



**UNIVERSITIES OF  
WISCONSIN**

State of Native American Affairs

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**UNIVERSITIES OF WISCONSIN ADMINISTRATION**  
PREPARATION FOR TRIBAL CONSULTATION MEETING MAY 2024

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**Universities of Wisconsin**

Undergraduate Enrollment									
Institution	Wisconsin Native American			Underrepresented Minority			Total		
	2013	2018	2023	2013	2018	2023	2013	2018	2023
UW-Madison	215	236	310	3,049	3,317	5,541	30,972	32,381	37,554
UW-Milwaukee	390	434	346	5,035	5,545	5,473	23,004	22,767	18,267
UW-Eau Claire	97	85	103	670	881	824	10,388	10,831	9,262
UW-Green Bay	169	229	332	605	1,174	1,811	6,444	8,204	9,865
UW-La Crosse	90	115	103	648	730	706	9,684	9,708	9,354
UW Oshkosh	155	214	170	1,207	1,920	1,719	12,623	15,111	12,691
UW-Parkside	78	61	64	1,102	1,218	1,056	4,489	4,090	3,285
UW-Platteville	57	61	49	461	682	566	7,867	8,134	6,274
UW-River Falls	39	35	34	408	512	401	5,787	5,725	4,666
UW-Stevens Point	117	140	105	755	975	773	9,292	8,792	7,494
UW-Stout	61	68	82	605	714	582	8,180	7,555	6,080
UW-Superior	75	53	60	229	205	212	2,522	2,294	2,081
UW-Whitewater	132	115	97	1,272	1,705	1,658	10,852	11,722	9,815
UW Colleges	198			1,671			14,058		
<b>Universities of Wisconsin</b>	<b>1,873</b>	<b>1,846</b>	<b>1,855</b>	<b>17,717</b>	<b>19,578</b>	<b>21,322</b>	<b>156,162</b>	<b>147,314</b>	<b>136,688</b>

Graduate Enrollment									
Institution	Wisconsin Native American			Underrepresented Minority			Total		
	2013	2018	2023	2013	2018	2023	2013	2018	2023
UW-Madison	55	66	80	1,051	1,152	1,618	11,931	11,735	12,781
UW-Milwaukee	43	74	59	578	707	694	4,780	4,677	4,436
UW-Eau Claire	3	3	3	21	48	50	519	716	687
UW-Green Bay	11	23	25	26	59	88	223	377	473
UW-La Crosse	4	7	9	38	58	85	818	871	921
UW Oshkosh	20	12	11	75	100	86	1,279	1,313	1,087
UW-Parkside	2	4	14	13	37	184	128	235	745
UW-Platteville	7	8	3	104	132	59	850	832	426
UW-River Falls	1	2		29	41	34	384	414	392
UW-Stevens Point	3	3	6	18	15	60	351	315	690
UW-Stout	5	8	7	95	98	73	1,106	1,193	858
UW-Superior	2	3	7	9	24	62	134	307	640
UW-Whitewater	8	13	10	109	155	237	1,163	1,337	1,707
<b>Universities of Wisconsin</b>	<b>164</b>	<b>226</b>	<b>234</b>	<b>2,166</b>	<b>2,626</b>	<b>3,330</b>	<b>23,666</b>	<b>24,322</b>	<b>25,843</b>

Overall Enrollment									
Institution	Wisconsin Native American			Underrepresented Minority			Total		
	2013	2018	2023	2013	2018	2023	2013	2018	2023
UW-Madison	270	302	390	4,100	4,469	7,159	42,903	44,116	50,335
UW-Milwaukee	433	508	405	5,613	6,252	6,167	27,784	27,444	22,703
UW-Eau Claire	100	88	106	691	929	874	10,907	11,547	9,949
UW-Green Bay	180	252	357	631	1,233	1,899	6,667	8,581	10,338
UW-La Crosse	94	122	112	686	788	791	10,502	10,579	10,275
UW Oshkosh	175	226	181	1,282	2,020	1,805	13,902	16,424	13,778
UW-Parkside	80	65	78	1,115	1,255	1,240	4,617	4,325	4,030
UW-Platteville	64	69	52	565	814	625	8,717	8,966	6,700
UW-River Falls	40	37	34	437	553	435	6,171	6,139	5,058
UW-Stevens Point	120	143	111	773	990	833	9,643	9,107	8,184
UW-Stout	66	76	89	700	812	655	9,286	8,748	6,938
UW-Superior	77	56	67	238	229	274	2,656	2,601	2,721
UW-Whitewater	140	128	107	1,381	1,860	1,895	12,015	13,059	11,522
UW Colleges	198			1,671			14,058		
Universities of Wisconsin	2,037	2,072	2,089	19,883	22,204	24,652	179,828	171,636	162,531

UWA, Office of Policy Analysis & Research

Based on self-reported race/ethnicity, Wisconsin Native American includes any student that self-identifies as Native American, alone in or in combination with another race/ethnicity

Universities of Wisconsin						
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	94.2%	76.5%	93.4%	82.9%	94.9%	90.2%
UW-Milwaukee	71.6%	36.4%	68.4%	38.1%	74.2%	51.8%
UW-Eau Claire	69.9%	53.6%	76.3%	57.8%	80.9%	72.3%
UW-Green Bay	61.1%	43.9%	65.4%	48.9%	71.9%	62.5%
UW-La Crosse	83.2%	65.9%	79.6%	63.1%	84.8%	79.0%
UW Oshkosh	67.5%	47.6%	66.3%	50.6%	71.0%	64.4%
UW-Parkside	69.4%	41.7%	65.5%	38.7%	70.6%	48.6%
UW-Platteville	77.4%	53.5%	68.7%	47.1%	78.2%	63.2%
UW-River Falls	65.7%	37.0%	66.7%	37.3%	73.8%	62.0%
UW-Stevens Point	58.2%	43.4%	63.4%	43.6%	75.9%	63.9%
UW-Stout	59.3%	39.6%	61.1%	42.1%	71.8%	59.8%
UW-Superior	57.6%	26.7%	51.2%	33.5%	66.1%	47.0%
UW-Whitewater	67.8%	50.7%	70.0%	53.2%	77.0%	68.3%
Universities of Wisconsin	74.5%	50.6%	75.5%	52.9%	81.9%	70.4%

UWA, Office of Policy Analysis & Research

**Notes**

The 2nd year retention rates reflect the percentage of full-time new freshman enrolled at the same UW institution one year out and are based on a pooled 5-year cohort (Fall 2018 to Fall 2022)

The 6-year graduation rates reflect the percentage of full-time new freshman graduating from any UW within 6 years and are based on a pooled 5-year cohort (Fall 2013 to Fall 2017)

Counts are based on self-reported race/ethnicity, Native American includes any student that self-identifies as Native American, alone in or in combination with another race/ethnicity

**University of Wisconsin System**

**Faculty and Instructional Staff**

Institution	Native American			Employees of Color			Total		
	2012	2017	2022	2012	2017	2022	2012	2017	2022
UW-Madison	31	25	23	1,213	1,353	1,439	9,634	9,521	10,828
UW-Milwaukee	13	10	3	445	417	418	2,898	2,679	2,482
UW-Eau Claire	10	4	2	73	84	91	600	574	631
UW-Green Bay	3	4	8	32	43	63	310	275	404
UW-La Crosse	6	4	2	76	67	72	662	666	654
UW-Oshkosh	5	3	2	57	51	70	696	654	658
UW-Parkside	1	2	1	50	54	57	253	239	246
UW-Platteville	1	1	1	58	62	61	438	393	340
UW-River Falls	1	0	2	28	35	39	368	364	350
UW-Stevens Point	4	1	0	41	42	46	556	508	458
UW-Stout	1	2	0	55	55	54	575	558	468
UW-Superior	3	1	0	17	12	14	169	157	140
UW-Whitewater	3	2	1	95	131	116	611	719	650
UW Colleges	4	1	0	52	40	N/A	693	531	N/A
UW Extension	3	4	0	15	20	N/A	394	309	N/A
UW System Admin	0	0	0	0	0	0	0	2	4
<b>UW System</b>	<b>89</b>	<b>64</b>	<b>45</b>	<b>2,307</b>	<b>2,466</b>	<b>2,540</b>	<b>18,857</b>	<b>18,149</b>	<b>18,313</b>

*UWA, Office of Policy Analysis & Research*

Counts are based on self-reported race/ethnicity and include faculty, instructional academic staff and graduate assistants

**Universities of Wisconsin**

**Overall Enrollment**

UW University	Wisconsin Native American			Underrepresented Minority			Total		
	2013	2018	2023	2013	2018	2023	2013	2018	2023
UW-Madison	270	302	390	4,100	4,469	7,159	42,903	44,116	50,335
UW-Milwaukee	433	508	405	5,613	6,252	6,167	27,784	27,444	22,703
UW-Eau Claire	100	88	106	691	929	874	10,907	11,547	9,949
UW-Green Bay	180	252	357	631	1,233	1,899	6,667	8,581	10,338
UW-La Crosse	94	122	112	686	788	791	10,502	10,579	10,275
UW-Oshkosh	175	226	181	1,282	2,020	1,805	13,902	16,424	13,778
UW-Parkside	80	65	78	1,115	1,255	1,240	4,617	4,325	4,030
UW-Platteville	64	69	52	565	814	625	8,717	8,966	6,700
UW-River Falls	40	37	34	437	553	435	6,171	6,139	5,058
UW-Stevens Point	120	143	111	773	990	833	9,643	9,107	8,184
UW-Stout	66	76	89	700	812	655	9,286	8,748	6,938
UW-Superior	77	56	67	238	229	274	2,656	2,601	2,721
UW-Whitewater	140	128	107	1,381	1,860	1,895	12,015	13,059	11,522
UW Colleges	198			1,671			14,058		
<b>Universities of Wisconsin</b>	<b>2,037</b>	<b>2,072</b>	<b>2,089</b>	<b>19,883</b>	<b>22,204</b>	<b>24,652</b>	<b>179,828</b>	<b>171,636</b>	<b>162,531</b>

