



2017–2019

# Native Nations\_UW Working Group

## STRATEGIC PLAN



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September 2017

## 2017-19 Native Nations\_UW Working Group

### Strategic Plan

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# 2017-19 Native Nations\_UW Working Group Membership

## Project Sponsors

Aaron Brower	Provost and Vice Chancellor, UW Extension
Sarah Mangelsdorf	Provost and Vice Chancellor, University of Wisconsin-Madison
Greg Lampe	Provost and Vice Chancellor, UW Colleges

## Leadership

Jessie Conaway	Nelson Institute for Environmental Studies
Annie Jones	UW-Extension Organization Development, Tribal Nations Specialist

## Members

Cheryl Bauer-Armstrong	Earth Partnership
Aaron Bird Bear	School of Education
Marianne Bird Bear	International Division
Matt Calvert	UW Cooperative Extension
Sarah Esmond	School of Medicine and Public Health
Connie Flanagan	School of Human Ecology
Renee Gralewicz	UW Colleges
Bruce Harville	Office of Quality Improvement
Roberta Hill	American Indian Studies Program, College of Letters & Science (L&S)
Ron Jetty	Information Technology Academy
Monica Macaulay	Linguistics, L&S
Melissa Metoxen	School of Medicine and Public Health
Richard Monette	UW Law School
Larry Nesper	Anthropology, L&S
Donna Paulnock	UW Arboretum
Elizabeth Petty	School of Medicine and Public Health
Andre Phillips	Admission and Recruitment
Omar Poler	Library and Information Studies, L&S
Catherine Reiland	Office of the Provost
Janice Rice	Library and Information Studies, L&S
Paul Robbins	Nelson Institute for Environmental Studies
Rebecca Scheller	UW Law School
Soyeon Shim	School of Human Ecology
Patrick Sims	Division of Diversity, Equity & Educational Achievement
Rand Valentine	Linguistics, L&S
Alberto Vargas	International Division
Danielle Yancey	School of Medicine and Public Health

*The members of the Native Nations\_UW Working Group would like to thank the representatives of the Native Nations and communities who hosted our listening sessions and generously shared their experiences and suggestions. These meetings were vital in helping us better understand the Nations' priorities and concerns, and in obtaining their ideas for how the UW-Madison, UW-Extension and UW Colleges can best work with them to strengthen our relationships and achieve mutually beneficial goals. The priorities, strategies and recommended Action Items in this report are a direct result of those listening sessions.*

*The Project Sponsors and Chairs would like to thank the Working Group members for their efforts in helping to shape this project, in attending listening sessions, and in developing the priorities and recommended actions detailed in this report. While attempting in good faith to address the priorities expressed by the Nations, the Working Group members also understand that budgetary limitations and other constraints may delay or prevent implementation of some recommendations.*

# Native Nations\_UW Working Group Process

For more than a century, the University of Wisconsin-Madison, University of Wisconsin-Extension, and University of Wisconsin Colleges have demonstrated an ability and willingness to partner with the Native Nations of Wisconsin on efforts to improve health services, preserve the environment, develop local economies, strengthen families, and expand educational opportunities. In some cases, most notably Extension, strong, respectful relationships with Native communities have emerged. However, in many instances, UW institutions have fallen critically behind sustaining a coordinated and dedicated effort to follow through on their stated intentions, especially relative to peer institutions. UW efforts to support education programs in Tribal communities are uneven. Recruitment and retention of Native students remains weak and largely informal. While the number of grants and research collaborations available to Native partners is significant, the associations created by these inducements have been mostly ad hoc and rarely sustained.

## Needs

To replace failures with successes requires a broader collaborative network and a systematic approach. Success will also depend on dedicated individuals who are capable of building trustworthy relationships and strong research programs— people who can effectively communicate with representatives from both communities. Provided resources are available, the University should dedicate the resources needed to sustain the collaborative network and also create new arrangements.

## Looking back, looking forward

To commemorate the Society of American Indians' 1914 visit to the UW-Madison campus, the Nelson Institute worked with campus partners to host the UW-Native Nations Summit on Environmental and Health Sovereignty on the University of Wisconsin-Madison campus in March 2015. At the Summit we resolved to strengthen our partnerships with Tribal communities.

In May 2016, the provosts of UW-Madison, University of Wisconsin Colleges, and University of Wisconsin-Extension collectively authorized a new initiative: the Native Nations \_ UW (NN\_UW) Working Group, committed to working toward creating broad educational networks, respectful research relationships, and culturally competent engagement programs. NN\_UW acknowledges and supports the overall goal of strengthening Tribal sovereignty, particularly with regard to education, environment, health, and sustainable community development.

In summer and fall of 2016, the NN\_UW Working Group engaged in listening sessions at Wisconsin Native Nations, the Milwaukee urban Indian community, and with Native students at UW Madison. The group convened diverse UW constituent communities to create a plan to move forward, pool resources and invite Native Nations to shape strategic planning, and to offer feedback and guidance throughout the planning process.

### Listening Sessions:

- July 25<sup>th</sup>, 2016: Menominee
- July 29<sup>th</sup>, 2016: Lac Courte Oreilles/St. Croix
- August 9<sup>th</sup>, 2016: Oneida, Stockbridge-Munsee, Brothertown
- August 25<sup>th</sup>, 2016: Ho-Chunk Nation
- August 29<sup>th</sup>, 2016: Milwaukee (Urban Indian Communities)
- September 6<sup>th</sup>, 2016: Bad River/Red Cliff
- September 15<sup>th</sup>, 2016: Forest County Potawatomi
- September 16<sup>th</sup>, 2016: Lac du Flambeau/Mole Lake
- September 20<sup>th</sup>, 2016: Madison (UW Native Students)

# Strategic Plan Executive Summary

To work toward more respectful and reciprocal partnerships with Native Nations and communities in Wisconsin, the NN\_UW recommends a three-year strategic plan for 2017 through 2019.

This Strategic Plan is a step toward building relationships with and honoring commitments to Native Nations.

This Plan is a summary of what the NN\_UW Working Group has heard from the Nations as priorities, paired with capacity at UW to partner on / address/ achieve / act on the priorities. This 3-year plan could serve as a platform for a longer-term strategic plan, beginning in 2020, based on short-term plans and accomplishments.

The NN\_UW Working group will meet bi-annually to assess progress on action items, moving forward.

## Our Vision

The NN\_UW Working Group will work with Wisconsin Native Nations to conduct research on and educate about, honor and strengthen Tribal sovereignty, thereby contributing to the state economy and sustaining cross-cultural educational networks.

## Our Guiding Principles

**Sovereignty:** We recognize and respect Tribal sovereignty as a fundamental principle.

**Partnership:** We understand that maintaining and strengthening relationships between UW-Madison, UW System Schools, UW Cooperative Extension, and the Native American Nations of Wisconsin must benefit all parties. For system-wide efforts, we will coordinate with UW-System leadership to harmonize and cooperate with other campuses.

**Two-Way Exchange:** We recognize that mobilizing UW educational, research, and outreach resources to benefit Native communities is prerequisite to the recruitment and retention of Native students on UW campuses.

## Strategic Priorities \*

1. Strengthen working relationships and deepen understanding between the UW System as a whole and the Native Nations.
2. Increase the number of Native students prepared for and interested in UW campuses (including UW Colleges, the number of transferred students to UW 4-year campuses in general and on UW-Madison campus in particular).
3. Improve the experience of Native students on the UW System campuses in general and on UW-Madison campus in particular.
4. Form collaborative relationships with Native Nations for mutual, productive research with UW campuses and Cooperative Extension.
5. Work with Native Nations to identify, collaborate on, and address environmental issues.
6. Strengthen UW educational opportunities to appreciate and understand Native cultures, and to support efforts within Native communities in language and cultural revitalization.
7. Work with Native Nations to address health-related issues: including community, environmental, cultural, and educational health.

\* Not ranked

## High Priority Action Items

After reviewing the priorities and concerns expressed in the nine listening sessions, the members of the NN\_UW Working Group developed a list of Priorities, Strategies, and the approximately 60 recommended Action Items detailed in the remainder of this report. Some of the Action Items are already underway or planned, some need further evaluation, and some may be delayed to future years. Some will require resources to be re-allocated by the UW-Madison, UW-Extension, UW System and/or the UW Colleges.

