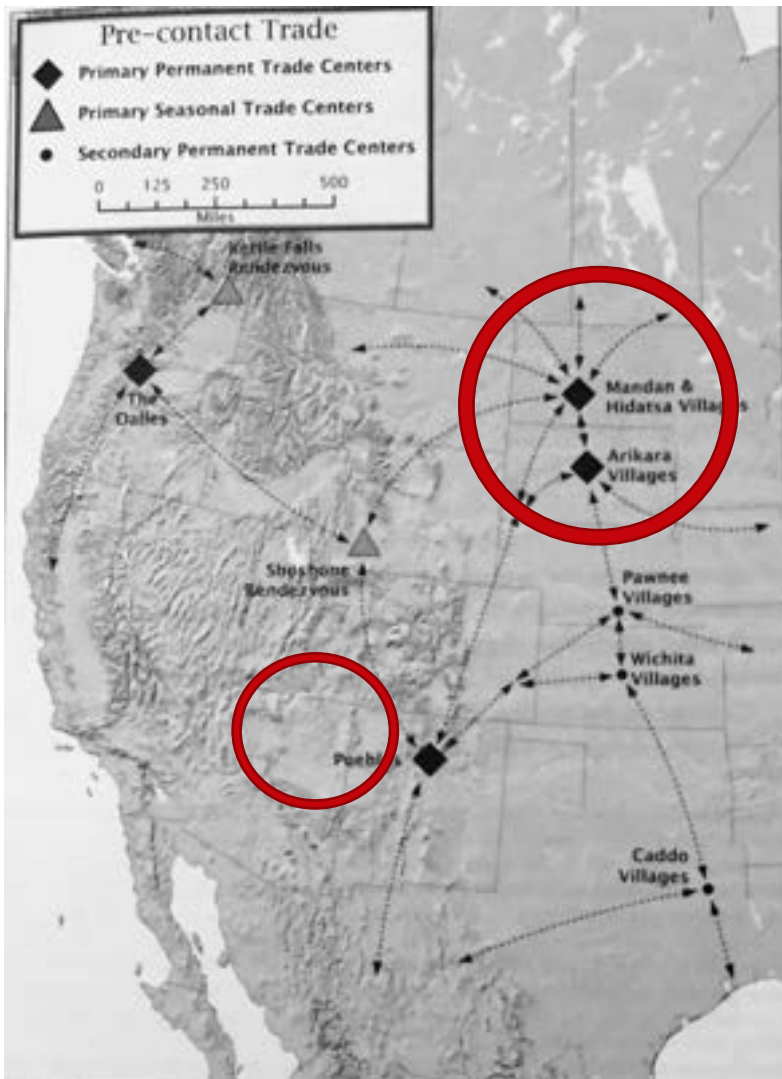




Tribal Relations and Teaching and Learning in Higher Education

**Aaron Bird Bear (Diné/Three Affiliated), Tribal Relations Director
Office of University Relations & Division of Extension
University of Wisconsin-Madison Teejop**



Aaron Bird Bear

Mandan, Hidatsa & Diné Nations

Citizen of the Mandan, Hidatsa & Arikara (MHA) Nation, or Three Affiliated Tribes of Fort Berthold Indian Reservation.

IN OTHER WORDS....me discussing the western Great Lakes is the equivalent in distance and culture of a person from Barcelona, Spain, providing an overview of Rome, Italy.

Continents are BIG y'all!

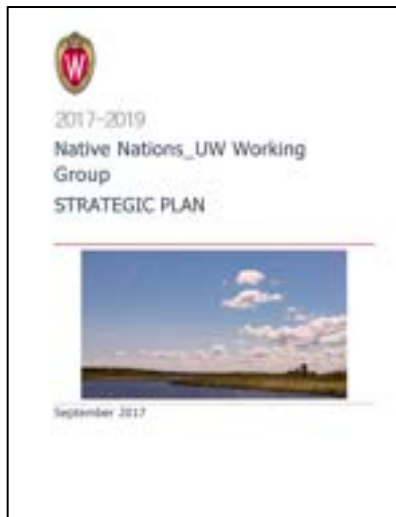
The value and importance of Indigenous Knowledge: Tribal Relations / Tribal Liaisons in Higher Education

NAME	University
Jacob Moore	Arizona State University
Rachel L McBride-Praetorius	California State University-Chico
Vincent Whipple	California State University-San Bernadino
Dr. Maxine Janis	Heritage University
Kara Strass	Miami University – Miami Tribe Relations in the Myaamia Center
Assoc. Prof. Chad S. Hamill, Ph.D.	Northern Arizona University
	San Diego State University (search closed 07/19/2019)
Shana Harming	South Dakota State University
Karen R. Francis-Begay	University of Arizona
Yolanda Bisbee	University of Idaho
Prof. Rae Gould	University of Massachusetts
Tadd M. Johnson	University of Minnesota
	University of New Mexico
Warren C. Queton	University of Oklahoma
Dr. Jason Younker	University of Oregon
lisaaksiichaa Ross Braine	University of Washington-Seattle
Aaron Bird Bear	University of Wisconsin-Madison
Zoe Higheagle Strong	Washington State University
Laural Ballew	Western Washington University

Relationship Building - New Tribal Relations Position

Reports to UW-Madison Assistant Vice Chancellor for Government and Corporate Affairs in Office of University Relations. Also includes a 50% appointment with Division of Extension (NATF).

Director of Tribal Relations leads strategic engagement opportunities, special projects, and initiatives for the University of Wisconsin - Madison with the Native Nations of Wisconsin and affiliated organizations.



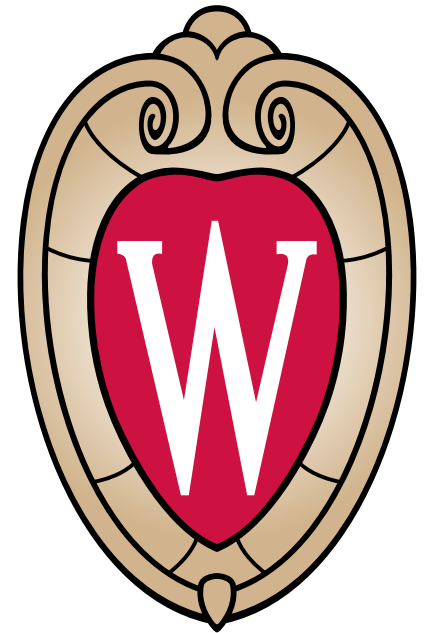
Serves as the primary contact and resource on behalf of campus leadership and is charged with creating and managing a collaborative effort to improve the structure through which UW-Madison and tribal governments communicate on matters of shared concern.

Position advances tribal partnerships, raise awareness of tribal governance and culture.

Position promotes alignments between Native Nations needs/priorities and Extension programming and facilitate greater engagement between Extension and campus-based researchers in relation to research and outreach relevant to Native Nations, in addition to supporting efforts of the Extension Native American Task Force.

