

2025

NATIVE AMERICAN STATE OF AFFAIRS ANNUAL REPORT



Universities of Wisconsin System
2025 Native American State of Affairs Annual Report

TABLE OF CONTENTS

Universities of Wisconsin Enrollment and Retention Data 3

UW-Eau Claire 9

UW-Green Bay.....12

UW-La Crosse.....20

UW-Madison.....24

UW-Milwaukee 35

UW-Oshkosh 40

UW-Parkside.....44

UW-Platteville.....47

UW-River Falls 49

UW-Stevens Point 52

UW-Stout 59

UW-Superior.....65

UW-Whitewater.....70

Universities of Wisconsin Enrollment

Undergraduate Enrollment

UW University	Wisconsin Native American			Underrepresented Minority			Total		
	2014	2019	2024	2014	2019	2024	2014	2019	2024
UW-Madison	213	242	325	3,089	3,459	5,782	30,990	33,165	38,806
UW-Milwaukee	422	395	364	5,388	5,360	6,261	23,079	21,509	18,521
UW-Eau Claire	88	99	88	682	919	854	10,167	10,519	9,302
UW-Green Bay	198	269	344	666	1,325	2,134	6,668	8,400	10,646
UW-La Crosse	92	133	101	668	772	723	9,815	9,649	9,513
UW-Oshkosh	159	208	149	1,316	1,829	1,640	13,312	14,266	12,005
UW-Parkside	76	63	73	1,099	1,207	1,109	4,448	3,938	3,207
UW-Platteville	62	73	40	513	652	536	8,047	7,489	6,047
UW-River Falls	42	36	48	432	482	483	5,721	5,581	4,907
UW-Stevens Point	98	124	110	776	852	856	8,998	7,830	7,508
UW-Stout	62	83	75	656	715	594	8,254	7,289	6,124
UW-Superior	78	56	67	231	215	210	2,455	2,257	2,027
UW-Whitewater	128	108	89	1,380	1,628	1,830	10,971	11,020	10,090
UW Colleges	194			1,825			14,172		
Universities of Wisconsin	1,912	1,889	1,873	18,721	19,415	23,012	157,097	142,912	138,703

Graduate Enrollment

UW University	Wisconsin Native American			Underrepresented Minority			Total		
	2014	2019	2024	2014	2019	2024	2014	2019	2024
UW-Madison	62	77	84	1,040	1,260	1,618	11,875	11,828	12,985
UW-Milwaukee	44	61	57	594	703	707	4,934	4,630	4,162
UW-Eau Claire	3	2	3	24	39	61	525	665	698
UW-Green Bay	8	9	28	22	53	103	253	396	542
UW-La Crosse	2	7	11	44	83	93	849	955	945
UW-Oshkosh	14	16	13	75	100	88	1,230	1,254	959
UW-Parkside	1	11	12	14	83	190	136	482	741
UW-Platteville	3	8	4	95	122	48	854	792	344
UW-River Falls	1		4	34	34	25	463	396	366
UW-Stevens Point	1	9	11	13	29	54	324	495	743
UW-Stout	4	9	12	84	95	81	1,117	1,104	790
UW-Superior	2	6	12	8	24	87	134	351	796
UW-Whitewater	9	13	8	103	162	232	1,188	1,428	1,662
Universities of Wisconsin	154	228	259	2,150	2,787	3,387	23,882	24,776	25,733

Overall Enrollment

UW University	Wisconsin Native American			Underrepresented Minority			Total		
	2014	2019	2024	2014	2019	2024	2014	2019	2024
UW-Madison	275	319	409	4,129	4,719	7,400	42,865	44,993	51,791
UW-Milwaukee	466	456	421	5,982	6,063	6,968	28,013	26,139	22,683
UW-Eau Claire	91	101	91	706	958	915	10,692	11,184	10,000
UW-Green Bay	206	278	372	688	1,378	2,237	6,921	8,796	11,188
UW-La Crosse	94	140	112	712	855	816	10,664	10,604	10,458
UW-Oshkosh	173	224	162	1,391	1,929	1,728	14,542	15,520	12,964
UW-Parkside	77	74	85	1,113	1,290	1,299	4,584	4,420	3,948
UW-Platteville	65	81	44	608	774	584	8,901	8,281	6,391
UW-River Falls	43	36	52	466	516	508	6,184	5,977	5,273
UW-Stevens Point	99	133	121	789	881	910	9,322	8,325	8,251
UW-Stout	66	92	87	740	810	675	9,371	8,393	6,914
UW-Superior	80	62	79	239	239	297	2,589	2,608	2,823
UW-Whitewater	137	121	97	1,483	1,790	2,062	12,159	12,448	11,752
UW Colleges	194			1,825			14,172		
Universities of Wisconsin	2,066	2,117	2,132	20,871	22,202	26,399	180,979	167,688	164,436

Universities of Wisconsin, 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

Wisconsin Native Enrollment as a % of . . .

UW University	Wisconsin Native American			Underrepresented Minority			Total		
	2013	2018	2023	2014	2019	2024	2014	2019	2024
UW-Madison	100%	100%	100%	6.7%	6.8%	5.5%	0.6%	0.7%	0.8%
UW-Milwaukee	100%	100%	100%	7.8%	7.5%	6.0%	1.7%	1.7%	1.9%
UW-Eau Claire	100%	100%	100%	12.9%	10.5%	9.9%	0.9%	0.9%	0.9%
UW-Green Bay	100%	100%	100%	29.9%	20.2%	16.6%	3.0%	3.2%	3.3%
UW-La Crosse	100%	100%	100%	13.2%	16.4%	13.7%	0.9%	1.3%	1.1%
UW-Oshkosh	100%	100%	100%	12.4%	11.6%	9.4%	1.2%	1.4%	1.2%
UW-Parkside	100%	100%	100%	6.9%	5.7%	6.5%	1.7%	1.7%	2.2%
UW-Platteville	100%	100%	100%	10.7%	10.5%	7.5%	0.7%	1.0%	0.7%
UW-River Falls	100%	100%	100%	9.2%	7.0%	10.2%	0.7%	0.6%	1.0%
UW-Stevens Point	100%	100%	100%	12.5%	15.1%	13.3%	1.1%	1.6%	1.5%
UW-Stout	100%	100%	100%	8.9%	11.4%	12.9%	0.7%	1.1%	1.3%
UW-Superior	100%	100%	100%	33.5%	25.9%	26.6%	3.1%	2.4%	2.8%
UW-Whitewater	100%	100%	100%	9.2%	6.8%	4.7%	1.1%	1.0%	0.8%
UW Colleges	100%			10.6%			1.4%		
Universities of Wisconsin	100%	100%	100%	9.9%	9.5%	8.1%	1.1%	1.3%	1.3%

Universities of Wisconsin, 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

WI Resident Native American Enrollment Fall 2024, by County

WI County	WI Native Enroll	WI Resident Total	WI Native as % of WI Resident
Adams	3	77	3.9%
Ashland	36	176	20.5%
Barron	13	747	1.7%
Bayfield	36	157	22.9%
Brown	221	6,011	3.7%
Buffalo	1	183	0.5%
Burnett	9	141	6.4%
Calumet	8	550	1.5%
Chippewa	10	1,006	1.0%
Clark	2	472	0.4%
Columbia	17	1,177	1.4%
Crawford	3	188	1.6%
Dane	143	12,296	1.2%
Dodge	7	956	0.7%
Door	11	502	2.2%
Douglas	32	604	5.3%
Dunn	11	741	1.5%
Eau Claire	24	1,672	1.4%
Florence	1	40	2.5%
Fond Du Lac	19	2,046	0.9%
Forest	27	157	17.2%
Grant	3	987	0.3%
Green	4	675	0.6%
Green Lake	1	320	0.3%
Iowa	1	501	0.2%
Iron	4	69	5.8%
Jackson	18	227	7.9%
Jefferson	11	1,508	0.7%
Juneau	11	333	3.3%
Kenosha	62	2,977	2.1%
Kewaunee	2	450	0.4%
La Crosse	24	2,031	1.2%
Lafayette	2	335	0.6%
Langlade	7	201	3.5%
Lincoln	3	417	0.7%
Manitowoc	19	1,694	1.1%
Marathon	32	2,664	1.2%
Marinette	14	595	2.4%

Universities of Wisconsin, Office of Policy Analysis & Research

WI resident based on residency for tuition purposes. County listed is that associated with the student's permanent home address.

WI Resident Native American Enrollment Fall 2024, by County

WI County	WI Native Enroll	WI Resident Total	WI Native as % of WI Resident
Marquette	4	159	2.5%
Menominee	41	43	95.3%
Milwaukee	310	14,596	2.1%
Monroe	10	563	1.8%
Oconto	18	468	3.8%
Oneida	18	508	3.5%
Outagamie	128	5,444	2.4%
Ozaukee	30	2,319	1.3%
Pepin		121	0.0%
Pierce	8	951	0.8%
Polk	17	712	2.4%
Portage	14	1,370	1.0%
Price	3	164	1.8%
Racine	87	3,647	2.4%
Richland	3	252	1.2%
Rock	28	2,758	1.0%
Rusk	6	175	3.4%
Sauk	21	1,138	1.8%
Sawyer	31	225	13.8%
Shawano	74	724	10.2%
Sheboygan	38	2,499	1.5%
St Croix	19	1,961	1.0%
Taylor	5	229	2.2%
Trempealeau	8	457	1.8%
Vernon		389	0.0%
Vilas	28	310	9.0%
Walworth	21	2,000	1.1%
Washburn	11	243	4.5%
Washington	49	3,168	1.5%
Waukesha	134	11,114	1.2%
Waupaca	19	1,006	1.9%
Waushara	2	219	0.9%
Winnebago	46	3,822	1.2%
Wood	24	1,441	1.7%
Non-WI	25	1,781	1.4%
Grand Total	2,132	112,859	1.9%

Universities of Wisconsin, Office of Policy Analysis & Research

WI resident based on residency for tuition purposes. County listed is that associated with the student's permanent home address.

Retention and Graduation

Full-Time New Freshman Retention and Graduation Rates, Main Campus Locations

UW University	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	94.6%	79.4%	93.6%	84.0%	95.1%	90.4%
UW-Milwaukee	68.6%	37.8%	67.5%	40.2%	73.5%	53.6%
UW-Eau Claire	69.8%	50.4%	77.2%	57.2%	80.8%	71.7%
UW-Green Bay	60.7%	42.9%	63.5%	49.3%	70.3%	62.1%
UW-La Crosse	83.2%	69.7%	79.0%	65.2%	85.3%	79.3%
UW-Oshkosh	61.2%	50.0%	63.1%	49.8%	70.0%	63.1%
UW-Parkside	71.2%	38.9%	65.0%	38.4%	69.7%	47.6%
UW-Platteville	66.1%	51.9%	65.4%	48.4%	78.2%	64.1%
UW-River Falls	63.9%	45.6%	64.8%	42.7%	74.3%	61.6%
UW-Stevens Point	58.3%	44.0%	63.6%	42.0%	75.5%	62.8%
UW-Stout	60.2%	42.6%	63.1%	42.0%	73.1%	58.8%
UW-Superior	56.1%	31.1%	55.9%	33.5%	67.5%	45.4%
UW-Whitewater	68.5%	47.9%	69.3%	53.5%	76.7%	68.3%
Universities of Wisconsin	73.6%	52.4%	75.5%	53.9%	82.0%	70.5%

Universities of Wisconsin, 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 2019 to Fall 2023)

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 2014 to Fall 2018)

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

Faculty and Instructional Staff

UW University	Native American			Employees of Color			Total		
	2013	2018	2023	2013	2018	2023	2013	2018	2023
UW-Madison	43	29	25	1,272	1,357	1,427	9,702	9,704	11,130
UW-Milwaukee	13	5	5	457	436	428	2,910	2,815	2,475
UW-Eau Claire	7	5	3	70	89	98	614	605	615
UW-Green Bay	3	3	9	34	52	67	292	372	428
UW-La Crosse	7	3	2	79	81	70	691	680	639
UW-Oshkosh	7	3	1	63	57	67	697	772	633
UW-Parkside	1	1	1	46	53	66	247	266	239
UW-Platteville	4	1	1	68	66	60	443	439	329
UW-River Falls	1		4	32	40	48	374	361	352
UW-Stevens Point	5	1		48	43	47	571	533	462
UW-Stout	2			55	56	50	587	561	452
UW-Superior	2	2		14	14	16	167	162	138
UW-Whitewater	4	3	1	100	133	108	690	788	626
UW Colleges	3			52			690		
UW Extension	5			21			388		
UW Administration				1		1	1	9	5
Universities of Wisconsin	107	56	52	2,412	2,477	2,553	19,064	18,067	18,523

Universities of Wisconsin, Office of Policy Analysis & Research

Counts are based on self-reported race/ethnicity and include faculty, instructional academic staff and graduate assistants. Graduate assistants include students in teaching and non-teaching roles (i.e., graduate assistant employees)

Campus Point of Contact

- Dr. Heather Ann Moody, Associate Professor, Director of American Indian Studies, moodyha@uwec.edu

Recruitment, Enrollment & Retention of Native American Students

- Continuing to work with Admissions for campus visits with prospective Native American students including lunch and/or panel with current Native American students, the Inter-Tribal Student Council, and the Native Multicultural Student Services Coordinator
- Transitioned a new contact person at UW-Eau Claire Barron County to be the liaison with the Eau Claire Campus, Barron County Campus, and St. Croix Education Center
 - Met in January 2025 with stakeholders from all three areas to discuss the needs of the St. Croix community and how Eau Claire and Barron County campuses could potentially help address those needs through online and summer offerings.
- Native American students who consider attending UWEC are made aware of the Inter-Tribal Student Council - a student-run organization focused on educating the campus and community on Native American issues through panels, forums, and meetings. Membership in this student organization connects students, faculty, and staff across campus.
 - Since Fall 2023 – all Native American students who were admitted to either the College of Arts & Sciences or the College of Education & Human Sciences were sent a postcard on behalf of the American Indian Studies Program and the student org (44 students)
 - Beginning in Fall 2024 – all Native American students admitted to any college or undeclared were sent a postcard (44 as of December 2024)
- Director of American Indian Studies Program/Tribal Consultation Liaison now has access to running reports specific to tribal affiliation if students designate on application for admission.
 - The Director/Tribal Consultation Liaison maintains a database of students who are admitted (new and transfer), attends, and follows up each semester with who is retained and graduated each semester.
 - Due to tribal affiliation access, the Director/Tribal Consultation Liaison works with Foundation and Admissions regarding tribal specific scholarships.
 - UWEC received a donation this year for a substantial scholarship for a Lac Courte Oreilles specific student for the AY26.