This section of the report highlights a subset of Action Items which address themes heard repeatedly during the listening sessions and which, in the judgment of the Working Group, will have a significant impact on the relationship of the UW with the Nations and Native students. These action items are designated “high priority”:

Action Item	Timeline
<b>Appoint a Tribal liaison for UW System and special liaisons on Tribal affairs who report to the Chancellors of UW-Madison and UW-Extension/Colleges.</b>  Tribes would like regular communication between their governments and university officials (chancellor, provosts). They want a point person who represents the University. Tribes feel the same conversations about partnership, recruitment and students' needs have been going on for 20+ years. Identify liaisons at the UW-Madison, Extension, and UW Colleges-level who could coordinate between their institutions, the System Liaison and the nations.	Fall 2017
<b>Assist tribes with language revitalization.</b>  There is universal anxiety and a sense of desperation about language loss. Because culture is embedded in the language, tribes worry about the future of their cultures, ceremonies, and ways of knowing.	Ongoing
<b>Strengthen pre-college opportunities for Native youth.</b>  Assure that pre-college programs that provide pathways for Wisconsin students include Native youth, and strive to distribute resources of the University equitably to youth from all Native communities in Wisconsin.	2017-2019
<b>Appoint a culturally responsive admissions coordinator.</b>  This individual would work directly with tribal high schools, tribal colleges, UW-Extension, and UW System--someone who would regularly visit tribal communities and increase access for Native youth to post-secondary opportunities and enrollments.	2017-2019
<b>Host periodic UW-Tribal meetings.</b>  The purpose of these meetings is to a) communicate community priorities; b) develop frameworks for meaningful and culturally appropriate research; c) share work and results of current partnerships; d) inspire new collaborations; e) develop teaching, research, and outreach strategies that incorporate indigenous perspectives.	Begin Academic Year 2017-2018
<b>Maintain a dedicated space for Native American students on the UW-Madison campus.</b>  The need for a culturally appropriate center to which Native students have access and a sense of shared governance is essential for their adjustment to campus life and overall well-being. The UW Colleges will also pursue learning more about their Native students and explore possible student resources.	Ongoing
<b>Explore an elder-in-residence program.</b>  The elder would be a nurturing presence for Native students and could serve on the advisory board of the Native American Cultural Center.	January, 2018

# Strategies

To accomplish each strategic priority, the Working Group has identified specific strategies.

Priorities	Strategies
1. Strengthen working relationships and deepen understanding between Native Nations the UW as a whole.	<ul style="list-style-type: none"><li>a. Provided resources are available, establish high-profile liaison positions both at UW-System level and at UW-Madison/Colleges/Extension level, as focal points of contact to facilitate communication among all UW entities, and to communicate and collaborate with the Native Nations of Wisconsin, especially those which hold similar historical experiences and face similar issues of representation, recognition, and influence on our campuses.</li><li>b. Establish regular communication between Tribal governments and university officials including annual visits to the Tribal nations and communities.</li><li>c. Raise awareness and develop an understanding of Tribal governance, enterprises, culture, and customs among University administrators, faculty, and staff.</li><li>d. Identify mutual goals and work more closely with the College of the Menominee Nation, the Lac Courte Oreilles Community College, and other UW System schools with established relationships with Native Nations and communities.</li></ul>
2. Increase the number of Native students prepared for and interested in attending UW campuses (including UW Colleges, the number of transferred students to UW 4-year campuses in general, and to UW-Madison in particular).	<ul style="list-style-type: none"><li>a. Strengthen pre-college opportunities for Native youth.</li><li>b. Involve Native families more fully in their children's education – K-12 and higher education.</li><li>c. Dedicate more recruitment efforts to Native communities, for undergraduates, graduates, and professional students.</li><li>d. Work to attract more non-traditional Native students and to make it more feasible for them to attend.</li><li>e. Facilitate transfer of credits from Tribal colleges, UW Colleges, and technical colleges to UW campuses.</li><li>f. Engage UW Extension agents fully and intentionally for increasing the number of students applying to and admitted to UW System.</li><li>g. Maintain the Tribal Technology program to serve Native communities throughout Wisconsin, and expand where possible.</li><li>h. Assure existing UW Colleges recruiters are culturally responsive and explore collaborating with UW-Madison on the hiring of a recruiter who is responsible for working directly with Tribal high schools, high schools with sizeable Native student populations, Tribal colleges, Indian Community School of Milwaukee, and schools in northern Wisconsin that serve Native populations but are not reservation-based.</li></ul>

Priorities	Strategies
3. Improve the experience of Native students on the UW System campuses in general and on the UW-Madison campus in particular.	<ul style="list-style-type: none"> <li>a. Educate faculty, staff and students on campuses about Native culture.</li> <li>b. Create, highlight and maintain accessible Native cultural centers and resources on campuses.</li> <li>c. Maintain resources available to the American Indian Student Services Coordinator to support Native students.</li> <li>d. Where there is currently none in place, create an office to support Native students on campuses.</li> <li>e. Explore an elder-in-residence program on campuses.</li> <li>f. Create a wellness consortium of Native students and faculty to identify ways to incorporate Tribal approaches to mental health and illness on campuses (also see Priority 7).</li> <li>g. Work to hire Native professors, advisers, and recruiters on campuses.</li> <li>h. Help Native students on campus to develop capabilities needed by their Nations as they return after graduation.</li> <li>i. Create a consortium of Native faculty and students to develop other initiatives to improve the experience of Native students while on campus, i.e., an annual (biannual) in-service of teaching Native cultures to all student advisors, housing/student life folks.</li> <li>j. Conduct a cultural audit of University of Wisconsin buildings and seek opportunities to include Native American art and examples of cultural expression.</li> </ul>
4. Form collaborative relationships between Native Nations and UW campuses and Cooperative Extension for the purposes of mutual, productive research.	<ul style="list-style-type: none"> <li>a. Involve Native collaborators in UW research projects, as appropriate.</li> <li>b. Develop standard protocol for all UW researchers and educators when they work with Native Nations, honoring local knowledge, Traditional Ecological Knowledge (TEK), and durable local outcomes.</li> <li>c. Ensure that the results of research are shared openly with the participating Nations.</li> <li>d. Create opportunities for UW researchers to share with each other their experiences working with Native Nations.</li> <li>e. Facilitate UW-Tribal partnerships to develop grant-writing capabilities and opportunities.</li> </ul>
5. Work with Native Nations to identify, collaborate on, and address environmental issues.	<ul style="list-style-type: none"> <li>a. Support Wisconsin Tribes in addressing environmental issues.</li> <li>b. Work in educational partnerships to indigenize environmental studies curricula, recognizing that there are multiple ways of knowing and multiple indigenous theories and methodologies.</li> <li>c. Connect Tribal and UW experts to collaborate on environmental projects and research.</li> <li>d. Explore the relationship between environment and health within Tribal communities.</li> </ul>

Priorities	Strategies
6. Strengthen UW educational opportunities to understand and appreciate Native cultures and to support efforts within Native communities with respect to language and cultural revitalization.	<ul style="list-style-type: none"> <li>a. Avoiding monolithic representations, integrate Native experience and ways of knowing into history, social studies, science, and other courses, where appropriate.</li> <li>b. Promote adherence to Act 31.</li> <li>c. Expand the number of faculty and staff, particularly across the UW-Madison campus, with expertise in American Indian studies and Native Nations and increase resources for and the impact of the American Indian Studies program.</li> <li>d. Assist tribes with language preservation.</li> <li>e. Collaborate with each Nation to offer Earth Partnership Indigenous Arts and Sciences.</li> </ul>
7. Work with Native Nations to address health-related issues; including community, environmental, cultural, and educational health.	<ul style="list-style-type: none"> <li>a. Address Native food quality, access and food sovereignty.</li> <li>b. Share and support ownership of data concerning health research, particularly that pertaining to Native health.</li> <li>c. Collaborate with tribal communities to develop community health clinical experience for undergraduate nursing students, including Native and non-Native students.</li> <li>d. Collaborate with tribal communities to identify disparities and develop culturally congruent inter-professional interventions.</li> <li>e. Increase UW health presence and availability of expertise in Native communities.</li> <li>f. Recruit and train Native UW students in the health professions to serve Native communities, both rural and urban.</li> </ul>

## Strategic Priority #1

**Strengthen working relationships and deepen understanding between the Native Nations and the UW as a whole.**

Echoing similar action on the federal level, Wisconsin Executive Order #39, enacted in 2004, recognizes Tribal sovereignty and provides guidance for consulting and collaborating with federally recognized Native Nations of Wisconsin. Furthermore, the Native American Graves Protection and Repatriation Act of 1990 addresses the rights of Native Nations and requires consultation between Native Nations and the University in our stewardship of cultural resources. Research that advances institutional acknowledgement of Tribal nations as sovereign governments based on their legal treaty rights and government-to-government relationship with the state has the ancillary benefit of fostering greater Native American student enrollment, persistence, and graduation rates.

