Executive Summary

Big picture

Native Nations of Wisconsin are enormously strong, demonstrating resilience in facing colonization, genocide, and assimilation. The eleven federally-recognized Nations and the Brothertown Indian Nation in Wisconsin have unique histories and cultures. The Ho-Chunk Nation, the People of the Sacred Voice, are named for their language which is the root for multiple Siouan languages. The Menominee Nation endured the trauma of termination in 1954 and successfully advocated for restoration in 1973, heavily influencing the passage of the 1975 Indian Self Determination and Educational Assistance Act. Ojibwa (Anishinaabe, Chippewa) share language and culture amongst the six Bands of the Lake Superior Chippewa within the state, and each is recognized as individual Sovereign Nations. Forest County Potawatomi are affiliated with Anishinaabe, the Three Fires Confederacy. Oneida, Stockbridge-Munsee, and Brothertown Nations were forced here to present-day Wisconsin by colonization and warfare in their east coast homelands.

Despite diverse cultures and histories, the Native Nations in Wisconsin\(^1\) share priorities in their relationships with state agencies and federal governments. The macro-objective of the Native Nations_UW (NN_UW) initiative has been to foster more respectful and effective partnerships with the Tribal Nations in Wisconsin. Beginning with the 2015 UW/ Native Nations Summit on Environment and Health, and following with Listening Sessions with the 12 American Indian Nations in Wisconsin in 2016, NN_UW identified Tribal priorities and tangible action items that UW Madison, UW Extension and UW Colleges could address. (NN_UW Strategic Plan included as Appendix A). The NN_UW initiative focused on three implementation areas of engagement, education, and research. In phase 1, our strongest advances were in engagement and education. Research relationships are addressed in our recommendations for phase 2. Also, please note that mergers within UW institutions affected the NN_UW governance structure.\(^2\) In this report, the discussion and recommendations focus on UW-Madison / Extension and UW- System.

Rationale for study

Before 2015, relationships between Native Nations and UW-Madison and UW-Colleges were primarily based on individual projects and partnerships. Relationships also existed at the programmatic level, such as the Bridge Agreement for matriculation between the UW-Madison College of Agricultural and Life Sciences and the College of Menominee Nation. The UW-Madison Division of Extension, including Tribal Extension presence in communities and Tribal Colleges, has very good credentials and relationships at individual and programmatic levels with the Nations, as they employ representatives within the Native communities. This study provides feedback to inform next steps for UW-Madison’s institutional relationships with the American Indian Nations in Wisconsin.

NN_UW work is based in identifying needs of Tribal Nations, overlaid with what is actionable on the part of UW institutions. This evaluation shows progression from UW-Madison’s baseline in 2015, through phase one of

\(^{1}\) The terms Tribes, Native Nations, American Indian Nations, and Tribal Nations are used interchangeably throughout the report.

\(^{2}\) UW Colleges merged with their closest 4-year university, and UW – Extension merged with UW-Madison.
the initiative, to the Fall 2019 Listening sessions. The rationale for this study puts Tribal priorities front and center. Below is a summary of main points:

- Many Native languages are threatened with extinction.
- Native Americans continue to be under-represented in higher education. There is a need to educate Wisconsin public schools about the 12 American Indian Nations in Wisconsin. Tribal youth and families need more exposure to higher education institutions, and guidance about processes for preparation and applying.
- Tribal Treaty Rights and conservation ethics demonstrate enormous potential for protecting Wisconsin’s environment.
- Social issues in Tribal communities are amplified by historic trauma due to colonization, assimilation, the Boarding School Era, and ongoing individual and institutional racism. Opioid and other addiction issues, and high rates of incarceration in Tribal communities, are some of the symptoms of this trauma. Native students carry these traumas with them to campus and need support for healing.

**Main Findings and Recommendations**

The 12 Native Nations in Wisconsin have demonstrated a willingness to work together if UW continues to commit to fostering institution and system-level partnerships, driven by cultural and educational exchange, that NN_UW has initiated. When UW builds institutional capacity to be culturally responsive in working with Tribal Nations, Native Campus Climate,\(^3\) as well as overall relationships and potential to partner with the Nations, both improve.

UW-Madison made tangible steps forward in improving Native Campus Climate and improving Tribal relations by building capacity for cultural responsiveness as an institution, including:

- establishing regular, effective communication channels with the 12 Nations
- convening a Tribal Advisory Council that includes delegates from the 12 Nations who advise and support the NN_UW initiative
- hiring eight new Native faculty since 2016, as well as a UW-System Native American Student Success Coordinator and a University Relations/Extension Tribal Relations Director
- implementing annual cultural responsiveness training for working with Tribal Nations; participants were UW faculty, staff and leadership
- hosting a Tribal Elder-in-Residence each semester
- acknowledging student needs for Native-specific services and spaces
- increasing course options that feature Indigenous content with a focus on Native language instruction
- working toward Tribal land acknowledgment

Though Native Americans make up a small percentage of state and university student populations, the possibilities for Tribal-University partnerships are tremendous, particularly in languages/culture, environment, environment, environment, environment, environment, environment.