Retention Efforts for Native American Students

- The American Indian Studies Program was created in 1976 as an Indian Adult Education Program to serve adult students. It eventually became the academic program we have today, offering major, minor, and certificate opportunities for all students. Although an academic program, the mission of

the program to support all Native American students has become a goal over the last three years, due in large part to the new director.

- The Inter-Tribal Student Council is a student-run organization that connects students, faculty, and staff and provides a welcoming space for socializing and cultural activities such as beading. They meet weekly in the Inter-Tribal Learning Center to socialize, plan events, and work with others for larger scale events on campus.
- The Inter-Tribal Learning Center offers a unique space for students to socialize and connect with other Native American students and allies. This is a space any Native student can access for studying or socializing. It has two computers, a mini fridge, microwave, coffee and tea supplies, snacks, crafting supplies, and lounge furniture. This is also where the ITSC has their weekly meetings.
- Culturally Specific Programming on Campus – Efforts are focused on several events throughout the year through out Centering Native Voices Series with collaboration between the American Indian Studies Program, Inter-Tribal Student Council, and Multicultural Student Services
 - Bizhiki Culture & Dance Company, Ojibwe Environmental Perspectives through Song and Dance, April 2024
 - MMIW Awareness in the Park, Guest Artist Tanaya Winder, May 2024
 - Community Nibi (Water) Ceremony with Edith Leoso and Esie Leoso-Corbine, May 2024
 - Bad River Film Screening with panel (Edith Leoso, Esie Leoso-Corbine, Dylan Jennings), May 2024
 - Indigenous Peoples' Day Event – Mike Bone Concert, including a meet and greet following the show, October 2024
 - Native American Heritage Month Keynote Speaker, Adrienne Thunder, November 2024
 - Native American Alumni Panel (Charlie Kernan, Edward Sobottka, Paul Soulier), November 2024
 - Bad River Film Screening with panel (Edith Leoso, Esie Leoso-Corbine, Dylan Jennings), November 2024 (UWEC-Barron County)
 - Indigenous Market, November 2024
 - The Centering Native Voices Series also offers an intern opportunity for 1-2 students throughout the year to assist with programming and recruitment and retention efforts.

Recruitment, Enrollment & Retention of Native American Faculty/Staff

- The American Indian Studies Program puts in a position request every spring for another tenure-track faculty for the program. With limited funding opportunities, the program functions with a small group of faculty and instructional staff dedicated to the program, and affiliates from other departments. This includes a new faculty hire who is now in his second year at UW-Eau Claire. Currently, the American Indian Studies Program consists of the following faculty and instructional academic staff:
 - Dr. Heather Ann Moody, Ho-Chunk Nation, Director, and Associate Professor
 - Dr. Brian McInnes, Wasauksing First Nation, Associate Professor
 - Dr. Katie Cary, non-Native, Senior Lecturer
- Outside of the American Indian Studies Program, UWEC has 2 additional faculty (1 full-time and 1 part-time who teaches online through Continuing Education) and 3 staff who are identified as American Indian. There are others also on a list identified as 2 or more races. Efforts are in process to work with Human Resources to contact the afore mentioned, to determine tribal affiliation.

Research and other activity on land controlled by a Native Nation

- Collaboration with the Rosebud Reservation for the nursing cultural immersion program which promotes healthcare for children and families, within the context of the community. Students provide care at the Rosebud Comprehensive Health Care Facility and in the community with the Public Health Nursing Department

Education Programs intended for Tribal Students or Employees

- 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

2024 efforts to highlight Indigenous contributions to campus:

- Created a Tribal Consultation Policy website which houses the campus NAGPRA policy, System NAGPRA policy, the Tribal Consultation Policy, contact information for the Tribal Liaison, the NAGPRA Institutional Representative, and members of the campus Tribal Consultation Policy committee.
- Bineshiinh Ogitigaan: The Bird's Garden – Collaboration between the American Indian Studies Program, Student Office of Sustainability, and Grounds Department to establish a pollinator and bird-friendly garden on campus to reflect Indigenous culture.
 - Awarded a grant from the National Wildlife Federation and Mutual of Omaha's Wild Kingdom
 - Includes native plant species as well signage in the Ojibwe language
 - Installation of bird-safe window films near the garden with an Ojibwe hummingbird design created by Sarah Agaton Howes
 - Elder Justin Boshey blessed the garden before planting and returned in the fall for the official dedication of the garden
 - Sweetgrass was planted along the riverbank
- Initial meetings were held to discuss the possibility of piloting a free tuition/cost of attendance program for Native students at the UW-Eau Claire Barron County campus.
- Currently working on a collaboration to offer Ojibwe language courses at several other UW institutions.



Campus Point of Contact

- Dr. Dawn B. Crim Vice Chancellor for Advancement, Community Engagement & Inclusivity crimd@uwgb.edu
- Lisa M. Poupart, Director of First Nations Education Programs poupartl@uwgb.edu

Recruitment, Enrollment & Retention of Native American Students

Programs UW-Green Bay is actively pursuing:

Group visits to UW-Green Bay campus:

- Menominee Indian HS 4-23-24
- Menominee Indian HS 10-03-24
- Ho Chunk Nation 11-18-24
- Forest County Potawatomi 11-26-24

College/Educational fairs:

- Menominee Indian High School College Fair 11-15-2024
- Oneida Teen Health Education Fair 04-16-2024
- Upcoming: Oneida Teen Health Education Fair 04-29-2025

High School Visit/Presentation:

- Ashwaubenon High School ACP 10-08-2024 This event was held for students invited by their Native American Grant Coordinator
- Indian Trail Academy visit 3-27-2024
- Host campus visits
 - 3-5-24: First Nations Studies (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 (20 students)
 - 5-1-24: Menominee Indian Middle School (30 students)

- 7-08-24: FNS Visit - Ho-Chunk Tutor Program Staff Visit to camps & Branch Office visit
- 7-09-24: FNS Visit - Forrest County Potawatomi Student Visit (23 students)
- 9-3-24: Menominee Indian High School (25 students)
- 11-12-24: Ashwaubenon High School (20 students)
- 11-18-24: FNS Visit - Ho-Chunk (Wittenberg) Student Visit (9 students)
- 11-26-24: FNS Visit - Forrest County Potawatomi Middle School Visit
- Planning Spring 2025 group visits
- Activities the University has participated in at local High schools
 - Visits to the Y.E.S. room at West DePere High School to support Oneida Dual Enrollment students – Christine Yungwirth, Graduate Assistant in Center for First Nations Education
 - 10-31-24
 - 12-20-24
 - 3-08-24 – Attended Tribal Youth Gathering at Forest County Potawatomi Community Center
- Community partnerships
 - Oneida Nation High School: Dual Enrollment & Center for First Nations Education
 - 8-26-24 Social & Lunch for Oneida Nation High School Dual Enrollment students
 - 10-24-24 Check-in & Advisement Planning w/ Oneida Nation High School Dual Enrollment students
- Summer camps & development of new First Nations Admit Outreach and Meet and Greet Orientation
 - Exploring Community & Wellness in the Natural World camp (Dr. Lois Stevens & Megan DuFrane-Groose)
 - Outreach
 - Collaborated with Center for First Nations Education to share information about dual enrollment opportunities during Spring 2024 student visit day
 - Visited Oneida Nation High School to meet with students about dual enrollment opportunities
 - Participation in the Oneida Nation Coordinated Community Response Team
 - Participation in the Oneida Youth Provider meetings
 - Meetings held to plan for Oneida Nation Rising Phoenix cohort that will begin in Fall, 2025
- Dual enrollment scholarships awarded
 - Dual Enrollment Access Academy
 - Four scholarships awarded.
 - College Credit in High School
 - 16 scholarships awarded
- 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 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 continued to support these events until the end of December 2024. These events were held from 4-6pm each month.
 - 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 were included. Offered a Winter & Spring session for up to (10) youth.
- Summer 2024
 - In summer 2024, there were 32 individual unique Oneida youth attendees at the following summer camps:
 - Camp Lloyd
 - Aquatic Robotics
 - Design Tech Intro Skills – Elementary
 - Design Tech Intro Skills – Middle School
 - Video Game Programming, Level 1
 - Video Game Programming, Level 2
 - Exploring Natural World in Oneida
 - First Nations Education Center Camp
 - Einstein Project Advanced: Explore the Natural World of UWGB
 - Einstein Project Advanced: Einstein Inc. + 4-H Games Engineering
 - Einstein Project Advanced: Zombie Academy
 - Einstein Project Advanced: Animation Exploration
 - Intro to OnShape – 8th-12th graders
 - Race to Road America Camp
- Ongoing through Multicultural Research Center
 - Continued support for Oneida youth in a variety of areas, including summer camps and providing scholarship opportunities
 - Lawton Grant 1:1 meetings with students and financial literacy workshops, in partnership with the Center for Financial Wellness
 - Social media highlights in November for Native American Heritage Month
 - Cultural stoles for graduating students
 - Regular outreach to new and current students who identify as Native American
 - Partnered with Center for First Nations on Green Bay Orientation and preview tables, to have a combined table at the resource fairs
 - Support First Nations achievement summit

Retention Efforts for Native American Students

- Proposed development and usage rollout of Indigenous Dashboard, Barb Miller
- Spring 2024 – Creation of Center for First Nations Education weekly newsletter
 - Shares programs, scholarships, internships, & community Tribal events with students
- Outreach to First Nations students to schedule meetings with staff support in Center for First Nations Education
- Creation of Center for First Nations Education Kahoot! Games for learning about First Nations History and culture
- Center for First Nations Education Social Media Trivia Tuesdays on Tribal History & Culture
- First Nations Education T-shirt rollout in the Phoenix Bookstore
- Culturally Specific Programming on Campus
 - 2-19-24 – Center for First Nations Education Media Collection Celebration with Wade Fernandez, Menominee
 - 2-29-24 – The Great Vanishing Act book talk with Norbert Hill Jr., Oneida Nation of WI & Kathleen Ratteree
 - 4-19-24 – First Nations Education Celebration Featuring Alaqua Cox, Menominee
 - 5-6-24 – Missing & Murdered Indigenous Women (MMIW) Vigil & Walk sponsored by Intertribal Student Council Organization
 - 9-10-25 - Center for First Nations Education Fall Kick-Off & Indigenous Games
 - First Nations Wisdom for Wellness Programs:
 - 10-14-24 – Addressing Wellness through Artistic Expression with Dr. Crystal Lepscier, Little Shell / Menominee / Stockbridge-Munsee
 - 12-03-24 – Indigenous Games w/ Paul Ninham, Oneida Nation of WI
 - Plans to continue and expand in Spring 2025
 - 10-14-24 – Indigenous Peoples' Day Educational Passive Program
 - 10-16-24 – Take Back the Night Student Artwork Display
 - UW Sea Grant (Julia Noordyk) & Center for First Nations Education (Christine Yungwirth & Megan DuFrane-Groose) Collaborative Initiatives:
 - 10-04-24 – The Bay water cleanup project at campuswide day of service
 - 11-06-24 – The Water Walker book talk with Joanne Robertson, Anishinaabe
 - Outdoor Learning w/ an Elder Outings: Randy Cornelius, Oneida Nation of WI
 - 9-24-24 – Plant Walk
 - 10-22-24 – Water/Birds
 - 11-12-24 – Hunting & Sustainability
 - 2-11-25 – (Planned) Creation Story
 - 3-04-25 – (Planned) Maple Tree Tapping
 - 4-01-25 – (Planned) Making maple sugar.
 - Spring 2025 Bad River Documentary Film Screening & Pannel Discussion
- Center for First Nations Education (CNFE) (physical space on the UWGB campus)
- Indigenous Oral Scholars in Residence Program in CFNE
- Culturally specific programming on campus

- From the Land: Indigenous Art Exhibition at the UWGB Lawton Gallery
- Dr. Roger Kuhn campus visit and presentations "First Nations and Two Spirit."

Recruitment, Enrollment & Retention of Native American Faculty/Staff

- UW-Green Bay developed recruitment procedures to ensure that our institutional commitment to inclusivity and equity is exemplified in the hiring process.
- All postings include civility expectations for selected candidates. Preferred bilingual skill requests are common (including specific reference to Oneida language), and inclusivity language has been enhanced in essential job functions (including instructional).
- All interviews are encouraged to include at least one question related to inclusion & belonging, and HR maintains a sample question bank to support this effort.
- All job postings are sent to a group of local organizations, including the 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 engage in equitable hiring training prior to participating in any University recruitments.
- Human Resources monitors trends around the 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, which consists of members from across the university community. For information about the Council's work and initiatives, please see <https://www.uwgb.edu/edi/plan-of-action/>
- UW-Green Bay faculty and staff are encouraged to participate in training related to inclusion & belonging. Recent examples include:
 - 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), in 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 People, Culture, and Equity Noncredit 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 its

commitment to creating an environment that recognizes, values, and respects the differences we all bring to the workplace, allowing everyone to do their best work.

- The 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 website titled We Support You which provides resources to our faculty and staff community to support, amplify, and progress in the areas of inclusion and belonging. 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 inclusion and belonging is included in all non-instructional position descriptions.
- Organizational competencies (including valuing inclusion and belonging) 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

- Dissertation Project Research Completed
 - Dr. Nasbah Hill (Oneida Nation of WI): Life and Legacy and Charlie Hill
- Dr. Lois Stevens:
 - Qual/Quant Research: Oneida Nation food systems and land sovereignty research (ongoing)
 - Qualitative Research: Oneida Nation governing structures past and present.
- Dr. Lisa Poupart:
 - Indigenous Program Evaluation: Co-evaluator of the STRONG Grant (NOAA funded) Manomin/data sovereignty in Ojibwe communities in WI, MN, MI
- Erin Giese, Associate Director of the Cofrin Center for Biodiversity: Project Manager of the Oneida Bird Monitoring Program, WISER project # AAN4718
 - 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. Paid UW-Green Bay student employees play an integral role in this project by conducting bird surveys, helping with outreach efforts, and working closely with Oneida Nation, volunteers, and project leaders.
- Emily Tyner, Director of Freshwater Strategy: 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. In November 2024 a NERR Tribal Engagement Coordinator was hired to lead this work. Hiring was supported with a committee, including staff and faculty from the Cofrin Center for Biodiversity, Education,

and the Center for First Nations Education.