### Strategies

- a. Provided resources are available, establish high-profile liaison positions, both at UW-System level and at UW-Madison/Colleges/Extension level, as focal points of contact to facilitate communication among all UW entities, and to communicate and collaborate with the Native Nations of Wisconsin, especially those which hold similar historical experiences and face similar issues of representation, recognition, and influence on our campuses.
- b. Establish regular communication between Tribal governments and University officials including annual visits to the Tribal nations and communities.
- c. Raise awareness and develop an understanding of Tribal governance, enterprises, culture, and customs among University administrators, faculty, and staff.
- d. Identify mutual goals and work more closely with the College of the Menominee Nation, the Lac Courte Oreilles Community College, and other UW System schools with established relationships with Native Nations and communities.

### Recommended Plan of Action

Action Item	Timeline	Led by
1. Identify and appoint a Tribal Liaison for UW System.	Fall 2017	UW System
2. Identify a Tribal Liaison for UW-Madison/Colleges/Extension.	Summer 2017	UW-Madison/ Colleges/ UW-Ext
3. Create an American Indian Advisory Committee/Council with broad representation from Tribal nations and educational institutions and organizations serving Native Americans in Wisconsin to advise and support the Tribal Liaisons for UW System and UW-Madison/Colleges/UW-Extension.	Spring 2018	UW-Madison/ Colleges/ UW-Ext
4. Convene conversations among UW educators and Tribal colleagues to share the work that UW schools statewide are engaged in with the Wisconsin tribes.	Fall 2018	UW Colleges, VCUR, UW System, UW Extension
5. Working effectively with Tribal communities, conduct a 2-day workshop. Pilot effort to train UW Madison 25 staff.	Ongoing, next one is Summer 2017	UW Extension-NATF

Action Item	Timeline	Led by
6. Establish Memorandum of Understanding (MOU) or Memorandum of Agreement (MOA) between UW-Madison and each American Indian Nation of Wisconsin, or develop a Tribal Consultation Policy that will serve to guide the University's work with Tribal communities.	2018-19	New Hire, in consultation with VCUR, Office of Legal Affairs
7. Create a council that integrates communications between centers serving Native students in communities and on the UW campus—AIS, SoHE, Nelson, AICSL, NACHP, School of Education, TTI, UW Colleges and UW Extension.	Fall 2017	Provosts, in consultation with VCUR
8. Develop and share clearinghouses to record work done with Native Nations throughout UW-Madison, UW Colleges, and UW Extension, including: a. Native Nations website with experts' guide for Tribal experts/contacts and university experts/contacts b. Printed resource booklet updated every year.	Fall 2017	Nelson Institute, VCUR (UW Communications), SoHE
9. Work to harmonize UW policies with indigenous cultural protocols and practices.	Fall 2017	Nelson Institute, VCUR (UW Communications), SoHE
10. Create a System-level leadership council (System Provost, UW Provost, Extension Provost and Nelson Institute/SoHE Deans) to ensure that the strategic plans are being implemented.	Fall 2017	Nelson Institute/SoHE Deans; DDEEA; NN_UW Strategic Working Group
11. Host an annual luncheon with Tribal leaders (hosted in turn by UW-Madison Chancellor, UW System President, and Chancellor of Extension/Colleges).	Spring 2017	UW-Madison Chancellor, UW System President, Chancellor of Extension/ Colleges
12. Convene the UW_NN Working Group biannually to assess progress towards goals; assess and develop a new 5-year plan at the end of 2019.	Fall 2019	NN_UW Strategic Working Group

## Strategic Priority #2

**Increase the number of Native students prepared for and interested in attending UW campuses (including UW Colleges, transfers to UW 4-year campuses in general, and to UW-Madison in particular).**

This priority focuses on building on and expanding culturally sensitive pre-college preparation and recruitment programs and extending support services to families and students to support their enrollment in higher education. Although the emphasis may be on supporting Native students from Wisconsin, as a global research university, UW-Madison has a special responsibility to attract indigenous students nationally.

### Strategies

- a. Strengthen pre-college opportunities for Native youth.
- b. Involve Native families more fully in their children's education – K-12 and higher education.
- c. Dedicate more recruitment efforts to Native communities, for undergraduates, graduates, and professional students.
- d. Work to attract more non-traditional Native students and to make it more feasible for them to attend.
- e. Facilitate transfer of credits from Tribal colleges, UW Colleges, and technical colleges to UW campuses.
- f. Engage UW Extension agents fully and intentionally in order to increase the number of students applying to and admitted to UW System.
- g. Maintain the Tribal Technology program to serve Native communities throughout Wisconsin, and expand where possible.
- h. Assure existing UW Colleges recruiters are culturally responsive and explore collaborating with UW-Madison on the hiring of a recruiter who is responsible for working directly with Tribal high schools, high schools with sizeable Native student populations, Tribal colleges, Indian Community School of Milwaukee, and schools in northern Wisconsin that serve Native populations but are not reservation-based.

### Recommended Plan of Action

Action Item	Timeline	Led by
1. Strengthen pre-college opportunities including: NACHP (Native American Center for Health Professions), TTI (Tribal Technology Institute), and EP: IAS (Earth Partnership: Indigenous Arts and Sciences) by engaging students, families, and K-12 schools in collaborative and intentional involvement with these programs.	2017-2019	TTI, Earth Partnership, NACHP
2. Expand the orientation of the extant programs, especially through UW Extension and 4-H, to involve communities and K12 schools. Learn about and build on the current best practices of NACHP and TTI in this regard. Increase fiscal support to extant programs that are facing more demand for services.	2017-2019	UW Extension
3. Assure admissions personnel who work directly with Tribal high schools and Tribal colleges are culturally responsive to increase accessibility to post-secondary opportunities and enrollments.*	2017-2019	UW Admissions, UW Colleges
4. Involve families and K-12 students in seasonal events each year as a way to share children's experiences with their educational learning.	Ongoing through 2019	TTI, Earth Partnership
5. Offer youth workshops geared for middle and high school Native students.	Ongoing through 2019	TTI, Earth Partnership

Action Item	Timeline	Led by
6. Provide UW-Madison campus visits for Tribal youth to experience the campus and meet with faculty and current Native university students.	December 1, 2016, each Spring and Fall	AICSL, TTI, Earth Partnership, UW Admissions
7. Hold meetings with all pre-college programs that are based in/serve Native communities.	Beginning Fall 2017	NACHP, TTI, AICSL
8. Host dialogues with K-12 educators, families, and Tribal community members.	Beginning Fall 2017	NACHP, TTI, AICSL, UW Colleges

\* This is cross-listed with Action Item 5 of Strategic Priority 7.

## Strategic Priority #3

**Improve the experience of Native students on the UW System campuses in general and on the UW-Madison campus in particular.**

This priority focuses on a range of ways to make the experience of Native students in the UW system and the Madison campus a culturally supportive and meaningful experience, by expanding and improving general awareness and providing specific culturally responsive and supportive services. The improved retention and graduation rates will undoubtedly enhance further recruitment as many of these students return home and share their passions with family and friends.

### Strategies

- a. Educate faculty, staff and students on campuses about Native culture.
- b. Create, highlight and maintain accessible Native cultural centers and resources on campuses.
- c. Maintain the resources available to the American Indian Campus Student Liaison (AICSL) to support Native students.
- d. Where there is currently none in place, create an office to support Native students on campuses.
- e. Explore an elder-in-residence program on campuses.
- f. Create a wellness consortium of Native students and faculty to identify ways to incorporate Tribal approaches to mental health and illness on campuses (also see Priority 7).
- g. Work to hire Native professors, advisers, and recruiters on campuses.
- h. Help Native students on campus to develop capabilities needed by their Nations as they return after graduation.
- i. Create a consortium of Native faculty and students to develop other initiatives to improve the experience of Native students on campuses, i.e., of annual (biannual) in-service of teaching Native cultures to all student advisors, housing/student life folks.
- j. Conduct a cultural audit of University of Wisconsin buildings and seek opportunities to include Native American art and examples of cultural expression.