**Wisconsin Native Enrollment as a % of . . .**

UW University	Wisconsin Native American			Underrepresented Minority			Total		
	2013	2018	2023	2013	2018	2023	2013	2018	2023
UW-Madison	100%	100%	100%	6.6%	6.8%	5.4%	0.6%	0.7%	0.8%
UW-Milwaukee	100%	100%	100%	7.7%	8.1%	6.6%	1.6%	1.9%	1.8%
UW-Eau Claire	100%	100%	100%	14.5%	9.5%	12.1%	0.9%	0.8%	1.1%
UW-Green Bay	100%	100%	100%	28.5%	20.4%	18.8%	2.7%	2.9%	3.5%
UW-La Crosse	100%	100%	100%	13.7%	15.5%	14.2%	0.9%	1.2%	1.1%
UW-Oshkosh	100%	100%	100%	13.7%	11.2%	10.0%	1.3%	1.4%	1.3%
UW-Parkside	100%	100%	100%	7.2%	5.2%	6.3%	1.7%	1.5%	1.9%
UW-Platteville	100%	100%	100%	11.3%	8.5%	8.3%	0.7%	0.8%	0.8%
UW-River Falls	100%	100%	100%	9.2%	6.7%	7.8%	0.6%	0.6%	0.7%
UW-Stevens Point	100%	100%	100%	15.5%	14.4%	13.3%	1.2%	1.6%	1.4%
UW-Stout	100%	100%	100%	9.4%	9.4%	13.6%	0.7%	0.9%	1.3%
UW-Superior	100%	100%	100%	32.4%	24.5%	24.5%	2.9%	2.2%	2.5%
UW-Whitewater	100%	100%	100%	10.1%	6.9%	5.6%	1.2%	1.0%	0.9%
UW Colleges	100%			11.8%			1.4%	#DIV/0!	#DIV/0!
<b>Universities of Wisconsin</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>10.2%</b>	<b>9.3%</b>	<b>8.5%</b>	<b>1.1%</b>	<b>1.2%</b>	<b>1.3%</b>

*UWA, Office of Policy Analysis & Research*

Based on self-reported race/ethnicity, Wisconsin Native American includes any student that self-identifies as Native American, alone in or in combination with another race/ethnicity

# 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)

## 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 have been made with the Lac Courte Oreilles Ojibwe University to work on an MOU between our institutions.
- Planning and work had been done to develop a Ho-Chunk Living Learning Community.

### Present:

- An early and organic effort exists with the St. Croix Tribe in Northwestern 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.
  - AY23-24 – Several students took courses from St. Croix
  - UWEC-Barron County created a part time position for a Tribal Liaison
- 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 Coordinator.
  - April 2024 – hosted 10 students from Ho-Chunk Nation with three staff through the Good Life Program
- Currently have an informal arrangement with Lac Courte Oreilles Ojibwe University within admissions.

- Offering transfer pathways for business students with Lac Courte Oreilles Ojibwe University as well as offer transfer equivalencies.
- Native American students who consider attending UWEC are made aware of the Inter-Tribal Student Council. This is 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.
  - Since Fall 2023 – all Native American students who were admitted to either the College of Arts & Sciences or the College of Education & Human Sciences was sent a postcard on behalf of the American Indian Studies Program and the student org.
- Opportunity for Native American students to serve on the Tribal Consultation Policy Committee (this committee will be formed for AY24-25)
- 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.

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

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Present:

- American Indian Studies hired a new tenure-track faculty beginning with AY 23-24 who revitalized our Ojibwe language program and Ojibwe language and culture certificate.
  - The Program currently has a request in for another faculty line for AY25-26
- Opportunity for Native American faculty and staff to serve on the Tribal Consultation Policy Committee (this committee will be formed for AY24-25)

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

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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.

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### 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 can 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.
  - Working to expand offerings for the community through distance education.

## Any other initiatives not mentioned above.

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### Working with Indigenous peoples through various programming on campus:

- Native American Heritage Month events
- Campus programming related to Native American issues and culture.
- 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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- Dr. Dawn B. Crim, Vice Chancellor for Advancement, Community Engagement, & Inclusivity - [crimd@uwgb.edu](mailto:crimd@uwgb.edu)
- Jennifer Jones, Assistant Vice Chancellor for Enrollment Services - [jonesj@uwgb.edu](mailto:jonesj@uwgb.edu)

## Recruitment & Enrollment of Native American Students

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- Multicultural Resource Center (MRC) does collective outreach with new and current students who identify as Native American.
  - MRC works with collaborative partners to bring in speakers and programs that develop Native American identity (First Nations Achievement Summit, First Nations year-end celebration).
- UW-Green Bay Represents and centers Native American people and culture in marketing communications as a priority.
- 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 groups 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:
  - 12 groups/group visits (253 students) that have included FNS during their visit to campus.
    - 2/15/23: Shawano MS (25 students)
    - 3/20/23: Gresham School District (31 students)

- 4/19/23: Menominee Indian High School (30 students)
- 6/19/23: Oneida Trails Summer Program (13 students)
- 10/9/23: Menominee Indian High School (15 students)
- 12/15/23: Red Cliff BFI (18 students)
- 3/5/24: FNS Visit -Seymour HS & Oneida Nation HS (47 students)
- 3/6/24: FNS Visit – West De Pere HS & GB Southwest HS (20 students)
- 3/26/24: FNS Visit- Forest County Potawatomi High School (2 students)
- 3/28/24: FNS Visit – Forest County Potawatomi Middle School (2 students)
- 4/23/24: Menominee Indian High School (expecting 20 students)
- 5/1/24: Menominee Indian Middle School (expecting 30 students)
- Activities UWGB participated in local high schools:
  - Menominee Indian High School - Trades & Public Safety Career Exploration 4/23/2023 (last spring)
  - Menominee Indian High School Visit 10/31/2023 (Maddy visits them every fall)
  - Menominee Indian High School - College Fair 12/15/2023 (hopefully to be an annual event)
  - Shawano High School - Writing Your Way into College Workshop 2/27/2024 - For Junior and Senior Native Students, coordinated with the school's Title VI Liaison.
  - Oneida Nation High School - HSVT/presentation on Thursday, September 21, 2023.
  - Oneida Teen Health Career Fair on Tuesday, April 16, 2024.
  - Oneida Higher Education college speaker series in January 2022 - Callyn was on a panel.
- Partner with tribal communities to connect with resources on college and career readiness.
- EdD Scholarships to recruit applicants.
- 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.
- Regularly supports “Just Move It” Oneida program (monthly community events) at Oneida Nation Elementary School by providing STEM Play enrichment activities through partnership with Einstein Project & Camps Office
- State allocated over \$109,3000 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 Opportunities for Oneida Nation high school students:
    - College Credit in High School
  - Dual Enrollment Access Academy (4 classes)
    - STEM Empower Hours 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
- In 2022 served (22) individual Oneida youth camps
- Exploring Natural World in Oneida Fall 2022
  - Dual Enrollment Access Academy (7 classes)
  - We continued to run STEM Empower Hours
- Spring 2023
  - We ran Dual Enrollment Access Academy (7 classes)
  - STEM Empower Hours ran again.
- Summer 2023
  1. Camp Lloyd
  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

In 2023 served (28) individual Oneida youth incamps.

- Fall 2023
  - STEM Play community outreach activities, through partnership with Just Move It Oneida, whereas the Camps Office attends monthly event at Oneida Nation Elementary School to support youth, families and provide STEM enrichment program with Einstein Project. Reaching (150) adults, (30) kids monthly. This partnership began in October 2023 and Camps Office plans to support through December 2024. This is a monthly event from 4-6pm each date.
- Spring 2024
  - STEM Play community outreach activities, through partnership with “Just Move It” Oneida, whereas the Camps Office attends monthly event at Oneida Nation Elementary School to support youth, families and provide STEM enrichment program with Einstein Project. Reaching (150) adults, (30) kids monthly. This partnership began in October 2023 and Camps Office plans to support through December 2024. This is a monthly event from 4-6pm each date.
  - STEM Club, through partnership with Einstein Project & Camps Office, provided opportunity for youth to participate in 8-week STEM programming at UWGB Campus. Bus, box lunch, program registration and supplies included. Offered a Winter & Spring session for up to (10) youth, which (7) fully participated in entire offering.
  - STEM Pop-Up event at Oneida Civic Center, through partnership with Einstein Project & Camps Office, provided opportunity for (10) youth and (1) adult to participate in 3-D printing/Intro program on-site at Civic Center.
- Summer 2024
  - Summer Camps
    - 1. Camp Lloyd
    - 2. Aquatic Robotics
    - 3. Design Tech Intro Skills – Elementary
    - 4. Design Tech Intro Skills – Middle School

- 5. Video Game Programming, Level 1
  - 6. Video Game Programming, Level 2
  - 7. Exploring Natural World in Oneida
  - 8. First Nations Education Center Camp
  - 9. Einstein Project Advanced: Explore the Natural World of UWGB
  - 10. Einstein Project Advanced: Einstein Inc. + 4-H Games Engineering
  - 11. Einstein Project Advanced: Zombie Academy
  - 12. Einstein Project Advanced: Animation Exploration
  - 13. Intro to OnShape – 8th-12th graders.
  - 14. Race to Road America Camp
- Fall 2024
  - STEM Play community outreach activities, through partnership with Just Move It Oneida, whereas the Camps Office attends monthly event at Oneida Nation Elementary School to support youth, families and provide STEM enrichment program with Einstein Project. Reaching (150) adults, (30) kids monthly. This partnership began in October 2023 and Camps Office plans to support through December 2024. This is a monthly event from 4-6pm each date.
- 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 during this two-year span. With the inclusion of the outreach events (STEM Play, STEM Club, and STEM Pop-up) our reach has grown dramatically. Many repeaters at these events, but word is now spreading. As of today, our Oneida Camps are 84% filled for this summer (camps opened for registration in Jan 24.)