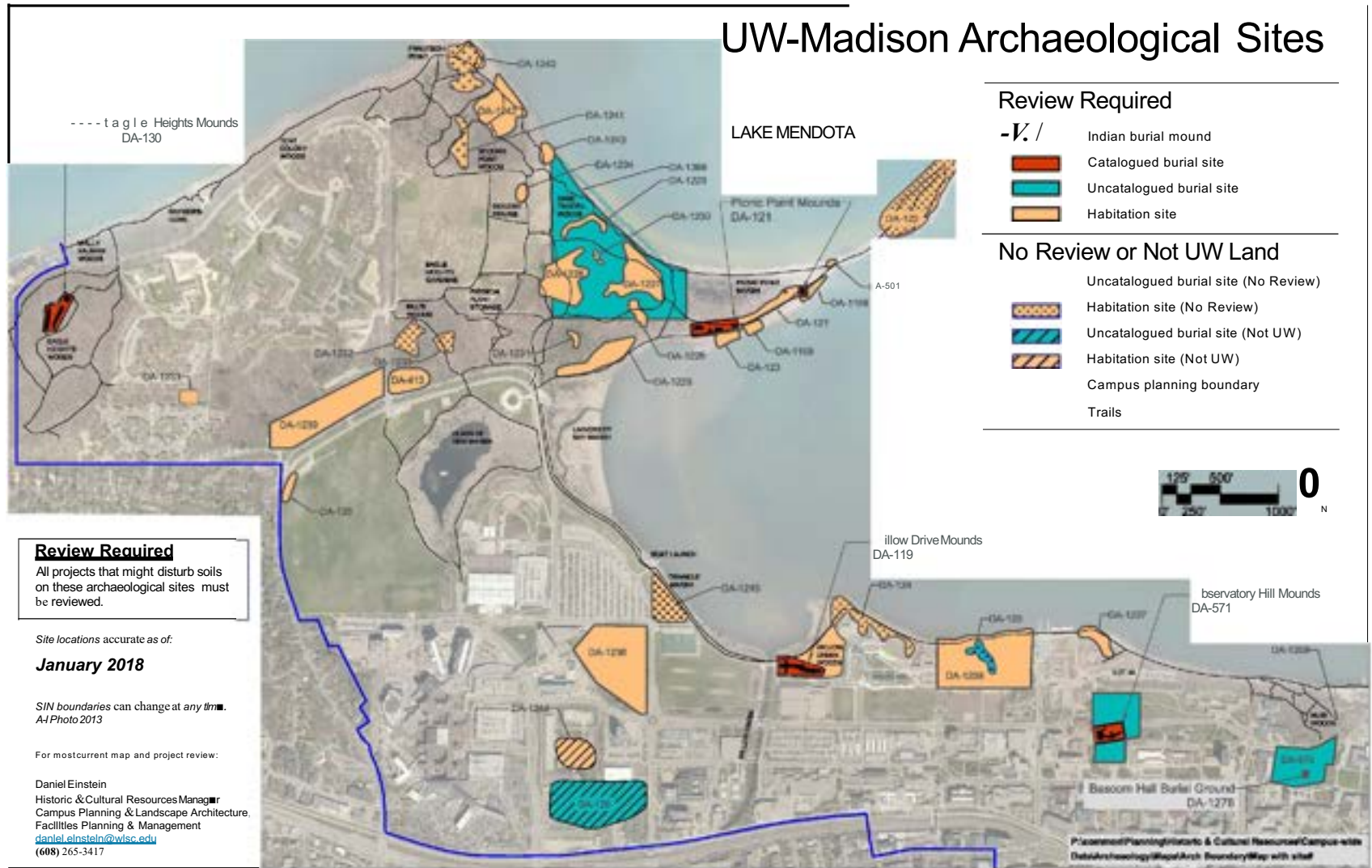
Awareness of tribal culture: Indigeneity is a prerequisite to fulfilling the UW-Madison Mission Statement

“The university seeks to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realize their highest potential of intellectual, physical and human development. It also seeks to attract and serve students from diverse social, economic and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by higher education.”



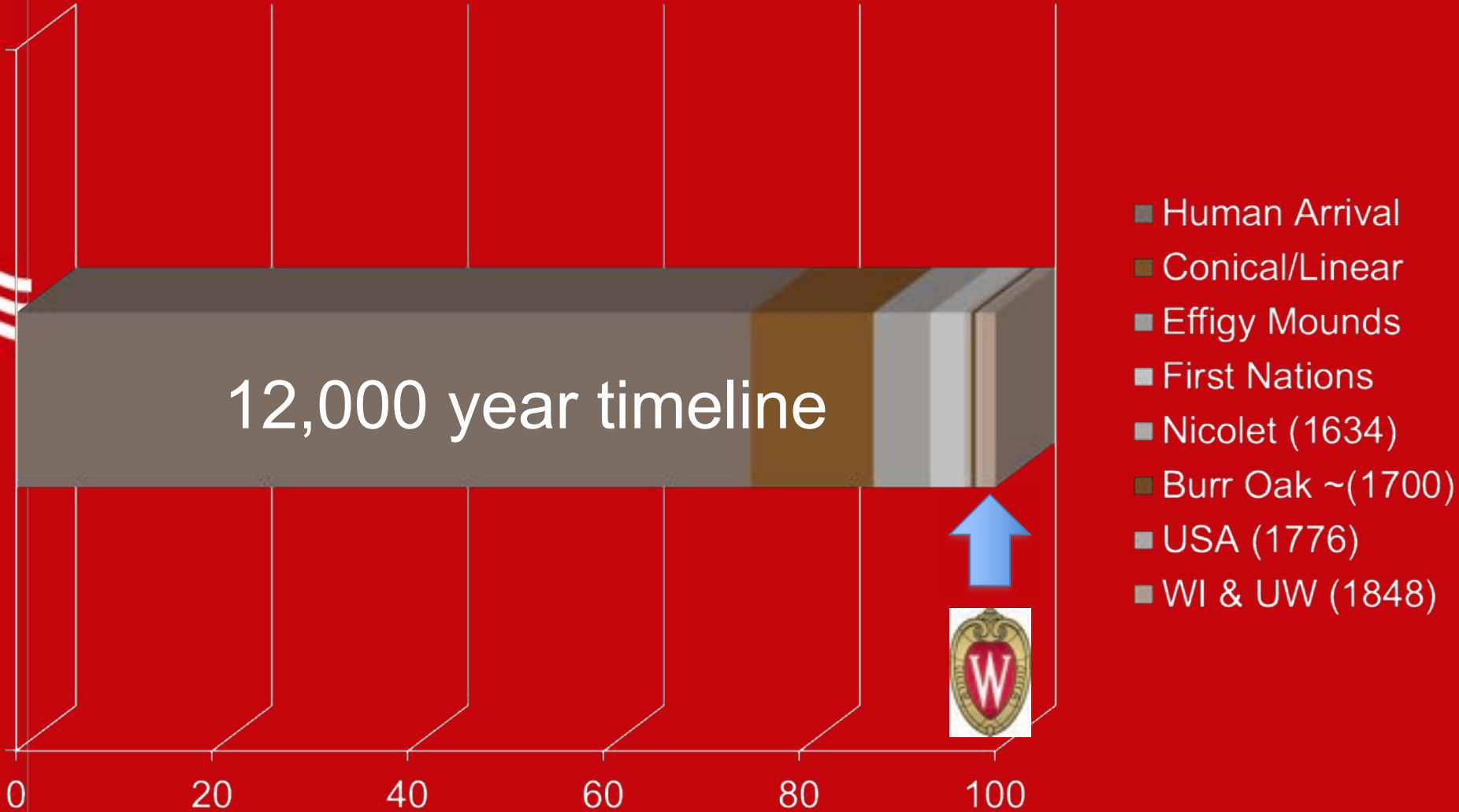
UW-Madison is suggested to be the most archaeologically-rich campus in USA

UW-Madison Archaeological Sites



Teaching Beyond the Colonial Veneer (or beyond 1848 forward in our case)

1848 to present is only 1.4 % of the humanity of this place.
98.6% of the humanity of this place is before US settler colonialism.



How is the 12,000-year human story of campus important to teaching and Learning?

- Suggested that the types of experiences students have in their **first year of college affect the amount and nature of student learning and change, including social & personal competence.**
- Perhaps **two-thirds of general learning and cognitive development** gains occur during the first two years of college.
- Suggested that **moral and ethical reasoning** developed in college remains largely unchanged for remainder of life.

Indigeneity and First-Year Learning Goals for New Students at UW-Madison

- Understanding yourself as a member of the socially diverse university community.
 - *Beginning to understand the impact of people's social background and characteristics on their power, status, opportunities, and how you and others treat them.*
- Developing awareness of the impact of your personal choices.
 - *Becoming aware of your own values & how they are similar to and different from other people's values.*
 - *Behaving in an ethical and principled way.*

Indigeneity and American Association of Colleges and Universities (AAC&U): Essential Learning Outcomes for undergraduates

- Knowledge of Human Cultures and the Physical and Natural World
 - *Focused by engagement with big questions, both contemporary and enduring.*
- Personal & Social Responsibility, including
 - *Civic knowledge and engagement.*
 - *Intercultural knowledge and competence.*
 - *Ethical reasoning and action.*

Indigeneity and AAC&U's Principles of Excellence

The Principles of Excellence offer both challenging standards and flexible guidance for an era of educational reform and renewal. The Principles of Excellence can be used to guide change in any college, community college, or university. They are intended to influence practice across the disciplines as well as in general education programs.