### Recommended Plan of Action

Action Item	Timeline	Led by
1. Explore an elder-in-residence program with an elder to serve on the advisory board of the Native American Cultural Center.	January, 2018	Dean of Students, DDEEA, AICSL, Housing
2. Increase visibility, awareness and support of the Office of the AICSL, including the services and roles this position entails (which are relevant to the roles other Tribal liaisons perform for other student groups).	Ongoing	UW-Madison Chancellor, DDEEA, AICSL
3. Restore an advisory board with student representation for the UW-Madison Native American Cultural Center and develop a use plan for the site going forward.	Spring 2017	DDEEA, Dean of Students, L&S, AICSL
4. Hold self-care and community building gatherings to support the spiritual, mental, and physical health of current Native students.	AY 2017-2018	AICSL, TTI, NACHP
5. Provide regular suicide prevention training for faculty and staff.	Fall 2017	AICSL, UHS
6. Develop natural resource internship experiences for UW Madison undergraduates in partnership with Tribal natural resource and education departments.	Summer 2018	Nelson Institute

Action Item	Timeline	Led by
7. Coordinate with University stakeholders (including UW schools, colleges, and programs) to create an annual career showcase, linking students at UW Colleges and UW-Madison with Extension, Wisconsin Tribal communities, non-Wisconsin Tribal communities, and federal government agencies.	Fall 2017	Campus Career Services, AICSL, UW EXT, UW Colleges
8. Help educate faculty and staff about Native culture so the burden is not on the students.*	Fall 2017	DDEEA
9. Enable students during different phases of their education and professional development to meet other Native students (both undergraduate and graduate) and faculty.	Ongoing	AICSL, Graduate School, SoHE
10. Actively provide resources for undergraduate research opportunities for Native students by connecting them with graduate students and faculty who are engaged in relevant research, with special attention to connecting issues in Tribal communities. Connect students with programs such as NACHP (RUSCH) and McNair.	Ongoing	AICSL, Schools and Colleges

\* See also Action Item 2 in Strategic Priority 5.

## Strategic Priority #4

**Form collaborative relationships between Native Nations and UW Campuses and Cooperative Extension for the purposes of mutual, productive research.**

The University of Wisconsin and Cooperative Extension have a long history of collaborative research with Wisconsin Native Nations. Expanding such research can bring benefits to all parties with sufficient administrative support for UW faculty and staff efforts. Successful relationships will be promoted by increasing opportunities for faculty and staff to learn about collaborative research models and best practices for working with Native Nations. When individuals can learn and share perspectives from other worldviews, growth and understanding is enhanced.

### Strategies

- a. Involve Native collaborators in all UW research projects, as appropriate.
- b. Develop standard protocol for all UW researchers and educators when they work with Native Nations, honoring local knowledge, Traditional Ecological Knowledge (TEK), and durable local outcomes.
- c. Ensure the results of research are shared openly with the participating Nations.
- d. Create opportunities for UW researchers to share with each other their experiences working with Native Nations.
- e. Facilitate UW-Tribal partnerships to develop grant-writing capabilities and opportunities.

### Recommended Plan of Action

Action Item	Timeline	Led by
1. Host periodic meeting of researchers and participating Native communities to: a) develop and communicate community priorities; b) discuss how collaboration could be created and maintained for a useful and meaningful outcome; and c) share work and results from current partnerships.*	Begin AY 2017-2018	UW System, UW Extension NATF, UW AIS, SON
2. In collaboration with Nations, develop a series of workshops for engaging in research with WI Native Nations, including: a) plans that respect each Nation's research approval processes; b) agreements for information-sharing preferences; c) research protocols; and d) lists of questions that initiate collaboration with tribes.**	Convene committee AY 2017-2018	UW Law School, Nelson, SoHE, SON
3. Invite tribes to establish Tribal institutional review boards (IRBs) and/or an internal review process with the charge of working with UW researchers.	Ongoing	UW Law School
4. Invite each Nation to contribute contact information a UW website (including links to current projects) to increase connections between Tribes and UW personnel.	Spring semester 2017	Currently supported by Nelson Institute
5. Explore opportunities for grant proposal collaborations. Post Tribal-education partnership opportunities on the Nelson website.	Ongoing beginning spring 2017	NN_UW Working Group

\*This is cross-listed with Action Item 4 in Priority 1.

\*\* This is cross-listed with Action Item 8 in Priority 3 and Action Item 2 in Priority 5.

## Strategic Priority #5

### Work with Native Nations to identify, collaborate on, and address environmental issues.

Wisconsin Native Nations are protecting, preserving and restoring their land bases. They are particularly interested in climate change projects, help with remediating contaminated areas, and strategies to promote respect for the environment. This includes research and outreach that allows them to share their land ethics with neighbors whose activities affect their land, water, and air.

#### Strategies

- a. Support Wisconsin Tribes in addressing environmental issues.
- b. Work in educational partnerships to indigenize environmental studies curricula, recognizing that there are multiple ways of knowing and multiple indigenous theories and methodologies.
- c. Connect Tribal and UW experts to collaborate on environmental projects and research.
- d. Explore the relationship between environment and health within Tribal communities.

#### Recommended Plan of Action

Action Item	Timeline	Led by
1. Conduct periodic workshops on Tribally-identified conservation priorities (e.g., Treatment as State workshop, held 10/16).	Ongoing	Nelson
2. Encourage cultural competency training for faculty.*	Nov 2017	DDEEA
3. Develop clearinghouse for environmental research partnerships.	Jan 2017, public launch	Nelson CAR website
4. Create topics-based guides highlighting Tribal and UW experts.	Jan 2017, public launch	UW EXT, Nelson website
5. Convene periodic seminars at Tribal colleges with natural-resource faculty, International Studies, and others.	Fall 2016, ongoing	International Studies
6. Convene a workshop on integrating/leveraging Traditional Ecological Knowledge (TEK) and Science.	Earth Day 2018	Nelson, International Studies
7. Continue to develop coursework that incorporates Indigenous perspectives in environmental studies.**	Spring 2017	Nelson, Geography
8. Provide UW-Madison representative to the UW EXT Native American Task Force.	Ongoing	Nelson Institute
9. Host UW EXT NATF to speak to environmental studies majors.	Fall 2017	Nelson, EP, School of Education
10. Campus Cultural Landscapes and Environment: Work with UW Madison leadership and Ho-Chunk Nation to incorporate culturally responsive signage.	Fall 2016, ongoing	Nelson, School of Education, Provost, Facilities, HCN THPO
11. Develop InterTribal online training sessions for Tribal Natural Resource professionals concerning climate change adaptation.	Current, launch in 4/17	Nelson, WICCI, DCS

\* See also Action Item 4 in Priority 2 and Action Item 8 in Priority 3.

\*\* This is cross-listed with Action Item 4 in Priority 6.

## Strategic Priority #6

**Strengthen UW educational opportunities to understand and appreciate Native cultures and to support efforts within Native communities in language and cultural revitalization.**

UW students have few opportunities to develop an appreciation of Native cultures and the efforts of Native Nations to maintain those cultures in the face of colonization and globalization. Faculty, staff, and students will benefit from more opportunities (through classes, research, and outreach) to learn about the pressures that Native people face, especially with regard to their languages. UW-Madison, Colleges and Extension should offer resources and expertise to support language revitalization where requested. Shared knowledge from differing worldviews enhances deep understanding and generates innovative solutions to contemporary issues.

### Strategies

- a. Avoiding monolithic representations, integrate Native experiences and ways of knowing into history, social studies, science, and other courses.
- b. Promote adherence to Act 31.
- c. Expand the number of faculty and staff, particularly across the UW-Madison campus, with expertise in American Indian studies and Native Nations and increase resources for and the impact of the American Indian Studies program.
- d. Assist tribes with language preservation.
- e. Collaborate with each Nation to offer Earth Partnership Indigenous Arts and Sciences.

### Recommended Plan of Action

Action Item	Timeline	Led by
1. Seek to maintain Native language instruction on UW Madison campus. Work with Tribal and UW Colleges to teach across institutions via Skype or other classroom extension programs.	Ongoing	UW AIS
2. Support language revitalization efforts in Tribal communities, including linguistic, instructional and curricular expertise.	Ongoing	UW EXT- Bad River & Menominee
3. Expand and integrate Native perspectives and content in existing courses, including active grant seeking.	Ongoing	UW AIS
4. Seek to increase the number of courses related to Native issues and themes in the curriculum.*	Ongoing	UW AIS and affiliate faculty, Nelson Institute, Geography Dept
5. Work with American Indian Studies program to: a) increase number of Faculty affiliates for AIS; b) increase number of cross-listed courses for AIS certificate students; and c) increase profile of AIS on campus—events, education, outreach.	Ongoing	UW AIS faculty
6. Develop field courses that honor Native science in partnership with Tribal colleges and reservations.	Summer 2018	Botany Dept
7. In collaboration with Red Cliff, Bad River, Lac du Flambeau, Lac Courte Oreilles, and Ho-Chunk, provide Earth Partnership: Indigenous Arts and Sciences professional development for teachers and community partners serving Native youth and their families in each community. Continue to involve university and college students by offering these Institutes as service learning and field courses.	Ongoing, Summers 2017, 2018, and 2019	Earth Partnership, Landscape Architecture

Action Item	Timeline	Led by
8. In collaboration with Native educators who work with Earth Partnership staff, offer pre-service teachers a place-based environmental education course focused on ecological restoration curricula including Indigenous Arts and Sciences lessons and application of Act 31 mandates.	Summer or Fall 2018	Earth Partnership, Landscape Architecture

\* This is cross-listed with Action Item 7 in Priority 7.

