPS schools, including Oneida School system
- Phuture Phoenix Program
- Ongoing partnerships with Title VI Indian Education programs throughout the state
- Ongoing partnership with Oneida YES Program

- Visit schools with native populations to discuss UWGB
- State allocated over \$200, 000 for Indigenous youth summer camps with Oneida Nation youth focus –UWGB hosts STEM programming at no cost to Oneida Youth. Strong promotion of programs/campus to youth and their families.
  - Spring 2022
    - Dual Enrollment Access Academy (4 classes)
    - STEM Empower Hours
- These are virtual after school programs in partnership with Einstein Project and Brown County 4-H where they are sent kits to work on projects alongside the instructor virtually.
  - We have 12 of these programs this spring.
- Summer 2022
  - Summer Scholars (5 classes)
    1. Summer Camps
    2. Aquatic Robotics
    3. Design Tech Intro Skills – Elementary
    4. Design Tech Intro Skills – Middle School
    5. Design Tech Advanced Skills – Middle School
    6. Video Game Programming, Level 1
    7. Video Game Programming, Level 2
    8. Exploring Natural World in Oneida
- Fall 2022
  - Dual Enrollment Access Academy (7 classes)
  - We plan to run STEM Empower Hours again
- Spring 2022
  - Will plan to run Dual Enrollment Access Academy (7 classes)
  - We plan to run STEM Empower Hours again
- June 2022
  - Will plan to run summer camp programs again
- Ongoing
  - Online Coding Course Pathway is an online coding program that students can work on asynchronously.
  - We are planning to serve 300+ Oneida Nation Youth in the course of this two-year span.

### **Retention Efforts for Native American Students**

- MESA does outreach to individual students via Navigate alerts and academic concerns.
- MESA provides First Nations cultural stoles for graduating students who identify as Native American.
- May 2020 New Positions – Faculty, First Nations Student Success Coordinator
- 2022 – University passed the Ceremonial Burn Policy
- Establish, build, and maintain relationships with local tribal partners
- The Education Center for First Nations Studies and MESA are spaces on campus that are well-known to First Nations students. FN faculty and staff are engaged and connected with FN students (e.g., projects, panels). Relevant projects have resulted from these



collaborations to educate our University community and create a welcoming and supportive campus for all students.

- Culturally specific programming on campus – list programs
  - 2021-2022, Angeline Bouley, 2 spirit panel, Indigenous Voices in the Creative Arts
- Intertribal Student Council
- Chancellor allocated funds and development under way for outdoor learning space to support Indigenous student and Indigenous education
- Goal/Mission of the Center for FN Ed –
- Oral Scholars in Residence program
- Since 2020, offered tens of thousands of dollars in scholarship monies to FNED students
- Metz Memorial Scholarship to support undergraduate students in financial need
- Graduate Studies funded FNS student position in Indigenous Wellness and Two Spirit Education
- Ongoing leadership with Wisconsin Indian Education Association (WIEA)
- Ongoing relationship with the UW System Native American Student Success Coordinator
- Provide an undergraduate professional advisor dedicated to guiding the student from matriculation to graduation.

### **Recruitment, Enrollment & Retention of Native American Faculty/Staff**

- UW-Green Bay developed recruitment procedures (including language in our postings and required inclusive interview questions) to ensure that our institutional commitment to diversity, inclusivity, and equity is exemplified in our hiring process. All of our job postings are sent to a group of diverse local organizations, including the following: American Indian Chamber of Commerce, College of Menominee Nation Keshena, College of Menominee Nation Oneida, and Oneida Nation.
- Select executive-level recruitments are posted for-cost in the Tribal College Journal, including recent position such as the Director of Financial Aid, Provost & Vice Chancellor for Academic Affairs, and Vice Chancellor for University Inclusivity & Student Affairs. All recruitment committee/panel members are required to undergo implicit bias training prior to participating in any University recruitments.
- The University has a Council for Equity, Diversity, and Inclusion, made up of members from across the university community. For information about the Council's strategic planning process and current initiatives, please see this link: <https://www.uwgb.edu/inclusive-excellence/chancellors-council/strategic-planning-process/>
- UW-Green Bay Faculty and Staff are expected to participate in training related to inclusivity & equity. Please see below for some recent examples of this type of training:
- All employees are required to participate in Harassment & Discrimination (including Title IX) training upon hire and every three years thereafter
- All ongoing employees were required to participate in a program called Cultural Connections By Design in the Fall of 2020.
- The University has an Inclusivity & Equity Certificate Program (with 2 levels), which employees are encouraged to participate during work time: <https://www.uwgb.edu/inclusive-excellence/inclusivity-equity-certificate-program/overview/>
- Our Continuing Education & Community Engagement department has recently launched a Diversity, Equity, and Inclusion Certificate Program: <https://www.uwgb.edu/continuing-professional-education/certificate-programs/diversity-equity-and-inclusion/>



- UW-Green Bay has five Employee Resource Groups that are available to provide support to employees and provide a link between the faculty/staff community and institutional inclusivity efforts, including a group entitled Ethnically Diverse Group of Employees (EDGE). EDGE is open to all UW-Green Bay employees, although many of the members have ancestry that includes Asian, Latino, African, First Nations, and Middle Eastern heritage along with many other nationalities. This group works to ensure that UW-Green Bay's ethnic minorities achieve their full potential as valued employees with its commitment to creating an environment that recognizes, values, and respects the differences we all bring to the workplace, allowing everyone to do their best work.
- The institution has a website titled We Support You which provides resources to our faculty, staff, and student community to support, amplify, and progress in the areas of diversity and inclusivity. This page includes both on-campus and off-campus resources, including some specifically focused on support for Native American community members
- We include inclusivity and equity organizational competencies in position descriptions and they will be included in staff performance evaluations starting in January 2023.

### **Research and other activity on land controlled by a Native Nation**

- Cary Waubanasum, Oneida/Menominee, Community Engagement in Health Research (ONCE), AAK5742
  - Specific aims of the CEIGR funded two-year project are:
    - to understand Oneida Nation priorities for governance of health research and data;
    - to seek guidance from Oneida Nation on further development of research capacity and future funding opportunities.
- Emily Tyner
- Surround-sound documentation of the Green Bay estuary; an aural arts and education program in support of the Green Bay National Estuarine Research Reserve, AAK2571
  - This project helps to strengthen community connections to water by bringing aural experiences and oral traditions of the lake to a broad audience through recorded interviews with community members along with sounds of the bay to create a surround-sound art installation and online educational exhibit about cultural, historical, and ecosystem significance of the shoreline and waters of Green Bay.
- Green Bay National Estuarine Research Reserve Designation – Site Nomination and Selection, AAJ5648
  - The NERR Site Selection project addresses public outreach and mapping requirements for the site selection process for a new reserve within the National Estuarine Research Reserve System (NERR). The NERR will offer a coordinating effort to manage, restore, and promote the Green Bay ecosystem and serve as a model for long-term community involvement and inter-governmental cooperation.
- Kevin Fermanich, Water Quality Monitoring Coordination in the Lower Fox Basin, Alliance for Great Lakes AAK1157
  - This project coordinates and manages the water quality monitoring processes and procedures for the Lower Fox Basin and facilitates networking of key stakeholders in the LFR basin including WDNR, NEW Water, USGS, Oneida Nation, Extension Discovery Farms, UWGB and others.

- JP Leary, Cherokee/Delaware, “And So We Walked Together” AAG9412 and “And So We Walked” AAH6698
  - Project offers a series of humanities-focused public events to further explore issues and aspects raised in the award-winning play, And So We Walked: An Artist’s Journey Along the Trail of Tears, an artist’s personal experience in conveying the complexities and conflicts facing contemporary Cherokee people. Public events, which include actor/playwright DeLanna Studi and several Wisconsin-based humanities experts, will provide broader historical and cultural context and extend audience members’ own learning about Wisconsin history, collective, and personal identity.
  - Includes funds from Education Center for First Nations for “And So We Walked Together” and “And So We Walked”
- Dan Meinhardt (Amy Wolf), Wood Turtles – Telemetry Study (collaborating with Oneida staff and may be using Oneida facilities)
  - The wood turtles project follows tagged turtles and also includes working with Oneida scientists for the purposes of turtle location, counting, assessing, tracking and affixing transmitters.

**Education programs intended for Tribal students or employees**

- Formed a UW-Green Bay Intertribal Student Council
- Chancellor allocated funds and development underway for outdoor learning spaces to support Indigenous students and Indigenous education
- First Nations Courses/Programs
- Oral Scholars in Residence program
- Reading groups on Native American Student Success
- Education for First Nations Studies
- BIPOC Rise Mentoring Program (Black, Indigenous, and People of Color)

**Any other initiatives not mentioned above**

- The UW Green Bay Land Acknowledgement statement was transformed into a powerful video: <https://www.youtube.com/watch?v=mAEuhwIQx20>



### **Campus Points of Contact**

- Dr. Dina Zavala, Interim Vice Chancellor for Diversity and Inclusion; [dzavala@uwlax.edu](mailto:dzavala@uwlax.edu).
- Corey Djoquist, Assistant Vice Chancellor for Admissions & Recruitment; [csjoquist@uwlax.edu](mailto:csjoquist@uwlax.edu)

*UWL will be convening a task force of faculty, staff, students and community members to work specifically on a plan to support the initiatives that will support the implementation of the Tribal Consultation Policy. Dr. Zavala will share that information once the task force is convened which will be sometime late summer/early fall semester 2022.*

### **Recruitment, Enrollment & Retention of Native American Students**

UWL works to:

- Build personal relationships with prospective Native American students, their families, high school counselors, and community members.
- Connect with Two-year institutions to promote UWL to Native American students.
- Attend college fairs hosted by Tribal Colleges.
- Visit high schools that serve Native American students in the region (Menominee Tribal School & Black River Falls High School).
- Award scholarships to admitted Native American students that recognize their achievements and help fund their education.
- Connect admitted Native American students with resources and individuals on campus to support their education.
- Participate in area Ho-Chunk sponsored programs (i.e. Back to School Night).

### **Retention Efforts for Native American Students**

- Native American students in addition to other students of color are encouraged to apply to the Academic Success Institute (ASI) recruitment/retention program - housed in the Office of Multicultural Student Services. The ASI program is a summer retention program which allow students to get a head start on college courses. The program runs over a course of 6 weeks.
- Native American Students are supported through the Native American Student Association (NASA). This organization is sponsored and advised through the Office of Multicultural Student Services. NASA in conjunction with Multicultural Student Services and the Division of Diversity and Inclusion sponsor such programs as Indigenous Peoples Day, hosting Indigenous speakers on campus and co-sponsoring events through the Ho Chunk Three Rivers House, located in La Crosse.
- UWL was one of the first campuses in the UW System to create an Indigenous Land Recognition Statement. This statement is recited at the beginning of major speakers and events hosted on campus.
- Native American Student are included and invited to participate in retention programs such as Eagle Mentoring Program (EMP), First Scholars Program, a program that focuses on first generation students of color and financial literacy, and the Hekima Scholars Program, a program which focuses on first and second year male students of color.

- Native American students are encouraged to apply to participate in Student Support Services and the McNair program both are TRIO programs and are a part of the Division of Diversity and Inclusion.

### **Recruitment, Enrollment & Retention of Native American Faculty/Staff**

- When positions are available search and screen committees are encouraged to:
  - Reach out to Native American alums that might know of applicants
  - Publish job ads in a variety of diversity publications that Native American applicants might access
  - Reach out to indigenous faculty and staff currently on campus that might know of applicants for various positions
  - Make departments and units aware of the land recognition statement.

### **Education programs intended for Tribal students or employees**

- If applicable Native American students could be directed to apply for the Academic Success Initiatives (ASI) program. The ASI program is a year-round bridge program that supports multicultural students achieve academic success and builds confidence through the use of cohorts.
- Native American students are support through several offices, including the Office of Multicultural Student Services (OMSS).
- Native American students are also supported through Native American Student Association (NASA). The NASA organization in conjunction with the Division of Diversity and Inclusion, sponsors major speakers, events in the community and greater La Crosse region.
- For faculty and staff there is a DEI Certificate Program through the Center for Transformative Justice at UWL.



