

University of Minnesota Morris Digital Well

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Planning Committee

Campus Governance

2-11-2020

Planning minutes 02/11/2020

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Recommended Citation

Planning Committee, "Planning minutes 02/11/2020" (2020). *Planning Committee*. 138.
<https://digitalcommons.morris.umn.edu/plan/138>

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Planning Committee Minutes

2/11/20

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, Mariah Turner (student), Shanda Pittman (student), and Alison Campbell (secretary)

Absent: Renee, Bill, Shanda

Approve Minutes: next time

Guest(s): Chip Beal and Sandy Olson-Loy

NASANTI Update:

- American Indian Tuition Waiver
 - 10 Native students are not receiving waiver
 - Students Receiving Waiver document (see below)
 - By state
 - 67% are from MN
 - 15 students associate with multiple tribes
 - American Indian Tribal Community looks over these numbers
 - People who provide
 - UMN Morris is 14th in the country who live in the state
- Emerging Grant Vision and Ideas
 - Awarded Grant 1 - \$1,997,003 over 5 years (October 1, 2015 TO September 30, 2020)
 - Grant 2 - Application released on February 5 – Due March 6th – the last submission was 5 years ago due in May. Could receive 5 year individual awards of \$200-300,000 and 5 year Cooperative Agreement Development Grants of \$300-400,000. (October 1, 2021 to September 30, 2025)
 - Don't know anyone who has done a cooperative arrangement – looking into a liaison – Teresa has been that unofficial person
 - Duluth has 200 articulation agreements
 - Grant 3 – Anticipated Proposal request – January 2021. (October 1, 2021 to September 30, 2026)
 - American Indian Students in 2015 was 18% now 24% in 2020
 - Only 24 schools are eligible to apply for this grant
 - Language revitalization
 - Some program ideas (13 total) - See document below:
 - #1 - Native American Teacher Education pathways and partnerships – (Jane helping)
 - #2 - Articulation agreements and partnerships with Tribal and Community Colleges

- #3 - Faculty & staff professional development – (16 community members went on summer retreat)
- #4 - Anishinaabe and Dakota Language revitalization – (we have a professor in Twin Cities teaching on line)
- #6/7/10 - Bart suggested targeting a more general take to all students – you won't have dual funding – some are qualified and other aren't
 - Goal of these program ideas is to strengthening the institution
- A committee member ask: Does everything have to be restructured in this grant? – it needs to show growth and strengthening

PROGRAM IDEAS for grants 2 and 3

(This is a random list of good ideas. Numbering does not indicate priority.)

1. Native American Teacher Education pathways and partnerships.
 - a. Partnerships with tribal communities and tribal colleges to support BA completion and teacher education credentialing for Native American undergraduates and para-professionals (Interest from White Earth, Sisseton Wahpeton schools, xxxx)
2. Articulation agreements and partnerships with Tribal and Community Colleges. (Interest from Red Lake Tribal College).
3. Native American course content / faculty & staff professional development.
 - a. Annual participation for a UMN Morris faculty / staff cohort in programs in MN Native communities such as SCSU Native American Summer Workshop for Educators
 - b. Partnership with SCSU Native American Summer Workshop for Educators - host site at UMN Morris.
4. Anishinaabe and Dakota language revitalization.
 - a. Anishinaabe language certification program - with eminence credentialing. Partner with tribes and Morris teacher Ed. (Tammy Liberty, Red Lake Anishinaabe Language and Culture middle school teacher, at MIEA notes multiple teaching positions unfilled for multiple years in Red Lake).
 - b. Dakota Language coursework and teacher preparation / language certification program.
5. Undergraduate cohorts within STEM and other academic programs for new and continuing students. Expand on NASS WICHE Psych and Chem cohort model piloted in 2019-2020 to all entering Native American STEM majors and other majors.
6. 4-year pathways through college to BA degree attainment AND to career for Native American students and others.
 - a. Website with visible pathways, guideposts, and processes and related programming/ materials. (Georgia model / example)
 - b. Connections to young alums and leaders from similar backgrounds.
7. Ongoing college transition support and integrated first year experience beyond extended Orientation.
 - a. Within a student life / campus life experience reflecting Native American cultures, lifeways, languages, values, contributions, shared histories, and contemporary life.
 - i. Auntie in Residence
 - b. Campus first year experience components and pathway year 1.

8. Community-engaged learning / high impact practices for Native American students and others with greater connections in Native American communities. Including documenting student engagement (for students and institution), communicating learning, impact, and outcomes.
9. Recognizing, addressing, supporting, and providing access to culturally protective practices for Native American students addressing intergenerational trauma, adverse childhood experiences (ACEs), and mental health challenges to support college success.
 - a. Addressing continued impact of the American Indian boarding schools at Morris / boarding school era.
 - b. Resources: Darrel Tonemah, Dakota Wicohan Equine program, Dallas Goldtooth young men's mentoring project beginning fall 2019 (Marisa Anywaush recommendation).
10. Campus infrastructure to expand, track, and deepen Native American students and all students participation, learning, and impact from on campus employment and funded work/research/mentoring/internship opportunities.
 - a. Coordinator between NA student life and NAIS? Assist NAIS faculty in scheduling, planning, campus visits, summer courses, etc. Serve as a liaison between two programs to better coordinate services to students
11. Deepen meaningful, reciprocal partnerships with MN regional tribal leaders, education directors, MIAC, and TNEC to support greater student success and educational impact. Liaison designated.
12. Space renovation for Native American Student Success center.
 - a. Reflective of Native cultures
 - b. Spaces for cooking traditional foods recognizing 1) the role of sharing meals together within Native cultures and communities, 2) the important opportunity for learning and reconnection to traditional foods culturally and for student success, 3) Native students prioritizing of access to traditional foods on campus to further indigenize the Morris experience and support the reclaiming of traditional food sources and foodways to counter the devastating health consequences of colonization and commodity foods programs which separated Native people from their traditional foodways.
13. Greater visibility of Native languages and cultures on campus.