Principle One: **Aim High—and Make Excellence Inclusive**

Principle Four: **Engage the Big Questions**

- **Teach Far-Reaching Issues—Contemporary and Enduring**

Principle Five: **Connect Knowledge with Choices and Action**

- **Prepare Students for Citizenship and Work through Engaged and Guided Learning on “Real-World” Problems**

Principle Six: **Foster Civic, Intercultural, and Ethical Learning**

- **Emphasize Personal and Social Responsibility**



HOW LONG HAVE HUMANS LIVED HERE?



ON WHOSE ANCESTRAL LANDS DO YOU LIVE?

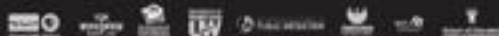


WHO ARE YOUR TRIBAL NEIGHBORS TODAY?

THE
WAYS GREAT LAKES
NATIVE CULTURE
& LANGUAGE

THEWAYS.ORG

WISCONSINACT31.ORG - HUB FOR EDUCATORS



OUR
TRIBAL
NEIGHBORS





THE WAYS

GREAT LAKES NATIVE CULTURE & LANGUAGE



TREATY LANDS

c. 1800

LANDS THAT WERE CEDED TO THE UNITED STATES BY TRIBES THROUGH TREATIES

TRIBAL LANDS

FOR VIDEO STORIES & LEARNING RESOURCES VISIT [THEWAYS.ORG](http://theways.org)

- HO-CHUNK
- MENOMINEE
- OJIBWE
- OMAHA
- DAKOTA
- POTAWATOMI
- OTTAWA OJIBWE
- OJIBWE / POTAWATOMI
- SAK & MESKWAKI
- OTTAWA, OJIBWE, POTAWATOMI
- SAK, FOX, DAKOTA, OMAHA, IOWA, STD, MISSOURI

CURRENT LANDS AND RESERVATIONS OF FEDERALLY RECOGNIZED TRIBES

NATIVE POPULATION

NUMBER OF PEOPLE INDICATING AMERICAN INDIAN AND/OR ALASKAN NATIVE BY COUNTY IN CENSUS 2000

- KEY
- 0-100
 - 101-200
 - 201-500
 - 501-1,000
 - 1,001-5,000
 - 5,000+





Red Cliff*
Red Cliff, WI



Bad River*
Odmah, WI



Lac Courte Oreilles*
Hayward, WI



Lac du Flambeau*
Lac du Flambeau, WI

St. Croix*
Webster, WI



Forest County Potawatomi
Crandon, WI



Mole Lake Sokaogon*
Crandon, WI



Ho-Chunk
Black River Falls, WI

Stockbridge-Munsee
Bowler, WI



Menominee
Keshena, WI



Oneida
Oneida, WI



Brothertown**
Fond du Lac, WI

Seats of government: 12 American Indian Nations of Wisconsin

* Ojibwe nations

** Non-federally recognized & non-state recognized

Awareness of Tribal Governance: Nation-to-Nation Framework



EXECUTIVE ORDER #18

Relating to an Affirmation of the Intergovernmental Relationships Among the State of Wisconsin and Tribal Nations Located Within the State

WHEREAS, the State of Wisconsin reaffirms that Tribal Nations have sovereign authority over their members and territory;

WHEREAS, treaties, rulings from the Supreme Court of the United States, as well as federal and state laws have established a unique legal relationship between states and Tribal Nations;

WHEREAS, there are eleven federally-recognized Tribal Nations within the State of Wisconsin;

WHEREAS, state policies, regulations, and decisions impact Tribal Nations both directly and indirectly; and

WHEREAS, the State of Wisconsin and Tribal Governments both serve our citizens, and close collaboration is essential for productive, safe, sustainable, and wise decision-making and policy implementation.

NOW, THEREFORE, I, TONY EVERS, Governor of the State of Wisconsin, by the authority vested in me by the Constitution and the Laws of the State, hereby order each cabinet agency to:

1. Recognize the State of Wisconsin's unique legal relationship with Tribal Nations and engage them with the respect accorded to other governments.
2. Engage Tribal Governments, on a government-to-government basis, in developing policies or programs that directly impact Tribal Nations or their members, and appropriately consult Tribal Governments on matters that may indirectly impact Tribal Nations or their members.
3. Develop an updated consultation policy that does the following:
 - a. Ensures the state government workforce is educated on Tribal Nations and sovereignty;
 - b. Strengthens the day-to-day working relationships between Tribal and state government agencies;
 - c. Provides for at least annual consultation meetings with Tribal and state leaders; and
 - d. Identifies at least one agency staff member to serve as a liaison between the agency and the Tribal Nations.

2019 WI Executive Order #18 reaffirmed the sovereign authority tribal nations have over their citizens and territory in the state of Wisconsin.

It recognizes the intergovernmental relationships between Wisconsin and tribal nations located within the state.

- Ensures the state government workforce is educated on Tribal Nations and sovereignty;
- Strengthens the day-to-day working relationships between Tribal and state government agencies;
- Provides for at least annual consultation meetings with Tribal and state leaders; and
- Identifies at least one agency staff member to serve as a liaison between the agency and the Tribal Nations.

Awareness of Indigenous Worldview – Orientations, languages & names.





By yourself:

Define the cultural meaning of the word “Wisconsin” (or the U.S. state you find yourself in this morning).

Why don't we understand the meaning of the word Wisconsin?

Conscious Cultural Connection to Place.

The first word used that is similar to the current name, Wisconsin, was "Meskousing." Jacques Marquette entered it in his journal in June 1673 during a voyage across Wisconsin and down the Mississippi River: "The river on which we embarked is called Meskousing"...



The screenshot shows the Wisconsin Historical Society website. At the top left is the logo with a 'W' and 'HISTORY' and the text 'WISCONSIN HISTORICAL SOCIETY'. Below the logo is a navigation bar with 'BROWSE' and a search box with a 'SEARCH' button. The main content area features an article titled 'Wisconsin's Name: Where it Came From and What it Means' under the heading 'HISTORICAL ESSAY'. Below the title are social media sharing icons for Print, Email a Friend, Facebook, Twitter, and More. The article text begins with: 'Few basic facts about our state have caused as much confusion or led to as much muddled thinking as the origin of its name. We can finally be confident that our state's name, supported by geological evidence, means "river running through a red place."' Below the text is a sub-heading 'Wisconsin: "River Running Through A Red Place"' and a paragraph: '"Wisconsin" (originally "Meskousing") is the English spelling of a French version of a Miami Indian name for a river that runs 430 miles through the center of our state, currently known as the Wisconsin River. Recent scholarship has concluded that in Miami it meant, "this stream meanders through something red." In 2003, historical linguist Michael McCafferty convincingly argued that this was a reference to the red sandstone'. To the right of the text is an image of a river valley with a person sitting on a rock in the foreground. Below the image is a caption: 'Upper Dells of the Wisconsin River. The river that inspired the name "Wisconsin" was called the "Meskousing River" by Miami Indians. This image, entitled "Woman on High Rock," is by H.H. Bennett. View the original source document: WHI 85053'.

Ouisconsin: The pronunciation of the name we use today, Wisconsin, was born in 1674 when explorer Rene Robert Cavelier, Sieur de La Salle, misread Marquette's capital letter "M", which was written by hand in cursive script. He thought the letter "M" was two letters, "Ou," and printed the new spelling, "Ouisconsin" onto maps.

The goal and organizing principle of all settler colonial societies is replacement (e.g. Australia, Canada, New Zealand, USA).

In 1848, the State of Wisconsin, UW-Madison, and WHS were co-created with the territorial seal serving as the original state seal for one year.



Civilitas Successit Barbarum
civilization succeeds barbarism

FIRST
PEOPLES

PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

We must practice cultural humility when learning about other cultures.