### **Campus Points of Contact**

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- Jennifer Haas, Director, Archaeological Research Laboratory Center (ARLC) and UWM NAGPRA Coordinator; [haasjr@uwm.edu](mailto:haasjr@uwm.edu)
- Mark Freeland, Professor and Director of Electa Quinney Institute; [freelanm@uwm.edu](mailto:freelanm@uwm.edu)
- Sue Weslow, Chief of Staff; [sweslow@uwm.edu](mailto:sweslow@uwm.edu)

### **Recruitment, Enrollment & Retention of Native American Students**

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- UW-Milwaukee has an American Indian Student Center (AISC) whose mission is to provide a circle of student-centered support to Native American students. The services geared toward each individual student include assistance with the financial aid process, scholarship and internship info, assistance with tribal funding paperwork, connection to both campus and community resources, volunteer opportunities, social events, potlucks, resource library and other activities.
- AISC works collaboratively on student programming with UWM's Electa Quinney Institute for American Indian Education. EQI is an academic-focused institute whose focus is to strengthen and celebrate American Indian education at the local, regional and national level with strong connections to indigenous teaching practices around the globe. Inspired by its namesake Electa Quinney, a Stockbridge Munsee Mohican and Wisconsin's first teacher, the unit works collaboratively with UWM's School of Education with a strategic plan and vision for connecting American Indian programs at UWM with the Milwaukee and Wisconsin community. EQI is funded through a generous gift of the Indian Community School Inc., which is located in Milwaukee County, and has endowed faculty professorships in the School of Education.
- Both the UWM American Indian Student Center and Electa Quinney Institute are powerful resources for supporting and retaining UWM students, and are attractive resources considered by prospective students.
- *Recruitment* - AISC staff attend recruiting fairs, especially when asked to do so by a tribe, and visit schools. AISC also attend community events, such as Milwaukee's Indian Summer Festival, a unique gathering which draws Native people from across the United States and Canada. The Center has a strong reputation and students are referred by their families and others who know UWM. UWM is currently examining how to link the Center (and its peer centers as well) with the Office of Undergraduate Admissions and the Division of Enrollment Management to examine how to leverage the Admissions and Enrollment staff and resources to continue to partner with and bolster the Center in its recruitment efforts.
- *Retention* - In addition to the support for UWM students noted above, the Center personalizes students' experiences with potluck dinners and other events. The Center also provides essential services to current students to support their studies and ongoing success at UWM, including assisting them with paperwork for tribal funding, hosting virtual talking circles, and providing nice touches like birthday cards and sending out reminder letters to students about the services that they provide.



### **Campus Points of Contact**

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- Aaron Bird Bear, Director of Tribal Relations; abirdbear@wisc.edu
- Lori Reesor, Vice Chancellor for Student Affairs; lreesor@wisc.edu

### **Recruitment, Enrollment & Retention of Native American Students**

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- From 2012-2022, the University of Wisconsin-Madison experienced increasing enrollment of self-identified, Native American students, largely due to undergraduate and professional student recruitment programs focused on Native Americans: 38% increase of undergraduate students (from 260 to 359), 12% increase of graduate students (from 91 to 102), and 127% increase of professional students (26 to 59).
- In 2016, the Native Nations UW-Madison Initiative (NNUW) began at UW-Madison with input from the 12 American Indian Nations of Wisconsin. The 2017-2019 Native Nations-UW Strategic Plan for Phase One (2016-2020) that included “Education Pathways” to address Native American Student Recruitment and “Native Campus Climate” to address retention. NNUW Initiative Phase Two (2021-2025) has seven areas of focus that also includes a recruitment focus area “Native Education Pathways” and “Indigenous Student Well Being” for retention.
- UW-Madison signed transfer agreements with the College of Menominee Nation in 2002, 2007, and 2022, and with Lac Courte Oreilles Ojibwe College in 2019.
- The UW System or Wisconsin Technical Colleges transfer agreement is also available to Native American students who may enroll at two-year campuses but wish to transfer to UW-Madison. First-generation Wisconsin residents who transfer from Lac Courte Oreilles Ojibwe College, the College of Menominee Nation, UW System two-year colleges, or some Wisconsin Technical Colleges qualify for the Badger Promise which guarantees a period of free tuition and segregated fees.
- In 2020 and 2021 UW-Madison, the College of Menominee Nation, and Lac Courte Oreilles Ojibwe College jointly applied to and received New Beginnings for Tribal Students USDA NIFA grants to develop educational pathways to the three land grant institutions of Wisconsin, the first collaboration between CMN, LCOOC, and UW-Madison. A statewide group of tribal education directors, tribal educators, and higher education staff convened in January, May, and October 2021 and April 2022 to create a white paper for educational pathways for Native Americans to each of the three institutions.
- From 2012-2022, there was a 38% increase of enrollment of self-identified, Native American, undergraduate students. Admissions and Recruitment has a position focused on Native American student recruitment. Recruitment was supported by the Information Technology Academy and PEOPLE program precollege programs, although the PEOPLE North program with rural partnership schools serving Bad River, Ho-Chunk, Lac Courte Oreilles, Lac du Flambeau, Mole Lake, Oneida, Potawatomi, Red Cliff, St. Croix, and Stockbridge-Munsee Indian Nations was discontinued in 2018. In 2014, ITA precollege program began at the Lac

du Flambeau Ojibwe and expanded to include the Oneida Nation and the Madison Metropolitan School District.

- From 2012-2022, there was a 12% increase of enrollment of self-identified, Native American, graduate students. There were no programs at UW-Madison specifically designed to recruit Native American graduate students, although the several Graduate Research Scholars (GRS) programs enroll Native American graduate students and Native American Art faculty recruited several MFA students from the Institute of American Indian Art.
- From 2012-2022, there was a 127% increase of self-identified, Native American, professional students (select Business, Engineering, and Health majors) particularly due to the UW-Madison Native American Center for Health Professions. The Native American Center for Health Professions (NACHP) received its first Indians Into Medicine (INMED) award in 2015 and was renewed in 2019.
- In 1992, the Great Lakes Indigenous Law Center was established that supports Indigenous Law students. In 1993, American Indian Student Academic Services was created to support Native students, and beginning in summer 2021, the position was located in the Division of Diversity Equity and Educational Achievement (DDEEA) as Indigenous Student Services Coordinator in Academic Coaching and Tutoring Services. In 2009, the American Indian Student and Cultural Center was established at UW-Madison to attend to the academic, social, spiritual, and socioemotional needs of Native students. In 2021, the UHS Counseling and Consultation unit hired an Indigenous counselor. In 2021, the Multicultural Student
- The UW-Madison Office of Admissions and Recruitment engages prospective Native American students in their sophomore, junior, or senior year of high school. Prospective students receive regular mailings and information about the University, the process of applying for admission, and opportunities to visit campus or meetings being held in their schools or community.
- Native American high school students who are in Information Technology Academy (ITA), Pre-college Enrichment Opportunity Program for Learning Excellence (PEOPLE), or Business Emerging Leaders (BEL) Scholars, or participate in other campus-sponsored pre-college programs are contacted early in the recruitment process about how to apply for admission to UW-Madison.
- The Office of Admissions & Recruitment has a dedicated Native American Admissions Counselor position specifically to conduct information sessions in schools and communities across the state, at Native American serving high schools or two-year colleges. The Office of Student Financial Aid has a similar outreach team member. These team members help lead student and family outreach and recruitment efforts, program development, and campus and community engagement. This Admissions Counselor position shares a 40% commitment to New Beginnings for Tribal Students contract and serves on the Native Nations workgroup.

### **Retention Efforts for Native American Students**

- The American Indian Student Academic Services was created at UW-Madison to support an increasing number of Native American students enrolling at UW-Madison, considering the challenging retention and graduation statistics for Native American students at UW-Madison. Beginning in the summer of 2021, the American Indian Student Academic Services position is now located in the Division of Diversity Equity and Educational Achievement (DDEEA) with



the title Indigenous Student Services Coordinator in the DDEEA Academic Coaching and Tutoring Services unit. See <https://actsddeea.wisc.edu/indigenous-student-services/>. The Coordinator serves as a resource, offering:

- personalized pathways based on your individual strengths & challenges
  - culturally relevant advising focused on the unique academic, personal, social, and cultural needs of Native American students
  - matching with academic coaches to achieve your educational goals
  - guidance on navigating academic expectations and campus resources
  - access to a network of peer, academic, and professional mentors, including many Native professionals
  - professional development workshops, conferences, and guidance
  - connections to student organizations, cultural events, community, and support for Indigenous students on campus
  - campus advocacy for Indigenous student wellbeing
- In 2021, the Multicultural Student Center (MSC) created a new position, a Program Coordinator for Native/Indigenous Students, staffed by Bobbi Skenandore (Oneida). This position is primarily responsible for overseeing programmatic initiatives that support Native/Indigenous students at UW-Madison, including daily operations of the American Indian Student and Cultural Center (AICC) and the M.E.Ch.A. House. See <https://msc.wisc.edu/identity-centers/aiscc/>.
  - In 2009, the American Indian Student and Cultural Center was established at UW-Madison to attend to students' academic, social, spiritual, and socio-emotional needs. Today, the AISCC hosts four Native American student organizations, Indigenous language courses, and other American Indian Studies academic events and activities.
  - Native American Student Organizations and the Advisors supporting Native American student organizations at UW-Madison:
    - Alpha Pi Omega Sorority, Inc. Lambda Chapter (APO). Advised by Lauren Cornelius (Oneida), Native American Center for Health Professions (NACHP), School of Medicine and Public Health.
    - Indigenous Law Students Association (ILSA). Advised by Prof. Richard Monette (Turtle Mountain Chippewa), Law School.
    - UW-Madison Chapter of the American Indian Science and Engineering Society (AISES). Advised by Prof. Brett Benally Thompson (White Earth Ojibwe), MD, School of Medicine and Public Health.
    - UW-Madison Chapter of the Society for Advancement of Native Americans and Chican@s in the Sciences (SACNAS). Advised by Prof. Ahna Skop (Eastern Band Cherokee), Genetics.
    - Wunk Sheek Native American Student Group. Advised by Lina Martin (Ho-Chunk/Stockbridge-Munsee), Native American Center for Health Professions, SMPH.
  - In 2020, the Native Nations\_UW-Madison Phase 2 Working Group, a university-wide coordinating body that
    - 1) began serving as a nexus of communication between UW-Madison (including the Division of Extension) and the 12 Native Nations of Wisconsin, and

- 2) works to advance collaboratively defined Indigenous priorities and action areas at UW-Madison. One of the key Phase 2 goals addresses Indigenous Student Well-being, described as follows: “NN\_UW will advocate for – and prioritize - the physical, intellectual, emotional, and spiritual wellbeing of Indigenous undergraduate, graduate, and professional students at UW-Madison—especially those who are citizens of the 12 Native Nations of Wisconsin. Considering Native American student retention and graduation rates at UW-Madison, NN\_UW will recommend services, programs, and guiding frameworks to ensure First Nations students are consistently welcomed and supported as community members and leaders. This may include prioritized recommendations, timelines, and immediate action steps for Native-specific spaces and services, learning communities, and/or programs for the culturally appropriate care of their emotional and spiritual health.
- Student Mental Health Services:
  - In 2021, the Counseling and Consultation unit of University Health Services hired a mental health counselor specializing in Indigenous mental health needs. Serena Cisneros (Lac Courte Oreilles Ojibwe) began in the summer of 2021 as a Counselor at University Health Services. In response to a clear need to improve access to mental health services for Black, Indigenous, and other students of color on campus, University Health Services hired three new mental health providers before fall 2021. They joined eight providers already serving in this role. In addition to increasing access to counseling for underrepresented students, the new providers will enhance programming across campus to support UW-Madison students.
- In addition to the services described above, UW-Madison offers a “First-year Interest Group” or “FIG” tailored to the interests of Indigenous students. A FIG is a cluster of (usually) three UW-Madison classes linked together to explore a common theme and offered to incoming first-year students who attend these classes together as a cohort. Courses offered as a part of the Listening to the Land FIG in recent years have included:
  - Listening to Land: Indigenous Education, Language, and Foodways (Fall 2020 and Fall 2021).
  - Earth Partnership, Indigenous Arts & Sciences: Restoration Education and Stewardship (Fall 2021).
  - First Semester Ojibwe language course
- Indigenous Ecowell Initiative (2021-2022), School of Human Ecology
- In 2003, the UW-Madison First Nations Cultural Landscape Tour (FNCL) was developed to help with the transition of Native American students to UW-Madison. UW-Madison faculty and staff found the FNCL tour valuable for professional development and advancing teaching and learning in their courses. Since 2003, approximately 800-900 FNCL tours have been provided to ~30,000-35,000 people. Before the COVID-19 pandemic, 128 First Nations Cultural Landscape tours were offered to campus courses, faculty, staff, and visiting K-12 groups during the 2018-2019 academic year. Campus and Visitor Relations is currently working on expanding capacity to continue offering FNCL tours at UW-Madison.
- Indigenous student retention and other climate-enhancing efforts take place in schools and colleges as well. Below are a few examples of these efforts.