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

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- UW-Green Bay developed recruitment procedures to ensure that our institutional commitment to inclusivity and equity is exemplified in our hiring process.
  - All postings include equity/civility expectations for selected candidates, preferred bilingual skills are common (including specific reference to Oneida language), and inclusivity/equity language has been enhanced in essential job functions (including instructional).
  - All interviews are encouraged to include at least one question related to the candidate's commitment to equity & belonging, and HR maintains a sample question bank to support this effort.
  - All 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 positions such as the Director of Financial Aid, Provost & Vice Chancellor for Academic Affairs, and Vice Chancellor for University Inclusivity & Community Engagement.
  - All recruitment committee/panel members are required to undergo implicit bias training prior to participating in any University recruitments.
  - Human Resources monitors where we are losing candidates who identify as underrepresented groups throughout the recruitment process to ensure good faith efforts to reduce barriers to employment.

- 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 initiatives, please see this link: <https://www.uwgb.edu/edi/plan-of-action/>
- 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.
  - The University has an Inclusivity & Equity Certificate Program (with 2 levels), which employees are encouraged to participate during work time: <https://www.uwgb.edu/edi/resources/employee/inclusivity-certificate/>
  - 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 four active Employee Resource Groups (ERGs) 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 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 UW-Green Bay Foundation provides funding for ERGs to support efforts which are connected to the University mission, specifically recruitment, retention, and/or professional development efforts at UW-Green Bay.
- The institution has a webpage titled We Support You which provides resources to our faculty and staff 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.
- An organizational competency of “Valuing Diversity and Inclusivity” is included in all non-instructional position descriptions.
- Organizational competencies (including “valuing diversity & inclusivity”) are included in performance evaluations for all non-instructional employees.
- During the 2022-2023 academic year, Human Resources led a work group to develop, distribute, and collect a campus climate survey for all faculty/staff through HERI. The survey results were analyzed and published, and recommendations were discussed for areas of development. Climate surveys will be conducted every three years.
- 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 auidial 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 of 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.
- Tribal Engagement, National Estuarine Research Reserve (NERR). WISER project #AAN2962
  - This project supports coordination between the Bay of Green Bay National Estuarine Research Reserve System and Great Lakes tribal nations. Specifically, to fund a staff position within the Bay of Green Bay National Estuarine Research Reserve (NERR). The NERR Tribal Engagement Convenor will develop and support long-term relationships between First Nations Tribes and communities with connections to the Lake Michigan-Huron region and the Bay of Green Bay NERR. The Tribal Engagement Convenor will ensure tribal community interests are represented in the Bay of Green Bay NERR planning, programs, and activities. They will contribute to collaborative programming within the larger Great Lakes NERR sub-region. The position will build connections between Bay of Green Bay NERR and UW-Green Bay’s First Nations Studies Program and other campus units and programs.
- 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 includes working with Oneida scientists for the purposes of turtle location, counting, assessing, tracking, and affixing transmitters.
- Erin Giese: Project Manager of the Oneida Bird Monitoring Program
  - In collaboration with Oneida Nation, Audubon Great Lakes, and NEW Bird Alliance, UW-Green Bay’s Cofrin Center for Biodiversity helps coordinate a long-term, volunteer bird monitoring program at Oneida Nation’s restoration sites. This program integrates

Oneida's history, culture, and language, offers outreach and educational opportunities (including a UW-Green Bay summer nature camp for Oneida youth),

- works to build bridges between the Oneida community and non-tribal people, and informs land management decisions.
- Education programs intended for Tribal students or employees.
- In April 2024 we successfully completed fundraising to build a first nations outdoor classroom. The outdoor classroom will be located near the Kress Events Center.
- First Nations Courses/Programs
- Oral Scholars in Residence program
- Reading groups on Native American Student Success
- Education for First Nations Studies
- New Scholars Rising Mentoring Program (Black, Indigenous, and People of Color)
- Any other initiatives not mentioned above.
- We have been approved to build The Cofrin Education and Technology Center (CTEC) which will be the first new state-funded building on the University of Wisconsin-Green Bay campus since 2001. Replacing the David A. Cofrin Library, CTEC will be the most significant building on the campus serving as our front door to the community and the campus. The new building will intentionally and purposely feature our Center for First Nations Education. The University of Wisconsin-Green Bay offers an undergraduate First Nations Studies bachelor's degree and minor in addition to a doctorate in First Nations Education. The Ed.D. is the only degree of its kind in the United States grounded in the time-honored Indigenous oral tradition combined with rigorous academic scholarship.
- To guide the building's overall design, Dr. Lisa Poupart, Chair of our First Nations Program wrote,
- "The UW-Green Bay campus resides on the ancestral homelands of the Menominee Nation and the Ho-Chunk Nation. The new CTEC building acknowledges and reflects Indigenous people of the region. It will be built at a central location on campus integrating and
- reflecting Indigenous knowledge systems and Indigenous pedagogies of the past and present. These knowledge systems and ways of teaching/learning are rooted in a circular worldview, whereby, all beings and the natural world are interconnected across time and space. The CTEC building design (exterior and interior) reflects this circular and interconnected worldview and in Indigenous ways of being.
- Traditional Indigenous ecological knowledge and the interconnection between humans and the natural world will be mirrored in the design of the building in numerous ways as articulated by the UW-Green Bay community in the biophilia workshop that took place in the winter of 2023. This includes overall environmental sustainability, green roofs, indigenous plant landscapes, natural light throughout the building, natural materials, indigenous plant designs mirrored indoors, etc. The exterior and interior of the building will reflect and support human connection to the environment. It will blur the linear notion of humans as separate from nature."
- With strong ties to the Menominee and Oneida Nations, the campus is seeking to feature wood from the Menominee Tribal Enterprises (MTE) in the CTEC interior design. MTE is a wholly owned
- economic entity of the Menominee Indian Tribe of Wisconsin, established to promote economic development, self-sufficiency, and sustainability within the tribe's jurisdiction. MTE is a well-



established entity with a proven track record of providing quality goods and services to various clients, including governmental agencies, private enterprises, and non-profit organizations.

- Operating under the principles of integrity, reliability, and cultural sensitivity, MTE has become a trusted partner in numerous industries, including forestry, construction, hospitality, and retail.
- Cultural Competence: As an enterprise owned and operated by the Menominee Indian Tribe, MTE possesses an unparalleled understanding of the cultural nuances, traditions, and values of the Menominee people. This cultural competence enables MTE to deliver services in a manner that respects and honors the tribe's heritage, ensuring that projects are conducted in a culturally sensitive manner.
- Local Knowledge and Expertise: With deep roots in the Menominee community, MTE has an intimate understanding of the local landscape, including regulatory frameworks, environmental considerations, and community dynamics. This local knowledge allows MTE to navigate challenges effectively and tailor solutions that are responsive to the unique needs of the Menominee Tribe and its stakeholders.
- Economic Impact: By engaging MTE for the proposed contract, the Menominee Tribe will directly support economic development initiatives within its own community. Revenues generated through MTE's activities are reinvested back into the tribe, creating employment opportunities, funding social programs, and bolstering the overall economic vitality of the Menominee Reservation.
- Quality Assurance: MTE is committed to upholding the highest standards of quality and excellence in all its endeavors. Through stringent quality control measures, adherence to industry best practices, and a dedicated workforce, MTE consistently delivers results that meet or exceed client expectations, ensuring the successful completion of projects on time and within budget.
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- The UW Green Bay Land Acknowledgement statement was transformed into a powerful video: <https://www.youtube.com/watch?v=mAEuhwIQx20>



## Campus Point of Contact

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- Stacy Narcotta-Welp, Interim Vice Chancellor for Diversity and Inclusion; snarcotta-welp@uwlax.edu
- Corey Sjoquist, Assistant Vice Chancellor for Admissions & Recruitment; csjoquist@uwlax.edu

## Recruitment, Enrollment & Retention of Native American Students

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UW-La Crosse (UWL) works to:

- Build personal relationships with prospective Native American students, their families, high school counselors, and community members.
- Visit high schools in the region that serve Native American students (Baraboo High School, Black River Falls High School, Sparta High School, Tomah High School, and Wisconsin Dells High School).
- Coordinate group visits to UWL, including students from the Menominee Indian High School.
- Attend college fairs hosted by tribal colleges.
- Connect with two-year institutions and tribal colleges to promote transfer options to UWL to Native American students.
- Publish transfer course equivalencies, including courses for students attending Lac Courte Oreilles Ojibwe College and the College of the Menominee Nation.
- Award scholarships to admitted Native American students to recognize their achievements and help fund their education.
- Participate in Ho-Chunk area sponsored programs, including the Career Success Event at the Tomah Ho-Chunk Youth Center focused on resume writing and professional attire.
- Partner with tribal communities to connect with resources on college and career readiness.
- Offer pre-college programs, including Mentoring and Readiness for College (MARC), My River Adventures (MRA), Technology and Computer Science (TACOS) Camp, Camp Quantum – Computer Science & Engineering Camp, and Emerging Leaders of the Future (ELF) Camp.
- Connect admitted Native American students with resources and individuals on campus to support their education, including the Student Outreach & Leadership Ambassadors of the Division of Diversity and Inclusion.
- Provide information about UWL and multicultural newsletters via email campaigns to select prospective student populations, including Native American students.

