

University of Minnesota Morris Digital Well

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Planning Committee

Campus Governance

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9-24-2019

### Planning minutes 09/24/2019

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## Planning Committee Minutes

9/24/19

**Committee Members:** James Wojtaszek (Chair), Renee Seykora, Bryan Herrmann (ex-officio), Bill Zimmerman (ex-officio), Stacey Aronson, Julia Dabbs, Mark Logan, Laura Thielke, Bart Finzel, Brandon King (student), and Alison Campbell (secretary)

**Absent:** Bryan Herrmann, Renee Seykora

**Guest(s):** Chip Beal, Nizhoni Marks, Sandy Olson-Loy, Delfina Arce

**Approve Minutes:** no

In a continuing effort to gather information on activities and initiatives from various areas of our campus, we will have guests from Native American Student Success (NASS), to talk about current initiatives supported by our NASNTI (Native American Serving Non-Tribal Institution) grant from the U.S. Department of Education – a 5-year grant awarded in Fall 2015 that runs through September 2020.

- There are 24 campuses in the United States designated as a NASNTI. Most are community colleges; there are only 10 four-year NASNTIs. Need to have at least 10% Native American students – UMN Morris has over 20%
- We are 1 of 2 campuses to offer federally mandated tuition waivers for Native American students tied to a history as an American Indian boarding school in the late 1800s to early 1900s
- UMM received a NASNTI grant in 2015 and we are in the 5<sup>th</sup> and final year which started October 1, 2019
  - Success coaches and peer mentors – have groups of new first year students – help navigate life in college
  - Peer mentors – work with 10-14 first year students throughout the school year, including participation in multiple activities like mental health week, cultural activities, financial literacy. Committee member Brandon King is a NASS mentor; Brandon has his group on Snap Chat because his generation responds to that well
  - Cultural programming – gives students opportunities to learn more about their cultures and others
    - Initiatives – student focus – bring activities and events on campus – Visiting Elders and Auntie in Residence pilot program
      - Doing activities like making a meal together and ribbon skirt making workshops can bring people together and address homesickness
    - Ask what students want for engagement across the campus
    - Visiting scholars
    - Experiential learning on the land – students struggle with identity
    - Over 50 tribal nations on campus
- Faculty and Staff Development in Summer 2019
  - Native Studies Summer Workshop for Educators (NSSWE) held in partnership with the Red Lake Nation and St. Cloud State University – 17 people attended
  - Dakota Learning Journey – visited 3 nations in 3 days – took 23 people on a bus tour

- Created NASS Events calendar for fall and spring – collaboration across campus
- NASNTI Grant for the next 5 years
  - NASNTI is one of the U.S. Department of Education Title III grant programs – a strengthening institutions grant
  - NASS is also supported by the Western Interstate Commission for Higher Education (WICHE based in Denver) with support from the Lumina Foundation. This work includes a planning and assessment process – where have we made progress around Native American student success and where can we improve
  - Ideas for the next NASNTI grant include adding transfer programs – more connections with the tribal colleges
  - The grant has not been drafted. Would appreciate insights from the Planning Committee in early spring semester.
- Questions:
  - How can IT help to enhance their programs? – there are already so many IT perks this campus provides – still learning what the opportunities are and what needs we have
  - What are the grant targets?
    - 75% of new Native American first year students participation in NASS programs and 85% of those participating would be confident they would graduate from Morris with a degree
    - Increase on campus student workers/meaningful work program – goal 50% - baseline 13% - last year 35%
    - 85% ending first year with good academic standing – baseline 77% - this year 79%
    - Ending first year with at least 30 credits – goal 70% - baseline 59% - this year 67%
    - First year retention – goal 80% - baseline 76% – last year 72%
  - There is a STEM gap for UMN Morris Native American students, are there programs to help increase this? – Have pilot chemistry and psychology cohort through WICHE; looking to bring a visiting mathematician to campus next fall who has had great success looking at instruction strategies
  - Will there be mentorship and coaching beyond the first year? –in development to include programs for upper-class students – cultural and educational programs have been open to everyone – students report that seeing Native American graduates and people who have been successful in their careers is motivating and helpful
  - NASNTI data is complex – Native American students at Morris and elsewhere are included in both “Native American” student data counts and also in the “2 or more races” reporting. This makes graduation rate and student success comparisons with other institutions difficult.