## **Recruitment, Enrollment & Retention of Native American Faculty/Staff**

- Dr. LaVar Charleston, Deputy Vice Chancellor for Diversity and Inclusion, and Professor Elizabeth Meyerand, Vice Provost for Faculty and Staff Affairs, are both responsible for helping to recruit and retain faculty and staff of color, and Native American Faculty and Staff are included in those recruitment and retention efforts. UW-Madison also recruits and retains faculty through the Faculty Diversity Initiative. Additionally, UW-Madison recruits and retains faculty through the Target of Opportunity Program (TOP) and faculty boost funds (max \$50K) as requested by Deans and Dept Chairs. The TOP program enables academic departments to hire exceptional faculty members who would greatly enhance the quality and diversity of the department. Deans, department chairs, and center directors are encouraged to engage with their colleagues and seek out exceptional prospective faculty who would add diversity to our campus community. Departments can hire TOP candidates via a Position Vacancy Listing (PVL) waiver or as part of an established recruitment. Two Native American faculty were recently hired as part of the TOP program. The School of Nursing, School of Human Ecology, and the Nelson Institute of Environmental Studies developed the Native American Cluster Hire to assemble an interdisciplinary team to work closely with the Native Nations of Wisconsin to address tribal health, environmental and social challenges.
- Known Native American faculty and staff at UW-Madison in 2021-2022:
  - Assoc. Prof. Emily Arthur (Eastern Band Cherokee), Art Dept., School of Education.
  - Prof. Bret Benally Thompson (White Earth Ojibwe), Medical Physician, School of Medicine and Public Health; Faculty Director Native American Center for Health Professions; Principal Investigator UW Indians Into Medicine grant; Advisor to the UW-Madison Chapter of the American Indian Science & Engineering Society (AISES).
  - Asst. Prof. Grace Bulltail (Crow), Nelson Institute of Environmental Studies.
  - Asst. Prof. Angela Fernandez (Menominee), School of Nursing.
  - Prof. Carolee Dodge Francis (Oneida Nation of WI), Civil Society & Community Studies, School of Human Ecology.
  - Prof. John Hitchcock (Comanche), Art Dept.; Assoc. Dean of the Arts, School of Education.
  - Prof. Annie Jones (Menominee), Annie Jones, Organizational Development and Tribal Nations Specialist, UW Extension.
  - Prof. Tom Jones (Ho-Chunk), Art Dept., School of Education.
  - Asst. Prof. Kasey Keeler (Tuolumne Me-Wuk and Potawatomi), Civil Society & Community Studies, School of Human Ecology.
  - Asst. Prof. Jeneile Luebke (Bad River Ojibwe), 2021-2022 Post-doctoral Nurse Research Fellow; Faculty in Fall 2022. STREAM for Native Nursing Students (Success Through Recruitment/Retention, Engagement, and Mentorship), School of Nursing.
  - Assoc. Prof. Shaun Marcott (Lakota – Rosebud Sioux), Dept of Geoscience, College of Letters and Science.
  - Assoc. Prof. Brian McInnes (Wasauksing First Nation Canada & Potawatomi), Civil Society & Community Studies, School of Human Ecology.
  - Prof. Richard Monette (Turtle Mountain Chippewa), Law School.
  - Asst. Prof. Judi Simcox (Crow), Biochemistry, College of Agriculture and Life Sciences.

- Prof. Ahna Skop (Eastern Band Cherokee), Genetics; Advisor to the UW-Madison Chapter of the Society for the Advancement of Native Americans and Chicana/os in the Sciences (SACNAS).
- Asst. Prof. Jen Rose Smith (dAXunhyuu), American Indian Studies and Geography, College of Letters and Science.
- Asst. Prof. Sasha Maria Suarez (White Earth Ojibwe), American Indian Studies and History, College of Letters and Science.
- Asst. Prof. Matt Villeneuve (Turtle Mountain Band of Chippewa descendant), American Indian Studies and History, College of Letters and Science.
- Asst. Prof. Lucas Zoet (Sault Tribe of Chippewa Indians), Assistant Professor Glaciology and Glacial Geomorphology, College of Letters and Science.
- Faculty Recruitment.
  - The Art Department now features 4 Indigenous Faculty members, which enhances the ability to recruit and retain students from Native American populations from around the US.
- Indigenous Speaker Series.
  - The School of Education hosts The Indigenous Speakers Series as part of a partnership among the SOE's Department of Educational Policy Studies, the Office of Equity, Diversity, and Inclusion, Indigenous Education Coordinator Omar Poler, AIS, and others.
  - The series started in 2019 via zoom, and attendance often reaches 100-200 people.
  - Previous speakers have included Dr. Sasanehsaeh Jennings, Dr. Timothy San Pedro, and Dr. Nikki Bowman, with Dr. Megan Bang scheduled for April 2022.
- SGCI Conference: Our shared Future. The School of Education hosted the SGC International Conference for printmakers from 3/16/2022 – 3/19/2022 with the theme of Our Shared Future. The theme reflected the organizers' desire to join UW-Madison's commitment to respect the inherent sovereignty of the Ho-Chunk Nation and the other First Nations of Wisconsin.
- Indigenous Education Committee. We employ an Indigenous Education Coordinator at our Teacher Education Center, Omar Poler. Through this position, we support our educator preparation programs' efforts to teach candidates the histories, cultures, languages, and sovereignty of the First Nations of Wisconsin. The Indigenous Education Coordinator facilitates the Teacher Education Center Indigenous Education Committee, a professional learning community to better understand Act 31 and best practices in Indigenous education and develop institutional strategies for infusion and Indigenization.
- Scholarship campaigns. Two campaigns currently in development,
  - The Impact 2030 Scholars and Pathways programs, feature case statements that explicitly target high schools with high populations of indigenous students.
- School of Nursing:
  - In the School of Nursing, the STREAM (Success Through Recruitment/Retention, Engagement, and Mentorship) program has also been successful at recruiting Native faculty by creating multiple pathways for Native PhD and post-docs to pursue faculty careers, including one current Native faculty due to the Native cluster hire and one beginning in Fall 2022. We also strengthened our holistic admissions process and created high-touch retention initiatives like talking circles and mentorship that we will offer to all underrepresented students. Lastly, we continue our Native tribal

community partnerships throughout Wisconsin by hosting the Native Nations Nursing Summits (rotating so far to 6 out of the 12 federally recognized tribes) and multiple clinical immersions within tribal communities throughout the state.

- School of Medicine and Public Health:
  - The Native American Center for Health Professions (NACHP, <https://www.med.wisc.edu/education/native-american-center-for-health-professions/>) includes several pathway and student recruitment initiatives. NACHP works with prospective students, current students, and health professionals to serve as a central location for opportunities for growth, professional development, mentorship, research, and support.
  - NACHP focuses on five primary objectives as part of our mission:
    - Enhance recruitment of Native students to UW health professional schools and programs
    - Improve the Native health professional student experience
    - Establish and enhance Native health education opportunities
    - Recruit, retain and develop Native faculty
    - Grow Native health academic programs, in both research and education, with tribal communities

### **Research and other activity on land controlled by a Native Nation**

- There are likely additional projects not listed here, as it remains a challenge to identify all active projects at UW-Madison as there is not a central repository where projects on lands controlled by Native Nations are listed.
- Division of Extension:
  - \$2.5M Center for Disease Control grant project “Kemamaceqtaq: We’re All Moving” with the Menominee Nation (October 2018 – September 2023).
  - UW-Madison Division of Extension Tribes Lead! grant project to co-develop leadership curriculum and training with WISE Council composed of Native American administrators, teachers, and elders from Bad River Band of Lake Superior Chippewa, Ho-Chunk Nation, Keweenaw Bay Indian Community, Lac du Flambeau Band of Lake Superior Chippewa, Menominee Nation, Oneida Nation of Wisconsin, and Sault Ste. Marie Band of Lake Superior Chippewa. The Tribes Lead pilot programs were held at Keweenaw Bay Indian Community on June 1-2, 2022, and College of Menominee Nation on July 12-13, 2022.
- Nelson Institute for Environmental Studies:
  - *Prof. Adrian Treves, Carnivore Co-existence Lab*
    - Carnivore Coexistence in collaboration with Bad River Natural Resource Department (WI) with Abi Fergus, M.S.
  - *Dr. Jessie Conaway, InterTribal Lake Winnebago Connectivity **Project***
    - Working for wild rice (*Zizania aquatica*) revitalization and restoration in Lake Winnebago and connecting lakes with Wisconsin Tribes, state and federal agencies, non-profits and community groups.
  - *Asst. Prof. Grace Bulltail*
    - Water quality impacts from natural resource extraction on tribal lands.

- *Asst. Prof. Leah Horowitz*
  - research on Indigenous communities' negotiations with and resistance to environmentally risky industrial expansion in New Caledonia, and various communities' responses (New Caledonia, Malaysian Borneo, and the U.S.) to both rural and urban biodiversity conservation. Currently, Prof. Horowitz is focusing on American Indian-led resistance to oil pipelines.
- Earth Partnership Indigenous Arts and Sciences:
  - Co-creating a Sustainable Model of Indigenized Environmental Science Education - Bauer-Armstrong, Cheryl L with:
    - RED CLIFF BAND OF LAKE SUPERIOR CHIPPEWA;
    - LAC DU FLAMBEAU BAND OF LAKE SUPERIOR CHIPPEWA;
    - HO-CHUNK NATION;
    - BAD RIVER BAND OF LAKE SUPERIOR TRIBE OF CHIPPEWA INDIANS;
    - RED CLIFF BAND OF LAKE SUPERIOR CHIPPEWA
      - Active 05/30/2022
  - NIBI GAA-GIKINOO'AMAAGE, NIBI GAA-BIMAAJI'IWEMAGAK (WATER WILL TEACH, WATER WILL GIVE LIFE) Bauer-Armstrong, Cheryl L and Red Cliff Band of Lake Superior Chippewa.
  - GREAT LAKES INTER-TRIBAL COUNCIL, INC
    - Success Through Recruitment/Retention, Engagement, and Mentorship (STREAM) for American Indian Students Pursuing Nursing Careers  
Bratzke, Lisa C
    - Active 06/30/2019
- UW-Madison School of Medicine and Public Health:
  - Wisconsin Alzheimer's Disease Research Center's (ADRC) Inclusion of Under-Represented Groups (IURG) Core Supplement: 1) established and supported an Alzheimer's disease Community Advisory Board in the Oneida Nation of Wisconsin.
  - Indigenous Cultural Understanding of the Alzheimer's Disease and Related Dementia Research and Engagement (ICARE) - partner with the Oneida Alzheimer's CAB and Community Researchers.
  - Meaning Making of Dementia and the Caregiver Experience in the Oneida, WI Tribal Community.
  - The Role of Social Media and Community Advocates in addressing the health consequences of COVID-19 in the Black, Latinx and American Indian communities.
  - Understanding Resource Utilization by Dementia Caregivers in the Oneida Nation of Wisconsin – Oneida Helping Oneida.

### **Education programs intended for Tribal students or employees**

- Annual Indigenous Health and Wellness Day, School of Medicine and Public Health:
  - With a focus on blending elements of Indigenous culture and college culture, the University of Wisconsin School of Medicine and Public Health's (SMPH) Native American Center for Health Professions (NACHP) annually welcomes Native American middle and high school students from throughout Wisconsin to UW-Madison each spring for a campus visit, activities, and presentations.

- Beginning in summer 2021, the American Indian Student Academic Services position is now located in the Division of Diversity Equity and Educational Achievement (DDEEA) with the title Indigenous Student Services Coordinator in the DDEEA Academic Coaching and Tutoring Services unit.
- Information Technology Academy – tribal cohorts for Lac du Flambeau Band of Lake Superior Chippewa, Madison-area Native American students, and the Oneida Nation of Wisconsin. In alignment with the UW-Madison’s Diversity Framework, Information Technology Academy (ITA) is a pre-college initiative with the goal of increasing enrollment rates of diverse students at the University of Wisconsin-Madison.
  - ITA programs serve students in the communities of Madison, Lac du Flambeau and Oneida. Through ITA, high school students build knowledge and skills with hands-on training, academic support, mentoring, leadership development, community service and internship opportunities.
- Native American Center for Health Professions (NACHP) – NACHP staff advisors Melissa Metoxen (Oneida), Lauren Cornelius (Oneida), and Lina Martin (Ho-Chunk and Stockbridge-Munsee) support pre-med and medical students.
  - NACHP has five primary objectives as part of their mission:
    1. Enhance recruitment of Native students to UW health professional schools and programs;
    2. Improve the Native health professional student experience;
    3. Establish and enhance Native health education opportunities;
    4. Recruit, retain and develop Native faculty;
    5. Grow Native health academic programs, in both research and education, with tribal communities.