## Strategic Priority #7

**Work with Native Nations to address health-related issues; including community, environmental, cultural, and educational health.**

Community and cultural health are priorities for Native Nations, and Tribal-Education partnerships can potentially contribute to addressing these concerns. Responsible and respectful research protocols are crucial to the success of university experts working in Tribal communities. Food sovereignty and community engagement are crucial to the health of Native Nations. Emphasis on preventative care and health education for young people are good areas in which to collaborate.

### Strategies

- a. Address Native food quality, access and food sovereignty
- b. Share and support ownership of data concerning health research, particularly that pertaining to Native health
- c. Collaborate with Tribal communities to develop community health clinical experience for undergraduate nursing students, including Native and non-Native students
- d. Collaborate with Tribal communities to identify disparities and develop culturally congruent inter-professional interventions
- e. Increase UW health presence and availability of expertise in Native communities.
- f. Recruit and train Native UW health professional students to Native communities, both rural and urban.

### Recommended Plan of Action

Action Item	Timeline	Led by
1. Commit to partnering with Tribal communities on food sovereignty events.	Spring 2017	UW Madison-Center for Integrated Agricultural Systems
2. Encourage cultural competency training for faculty working with Tribal communities and assure coordination with Tribal Institutional Review Boards, where they exist.*	Fall 2017	DDEEA, Campus IRBs
3. Assist in reviewing cultural practices of behavioral health and ways to implement these practices into campus and community life.***	Spring 2017	UW Health, TTI, NACHP, SON
4. Connect tribal professional students working with tribal communities to resources developed through the Rural Initiatives Working Group.	Summer 2018	Rural Initiatives Working Group
5. Ensure adequate training for admissions committee members who review Native health professional student applications.		MD, Physician Assistant, Physical Therapy, Nursing, Pharm, Vet Med
6. Engage, invite, and work with and provide travel funds to Tribal community members to the State-wide Prenatal to Five Summit that facilitate the exchange of ideas that help improve policies and practices for Wisconsin children during early years.	Summer 2017	SoHE Campus-wide Planning Committee

\* This is cross-listed with Action Item 9 in Priority 3.

\*\* This is cross-listed with Action Items 1 and 2 in Priority 4.

\*\*\* This is cross-listed with Action Item 4 in Priority 3.

# Appendices

## Appendix A

Acronyms used in this document:

AICSL	American Indian Campus Student Liaison (provisional/working title)
DCS	Division of Continuing Studies
DDEEA	Division of Diversity, Equity and Educational Achievement
EP	Earth Partnership
HCN THPO	Ho-Chunk Nation Tribal Historic Preservation officer
IRB	Institutional Review Board
L&S	College of Letters and Science
NACHP	Native American Center for Health Professions
Nelson CAR	Nelson Institute for Environmental Studies, Community and Alumni Relations
NN_UW Native Nations	University of Wisconsin Strategic Working Group
NNS	Native Nations Nursing Summit
SoHE	School of Human Ecology
SON	School of Nursing
TEK	Traditional Ecological Knowledge
TTI	Tribal Technology Institute
UHS	University Health Services
UW AIS	UW Madison American Indian Studies Program
UW Extension NATF	Native American Task Force
VCUR	Vice Chancellor, University Relations
WARM	Wisconsin Academy of Rural Medicine
WICCI	Wisconsin Initiative on Climate Change Impacts

## Appendix B

Brief Census of UW Madison, Colleges, and Extension current and ongoing work with Wisconsin Native Nations

### **Inventory of selected UW Madison Activities with WI Native Nations \_\_\_\_BRIEF VERSION**

Compiled by Conaway, updated by Loew 1/10/2017

#### *Agricultural and Life Sciences, College of*

- Indigenous Health and Wellness Day
- POSOH (Place-based Opportunities for Sustainable Outcomes and High Hopes)
  - POSOH is a partnership between UW Madison researchers, The College of Menominee Nation's Sustainable Development Institute (SDI) and educators in Northern Wisconsin. Funded by USDA, the multicultural education model of POSOH embraces both *traditional* (from Native American collaborators) and *scientific* ways of understanding sustainability.
- Niiji Communications Project, media project in LCO with Patty Loew
  - Niiji was a collaborative one-week summer science media camp targeted at tribal youth on the Lac Courte Oreilles (LCO) Reservation from 2007-2009. With land and identity as an organizing theme, LSC partnered with LCO faculty to provide instruction to tribal children in new media, using pedagogies structured to meet the learning styles of Native American children.
- Bad River Tribal Youth Media project with Patty Loew
  - *Oganawaabandan gikinoo 'amaadiiwin* (OGA), or "Visual Learning" was a collaborative month long, three-year (2015-2017) media project with the Bad River Band of Lake Superior Ojibwe designed to address health disparities through multimedia learning and content generation.
- Strategic approach for CALS to Enhance Science-based Education in Indian Country, P Loew
  - The goal of *Gikinoo'wizhiwe Onji Waagan* or the G-WOW initiative in July 2013 was to integrate culture and science to increase climate change literacy and actively engage tribal youth, teachers, and their communities in digital storytelling. This collaborative project with the Red Cliff and Bad River bands of Ojibwe was conducted in partnership with UW Extension and the UW Arboretum's Earth Partnership for Schools.
- Bad River Global Health Field Course with Patty Loew
  - This is a one-credit field course (offered since 2011) that connects UW Madison undergraduates to Bad River Ojibwe youth in a project that transfers digital storytelling skills from UW students to Bad River youth and transfers knowledge about indigenous physical, mental, spiritual, and environmental health from Bad River culture keepers to the undergraduates.
- Transfer Agreement with College of Menominee Nation , 2002
  - The agreement allows associate degree holders from the College of the Menominee Nation's Sustainable Development Institute to transfer to bachelor's degree programs with the College of Agricultural and Life Sciences.
- WI Food System Partnership: partnership with Center for Biology Ed to bring under-represented youth into STEM

## *Education, School of*

### **Art**

- **Art Faculty Associate Mary Hoefferle and Curriculum & Instruction Prof. Catherine Compton-Lilly participated in the First Nations Fusion Project sponsored by University of Wisconsin—Green Bay—four day professional and cultural development; Group presentation at the WIEA Conference in April 2016 in Madison**
- **Prof. Tom Jones** (Ho-Chunk Nation) – work in progress: Ho-Chunk Nation tribal citizens' portrait series. Co-authored *People of the Big Voice, Photographs of Ho-Chunk Families by Charles Van Schaick, 1879–1943*. Co-curator for the exhibition *For a Love of His People: The Photography of Horace Poolaw* at the National Museum of the American Indian. Recruitment of American Indian MFA students. Chancellors Fellowship for American Indian Artists at UW-Madison.
- **Prof. John Hitchcock** (Comanche Nation) – Recruitment of American Indian MFA students. Co-creator of the Chancellors Fellowship for American Indian Artists at UW-Madison.
- **Asst. Prof. Emily Arthur** (*Descendant*, Eastern Band of Cherokee) – Recruitment of American Indian MFA students. Collaboration with Director of the Nelson Institute for Environmental Studies Prof. Paul Robbins regarding proposed UW-Madison Tribal Liaison position.

### **Counseling Psychology**

- **Steve Quintana** – previous research on American Indian higher education student success
- **Alberta Gloria** – previous research on American Indian higher education student success Curriculum and Instruction
- **Linda Orie** (Oneida Nation) – C&I Masters Thesis and Project Assistant on POSOH Project – Community Visions of Culturally Based Science Education in collaboration with College of the Menominee Nation, and Menominee and Oneida Tribal Schools.
- Preparing Ho-Chunk Teachers: School of Education Associate Dean of Teacher Education **Cheryl Hanley-Maxwell**, C&I Prof. **Catherine Compton-Lilly** and **Toree Jones** of the Ho-Chunk Nation are seeking ways to support the preparation of more Ho-Chunk EC/ESL teachers as well as exploring the development of a K-12 Dual Language Immersion School for Ho-Chunk and English languages in Wisconsin Dells.
- First Nations Fusion Fellowship: **Prof. Catherine Compton-Lilly** and Art Faculty Associate **Mary Hoefferle** participated in the First Nations Fusion Project sponsored by University of Wisconsin— Green Bay. Group presentation at the WIEA Conference in April 2016 in Madison.
- **Prof. Catherine Compton-Lilly** coordinated with former Ho-Chunk Nation Education Director Adrienne Thunder and Madison-area Ho-Chunk Elder Janice Rice to integrate Act 31 content for the Elementary Education Early Childhood-ESL program for the spring 2016 semester for her current Elementary Education EC-ESL cohort; collect these texts and to work with Ojibwe educators seeking ways to integrate these texts into activities that can introduce young children to Ojibwe language and philosophies.