- The Tribal Engagement Coordinator spent their first weeks in the role meeting with FNE staff and faculty and Green Bay NERR/University tribal partners with the Oneida Nation and the Menominee Indian Tribe of Wisconsin. A focus of this work will be Green Bay Estuary related programming for Oneida schools, engaging K-12 students in the growing and cultural history of wild rice, and planning a water walk for Spring 2026. The NERR Tribal Engagement Coordinator is building academic resources to highlight and teach about First Nations history on the bay of Green Bay. In 2025 the coordinator will build a career opportunity hub marketed to UWGB's First Nations students with potential interests in freshwater biology and conservation via handshake and personal outreach. Additionally, The Tribal Engagement Coordinator is representing UW-Green Bay as part of the NERR System's Indigenous Knowledge group leading national efforts to build awareness of indigenous history, culture, and sovereignty in relation to coastal waters and wetlands. Other programs, collaborations, and connections will be developed as the Tribal Engagement Coordinator settles into their work.
- A request was submitted for continuation of these funds in FY26-28 via the Tribal Gaming Funding submission from Oneida.
- Emily Tyner: National Estuarine Research Reserve (NERR) designation, WISER project #s AAM3458 and AAM1878
 - UW-GB continued reaching milestones, supporting the designation of the Green Bay National Estuarine Research Reserve (NERR). The NERR will be managed by UWGB and some of the proposed natural areas include university-owned lands (Point au Sable and Wequiock Creek). In 2024, our federal partner, the National Ocean, and Atmospheric Administration (NOAA), accepted the nominated sites. That allowed UW-GB to move forward in step three of the designation, completion of a draft Environmental Impact Statement and Draft Management Plan. The Draft Environmental Impact Statement was completed in December 2024 and is currently under review by NOAA. Work began on the Draft Management Plan in Spring 2024 with plans for a late winter 2025 submission of the document to NOAA.
 - Tribal partners from the Oneida Nation and Menominee Indian Tribe of Wisconsin that serve on the NERR Steering Committee have contributed to the Draft Management Plan and will continue to advise provide feedback as the plan goes through a review process.
- Emily Tyner: Developing a K-University water education and jobs pipeline in Northeast Wisconsin, WISER projects #s AAK3888 and AAM1877. With support from a Freshwater Collaborative of Wisconsin grant UW-GB has been engaging with tribal schools and the College of Menominee Nation on field experiences and education events around the Green Bay Estuary. In 2024 these included,
 - A field tour of wetland restoration at Oneida, for visiting high school and college students visiting UW-GB's campus for summer research (7.11.24)
 - Tour of wild rice restoration at the Oconto Marsh, with College of Menominee Nation students, faculty, and DNR staff (10.7.24)
 - Wild rice seeding at Barkhausen Waterfowl Preserve, with College of Menominee Nation students and faculty, Sea Grant, and USFWS staff (11.1.24)
 - Water Walker author events at Red Smith School and Pulaski Middle School as part of the Great Lakes, Great Reads program with Wisconsin Sea Grant (11.7.24)

Education programs intended for Tribal students or employees

- Students: First Nations Education Doctoral Program (Ed.D.) – cohort 4 started in fall 2024
- Students: FNS 399: Oral Traditional Concentration
- Staff & Faculty: Morning Star Foundation professional development for CFNE faculty and staff
- Faculty: Two Spirit Education Fusion Project led by Dr. Cory Carline
- Community, students, staff: First Nations Studies for Social Work Professionals – certificate program

Any other initiatives not mentioned above

2024 efforts to highlight Indigenous contributions to campus:

- Development of new campus First Nations Advisory Council to begin in Spring 2025
- Tobacco Blessing (UW Sea Grant; Cofrin Center for Biodiversity) at Wequiock Creek Natural Area
- From the Land: Indigenous Art Exhibition at the UWGB Lawton Gallery (contributing artists were alumni and current students)

Additional UW-GB centers, programs, and units serving Native American interests (alphabetical):

- Cofrin Library – creation of the First Nations Education special collection
- Pride Center – joint programming with CFNE
- Community Partnership: Get Out the Native Vote partnership with Oneida Nation of WI

Video links

- Solana's Story: First Nations Studies Major: <https://www.youtube.com/watch?v=WJAg2pf8tbA>



Campus Points of Contact

- Stacy Narcotta-Welp, 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

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—Recent group visits included students from Menominee Indian High School (WI), Shawano High School (WI), and Enemy Swim Day School (SD). The campus visits included admissions information sessions, campus tours, and presentations from the Office of Multicultural Student Services and Student Support Services. These visits were intentionally designed to engage with students from diverse backgrounds and introduce them to the resources available at UWL that will help them succeed academically and personally.
- 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 that recognize their achievements and help fund their education.
- Participate in area Ho-Chunk 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

- 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 the AERIE Living Learning Community (a residence hall community that provides a safe space for support and a sense of belonging for first-year multicultural students and students interested in multiculturalism), 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), 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.
- Award scholarships to enrolled Native American students that recognize their achievements and help fund their education
- Provide 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

- When positions are available, search and screen committees are encouraged to:
 - Reach out to Native American alums that might know of applicants.
 - Publish job ads in a variety of diversity publications that Native American applicants might access.
 - Reach out to indigenous faculty and staff currently on campus that might know of applicants for various positions.
 - Make departments and units aware of the land recognition statement.
- 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.
- The You Belong poster campaign at UWL is intended to offer a visual representation of diversity through language with multiple translations of "you belong."

Education programs intended for Tribal students or employees.

- 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 2024 Native American Heritage Month celebration included "*Couch Conversations*" with UWL Assistant Director for Retention in the Office of Multicultural Student Services, Reg Hawkins, sharing how he is rediscovering his Choctaw roots while pursuing his passion for student success and equity.
- The Mississippi Valley Archaeology Center at UWL hosted a free, public lecture by William Quackenbush, Ho-Chunk Nation tribal historic preservation officer, titled "*Ho-Chunk Winter Life in the Driftless Region.*"
- 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.

Research and other activity on land controlled by a Native Nation

- Several UWL researchers work on Native American topics. Examples include:
 - Mississippi Valley Archaeology Center (MVAC) projects
 - Research conducted by Dr. Heather Walder, Assistant Teaching Professor, Archaeology & Anthropology
 - Course-based projects conducted by Dr. Margot Higgins, Associate Teaching Professor, Environmental Studies, and Dr. Alysa Remsburg, Teaching Professor, Environmental Studies

Any other initiatives not mentioned above.

- In October 2022, UWL dedicated the Center for the Arts in honor of Truman T. Lowe, the late Ho-Chunk artist and UWL alum. The Truman T. Lowe Center for the Arts, as it is now called, is the first UWL building named after a person of color. The dedication included a blessing from Ho-Chunk Nation Traditional Chief Clayton Winneshiek and traditional Ho-Chunk music from the Thundercloud Singers. Lowe's family also announced the creation of the Truman T. Lowe Scholarship for Native American Students, an endowed scholarship for indigenous and descended students.
- Following State Statutes for American Indian Studies in Wisconsin (often referred to as Wisconsin Act 31), UWL's School of Education academic program curriculum is designed so all teacher candidates demonstrate competency in minority group relations, including the history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
- In fall 2024, the Division of Diversity and Inclusion began the Indigenous Actions Collective working group. This group is charged with recognizing, cataloguing, and coordinating the many different campus partners who are working with Native American tribes in their various areas. More action items and planning will come from this group in 2025. The working group is comprised of staff, faculty, and students at UWL.



Campus Point of Contact

- Carla Vigue (Oneida Nation), Director of Tribal Relations; cvigue@wisc.edu
- Fernie Rodriguez, Associate Vice Chancellor for Student Affairs; fernierodriguez@wisc.edu
- tribalrelations.wisc.edu

Recruitment, Enrollment & Retention of Native American Students

Wisconsin Tribal Educational Promise Program - In December 2023, UW-Madison announced the creation of the Wisconsin Tribal Educational Promise Program, a commitment to cover the full cost of pursuing an undergraduate degree – tuition, fees, housing, meals, books, and other educational expenses - for Wisconsin residents who are enrolled members of federally recognized Wisconsin Indian tribes, regardless of family income. Additionally, a 5-year pilot program covers 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. This first year, there are 78 students who have qualified for the Promise.

Recruitment 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.

- All admitted students are invited to attend one of our four admitted student on-campus open houses, and there are two additional events that are hosted exclusively for students that identify as first generation, students of color or are from rural areas.
- Florence, Forest, Langlade, Marinette, Menominee, Oconto, and Shawano counties are some of the spaces across Wisconsin that the coordinator visited this Fall. Specific high schools visited:
 - Crandon High School, WI
 - Crivitz High School, WI
 - Florence High School, WI
 - Laona High School, WI
 - Wabeno High School, WI
 - College of Menominee Nation, WI
 - Menominee Nation High School, WI
 - Shawano High School, WI
- The Recruitment Coordinator for Native American Communities attended specific fairs such as:
 - Native American Student Advocacy Institute Conference
 - Tribal Youth Gathering College Fair
 - Teejop Hocira Community Resource Fair

- Engaged with prospective Native American students who are part of Information Technology Academy – Madison, and the Native American Center for Health Professions.
- Groups may request an admissions presentation and campus tour conducted by the Recruitment Coordinator for Native American Communities.

Native American Center for Health Professions (NACHP): Recruiting young scholars is part of the NACHP mission. NACHP staff are out in the community meeting with students as young as middle school to help them learn about health sciences 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.

NACHP was successfully awarded, for a third time, the Indians into Medicine (INMED) grant through the Indian Health Service within the Department of Health and Human Services. This five-year grant (2024-2029) supports the student recruitment, outreach, retention, and educational program activities shared in this report to increase the representation of American Indians/Alaska Natives (AI/AN) in the health professions and to promote service to AI/AN communities and patient populations.

- NACHP hosts opportunities for youth groups, schools, and community programs to visit the UW-Madison campus throughout the year. These visits include campus and cultural landscape tours, student panels, presentations from NACHP and other campus student support programs and opportunities to explore the wide range of health careers and programs. NACHP also hosts the annual Indigenous Health and Wellness Day, a longstanding program that brings 100 middle and high school students from across Wisconsin to Madison for a 2-day educational experience designed to inspire students to continue their education and to learn about the wide range of opportunities and resources available. Partners of this event include NACHP, UW-Madison School of Nursing, Madison College, and the Great Lakes Inter-Tribal Council Native American Research Center for Health.
- NACHP visits high schools across the state to participate in college and career fairs, as well as deliver classroom presentations, hands-on activities, and health career demonstrations.
- NACHP has a unique partnership with the Oneida Nation to house the center's Tribal Engagement Office led by Melissa Metoxen, Assistant Director. This office oversees the center's Memorandum of Agreements, affiliation agreements and other project-based collaborations that include tribal clinic rotations and community-based health and research projects.
- NACHP currently partners with the Lac Courte Oreilles Ojibwe University (LCOOU) and the College of Menominee Nation (CMN) to deliver a middle school health week summer program in collaboration with the USDA NextGen grant to promote careers in forestry, agriculture, natural resources and health and human sciences.

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.

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.

Retention Efforts for Native American Students

Creating a strong sense of belonging is a priority at UW-Madison. The Indigenous Student Center (ISC) serves as a hub for student activity. This fall the Center got new furnishings and students created four new art installations for the Center.

A highlight of this year was the Winter Round Dance organized by Wunk Sheek leadership. Over 250 students, faculty, staff, and community members came and danced on one of the last nights of the semester in December. Seven drums were invited but, amazingly, 20 showed up.

In addition to regular weekly community meals, study groups, and activities hosted by student orgs and others, here are a few examples of activities hosted by Student Affairs during Fall 2024:

- Indigenous Student Welcome Dinner
 - More than 100 students, faculty, and staff connected to start off the year in community.
- ISC Halloween Bingo
 - 60 attendees
 - Led by the RELATIVES Collective
- Men's Talking Circle
 - 6 attendees
 - Male students were able to discuss their concerns, stressors, and lives in a culturally affirming space facilitated by Chris Kilgour
- Native November
 - Feast:
 - 109 attendees
 - Featured campus drum Twin Tails and Ho Chunk-owned restaurant.
 - Keynote: A Conversation with Jana Schmieding
 - 103 attendees
 - Two students moderated the discussion with Jana.
 - About 10 students got to meet Jana at the Meet and Greet
 - Native November Alumni Social
 - Keynote was the Honorable Michelle Greendeer
 - Coming Into Celebration
 - Provided space for Indigenous students who identify as Two-Spirit, Transgender, or Queer to discuss their concerns/experiences. Led by Two-Spirit faculty and staff.
 - Powwow Dance Practice
 - Students learned and practiced steps for the Indigenous Day Powwow
 - Trips
 - Moana 2 Movie
 - Pumpkin Patch
 - Polaris Dance at Overture Center

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. This is called the RELATIVES collective.

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

- **Faculty Recruitment:** The Vice Chancellor for Inclusive Excellence and Vice Provost for Faculty and Staff Affairs are both responsible for helping to recruit and retain faculty and staff of color. 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.
- In 2024, NACHP closely collaborated with UW Health Departments to successfully recruit more residents, fellows, faculty, and post-docs to UW.