Consider U.S. History facing East versus U.S. History facing West.

Cultural humility is a process of self-reflection and discovery in order to build honest and trustworthy relationships.

For First Peoples
classroom resources
visit: www.fnesc.ca



Indigenous Ways of Knowing



- 1. Creation Stories and Oral Traditions**
 - Seven Grandfather Teachings
 - Seventh Generation
- 2. Conscious Cultural Connection to Place.**
 - Connection to Mother Earth (interconnectivity).
- 3. Language (Indigenous languages & English).**
- 4. Kinship & Clan (specific to a tribal culture).**
 - Extended family
- 5. Culture – usually reflects connection to land.**
 - Giving and Reciprocity
 - Elders
- 6. Indigenous Knowledge (Culture Keepers).**
 - Traditional Ecological Knowledge (TEK).
- 7. Contemporary Tribal Nations (adaptation).**

Seven Grandfather Teachings of the Anishinaabe (Ojibwe or Chippewa)



HONESTY
Better to fail
with honesty
than succeed
by fraud.



TRUTH
It is always
easiest to speak
the truth.



HUMILITY
To be humble
about your
accomplishment
is to be
strong.



LOVE
It is
important
to care for
one another



WISDOM
With hard work
and dedication
will come
knowledge.

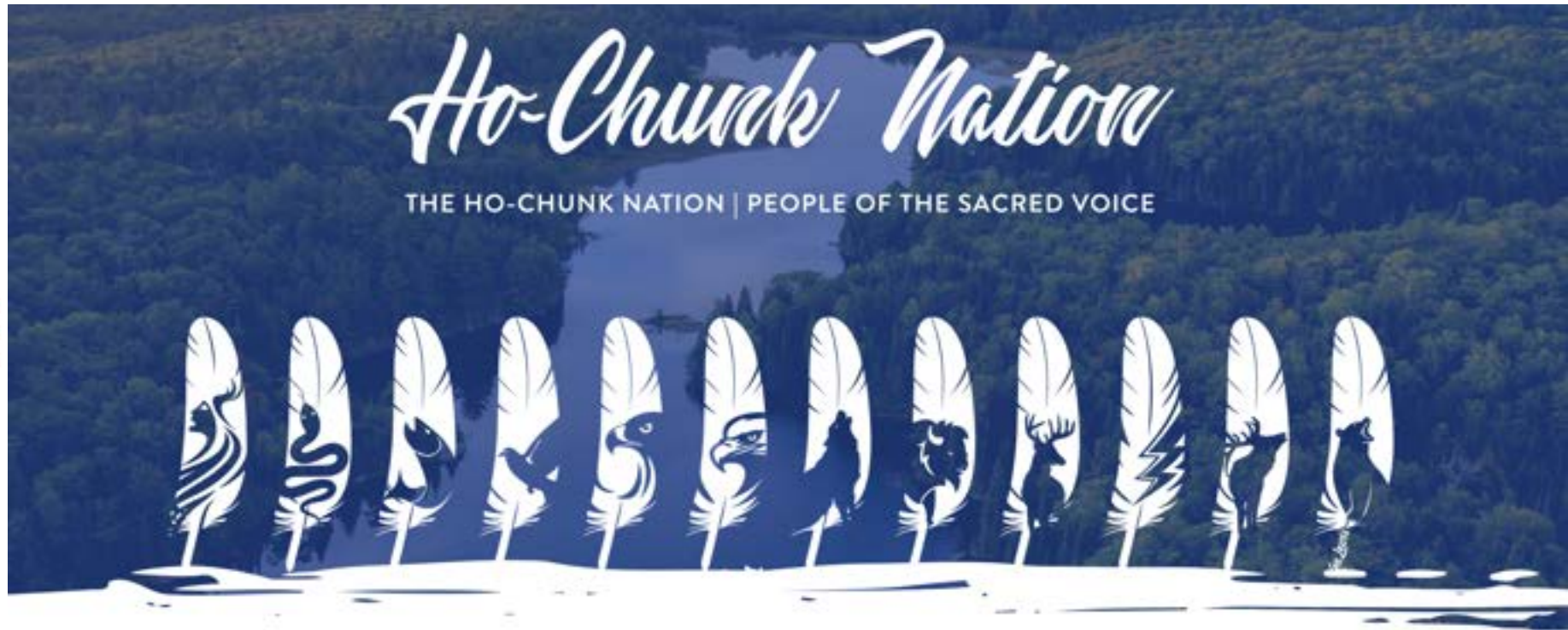


COURAGE
Let nothing
stand in the
way of doing
the right thing.

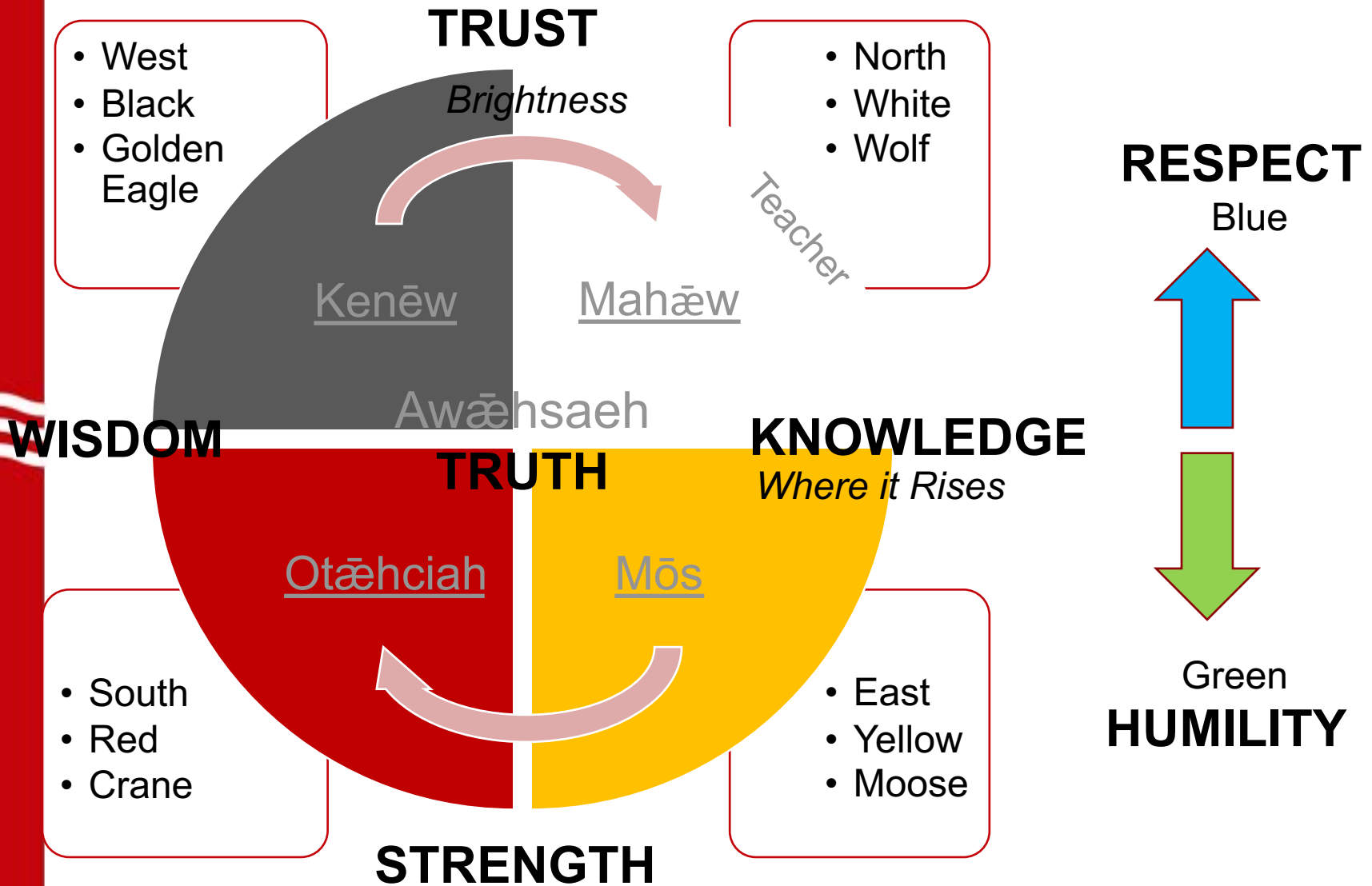


RESPECT
Give it, earn it,
receive it.