## Retention Efforts for Native American Students

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- Native American Students are supported through the Native American Student Association (NASA). This organization is sponsored through the Office of Multicultural Student Services and advised by Jesimiel Banjiram, Program Coordinator for Student Leadership. The goals of NASA members are to support each other in educational, social, and cultural endeavors. NASA meets every Monday from 5:30-6:30 p.m. In the past, NASA, in conjunction with Multicultural Student Services and the Division of Diversity and Inclusion, have sponsored such programs as Indigenous Peoples Day and the Widening the Circle Conference, hosted Indigenous speakers on campus, and co-sponsored events through the Ho Chunk Three Rivers House, located in La Crosse.
- Native American Students are included and invited to participate in retention programs such as UWL First Scholars Program (for students that are the first in their family to attend college), Hekima Scholars Program (for first and second year male students), First Year Research Exposure (for students in the College of Science & Health), Multicultural Business Scholars (for students in the College of Business Administration), Eagle Mentoring Program (for second year students), and Fostering Success of Independent Scholars (for students that experienced foster care, orphanhood, guardianship, unhoused, neglect, abuse, or abandonment).
- 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.
- UWL awards scholarships to enrolled Native American students that recognize their achievements and help fund their education.
- UWL provides financial support via the Lawton Grant (undergraduate students) and Advanced Opportunity Program (AOP) (graduate students).
- Additional support includes the Office of Multicultural Student Services (OMSS) with five major initiatives:
  - Retention Efforts – Holistic advising and intentional outreach to students by providing information on academic guidelines, financial/scholarship assistance, personal/cultural support, and coordination of key programs.
  - Peer Tutoring – Tutoring for undergraduate students in gateway classes, such as math, biology, and chemistry.
  - Work Opportunities – OMSS employs more than 30 students each semester, through federal work-study and student help, including office assistants, peer tutors, and precollege tutors.
  - Leadership and Involvement – OMSS facilitates leadership opportunities and programs for multicultural students. OMSS provides training, advising and support of eight multicultural student organizations.
  - Partners in Residence – Scheduled office representatives from Career Services, Financial Aid, and the Counseling & Testing Center.
- The Veteran Educational Benefits Office aims to help student veterans and dependents of veterans connect the benefits they have garnered from the VA to their UWL account. The office also facilitates the transition to university life by supporting student veterans and military-connected students.
- The You Belong poster campaign at UWL is intended to offer a visual representation of diversity through language with multiple translations of “you belong.” Ho-Chunk was one of the languages highlighted in the You Belong campaign.

- 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.

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

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- When positions are available, search and screen committees are encouraged to:
  - Reach out to Native American alums that might refer 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 refer applicants for various positions.
  - Make departments and units aware of the land recognition statement.
- The faculty and staff recruitment process at UWL requires all members of search panels and search committees to complete an Affirmative Action and Equity training titled “Interrupting Bias in the Recruitment Process.”
- UWL’s Joint Multicultural Affairs Committee (JMAC) is a shared governance body that advises the administration on campus diversity, campus climate, and equitable outcomes for faculty, staff, and students of color. JMAC addresses the institutional barriers that prevent the full and equitable participation of faculty, staff, and students of color.

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

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- The Center for Transformative Justice offers multiple workshops, including Warrior Lawyers Documentary with Facilitation, DEI 101, Identity and Intersectionality, and Call in Conversations.
- The 2024 Prairie Springs Distinguished Lecture Series presented: Land, Love, Language – Healing Our Relationship with the Natural World with Dr. Robin Wall Kimmerer.
- The 2023 Native American Heritage Month celebration included the following programs: The Lasting Trauma of Indian Policies in the United States on Indigenous Students with UWL Registrar, Leanne Vigue; “Edu-tainment” Comedy Night with Emmy award winning Casey Brown; and film screening of Emmy award winning Warrior Lawyers Defenders of Justice.
- Native American students are supported through several offices, including the Office of Multicultural Student Services (OMSS).
- Native American students are also supported through the 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 the greater La Crosse region.



## Campus Point of Contact

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- Carla Vigue, Director of Tribal Relations; [cvigue@wisc.edu](mailto:cvigue@wisc.edu)
- Fernie Rodriguez, Associate Vice Chancellor for Student Affairs; [fernierodriguez@wisc.edu](mailto:fernierodriguez@wisc.edu)
- [tribalrelations.wisc.edu](http://tribalrelations.wisc.edu)

## Recruitment, Enrollment & Retention of Native American Students

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**Wisconsin Tribal Educational Promise Program** - In December 2023, the University of Wisconsin – Madison announced the creation of the Wisconsin Tribal Educational Promise Program, a commitment to cover the full cost of pursuing an undergraduate degree for Wisconsin residents who are enrolled members of federally recognized Wisconsin Indian tribes. Additionally, a 5-year pilot program will cover in-state tuition and fees for students pursuing a J.D. (law) or M.D. (medical) degree who are Wisconsin residents and enrolled members of federally recognized Wisconsin tribes.

The Wisconsin Tribal Educational Promise program is not based on financial need; financial support will be awarded regardless of family income.

For undergraduates, the program will provide a pathway to a debt-free education. It will provide sufficient financial support, after other scholarships and grants, to meet the estimated cost of attendance, which includes not only tuition and fees but also housing, meals, books and other educational expenses. The University updates its expected cost of attendance annually. The current undergraduate cost for a Wisconsin resident is \$28,916 annually.

The program will provide four years of support for students who enter as freshmen and two years of support for students who enter as transfer students.

For professional students pursuing a J.D. or M.D. degree, the pilot program will cover the cost of in-state tuition and fees. (Books and living expenses are not included.) Currently, for J.D. students, tuition and fees total \$35,197 annually; for M.D. students, it is \$42,198 annually.

For J.D. students, the program will cover resident tuition for full-time students for three academic years; for M.D. students, the program will cover four years. The program will start in the fall of 2024.

Learn more: <https://financialaid.wisc.edu/types-of-aid/>

**Outreach Coordinator-Native American Communities:** UW Office of Admissions and Recruitment staff who work directly with families on financial aid and other admission topics. The coordinator 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.

**Information Technology Academy (ITA):** A pre-college initiative with the goal of increasing enrollment rates of diverse students at the University of Wisconsin-Madison. Indigenous students are historically underrepresented in STEM careers. In partnership with Lac du Flambeau Band of Lake Superior Chippewa, the Oneida Nation, and the Madison Metropolitan School District, we provide Native high school students hands-on technology coursework, college preparatory academics, personal wellness development, and tutoring through classes in their community as well as technology camps on campus. Upon completion of the ITA program and acceptance to UW-Madison, graduates become People Scholars and are eligible to receive a 4-year, undergraduate, tuition-only scholarship to UW-Madison.

**Native American Center for Health Professions (NACHP):** Recruiting young scholars is part of NACHP's mission. NACHP staff are out in the community meeting with students as young as middle school to help them learn about health science careers and required training. Staff meet with families, provide information on scholarships, and communicate the ways that our center supports students once they arrive at UW-Madison.

**Transfer Agreements:** UW-Madison maintains signed transfer agreements with the College of Menominee Nation and with Lac Courte Oreilles Ojibwe University. The Universities of Wisconsin 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 University, the College of Menominee Nation, Universities of Wisconsin branch campuses, or some Wisconsin Technical Colleges qualify for the Badger Promise which guarantees a period of free tuition and segregated fees.

## Retention Efforts for Native American Students

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**Indigenous Undergraduate Housing:** The Indigenous (NDGNS) Community offers a living experience to learn about Indigenous voices and experiences with a focus on building community and relationships through shared experiences. The community provides academic support to help students thrive and a variety of academic, community, and cultural events throughout the year, offered in collaboration with Academic Coaching to Thrive & Succeed (ACTS) in the Division of Diversity, Equity, and Educational Achievement.

**Advocate for Uplifting Native Traditions and Indigenous Engagement (AUNTIEs):** A group of staff mostly in direct student support roles who work to make students feel welcome and at home.

- Indigenous Student Services Coordinator, Academic Coaching to Thrive and Succeed
- Program Coordinator for Native/Indigenous Students, Multicultural Student Center
- Native American Center for Health Professions
- Native American Outreach Liaison for the PEOPLE Program
- Others on campus in student services roles. The Aunties are joined by UNCLES (Upholders of Native Communities, Leadership, & Education) and COUSINS (Cultural Organizers United and Strengthening Indigenous Networks) as campus and community partners in supporting the Native community.