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\(^3\) Native Campus Climate refers to the campus environment for Native students, including: physical environment-Native spaces; academic environment- advising services, Indigenous languages and cultural curricula, Native faculty/staff presence; and emotional environment- emotional health services, being a part of a campus that is actively addressing micro-aggressions and institutional racism against Native Americans
education, health and research. UW-Madison would benefit from ongoing institutional commitment to partnerships that are informed by Tribal leadership, as well as Tribal language, education, environmental and health experts.

Given this evaluation of relationships between UW-Madison and Tribal Nations, recommendations for future work include:

- Establish a permanent working group for Native Nations_UW (NN_UW)
- Renew the Strategic Action Plan with Wisconsin Native Nations, UW-Madison, and Extension and continue strategic planning with Native Nations in perpetuity
- Plan and establish *The Great Lakes Indigenous Research and Education Center* (GLIREC)\(^4\) in partnership with the 12 American Indian Nations in Wisconsin
- Prioritize Native Campus Climate and Native Education Pathways
- Progress toward higher-level System initiatives - Tribal Consultation Policies, Tribal Education Compacts, Research Relationships

\(^4\)“*Great Lakes Indigenous Research and Education Center*” is used as a working title throughout the report for the proposed center.
**Introduction of Study**

**Background**
In May 2016, the provosts of UW-Madison, Colleges, and Extension collectively authorized a new initiative: the Native Nations _ UW (NN_UW) Working Group, committed to working toward creating broad educational networks, respectful research relationships, and culturally-responsive engagement programs. In summer and fall of 2016, the NN_UW Working Group engaged in listening sessions with Wisconsin Native Nations, the Milwaukee urban Indian community, and Native students at UW-Madison. The working group convened diverse UW-Madison faculty, staff and leaders to work with Native Nations to develop a strategic plan, meet regularly with the existing UW-Madison Division of Extension Native American Task Force, and eventually to convene an NN_UW Tribal Advisory Council.

To work toward more respectful and reciprocal partnerships with Native Nations and communities in Wisconsin, the NN_UW implemented a three-year strategic plan for 2017 through 2019. This Strategic Plan was a step toward building relationships with and honoring commitments to Native Nations. This Plan was a summary of what the NN_UW Working Group heard from the Nations as priorities, paired with the capacity of UW to partner and act on the priorities. The intent was that this 3-year plan serve as a platform for a longer-term strategic plan, beginning in 2020, based on short-term plans and accomplishments. (NN_UW Strategic Plan included as Appendix A). Within the working group, the action area leads conducted yearly progress reports\(^5\) on the Strategic Plan. (Please see Appendix B).

Leadership of the working group consisted of the Deans of the Nelson Institute and School of Human Ecology, two co-chairs,\(^6\) and action area leads for each of the seven priority areas:

1. Relationship Building between Tribes and UW-Madison / UW-Extension
2. Native Education Pathways
3. Native Campus Climate at UW-Madison
4. Research
5. Environmental conservation
6. Language and Culture
7. Health

**Rationale**
This NN_UW evaluation will inform the work of building sustainable Tribal_University partnerships and planning next steps. The evaluation process and summative report includes perspectives of Tribal leaders and members of the 12 Native Nations in Wisconsin, UW-Madison and Division of Extension leadership, faculty, staff, UW-Madison students, and the urban Indian community of Milwaukee.

Goals of this NN_UW Evaluation are:

- to provide insights into relevant next steps for phase 2 of the NN_UW initiative, 2020 to 2025

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\(^5\) This evaluation report replaces the progress report for 2019, NN_UW year 3.

\(^6\) In the absence of co-chairs during September 2016 - December 2017, Fall 2018- March 2019, and April - December 2019, Conaway served as sole chair with the administrative support of the Nelson Institute.
• to inform educational processes for continuing to build cultural responsiveness on the UW-Madison campus
• to provide data and narratives for grant seeking to support NN_UW phase 2 and the Great Lakes Indigenous Research and Education Center

Broad-based data gathering and analysis involving NN_UW work and partnerships sheds light on whether the initiative has been successful in implementing the guiding principles endorsed in the NN_UW strategic plan (shortened names for principles are included below in parentheses and later referenced in this report):

1. To recognize and respect Tribal sovereignty as a fundamental principle. (Tribal Sovereignty)
2. To maintain and strengthen relationships between UW-Madison, UW-System Schools, UW-Extension, and the Native Nations in Wisconsin. (Relationship-building)
3. To coordinate with UW-System leadership to harmonize and cooperate with other campuses. (UW System Network-building, Native Campus Climate)
4. To mobilize UW educational, research, and outreach resources to benefit Native communities as prerequisite to the recruitment and retention of Native students on UW campuses. (Native Education Pathways, Research Relationships)
5. To sustain cross-cultural educational networks (Native Education Pathways, Native Campus Climate)

Overview of Study Design Questions
Study design questions take a pulse of changes in relationships from the centennial UW / Native Nations Summit on Environment and Health in 2015, to the drafting of the strategic plan together with Tribal representatives in 2016, through the implementation of the strategic plan from 2017 through 2019.