12 Clans of the Ho-Chunk Nation (People of the Sacred Voice)



Wāwiakew Pemâteséwen “Circle of Life” (1954)



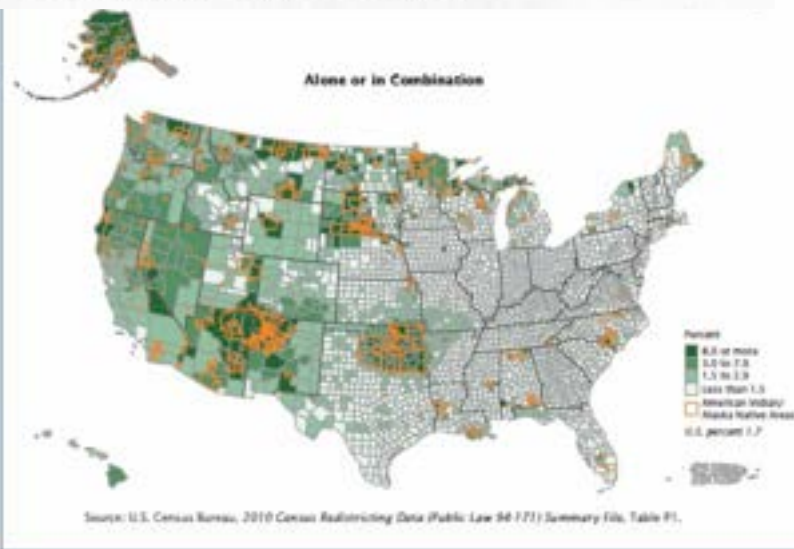
Considering settler colonialism, a framework forwarded by SOHE Prof. Brian McInnes (Wasauksing/Potawatomi) for how higher education can collaborate with Native Nations



Respect
Revitalization
Reconciliation



Figure 1.3 Movement of Indian tribes into Oklahoma. Some of the tribes—such as the Kiowa, Arapaho, Cheyenne, and Comanche—moved on their own volition; others were pressured to move; and some, such as the Seminoles, were forcibly moved. (Courtesy U.S. Public Health Service, Division of Indian Health)



1830 Indian
Removal Act
is reflected today
by the

2010 US Census
American Indian
and Alaska Native
population
density by county.

Failed Ethnic Cleansing 1832-1874:

Potawatomi – among the
most geographically
distributed American Indian
peoples due to failed
attempt at ethnic cleansing.

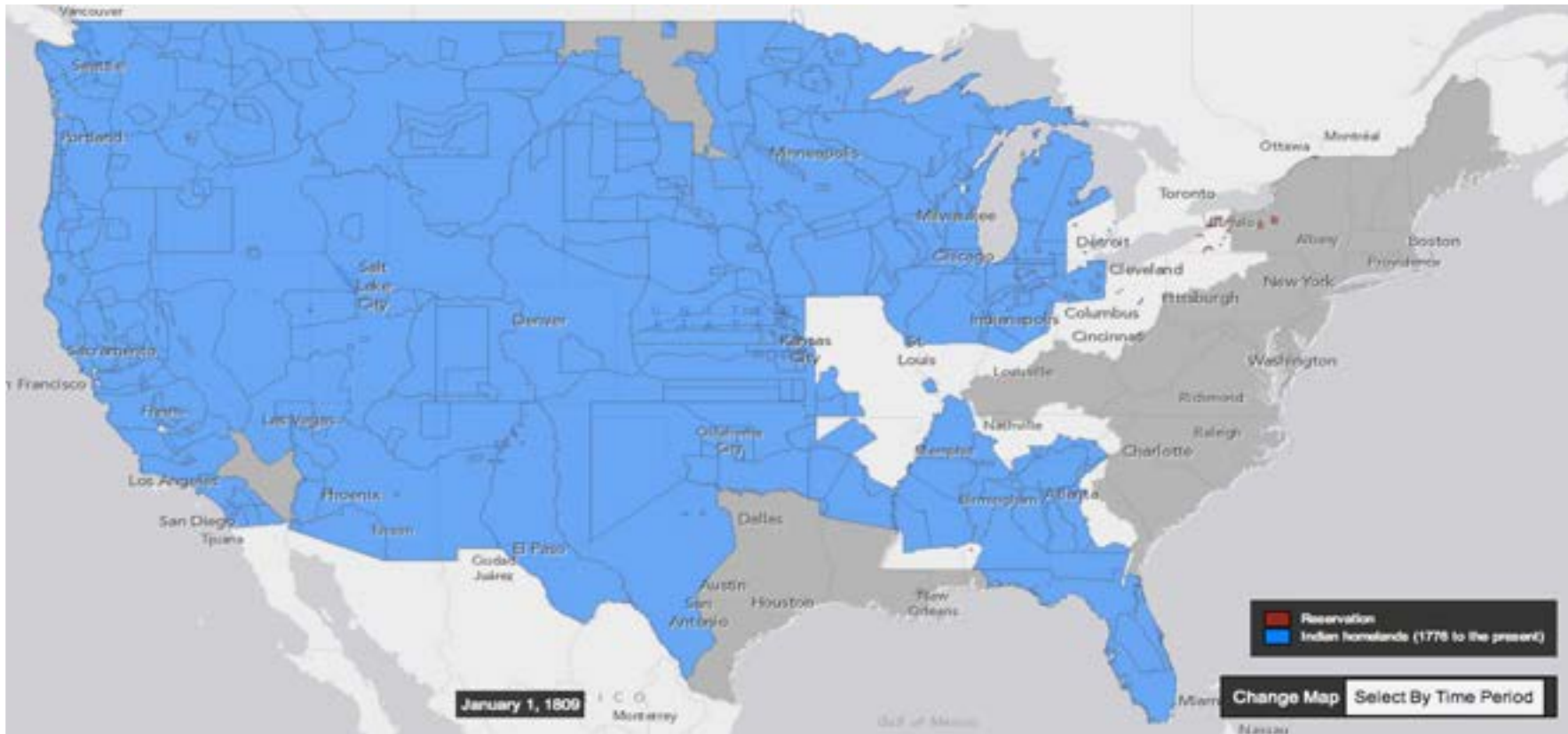


Ho-Chunk

Maps from Wisconsin's Past and
Present: A Historical Atlas (1998)

1862 Morrill Act – Land Grant Act & Indigenous Nations.
US government provided surplus land to states to support higher education.
Where did the land come from? Did the US grow it on a land tree?

Indigenous Land Dispossession (1809-1891, or 82 years)



Lands from the Ho-Chunk Nation, Menominee Nation, and Ojibwe Nations helped establish and financially maintain the University of Wisconsin-Madison.





A New Paradigm for UW-Madison

2015 is the first time UW-Madison specifically hosted Tribal Leadership of the 12 Native Nations of WI (167 years since UW began!)



UW/Native Nations Summit on Environment and Health

MARCH 12-13, 2015 | FLUNO CENTER | MADISON, WISCONSIN

The UW/Native Nations Summit on Environment and Health provided an opportunity for Wisconsin tribal and community leaders to join with UW researchers and educators to participate in focused conversations that:

- explored our shared capacities and concerns about environment and health;
- discussed issues related to environment, conservation, and all facets of health (physical, emotional, spiritual, psychological, cultural, community and environmental);
- expanded the cooperating community that links tribal governments and university researchers in the areas of environment and health; and
- began to develop realistic, practical action plans for projects that unite tribal and university resources.

For more information, contact [Steve Pomplun](#), (608) 263-3063.



2015 - First time UW-Madison hosts all Tribal Presidents of Wisconsin (168 years)



“Chancellor, we’ve been here 12,000 years,
we plan to be here 12,000 more.”
Pres. Gary Besaw, Menominee Nation

Native Nations_UW Initiative

- **Native Nations_UW Initiative:** The overall goal is to foster and to sustain respectful and effective partnerships between UW-Madison and the 12 Native Nations in Wisconsin.