**Any other initiatives not mentioned above**

- Native American Student Organizations and the Advisors supporting Native American student organizations at UW-Madison:
  - Alpha Pi Omega Sorority, Inc. Lambda Chapter (APO). Advised by Lauren Cornelius (Oneida), Native American Center for Health Professions (NACHP), School of Medicine and Public Health.
  - Indigenous Law Students Association (ILSA). Advised by Prof. Richard Monette (Turtle Mountain Chippewa), Law School
  - UW-Madison Chapter of the American Indian Science and Engineering Society (AISES). Advised by Prof. Brett Benally Thompson (White Earth Ojibwe), MD, School of Medicine and Public Health
  - UW-Madison Chapter of the Society for Advancement of Native Americans and Chicanos in the Sciences (SACNAS). Advised by Prof. Ahna Skop (Eastern Band Cherokee), Genetics
  - Wunk Sheek Native American Student Group. Advised by Lina Martin (Ho-Chunk/Stockbridge-Munsee), Native American Center for Health Professions, SMPH.
- Additional UW-Madison centers, programs, and units serving Native American interests (alphabetical):



- American Indian Curriculum Services – School of Education – Teacher Education Center. Advances Act 31 – teaching and learning of the histories, cultures, and tribal sovereignty of the 12 American Indian Nations of Wisconsin.
- American Indian Studies Program, UW-Madison.
- Director of Tribal Relations, 50% Office of University Relations and 50% Division of Extension.
- Division of Extension - Native American Task Force – Division of Extension.
- Division of Extension FRTEP and Tribal Educators: a. Bad River Ojibwe Nation (Federally Recognized Tribes Extension Program [FRTEP] educator); b. Forest County Potawatomi Nation (tribal educator); c. Lac du Flambeau Ojibwe Nation (tribal educator); d. Lac Courte Oreilles Ojibwe Nation (tribal educator); e. Menominee Nation (tribal educator).
- Earth Partnership – Indigenous Arts and Sciences - UW Arboretum
- Enwejig Indigenous Language Advocates, UW-Madison Language Initiative
- Indigenous Education Coordinator – Office of Provost – Collaborative for Teaching and Learning
- Indigenous Language Instruction - previously: Ho-Chunk, Menominee, Ojibwe, and Oneida language instruction. Indigenous Language instruction for Fall 2021: Dakota I and Ojibwe III; and Spring 2022: Dakota II and Ojibwe IV.
- Native Nations – UW Initiative Tribal Advisory Council - 14 tribal representatives appointed by each of the 12 Native Nation of Wisconsin.
- Native Nations – UW Initiative Working Group implementation team (12 faculty, staff, and students) and focus areas for 2021-2023: a. Indigenous Student Well-being; b. Indigenous Language Infusion and Revitalization; c. The Great Lakes Indigenous Research and Education Center (working title); d. Curriculum Infusion and Indigenousization; e. Indigenous Land Acknowledgments; f. Native Education Pathways; g. Indigenous Placemaking.
- Native Nations – UW Initiative Forum of faculty, staff, and students collaborating with Indigenous Nations
- Native November - Assoc Vice Chancellor for Student Life Gabe Javier helps the Native American student organizations put on their major events (Native November, and spring term On Wisconsin Powwow).
- On Wisconsin Powwow – annual spring powwow hosted by Wunk Sheek Native American student group.
- Our Shared Future – teaching and learning initiative and innovation grants to teach about the 12,000-year human story of this place. From September 2019 - May 2021, the Our Shared Future grant initiative facilitated over 25 programs across campus to educate UW-Madison faculty and staff in several schools, colleges, and departments about the Ho-Chunk Nation and the 12,000-year human story of this place.
- University of Wisconsin-Madison Languages Initiative – includes one of three priorities: “Advocating for increased visibility and support for Indigenous languages.”



### **Campus Point of Contact**

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- John Chenoweth, Chancellor; [chenowej@uww.edu](mailto:chenowej@uww.edu)

### **Recruitment, Enrollment & Retention of Native American Students**

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- We have an articulation agreement with the LCO Ojibwe College and our Early Childhood Education Program
- UW-Whitewater Admission/Recruitment and Outreach Division attends college fairs, collaborates with NASS, community organizations, campus partners, and support and serve Native American Students and partners in building relationships with the Ho-Chunk Nation. Campus visit opportunities are provided through UW-Whitewater Wheels to Whitewater services and also virtual meetings are hosted for underrepresented students. Email campaigns targeting populations are sent that include Native American students to provide materials from UW-Whitewater. Yearly or bi-yearly visits are made to high schools in Wisconsin and Illinois with the highest Native American student populations to connect admissions with students and high school counselors. Admissions continues to build relationships with the top twenty regional high school districts. In the past four years, these districts have enrolled Native American students who have attended and graduated from UW-Whitewater.
- Native American/Indigenous Support Services (NASS) at UW-Whitewater attracts and recruits Native American students through financial resources by encouraging students to apply for scholarships and grants, and providing academic advising, academic activities, mentorship and tutorial services. During 2021-2022, NASS has served 71 American Indian/Alaska Natives on campus. UW-Whitewater supports the Native American Cultural Awareness Association (NACAA) student organization by providing a campus office, phone and computer at no cost, allocating segregated fees annually for the last 9 years, and a campus faculty member serves as the organization's campus advisor. NACAA is part of the Connection Student Council, which supports identity group efforts, membership needs and leadership development for leaders and programs.

### **Retention Efforts for Native American Students**

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- UW-Whitewater connects students to support, resources and mentors to equip them to be successful in their academics. NASS holds and promotes cultural events to generate awareness of NASS. NASS also collaborates with NACAA on events, which has resulted in an increase in attendance. NASS along with Open House Advising is working to sponsor resume workshops and financial advising workshops and is working with NACAA to reach out to non-Native students who have a passion for Indigenous people. A UW-Whitewater faculty member serves as the advisor to NACAA and is the instructor of a Native American Indian course and in the past has co-organized a conference to bring Native speakers and singers to campus.

- Semesterly trainings and seminars are held for counselors and master and doctoral interns on culturally responsive counseling including unconscious bias and microaggressions. These trainings include guest speakers who share what counselors should understand about student/family dynamics, the concept of mental health in those cultures, and ways to support students.
- University Housing is connecting with efforts of NACAA with programs highlighting Native American culture and included an official naming ceremony of UW-Whitewater's newest residence hall to the Ojibwe name – Ma'iingan (Wolf).

### **Recruitment, Enrollment & Retention of Native American Faculty/Staff**

- The University of Wisconsin-Whitewater uses the Chronicle of Higher Ed, Higher Ed Jobs and Diversity Outreach, because they allow scraping of their websites, which enhances notifications to their partnerships. The UW-Whitewater pays for the enhanced program to extend additional outreach. Both the Chronicle and Higher Ed Jobs partners with CUPA-HR, Everfi, AAC&U ADA National Network, LGBTQIA resources, NCORE, LatPro, Veterans and many underrepresented associations and organizations. Additionally, UW-Whitewater works through the UW System with the current talent acquisition software, which includes the State of Wisconsin Department of Workforce Development.
  - The HR Liaison for recruitment reviews the composition of departments to assist with outreach for the search and screen committees. This review does include the make-up of the departments, backgrounds, needs, cultures, ethnicities, race, abilities, gender, age in support of the University's mission. Prior to the Pandemic, various job fairs were attended to expand recruitment efforts.
  - Additional sourcing includes list-serves, journals, personal connections, collegial forums, LinkedIn [including personal postings] announcements.
  - To continue the mission of the campus community, administration recognizes the need for more targeted advertising for underrepresented populations; therefore, for the first time in UW-Whitewater history, beginning July 1, 2022, funding has been established and set aside to focus on specific underrepresented minorities.

### **Research and other activity on land controlled by a Native Nation**

- Our Fiscal Economic Research Center completed a study in conjunction with the Rosebud Economic Development Corporation of the Rosebud Sioux Tribe in South Dakota.
- We have an NSF grant: ""Collaborative Research: GP:IN: Connected to Earth: Cross-Cultural Knowledge Exchange for Advancing Earth Science Learning"" that has conducted several trips to tribal lands to collaborate with tribes to address earth science by creating cross-cultural curriculum.



### **Campus Point of Contact**

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- Harry Anderson, Associate Vice Chancellor for Student Affairs; [handerso@uwsuper.edu](mailto:handerso@uwsuper.edu)

### **Recruitment, Enrollment & Retention of Native American Students**

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- UW-Superior has made a focused effort over the past several years in recruiting and retaining Indigenous/Native American students. We've been intentional about ensuring that the efforts to retain Indigenous/Native American are in place prior to recruitment efforts.
- Specific to recruiting, Admissions works directly with staff from the Department of Equity, Diversity, and Inclusion (EDI) to develop strategies to recruit Indigenous/Native American students. EDI staff along with Admissions counselors will meet with prospective students and school staff to talk about services and programs that we offer. Admissions staff will also connect prospective Indigenous/Native American students by providing an opportunity for them to speak to our current students and learn about their experience at the university.
- Additionally, this year our School Counseling program received a planning grant from the Wisconsin Department of Public Instruction to increase the training, recruitment and hiring of School Based Mental Health Professionals in rural Northwest Wisconsin; focusing on persons representative of the region's diverse populations. One anticipated outcome of this project is to identify and review evidenced-based strategies for recruiting and retaining students who represent the diversity of rural communities, particularly Indigenous communities. This work will result in a plan to be implemented in the next two years.
- We have also done intentional outreach to our tribal communities and regions participating in events such as Instant Decision events, Financial Aid Nights and other recruitment events in Ashland and Bayfield, both at local schools and on our campus. We have participated in community building events such as Science Night at Bayfield high school to connect with students and their families. We have also attended the Native American College Fair in October in St Paul, MN in the past. The last time this was held was October 2019 where we had attendance from our admissions office as well as our EDI department. Furthermore, staff in the Admissions office have intentionally participated/completed the campus EDI certificate.
- UW-Superior has made a focused effort over the past several years in recruiting and retaining Indigenous/Native American students. We've been intentional about ensuring that the efforts to retain Indigenous/Native American students are in place prior to recruitment efforts. Specific to recruiting, Admissions works directly with staff from the Department of Equity, Diversity, and Inclusion (EDI) to develop strategies to recruit Indigenous/Native American students. EDI staff along with Admissions counselors will meet with prospective students and school staff to talk about services and programs that we offer. Admissions staff will also connect prospective Indigenous/Native American students by providing an opportunity for them to speak to our current students and learn about their experience at the university.

- Additionally, UW- Superior has attended the Native American College Fair held in October in St Paul, MN. The last time this was held was October 2019 where we had attendance from our admissions office as well as our EDI office. To my knowledge, this event has not been hosted since COVID, but we do plan to attend again once it resumes. We have also done intentional outreach to our tribal communities and regions participating in events such as Instant Decision Day, Financial Aid Nights and other recruitment events in Ashland and Bayfield, both at local schools and on our campus. We have participated in community building events such as Science Night at Bayfield high school to connect with students and their families. Furthermore, staff in the Admissions office have intentionally participated/completed the campus EDI certificate.
  - Also, as an institution we offer a First Nations Studies Minor focused on educating students about First Nations history, culture, and tribal sovereignty. We have also recently introduced a Public Leadership and Innovation major with strong cross-over to our First Nations Studies program.

### **Retention Efforts for Native American Students**

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- The University of Wisconsin-Superior currently has over 70 Indigenous/Native American students. One of the strategies to retain these students is to provide a designated gathering/learning space that promotes awareness and visibility of Indigenous/Native American populations. The place on campus is called Indigenous Cultures Resource Center (ICRC). ICRC's mission is to serve as a gathering place and resource center for intercultural learning, exchange, and support, with an emphasis around First Nations and Indigenous lifeways and experiences. The center, which is a part of the Department of Equity, Diversity and Inclusion (EDI), provides opportunities for all people to engage in an inclusive environment which fosters visibility, awareness and leadership through an Indigenous lens. ICRC has one coordinator who oversees the space and makes connections with Indigenous/Native American students. The coordinator also advises Native Nations Student Organization (NNSO). Students who are part of NNSO meet weekly to connect with each other and host programs that promote their culture.
- During this past year, ICRC and NNSO have hosted events such as Ojibwe Games Showcase, Indigenous Tea Making Workshop, Medicine Pouch Workshop, Storytelling Night, Dreamcatcher Workshop, Tobacco Teachings, and Ojibwe Words of the Week. Students are also planning to join a local Powwow and travel to a regional Powwow to celebrate Indigenous culture(s) and participate in the ceremony. Our coordinator reaches out to Indigenous/Native American students on a regular basis. We provide resources and get them connected to other resources on and off campus.
- Aside from student support services, the University of Wisconsin-Superior has adopted a Land Acknowledgement Statement. Land Acknowledgement is one way to acknowledge Ojibwe ancestral land. In addition to the statement, we celebrate Indigenous Peoples' Day and establish a proclamation yearly. In 2018, we built the Medicine Wheel-the first of its kind at any four-year college campus in the area. Students, faculty, and staff use this space as a cultural and educational gathering space. Our university also created a Smudging Policy that allows students and/or staff to freely practice their ceremony. In addition to policies and spaces on campus that honor Indigenous cultures, we work to integrate other practices such

as an Indigenous drum group playing honor songs during important events such as new student orientation, graduation, Veteran's Day ceremony, and Indigenous Peoples' Day. We work hard to be intentional about creating spaces, programming, services, and direct student support that will help retain Indigenous/Native American students.

### **Recruitment, Enrollment & Retention of Native American Faculty/Staff**

- Throughout the past few years, we have made a concerted effort to diversify our faculty and staff. Our campus Equity, Diversity, and Inclusion Plan calls for an increase in the number of employees of diverse backgrounds.
- With this in mind, we have initiated several steps to increase the recruitment of diverse faculty and staff.
  - We have introduced implicit bias training into the search training process for all renewable instructional positions. This training was developed by our EDI department in conjunction with our human resources department and is required annually for search committees.
  - We have also provided additional budgeted funds during recruitments to increase the pool of diverse candidates by advertising on a broader range of job posting sites than we have historically; these additional posting sites are focused on reaching BIPOC candidates.
  - Further, we now list as a required qualification that all individuals have demonstrated ability and experience working with individuals from a diverse range of backgrounds.