**Indigenous Student Center:** A center for studying, community, and cultural gatherings. Home to Indigenous student organizations. On-site Coordinator provides programming and overall support to Indigenous students on campus. The ISC is part of the Multicultural Student Center, a department of Student Affairs.

**Academic Coaching to Thrive and Succeed (ACTS) Indigenous Student Services:** Tutoring and learning support. Connects students by majors/interests, helps form study groups, and hosts community, culture, and wellbeing events. Provides career planning and mentorship opportunities. Leads the Network for Development & Growth of Indigenous Scholars (NDGNS UW) that offers a wide variety of academic, cultural, and community events on campus to Indigenous students. Also provides financial support in the form of stipends to scholars in the program. The pilot program was initiated in November 2022 with a cohort size of 30 and is focused on retention and graduation of juniors and seniors.

**Indigenous Student Center Program Coordinator:** Provides academic, professional, and social opportunities and overall support to Indigenous students on campus. The ISC Program Coordinator is housed in the Indigenous Student Center and is a member of Student Affairs staff.

**Native American Center for Health Professions (NACHP):** At the School of Medicine and Public Health. NACHP provides opportunities of growth, professional development, mentorship, research, and support for Natives in health sciences.

**University Health Services:** The Counseling and Consultation unit of Mental Health Services in University Health Services has a mental health counselor with specialization in Indigenous mental health needs. UHS is a unit of Student Affairs.

**PEOPLE Program:** Support services for students on campus include 1-on-1 meetings, navigation on campus and overall support as students are navigating campus and community, and communication with tribal stakeholders about UW Madison best practices and safe spaces for Native students.

**Great Lakes Indigenous Law Center:** Encourages and assists Native students in obtaining a legal education. Provides a well-rounded legal education focusing not only on Federal Indian Law but on myriad specialties and areas of expertise confronting today's Native Nations.

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

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**Director of Tribal Relations:** Carla Vigue (Oneida Nation of Wisconsin) leads strategic engagement, special projects, and initiatives for the University of Wisconsin - Madison with the Native Nations of Wisconsin. She is the primary resource and representative for campus leadership and is tasked with building and nurturing relationships with tribal nations and communities, as well as with associated tribal organizations and entities. She has worked as a community advocate and public servant for Native people and others for over 20 years. She grew up on the Oneida reservation and is thankful for the community leaders who have paved the way.

**Faculty Recruitment:** 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 waiver or as part of an established recruitment. 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.

### **Native American faculty and staff at UW-Madison:**

- Assoc. Prof. Emily Arthur (Eastern Band Cherokee), Art Dept., School of Education.
- Asst. Clinical 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).
- Dr. Camille Bernier (Bad River Ojibwe), Academic Advisor, School of Education.
- Dr. Nicky Bowman (Stockbridge Munsee Band of the Mohican Nation), Evaluator/Researcher, Wisconsin Center for Educational Research (WCER).
- Asst. Prof. Grace Bulltail (Crow), Nelson Institute of Environmental Studies.
- Serena Cisneros (Lac Courte Oreilles Ojibwe), Counselor, University Health Services.
- Michelle Cloud (Ho-Chunk), Indigenous Arts and Sciences Outreach Specialist, Earth Partnership, UW Arboretum.
- Dr. Jessie Conaway, Indigenous Arts and Sciences Research Coordinator, Earth Partnership, UW Arboretum.



- Dan Cornelius (Oneida Nation of WI), Outreach Specialist, Great Lakes Indigenous Law Center, Law School.
- Kala Kimberly Cornelius (Oneida & Menominee), Nurse Practitioner Researcher, Gleason Research Group, School of Medicine and Public Health.
- Lauren Cornelius (Oneida Nation of WI), Native American Center for Health Professions (NACHP), School of Medicine and Public Health; Advisor to UW–Madison Alpha Pi Omega Sorority, Inc. Lambda Chapter.
- Prof. Carolee Dodge Francis (Oneida Nation of WI), Civil Society & Community Studies, School of Human Ecology.
- Brian Gauthier (Lac du Flambeau Ojibwe), Community Resource Development Educator; Native American Task Force Coordinator); Lac du Flambeau UWEX Office. Lac du Flambeau, WI.
- Laura Hiebing (Métis), Indigenous Student Services Coordinator, Division of Diversity, Equity and Educational Achievement (DDEEA) Academic Coaching and Tutoring Services.
- Prof. John Hitchcock (Comanche), Art Dept.; Assoc. Dean of the Arts, School of Education.
- Dr. Ron Jetty (Spirit Lake Dakota), Outreach Program Manager in DoIT Academic Technology.
- Prof. Annie Jones (Menominee), 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.
- Christopher Kilgour, Information Technology Academy, DoIT.
- Sacheen Lawrence (Oneida Nation of WI), Associate Outreach Specialist, Geriatrics and Adult Development, School of Medicine, and Public Health.
- Asst. Prof. Marissa Kawehi Loving (Kanaka Maoli), Mathematics, College of Letters and Science.
- Asst. Prof. Jeneile Luebke (Bad River Ojibwe), Nursing, previously 2021-2022 Post-doctoral Nurse Research Fellow; 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.
- Lina Martin (Ho-Chunk and Stockbridge-Munsee Band of the Mohican), Native American Center for Health Professions (NACHP), School of Medicine and Public Health.
- Dr. Lauren W. Yowelunh McLester-Davis, Director of Indigenous Science Advocacy, Native American Center for Health Professions Scientist.
- Melissa Metoxen (Oneida Nation of WI), Native American Center for Health Professions (NACHP), School of Medicine and Public Health.
- Prof. Richard Monette (Turtle Mountain Chippewa), Law School.
- Valerie Peterson (Ho-Chunk), Global Health Institute, School of Medicine, and Public Health.
- Omar Poler (Mole Lake Sokaogon Ojibwe), American Indian Curriculum Services (AICS), School of Education; Tribal Libraries Archives and Museums (TLAM), Information School.
- Laura Red Eagle (Ho-Chunk). Communications and Events Manager. Wisconsin Institutes for Discovery.
- Dr. Susan Ruffedt (Menominee), Assistant Director of Academic Advising Services, College of Letters and Science.

- Asst. Prof. Judi Simcox (Crow), Biochemistry, College of Agriculture and Life Sciences.
- Bobbi Skenandore (Oneida Nation of WI), Program Coordinator for Native/Indigenous Students, Multicultural Student Center.
- 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).
- Donald Stanley (Oneida Nation of WI), Faculty Assoc. Life Science Communications, CALS; 3Rhino Media.
- 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.
- Denise Wiyaka (Ihanktonwan), Director, American Indian Studies.
- Amanda L. White Eagle (Ho-Chunk), Director, Great Lakes Indigenous Law Center
- Danielle Yancey (Menominee), Director, Native American Center for Health Professions (NACHP), School of Medicine and Public Health.
- Nicole Yazzie (Ho-Chunk/Diné), Graphic Designer, Wisconsin Center for Educational Research.
- Assoc. Prof. Lucas Zoet (Sault Tribe of Chippewa Indians), Assistant Professor Glaciology and Glacial Geomorphology, College of Letters and Science.

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

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Below is a sample of projects. It remains a challenge to identify all active projects at UW-Madison, though an effort is currently underway to create a central repository where projects on lands controlled by Native Nations are listed.

**Tribal Libraries, Archives, and Museums:** Within the iSchool at UW-Madison, TLAM brings indigenous information to Library and Information Studies education through coursework, service-learning, continuing education, community-building, networking, resource sharing, and long-term partnerships with American Indian cultural institutions. Students and staff are currently engaged in library and/or museum projects with each of the state’s Tribal Nations. Together, we share and work to assist with issues and challenges found in tribal libraries, archives, and museums through service-learning. We seek to build and sustain meaningful partnerships with Wisconsin’s American Indian communities, sharing our skills, knowledge, and resources to identify and address specific areas of information, literacy, and cultural preservation needs.

**Forest County Potawatomi Cardiovascular Clinic:** Anupama T. Joseph, M.D., Assistant Professor (CHS), Division of Cardiovascular Medicine at the University of Wisconsin School of Medicine and Public Health has developed a collaborative preventive cardiology clinic with the Forest County Potawatomi. Working with the Tribal Health Director, Dr. Joseph is engaging with tribal elders and others on clinical, educational and research endeavors to address the high rates of heart disease within their community.

**Oneida Nation Alzheimer's and Dementia Project:** A partnership between the Wisconsin Alzheimer's Disease Research Center (ADRC) within the School of Medicine and Public Health and the Oneida Nation of Wisconsin brings together scientists, aging and dementia experts, Oneida community members, and tribal leaders to raise awareness of Alzheimer's disease and related dementias in American Indian communities across the state. The goal of this work is to understand how the disease affects elders and their families, expand memory care and caregiving resources, and extend research partnerships with the American Indian nation and tribal communities in Wisconsin. These efforts are directed and informed by the Oneida Nation Alzheimer's Disease Community Advisory Board.

**Food Sovereignty:** The Center for Integrated Agricultural Systems (CIAS) within the College of Agricultural and Life Sciences partners with the Tribal Elder Food Box program and the newly formed Great Lakes Intertribal Food Coalition, headquartered at the Menominee Nation Department of Agriculture and Food. The Center is partnering with an Extension-led Indigenous Food Systems project to conduct research on animal systems, manoomin, maple syrup, and food as medicine and nutrition. It is also partnering with Wisconsin Tribal Conservation Advisory Council to provide training. The group is also conducting a study on wholesale supply chains in Wisconsin's northern thirteen counties and investigating Native Nations wholesale food systems in that effort.