Guiding Principles for Native Nations_UW Initiative:

- **Sovereignty:** We recognize and respect Tribal sovereignty as a fundamental principle.
- **Partnership:** We understand that maintaining and strengthening relationships between UW-Madison, UW Institutions, and the Native American Nations of Wisconsin must benefit all parties.
- **Two-Way Exchange:** We recognize that mobilizing UW-Madison educational, research, and outreach resources to benefit Native communities is a prerequisite to the recruitment and retention of Native American students.



2017–2019

Native Nations_UW Working
Group

STRATEGIC PLAN



September 2017

Phase 1 (2017-2019) Priorities:

1. Relationship Building.
2. Education Pathways.
3. Native Campus Climate.
4. Research.
5. Environment and Natural Resources.
6. Language and Culture.
7. Health.



Teejop: HCN Rep. David Greendeer at 2016 Chancellor's Convocation for New Students





Collaborations with Native Nations for Teaching and Learning



Native Nations_UW Phase 2 (2021-2023)

Focus Areas:

1. Indigenous Student Well-Being.
2. Indigenous Language Infusion and Revitalization.
3. Curricular Infusion and Indigenization.
4. Great Lakes Indigenous Research and Education Center (**working title).
5. Indigenous Land Acknowledgments.
6. Indigenous Placemaking.
7. Native Education Pathways.

INDIVIDUALLY, we can practice the Four R's for collaborating with American Indian communities and nations

Respect
Relationships
Reciprocity
Responsibility



Respect

Strive to create respectful relationships to develop trust and understanding that allows for deeper sharing to benefit both the Tribal Community and University.

Might you follow tenets of Decolonizing Methodologies:

- Honor timeline for First Nations' decision-making process.
- Allow for private deliberation of First Nations.
- Create space for grieving or processing emotions.
- Constant negotiation going forward.

Relationships

Long term, respectful relationships benefit American Indian nations and communities and allow for deeper sharing. Shorter term relationships usually do not.

Have you started the relationship in a way that honors the cultural expectations for how a nation, person or community would begin a relationship (e.g. tobacco offering)?



Reciprocity

First and foremost, does the engagement you are proposing mutually benefit the American Indian nation or community?

Strive to foster an environment that values and understands the interconnectedness of all things around us.



Responsibility



Work strategically to provide culturally responsive Education, Research and Service to surrounding Native American communities.

Building Partnerships Using Cultural Humility

- Build relationships- Take the time to know the community by using a grass roots approach. Be there for the long run.
- Each Tribal Government has key staff:
 - Planner or grants writer
 - Education director or coordinator
 - Family service director or coordinator
 - Youth director or coordinator
 - Housing director
 - Environmental director
- Be part of the team, not the expert.
- Follow the leads of your contacts and team members.
- Be yourself.
- Do not walk on eggshells.
- Do not assume anything.
- Listen with your heart, talk less, then listen some more.

Questions?

12 Native Nations speaking 6 Indigenous languages from 3 language families.

Algonquian Language Family:

Mamāceqtaweqnaesen/Omāeqnomenēweqnaesen (Menominee),
Mā'eeekuneeweexthowāakun (Mohican),
Huluníixsuwaakun (Munsee),
Ojibwemowin/Anishinaabemowin (Ojibwe),
Bodwéwadmimwen/Neshnabémwen (Potawatomi).

Siouan Language Family: Hochungra (Ho-Chunk).

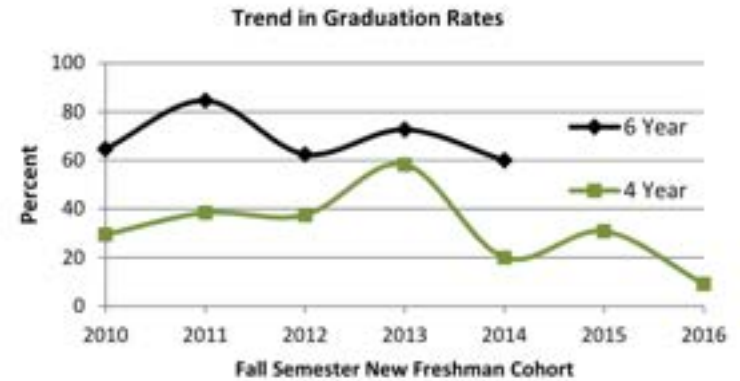
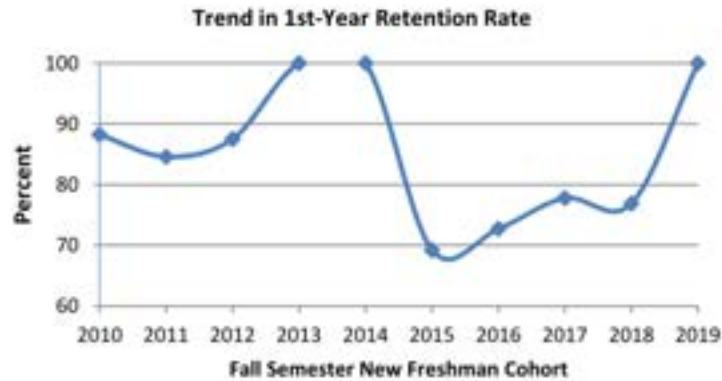
Iroquoian Language Family:

Ukwehuwehnéha (Oneida).

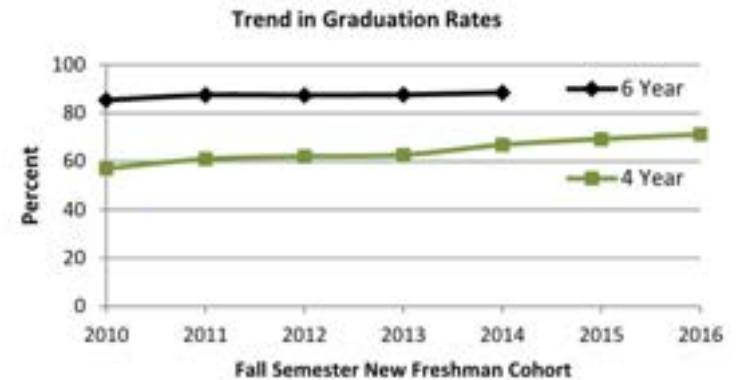
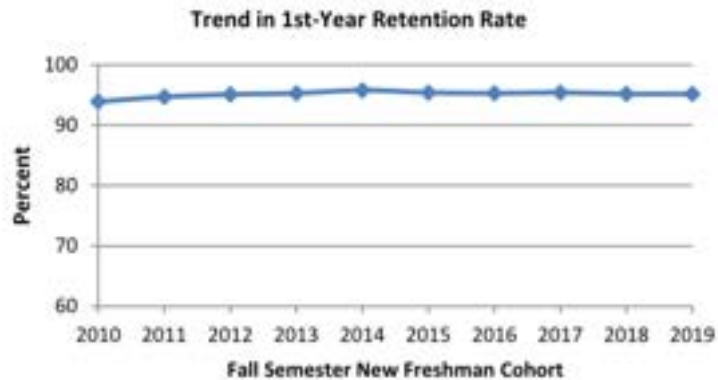


1. Indigenous Student Wellness

UW-Madison: Retention/Graduation - American Indian-Only Students



UW-Madison: Retention/Graduation - All Students



Indigenous Student Wellness – Campus Units/Programs:

1. **DDEEA Native Student Success Position** – VACANT – hiring timeline TBD.
2. [Admissions and Recruitment Native American Recruiter](#) – James Flores (Oneida Nation of WI).
3. [American Indian Student and Cultural Center](#) – place for Native students and student orgs to meet, study, relax.
4. [Elders in Residence Program](#) to support Native American students on campus.
5. [Information Technology Academy – tribal cohorts](#) - Lac du Flambeau, Madison, and Oneida cohorts. ITA staff Bobbi Skenandore and Chris Kilgour.
6. [Native American Center for Health Professions \(NACHP\)](#) – NACHP staff advisors Melissa Metoxen (Oneida), Lauren Cornelius (Oneida), and Lina Martin (Ho-Chunk and Stockbridge-Munsee) support **pre-med and medical students**.
7. [Nursing STREAM program \(Success Through Recruitment/Retention, Engagement, and Mentorship, School of Nursing\)](#) – Kim Cornelius (Oneida) Haley Burkhardt (St. Croix Ojibwe) support Native American nursing students.
8. [PEOPLE Program Native student support staff](#) – Lina Martin (Ho-Chunk and Stockbridge-Munsee) supports Native American students on PEOPLE scholarships.
9. [Assoc Vice Chancellor for Student Life Gabe Javier](#) helps the Native American student organizations put on their major events (Native November, Powwow)
10. [First-year Interest Group – Listening to Land: Indigenous Education, Language and Foodways](#) (Fall 2020).