### **Research and other activity on land controlled by a Native Nation**

- UW-Superior has a long-standing history of collaboration on research and monitoring projects with tribal agencies. For example, Lake Superior Research Institute has collaborated with several tribal agencies including;
  - Tribal Affiliation - (Years of Association)
  - 1854 Treaty Authority - (7)
  - Great Lakes Indian Fish and Wildlife Commission - (32)
  - Lac du Flambeau Band of Lake Superior Chippewa - (6)
  - American Indian Science and Engineering Society
  - Dames and Moore
  - Fond du Lac Band of Lake Superior Chippewa - (21)
  - Bad River Band of Lake Superior Chippewa - (30)
  - Grand Portage Band of Lake Superior Chippewa - (18)
  - Water Institute - UW-Milwaukee (Menominee Indian Tribe of Wisconsin)
  - St. Croix Chippewa Indians of Wisconsin - (32)
  - Oneida Tribe of Indians of Wisconsin - (22)
  - Red Cliff Band of Lake Superior Chippewa - (10)
  - Red Lake Dept of Natural Resources/Water Resources Program - (10)
  - Upper Sioux Community
- We plan to continue to develop relationships and consult with any sovereign nation when research is conducted on land controlled by a Native Nation.

### **Education programs intended for Tribal students or employees**

- In addition to educational programming that occurs through the Department of Equity, Diversity, & Inclusion, we offer a First Nations Studies Minor focused on educating students about First Nations history, culture, and tribal sovereignty.
- We have recently developed a partnership with faculty and staff at UW-Milwaukee to provide continuity and expanded opportunities in Ojibwe language offerings for our students.
- This partnership is rapidly developing several interesting collaborations. For example, in Spring 2021, faculty and staff at UW-Milwaukee visited our campus and presented an open forum entitled Gikinoo'amaagegamig Miziwe Aten: The Anishinaabemowin Classroom is Everywhere.
- We have also recently introduced a Public Leadership and Innovation major with strong cross-over to our First Nations Studies program.

### **Any other initiatives not mentioned above**

- Aside from student support services, the University of Wisconsin-Superior has adopted a Land Acknowledgement Statement to acknowledge Ojibwe ancestral land.
- In addition to the statement, we celebrate Indigenous Peoples' Day and establish a proclamation yearly.
- In 2018, we built the Medicine Wheel-the first of its kind at any four-year college campus in the area. Students, faculty, and staff use this space as a cultural and educational gathering space.
- Our University also created a Smudging Policy that allows students and/or staff to freely practice their ceremony.
- In addition to policies and spaces on campus that honor Indigenous cultures, we work to integrate other practices such as an Indigenous drum group playing honor songs during important events such as new student orientation, graduation, Veteran's Day ceremony, and Indigenous Peoples' Day.
- We work hard to be intentional about creating spaces, programming, services, and direct student support that will help retain Indigenous/Native American students.
- Finally, since the Board of Regents passed the Tribal Consultation Initiative, we have been exploring how to strengthen our existing relationships through a cohesive institutional approach. This work will continue over the next year.





### **Campus Point of Contact**

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- Rachel Davis, Native American Center Coordinator; [radavis@uwsp.edu](mailto:radavis@uwsp.edu)
- Al Thompson, Vice Chancellor for Student Affairs; [althomps@uwsp.edu](mailto:althomps@uwsp.edu)

### **Recruitment, Enrollment & Retention of Native American Students**

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- UWSP has Lac Courte Oreilles Ojibwe College and College of Menomonee Nation in Transferology for Karrie Lane to recruit anyone who has visited our page.
  - Karrie has attended virtual college fairs in the past for those transfer institutions and we hope to have the opportunity to visit both campuses this year to strengthen those relationships.
  - In the past, we have also had a recruiting presence at AIRO Pow Wow, and many years ago we met with the Ho-Chunk Nation President to better understand the needs of their students.
  - New this year is a plan to work with high school contacts through Rachel Davis (DCA) with the hope of visiting several schools that serve high populations of Native American students.
- The Wisconsin Forestry Center (WFC) with support from Wisconsin Department of Natural Resources - Forestry Division, Milwaukee Tool, and Husqvarna provided a 3-day Science of Tree Felling course to Menominee Indian High School students (MIHS). As part of the course, MIHS received:
  - Free course participation for 2 students and their science teacher (food and facility fees covered)
  - Integration into an active UWSP Forestry course with 20 undergraduate students
  - One-on-one interaction and training from over 10 industry professionals
  - Full tuition scholarships to UWSP for 1 credit in FOR 346: Science of Tree Felling
  - Industry recognized certificate in tree felling
  - Full set of personal protection equipment (PPE)
- The Wisconsin Center for Wildlife hosted Jon Greendeer, Community Health and Wellness Coordinator and Tribal Member of the Ho-Chunk Nation, for our Spring Seminar Series. The title of his talk was ***“Environmental Policy and the Fight to the Table”***.
- Native American staff and current students participate in key UWSP’s Admissions events (i.e., Admitted Students Day, ViewPoint Day, STAR).
- The Orientation Leaders to include the Native American Center as a part of their talk and stop at the center as they tour the prospective students and their family around UWSP.
- Native American/Indigenous Recruitment Day. Having trips to the reservation with Native American/Indigenous staff and students to build relationships and support. During these

trips helping student connect to their own ancestry and participate in activities that connect them to the past present and future of the Native American/Indigenous populations.

- Inviting junior and high school students to campus to serve and to engage prospective students in the resources and opportunities available through the University of Wisconsin-Stevens Point (UWSP).
  - During these visits it is important that the persons interacting with the student have more than a working knowledge of the diversity and worldviews of the Native American/Indigenous populations. Normalizing the Native American/Indigenous experience fosters a sense of belonging and combat some of the perceptions of feeling like an outside or a “other” while on campus.
  - Having prospective students interact with current students and alumni will create continuity of community. Native American/Indigenous people are more collectivist and having spaces for them to come to together.
  - Having cultural programming such as the pow wow and speakers build bridges to the reservation as we provide honorariums and opportunities to share knowledge. This will continue to build trust which helps recruitment.
  - Communication of the student organization AIRO and the benefits and history of Native American/Indigenous participation.
  - Supporting cultural programming like the pow wow and initiatives that support the students but also give opportunities for the larger campus and community populations to understand and find value in Native perspectives and practices.

### **Retention Efforts for Native American Students**

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- Resources for Native American/Indigenous Students: We have a full-time coordinator (1 FTE, and student workers) and a space (Native American Center) to serve the Native American/Indigenous students.
- Communication and Support for Native American/Indigenous Students
- Communication platforms:
  - Student Org Leaders: Work with the Native American/Indigenous student orgs (AIRO and AISES) executive boards of their needs and goals
  - Native American/Indigenous student populations distribution list: To share with selected the student organizations’ executive board members to communicate about their respective org’s engagement activities
    - Created a Canvas class: Providing on-and off campus resources for students on advising, tutoring services, mental health, food pantries, transportation, health care, shelter, support group, etc.
    - Created DCA’s weekly Newsletter (Constant Contact): Highlighting students’ engagement from different student orgs, upcoming events and other campus and community events such as leadership opportunities, employment (internships, on-campus jobs), scholarships, undergraduate research, studying abroad, etc. Also, highlight student success stories.
  - Advising support:

- The Native American students are assigned to the Native American Center (NAC) coordinator staff serving as their Success Coach, a wraparound program (Advising syllabus).
  - The students can also see their Native American Success Coach assignment in Navigate as well as other academic advisors.
    - This helps increase NAC's coordinator visibility and access for students so that they can make appointments directly in Navigate.
    - It also helps enhance communication and collaboration with other campus partners concerning students. The NAC coordinator is also a liaison/advisor to the two Native American student organizations.
- Student engagement and belonging for Native American/Indigenous Students
- Summer engagement, welcome week/orientation, and academic year programs
  - Welcome letter from the Diversity and College Access (DCA)'s Director and notifying them of their assigned peer mentor and DCA Success Coach, upcoming events, and swag.
  - Summer engagement sessions (virtually/in-person) with the student and their family/Guest to prevent the summer melt.
  - Partners with Admissions to meet with DCA's prospective students and their families or guests and programs.
- Welcome Week & Convocation Engagement
- Offer a robust educational programming that relates to EDI and cultural celebration. Collaborate with campus and community partners to produce quality educational programs.
- LEAD Bridge Program. The program focused on increasing first-year undergraduate students' sense of belonging at UWSP.
  - The program is aimed at providing a supportive community that promotes student success by getting first-year undergraduate students ahead and ready to start their college careers.
  - It focuses on campus resources, transitioning to college, student success skills, social and enrichment activities, and the development of future campus leaders.
  - Program participants will gain a built-in network of support as they navigate their university experience to promote their personal, social, and academic well-being.
- Noel Compass Scholar Program (NCS).
  - NCS is a privately funded scholarship established to encourage and reward academic achievement, leadership, and citizenship for students of color from Wisconsin high schools attending UW-Stevens Point (UWSP).
  - This \$6,000 a year renewable scholarship is more than just a scholarship—it's a student success program that focuses on what we call the Five Ships (Fellowship, Internship, Leadership, Mentorship, and Scholarship).
  - Scholars are paired with a community host member or family who will help them navigate their college and life path from the moment they receive the scholarship to graduation and beyond.

- Mentorship:
  - First-year students: Success coach peer mentor (junior and senior students)
  - Second year students (Sophomores): Mentor-Friend (faculty, staff, community leaders).
  - Celebrating student successes: Graduation celebration, highlighting their success stories, job offers, graduation, etc. using various communication tools and social media
  - Financial support opportunities:
    - Lawton grant: An undergraduate retention tool to support Wisconsin students engaged in their academic performances and high impact practices. Lawton recipients are expected to meet with their assigned DCA Success Coach at least once per semester.
    - Advance Opportunity Program: A grant to support qualify graduate students and Native American students are qualified to apply for this grant.
- Other scholarships and grants opportunities with the Financial Aid Office.

### **Recruitment, Enrollment & Retention of Native American Faculty/Staff**

- The university reached out to Native communities for the position search regarding the Native American Coordinator. The Student Affairs division continues to build those relationships through our Chancellor's Commission on the Ancestors Buried Below Us report and sent job announcements to tribal representatives for open positions within Diversity and College Access and within Student Affairs.
- We encourage search and screen committees to reach out to our local nations and provide contact information to committees. Further, we conduct outreach to native communities for open position searches and provide job announcements to the tribal representatives when warranted, e.g. our recent Native American Coordinator search. We continue to build relationships through our Chancellor's Commission on the Ancestors Buried Below Us Report.

### **Research and other activity on land controlled by a Native Nation**

- The UW-Stevens Point main campus includes a Native American mass burial site that has been designated by the Wisconsin State Historical Society.
- A group comprised of UWSP faculty, staff and the Tribal Historic Preservation Officers (THPO) of the Ho Chunk, Menominee, and Forest County Potawatomi Nations developed a Cultural Resource Management (CRM) plan to maintain, protect and preserve known and unknown archaeological and/or traditional cultural properties within properties owned or leased.
- The plan was established in accordance with Wis. Stats 44.40, 157.70 and 36CFR 800 that serve to define both the Wisconsin State and Federal preservation practices acceptable to the UWSP, State of Wisconsin, and the various Tribal Nations within the State of Wisconsin.
- Each summer Tonya Veith and Pam Terrell take 8-10 Audiology and Speech Language Pathology graduate students to St. Croix Tribal Head Start in Webster, Wisconsin (about 220 miles or 3.5- hour drive from Stevens Point).
- It is a multiday event in which our students, under faculty supervision, provide hearing and speech-language screenings.

- Tribal Head Start provides reimbursement for much of the travel, lodging, and food expenses. It is an event much appreciated by the tribal community and our SLP and AuD students and faculty.
- The university's health profession programs regularly have 4-5 students per year conduct clinical placement/intern/fieldwork/capstone with tribal communities (e.g. Menominee Tribal Clinic, Oneida County Public Health Department, Ho-Chunk Nation-Higher Education, and Simply Smiles in the Lakota Reservation).
- Health Sciences faculty member Jodi Olmsted is active with the Ho-Chunk Nation and assisted with organizing the "National Day of Remembrance for US Indian Boarding Schools" Cultural Event held September 30, 2021, in Wittenberg, WI
- Professor Sterling Wall organizes an experience where Family and Consumer Sciences students spend time at the Lakota Reservation in LaPlant, South Dakota, to help with youth and community outreach activities as well as home repairs/construction.
- The UWSP Northern Aquaculture Demonstration Facility is located on the Red Cliff Indian Reservation (Bayfield, WI).

### **Education programs intended for Tribal students or employees**

- UWSP offers the Native American and Indigenous Studies Certificate.
  - The subject matter is related, but the certificate is designed, intended, and open for students.
  - Similarly, UWSP regularly offers public lectures and other events on Native American subject matter.
  - Any such events are open to all students, employees, and the public, like the opening presentation at the research symposium last spring.
  - These are open to the public and not solely limited to Tribal members.
- In developing the new Native American and Indigenous Studies Certificate program, Rob Harper convened an external committee of educators and tribal officials from those three nations as well as the Bad River Ojibwe nation.
  - That committee includes Sasanehsaeh Jennings from UW System. Based on conversations with that group, Rob hopes to create professional development offerings for UWSP faculty and staff who work with native students and/or teach content related to Indigenous issues.
  - That initiative would involve collaborating with tribal experts to design and deliver the training.
- For developing future museum content related to Wisconsin Indigenous history, Sarah Scripps and Rob Harper have consulted with tribal museum directors from the Ho Chunk, Potawatomi, Menominee, and Lac du Flambeau Ojibwe nations.
- On April 12, 2022, UWSP assisted in hosting the "Indigenous Women Pursing Safety and Justice" panel.
  - Panel members included Dr. Jeneile Luebke (Bad River Ojibwe), a postdoctoral nurse research fellow at the UW-Madison School of Nursing. Dr. Luebke (RN, PhD) is an expert on intimate partner violence in the lives of American Indian women. Students could attend the event in person or via livestream.