**Clean Energy:** A partnership between the College of Engineering and the Midwest Tribal Energy Resources Association is helping communities identify and implement clean energy projects that align with their priorities. The project leverages members' collective strength, wisdom, and resources to develop Tribal capacity to plan, deploy and manage clean energy assets. Driven by a shared responsibility to live respectfully with the Earth, members aim to unlock the significant value from clean energy resources on Tribal lands and ensure a thriving future for generations to come. Projects are underway with the Bad River Band of Lake Superior Chippewa and the Lac du Flambeau Band of Lake Superior Chippewa.

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

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Native American Student Organizations and the Advisors supporting Native American student organizations at UW-Madison:

- Wunk Sheek Native American Student Group. Advised by Lina Martin (Ho-Chunk/Stockbridge-Munsee), Native American Center for Health Professions, SMPH and Laura Hiebing (Métis), Academic Coaching and Tutoring Services (ACTS) AUNTIE, Indigenous Student Services Coordinator, Division of Diversity, Equity & Educational Achievement
- 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.
- 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 and Asst. Prof. Judy Simcox (Crow), Biochemistry, College of Agriculture and Life Sciences.

- Indigenous Law Students Association (ILSA). Advised by Prof. Richard Monette (Turtle Mountain Chippewa), Law School
- Tribal Libraries, Archives, and Museums (TLAM): Cassy Leeport (Bois Forte Ojibwe), TLAM & iSchool Library Manager, Information School
- TwinTails Singers
- Indigenous Graduate Students (IGS) – Advised by Laura Hiebing
- 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

**First Nations Cultural Landscape Tour (FNCL):** In 2003, the UW-Madison FNCL was developed to help with the transition of Native American students to UW-Madison to increase their sense of belonging. The tour examines the 12,000-plus years of human existence documented along the shores of Lake Mendota, particularly the history of the Ho-Chunk Nation, on whose ancestral land the university now sits. 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 was able to formalize the structure of the tour and expand the capacity to provide more tours. The number of tour guides has grown from two to nine. And for the first time, some of the guides are UW-Madison students, several of whom are Ho-Chunk.

**Indigenous EcoWell Initiative:** The School of Human Ecology is home to several Native/Indigenous faculty whose work focuses on the intersections of Indigenous cultures, health, language, and community. Faculty members are collaborating with campus partners and First Nations to develop the School's Indigenous EcoWell Initiative. The intention is to build and engage a community of scholars, practitioners, undergraduate, and graduate students to strengthen relationship with Wisconsin Native Nations, Native Nations across the United States, and global Indigenous communities through collaborations that focus on the well-being of children, youth, families, and communities while supporting learning opportunities for Indigenous students both on and off campus. The Initiative works to engage in research that is centered around Indigenous research paradigms and approaches that reflect the needs and aspirations of Native Nations communities.

**First-year Interest Group (FIGs):** FIGs are clusters of (usually) three Fall-semester classes, linked together to explore a common theme, open to incoming freshmen who attend these classes as a cohort. FIGs have a dedicated instructor. The FIG seminar is capped at 20 or fewer students. Two FIGs relating to Indigenous studies are offered (Earth Partnership, Indigenous Arts and Sciences: Restoration Education and Stewardship & Listening to Land: Indigenous Education, Language and Foodways).

**Any other initiatives not mentioned above.**

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2023 efforts to highlight Indigenous contributions to campus:

- April 2023: To kick-off the Chancellor's investiture week, we hosted a Ho-Chunk Flag Raising, reminiscent of the flag raisings that Tribal Veterans have at the HCN headquarters each morning.
- May 2023: Event to celebrate the installation of the Ho-Chunk Clan Circle sculptures behind the newly opened Bakke Rec Center.
- May 2023: At commencement, the Chancellor conferred an honorary doctoral degree on Cecil Garvin in recognition of his extraordinary work to promote and preserve the Ho-Chunk language.
- September 2023: Unveiling event for Effigy: Bird Form, a sculpture by Indigenous artist and long-time UW-Madison Professor Truman Lowe. Meant to evoke the effigy mounds that have since disappeared, the sculpture is located on the eastern edge of Observatory Hill.
- October 2023: Installation of Hogiwe Hirokirere Hii, an art piece by Ho-Chunk faculty member Chloris Lowe at the Biochemical Sciences Building. Using wood from a 100-year-old tree that fell ill, the art recognizes Ho-Chunk history as well as the more recent history of the courtyard, which has served as a place of meeting for generations of students, educators, researchers, and visitors.
- November 2023: unveiled a new design of the banners that hang on the front of Bascom Hall. Called Seed by Seed, the design incorporates symbols, imagery, and traditional colors of the Ho-Chunk Nation. The name refers to the weaving together, one by one, thousands of seed beads to form something beautiful.

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-Extension - Native American Task Force
- UW-Extension FRTEP and Tribal Educators:
  - Bad River Ojibwe Nation (Federally Recognized Tribes Extension Program [FRTEP] educator);
  - Forest County Potawatomi Nation (tribal educator);
  - Lac du Flambeau Ojibwe Nation (tribal educator);
  - Lac Courte Oreilles Ojibwe Nation (tribal educator);
  - 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
- Native Nations – UW Initiative Working Group
  - Indigenous Student Well-being

- Indigenous Language Infusion and Revitalization
- The Great Lakes Indigenous Research and Education Center
- Curriculum Infusion and Indigenization
- Indigenous Land Acknowledgments
- Native Education Pathways
- Indigenous Placemaking
- Native November – Assoc Vice Chancellor for Student Life helps the Native American student organizations put on their major events.
- Our Shared Future – teaching and learning initiative and innovation grants to teach about the 12,000-year human story of this place.



## Campus Point of Contact

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- Jennifer Haas, Director, UWM NAGPRA Coordinator & Assistant Professor; [haasjr@uwm.edu](mailto:haasjr@uwm.edu)
- Mark Freeland, Associate Professor, Director of Electa Quinney Institute and Director of American Indian Studies; [freelanm@uwm.edu](mailto:freelanm@uwm.edu)

## Recruitment, Enrollment & Retention of Native American Students

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- The centerpiece for American Indian and Indigenous education and support is the Electa Quinney Institute (EQI). EQI is an academic unit whose mission is the promotion of American Indian education and systems of thought at a local, regional, and global level. EQI was made possible by a generous gift from the Indian Community School to endow a professorship and to call UWM to a greater engagement with Indigenous peoples. We have gone through several changes over the last ten years, and now function as an academic institute who also supports the American Indian Student Center (AISC) and American Indian Studies. As a unit, we are comprised of five distinct, yet interrelated, categories which together hold the larger mission and vision of EQI.
- The first category is the Indigenous language group, which teaches Ojibwe, Potawatomi, and Oneida languages. The language group also facilitates Indigenous language publishing and outreach. We have recently published five Indigenous language children's books and distributed them to the Indian Community School. Four of those books were in Ojibwe and one was in Menominee.
- The second category is the American Indian Student Center which facilitates our student facing programming, student club, and success coaching. The AISC has been strong supporter of Indigenous students for over 50 years on campus.
- Third is the Scholarship category which is comprised of two primary awards, including our Office of Indian Education Teacher and Administrator scholarships and the Kinship and Responsibility Scholars Program. The Teacher and Administrator Scholarships are focused on supporting Indigenous students in attaining proper educational credentials to support Indigenous peoples in education. It currently supports eight undergraduates and three graduate students in the achievement of their respective degrees, offering full tuition support and a stipend for living expenses. The Kinship and Responsibility scholarship provides a \$5,000 scholarship per year for up to five years with requirements to engage in cultural and academic programming including research. This scholarship is designed to build Indigenous knowledge and responsibility through the required AIS classes, event participation and

planning and in developing a deeper understanding of research agendas that benefit Indigenous communities. We have funding to support 20 students per year in this scholarship.

- Fourth is the American Indian Studies (AIS) certificate program which structures learning in American Indian and Indigenous thought for the UWM community. We teach this academic discipline as focusing on building a deeper theoretical and methodological engagement with Indigenous knowledge.
- The fifth category of EQI is the research wing which is currently building capacity to support Indigenous scholars and research. This is a new endeavor and is currently supporting research. We have current projects in Conservation and Environmental Science with Dr. Mark Freeland. We also support an archival research pilot program to digitize archival materials and develop a searchable database for those materials with Dr. Sharity Bassett.
- In Summer of 2022 we received a Bader Philanthropies Grant of \$3 million over 5 years to rebuild capacity for Indigenous students, faculty, and staff. This has helped to reinvigorate Indigenous programming on campus and allowed us to expand the impact of EQI on campus.
  - The Kinship and Responsibility Scholarship is made possible through this grant, and we are working to develop more funding streams to expand and sustain this program. We have 20 students annually who receive \$5,000 per year for up to 5 years.
  - The Artist in Residence program has also come out of this grant. We have hosted two artists so far to work with our students to produce artworks that provide a native aesthetic for our offices and student spaces.
  - In association with the Bader funding, we have also developed a partnership with the Milwaukee Metropolitan Sewerage District (MMSD) which runs a land restoration project called Greenseams. We have received another \$250,000 for two years to develop Indigenous Land Use Policy in Potawatomi language to guide our restoration efforts in four Greenseams areas. The funding provides for a summer paid internship program for ten students to both learn Indigenous relationships to land as well as practical experience in conservation and environmental science. This internship helps to build capacity for future conservation workers who have experience engaging in Indigenous knowledge and planning.