2. Indigenous Language Infusion and Revitalization

UW-Madison's Languages Initiative is a grass-roots project that aims to raise awareness of the linguistic diversity of our campus and local communities:

1. Raising awareness of the value of bi/multilingualism...
2. Engaging in initiatives to integrate language(s) into campus-wide diversity and inclusion efforts...
3. **Advocating for increased visibility and support for Indigenous languages.**

The screenshot shows the 'Enwejig Indigenous Language Advocates' page on the Wisconsin Languages website. The page features a navigation bar with links for 'Welcome', 'About Us', 'English', 'Enwejig', 'Other Languages', 'Course Materials', 'Media', 'Featured Articles', and 'Contact Us'. Below the navigation bar, there is a breadcrumb trail: 'HOME / ENWEJIG INDIGENOUS LANGUAGE ADVOCATES'. The main heading is 'Enwejig Indigenous Language Advocates'. A list of links is provided: 'Mission statement', 'What does enwejig mean?', 'Enwejig's talking points', 'Who we are', 'Resources' (with sub-links for 'Readings' and 'Links'), 'Current projects', and 'Language Acknowledgement'. To the right of the links is a photograph of two people in a traditional wooden canoe on a body of water. Below the photo is a caption: 'Photo: Jill Miller/UW-Madison. About the photo'. Underneath the photo is the 'Mission statement' section, which states: 'We are committed to bringing visibility and linguistic justice to Indigenous languages at UW-Madison. Our goal is to honor Indigenous knowledge systems through raising awareness of the importance of Indigenous languages among the UW-Madison community and beyond.' This is followed by a list of activities: 'Examples of our activities include (but are not limited to):' and a bulleted list: 'forging respectful community-based research partnerships with the language programs of Wisconsin's Native Nations', 'partnering with Wisconsin's Native Nations and the Committee on Native American Campus Signage to develop signs bringing Indigenous language to public view', 'making aspects of Indigenous language part of teaching and learning at the UW', 'advocating for Indigenous language classes at the UW', and 'creating a more welcoming environment for Indigenous students'. At the bottom, there is a section titled 'What does enwejig mean?' with the text: 'Enwejig is an Ojibwe word that means "those who speak". The name honors the speakers and learners of Indigenous languages.'



3. Curricular Infusion and Indigenization

1. **American Indian Studies** – Larry Nesper, Director.
 1. Ojibwe Language Instruction (Fall 2021).
 2. Dakota Language Instruction (Fall 2021 with Univ of Minnesota).
 3. Ho-Chunk Language Instruction (previous years).
2. **Great Lakes Indigenous Law Center** – Law School.
3. **Indigenous Education Coordinator** – Office of the Provost/School of Education.
4. **Native American Center for Health Professions** – School of Medicine and Public Health.
5. **Native American Task Force** – Division of Extension (18 members).
6. **Native Nations-UW Initiative** – Nelson Institute.
7. **Nursing STREAM Program** (Success Through Recruitment/Retention, Engagement, and Mentorship) – School of Nursing.
8. **Our Shared Future Initiative** – Office of the Provost.
9. **Tribal Relations** – University Relations and Division of Extension.



4. Great Lakes Indigenous Research Center (***working title)

UW retains top 10 national research ranking

February 1, 2021 | By [Natacha Kasulka](#) | [For news media](#)



Bascom Hall is pictured in an aerial view of the University of Wisconsin-Madison campus. PHOTO: JEFF MILLER

The National Science Foundation has released its 2019 fiscal year [Higher Education Research and Development Survey](#), or HERD, data, showing that the University of Wisconsin-Madison ranked 8th place in the national research rankings for public and private universities. UW-Madison also ranked 8th in the last survey covering the 2018 fiscal year.

Among public universities, UW-Madison ranked 6th, the same ranking as in fiscal year 2018.

Data on UW-Madison's 2019 expenditures for research show the university increased its annual expenditures over the previous year, reporting nearly \$1.3 billion in annual expenditures for research across all fields, about half of which comes from federal awards. That is an increase of nearly \$92 million from fiscal year 2018.

UW-Madison is Research 1 (R1) Doctoral University – Very high research activity.

~\$1.3 billion for research.

How can UW-Madison better accomplish research that is reciprocal, respectful, and meaningful to Native Nations?

Research Planning Group:

Prof. Carolee Dodge-Francis (Oneida)

Asst. Prof. Leah Horowitz

Prof. Monica Macaulay

Prof. Larry Nesper

Dr. Shannon Sparks

ALS Assoc. Dir. Denise Wiyaka (Yankton Sioux)



5. Indigenous Land Acknowledgments

**OUR SHARED FUTURE
LAND ACKNOWLEDGMENT WORKSHOP**

*What are land acknowledgments?
Why do we do them?
How can we do them well?*

Join this two-hour hands-on workshop for faculty and staff on writing respectful and action-orientated land acknowledgments.

Participants will:

- Learn about the Our Shared Future Initiative and Land Acknowledgments
- Join a learning community after the workshop for shared learning and peer engagement to build capacity to incorporate land acknowledgments into our practice and work
- Resources and tools to develop a land acknowledgement
- Receive a free copy of *Indian Nations of Wisconsin* 2nd edition by Patty Loew

DATE: MARCH 9, 2021
TIME: 11:00 - 1:00 PM

REGISTRATION LINK
REGISTRATION DEADLINE:
MARCH 4, 2021

For more information contact: Mel Freislag at mbfreitag@wisc.edu
Funded by: Our Shared Future Education Innovation Grant

Land Grab U in Teejop Workshop
Thursday April 8 2021
12:00-1:30 p.m.
Agenda

Workshop Purpose: To listen, learn, and clarify next steps for a framework for effective and respectful indigenous land acknowledgement, education, and actions for UW, working together with Extension and Tribal Nations in Wisconsin.

Asking for Participant Commitment:

- We ask that attendees listen to each other and not talk at each other.
- We acknowledge differences amongst us in backgrounds, skills, interests, and values. These differences increase our awareness and understanding through this process.
- We ask that everyone strive for intellectual humility and be willing to grapple with challenging histories.
- We want to create an atmosphere for open, honest exchange.
- This workshop is an initial step in a process. Use what you learn in this workshop for your work, but please do not publicize it until we are ready to share our framework formally.

12:00 p.m.	Welcome
12:05 p.m.	Land Grab U Project Presentation
12:35 p.m.	<p>Full Group Q&A with Land Grab U Project Team</p> <p>Poll Question: What topic are you most interested in discussing in a small group?</p> <ul style="list-style-type: none"> • Land Acknowledgement Actions • Land Acknowledgment Education Efforts and Initiatives, Curriculum Development • Land Acknowledgement Statement <p>Initial Discussion Questions for the Project Team:</p> <ul style="list-style-type: none"> • What are the most effective uses of your work by other universities that you are seeing? • On other campuses, who are the ones taking this on/ well-positioned to do this work of responses to land grab u?