- During the native American Awareness Week at UWSP (May 2-7, 2022), the College of Professional Studies (CPS) Café staff used the CPS kitchen to assist with preparations of indigenous foods, importantly prepared by tribal members.
- The WFC worked with MIHS and Menominee Tribal Enterprises (MTE) to partner on a Wisconsin Economic Development Council (WEDC) Workforce Innovation Grant.
  - As part of this grant, the WFC will work with MIHS to develop, certify, and deliver high school skills training in forestry.
  - This program, which will be piloted at MIHS, will provide students with industry ready skills to prepare them for direct employment with MTE.
- Wildlife faculty from the CNR include a 1-week module on Traditional Ecological Knowledge (TEK) in WLDL 150 Living with Wildlife each semester.
  - It addresses religious, cultural, and subsistence values of wildlife to indigenous people.
  - Similar content is distributed across four modules on white-tailed deer, mule deer, elk, caribou, moose, and musk ox in WLDL 334 Ungulate Ecology and Management.

**Any other initiatives not mentioned above**

- A portion of the UW-Stevens Point main campus has been designated as a Native American mass burial site.
  - As part of an ongoing commitment to acknowledge the Native American burial grounds, Chancellor Gibson created the Commission on the Ancestors Buried Below Us in February 2021 to expand the educational opportunities for native students, families, and communities.
  - During the spring 2021 semester, the commission members coordinated efforts, leveraged university resources, and developed a strategy moving forward to acknowledge the historical connections between Native American communities and UWSP.
  - The Commission worked in subcommittees to (Cultural Resource Management, Memorial/Marker, Student Affairs, and Academic Affairs) facilitate the four areas outlined in Chancellor Gibson's charge to the group.
- A staff member of the Wisconsin Center for Wildlife participated in a Tribal Roundtable discussion. The discussion was designed for the Wisconsin Chapter of The Wildlife Society to engage tribal communities and to discuss how we could become better partners with tribal wildlife departments and professionals and increase the involvement of tribal members with our organization.
  - Tribal Consultation Initiative Inventory – Wisconsin Center for Wildlife – CNR



### **Campus Point of Contact**

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- Ian T. Stroud, Director of Student Success; [ian.stroud@uwrf.edu](mailto:ian.stroud@uwrf.edu)
- Jamie David, Assistant Chancellor; [david.travis@uwrf.edu](mailto:david.travis@uwrf.edu)
- Zamjahn Travis, Student Success Provost [jamie.zamjahn@uwrf.edu](mailto:jamie.zamjahn@uwrf.edu)

### **Recruitment, Enrollment & Retention of Native American Students**

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- Fewer than 15 students who identify as Native typically enrolled.
- Our office of Diversity, Inclusion and Belonging has plans to outreach to the Title VII program in the Twin Cities areas and look to outreach to the St. Croix Chippewa Indians of Wisconsin community.
- Currently, UWRF does not have a recruitment plan specific for increasing the number of Native Students on campus.
  - Admissions does participate in an annual Native Student College Fair in Minnesota and the Ho-Chunk Nation Annual Youth & Family College Expo in the Wisconsin Dells.
  - Recently, Admissions and Student Success have partnered on outreach efforts. Last month, our Director of Student Success and Director of Diversity, Inclusion, and Belonging traveled to Turtle Lake Band of Ojibwa to participate in a College Fair to develop new relationships with the Band of Ojibwa.
  - One of our advantages to growing Native Students that we need to market are our agriculture programs.
  - We do not have specific strategies for recruiting Native American students. However, we are working on strategies for this right now.
    - We have recently completed a land dedication recognizing the tribal lands where we are located.
    - We are also working on scheduling meetings with tribal elders of nearby tribal communities.
    - Our hope is to develop scholarship opportunities specifically aimed at Native American students. Our Director of Student Success is 100% Native American and he is helping us develop strategies for recruitment while also guiding our efforts in how to properly and respectfully approach these tribal communities.
  - Finally, we celebrated something called the ""Year of..."" program, which is a recognition/celebration of a certain country or community each year. Next year we will be celebrating the ""Year of First Nations.""

## **Retention Efforts for Native American Students**

- Just like our recruitment, UWRF does not have a retention/completion plan specifically for Native Students.
- As we currently have 6 Native Students at UWRF, we offer services and support through Diversity, Inclusion, & Belonging, as well as the Student Success Center.
- Our Native Students are active participants in ASPIRE and TRiO Student Support Services.
- Our Director of Student Success is working with other members of campus leadership on strategies that will be specifically aimed at improving our retention rates for Native American students.

## **Any other initiatives not mentioned above**

- We offered two Ojibwe language classes this past year in partnership with the UWS Collaborative Language Program, taught by a native Ojibwa speaker.
- We Are Falcons Values Series hosted a presentation open to all of campus, featuring Sean Sherman of the Sioux Chef who talked about the decolonization of food.
- Current Faculty expertise/relevant research, courses and presentations:
  - **Dr. Ryan Fischer, Dept of History and Philosophy:**
    - 2022 Research project, with Dr. Kiril Petkov, funded by the US Department of Interior, National Park Service, American Battlefield Protection Program Preservation of Battle Hollow: Reclaiming the History (or Story) of a Native American Battlefield. (Uses current 3D and VR technologies to recreate, preserve, and disseminate a key historical event in early nineteenth century native American history)
    - 2022 Presentation: 5th Biennial European Rural History Organization Conference ""The Best and Most Successful Means to Civilize the Indians: "" Sauk and Meskwaki Strategic Resistance to Livestock Before the Black Hawk War, 1804-1832
    - 2022 book manuscript that examines Meskwaki Indians' migration in response to European imperialism with a focus on environmental adaptations in progress.
    - Course HIST 206: Native Americans & the US (d) (2010-2022)
    - 2021 Publication Pacific Northwest Quarterly - Review of We Are the Land: A History of Native California by Damon Adkins and William Bauer (Book Review, Accepted)
  - Dr. Yoana Newman, Dept of Plant and Earth Science, 2021 Presentation - St. Croix Chippewa Indians of Wisconsin - 38th Annual St. Croix Trails Youth Conference: Educational Journey
    - Also explored a potential educational extension opportunity in Plant and Earth Science with the St. Croix Chippewa Indians.
  - Dr. Kevyn Juneau, Dept of Plant and Earth Science.
    - 2020 Conference Attendance - ""Climate Justice for Seven Generations"" The Institute for Tribal Environmental Professionals (ITEP) is honored to host the United States' First Biennial National Tribal and Indigenous Climate Conference (NTICC) along with support from the Bureau of Indian Affairs (BIA) Tribal Resilience Program.



### **Campus Point of Contact**

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- Lakwila?kehté (Nicholas) Metoxen, Indigenous Student Support and Wellness Coordinator; [metoxenn@uwosh.edu](mailto:metoxenn@uwosh.edu)

### **Recruitment, Enrollment & Retention of Native American Students**

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- Native American Community Liaison in Admissions (Roger Wescott, Admissions Counselor)
  - The job's responsibilities include recruiting and enrolling any self-identified Native American prospective student.
  - Recruitment is done on every front – high school visits with a high population of Native American students, hosting specific campus visits, college fairs, and any tactic that can help with connecting the counselor with the students.
  - After a student has applied, the Admissions Counselor will follow up to aid throughout the entire enrollment process.
  - Prospect students are contacted by all communication avenues available – phone calls, email, SMS messages, in-person visits, etc.
  - Given the smaller student population, our Native American students get a high amount of attention. Once on campus, our Indigenous Student Support & Wellness Coordinator begins to form relationships.
- Indigenous Student Support and Wellness (Lakwila?kehté (Nicholas) Metoxen, Coordinator)
  - The Indigenous Student Support and Wellness Coordinator has the responsibility of assisting our Native American students with whatever is needed while they are on campus.
  - Ultimately, in collaboration with other university staff and departments the Indigenous Student Support and Wellness unit has the focus of retaining and graduating our Indigenous/Native American student populations.
  - The programming and services which fall under the office of Indigenous Student Support and Wellness are all designed around the retention and success of Native students.
  - These programs include Indigenous-led Beading Circle events, connection to student support services and assistance with tribal higher education requirements.
  - The Indigenous Student Support and Wellness also coordinates programming highlighting Native Knowledge keepers from various nations.
- Indigenous Studies Certificate to decolonize current curriculum, empowerment, visibility, more holistic story, highlighting Indigenous voices both North America specific and globalized.
  - The Indigenous Studies program is not exclusively designed around Indigenous students, there is a lot of collaboration in the way we present coursework with the coordination of relevant nations. This serves as a recruitment tool for Native students looking for a formal education on tribal histories and current issues.

- The Inter-Tribal Student Council (student organization) as a space for our Indigenous students to be, to learn, to engage, to lead.
  - The Inter-Tribal Student Council provides programming throughout the year and in a concentrated effort during November highlighting history, present, diversifying the imagined, creating spaces to celebrate self, to remember the atrocities and inequities, to celebrate the empowered and trail blazers, to learn and heal; through arts, storytelling, dancing, lectures, experiential learning, etc.
  - The Inter-Tribal Student Council is preparing for a ""Not Your Hollywood Indian"" series (title not solidified) to both educate and empower through reclamation of image and diverse reflections.

### **Recruitment, Enrollment & Retention of Native American Faculty/Staff**

- Indigenous Studies Program Director
- Creation of the Indigenous Studies position
- Recruitment through the creation of the Indigenous Studies director.
- Recruitment for Native American Faculty and Staff mostly falls on role specific opportunities on campus. When the Admissions Counselor – Community Liaison and Indigenous Student Support & Wellness positions are open, the position announcements are sent to the Tribal newspapers, shared within the Native American professional UW network and posted on HR approved websites that are meant to recruit diversity.

### **Research and other activity on land controlled by a Native Nation**

- Dr. Stephen Kercher, History, is involved in two research projects, one tied to relations between the city of Oshkosh and the Menominee, and the other a history of land, food and farming on the Oneida Reservation.
  - He is collaborating with a Menominee student on the former (they just completed a student/faculty collaborative grant project) and with another UW history professor, James Levy, on the latter.
- Dr. Stephanie May de Montigny is involved in ethnographic research among the Alabama Coushatta tribe of Texas.
  - Her past research has focused on the institution of Tribal Princess.
- The UWO NAGPRA committee is directly working with Nations to return ancestors and their belongings to rest.
- Dr. Toni House, Counseling and Human Services, is a member of the Oneida Nation and is working on the following research projects:
  - Learning effective practices of a language nest through the work of an existing partnership between the language nests of Ukwatsi'na'hkwa {Our Nest} in Oneida, Wisconsin and lakwahwatsiratatie (Om Families are Continuing) in Kahnawake Territory outside of Montreal, Quebec.
  - Reconnecting to Governance through Sustainability –
    - This project will develop a diverse experiential cultural simulation for interested faculty of COEHS and a pilot curriculum advancement around sustainability developed specifically for an existing course promoting relationships.

- This project will partner with a nonprofit re-establishing their cultural foods while adapting to utilize their ancient governing processes to manage the nonprofit.
- The simulation will include an exercise of being immersed into a different culture and language to share a message of peaceful governance.
- The governing process of the Haudenosaunee Great Law has been acknowledged by Congress for its contribution to the development of the United States Constitution (H. Con. Res. 331, 1988).
- The simulation will be designed in a way that participants will engage in a process to resolve a hypothetical conflict through the decision-making governing process.
- The selected situation will relate to food and sustainability.
- The project will require participants to take a cultural competence self-assessment test prior to and immediately after the simulation.
- Furthermore, this exercise will serve to grow potential partnerships with a nonprofit from a community working toward cultural revitalization through sustainability and governance.

#### **Education programs intended for Tribal students or employees**

- Many of the Inter-Tribal Student Council's events are aimed at Indigenous learning, community facing.
- The Indigenous Studies program is also currently intended to be both outward and community-facing.
- The Ask an "Indian" program has been a space for both Native and non-Native members to learn and share myths in addition to the diversity of experiences.

#### **Any other initiatives not mentioned above**

- Regular communication and collaboration with Reach Counseling's (sexual assault service provider for Winnebago County) Native American Outreach Advocate
- Native American Graves Protection & Repatriation Act (NAGPRA) Provost Working Group: The charge of the working group is to oversee ongoing NAGPRA compliance work to make sure this process is proceeding respectfully and efficiently and to create long-term policies regarding Native American Ancestors and cultural belongings on campus.
- Dr. Jordan Karsten is involved in developing better methods for the osteological identification of Native American skeletal remains for use in both NAGPRA compliance and forensic work. This work is being conducted with the support of the Wisconsin Inter-Tribal Repatriations Committee.