### **Dance**

- **Asst. Prof. Peggy Choy** – research on wild rice for performances including Wild Rice Dance performance opening the March 12, 2015 UW/Native Nations Summit on Environment and Health at UW-Madison.

## **Educational Leadership and Policy Analysis**

- **Prof. Cliff Conrad** instructional collaboration with College of the Menominee Nation for ELPA 882 Minority-Serving Institutions of Higher Education.

## **Kinesiology**

- **Faculty Associate Dan Timm PhD** research on Act 31, Curricular inclusion of Act 31, teaching the history, culture and tribal sovereignty of the American Indian Nations of WI, in UW-Madison physical education teacher education curriculum, and participation in the American Indian Summer Studies Institute hosted by Wisconsin Department of Public Instruction.
- **Prof. Dorothy Farrar-Edwards** research with Oneida Nation of Wisconsin elders for aging studies in partnership with the Collaborative Center for Health Equity in the Institute for Clinical and Translational Research.

## **American Indian Curriculum Services (AICS)**

- **Aaron Bird Bear** (Mandan, Hidatsa & Dine Nations) & **Rebecca Comfort** (Keweenaw Bay Ojibwe Nation): [www.WisconsinAct31.org](http://www.WisconsinAct31.org)
  - Baldwin Grant project to forward Act 31 in K-16 education. Partnership with Wisconsin Indian Education Association, Great Lakes Indian Fish and Wildlife Commission, and Tribal Education Directors from various American Indian Nations of Wisconsin
  - elected Wisconsin Indian Education Association South Representatives, and 2016 WIEA Conference planning team members, terms ending in 2017 and 2018 respectively
  - First Nations Cultural Landscape tour providers for middle school and high school students at UW-Madison Indigenous Health and Wellness Day
  - Waaksik Wednesdays at Wisconsin Dells High School for Ho-Chunk students with Little Eagle Arts Foundation (LEAF) and the WDSD Title VII parent association.

## **Wisconsin Center for Educational Research (WCER)**

- **Dr. Rosalie Grant** - WIDA at WCER research alliance for American Indian academic English learners (AIERA) partnership with WI DPI American Indian Studies consultant David O'Connor.

## ***Environmental Studies, Nelson Institute for***

- **Steve Pomplun**, Community and Alumni Relations Director
  - campus-wide inventory in research, outreach and education
  - UW NN Summit follow-ups:
    - Water Quality and Sovereignty project in Bad River watershed, summer 2015 with UW Law School
    - conversations with CMN about a workshop on economic development
- **Anna Gade**, Professor
  - recruiting and educational diversity efforts with HCN and FCP
- **Jessie Conaway**, Faculty associate, Native Nations Partnerships
  - Ongoing work in indigenous STEM education with Bad River Ojibwe and Ho-Chunk Nation
  - BIA project on Climate Change adaptation planning with Red Cliff, Ho-Chunk and Oneida
  - Engagement, education and research partnerships with Native Nations of WI
  - Treatment as state workshop with tribes and EPA, fall 2016

## Law School

- Baldwin Grant to facilitate entrepreneurship for Wisconsin's Native American communities.

### Great Lakes Indigenous Law Center

The Great Lakes Indigenous Law Center provides legal research and advisory assistance to Native American tribal governments and individuals throughout the country. These activities include consulting on tribal constitutions, as well as developing draft legislation on a variety of topics including water rights, property interests, and economic development. The Center has focused much of its service on assisting tribes and tribal members in Wisconsin and nearby states.

The Center has also co-managed several projects, including a major project for the Wisconsin Department of Transportation that increased the number of tribally-owned businesses providing highway construction services.

The Center's Director, Professor Richard Monette, is a member of the Turtle Mountain Band of Chippewa Indians and has served two terms as president of his tribe. He is a nationally recognized expert on Native American law and legal institutions.

Contact Information: Center, [glilc@law.wisc.edu](mailto:glilc@law.wisc.edu); or [Richard.Monette@wisc.edu](mailto:Richard.Monette@wisc.edu).

### Law and Entrepreneurship Clinic-Great Lakes Indigenous Law Center Joint Project

The Law and Entrepreneurship Clinic, the Law School's very successful clinical program serving a large number of business startups around the state, has commenced a joint project with the Great Lakes Indigenous Law Center to provide legal services to tribes and tribal members who are starting businesses, especially when those businesses will be located on tribal lands. The Clinic will provide legal assistance to business startups themselves to help them establish their legal framework within tribal law that will permit them to operate effectively. The Center will provide advice and assistance to tribal legislatures and governments as they undertake to create the legal framework to facilitate the creation and successful operation of businesses relying on tribal law. Both components require the balancing of the tribal legal system and its cultural values with the relevant federal and state laws, especially those governing business activities, in ways that are consistent with the practical needs of business operation in a modern economy.

Contact Information: Director Professor Anne Smith: [asmith32@wisc.edu](mailto:asmith32@wisc.edu)

### Admissions Office

Below is a list of activities in which the Law School's Office of Admissions and Financial Aid participates as part of its efforts to engage with prospective Native American students:

1. James Jones Pre-Law Scholars Program: This month-long residential program aims to help students coming from diverse and socioeconomically disadvantaged backgrounds explore legal education and careers in law and to help them succeed in applying to, enrolling in, and graduating from law school. The Admissions Office reached out to its contacts at tribal colleges throughout the state to encourage their students to apply. The program will continue through at least 2019, and the Admissions Office will continue to pursue students from the Native Nations throughout Wisconsin.
2. Wisconsin Pre-Law Diversity Day: This day-long program alternates between Marquette University Law School and the University of Wisconsin Law School, and it will again be in Madison in 2017. The program allows students to explore law school, learn from current law students, and understand the importance of diversity in the legal profession. The Admissions Office will continue to encourage Native students from throughout the state to attend this program.
3. Pre-Law Summer Institute (PLSI): This event is an eight-week summer pre-law prep program hosted by the University of New Mexico for Native students. At the end of the eight weeks, law schools are

invited to interview students who have completed the program and make an admission offer to the students they feel will be a good fit in their law program. Admissions officers from University of Wisconsin Law School interview and admit students from this program nearly every year.

4. American Indian Science and Engineering Society (AISES): The annual AISES conference brings Native students from around the country, and we use this event to recruit Native students who have completed degrees in science and engineering.
5. The Assistant Dean for Admission and Financial Aid's work with the State Bar of Wisconsin's Diversity and Inclusion Oversight Committee: Assistant Dean Rebecca Scheller is currently working with her colleagues on this committee to learn about how the Law School can recruit from tribal colleges. Most of the tribal colleges thus far are only interested in having colleges and universities come to their campuses, but Dean Scheller is interested in learning whether other grad/professional schools on campus have been able to attend any of the tribal college career/recruitment fairs.

### **Law Student Organizations**

Set forth below are some of the activities sponsored by the Indigenous Law Students Association (ILSA):

1. On October 12th (Indigenous Peoples Day, a/k/a Columbus Day), ILSA displayed a poster in the Law School Atrium containing contemporary facts about Native peoples and communities and information about Indigenous Peoples Day.
2. ILSA will host the 2016 LEO Banquet on Saturday, March 12th, 2016.
3. ILSA will host the 30th Coming Together of Peoples Conference on March 11-12, 2016.
4. During the 2014-15 school year, a group of students participated in the Indian Wills Caravan, a pro bono activity. The Indian Wills Caravan provides a number of wills clinics for Native American tribal members throughout western Wisconsin. Volunteer attorneys and law students travelled to reservations around the state and prepared culturally responsive wills and other estate planning documents at no charge for eligible tribal members. Another Indian Wills Caravan is planned for spring break of 2016.