Native American Faculty and Staff at the university:

- **Carla Vigue, Director of Tribal Relations:** Carla (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. cvigue@wisc.edu
- **Bobbi Skenandore, Native Nations UW Administrative Coordinator:** Bobbi (Oneida Nation of Wisconsin) has many years of experience at UW-Madison, most recently serving as Program Coordinator for Native/Indigenous Students. She also worked with the Information Technology Academy. *Hired in July to a newly created role*, Bobbi will facilitate communication, collaboration and coordination among Native faculty and staff in pursuit of the goals of the NNUW initiative. bskenandore@wisc.edu
- **Barb Miller, UW-Madison Division of Extension Director of Tribal Relations:** Barb (Stockbridge-Munsee Band of Mohican Nation) was *hired in November to this newly created role*. She will work to develop, manage, and enhance Extension's relationships with the Tribes of Wisconsin and Tribal Colleges/Universities. barb.miller@wisc.edu
 - Assoc. Prof. Emily Arthur (Eastern Band Cherokee), Art Dept., School of Education
 - Dr. Bret Benally Thompson, White Earth Ojibwe, NACHP Director of Indigenous Health and Cultural Guidance/Associate Clinical Professor, School of Medicine and Public Health, UW Health Department of Medicine

- 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)
- Breanna Brzezinski (Menominee and Forest County Potawatomi), NACHP Recruitment and Engagement Coordinator, School of Medicine, and Public Health
- Asst. Prof. Grace Bulltail (Crow), Nelson Institute of Environmental Studies
- Brooke Caldwell (Menominee), NACHP Project Specialist, School of Medicine, and Public Health
- Autumn Chevalier (Menominee), NACHP Pathway Liaison, School of Medicine, and Public Health
- Tashya Chevalier (Menominee), NACHP Pathway Liaison, School of Medicine, and Public Health
- Serena Cisneros (Lac Courte Oreilles Ojibwe), Counselor, University Health Services
- Michelle Cloud (Ho-Chunk), Indigenous Arts and Sciences Outreach Specialist, 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), Indigenous Education Coordinator, School of Education
- 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, Outreach Manager, Nelson Institute for Environmental Studies
- 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), NACHP AUNTIE (Advocate for Uplifting Native Traditions and Indigenous Engagement), School of Medicine and Public Health, Mercile J. Lee Scholars Program Liaison, Division of Diversity, Equity and Educational Achievement

- Dr. Lauren W. Yowelunh McLester-Davis (Oneida Nation), Director of Indigenous Science Advocacy, Native American Center for Health Professions Scientist.
- Melissa Metoxen (Oneida Nation of WI), NACHP Assistant Director, 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.
- 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 and Indigenous Studies.
- Amanda L. White Eagle (Ho-Chunk), Director, Great Lakes Indigenous Law Center
- Danielle Yancey (Menominee and Santee), NACHP Director, 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

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. For instance, the UW-Madison School of Medicine and Public Health has agreements with tribal health clinics to provide students to do rotations in the clinics. Students and staff from our Tribal Libraries, Archives, and Museums program within the iSchool are currently engaged in library and/or museum projects with each of the state's Tribal Nations. Broadband, Alzheimer, cardiovascular health, psychiatry, language, and music are just a few items of which our staff and faculty work with the state's Native Nations.

- Sokaogon Chippewa Community Mole Lake Band of Lake Superior Chippewa and UW-Madison School of Medicine and Public Health Biohealth Tech Hub Initiative: Ongoing collaboration and the development of work that may include participation in clinical trials and health data sharing. Both could eventually lead to better treatments and therapies for persistent community health issues,

such as diabetes and drug and alcohol addiction. <https://www.med.wisc.edu/news/tribal-council-uw-researchers-collaborate/>

- Stockbridge-Munsee Band of the Mohican Nation and the University of Wisconsin Carbone Cancer Center: Radon testing and mitigation for tribal housing related to lung cancer levels. <https://www.medicine.wisc.edu/news/01102025-dr-noelle-loconte-leads-academic-community-partnership-reduce-radon-risks-native-communities>
- Menominee Indian Tribe of Wisconsin, the Wisconsin Tribal Conservation Advisory Council, other tribal partners and UW-Madison: A project to support and grow Native American food traditions and food sovereignty for Great Lakes Tribal Nations and expand traditional Tribal food production practices. <https://news.wisc.edu/uw-madison-tribal-partners-launch-collaborative-effort-to-support-native-american-foodways-in-great-lakes-region/>
- Ho-Chunk Nation and UW-Madison College of Agricultural and Life Science: Increasing the seed stock of Ho-Chunk corn varieties such a speckled corn for the Nation utilizing traditional growing methods. <https://news.wisc.edu/uw-madison-ho-chunk-partner-to-increase-seed-stock-of-corn-through-traditional-methods/>
- Bad River, Red Cliff, Lac du Flambeau, and Ho-Chunk Nations and UW-Madison Earth Partnership: Projects include advancing Indigenized earth science education and teaching, leveraging language and cultural revitalization efforts led by the Tribes to inform land-based learning and stewardship in communities, and fostering career pathways in STEM for Indigenous youth and community that meet Tribal needs for natural resource management.

Education Programs intended for Tribal Students or Employees

- Center for Indigenous Research to Create Learning and Excellence: UW-Madison has received an NSF grant to create the CIRCLE. CIRCLE aims to support Indigenous students throughout their time in graduate school, and in turn, improve graduation rates and increase the number of Indigenous scientists contributing to STEM knowledge. The program will connect students with Indigenous faculty members; provide training for academic advisors; hold weekly lunch meetings and other opportunities for students to share about their research and experiences; and provide support for interdisciplinary approaches to community-centered Indigenous science. Learn more: <https://news.wisc.edu/new-mentorship-program-offers-support-community-for-indigenous-graduate-students/>
- 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 Leepore (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, and guides are UW-Madison students, several of whom are Ho-Chunk.

From September 2023 through August 2024, we provided 96 tours to 1,449 guests.

This year we also worked with the Wisconsin Foundation and Alumni Association on the Teejop Waterscapes Boat Tour. For the 2024 season, we had 13 tours and 143 guests, primarily alumni and their guests.

- 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

2024 efforts to highlight Indigenous contributions to campus:

- March 2024: Grace Bulltail (Crow), professor at the Nelson Institute of Environmental Studies, Carolee Dodge Francis (Oneida), professor at the School of Human Ecology, and Molli Pauliot (Ho-Chunk) PhD student, were honored at the UW-Madison Outstanding Women of Color Awards. These three strong Indigenous women were among six trailblazers recognized for their efforts to improve the climate for, or status of, people of color and celebrated for their extraordinary contributions to campus, their communities, and the world.
- April 2024: The Iron Mound Singers came to campus and shared a traveling song as we sent off about 60 faculty and staff on 5-day journey called the Wisconsin Idea Seminar. The 2024 Seminar visited Maa Wákačąk, La Crosse, and the Kickapoo Valley Reserve, among others. Seminar topics include health and healing, creative placemaking, how rivers and people shape each other, and Ho-Chunk perspectives about caring for land and water, just to name a few.
- September 2024: Our Shared Waters was a two-day multidisciplinary experiential canoe program that celebrates Indigenous craft and knowledge about water, food, language, and ecology. Indigenous teachers Bill Quackenbush and Wayne Valliere from the Ho-Chunk Nation and the Lac du Flambeau Tribe shared their history and the process of making the dugout canoe (*Tee Waksikhominak Canoe Conundrum*) and the birch bark canoe (*Bringing Back Anishinaabe Birchbark Canoe Culture*), respectively. In addition to teaching classes, and public presentations, there was also a corn braiding and wild rice parching demonstration on the Terrace in front of Lake Mendota. Students and community members were invited to ride in a Ho-Chunk or Ojibwe canoe or float alongside in one provided by UW-Hoofers.
- November 2024: Hosted Ada Deer: A Tribute to Her Enduring Legacy. Just over a year after her passing, we hosted an event to honor and celebrate Ada Deer, a member of the Menominee Nation. Ada Deer worked tirelessly for the rights of Native people as a social worker, activist, lobbyist, author, and was the former director of the UW-Madison American Indian and Indigenous Studies program.
- November 2024: Held a screening of *Bad River: A Story of Defiance*. Students, faculty, staff, and the community were invited to a reception, movie screening and discussion of the film. Students lead a panel discussion with Bad River community leaders Patty Loew, Aurora Conley, and Misty Jackson following the showing.

Additional Items of Note:

- NACHP hosts a [Distinguished Lecture Series](#), a public educational program, that features three public talks per year to feature Indigenous health scholars, advocates, researchers and health equity topics across Indian Country. This series is available in-person and virtually each year.
- NACHP also hosts a podcast, [Medicine Talkers](#), that is available on Spotify and hosted by NACHP's Academic Program Specialist, Lauren Cornelius. This podcast is open to the public and intended to serve as a platform to feature health professions, promote educational opportunities and increase access to educational resources to support students' pathway into a health career.

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: a. Bad River Ojibwe Nation (Federally Recognized Tribes Extension Program [FRTEP] educator); b. Forest County Potawatomi Nation (tribal educator); c. Lac du Flambeau Ojibwe Nation (tribal educator); d. Lac Courte Oreilles Ojibwe Nation (tribal educator); e. Menominee Nation (tribal educator).
- Earth Partnership – Indigenous Arts and Sciences - UW Arboretum
- Enwejig Indigenous Language Advocates, UW-Madison Language Initiative
- Indigenous Education Coordinator – Office of Provost – Collaborative for Teaching and Learning
- Indigenous Language Instruction - previously: Ho-Chunk, Menominee, Ojibwe, and Oneida language instruction
- 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 the place that is currently UW-Madison

Video links

- Seed By Seed: A video shown at freshman convocation. https://youtu.be/ojw1g_jiRUY
- 'I feel like I got the best of both worlds': UW-Madison launches tuition program for Native American students. <https://spectrumnews1.com/wi/milwaukee/news/2024/12/20/uw-madison-launches-tuition-program-for-native-american-students>



Campus Point of Contact

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

Recruitment, Enrollment & Retention of Native American Students

- Host Campus Visits.
 - Native students are spread throughout many high schools in the region, and we can engage with many high schools who come through the recruitment office on visits. We collaborate with Office of Undergraduate Admissions to engage with students and groups visiting campus.
- Community partnerships
 - Milwaukee Indian Education Committee (MIEC) - We support the annual All City graduation event in May to honor Indigenous graduates from ICS (8th grade to High School), local High Schools and local colleges. <https://mkemiec.org>
 - Indian Community School (ICS) - The Electa Quinney Institute (EQI) is a direct beneficiary of an ICS endowment, and we work with the school on projects to support Indigenous language curriculum building, publishing of Indigenous language books, and currently a project to develop Indigenous language resources for local high school students and their families. <https://www.ics-edu.org>
 - HIR Wellness - A local non-profit which provides free mental health resources for local communities, focusing on response to violence against women. They provide culturally appropriate mental health resources for Indigenous students. <https://www.hirwellness.org>
 - Gerald Ignace Indian Health Center- They provide culturally appropriate health resources for our students, and we collaborate to bring a film and discussion on campus, focusing on MMIW/R. <https://gliihc.net/anwc/behavioral-health/>
 - Milwaukee Metropolitan Sewerage District (MMSD) - We partner with the Greenseams project of MMSD to develop access to local sites to engage in Indigenous led land management and restoration plans with our AIS program and specifically our summer paid internship. <https://www.mmsd.com/what-we-do/flood-management/greenseams>

Retention Efforts for Native American Students

- American Indian Student Center (AISC)
 - The AISC has been an integral unit for supporting Native students on campus for 53 years. There is a student lounge adjacent to the AISC offices for students to study and have access to computers and printing.
 - The AISC maintains a proactive engagement with students for success coaching via the Navigate systems and responds to student challenges during the semester. We hired a new Student Success Manager in November.
 - Tribal Outreach coordinator helps students to establish and maintain Tribal funding streams and works with them to navigate the complex systems of Tribal funding sources.
 - The AISC maintains a weekly schedule of events for students to engage in culturally relevant activities. These include FAFSA and financial aid support, collaborations with other offices, and an array of social gatherings for support.
 - The AISC also supervises the student group, Society of Indigenous Students (SIS).
- Electa Quinney Institute (EQI)
 - Scholarships
 - Office of Indian Education (OIE), Professional Development Grants for Teachers and Administrators:
 - We are in the process of closing out our 2018 STEM TTAL Grant where 7 students were accepted. We accepted 6 undergrad preservice teachers and 1 was a grad student.
 - One undergrad student left the program early for another degree; one student opted to graduate with a degree but not certification; and one student is completing their student teaching semester.
 - All other students were successful in earning their teaching license and/or graduate degree.
 - We continue to administer 2 current grants, Leaders & Teachers of the Goodland, in year 4 of a 5-year grant cycle. One grant offers funding for undergrad preservice teachers and the other for master's degree in administrative leadership or curriculum and instruction. This year we were given permission to fund preservice teachers across the UW campus system. Two students were enrolled through UW Superior.
 - Of the 4 graduate students accepted, 2 have graduated, and 2 are in progress.
 - Of the 6 preservice teacher students accepted, 1 has graduated with certification, 1 student has been exited without completion, and 4 students are in progress.
 - EQI also facilitates the Kinship and Responsibility Scholars Program which supports undergraduate students in developing research skills and experience.
 - This scholarship is \$5000/yr. and renewable through graduation.
 - Students learn research through monthly coaching sessions and cohort meetings, building a community of young scholars learning from one another as well.

- Scholars are required to take two AIS courses in their first two years in the program.
 - In the third year of the program the Kinships and Responsibility Scholars Program, through relationship building and financial support.
 - We currently have 21 students in the K and R Scholars Program and have a 90% retention rate.
- EQI supports graduate students with research and travel expenses for students attending conferences and off campus research sites.
- Culturally Specific Programming on Campus
 - Indigenous Languages
 - The Electa Quinney Institute teaches Ojibwe, Potawatomi and Oneida languages.
 - In 2024 we offered Ojibwe 1-4, Potawatomi 1-2, and Oneida 1-2.
 - EQI has a MOU with UW Superior to teach Ojibwemowin to their students in a hybrid format.
 - EQI provides professional development to Michigan Technological University through Ojibwe language instruction.
 - American Indian Studies Program
 - AIS at UWM is a certificate program focusing on decolonial knowledge to help students to understand settler colonialism so that they can develop skills to navigate their professional lives promoting Indigenous principles and lifeways.
 - Iskigamizigan (Maple Sugaring Camp)
 - We completed our second year of our Iskigamizigan program.
 - We tapped 25 trees at the UWM Cedarburg Bog Field Station.
 - We boil the sap on campus at the EQI Fire Circle and provide experiential opportunities for our students and other classes to participate.
 - EQI Fire Circle
 - EQI maintains a ceremonial Fire Circle as a classroom space for our students and community events.
- **Faculty Recruitment:** There are currently no official efforts to recruit more Native faculty. Through the Electa Quinney Institute we have added one more academic staff in 2024.
- Native American Faculty and Staff at the university:
 - Dr. Mark Freeland, Bahweting Anishinaabe (Sault Ste. Marie Tribe of Chippewa Indians) Director of the Electa Quinney Institute and American Indian Studies, Associate Professor of Anthropology
 - Sommer Drake, Oneida Nation of Wisconsin, EQI Grant and Student Services Manager
 - Breann Clark, Oneida Nation of Wisconsin, Student Success Manager
 - Celeste Clark, Lumbee Nation, Tribal Community Outreach Coordinator
 - Dr. Michael Wilson, Choctaw Nation, Associate Professor of English
 - Dr. Leah Rouse, Menominee, Associate Professor of Educational Psychology
 - Dr. Margaret Noodin, Ojibwe, unenrolled, Professor of English, in residence Ojibwe Instructor for the Grand Portage Band of Lake Superior Chippewa.
 - Dr. Nathon Breu, Lac du Flambeau Ojibwe, unenrolled, Assistant Teaching Faculty III

Research and other activity on land controlled by a Native Nation

- NAGPRA
 - UWM is actively engaged in the return of Indigenous ancestors and funerary objects still held on campus. The Archaeology Research Laboratory Center (ARLC) is actively engaged in the consultation process and is making significant movement towards repatriation of all the respective ancestors.
- EQI in collaboration with MMSD provides leadership in developing land restoration policy for four sites in the Milwaukee River basin. This project is researching the role of Potawatomi and other Indigenous languages to provide ethical parameters in restoring agricultural land on four sites adjacent to waterways in the riverine basin.
 - This program promotes undergraduate research through a paid summer internship program where the students implement the collaborative restoration plans.
 - This research is in its initial phases and tracks soil and water quality, invasive species, health of native species and wellness of participants in relationship with the environment.