## Campus Point of Contact

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- Roger Wescott, Admissions Office Assistant Director, and University Tribal Liaison; triballiaison@uwosh.edu; (920) 424-0926.
- Byron Adams, Center for Student Success and Belonging Director, and Interim University Diversity Officer; adamsb@uwosh.edu; (920) 424-1873.

## Recruitment, Enrollment & Retention of Native American Students

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Native American Community Liaison in Admissions (Roger Wescott: Admissions Assistant Director)

- 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 Assistant Director 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.

Indigenous Student Support and Wellness (Esmeralda Delgado and Alyssa Reyes Bolante: Diversity, Equity, and Inclusivity Student Services Coordinators)

- The Center for Student Success and Belonging 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 Center for Student Success and Wellness department has the focus of retaining and graduating our Indigenous/Native American student populations.
- The programming and services which fall under the Center for Student Success and Belonging are designed around the retention and success of Native students. These programs include connection to student support services and assistance with general higher education requirements.
- Student Engagement Center - The Student Engagement Center, part of the Center for Student Success and Belonging, is a physical space unique to the Fox Cities campus where students and staff are invited to co-create an inclusive community.

Indigenous Studies Certificate to decolonize current curriculum, empowerment, visibility, provide a more holistic story, highlighting Indigenous voices both North America specific and globalized.

- The Indigenous Studies Certificate provides students opportunities to develop their understandings of Indigenous perspectives, voices, experiences, cultures, complex histories, and contemporary issues. The certificate program's focus on Indigeneity extends from the First Nations people of Wisconsin throughout North America and globally.
- This program aims to expand experiential learning opportunities, with a special emphasis on how cultural and environmental sustainability converges with Indigenous knowledge and practices, while opening possibilities for mutually beneficial collaborative partnerships with Native mentors and communities. The certificate is open and applicable to all students no matter their major or minor.

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.

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

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- 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 positions in the Center for Student Success and Belonging 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**

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- 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 Iakwahwatsiratatie (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 in 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.**

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- 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.**

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- 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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- 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:
  - 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 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/resourcelist.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 of Native Americans in Higher Education

## Campus Point of Contact

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- Shaun Stoeger, Tribal Liaison, Office of Multicultural Student Affairs (OMSA);  
stoegers@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, all led by the Tribal Liaison
  - Tribal outreach
  - On-campus support services to Native students. The Tribal Liaison assists in all facets of student onboarding, academic success, student life support and assistance to include academic assistance, identity and cultural development, leadership development, life coaching, all aspects of health, building community and networks of support, and graduation planning and support.
  - Summer precollege programs offered in conjunction with the Office of Multicultural Student Affairs
  - Attendance at high schools with Native populations to meet with Native students and advising staff.
  - UW-Platteville collaborates with all Wisconsin Tribal Nations, Native organizations, and supporting services throughout the state of Wisconsin and in the region.

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

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- There is not yet a standard of practice that ensures specific outreach takes place for faculty and staff positions across all colleges and our campuses.
- With recent restructuring on UW-Platteville campuses, it is foreseeable that this will be a topic of conversation soon followed by targeted goal setting.

## Education programs intended for Tribal students or employees.

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- UW-Platteville's Tribal Liaison intends to build the most successful indigenous collegiate program in the state of Wisconsin over the next 10 years. Approaching the architectural design of campus climate, community, educational offerings, and support from a Native perspective, UW-Platteville seeks to connect with all 11 federally recognized Tribes and offer the best services and support available.

- Educational programs will be tailored to meet the future needs of Tribes as they expand Tribal enterprises and seek to venture into uncharted territories.
- Partnerships with current faculty, particularly in Environmental Science, and several Indigenous peoples and projects. Examples include a new course *Land Ethics*; undergraduate research opportunities reconnecting people, land, and forest; and language partnerships with our School of Education and the Ho-Chunk Nation.

#### Any other initiatives not mentioned above.

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- A few other areas to highlight that are underway:
  - Representation on our campuses
  - Land Acknowledgement consultation and implementation: exploring additional ways to ensure representation on campuses;
    - provided-Ho Chunk Flag on campuses;
    - highlighting a scholarship focused on native students (per feedback from 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 campuses occupy.
  - Business/Corporate and grant possible collaborations.





## Campus Point of Contact

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- David Travis, Assistant Chancellor, [david.travis@uwrf.edu](mailto:david.travis@uwrf.edu)
- Ryan Bench, Registrar's Office, [ryan.a.bench@uwrf.edu](mailto:ryan.a.bench@uwrf.edu)

## Recruitment, Enrollment & Retention of Native American Students

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- Typically, fewer than 15 students who identify as Native are enrolled at UW-River Falls.
- Our office of Diversity, Inclusion and Belonging has plans for 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.
  - Growing Native Student enrollments allows an increased market of agriculture programs.
- 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 approach tribal communities properly and respectfully.

- 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

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- UWRF does not have a retention/completion plan specifically for Native Students.
- Currently there are 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.

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- We offered two Ojibwe language classes this past year in partnership with the UWS Collaborative Language Program, taught by a native Ojibwa speaker.
- The *We Are Falcons Values Series* hosted a presentation open to all campus members, 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
  - 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.



## University of Wisconsin Stevens Point

### 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 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.
  - UWSP holds trips to the reservation supporting Native American/Indigenous staff and students to build relationships and community. During these trips 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.
  - UWSP invites 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.
  - Exposing other students to the Native American/Indigenous experience fosters a sense of belonging and counters some of the perceptions of feeling like an outsider while on campus.
  - Having prospective students interact with current students and alumni will create continuity of community. Creating a communal space for the Native American/Indigenous students on campus is a goal.
  - 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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During 2022-2023:

- The Native American Center (NAC) hosted twenty-five cultural programs engaging students, faculty, community members and tribal nation citizens. Including: a three part wellness series, an immersive Oral Traditions program at the planetarium, Indigenous Women Pursuing Safety and Justice, Native American Awareness Week: AIROs 50th year Acknowledgement Ceremony, Traditional Flute Player Michale Laughing Fox, Dance and Drum Demo, AIRO Pow Wow (2), Every Child Matters (2), Indigenous Peoples Day (2), Decolonizing Gender Speaker, Two Worlds Tribute of Sharon Cloud, Hip Hop Discourse with Bugging Malone, Art Reveal in

three parts: Ghost Feast, Installation Day, Art Reveal Celebration, Alumni Social, Healing Waters Celebration, Keynote Speaker series: Jon Greendeer.

- The NAC hosts internal programming for NA students including family dinners, crafting, escape rooms, bowling, sending students to conferences and other professional development opportunities.
- NAC Coordinator advises AIRO (American Indians Reaching for Opportunities)
- NAC collaborates with Admissions and attends college fairs for recruitment.
- Coordinator wrote two grants and funded two growth mindset experiences for a total of 10 Native American Students to travel to Hawaii for a National Leadership Conference with Native American Leaders in gaming, government, and natural resources. Continuing to build Relationships with the University of Maui was also featured as part of the experience for students.
- Coordinator was funded by grant to host the first annual Water is Life Conference in pursuit of reviving the UW Native Nations relationships and opportunities to collaborate. The Water is Life Conference was held April 3, 2024.
- The Physical space of the NAC was expanded from 235 sq feet to 685 sq feet through advocacy and collaboration.
- The NAC worked with SGA to develop and approve a new land acknowledgments statement that is in process of being routed to common council.
- NAC supports and develops 2-4 student workers in the NAC.
- Here is more detailed Student and Program Data from Fall 2022-Spring 2023: [Program evaluation NAC 2022 2023.docx](#)
- Native American Center call for indigenous artist that was featured in the Campus Activities Student Engagement cabinets in the Dreyfus University Center. NAC featured an indigenizing modern spaces theme and a student panel chose a Ho Chunk artist: Clarissa Friday.
- 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 organizations (AIRO and AISES) executive boards to meet their needs and goals
  - Native American/Indigenous student populations distribution list: To share with selected 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, and support group.
  - 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
  - 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 qualifying graduate students and Native American students are qualified to apply for this grant.
  - Other scholarships and grant opportunities with the Financial Aid Office.

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

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- 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.

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

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- 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.

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- 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, for example, 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.
  - The committee includes Sasanehsah Jennings from the Universities of Wisconsin. Based on conversations with the group, Rob intends to create professional development offerings for UWSP faculty and staff who work with native students and/or teach content related to Indigenous issues.
  - The 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.

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- 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.
    - Water is Life Conference on April 3, 2024.
  - 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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- 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.
  - We are committed to establishing a sustainable strategy moving forward and increasing our efforts to recruit and retain Native American students.
- 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.
- The Chancellor's investiture in the fall of 2022 to included representation from tribal colleges and Native American communities.

## Retention Efforts

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- 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 several 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

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- 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 that 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, 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.

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- 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.

**Any other initiatives not mentioned above.**

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- 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.
- The Chancellor's investiture in the fall of 2022 included representation from tribal colleges and Native American communities.