Contact Information: Director of Student Life Mike Hall: mike.hall@wisc.edu

### **Letters and Science, College of**

#### **American Indian Studies Program**

**Larry Nesper**, Professor, Anthropology and AIS

- Research on tribal courts, and tribal court-state court interaction
- Regular attendance at the quarterly Wisconsin Tribal Judges Association meetings
- Consulting for the Great Lakes Indian Fish and Wildlife Commission

**Shannon Sparks**

- public health initiatives with Native communities in Milwaukee

**Rand Valentine**

- Working on multiple Native language dictionary projects
- Teaching language courses in Ontario
- serves as expert witness for treaty litigations in CAN
- Ho-Chunk Language project

**Roberta Hill**

- IOR for Conaway capstone
- Native writing and film projects and collaboratives

## **Anthropology**

### **Sissel Schroeder, Professor**

- Ongoing archaeological research at prehistoric site of Aztalan, Wisconsin.

### **Maria Lepowsky, Professor**

- Research on historical and contemporary relations with land and environment of federal or state-recognized Southern California tribes.
- Testimony against destruction of ancestral burial grounds and indigenous sacred sites in California.

## **Geography**

### **Ian Baird, Professor**

- Indigeneity workshop SPR 2015, SE Asian and Menominee connections
- Traditional Watershed Governance project with Canadian 1st Nations

### **Bill Gartner**

- Work with Menominee on history of agriculture and land use

## **Latin American, Caribbean, and Iberian Studies**

### **Alberto Vargas, Associate Director**

- Supported a delegation of three College of Menominee Nation (CMN) representatives to attend the 15th session of the UN Permanent Forum on Indigenous Issues, in New York City in May 8 – 13th 2016.
- Reynaldo Morales, a doctoral student in UW's Department of Curriculum and Instruction and a scholar with a long experience working with CMN also joined the delegation. The goal was to engage in international indigeneity issues and prepare for the "Seminar on Global Indigeneity and Sustainability", scheduled for the Fall 2016 at the campus of CMN in Keshena, Wisconsin.
  - The Seminar is coordinated by Morales and NRC's staff Alberto Vargas. Reports from attending the UN Forum are very positive as it facilitated contacts with other indigenous peoples and linking many of their own projects and initiatives with those of other indigenous peoples in the world. Plans are to participate in the 2017 Forum.

## **Library & Information Studies, School**

### **Omar Poler**

- tribal archives and libraries project
- heads up professional workshops for tribal librarians and archivists
- implements service learning projects in tribal communities in WI

## **Linguistics**

### **Monica Macaulay, Professor, <http://monicamacaulay.com>**

- Working with Menominee Nation since 1998 on language preservation and revitalization
- Baldwin Endowment grant for Menominee "Texts for Teachers" project (<http://news.wisc.edu/uw-announces-baldwin-wisconsin-idea-endowment-grant-winners/>)
- Worked with Forest County Potawatomi on dictionary and narratives projects
- Have graduate students working with Ho-Chunk language

## *Medicine and Public Health, School of*

### **Native American Center for Health Professionals**

- <http://www.med.wisc.edu/native-american-center-for-health-professions/main/40452>

### **Department of Obstetrics and Gynecology, Inter Liberal Studies**

#### **Theresa Duello**

- Diversity Initiatives ([undergradadvising.com](http://undergradadvising.com))
  - Advising/mentoring to increase admission of those underrepresented in science and medicine
  - How to Succeed in Science in the First Three Weeks (of each Semester)
  - Identifying Undergraduate Research Opportunities > [Prospectivegrad.com](http://Prospectivegrad.com)
  - Strategies for Admission to Research One Institutions
  - Transition for Undergraduate to Graduate School
- Health Disparities in the United States

## *Nursing, School of*

- In partnership with GLITC, the UW Madison School of Nursing just completed 4.5 year, Wisconsin Partnership Project (WPP) entitled “Increasing Culturally Congruence among Nurses in Wisconsin.” This project afforded us opportunities to develop working relationships with tribal communities throughout the state.
- As part of the WPP project, we hosted two Native Nations Nursing Summits within the tribal communities of Stockbridge-Muncie band of the Mohican Nation (November, 2015) and Lac du Flambeau (November, 2016). We are planning the next summit on the Oneida reservation in 2017. The summits were attended by Native nurses and students, as well as Native and non-Native nursing faculty, staff throughout Wisconsin. The objective of the effort was to recruit Native youth into nursing careers. During the summit, we systematically gathered needs assessment information about ways to recruit and improve the experiences of Native students.
- In collaboration with the Native American Center for Health Professionals and GLITC, we developed two digital stories of Native nurses that we plan to use to recruit Native students into nursing. The digital story project is titled “We are Healers,” and also includes other health professionals.
- The UW-Madison School of Nursing submitted a Health Resources and Services Administration grant titled, “Support Through Recruitment/Retention Engagement and Mentorship” (STREAM). If funded, the program is designed to provide comprehensive wrap-around support for Native nursing students in for form of evidence-based academic, psycho-social, cultural, and financial support.
- We have integrated cultural competency training regarding Native American students into our undergraduate and graduate admissions and curriculum planning process.

## *OTHER UNITS*

### **Division of Diversity, Equity and Educational Achievement (DDEEA)**

#### **American Indian Campus Student Liaison (AICSL) – Nichole Boyd**

The office of the AICSL is tasked with promoting shared values of diversity and Inclusion, improving coordination of campus diversity planning, engaging the campus leadership for diversity and inclusion to be culturally responsive to the needs of the Native community, improving institutional access through elective recruitment of Native students, faculty, staff, and through relationship building with

the wider Native community and improving institutional success through improved retention of Native students. Some of the initiatives from this office include:

- Advocates for all Native students, faculty and staff
- Coordinates the logistics, contracts and financial management of the Annual On Wisconsin Spring Powwow
- Plans, facilitates and implements the campus and community wide ongoing cultural responsive programming including: Native November and Native Student Welcome
- Serves as the UW-Madison representative for the All City American Indian Graduation

#### **Pre-college Enrichment Opportunity Program for Learning Excellence (PEOPLE) - Native American Outreach Coordinator for PEOPLE - Samantha Maki**

PEOPLE offers comprehensive pre-college services to Native students attending 7 high schools across northern Wisconsin. (Menominee Indian High School, Shawano High School, Lakeland High School, Ashland High School, Bayfield High School, Washburn High School, and Hayward High School). PEOPLE pre-college services include:

- Advisement to support college readiness
- Tutoring Services
- Exposure to college culture and various career options
- Internship Experience
- Examining what it means to be a Native student in today's society
- Access to UW Madison's campus and exposure to other UW campuses
- Summer residential experiences
- Detailed ACT test preparation support
- Financial aid and college application assistance
- 4 year UW Madison Tuition Scholarship
- In addition to pre-college services, PEOPLE also provides support on campus to program students who attend UW Madison.
- Academic advisement
- Mentorship opportunities
- Conferences workshops for professional and personal development
- Study spaces
- Resource for AICSL campus advocate when needed

#### **Media Educational Resources and Information Technology (MERIT) Library**

- **Linda Endlich and Catherine Stephens**, educational technology specialists for Baldwin Grant Project Act 31 [www.WisconsinAct31.org](http://www.WisconsinAct31.org)

#### **Information Technology**

- **Ron Jetty and Chris Kilgour: Tribal Technology Institute (TTI)**. Pre-College program for American Indian students grades 10-12. Focus on technology training and preparation for competitive college admission. Program completers who are admitted to UW-Madison are eligible for a four-year tuition scholarship through the PEOPLE program. There are TTI program sites in Lac du Flambeau and Oneida. **Information Technology Academy (ITA)**. Pre-College program for diverse students including American Indian students grades 9-12. Focus on technology training and preparation for competitive college admission. Program completers who are admitted to UW-Madison are eligible for a four-year tuition scholarship through the PEOPLE program. The ITA program serves 120 high school students in Madison.

### **UW-Madison Arboretum – Donna Paulnock**

- **Cheryl Bauer-Armstrong, Steve Laubach, Maria Moreno**
  - Earth Partnership Indigenous Arts and Sciences: Indigenous STEM Education providing professional development to teachers and community members in collaboration with Red Cliff, Bad River, Lac Du Flambeau, Lac Courte Oreilles, and Ho-Chunk (NSF, Baldwin, WI Sea Grant, and ESEA funding).
  - Earth Partnership Indigenous Arts and Sciences: Indigenous STEM Education providing year-round youth programs and family events with Red Cliff, Bad River, Lac Du Flambeau, and Ho-Chunk (NSF, Baldwin, WI Sea Grant, and WEEB funding).
  - Native Higher Ed Pathways grassroots collaborative with LCOOCC, UW-Stout, College of Menominee Nation, and WI DPI American Indian Studies Program. Invitations sent out to UW-Stevens Point and UW-Green Bay.
  - Urban Indigenous Arts and Sciences in partnership with MMSD and AISES
  - Arboretum Mounds restoration project in partnership with Arboretum Land Care, Research, and Education and Ho-Chunk Nation.