Education Programs intended for Tribal Students or Employees

- Indigenous Felt Knowledge Festival (IFKF)-
 - IFKF is an annual fall celebration of Indigenous knowledge and epistemologies. Felt knowledge is a theoretical framework which addresses a holistic epistemology engaging all our senses and recognizes our bodies and reservoirs of knowledge. This is an all-day event hosted in the center of the Student Union which supports community learning and engagement led by Native peoples. In 2024 we had a workshop and performers from Oneida, Menomonee, Potawatomi, Ho Chunk and Ojibwe communities. Activities included drumming, singing, social dancing, moccasin making, Oneida pottery, ricing stick making, and discussions of Native leadership in education.
- Potawatomi Language Curriculum Building Workshop
 - In August of 2024 we hosted a Potawatomi Language curriculum workshop in support of teaching the Potawatomi language in both higher education and community settings. This two-day workshop facilitated the development of second language acquisition curriculum and pedagogy for Indigenous languages with two language teaching facilitators. We had attendees from Forrest County Potawatomi, Pokagon and Prairie Band communities.
- In partnership with HIR Wellness, EQI and AISC faculty, staff and students participate in the Healers and Helpers community healing sessions, focused on supporting Native peoples working in Native community healing.

Any other initiatives not mentioned above

2024 efforts to highlight Indigenous contributions to campus:

- EQI publishes Indigenous language books in collaboration with community members. We help facilitate the process with publishers and can financially support community efforts, often donating these books to students at the Indian Community School and other community organizations.

Video links

- New Partnership with MMSD and EQI: <https://uwm.edu/eqi/partnership-with-mmsd-and-eqi/>
 - Restoring Relationships: An Internship Experience in Land Revitalization with EQI & MMSD: <https://uwm.edu/eqi/restoring-relationships-an-internship-experience-in-land-revitalization-with-eqi-mmsd/>
- EQI Iskigamizigan (Maple Sugaring Camp): <https://uwm.edu/eqi/eqi-iskigamizigan-maple-sugaring-camp/>
- Indigenous Kinship & Responsibility Scholar Feature: Michael Claus Thiel: <https://uwm.edu/eqi/ikr-michael-claus-thiel/>
- The Importance of Indigenous Felt Knowledge Festival: <https://uwm.edu/eqi/ifkf24/>



Campus Point of Contact

- Roger Wescott, Admissions Office Assistant Director, and University Tribal Liaison; triballiaison@uwosh.edu; (920) 424-0926.

Recruitment, Enrollment & Retention of Native American Students

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.
- Every fall, there is a specific preview day called Native Visit Day which is designed for prospective high school Native students. Many local high schools attend.
- 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 Eliza Farrow: 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.
- The Hub, located in Reeve Union, serves as a campus community engagement and gathering spot where students can go for socializing, activities, programming, networking, and gathering. The focus of the Hub is community building and creating a space of belonging.
- The Multicultural Education Center (MEC) is currently under construction but will be open for the Fall 2025 semester. The MEC serves as a multipurpose resource center that seeks to bring people together to promote and celebrate diversity on campus.

Indigenous Studies Certificate to decolonize current curriculum, empowerment, visibility, 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

- Indigenous Studies Program Director
- 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

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

Education programs intended for Tribal students or employees

- Many of the Inter-Tribal Student Council's events are aimed at Indigenous learning, and 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.
- A Conversation with the Tribal Liaison event. The entire campus was invited to a discussion with the Tribal Liaison and talk about everything Indigenous on the current campus.

Any other initiatives not mentioned above

- Regular communication and collaboration with Reach Counseling's (sexual assault service provider for Winnebago County) Native American Outreach Advocate.
- Native American Graves Protection & Repatriation Act (NAGPRA) Provost Working Group: The charge of the working group is to oversee ongoing NAGPRA compliance work to make sure this process is proceeding respectfully and efficiently and to create long-term policies regarding Native American Ancestors and cultural belongings on campus.
- UW NAGPRA Advisory Committee. This committee meets twice a year, with additional meetings as necessary, to provide oversight and guidance on Institutional NAGPRA compliance activities and specific matters as requested by the UW System NAGPRA Director.

- 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.
- Three rooms, yet to be named, located in Swart Hall that are designated for our Indigenous students to have space to connect or reconnect with their traditions. These rooms are in the process of being cleared for students to smudge.
 - One room, for an official Indigenous Studies Office
 - A room, as space to store sewing machines, fabric, beads, medicines, leather, Indigenous Garden supplies, etc.
 - A student space named the 7 Generations Room, will have medicines available for students whenever they want, along with LAX sticks, footballs, kickballs, etc. and storage closets for any item they might be working on and want access to when the supply room is not open.
 - There is also the large open space that we want to include words of welcome in all community languages and art.



Campus Point of Contact

- Dr. Tammy L. McGuckin, Vice Chancellor for Student Affairs & Enrollment Services,
mcguckin@uwp.edu

Recruitment, Enrollment & Retention of Native American Students

- UW-Parkside is participating in the Direct Admit Wisconsin program. Through this program, qualifying students in participating high schools are admitted to participating UW institutions through the collection of relevant data from the high schools. This streamlines the process for students, eliminating the need to complete the traditional application process.
- UW-Parkside also participates in The Wisconsin Guarantee program which guarantees admission to students who graduate from a Wisconsin high school in the top 10% of their class. Students are required to complete an admissions application to be evaluated for The Wisconsin Guarantee.
- Host campus visits
 - UW-Parkside is committed to providing opportunities for prospective students to visit campus. Due to staffing reductions, we have not had a dedicated Campus Visit position for the past two years. In November 2024, we redefined the duties of an Outreach Program Manager to include direct oversight of our campus visits and new student orientation programs. The Campus Outreach Manager will enhance efforts to invite high school and community groups to campus on a regular basis.
 - We currently hold several campus visit opportunities throughout the Fall and Spring semesters including Ranger Saturdays (an introduction to UW-Parkside and the admissions/financial aid process for high school sophomores, juniors, and seniors); Experience Parkside Days (a deeper dive into the academic opportunities, supports, and services available to students for high school juniors and seniors and prospective transfer students); and Admitted Students Days (a celebration of those students admitted for the upcoming academic year where they engage with faculty, staff, and peers as they prepare for their transition to college).
 - A specific focus in the coming year will be the opportunity to connect with the sovereign American Indian tribes in Wisconsin and Illinois. This work will be a priority of our Assistant Vice Chancellor for Enrollment Services / Director of Admissions and the Outreach Program Manager.
- Activities the University has participated in with local High schools
 - In addition to hosting campus visits, our team of Admissions Recruiters spend time in the high schools meeting with students to assist them in their college exploration and enrollment processes.
 - As recruitment territories are planned for the upcoming admissions cycle, special attention will be focused on creating relationships with tribal schools.

- Community partnerships
 - UW-Parkside partners with several community agencies in the southeastern Wisconsin region including the Boys & Girls Clubs of Kenosha and Milwaukee, the Kenosha Emerging Leaders Academy, the Young Leaders Academy of Racine, and the Kenosha YMCA.

Retention Efforts for Native American Students

- UW-Parkside offers a several/services that provide wrap-around support for our students:
 - We provide on-campus housing options for students including traditional, double-occupancy rooms; suite style accommodations; and apartment style accommodations for upperclassmen. Academic and social/personal development programming is offered along with 24/7 staff on-call support.
 - Through our Student Health, Counseling & Accessibility Services Office, we provide primary health care, individual psychological and psychiatry support, and evaluation and determination of reasonable accommodations to students. In addition to our on-sight, in-person providers, we also partner with Mantra Health to provide virtual counseling and crisis services.
 - In 2021, UW-Parkside was awarded a Department of Education Title III grant aimed to support student success. Through the grant, we hired a team of Success Coaches who work with students (new and transfer) during their first year of enrollment. Every new student is assigned a Success Coach in addition to their professional Academic Advisor. Students meet with their Success Coach throughout the academic year to discuss concerns/barriers that may be impacting the students' ability to be successful. The Success Coaches work with students to develop coping strategies, set, and stick to academic goals, and refer them to campus and community resources as needed to meet the students' individual needs.
 - The Advising and Career Center provides students with dedicated staff assigned based on the students' area of study/major. These advisors guide students through their exploration of majors as well as future careers. They assist students in planning their academic path and registering for classes. Additionally, advisor's follow-up with students in response to academic progress reports from faculty.
 - The Parkside Academic Resource Center provides peer tutoring services for a wide range of courses/academic subjects. Special focus is provided for math and writing support as well as seminars on study skills, time management, and anxiety & stress reduction. In addition to the in-person tutoring support in the PARC, UW-Parkside contracts with a third-party Professional Tutoring service that is available to students online.
 - A coordinated focus on belonging & engagement brings together several campus partners who provide programs, activities, and supports to students. These areas include Student Engagement & Connections (student organizations and campus activities), Office of Multicultural Student Affairs, Genders & Sexualities Advocacy Center, Military & Veterans Success Center, International Student Services & Study Abroad, and Student Government.
 - UW-Parkside's Dean of Students works with students who may need additional assistance. The Dean of Students facilitates medical withdrawals, student conduct, the Campus Care Team, and student grievances.
- Culturally Specific Programming on Campus
 - Native American Heritage Month Library Collection Featured Display
 - MOSAIC Workshop – Acknowledging the Land Beneath Us

- Native American Heritage Month Bridge Tables
- DIY Dreamcatchers – Student Activity Event
- Two-Spirit Film Viewing – Office of Multicultural Student Affairs
- Astronomy of Native America – Student Final Presentations at the Hawthorn Hallow Observatory
- Nature Walk with Dr. Dave Rogers during Native American Heritage Month
- MOSAIC Workshop – Land Grant Universities: Unpacking the Legacy and Lessons of Indigenous Land Rights
- A Conversation with Jon Proudstar from FX's, Reservation Dogs

Recruitment, Enrollment & Retention of Native American Faculty/Staff

- **Faculty Recruitment:**
 - Recruitment Resources/Job Posting Opportunities
 - Insight into Diversity
 - American Indian Science and Engineering Society
 - Native American Journalists Association
 - Society for Advancement of Chicanos and Native Americans in Science
 - The Tribal Employment Newsletter
 - Tribal College Journal of American Indian Higher Education
 - Native Americans in Higher Education
- Native American Faculty and Staff at the university:
 - Two employees who have self-identified as Native American

Education Programs intended for Tribal Students or Employees

- ANTH 227 – North American Indians
- PHYS 120 – Astronomy of Native America

Campus Point of Contact

- Shaun Stoeger (Wamniomni), Tribal Liaison, Stoegers@uwplatt.edu

Recruitment, Enrollment & Retention of Native American Students

- The UW-Platteville recruiting office actively engages students throughout lower Wisconsin. There is less recruiting in the upper area of the state, therefore, currently, our Indigenous recruiting efforts are aimed primarily at Ho-Chunk Nation youth in the public school system. The recruiters also recruit for the Baraboo campus.
- The Tribal Liaison worked extensively to develop an online presence for Native people. Prior to this, UW-Platteville & Baraboo had no online portal for Indigenous populations. Any Native person, looking at what UW-Platteville has to offer Native students, is now able to find a web page through an internet search. Our current Native outreach pages are a start, and we will be looking to expand.
- The Tribal Liaison is developing a project that will gain recognition and potentially draw interest from all Tribal nations across the state.

Retention Efforts for Native American Students

- UW-Platteville offers a host of services to students, to include residence life programming, health services, etc., however those services do not have programs tailored to Native students.
- The largest contributor to the retention of our Native American students lies in the work of the Tribal Liaison. The Tribal Liaison works to establish and maintain relationships with the Tribes, create educational and cultural experiences for the students and staff at both campuses, and create pathways for Native students to be successful at UW-Platteville.
- The Tribal Liaison is creating a Native American club on the Baraboo campus.
- On the Platteville campus, the number of Native students that are either enrolled or descended and actively seeking to connect with culture or other Natives is extremely low. The Native students that do present themselves are actively advised and mentored by the Tribal Liaison.
- Fall semester 2024, UW-Platteville hosted several events on campus to include former Chairman Mike Wiggins Jr speaking, a Peace Tree ceremony officiated by Sonny Smart, and singing by the Black Thunderbird singers. These events were extremely successful and popular. Native people from the surrounding communities were in high attendance.
- The Tribal Liaison also created “the Tribal Task Force” to help increase programs and offerings on campus, work through bureaucracy, and build campus climate collaboratively.

Recruitment, Enrollment & Retention of Native American Faculty/Staff

- **Faculty Recruitment:**
 - The Tribal Liaison coordinated with faculty and administration to bring a new faculty member to campus. The status of that is unknown.
- Native American Faculty and Staff at the university:
 - Russell Hill, Oneida, Video Production Manager
 - Shaun Stoeger, Lakota, Tribal Liaison
 - Cristina Winkler, Custodial Services Supervisor

Education Programs intended for Tribal Students or Employees

- The Tribal Liaison created UW-Platteville's "Land Acknowledgement" statement. Instead of it being an obligatory document to be read as a showpiece, the document was created to acknowledge the land itself. This has been a call-to-action for many faculty and staff. Campus administration is planning ways to enact the "Land Acknowledgement" and make it part of the campus identity and experience. Faculty and staff are seeking ways to implement the Land Acknowledgement in everything from curriculum design to artwork in dormitories.
- After drafting the Ceremonial Burn (smudge & pipe) & NAGPRA compliance policies, the Tribal Liaison is in the progress of creating educational videos to inform faculty and staff of these practices.