## 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 five 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. The number of Indigenous students has increased to around 3.22% of our student population.
- 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.
- UW-Superior 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. One of the strategies is targeted marketing using billboard, Facebook ad and LinkedIn. The program also created a no cost Canvas course with a variety of training modules for students in the program and Mental Health Professionals in the school counseling field. Our most recent training is a presentation on "The Ongoing Effects of Colonialism and Racism Among Native American People and the Importance of Awareness of This in the Field of Counseling".
- We have also done intentional outreach to our tribal communities and regions participating in events such as Instant Decision events, TRAILS youth conference hosted by the St. Croix tribe, Multicultural College and Career Fair in Turtle Lake, 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 Cultural Night at Superior School District to connect with students and their families.



- Also, as an institution we offer a First Nations Studies Minor focused on educating students about First Nations history, culture, and tribal sovereignty. We also have 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 around 80 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 assists our Native Nations Student Organization (NNSO) in their program planning. 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, Beading Circle, Ribbon Shirt/Skirt making and Ojibwe Words of the Week. Students also travel to join a local and 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 2023, our students graciously translated the land acknowledgement into Ojibwe and read it during the Graduation ceremony. 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.
- The Department of Equity, Diversity and Inclusion also offer two certificate sessions that focus on Indigenous identity and Ojibwe culture. Staff, faculty, and students attend these sessions to have more understanding of Tribal Nations and Ojibwe culture.

- Our Indigenous students have opportunities to participate in many research and educational opportunities. One of the highlights is during our most recent study away trip to Northern Ireland, three of our Indigenous students participated in the trip. During this trip, they were able to share their Indigenous culture with people while doing research at the same time. Several of our students have also presented their research locally, regionally, and at a nationwide conference. In 2023, our Indigenous Student who participated in the TRIO McNair program published “Oral history interviews of Spiritual Practices with Red Cliff Band of Ojibwe and Bad River members.”

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

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- 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

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- 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)
  - 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)
  - 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)

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.**

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- In addition to educational programming that occurs through the Department of Equity, Diversity, & Inclusion (Indigenous People’s Day, Missing and Murdered Indigenous Relatives awareness, Storytelling Night, cultural education workshops, etc.), we offer a First Nations Studies Minor focused on educating students about First Nations history, culture, and tribal sovereignty.
- We have developed a partnership with faculty and staff at UW-Milwaukee at the UW-Milwaukee Electa Quinney Institute 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. During Spring 2024, the staff joined us to present on Ojibwe language.
- We have introduced a Public Leadership and Innovation major with strong cross-over to our First Nations Studies program.
- Additionally, we offer a High School College Credit Program.

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

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- 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.
- The First Nations Studies program has an articulation agreement with LCO Ojibwe University. Both the Writing and English programs have articulation agreements with Fond du Lac Tribal and Community College (FDLTCC)

- Our faculty members also assist communities with research projects. One of the research projects that was done was on COVID impacts with Indigenous Population supported by American Indian Community Housing Organization (AICHO)
- Aside from research collaboration, we have partnered with GLIFWC in several other ways such as archiving materials to ensure that we have historical information for the community.
- UW-Superior Writing, Language and Literature department collaborates with faculty at FDLTTC and other regional institutions, to offer the annual Lake Superior Summit on the Teaching of Writing and ESL.
- Center for Continuing Education (CCE) recently received the National Oceanic and Atmospheric Administration (NOAA) grant through the U.S. Department of Commerce. Through this grant, CCE works with Red Lake Schools Superintendent and Founder and CEO of Solar Bear (Red Lake Nation) to implement initiatives that build youth participation in local and state climate resiliency efforts.
- Center for Continuing Education (CCE) contracts with several external Indigenous community members to facilitate workshop in their Leadership Superior/Douglas County, DEI in the Workplace, and Organizational Leadership Certificate.
- 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. The Inclusive and Excellence Committee has identified Tribal Partnership as one of the priorities during this past year. We have formed a subcommittee to focus on this work.



University of Wisconsin  
**Whitewater**

## Campus Point of Contact

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- Dr. Anneke Lisberg, Assistant Chancellor for Inclusivity and Belonging, [lisberga@uww.edu](mailto:lisberga@uww.edu)

## Recruitment, Enrollment & Retention of Native American Students

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- UW-Whitewater has 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 virtual meetings are hosted for underrepresented students. Email campaigns targeting populations are sent to all potential 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.

## Retention Efforts for Native American Students

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- The Native American Cultural Awareness Association (NACAA) hosts on events that engage our Native American Students. 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.

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

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- 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. 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 to expand that outreach through agencies such as the State of Wisconsin Department of Workforce Development and the Department of Vocational Rehabilitation.
- 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. UW-Whitewater is reinstating attendance at various job fairs to expand recruitment efforts post pandemic.
- Additional sourcing includes list-serves, journals, personal connections, collegial forums, LinkedIn [including personal postings] announcements.

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

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- Juk Bhattacharya holds an NSF grant: "Collaborative Research: GP:IN: Connected to Earth: Cross-Cultural Knowledge Exchange for Advancing Earth Science Learning." Through this grant, Juk has conducted several trips to tribal lands to collaborate with tribes to address earth science by creating cross-cultural curriculum. Some of Juk's work is described below:
  - <https://blogs.uww.edu/juksprojects/geopaths-2/indigenous-place-names-as-a-way-to-study-land-characteristics/>
  - <https://blogs.uww.edu/juksprojects/geopaths-2/a-culturally-informed-approach-to-improving-forest-diversity-in-bad-river-tribal-lands/>
  - [storytelling related to geology and indigenous knowledge](#)
- In February 2023, UWW hosted a visit from Kevin Blackstone, who was on campus for a screening of the documentary "Imagining the Indian: The Fight Against Native American Mascoting."
- The College of Letters and Science has renamed courses and adjusted prefixes from American Indian to First Nations to reflect a growing awareness and respect for Indigenous peoples' diversity and self-determination. This aligns with contemporary practices of respecting and acknowledging Indigenous communities' self-identifications and broader educational and societal shifts towards greater cultural sensitivity and accuracy.
- Rachel Chaphalkar published an article regarding the Hidden Strengths of American Indian and Alaska Native Students in Mathematics as Measured by the National Assessment of Educational Progress <https://www.jstor.org/stable/10.5749/jamerindieduc.59.2-3.0007>
- The 2024 Department of Art and Design's Annette and Dale Schuh Visiting Artist Residency recipient was Melanie Tallmadge Sainz (Ho-Chunk). The residency included:
  - ARTSTDIO 490-01A: The course led by Ms. Sainz, in collaboration with Prof. Teresa Farris (2024 Schuh Teaching Lead), took place in Spring 2024 (January-March) and covered a background of her art, the inspiration that she received from her Ho-Chunk culture, and the natural materials of the western Great Lakes area that she regularly forages and processes for her pieces.

- The Crossman Gallery hosted the “Boundaries vs Connections” exhibition from February 22 to March 22, 2024. The exhibition theme explored the colonialist notion of land and maps that control and define one’s relationship with the land through intricate lines and divisions compared to the Indigenous connection to the land and its inhabitants through connections and stewardship. The exhibition included a variety of arranged temporary installations juxtaposed with diverse cultural objects that reflect an objection to planned obsolescence, in addition to work completed by Sainz and the students who participated in her course. The exhibition also provided opportunities for public outreach, community engagement, and recruitment.
- The Crossman Gallery and Dr. Ashley Dimmig have contributed multiple initiatives, including:
  - The "students' choice" art acquisition (funded by WOTA) resulted in the acquisition of a print series by the non-binary Indigenous Madison-based artist Nipinet Landsem. The series explores issues related to the environment, land stewardship, food (in)security, and water.
  - ARTHIST 496 class, "Global Craft Histories," has been researching Native American ceramics from the Ernella Hunziker collection and learning about ethical stewardship of Native cultural heritage.
  - A mentored research project with Gloria Cornelius, an enrolled member of the Oneida tribe, is planned for summer 2024. The student/mentor team have applied for a Summer Undergraduate Research Fellowship (SURF) to research the Ernella Hunziker collection of Native American art this summer.
- Jonathan Dellinger is participating in a research grant in association with and with support from the Medical College of Wisconsin to promote health and well-being in the Anishnaabe community at Lac du Flambeau. This project is to develop culturally appropriate health literacy measures through community-engaged research. For the planning year, Dr. Dellinger will work on-site with elders and cultural leaders to identify culturally specific psychometrics of health and wellbeing. These measures will assess the effectiveness of communicating culturally specific health information. Dr. Dellinger's research expertise includes adapting environmental health communication to varying cultural contexts and ethical considerations for inclusive and equitable partnerships with Native American tribes.
- A residency with Navajo and Hopi multi-disciplinary artist JJ Otero was supported April 17 and 18, 2023.
- Kevin Blackistone shared his expert insights on race and racial identity in sports in his lecture “More Than a Game: Racial Identity Politics and Sports”. Blackistone is an award-winning national sports columnist at the Washington Post, an ESPN’s Around the Horn panelist, and an NPR contributor. He showed and spoke about the film "Imagining the Indian: The Fight Against Native American Mascots.”
- In March 2023, UWW students under the direction of Dr. Robert Gehrenbek performed “We Are on Native Land,” a choral land-acknowledgment statement by Mohican composer Brent Michael Davids, with guest American Indian performers.
- Finally, in spring 2024, a work group was formed (Contact: Paul Waelchli: waelchlp@uww.edu) to develop and draft our institution’s Native American Graves Protection and Repatriation Act related policies. The work group includes faculty, the Director of the University’s Crossman Art Gallery, and the University Archivist. This group met with Dr. Sasanehsaeh Jennings in March to clarify timelines and prioritization of the work ahead and is reviewing existing policies from other institutions to guide our policy development.