6. Native Education Pathways



Creating Community
Promoting Equity, Diversity and Inclusion at UW-Madison

Home Resources Reports Framework Diversity Inventory Campus Climate

UW-Madison awarded grant to develop educational pathways for Native youth

Posted on October 1, 2020



College of Menominee Nation

UW-Madison, in partnership with Lac Courte Oreilles Ojibwe College and the College of Menominee Nation, has been awarded a grant from the U.S. Department of Agriculture to support Native American students by fostering a path from secondary to postsecondary education. The grant will support collaboration among the three land-grant institutions in Wisconsin to broadly coordinate systemic efforts to support Native American education pathways across Tribal and public educational systems.

The project, Wisconsin Land-Grant System Partnership for Advancing Native Education Pathways, seeks to authentically engage Tribal Nations, university faculty and staff, and community members as partners in advancing the academic achievement and pursuit of science, technology, engineering and math (STEM) interests of Native American students by integrating Indigenous knowledge and methods.

FIRST-YEAR INTEREST GROUPS PROGRAM

FALL 2020 FIGS WHAT IS A FIG? CHOOSE YOUR FIG ENROLL IN YOUR FIG CONTACT

Fall 2020 First-Year Interest Groups

all previous next sign up

FIGS

Listening to Land: Indigenous Education, Language, and Foodways

Dan Cornelius, Claire Luby

10 total credits in this FIG

LAND EDUCATION

Educational Policy Studies 100

Land Education

LEC 7: TR 11:00-12:15

Social Science

Elementary

3 credits

class number: 75403

ENVIRONMENTAL SCIENCE

Environmental Studies 126

Principles of Environmental Science

LEC 1: no official day/time +

LAB 301: T 3:30-6:30

Physical Science

Elementary

4 credits

class number: 73564

AMERICAN INDIAN STUDIES

American Indian Studies 301

First Semester Ojibwe

LEC 1: MW 2:30-3:45

Other Studies

Humanities

Elementary

3 credits

class number: 75403

What if our best teacher is all around us, even under our feet? For Indigenous peoples, whose worldviews, languages, and lifeways emerge from, and sustain, reciprocal relations to place, land is always teaching.

In the main FIG seminar, **Educational Policy Studies 100: "Land Education,"** we will reflect on "land as first teacher" by considering Indigenous approaches to learning, Indigenous languages in relation to land, and the current environmental health of land. We will seek to live the principles of Indigenous learning through Indigenous foodways and experiential, place-based learning activities, including:

- harvest activities with traditional corn, wild rice, and other Indigenous foods;
- cooking workshops demonstrating traditional methods;
- UW-Madison First Nations cultural landscape tour;
- field trips and other opportunities to engage with Native community members.

Together, as we develop our personal relationship to Treaty (Our Lakes, or the Madison region), we will explore our generational responsibilities to the place we call home. What is land teaching us? And how do we learn to listen?

Environmental Studies 126: "Principles of Environmental Science" — This class relates principles of environmental science to our daily activities, with an eye to sustainability, conservation, and systems thinking. It introduces science as a process of inquiry and discovery rather than just a pre-established set of facts. For example, in this course, we position ourselves with our feet on the UW-Madison campus and ask questions about the environment around us.



Extension Programming Serving Tribal Nations



Home » Members

Members

UW Extension Native American Task Force (NAFT) is made up of Extension educators and professionals who work in, work with, or support educational outreach to Wisconsin tribal communities. Members include:



- Brian Gauthier, Community Resource Development Educator (NAFT Coordinator) brian.gauthier@wisc.edu Lac du Flambeau UWEX Office, Lac du Flambeau
- Larry Jones, Director - Distance Education/Digital Media Unit larry.jones@wisc.edu
- Teresa Curtis, Nutrition Education Program Specialist teresa.curtis@wisc.edu
- Sheena Arnold, Nutrition Educator sheena.arnold@wisc.edu
- Jennifer Gauthier, Community Natural Resource & Economic Development Educator jennifer.gauthier@wisc.edu, Menominee County/Nation UWEX Office, Keshena
- Sofie Teller, 4-H Youth Development Educator sofie.teller@wisc.edu, Menominee County/Nation UWEX Office, Keshena
- Dawn Doperalski, Family Living Educator dawn.doperalski@wisc.edu, Menominee County/Nation UWEX Office, Keshena
- Matt Calvert, 4-H Youth Development Specialist matt.calvert@wisc.edu, Madison
- Erin Peot, Rural Development Outreach Specialist erin.peot@wisc.edu
- Cathy Techtmann, Environmental Outreach State Specialist cathy.techtmann@wisc.edu, Iron County
- Joy Schelble, Bad River 4-H Youth Development Coordinator, Chief Blackbird Center joy.schelble@wisc.edu Bad River UWEX Office, Odanah
- Patrick Goggin, Lake Specialist - Wisconsin Lakes Partnership / UW-Extension Lakes pgoggin@uwsp.edu, Rhinelander
- Ariga Grigoryan, LCD CNRED Agent and Sawyer County ariga.grigoryan@wisc.edu, Sawyer County UWEX Office, Hayward
- Annie Jones, Organizational Development and Tribal Nations Specialist, UW Extension annie.jones@wisc.edu
- Dominic Ledesma, Interim Director Office of Access, Inclusion, and Compliance, dominic.ledesma@wisc.edu
- Alana Perez-Valliere, Nutrition Educator, alana.perezvalliere@wisc.edu, Racine/Kenosha Counties UWEX Office, Racine
- Steve Nelson, Area Director, stephen.nelson@wisc.edu
- Jesse Conaway, Nelson Institute for Environmental Studies, jesse.conaway@wisc.edu, UW-Madison

Extension Programs Serving Tribal Nations: January – October 2020

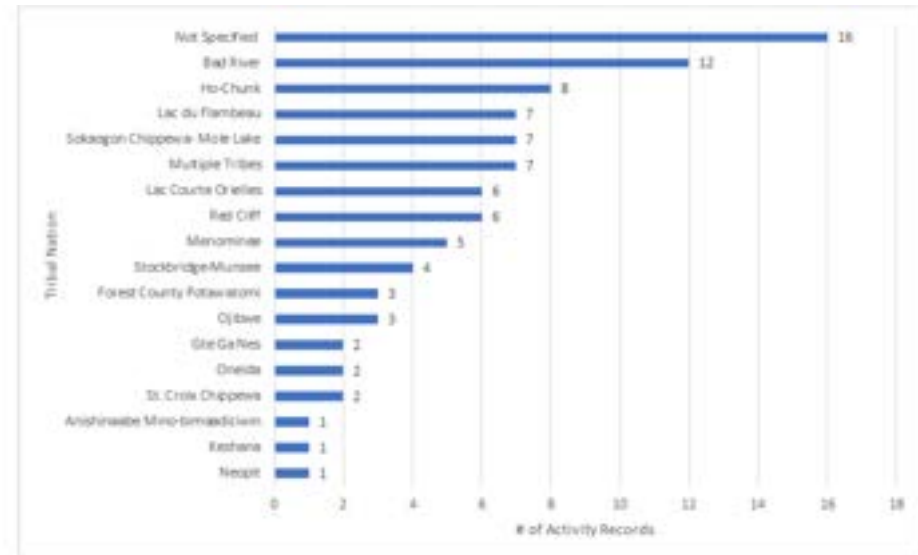


Fig 2: Tribal Nations served for those records that connected to the Native Nations Working Group's Areas of Interest.

Native American Task Force In-services

- Have conducted sixteen tribal in-services throughout the state with an estimated 700 participants:
 - Lac du Flambeau Ojibwe Nation
 - Bad River Ojibwe Nation
 - Lac Courte Oreilles Ojibwe Nation
 - Menominee Nation
 - CES Field Staff
 - Administration
 - USDA, MN Partners etc...
 - MN Partners

Division of Extension Native American Task Force



Started in 1989 by UW Extension Professionals Brian Gauthier (Lac du Flambeau Ojibwe), Annie Pyatskowitz (Menominee), and David Gerrard (Lac Courte Oreilles Ojibwe).

Roles of the Native American Task Force:

1. To help all Extension staff work more effectively with Native American communities.
2. To build bridges between Native American and non-tribal communities, including UW-Extension.
3. To facilitate communication related to work with Native American audiences.
4. To build a working relationship between UWEX Administration and the 1994 Land Grant Institutions.