Any other initiatives not mentioned above

Not only are we looking at what everybody else is doing, we are looking at what no one else is doing. Both the Platteville and Baraboo campuses are attempting to build Native programming unlike anything else offered on any UW campus. In simple terms, we are attempting to get to where everyone else is currently at, and then go where no one else is going.

The developer of UW-Platteville's strategic plan stated: the Tribal Liaison is "looking at the long-game. He is attempting to build an entire infrastructure that will attract, support, and inspire Native American youth and set an example for others to follow."

When the Tribal Liaison was hired into the role, there were no specific programs for Native people on either of our campuses. Essentially, the Tribal Liaison is working to build an entirely new program.

For the first time, in many years, Native students, staff, and faculty are having access to Native American culture, ceremonies, and elders being present on campus and providing education in non-western thought and lifeways. This was demonstrated by our Indigenous People's Week in October 2024.

The Tribal Liaison is operating from the position of "build it and they will come," understanding to make it sustainable is sometimes a slow process.

Campus Point of Contact

- Malachi Stroud, Area Coordinator, malichi.stroud@uwrf.edu

Recruitment, Enrollment & Retention of Native American Students

- Community partnerships
 - Mark Klapatch, Director of Sustainability/UWRF provided the following: As it relates to community partnerships, several campus and community groups collaborated to host Bad River Film Screening, Wednesday, October 16, 2024, 6:30 pm, Falls Theater. Flyer attached. This was funded by the UWRF Green Team student organization. Also related to community partnerships and looking ahead, the pre-event feature for Earth Fest 2025 (4-26-25) will feature an indigenous component – likely a drum circle with music and education around indigenous culture. Again, this is technically a community event with Hope for Earth pulling it together, but UWRF is a key partner in that work. The 2024 Earth Fest event also included the Humble Horse Ojibwe Ponies.



- Kirsten Lindbloom, Lecturer, Sociology, Anthropology and Criminal Justice) in collaboration with Moira Lynch, (Associate Professor, Politics, Geography, and International Studies), has been collaborating with the National Indigenous Residential School Museum in Canada. She has led a group of students who worked with the museum on several projects and hopes to lead another group this summer. *(information provided by Paige Miller, Chair & Professor, Sociology, Anthropology and Criminal Justice)*

Coverage of this collaboration/project:

- <https://www.portageonline.com/articles/video-wisconsin-university-students-create-community-gardens-at-former-residential-school>

Retention Efforts for Native American Students

- Culturally Specific Programming on Campus
 - The UWRF Center for Excellence in Teaching and Learning helped organize an event on February 5, 2024, featuring Dr. Brian McInnes from UW-Eau Claire, discussed indigenous lands. This event had about 90 attendees.
 - Asigi'idiwag Anishinaabekaa (ASI ANI) is a Recognized Student Organization on campus. This RSO hosts Native events and programming for Native and non-native students. While these are not Student Involvement events, Student Involvement does provide support for RSOs, which includes ASI ANI. *(information provided by Cara Rubis, Executive Director of Campus Life)*

Recruitment, Enrollment & Retention of Native American Faculty/Staff

- Native American Faculty and Staff at the university:
 - Em Loerzel, Tenure-Track Faculty Member, Department of Social Work, Native Ojibwe (has resigned her position in Social Work recently – January 2025)
 - UWRF's women's head tennis coach, Jon Koenigs, is a member of the Buffalo Point Nation Band of Ojibwe. *(information provided by Crystal Lanning, UWRF Athletics Director)*

Research and other activity on land controlled by a Native Nation

- Dr. John Ryan Fischer, Assistant Professor of History, research on Sauk and Meskwaki nations including research on Meskwaki Settlement in Iowa (Information provided by Kiril Petkov, Professor of History)
- Professor Em Loerzel, Social Work (now retired), is a Native Ojibwe and former faculty member. She continues to be a researcher on a sustainability grant that is a partner with faculty member Shawyn Domyancich-Lee (Social Work). *(Information provided by Tammy Kincaid, Chair of Social Work.)*

Education Programs intended for Tribal Students or Employees

- Caroline Baker, Interim Associate Provost/Professor of Counseling – Within the Counseling program, they invite St. Paul Public Schools Indian Education School Counselors into their COUN 615: Cultural and Ethical Foundations course for one class session. Tami Johnson has been the main guest speaker each year (for about 12 years), and one of our UWRF alumni (Alyssa Mitchell) is also listed on the website: <https://www.spps.org/academics/indian-education-program/program-services/school-counseling-catching-a-dream/catching-a-dream-meet-the-counselors>

Contact info:

Tami Johnson, M.A., Ed.S., Licensed School Counselor
2019 National Indian Educator of the Year
Support Counselor, American Indian Studies 10th-12th grades
Harding High School
1540 E. 6th Street, St. Paul, MN 55106
Office phone: (651) 744-1160 • Google Voice: (651) 419-1130

Tami's presentation offers knowledge and skills around the positive and negative history of Native Americans in the region and ways to support American Indian/Native American students in K-12 and into tribal colleges.

It has been a hugely impactful part of the program.

- Kiril Petkov, Professor of History, also provided this information: History 206 – Native Americans and the United States” has served tribal students. This course is taught every semester by Dr. Fischer.

Any other initiatives not mentioned above

2024 efforts to highlight Indigenous contributions to campus:

- Additional UW-River Falls centers, programs, and units serving Native American Interests/Culturally Specific Programming on Campus:
 - Maureen Olle-Lajoie, Director, Chalmer Davee Library – November 2024, The Library has a virtual display in LibGuides for Native American Heritage Month (November), highlighting books and media about, by and for indigenous communities
 - Kiril Petkov, Professor of History and Philosophy provided the following information: Fall 2023 Peterson lecture: "The Land is the Only Thing": Tracing the History of Ojibwe Activism in Northern Wisconsin" Dr. Katrina Phillips, Macalester College, Saint Paul, Minnesota, Associate Professor of History with a focus on Native history and the history of the American West
 - Mark Klapatch, Director of Sustainability/UWRF also provided this information: "I was not involved, but a couple campus groups hosted Dr. Brian McInnes 2/5/24. Flyer attached".
 - Mark Klapatch, Director of Sustainability also provided the following: "I also know that some student groups have partnered with the Asi Ani student group to host events. There was a beading event this fall along with several other events coordinated by Asi Ani. Malachi Stroud is the advisor".

Follows Geography and International Studies (GID) Department, Office of the President, the UWRP Foundation, the UWRP, the UWRP, and the UWRP. All of these are part of the UWRP. All of these are part of the UWRP. All of these are part of the UWRP.

Keynote lecture:
Local Indigenous lands, cultures, and how local tribes are working to restore them

ft. Dr. Brian McInnes

Dr. McInnes will be delivering a keynote address on local Indigenous lands and cultures. Dr. Brian Wabshikimika McInnes is a professional educator dedicated to diversity education, language and culture revitalization, and organizational leadership. A member of the Waikiki First Nation, Brian has a deep interest in the preservation of Indigenous cultures and languages and is an accomplished speaker, presenter, and writer in English and Ojibwe. He is currently an assistant professor in American Indian Studies at UWEC.



Video links

- <https://www.portageonline.com/articles/video-wisconsin-university-students-create-community-gardens-at-former-residential-school>

Monday, February 5th from 4 PM to 7:30 PM
Falcon's Nest, University Center, UWRF
Lecture from 4-5:30 PM
Feast following lecture: 5:30-7:30 PM



Campus Point of Contact

- Rachel Davis, Native American Center Coordinator; radavis@uwsp.edu
- Al Thompson, Vice Chancellor for Student Affairs; althomps@uwsp.edu

Recruitment, Enrollment & Retention of Native American Students

Host campus visits

- Admissions hosted several Tribal high schools Lac Courte Oreilles Ojibwe College and College of Menominee Nation - visited Native American Center (NAC) as part of tour.
- NAC collaborates with Admissions on Reservation CRAWLL grant and attends college fairs for recruitment when possible.

Activities the University has participated in with local High Schools

- Native American Center secured a grant to develop a Native American Video and Audio Archive Project and is using a Reservation CRAWLL (Community Reclamation with Appreciation and Willing to Listen/Learn) methodology. In partnership with Admissions and other allies across campus the Native American Center, American Indians Reaching Opportunities (AIRO) and others visit different tribal communities, including high schools, to build relationships and connect potential students to resources at University of Wisconsin Stevens Point (UWSP).
 - Project has just begun with the first visit being to the Wisconsin Dells High School, visiting Ho Chunk Territory and visiting with the Ho Chunk Language Center at the high school as well as connecting with the Ho Chunk, Native American Coordinator at the Wisconsin Dells High School
- NAC worked with Stevens Point Area Senior High School on their Ho Chunk Language project.
- 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, Native American Coordinator 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 Days, Orientation).
- The Orientation Leaders 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.

Community partnerships

- Native American Center (NAC) is in the works with Portage County Historical Society on upcoming 2025 exhibit
- NAC has hosted Ho Chunk citizen and photography for the past two years as an artist in a Native American Heritage Month exhibit
- NAC has worked with Native serving organizations to received \$50,000 in funding for several projects: 2 Growth Mindset trips, Water is Life Conference, Native American Audio and Video Archive, and a project with Menominee citizen Jacob Grignon.
- Supported Stevens Point Area High School with their “The Earth Still Speaks” musical debut of Ho Chunk song, performed by the high school choir. American Indians Reaching Opportunities (AIRO) hosted a grilled cheese fundraiser as well to support honorarium for the drum group.
- Our Prescribed Fire webinar series (which has reached over 1900 people) had two webinars on traditional ecological knowledge and use of fire. <https://www.uwsp.edu/wfc/wisconsin-forestry-center/workshops-trainings/prescribed-fire-webinar-series/>.
- Log merchandising workshop with Stockbridge-Munsee Forestry Department for the Wisconsin Tribal Conservation Advisory Council <https://www3.uwsp.edu/cnr-ap/WFC/Pages/Workshops-Trainings/Visual-Merchandising.aspx>.

Summer camps

- No Summer camps have been hosted specifically for Native American Students. Native American Center is working to collaborate with our athletics department to host a basketball camp for Indigenous Youth in the future.

Retention Efforts for Native American Students

Culturally Specific Programming on Campus with the Native American Center (NAC)

- The Native American Center (NAC) advises the student organization American Indians Reaching for Opportunities (AIRO).
- The Native American Center hosts an official chapter of American Indians in Science and Engineering (AISES).
- University of Wisconsin Stevens Point's Native American Center was awarded the Rising Star Chapter award from AISES, October 2024.
- The Native American Center hosts internal programming for Native American students including family dinners, crafting, escape rooms, bowling, Frybread workshops, arts and craft nights, and hosting community members in the Native American Center to share insights and stories. Native American Coordinator works at sending students to conferences and other professional development opportunities.
- For the 2023-2024 academic year, Native American Center (NAC) hosted several cultural programs and events:
 - Healing Waters Celebration (collab with College of Fine Arts), Keynote Speaker series: Jon Greendeer, President of Ho Chunk Nation. UW Water is Life Conference, Native American Awareness Week, MMIWS2M gathering at Ancestor site, beadwork workshop, screening of Bad River the movie, Acknowledgment Reception for Sonny Smart, visiting with the Ancestors Feast, 49th Annual AIRO Pow Wow, Reclamation Walk for Orange Shirt Day, Native American medicines, Food Sovereignty talk with Misty Cook, GOTV event with Ho Chunk Nation, Coffee and Culture night with Joe Rainey, citizen of Red Lake Ojibwe Nation.
 - NAC collaborates with Admissions and attends college fairs for recruitment when possible.
 - NAC Coordinator wrote two grants and has helped fund and organize three growth mindset experiences for a total of 15 Native American students to travel to Hawaii. Next trip is planned for end of February 2025. Continuing to build relationships with the University of Maui was also featured as part of the experience for students.
 - NAC Coordinator hosted the first annual Water is Life Conference in pursuit of reviving the UW Native Nations relationships and opportunities to collaborate. The first Water is Life Conference was held April 3, 2024. The upcoming conference is scheduled for May 1, 2025.
 - NAC supports and develops 2-4 student workers in the NAC annually.
 - NAC worked with student government to write a new Land Acknowledgement that was approved by the Common Council and the Chancellor.
 - 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.
- Student engagement and belonging for Native American/Indigenous students:
 - Summer engagement, welcome week/orientation, academic year programs and 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 of robust educational programming that relates to Equity, Diversity, and Inclusion and cultural celebration.
 - Collaborate with campus and community partners to produce quality educational programs.
 - The LEAD Bridge 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.
- 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 for the Ancestor Below US Project in three parts: Ghost Feast, Installation Day, Art Reveal Celebration, Alumni Social.
 - The physical space of the NAC was expanded from 235 sq feet to 685 sq feet through advocacy and collaboration.
 - The Native American Coordinator worked with Student Government Association (SGA) to develop and approve a new land acknowledgments statement that was approved.

Recruitment, Enrollment & Retention of Native American Faculty/Staff

- **Faculty Recruitment:**
 - NAC Coordinator served on hiring committee for Multi-Cultural Recruiter.
- Native American faculty and staff at the university:
 - Name, Tribal Affiliation, Title, School/Position
 - Rachel J Davis, Sac and Fox Nation of Missouri and Kansas, Native American Center Coordinator, University of Wisconsin Stevens Point.

Research and other activity on land controlled by a Native Nation

List of all projects underway or completed in the past year.

- The Native American Coordinator is in an EdD program and has started the process of IRB approval for the Native American Audio and Video Archive that is being facilitated through a grant and the Reservation CRAWLL model.
- 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 four to five 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

- Regarding courses, the senior capstone for Forestry: Ecosystem Restoration and Management has two sections on this topic, one focuses on treaty rights and the other focuses on tribal forestry, prescribed fire, and agriculture and TEK. The capstone courses will be doing a tour of Stockbridge-Munsee's forestry and natural resource management this year and one of the class teams is focused on cultural history, with part of the focus on TEK. The capstone courses for Forestry: Forest Management option include coverage of treaty rights, tribal forestry, and prescribed burning (regarding Ponderosa Pine and Douglas Fir management and grazing), and

cultural history of land management in New England and the southeast pre-European settlement.