### **Campus Point of Contact**

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- Angela Miller, Assistant Chancellor Diversity, Equity and Inclusion and Chief Diversity Office; [millerang@uwplatt.edu](mailto:millerang@uwplatt.edu)

### **Recruitment, Enrollment & Retention of Native American Students**

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- UW Platteville has a variety of programs and services to support recruitment, enrollment and retention of native students below highlights the most closely linked services:
  - Summer precollege programs. Specific recruitment for: low income, African American, American Indian/Native American, Asian American, Chicano/a, Puerto Rican, Latinx. Specific outreach goes to all registered tribes in Wisconsin.
  - STEM Discovery (June 19-25, 2022)
  - Pre-College Academy (July 10-22)
- Attend Recruitment Fairs specifically targeting Native students (Oneida in the past)
- UW Platteville Collaborations with Ho Chunk Nation- Our efforts to build how we support and recruit native students are impacted by the programs, representation, and partnerships we have institutionally.
  - A few collaborations we are working on with various leadership within the Ho Chunk Nation includes:
    - i. Development of language programming at UW Platteville Baraboo that matches the Ho Chunk Heritage Preservation Department Leadership interests.
    - ii. Development of joint coursework with our School of Education, Ethnic Studies, and Ho Chunk Heritage Preservation Department to support stronger education for future teachers and curriculum that can support building interests in the language programming.
    - iii. Collaboration with grant Preparing Oneself for a Good Life Grant with Ho Chunk Nation focused on K-12 outreach with Ho Chunk Demonstration Grant Administrator, Ryan Crain.
    - iv. Included providing an individualized virtual event for Ryan's participants about college enrollment and UW Platteville opportunities.
    - v. Prioritized enrollment for Ho Chunk Nation participants in our summer residential precollege programming.
    - vi. Implementation of our year-round precollege readiness site within Wisconsin Dells and Baraboo School District that matches the feedback provided by the listening session we had with Ho Chunk Nation Leadership to support precollege support in the schools for native students within the regional footprint. This includes the hiring of our Precollege Pathway Advisor/College Readiness Site in Baraboo/Wisconsin Dells.
    - vii. Advisor specific to work with high school students in the Baraboo and Wisconsin Dells school districts.

- viii. Advisor works to mentor and assist under-represented students in these districts in their personal development and higher education exploration. This site was specifically chosen to support the high populations of Native American students in these school districts. Collaboration with Ho Chunk Nation School of Education has been an important partner for hiring the employee building this site and continued collaboration throughout the development of this regional site will be a priority for UW Platteville.
  - ix. Activities include college visit days, workshops for students and parents, shadow days with undergraduate mentors, and a host of other activities identified as needed by our district partners, Ho Chunk School of Education and students served.
- SUCCEED Summer Bridge Program (August 14-Sept. 2, 2022).
  - Priority recruitment for incoming admitted SOC and First-Generation students.
  - All expenses paid by campus.
  - This program includes a scholarship, mentorship, community building, and a jump start on 4 credits of students fall semester schedule.
- All Native students who attend UW Platteville are assigned an Office of Multicultural Student Affairs auxiliary advisor which includes a variety of year-long student programming for admitted students and serves students throughout their undergraduate tenure.
- Programs and services include-
  - Academic Assistance
  - Identity Development
  - Leadership Development
  - Mental and Physical Health
  - Building Community and Networks of Support

#### **Recruitment, Enrollment & Retention of Native American Faculty/Staff**

- There is not yet a standard of practice that ensures specific outreach takes place for faculty and staff positions across all colleges and all three of our campuses.
- However, based on type of position and content of curriculum, focused outreach takes place to support a myriad of activities in efforts to support hiring Native American faculty and staff.
- Two approaches for specific roles within the recent past that showcase efforts based on content of the role and known partners and expertise are highlighted below:
  - Faculty position within our Environmental Science and Society Department (formerly known as Geography) focused on land-based education.
    - i. Our faculty leading that department ensured targeted outreach and postings in a myriad of areas including: AAG Indigenous Peoples Specialty Group, AISES: American Indian Science and Engineering Society, Faculty and Associate for Native Nations Nelson Institute for Environmental Studies, Academic Diversity Search, Wisconsin Alliance for Minority Participation, Traditional Ecological Knowledge Outreach Specialist for Great Lakes Indian Fish and Wildlife Commission (GLIFWC).

- ii. In addition to specific outreach and posting requests with these agencies, we also outreached to partners and leaders in the Ho Chunk nation including Tribal Historic Preservation Officer, Executive Director of Ho Chunk Education, Director of Ho Chunk Nation Preservation Department.
  - o Precollege Advisor staff position to serve as point person for our new Precollege Readiness Site in Baraboo and Wisconsin Dells school districts.
    - i. Outreach activities included discussing this position and asking for feedback on the position description from Ho Chunk leaders who attended our Ho Chunk Nation and UW Platteville Listening Session.
    - ii. Consultation on the search and screen process with Ho Chunk Nation Dept of Education leadership included support for posting and sharing position and engagement during interview processes to ensure input on candidate selected for position.
- Recognizing we need to build efforts beyond specific positions, we aim to apply the above approaches more consistently for all our employment opportunities.
- Appreciating, these kinds of activities are happening with varied approaches based on the search and screen efforts.
- Ensuring similar kinds of engagement and recruitment for all positions is currently a priority we are working to build through our Human Resource (HR) processes of posting and thus far, currently ensure all postings of full-time positions (faculty, staff, and university) are shared with the College of Menominee Nation.
- Through HR, we also partner with Circa (previously JobsInMadison.com) which shares our faculty and staff postings with the several communication organizations, our current understanding is our postings are shared intermittently based on location and include the following:
  - o Cowlitz Indian Tribe Vocational Rehabilitation Program
  - o Abenaki Nation of Missisquoi
  - o Alaska Native Science and Engineering Program - University of Alaska Anchorage
  - o Akwesasne Center for Employment
  - o American Indian Center of Houston
  - o American Indian Chamber of Commerce of Wisconsin
  - o American Indian Family Center
  - o California Indian Manpower Consortium, Inc.
  - o Cherokee Family Violence Center
  - o Chesapeake Multicultural Resource Center
  - o Hualapai Tribe Council
  - o NARA (Native American Rehabilitation Association of the Northwest, Inc.)
  - o Native American Community Services
  - o Native Student Council – University of Alaska Anchorage

**Education programs intended for Tribal students or employees**

- The above-mentioned year-round precollege readiness site in Baraboo and Wisconsin Dells is in it's first year of operation and a primary focus for this role and regional site is to build

sustained relationships with the Ho-Chunk Education department and partner on K-12 college preparation needs identified as useful.

- Additionally, this site works within the Baraboo and Wisconsin Dells high schools and partners with the districts, schools and specifically cultural liaisons and chief diversity officer to ensure the implementation of services builds in meaningful ways to support students within this region.
- Another area of curriculum I would highlight is our TREES lab and environmental sciences areas. Specifically, faculty member Evan Larson's research consistently partners with various Indigenous nations.
  - Dr. Larson has built numerous undergraduate research opportunities, with a primary focus on supporting native students into much of his research.
  - Dr. Larson has built several opportunities over the years, the most recent example is project: Nimaawanji'idimin Giiwitaashkodeng: We are gathering around the fire: Reconnecting people, land and forest to promote traditional land use practices, coastal ecosystem resiliency, and Indigenous food sovereignty.
  - This project is in partnership with the City of Superior, City of Duluth, Fond du Lac Band of Lake Superior Chippewa and Minnesota DNR SNA program.
  - Specific outcomes in supporting undergraduate research experience for undergraduate students from Fond du Lac Tribal and Community College, UW Superior and UMN Duluth are built into this project.
- Coursework within this department supports curriculum diversification and intentionality in infusing Native Experiential Knowledge into our curriculum.
  - A new course in Land Ethics that was delivered this past spring is an example of this.
- Additionally, our School of Education is partnering with the Ho-Chunk Nation's Heritage Preservation Department to support collaboratively building Ho-Chunk language coursework that reflects the needs and interests of the Ho-Chunk Nation.
  - This is currently in development and not available for students, however, the primary audience for these efforts is to serve Ho-Chunk members with stronger access to language resources and accreditation within the Baraboo region.
  - We are also aligning this effort with stronger diversification of our school of education curriculum to support all future teachers with coursework that better supports teacher preparation in delivering ACT 31 curriculum to their future classes.
- School of Education has also launched a partnership with the Bayfield School District and members of the Red Cliff Nation in building exchanges and a two-week practicum for education students in partnering with teacher preparation experiential learning.
  - This is a new program and continuing to develop, we have been excited about the first round of this partnership and are continuing to build on how this best supports ACT 31 education.
- (Sharing here a link here of a podcast from Jesse Martinez, Rick Ericksen and Brian Boyd "Color of Teaching" podcast which focuses on topics relative to education Native American students where this Platteville/Bayfield partnership is mentioned and gives some additional context to the program:  
[https://open.spotify.com/episode/0Tqr9aHVFgvl8kCNWHNw5r?si=W\\_Yed-i8Rbm69aSd5jsvDQ](https://open.spotify.com/episode/0Tqr9aHVFgvl8kCNWHNw5r?si=W_Yed-i8Rbm69aSd5jsvDQ))

### **Any other initiatives not mentioned above**

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- A few other areas to highlight that are underway but not completed:
  - Representation on our campuses
  - Land Acknowledgement consultation and implementation: exploring additional ways to ensure representation on campuses; example provided-Ho Chunk Flag on campuses, possibly highlighting a scholarship focused on native students (Per feedback from 2 listening sessions with Ho-Chunk Nation leaders).
- Research project and development of a resource hub is being created as a first draft roadmap to begin consultations with tribal nations who have ties to the land our three campuses occupy.
  - Current research shows: The Ho-Chunk, Kickapoo, Sac and Fox, Dakota, Potawatomi, and Miami Tribes have historical and cultural ties to the land on which our institutions now reside.
  - Next step is to outreach to each nation for consultation on their histories and feedback on defining resources, education, and representation to share the complexity of a collaboratively built land acknowledgment with educational resources and relationship building and honoring of all partners involved.
  - Goal-Define language, implementation, and representation on all three campuses driven by the direction and consultation with tribal nations
  - Goal- Coordination with courses in School of Education and Social Sciences department on curriculum from the language initiative to align with course creation around history and land-based education framed with the land acknowledgment and taught collaboratively with tribal leadership.
- Business/Corporate and grant possible collaborations
  - Collaboration with our University Relations division and the leaders in Ho-Chunk Nation leader Ryan Crain (Bureau of Indian Education Demonstration Grant Administrator) and Becky Albert-Breed, Executive Director, 1st Nation Financial to discuss ways our co-ops, internships, and applied learning may be of interest or use to Ho Chunk workforce needs.
  - Evaluating possible projects to work jointly on within our EDA grants and other grant opportunities.
  - Current Steps (This is still in development stage)
    - Rose Smyrski and Ryan Crane and Becky Albert-Breed met to discuss entrepreneurial concept.
    - Rose Smyrski, Craig Beytien, Jeremiah Donahoe presented at Wisconsin Indian Business Alliance Board meeting
    - Presentation: IDEA Hub-like opportunity
    - Currently Exploring:
      - Primary Applicant: TENTATIVE Consortium of CDFIs
      - Primary Contact: Becky Albert-Breed, Executive Director, 1st Nation Financial
      - Total request: \$500,000-\$5 million (Pending discussions)



- Primary region of performance/impact: Entire state of Wisconsin as it relates to the CDFIs
- Goal: Develop an IDEA Hub-like opportunity with the CDFIs (Native Community Development Financial Institutions) to harness the innovation, science, technology, engineering, math capacity within their community in partnership with the University of Wisconsin-Platteville. Exploring the strong economic development network of the CDFIs and developing a scalable entrepreneurship network and program within the Nation footprint.

### **Campus Point of Contact**

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- Quin Brooks, Assistant Chancellor of Equity, Diversity, and Inclusion; [brooksq@uwstout.edu](mailto:brooksq@uwstout.edu)

### **Recruitment, Enrollment & Retention of Native American Students**

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- Recruitment and Enrollment Efforts
  - UW-Stout is currently evaluating our partnership efforts with Tribal Nations. We are committed to establishing a sustainable strategy moving forward and increasing our efforts to recruit and retain Native American students. Connections tied to our education, social work, and youth programs have existed in years prior and were put on pause during COVID. Previous examples have included:
    - Student mentoring program with Lac Courte Oreilles Ojibwe School in Hayward, in which upper-class social work students mentored small groups of students every other week throughout the semester.
    - Youth programming via the residential Science, Technology, Engineering Preview Summer (STEPS) for Girls Program for students entering the seventh grade, with the Menominee Tribal School in Neopit, WI.
    - The Lac Du Flambeau Project partnered UW-Stout Education program students with members of the Lac Du Flambeau community and included ethnographic research. The work was in support of the ACT 31 requirement that requires schools of education to graduate teachers versed with historical and cultural knowledge about Wisconsin First Nations people.
    - As part of our work, UW-Stout is working to ensure all faculty and staff have opportunities to better understand how to work with and better support diverse cultures.
    - Starting last year, an equity, diversity and inclusion (EDI) centered library guide was created and designed to give individuals resources that expand their understanding of diverse issues. The EDI library guides were created in collaboration with UW-Stout students, faculty, and staff.
    - Faculty and staff also participated with community partners in the Blanket Exercise; a 2–3-hour participatory experience, on how colonization of the United States of America has impacted Indigenous People who lived here long before Columbus and other settlers arrived.

