

University of Minnesota Morris Digital Well

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Planning Committee

Campus Governance

4-6-2021

Planning minutes 04/06/2021

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Planning Committee Minutes

4/6/21

Committee Members: Mark Logan (Chair), James Wojtaszek, Bryan Herrmann (ex-officio), Bill Zimmerman (ex-officio), Stacey Aronson, Keni Zenner, Laura Thielke, Mark Collier, Satis Devkota, Mitchell Moris (student), Brianna Dokken (student), Erik Kjer (student) and Alison Campbell (secretary)

Absent: Mitchell and Erik

Approve Minutes: yes

Guest(s): Sandy Olson-Loy and the NASNTI assessment and planning group: Heather Peters, Teresa Peterson, and Chip Beal

Native American Student Educational Equity and Post Secondary Attainment – An assessment of progress and action steps for 2020-2030

- Discussed work that was done and vision going forward for the next 10 years - created 35 goals in total
- American Indian Advisory Committee - 8 Native educators and leaders advise the Chancellor, act as a bridge to Native communities and priorities, and anchor our work
- Introduction of land acknowledgement – draft shared with Equity and Diversity committee and then brought to campus assembly
- Comprehensive assessment and planning
 - Stage 1 - environmental scans - what is happening in the field and internally on campus
 - Stage 2 - assessment and planning retreat - 2 day retreat – page 23 on report
 - Stage 3 - generation of goals, recommendations, and action steps
 - Stage 4 - stakeholder review of progress and implantation of action steps
- UMN Morris today: A Native American-Serving Nontribal Institution
 - NASNTI = Native American students greater than 10% of undergraduates (US Dept of Ed)
 - Vs. 1 to 2% of students at most college
 - There are fewer than 20 4-year NASNTIs in the US
 - 1 4-year NASNTI in the Upper Midwest - UMN Morris
 - At UMN Morris, fall 2020:
 - 340 Native students - most from area Ojibwe & Dakota/Lakota Nations
 - 25+% of UMN Morris students
 - 70 Tribal Nations, Alaska Native Villages, and First Nations
- Native American Student Life Today
 - Working to provide a UMN experience valuing Native American people, cultures, and lifeways.
 - Native American and Indigenous Studies
 - Anishinaabemowin and Dakota lapi language courses
 - Native American Student Success
 - Equity, Diversity, and Intercultural Programs
 - Growing Native representation in curriculum, co-curriculum, and campus

- Student life: Welcome Week & Commencement Honor Songs, Circle of Nations Indigenous Association, annual powwow, American Indian Science and Engineering Society, traditional foods and gardens, Elders & Aunties in Residence, Honoring Ceremony for graduates
- Graduation rates > national averages. Persistence gaps shrinking
- The opportunity remains to do more, as many students, faculty, and staff join UMM with limited connections to or understanding of Tribal Nations, Native people, cultures, histories, and lifeways. Native students feel and experience the burden of these gaps in our shared histories, experiences, and understandings
- It is all of our work to increase understanding and reduce to negative experiences of our Native students due to these gaps
- Eight star points – were created after the retreat – saw 8 major themes – each point is described in the report on pages 13-21
 - Native advisors, cultural sensitivity, culturally relevant environment, native leadership, native nations, culturally responsive support services, culturally relevant curricula, policy and data
 - These star points will guide our work in alignment with our strategic campus vision and priorities
- Stakeholder Review and Action
 - Action steps – auntie-in-residence
 - Creating pathways to see what programs they would be interested in
 - US Dept. of Ed NASNTI 2020 projects – 5 year
 - Campus NASS grant
 - Cooperative grant with 3 MN Tribal Colleges
- Tracking, Assessing, and Celebrating progress
 - Monitor and track progress on goals and action steps
 - Honor and celebrate success - including measures reflecting Tribal Nations' community values
 - Giving back to community and society
 - Fulfilling their commitment to family
 - Serving future generations
 - Addressing injustices
 - Fulfilling purpose
 - Being on a path that brings happiness

Discussion with the committee

- Thanks were expressed to James Wojtaszek, Planning Committee representative at the retreat. James was also part of the Aspirational Statement working group.
- The retreat was labor intensive. We thought about what the barriers and actions were – everyone had to listen to each other before commenting, then we had to figure out how everything worked together.
- Technology has been helpful in supporting our students during the pandemic. It has shown that internet connection and accessibility is limited in many locations. Native students and communities have experienced much greater family losses during the pandemic and this has been a very difficult time.

- Chip will be sharing information inviting faculty and staff to participate in a summer professional development opportunity - St. Cloud State University Native Studies Summer Workshop for Educators – to be held virtually June 28-July 2
- Has there been more conversation about building a Native Student Center on campus? – The action steps include developing realistic plans and a timeline for a center.
- Student perspective – what should students do to support this plan? The presenters offered to do a presentation with MCSA and CNIA.
 - Some students don't understand the tuition waiver and MCSA could help increase understanding and awareness
 - Student leaders were encouraged to share this document and go through it to see what you can do as students
- The Committee was enthusiastic about the good work and vision articulated in the planning process and thanked the presenters for their work.