- Associate Professor of English Dr. Gantz's project for the Wisconsin Teaching Fellows and Scholars program in 2022-2023 involved redesigning the course, ENGL 280: American Indian Literature, to center oral storytelling traditions/practices vs. privileging written texts—which is one of the guidelines created by the UW Native American Studies consortium in the early 2000s. Dr. Gantz worked with Native American Coordinator to invite a guest speaker, Dr. Marcus Lewis, to do a telling for students. Students were offered the opportunity to do oral assessments vs. written ones. The course is slated for next fall. It will build on what worked from the initial project and adjust what did not work well.
- 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 Sasanehsaeh Jennings from the Universities of Wisconsin. Based on conversations with the group, the intent is 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 Pursuing 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 ready-made industry 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

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 Diversity and College Access Success Coach at least once per semester.
- Advanced Opportunity Program (AOP): A grant to support qualifying graduate students. Native American students are qualified to apply for this grant. Additional scholarships and grant opportunities are provided through the Financial Aid Office, University of Wisconsin Stevens Point's Foundation and The Native American Center.



Campus Point of Contact

- Mai Khou Xiong, Executive Director for Student Inclusion and Belonging, xiong@uwstout.edu

Recruitment, Enrollment & Retention of Native American Students

- UW-Stout is committed to developing greater partnerships with Tribal Nations and establishing sustainable strategies moving forward to increase efforts to recruit and retain Native American students.
- Recruitment Events & College Fairs: UW-Stout's Admissions office actively participates in recruitment events and college fairs. The Admissions office intends to continue to expand its participation in recruitment efforts for Native American students. Events attended by the Admissions office include:
 - CESA 11 Multicultural College and Career Day – In collaboration with Multicultural Student Services office.
 - Ho-Chunk College Event – In collaboration with Multicultural Student Services office to support Native American student recruitment.
 - Trades and Public Safety Career Fair – Hosted at Menominee Indian High School
- Campus Tours and Visits: The Admissions office offers Academic Campus Tours, which include Academic Program Visit Experience and Campus Preview Days, as well as Exploratory Campus Tours, featuring the Polytechnic Preview, Discover Stout Visit Experience, and Quick Stop Saturdays.
 - Admissions Office partners with Multicultural Student Services office to provide presentations for group visits upon request.
 - UW-Stout hosted group visits from:
 - Menominee Indian High School
 - Lac du Flambeau Youth Center
 - UW-Stevens Point Upward Bound
 - STEMfest Upward Bound/College Bound
 - Boys & Girls Clubs of Wausau
 - Boys & Girls Clubs of Milwaukee
 - Advancement Via Individual Determination (AVID) groups from Janesville, Harding, Como Park, Andover High School, and Memorial High School in Eau Claire, and Woodbury, Apple Valley, and Eagan High School in Minnesota.
- **Direct Student Support Services:** Multicultural Student Services provides ongoing support to underrepresented students, including Native American students, through the following:
 - Direct engagement with students during campus visits and college fairs
 - Presentations during group visits to highlight available services and resources to support student success in college
 - Outreach initiatives focused on student engagement, leadership opportunities, and participation in programs like Stoutward Bound and Multicultural Living Community.

- Guidance on scholarships, grants, and financial aid, including FAFSA assistance and student employment opportunities.
- **STEM-Exploration (STEM-X) Initiative:** Multicultural Student Services in collaboration with Continuing Education and Conferences, offers the STEM-X program, funded by the Xcel Energy Foundation. This initiative expands access to Science, Technology, Engineering, and Mathematics (STEM) opportunities for underrepresented middle and high school students through:
 - Two one-day camps for middle and high school students
 - Tours of STEM facilities and hands-on learning sessions in STEM-related fields
 - Learning sessions about resources and opportunities available at UW-Stout
 - Targeted outreach efforts to Lac Courte Oreilles Ojibwe School and Black River Falls High School
- **Faculty and Staff Professional Development:** UW-Stout provides opportunities for faculty and staff to better understand how to work with and better support diverse cultures and communities through:
 - Speaker events and workshops throughout the year
 - Campus book reads on topics such as *The Color of Emotional Intelligence: Elevating Our Self and Social Awareness to Address Inequities* by Farah Harris and *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education* by Tia Brown McNair, Estela Mara Bensimon, and Lindsey Malcom-Piqueux.
 - Leadership and Belonging online certification, teaching faculty and staff the fundamentals regarding social identity, intersectionality, discrimination, implicit bias, intent vs. Impact, and everyday inclusive practices.
 - Diversity Week is hosted each academic year by the Stout Student Association in collaboration with Equity, Diversity, and Inclusion Office. The week features a diverse range of engaging educational events on topics connected to all aspects of diversity and inclusion.
 - Collaborative programs led by the Equity, Diversity and Inclusion Office, the Applied Ethics Center, and the Menard Center for the Study of Institutions & Innovation to offer annual student programming that critically examine civil liberties, ethics, and belonging in higher education and beyond.
- **Student Development:** The Equity, Diversity, and Inclusion units, including TRIO Student Support Services, TRIO McNair Scholars Program, Fostering Success, Multicultural Student Services, and the Qube regularly offers educational and interactive programming for all students to celebrate and understand diverse cultures and heritages, to develop professional and life skills, and to deepen skills and knowledge connecting to inclusion and belonging.
- **Equity, diversity, and inclusion (EDI) Library Guide:** A resource available to students, faculty, and staff. This online library guide provides individuals with resources to expand their understanding of diverse issues.
- **UW-Stout's Tribal Consultation Working Group:** This group is actively engaged in developing and strengthening relationships with Wisconsin Tribal Nations.
- **Consultation with UWSA Native American Students Success Coordinator:** Ongoing engagement with Sasanehsaeh Jennings to discuss strategies for partnerships with Tribal Nations.

Retention Efforts for Native American Students

- **Land Acknowledgment:** UW-Stout officially implemented a Land Acknowledgment statement.
- **University Policy Updates:**
 - Guidelines for ceremonial smudging and religious burning were added to the Residence Hall handbook.
 - The university's tobacco policy was updated to include provisions for ceremonial burning.
- **Grow, Persist, and Success Program:** A student-focused program that provides intentional career development through paid on-campus jobs and career coaching for first year, second year and transfer students.
- **Multicultural Student Services (MSS) Initiatives:**
 - MSS provides academic support, leadership development, and resources to enhance student retention, persistence, and graduation.
 - MSS conducts targeted outreach to students to encourage participation in the Stoutward Bound early start program, Multicultural Living Community, Leadership Retreat, and the Diaspora Leadership Awards.
 - MSS offers financial support through the Lawton Grant, the Advanced Opportunity Program Grant, and the Multicultural Affinity Group Scholarship.
- **Research Opportunities:**
 - McNair Scholars Program provides services to prepare first generation/limited income and underrepresented students for graduate school.
 - Minority Student Research Support Opportunity, sponsored by the National Science Foundation through the Wisconsin Louis Stokes Alliance for Minority Participation (WiscLAMP) program provides financial support to students enrolled in STEM major who are engaged in mentored research with a faculty or instructional academic staff.
- **Student Leadership:** Native American Student Organization (NASO) offers leadership roles and several programs that enhance awareness about Indigenous people, culture, and communities. This year NASO's programming was limited. Below are events that were offered prior to this academic year:
 - Indigenous People's Day is Every day on Native Land
 - Indigenous People's Day: Honoring Native Nations
 - Red Nation Celebration with Dr. Melanie Yazzie
 - Drumming Circle with Lakeshore Singers (St. Croix Ojibwe)
 - Fry Bread Event
 - Adaptions in Indigenous Resiliency
 - Let's Talk About Indigenous Art
 - Honoring Diversity Pow Wow Demo
 - Native American Heritage Month Celebration
 - Traditional Lacrosse Workshop
 - Learning Moccasin Game
 - Diversity and Intersectionality Conference Experience
- **Student Engagement:** Several departments and offices host speakers and events throughout the year to educate, bring awareness, and honor and celebrate Indigenous community, people, culture, and resilience. The following are some highlights:
 - Native American Heritage Month Celebration
 - Indigenous Peoples' Day Honors & Celebrations Speaker & Drum Circle

- “Chalk & Talk: A Day of Living Land Acknowledgement” event. Two guests from Ho-Chunk Nation and Menominee Nation led students, faculty, and staff in chalking messages and images in support of stronger connections with Indigenous peoples.
- Honoring Tribal Nations – Twelve (2’x7’) vinyl clings honoring the 11 federal and state recognized tribes of Wisconsin and Brothertown Indian Nation with a marketing banner displaying the locations of tribes and UW-Stout’s Land Acknowledgement.
- Blanket Exercise Event – Faculty, staff, and students participate 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.
- **Stout Core Courses:** During the 2022-23 academic year an ad-hoc committee was convened to discuss inclusive pedagogy on the Stout campus, which resulted in a set of recommendations as well as materials to assist faculty who are teaching courses that cover issues related to race, ethnicity, and indigeneity. Workshops are frequently conducted on campus to provide professional development related to creating inclusive classroom spaces. There is a Canvas course that covers this material as well. Content related to Tribal Nations and Indigenous groups in the U.S. is included in Stout Core (General Education Courses) in education and social sciences.
- **Equity in Mental Health Initiative:** UW-Stout participated in the Steve Fund for Equity in Mental Health Campus Program, which supports efforts to assess and implement change to improve mental health and wellbeing services for students of color, including Native American students. This work is continued by the Equity in Mental Health Committee that executes an annual university action plan focused on mental health.
- **Additional Initiatives:**
 - 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
 - In October of 2018, Tribal Nation Flags were installed and dedicated in the Memorial Student Center.

Recruitment, Enrollment & Retention of Native American Faculty/Staff

- **Search Training:**
 - Faculty and staff are required to complete 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 for attracting a diverse candidate pool and being inclusive in every step of the search, screening, and hiring process.
- **Recruitment of a Diverse Pool of Faculty/Staff:**
 - Available positions are posted on a wide range of platforms including the Diversity Network, which encompasses a broad range of sites designed to reach a diverse audience.
 - During the search process, search committees are provided with a wide range of diversity job posting sources, such as:
 - Minneapolis Star Tribune which includes diversity and veteran networks.
 - Native American Jobs site at <https://www.nativeamericanjobs.com/>
 - American Journalists Association Job Bank at <https://www.najanewsroom.com/>

- Society for Advancement of Native American and Chicanos in Science site at <https://www.sacnas.org/>
- **Employee Retention Committee:** This standing university committee oversees an annual university action plan. This committee's charge is to implement strategies and coordinated initiatives to improve employee retention and achieve campus climate goals which align with the university's strategic plan, People Process Culture (PPC) principles, and the Baldrige Framework.
- **Underrepresented Faculty and Staff Alliance (UFSA):** The Minority Faculty Staff Network (MFSN) group was re-established to support faculty and staff of color. Under its new name, the Underrepresented Faculty and Staff Alliance (UFSA), this employee resource group works in collaboration with the university to plan, develop, and implement activities with the inclusion of historically underrepresented faculty and staff to create a more equitable and sustainable environment while providing a place of community for all.
- **Inclusive Excellence Fellow:** Faculty and staff fellows complete unique projects that aim to improve belonging for all faculty, staff, and students. These fellows are selected from applicants who are already employed at UW-Stout, and those selected receive a stipend to complete these projects through the Inclusive Excellence Action Plan.
- **Stout's FOCUS2030 Goals:** One of the five FOCUS2030 goals is Equity, Diversity, and Inclusivity. This goal focus on investing in, and ensuring access to equitable, diverse, and inclusive learning, student living, and work environments that reflect our regional and global connections.
- UW-Stout is increasing our partnership efforts with Tribal Nations, to positively impact our recruitment and retention of Native American faculty and staff.

Research and other activity on land controlled by a Native Nation

- There have been no research initiatives or other projects conducted on land controlled by a Native Nation in the past year.

Education Programs intended for Tribal Students or Employees

- UW-Stout currently does not have education programs specifically for Tribal students or employees. However, the university provides a range of educational workshops, events, and courses that integrate topics related to Tribal communities into curriculum and initiatives for students and employees.
 - Content related to Tribal Nations and Indigenous groups in the U.S. is incorporated into Stout Core courses in education and social sciences.
 - Various offices, including Involvement Center, Multicultural Student Services, and Equity, Diversity, and Inclusion Office organize and facilitate education workshops and events throughout the year, with specific programming during Native American Heritage Month, Indigenous Peoples' Day, Diversity Week, and August and January Professional Development.

Any other initiatives not mentioned above

2024 efforts to highlight Indigenous contributions to campus:

- Banner of Land Acknowledgment statement and map of Wisconsin Tribal Nations displayed in Memorial Student Union from September to end of November.
- Twelve (2'x7') vinyl clings honoring the 11 federal and state recognized tribes of Wisconsin and Brothertown Indian Nation in the Memorial Student Union from September to end of November.
- Participation in events and activities to bring awareness and educate the campus community on Land Acknowledgment and Indigenous people, history, and culture.
- Efforts made to enhance the visibility and support for Native American students and Tribal Nations through the expansion of events and program.

Additional UW centers, programs, and units serving Native American interests (alphabetical):

- Admissions Office
- Career Services
- Center for Sustainable Communities
- Employee Success Committee
- Involvement Center
- Multicultural Student Services
- Native American Student Organization
- School of Education
- Stout Core
- Student Success Committee
- Tribal Consultation Working Group
- TRIO McNair Scholars Program
- Underrepresented Faculty and Staff Alliance



Campus Point of Contact

- Harry Anderson, Associate Vice Chancellor for Student Affairs; handerso@uwsuper.edu
- Cali Quaderer, Indigenous Programs Coordinator; cquader2@uwsuper.edu

Recruitment, Enrollment & Retention of Native American Students

- Host campus visits
 - Under the direction of our Chancellor, UW-Superior has established a Tribal Partnership Outreach workgroup. The focus of this group is to establish strategies to create meaningful partnership with Tribes in the region. With this, we have reached out to Education Directors from six local Tribes including Bad River, Fond Du Lac, Lac Courte Oreilles, Lac du Flambeau, Red Cliff, and St. Croix to meet and discuss how we could better recruit and retain our students. During the first meeting, we met with Education Directors from Red Cliff, St. Croix, and Fond Du Lac. We have gained valuable insight and are currently working to improve our internal process to meet the needs of Indigenous students.
 - 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.
 - Through our Yellowjacket for a Day program, we have hosted high school students from Superior High School, Bayfield High School, Hayward High School, and Washburn High School.
 - Other visits include students from Menominee Nation High School Human Rights Club, Ojibwe Culture learners from Hayward High School, Fond du Lac Ojibwe School, McGregor High School, and Fond du Lac Tribal and Community College Seek to Learn Program.
- Community partnerships
 - Center for Continuing Education (CCE) 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.
 - 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.
 - The Indigenous Cultures Resource Center works with local elders to share knowledge with our students and staff about the process of harvesting wild rice. Together with the Lake

Superior National Estuarian Research Reserve and our Campus Recreation, students and staff participated in the harvest at Pokegama Bay.