- Multicultural Student Services (MSS) meets with students who identify as Native American when they are on campus and attend college fairs as requested.
  - If a Stout applicant identifies as Native American, they receive outreach from Multicultural Student Services, specifically on the bridge program, Stoutward Bound.
  - In the past, Admissions staff have participated in the college fairs identified below and intend to continue involvement as recruitment events for Native American students are scheduled:
    - Oneida Higher Education Annual Native American High School College Fair
    - Transfer College Fair at Lac Courte Oreilles Ojibwe College
    - TRAIL Youth Conference on the St. Croix Reservation
- UW-Stout is currently evaluating our partnership efforts with Tribal Nations.
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- Oneida Higher Education Annual Native American High School College Fair
- Transfer College Fair at Lac Courte Oreilles Ojibwe College
- TRAIL Youth Conference on the St. Croix Reservation
- A team from Stout has been meeting with Sasanehsaeh Jennings, UWS Native American Student Success Coordinator, to discuss strategies for partnerships with tribal nations. Contact lists with tribal leaders in both Wisconsin and Minnesota have been received by the campus and next steps include drafting a communication from the Chancellor to tribal leaders and tribal college presidents.
- Plans are currently underway for the Chancellor's investiture in the fall of 2022 to include representation from tribal colleges and Native American communities.

### **Retention Efforts**

- Multicultural Student Services (MSS) does outreach to Native American students and invites students to participate in their programs and services, including programs targeting this student population.
- NASO, the Native American Student Organization, has offered a number of programs that enhance awareness of their culture. NASO was awarded student organization of the year in Spring 2020.
- MSS and the EDI office bring speakers and host events throughout the year, and especially during Native American Heritage Month and Indigenous People's Day.
- Stout Student Association passed a resolution for Indigenous People's Day in October 2018 and confirmed their commitment to recognizing Indigenous People's Day with an affirmation resolution on October 12, 2021.
- Stout Student Association changed its by-laws to require the "Acknowledgement and Welcome to Country" statement be read at the start of each Senate Meeting. It reads as follows, "We acknowledge we are on ancestral lands of several indigenous tribes; the Ojibwe, Menominee, Ho-Chunk, and Dakota. In addition, we acknowledge and welcome those in attendance from countries outside of the United States."
- In October of 2018, Tribal Nation Flags were installed and dedicated in the Memorial Student Center.
- UW-Stout is participating in the Steve Fund for Equity in Mental Health Campus Program which will allow us to assess and implement change to improve mental health and wellbeing services for students of color, including Native American students, across campus.

### **Recruitment, Enrollment & Retention of Native American Faculty/Staff**

- Faculty and Staff are required to participate in the Acquiring Talent Workshop (ATW) prior to serving on any search committee. The ATW is a 3.5-hour training session covers implicit bias, the importance of hiring a diverse workforce, and best practices.
- Our positions are posted in a wide range of locations including the Diversity Network which has a broad range of sites that are designed to meet a diverse audience.
- Our Minority Faculty Staff Network was re-established to support our Faculty and staff of color.
- Our EDI Unit was established, and an Assistant Chancellor of Equity, Diversity, and Inclusion has been hired.

- One of our five FOCUS2030 Goals is Equity, Diversity, and Inclusivity: Invest in, and ensure access to, equitable, diverse, and inclusive learning, student living, and work environments that reflect our regional and global connections.
- Inclusivity statements are required for all academic staff, limited, and faculty appointments, and strongly encouraged for all other positions.
- UW-Stout is increasing our partnership efforts with Tribal Nations, in order to positively impact our recruitment and retention of Native American Faculty and Staff.
- Through consultation with Sasanehsaeh Jennings, we were able to partner with the Wisconsin Indigenous Economic Development Corporation on the recent WEDC grant submission directly tied to the Hospitality disciplinary area.
- Additionally we have recently established an EDI office and created an EDI Teaching and Learning Fellow that works closely with our faculty and staff, via the Nakatani Teaching and Learning Center.
  - This work is expanding our efforts towards inclusive pedagogy.
- Lastly, all public UW-Stout vacancy announcements are posted via an automated TAM process with the Division of Workforce Development; which includes DEjobs <https://nativeamerican.dejobs.org/>
- Additionally, at the beginning of the search process, we provide a broad spectrum of diversity sources which includes the following:
  - Native American Jobs <https://www.nativeamericanjobs.com>
  - Native American Journalists Association Job Bank <https://www.najanewsroom.com/>
  - Society for Advancement of Native American and Chicanos in Science <https://www.sacnas.org/>

#### **Education programs intended for Tribal students or employees**

- MSS and the EDI office bring speakers and host events throughout the year, and especially during Native American Heritage Month and Indigenous People's Day.
- Diversity Week is an annual offering which features several programming opportunities for faculty, staff, and students.
- In January 2022, a two-day EDI symposium that featured keynotes and workshops was held.
- MSS and the EDI office bring speakers and host events throughout the year, and especially during Native American Heritage Month and Indigenous People's Day.

#### **Any other initiatives not mentioned above**

- A team from Stout has been meeting with Sasanehsaeh Jennings, UWS Native American Student Success Coordinator, to discuss strategies for partnerships with tribal nations. Contact lists with tribal leaders in both Wisconsin and Minnesota have been received by the campus and next steps include drafting a communication from the Chancellor to tribal leaders and tribal college presidents.
- Plans are currently underway for the Chancellor's investiture in the fall of 2022 to include representation from tribal colleges and Native American communities.

# University of Wisconsin Eau Claire

## **Campus Point of Contact**

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- Dr. Heather Ann Moody, Associate Professor, Director of American Indian Studies, [moodyha@uwec.edu](mailto:moodyha@uwec.edu)
- Olga Diaz, Vice Chancellor, EDI & Student Affairs, [diazoa@uwec.edu](mailto:diazoa@uwec.edu)

## **Recruitment, Enrollment & Retention of Native American Students**

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- Past:
  - Participated in Tribal community recruitment events including the St. Croix Youth Conference and the Ho-Chunk Nation Wisconsin Dells Conference
  - Held pre-college camps/opportunities including the Strengthening Our Nations/Open Doors Camp which was a week long camp for Native American pre-college students
  - Connections with the Eau Claire Area School District on Title VI programming between our Inter-Tribal Student Council students and area Native American families
  - Connections had been made with the Lac Courte Oreilles Ojibwe Community College to work on an MOU between our institutions
  - Planning and work had been done to develop a Ho-Chunk Living Learning Community
- Present:
  - Currently have an informal arrangement with Lac Courte Oreilles Ojibwe Community College within admissions.
  - Admissions caters visits for prospective Native American students to include lunch with Native American students, the Inter-Tribal Student Council, and Native American Student Service Coordinators.
  - Offering transfer pathways for business students with Lac Courte Oreilles Ojibwe Community College as well as offer transfer equivalencies
  - An early and organic effort exists with the St. Croix Tribe in North Western Wisconsin. The St. Croix Education Center staff have been working with our Eau Claire and Barron County faculty and staff to support summer programming including college level coursework and campus visits. There is also a plan to offer academic advising to tribal members who have completed some college credits and need guidance about what options exist for transferring units and completing a degree.
  - Native American students who consider attending UWEC are made aware of the Inter-Tribal Student Council - a student-run organization focused on educating the campus and community on Native American issues through panels, forums, and meetings. Membership in this student organization connects students, faculty, and staff. In addition, the Inter-Tribal Learning Center offers a unique space for students to visit and connect with other Native American students.
  - Opportunity for Native American students to serve on the American Indian Planning Taskforce

- Developing an intentional outreach and recruitment plan for diverse students focused on developing relationships with districts and schools within Wisconsin. Part of this work will include identifying effective ways to connect with Native American students.
- In addition to our standard recruitment efforts, UW-Eau Claire and Barron County have worked closely with the St. Croix Tribe Education Center staff to establish access for high school students to enroll in college level courses beginning this Summer 2022. We are also exploring methods of increasing returns to college by tribe members who have some college credits but need to find a path to degree completion.
- Our Office of Multicultural Student Services has a full-time coordinator to support outreach, onboarding, retention, and degree completion for Native American students.
- The Inter-Tribal Student Council hosts programs and events to enhance visibility of Native American heritage and culture and increase engagement and belonging of indigenous students.

### **Recruitment, Enrollment & Retention of Native American Faculty/Staff**

- Present:
  - Opportunity for Native American faculty and staff to serve on the American Indian Planning Taskforce
  - Increasing efforts to seek diverse applicants for open positions. Part of this effort includes additional investment in memberships for job posting sites that increase reach to diverse applicants. Department specific recruitment needs can be arranged by request.
- UW-Eau Claire's efforts to attract diverse applicant pools are summarized in resources found at the following link:
  - <https://universityofwisc Eau Claire.sharepoint.com/sites/affirm/recruitment/Documents/Forms/AllItems.aspx?id=%2Fsites%2Faffirm%2Frecruitment%2FDocuments%2FInSearchOfInclusiveExcellence%5FED1%20search%20guide%5F2020%5FPRINT%2Epdf&parent=%2Fsites%2Faffirm%2Frecruitment%2FDocuments>
  - Specific to recruitment of Native American faculty/staff, we have posted positions through the American Indian Chamber of Commerce of Wisconsin ([www.aiccw-facc.org](http://www.aiccw-facc.org)).
  - Our primary contact at the Chamber has been Beverly Anderson ([beverly@aiccw-facc.org](mailto:beverly@aiccw-facc.org)).

### **Research and other activity on land controlled by a Native Nation**

- Past:
  - Collaboration with the Red Cliff and Bad River Bands of Ojibwe for a domestic intercultural immersion program during spring break focused on water protection
  - Faculty/student research projects including traditional ecological knowledge and tribal gardens/farms
  - Student presentation at Seeds of Native Health Conference based on summer internship with Menominee Nation
- Present:

- Offer a diversity mentoring program through the Office of Research and Sponsored Programs which is designed to support students of color and students with low income in student-faculty undergraduate research collaboration.

### **Education programs intended for Tribal students or employees**

- Past:
  - The American Indian Studies Program was created in 1976 as an Indian Adult Education Program to serve adult students which eventually became the academic program we have today, offering a major, minor, and certificate opportunities for all students.
- Present:
  - Collaborating with the St. Croix Tribe and UWEC-Barron County, professors are able to offer instruction on-site or virtually to students at the St. Croix Tribal Education Center in Hertel, WI. This space serves as a central hub for the education needs of St. Croix tribal members.

### **Any other initiatives not mentioned above**

- Working with Indigenous peoples through various programming on campus:
  - Native American Heritage Month events
  - Campus Powwows
  - Guest speakers and storytellers
- Although not specific to Tribal Nations in Wisconsin, we have had and currently have collaborations with other communities as noted below:
  - Domestic Intercultural Immersion summer experience to Pine Ridge Reservation (2014-2016)
  - Collaboration with the Rosebud Reservation for the nursing cultural immersion program which promotes healthcare for children and families within the context of the community and students provide care at the Rosebud Comprehensive Health Care Facility and in the community with the Public Health Nursing Department



### **Campus Point of Contact**

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- Tammy McGuckin, Vice Provost for Student Affairs and Enrollment Services;  
[mcguckin@uwp.edu](mailto:mcguckin@uwp.edu)

### **Recruitment, Enrollment & Retention of Native American Students**

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- Each fall semester we celebrate [Native American Heritage](#) month
- The College of Social Sciences and Professional Studies created a [summer program](#) for high school students and teachers focused on increasing understanding of marginalized groups and included native American history programming. This is a federally funded grant and we hope to seek additional funding to continue this successful program.
- Since the departure of the Admissions Director and the greater Wisconsin recruiter, we are currently re- evaluating the outreach and recruitment plans to target Native American students.
- Outreach and recruitment plans to reinvigorate Native American recruitment follow.
  - Form a Native American recruitment/retention student advisory committee.
  - Identify and collaborate with Tribal leaders.
  - Identify Native American outreach opportunities to include: College fairs, community agencies, and tribal schools.
  - Utilize Navigator Access program counselors to provide support for a smooth transition to college.
  - Gather data to inform recruitment efforts and establish enrollment targets.

### **Retention Initiatives of Native American Students**

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- Admissions Navigators spend time in high schools to discuss college pathways and assist students with the application and financial aid process.
- Once students enroll, they are provided with an abundance of academic support including the Office of Multicultural Student Affairs (OMSA).
- This office is committed to the recruitment, retention, and graduation of underrepresented students.
- Students are provided opportunities to participate in cultural programming, academic workshops and mentoring opportunities to support their academic success.
- We are also launching a Title III grant funded Success Coaching program this Spring that will provide each incoming student (first year and transfer students) a dedicated success coach for their first year of enrollment.

### **Recruitment, Enrollment & Retention of Native American Faculty/Staff**

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- There are no "special" efforts designed to recruit Native American faculty and staff, however, we do post on targeted sites at the link below:  
<https://www.uwp.edu/explore/offices/humanresources/resource/cfm>
- Sites include:
  - American Indian Science and Engineering Society

- Native American Journalists Association
- Society for Advancement of Chicanos and Native Americans in Science
- The Tribal Employment Newsletter
- Tribal College Journal of American Indian Higher Education
- Native Americans in Higher Education