### **Reynaldo Morales, School of Ed/Nelson, grad student**

- POSOH-collaborative science education for youth in Menominee, Stockbridge-Munsee Community of Mohican Indians, and Oneida
- multiple media projects with tribes
- dissertation work on indigenous knowledge systems

### **UW Colleges (contributed by Renee Gralewicz)**

- At UW-Marshfield/Wood County (Marshfield), the campus and Northern Region Executive Officer and Dean Keith Montgomery is developing a program with the Ho-Chunk Nation. The campus is working with the Nation to put in place a Ho-Chunk Educators Certification Program. The program will take place in Black River Falls. The faculty are very enthusiastic about this.
- UW – Fox Valley (Menasha) worked to create an internship with the Oneida Cultural Heritage/History Department for students to learn archiving and museum skills.
- UW – Baraboo/Sauk (Baraboo) is working to offer Ho-Chunk language classes.
- UW-Barron County (Rice Lake), there are a number of projects in the works.
  - Kelli Coller, our BAAS degree advisor, is working with her contacts at Lac Courte Oreilles Ojibwa Community College to develop pathways for Lac Courte Oreilles Ojibwa students holding Associate degrees into the UW Colleges BAAS degree completion program.
  - There was a great project on James Welch's *Winter in the Blood* with LCO OCC last year and have another plan to work on an NEA grant on getting Louise Erdrich to their campus. Lee Friederich is the Barron lead on this.

**Menominee Nation/County**

*Staffing:* Six educators funded through UW-tribal partnership & based at College of Menominee Nation in Family Living, Youth Development, Nutrition and Community Development

*Youth:* Multi-faceted programming including CYFAR-funded Nicianook 4-Youth and Menominee Youth Empowerment Program (federal grants with Extension involvement)

*Community:* Multi-faceted programming including food sovereignty, community garden development, leadership development

*Family Living:* Multi-faceted programming including parenting education

**Lac du Flambeau**

*Staffing:* Full time Community Development Educator funded through a university-tribal partnership + UWEX educators from Vilas and Oneida Counties

*Community Development:* Multi-faceted programming includes tribal organizational and economic development.

**Bad River**

*Staffing:* Full time grant-funded staff person + UWEX educators from Ashland and Iron Counties

*Youth:* FRTEP grant focused on youth /traditional and healthy food

*Nutrition:* WNEP provides education to tribal members at 3 after school program settings, with Head Start kids and parents, two summer programs, and for food distribution recipients.

*Family Living:* provides financial and parenting education

Community Development and Agriculture support from Ashland County

**Lac Courte Oreilles**

*Staffing:* Split Community Development position with LCO and Sawyer County + UWEX educators from Sawyer County

*Community Development:* Business and entrepreneurship development, needs assessment, programs on tourism including first impressions.

*Ag:* Local Food Systems involving LCO Community College Sustainable Agriculture Research Station (LSARS). Development of the LSARS programs including beginner farmers producer program, establishment of value added production, commercial kitchen and Farmers Markets.

*Youth:* multiple youth development partnerships, a substantial number of LCO kids went to camp this summer via Sawyer County 4-H Youth Development. Partnership with LCO Extension youth leadership and afterschool programming

**Oneida**

*Staffing:* UWEX educators from Brown and Outagamie Counties

*Youth:* Capacity-building, organizational development support programming. 4-H Club on the reservation with an agriculture project focus. Members of Wise Youth are active in leading the Youth as Partners in Civic Leadership Conference and presenting about their healthy dating relationship work. Summer 4-H Library program

*Agriculture:* Horticulture technical support to Tsunyehkwa, Fish emulsion project, White corn project, Technical assistance on food preservation for the Oneida Cannery  
<https://fyi.uwex.edu/foodbin/oneida-cannery/>

*Family Living:* Eat Smart Be Active education for Early Head Start parents upon request, Money for Food Program for Early Head Start parents and staff, Head Start Book Worms project, Logic model and evaluation training, Professional Development for Commodity Distribution Center staff

**Nutrition:** Nutrition in the Grocery Store, Monthly nutrition program for TANF, W-2, housing & utility recipients, 4 week Teen Parent program through Social Services, Farmers Market EBT program which is part of Brown County's EBT incentive initiative.

### **Forest County Potawatomi**

**Staffing:** Forest UWEX Community Development and Youth Development educators

**Community Development:** Member of the Forest County Economic Development Partnership and Chequamegon Nicolet National Forest Collaborative Effort, members of the Community Coalition of Forest

County, partners in development of the new Nicolet Wolf State Scenic Byway, all facilitated locally by UW Extension. UWExtension and UW-Madison Landscape Architecture Program community farm design work. Forest County Potawatomi has been the recipient of the Rural Partners Excellence in rural initiative at the RuralPartners conference, a conference supported by UW Extension.

**Family Living:** Tribal members are participants in parenting classes offered to incarcerated individuals in the Forest County Jail. Native American-authored curriculum is co-taught by Native American  
**Youth:** Shared funding in providing multiple youth development opportunities.

### **Sokaogon Chippewa**

**Staffing:** Forest UWEX Community Development and Youth Development educators

**Youth:** National 4-H grant received from the Office of Juvenile Justice and Delinquency Prevention Program for a 3-year youth mentor program.

**Community Development:** Members of the Community Coalition of Forest County, partners in development of the new Nicolet Wolf State Scenic facilitated locally by UW Extension. The Sokaogon Chippewa community was featured in a rural initiatives tour which highlighted their rural community initiatives at the 2016 Rural Partners conference, organized by the Wisconsin Rural Partners with UW Extension support.

**Family Living:** Tribal members are participants in parenting classes offered to incarcerated individuals in the Forest County Jail. Native American-authored curriculum is co-taught by Native American instructors

### **Ho-Chunk**

**Staffing:** Educator support from Jackson, Monroe, Sauk and other Counties

**Youth:** Jackson County has afterschool programming and other programs. Also, their tribal youth council

presented at the Youth as Partners in Civic Leadership Conference in 2015.

**Ag/Hort:** Community garden site at Blue Wing Housing Unit

### **Stockbridge Munsee**

**Staffing:** Educator support from Shawano County and, Menominee County/Nation Extension

**Agriculture:** Food sovereignty and gardening

**Community Development:** Highway 29 corridor study

### **St Croix**

**Staffing:** Educators from Burnett County UWEX

**Family Living:** Wisconsin Bookworms reading program at St. Croix Tribal Head Start

**Agriculture:** Support for fruit producers

### **Red Cliff**

*Staffing:* Educators from Bayfield County UWEX

*Nutrition:* Head Start kids and parents and food distribution site

### **Statewide**

*Milwaukee: Native American Outreach Coordinator + educators from Milwaukee County UWEX*

*Ag:* Native Wellness Garden restored and part of the urban ag program

*Nutrition:* EFNEP programs at Indian Community School and senior center

*Youth:* Advisory committee and intern are identifying youth program opportunities

*Great Lakes Indian Fish and Wildlife Commission (representing 11 Ojibwe Tribes within the Ceded Territory)/Northern Great Lakes Center: Staffing: Environmental Resource Center staff*

*Natural Resources:* Gikinoo'wizhiwe Onji Waaban (Guiding for Tomorrow) Changing Climate, Changing Culture Initiative, Earth Partnership (with UW-Madison Arboretum). Including culturally relevant climate change teacher professional development, student education programs, discovery center exhibits & kiosk, and G-WOW website ([www.g-wow.org](http://www.g-wow.org)). Partnerships with the Fond du Lac Tribal and Community College, Bad River, Red Cliff Tribes, HoChunk, and Oneida Tribes and a Sea Grant funded climate education program with UW-Stevens Point.

### **Wisconsin Lakes Partnership**

The Wisconsin Lakes Partnership supports lake communities and tribal nations interested in enhancing water quality, bolstering lake health, and building capacity of citizens to work on lake management. Example programming available to tribal partners includes Wisconsin Lake Leaders Institute, "Clean Boats, Clean Waters," Citizen Lake Monitoring Network; annual Wisconsin Lakes Partnership Convention, and a lakeshore habitat restoration training for professionals.

Staffing includes state specialists and other Extension professionals located at UW-Stevens Point and in Rhinelander.

### **UW-Extension Native American Task Force**

Native American Task Force (NATF): The role of the NATF is to build relationships and partnerships between UW-Extension, Native American communities and organizations. The work of the NATF is to help UW-Extension staff work more effectively with Native American communities, to build bridges between tribal and non-tribal communities, to facilitate communications related to working with Native American audiences, and to build working relationships between UW-Extension and the 1994 Land Grant Institutions.