- We also hosted Native Expressions Drum and Dance Troupe from Red Cliff during the Indigenous Peoples' Day Celebration.
- UW-Superior hosts a Changemaker Day every year for high school students to learn about policies and advocacy. This year we invited Menominee Nation High School students from their Human Rights Club to come talk about their effort in changing the name of the high school and the awareness around Native American mascots.
- Indigenous Studies program hosts Indigenous Alumni series where we brought 4 of our Indigenous Alums back to campus to share their stories. Speakers included:
 - Dennis White, Mathematics 69'
 - Moira Villiard, Communicating Arts, 16'
 - Patricia Northrup, Interdisciplinary Degree: Indigenous Arts and Business 23'
 - Jason Schlender, History 09'

Retention Efforts for Native American Students

- Housing: UW-Superior Smudging Policy applies to campus housing. Students who live in the residence halls are able to smudge as needed.
- Spaces on campus
 - Indigenous Cultures Resource Center (ICRC) – This is a designated gathering/learning space that promotes awareness and visibility of Indigenous/Native American populations. 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.
 - Maawanji'idiwin – The Place Where We Come Together Medicine Wheel- 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.
- Program Coordination
 - Our Indigenous Programs Coordinator 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. Students also travel to join a local and regional Pow Wow to celebrate Indigenous culture(s) and participate in the ceremony.
 - The coordinator also collaborates with the Indigenous Studies program to provide learning opportunities for campus such as Ojibwemowin Workshops, Ojibwe Storytelling, etc.
 - Collaboration with other units include Campus Recreation (Apostle Island paddle trip, Wild Rice Harvest, WI Point snowshoe hike and storytelling), library (pop-up library to celebrate Indigenous voices and Native American Heritage Month).
- Academic Support

- 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. Our coordinator is notified if our Indigenous students are placed on probation or suspension.
- Culturally Specific Programming on Campus
 - Wild Ricing
 - Every Child Matters – Orange Shirt Day
 - Ribbon Skirt/Shirt Making
 - Indigenous Peoples' Day Celebration
 - Traditional Ojibwe Games Night
 - Moccasin Making
 - Ojibwe Language Table
 - Beading Circles
 - Ojibwe Storytelling Night
 - Self Defense Class in honor of MMIW
 - Beaded Graduation Cap Workshop (upcoming in spring 2025)
 - Eagle feather beading workshop (upcoming in spring 2025)
 - Eagle Feather Ceremony (upcoming in spring 2025)

Recruitment, Enrollment & Retention of Native American Faculty/Staff

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

Research and other activity on land controlled by a Native Nation

- UW-Superior has a long-standing history of collaboration on research and monitoring projects with tribal agencies. Below is the list of our current research and activities:
 - NOAA Climate Youth Labs- Elevating Youth Voices to Promote Climate Resiliency in Minnesota and Wisconsin is a partnership between the University of Wisconsin-Superior (UWS) Center for Continuing Education, UWS Department of Communicating Arts, the University of Minnesota's Hennepin County 4-H program in Minneapolis, Native Sun's Solar Cub program in the Red Lake Nation, and the University Corporation for Atmospheric Research (UCAR). CY-Labs is designed to build youth participation in local and state climate resiliency efforts. The goal is to support place-based climate change learning for youth (ages 11-15) who are Black, Indigenous, or from underserved populations, providing them with

critical knowledge and experiences needed to ensure the resiliency of their communities in the face of climate hazards, and sharing their stories of discovery and action through public media podcasts. Specifically, we are working with the Red Lake Secondary Complex, in the Red Lake Nation, and their high school aged youth.

- Red Cliff Band of Lake Superior Chippewa – Red Cliff Streams
- Red Lake Department of Natural Resources – Macroinvertebrate identification of stream bio-assessment sites
- Great Lakes Restoration Initiative working with Great Lakes Indian Fish and Wildlife Commission (GLIFWC)
- 1854 Treaty Authority- Mercury Analysis in Walleye Fillets from Lake Vermillion
- Various Academic Service-Learning projects between GLIFWC and Indigenous Studies program
- We plan to continue to develop relationships and consult with any sovereign nation when research is conducted on land controlled by a Native Nation.
- The institution continues to implement all aspects of the Native American Graves Protection and Repatriation Act (NAGPRA).

Education Programs intended for Tribal Students or Employees

- 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 an Indigenous Studies Minor focused on educating students about Native American history, culture, and tribal sovereignty.
- 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.
- With the Tribal Partnership Outreach, we have contracted with Ricky White, First Nations Consultants to provide trainings to our faculty and staff. Ricky has led two trainings on campus during this past year- What's Good for Native Students is Good for All, and Student Retention and Trauma Informed Pedagogy. We are also working to establish other trainings as Tribal Cultural Competency is one of the main goals that we have established.

Any other initiatives not mentioned above.

2024 efforts to highlight Indigenous contributions to campus:

- Our university created a Smudging Policy in 2020 that allows students and/or staff to freely practice their ceremony. We are currently looking at expanding the spaces that students can use.
- 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, and Indigenous Peoples' Day.
- The Indigenous 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).
- As mentioned above, our university has established a Tribal Partnership Outreach workgroup. Below is what we have accomplished during the Fall of 2024:

- Tribal Cultural Competency survey was developed and sent out to pilot groups to assess their knowledge and awareness of Tribal Nations, cultures, and Tribal sovereignty
- Initial meeting with Tribal educators from six tribes
- Gather feedback from students on the vision of the week
- Set up SharePoint site as a hub where campus community can find out more about events, programs, and training opportunities
- Ongoing consultation with Ricky White
- Chancellor sent invitations to six local Tribal Governments to meet and discuss potential partnerships

Video links

- WDIO news: UW-S students are learning how to gather and process wild rice:
<https://www.wdio.com/front-page/top-stories/uw-s-students-are-learning-how-to-gather-and-process-wild-rice/>
- Fox 21 news: University of Wisconsin-Superior Hosts Indigenous Peoples' Day Celebration:
<https://www.fox21online.com/2024/10/15/university-of-wisconsin-superior-hosts-indigenous-peoples-day-celebration/>

Campus Point of Contact

- Dr. Anneke Lisberg, Assistant Chancellor for Inclusivity and Belonging, lisberga@uww.edu

Recruitment, Enrollment & Retention of Native American Students

- In 2025, Chancellor King met with and invited Ho-Chunk member and accomplished UWW alumnus **Collin Price** to become a member of the Chancellor's Community Advisory Council. In addition to providing his perspective to guide university initiatives on recruitment, enrollment, retention, and community relationship building, Mr. Price is working with our College of Business and Economics to connect students with internships, job-shadow and employment pathways with Ho-Chunk businesses.
- UW-Whitewater has an articulation agreement between **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 that include Native American students to provide materials from UW-Whitewater. Annual or bi-annual visits are made to high schools in Wisconsin and Illinois with the highest Native American student populations to connect Admissions with students and high school counselors. Admissions continues to build relationships with the top twenty regional high school districts. In the past four years, these districts have enrolled Native American students who have attended and graduated from UW-Whitewater.

Native American students at the university:

- In Fall 2024, UW-W enrolled 31 Native American undergraduate students and 6 graduate students.

Retention Efforts for Native American Students

- The **Native American Cultural Awareness Association (NACAA)** hosts 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 the efforts of NACAA, with programs highlighting Native American culture.
- See also "Education Programs" below for co-curricular support programs that increase students' success and retention.

Recruitment, Enrollment & Retention of Native American Faculty/Staff

Faculty Recruitment & Retention:

- The University of Wisconsin-Whitewater uses the Chronicle of Higher Ed, Higher Ed Jobs, and Diversity Outreach, because they allow scraping of their websites, which enhances notifications to their partnerships. The UW-Whitewater pays for the enhanced program to extend additional outreach. Both the Chronicle and Higher Ed Jobs partner 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, and 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, and LinkedIn [including personal postings] announcements.

Native American Faculty and Staff at the university:

- In 2024, UW-W had one Native American non-instructional staff member and no Native American faculty members.

Research and other activity on land controlled by a Native Nation

- **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
- **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.

Education Programs intended for Tribal Students or Employees

UW-W does not have programming that exclusively supports Tribal students. However, we provide several educational co-curricular programs designed to promote inclusivity and equitable educational success that regularly support Tribal students. These include:

- **King-Chávez Scholars:** The King-Chávez Scholars Program is designed to attract and retain exceptional incoming undergraduate scholars to UW-Whitewater. Students come from diverse backgrounds and engage in high impact educational practices and experiences that will adequately prepare them to be leaders that inspire, engage, and transform the UW-W campus community and beyond. <https://www.uww.edu/acadaff/king-chavez-scholars>
- **STEM Boot Camp:** STEM Boot Camp is an immersive two-week summer camp for incoming UW-Whitewater students who face social, educational, and economic barriers to a career in STEM. It is held on campus during August and continues to support students through their first year. Unlike most pre-college programs, SBC is not only free — it pays a stipend to support scholars, many who rely on summer income. SBC also pays off financially by greatly reducing course failures and smoothing the path to graduation. SBC students have significantly increased course pass rates and graduation rates and have made meaningful contributions to the campus community. Alumni have gone on to attend competitive research and graduate programs, and to work in diverse science fields. <https://www.uww.edu/cls/stem-boot-camp>
- **McNair Scholars:** The Ronald E. McNair Post Baccalaureate Achievement Program, a federal TRIO program, established through the Higher Education Act of 1965 as amended, realizes the value of researchers and scholars from disadvantaged backgrounds in academia. It aims to prepare undergraduate students who have demonstrated strong academic potential for the rigor of doctoral studies. Through its participants engaging in research and other high impact educational practices, the McNair program intends to increase the attainment of Ph.D. degrees by students from underrepresented segments of society. <https://www.uww.edu/acadaff/mcnair-scholars>
- **Upward Bound:** Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families, and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

Any other initiatives not mentioned above

2024 **events and programming** to highlight Indigenous contributions and cultures:

- **Agnes Yellow Bear:** guest speaker + reception and featured gallery show “Unbreakable Strength: Exploring Indigenous Resistance and Healing Through Textiles” (Aug-Sept 2024): Agnes Yellow Bear’s impactful textile collection celebrates the beauty of Indigenous peoples at Roberta’s Art Gallery. This exhibit showcases Indigenous applique and textiles celebrating Indigenous culture and identity while raising awareness of Missing and Murdered Indigenous Women and Relatives (MMIWR) and the harmful legacy of Indian Residential Schools. <https://unbreakablestrengthatuww.weebly.com>
- **Dr. Stephen Kantrowitz** guest speaker (Nov 2024): Plaenert-Bascom Professor of History at UW-Madison spoke about his book on the history of the Ho-Chunk people and Nation.

2024 **events, programming, grants, and initiatives** to promote cultural competency, campus inclusivity and/or inclusivity or diversity of academic pathways and fields:

- Book Club (Fall 2024): Belonging: The Science of Creating Connection and Bridging Divides
- College of Education and Professional Studies Spring Forum (Jan 2025): Learning and collaborative work toward implementing inclusive practices and creating a culture of belonging
- GenCyber Project (2023-2025): The UWW GenCyber project aligns with the goals of the National Centers of Academic Excellence in Cybersecurity (NCAE-C) program to provide awareness of college and career pathway opportunities for secondary students. The goals are to ignite, increase and sustain awareness of secondary cybersecurity content and cybersecurity postsecondary and career opportunities for participants through year-round engagement and Increase student diversity in cybersecurity college and career readiness pathways at the secondary level.
- Counselor Education Department “One World, Many Stories” (Feb 2025): This event aims to enhance diversity and inclusivity in the Counselor Education Department through organizing a civil discourse and cultural exchange event designed to foster the exploration and appreciation of diverse viewpoints among students, faculty, and international students/faculty. This workshop, “One World, Many Stories”, brings together international and domestic students, faculty, and staff to celebrate the rich diversity that defines our global community. The workshop is designed to provide a platform for participants to share their unique experiences and cultural narratives, highlighting personal journeys, traditions, and values.
- College of Education and Professional Studies Conference “On Becoming a Professional: Integrating Inclusive Practices” (Oct 2024): The event is a virtual conference for students in the College of Education and Professional Studies designed to support students in translating theory around inclusion and belonging into their future practice as professionals.

Additional **UW-Whitewater centers, programs, and units** serving Native American interests:

- **Chancellor’s Inclusive Excellence Committee:** This committee is comprised of faculty, staff and students representing entities from across the university. This committee meets biweekly to discuss emerging concerns and challenges, share opportunities for continuing education and community-building, and run larger initiatives. In the last year, this Committee launched a **Repository** to help

share and assess campus programming focused on inclusivity and diversity initiatives, solicited nominations and selected student, faculty and staff recipients for university and system-level inclusivity **awards**, and translated, disseminated, and supported ongoing campus-wide discussions of **campus climate survey** data that were collected in spring 2024. The committee also created a more comprehensive **inclusivity webpage** (<https://www.uww.edu/chancellor/inclusivity>) to help students, faculty, staff, and community members find and connect to relevant programming and events. In Spring 2025 the IE Committee Chair also attended the **WIEA Conference** to help inform university activities. Among other outcomes, the chair connected the IE Committee and the College of Education to promote discussions of education training program alignment with **Act 31**.

- The IE Committee also works closely with other **Chancellor's Committees (Disability Concerns, LGBTQ+ Inclusive Excellence, Mental Health, Veteran and Servicemember success)** to foster collaboration and support the intersectionality of students, faculty, and staff.
- **Warhawk Connection Center:** The Warhawk Connection Center or WCC is UW-Whitewater's intersectional student center. The Warhawk Connection Center serves as a space for students to establish communal relationships with Warhawks of varying backgrounds and identities. In addition to being a space for students to collaborate, connect, relax, or study, the WCC is home to weekly programs and workshops that enhance cultural awareness and intersectional competence, promote emotional, mental and physical wellness, and fosters community through civil discourse. <https://www.uww.edu/uc/get-involved/warhawk-connection-center>