To understand the connection between the NN_UW initiative, evaluation purposes, and design of the evaluation study, Bowman and Conaway created an evaluation crosswalk to summarize evaluation questions across data sources and to provide a structure for data collection (Please see Appendix C). The evaluation is designed to illuminate the progress NN_UW has made on honoring agreed-upon processes, and meeting strategic priorities based on three different units of analysis: systems level, strategic plan/initiative level, and individual level.7 Study questions are cross-referenced below with NN_UW guiding principles. The study questions from the NN_UW evaluation crosswalk that are addressed in this evaluation are, at the systems level:

1. How have UW System and Tribal Nation working relationships and levels of participation changed since NN_UW began? (Relationship-building)
2. Did UW campuses (including the Division of Extension) increase their research capacities and competencies related culturally-responsive research? (Research Relationships)

7 Our report addresses six of the questions in the crosswalk. Due to availability of time and resources, we scaled back the evaluation process. Recommendations for NN_UW phase 2 would include a comprehensive evaluation. This would be especially useful for the new GLIREC work.
3. Have the levels and types of mutually productive research studies led or co-lead with Native Nations increased and/or changed? (Research Relationships)

at the NN_UW program initiative level:

4. What NN_UW programming in urban Native communities and Tribal Nations had the strongest levels of participation and most impacts on culture/language revitalization, addressing health issues, or supporting educational pathways? (7 Priority Areas, Native Education Pathways)

and, at the individual level:

5. As a result of NN_UW student and family-centered activities, did Native student enrollments, transfers, matriculation, graduation rates and educational outcomes improve? (Native Education Pathways, Native Campus Climate)

6. Since 2016, have Native students or Native NN_UW participants experienced more positive and beneficial relationships with UW-Madison, the Division of Extension, and other UW System campuses? (Relationship-building, UW System Network-building, Native Education Pathways, Native Campus Climate)

Data Use and Collection Strategies
This NN_UW evaluation leveraged existing and new data sets. Ordering below is consistent throughout the report:

1. Native Nations_UW working group meeting agendas and notes, leadership meetings, and events;
2. Native Nations_UW Tribal Advisory Council agendas and notes from meetings and conference calls.
3. Native students’ retention data at UW-Madison
4. Native topics in journal articles authored by people at UW-Madison
5. Native Nations_UW listening sessions with Native Nations in Wisconsin, transcripts from sessions in Fall 2019

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Findings
Our evaluation revealed that guiding principles and priorities identified in the NN_UW strategic plan constitute a shared ground for the Native Nations in Wisconsin and UW. The principles and priorities (page 6) continue to be both of importance to Native Nations and to be powerful processes and areas of potential partnership for UW. Key findings indicate that Tribal_University relationships are two-dimensional, including both internal relationships and capacity-building within UW, and external relations with Native Nations in Wisconsin. This evaluation demonstrates that, through phase 1 of the NN_UW initiative, relationships have improved through established communication channels with Tribal Nations, and that Tribal-UW relations are inextricably linked with campus’ commitment to improving cultural responsiveness in working with Tribal leadership, communities and students.

Findings of this study center on themes shared across UW and Tribal Nations, listed below with associated NN_UW guiding principles/evaluation questions included in parentheses:

- improving Tribal-University relationships (Relationship-building)
- importance of Tribal-University communications that build trust and accountability (Sovereignty, Relationship-building)
- importance of language revitalization (Sovereignty, UW Network-building, Native Education Pathways, Native Campus Climate)
- value of Native Campus Climate including Native-specific spaces and services, and Indigenous educational opportunities (Native Campus Climate)
- need for commitment by UW-Madison to foster Native education pathways, as opposed to focusing primarily on recruitment of high school students (Native Education Pathways)
- desire for ongoing commitment to build research relationships and capacity, both within UW-Madison and Tribal Nations (Research Relationships)

Instruments used to collect and process data
For the NN_UW working group and Tribal Advisory Council meeting notes and event agendas, coding documents were created to assess progress in leveraging our guiding principles and seven strategic priority areas. (Coding Document included as Appendix D).

Listening session questions were developed by the Native Nations_UW strategic working group in September 2019. Questions were framed around assessment of changes between 2016-2019 in: relationships and
communications between Tribes and UW, pathways into higher education for Tribal members, progress in seven priority areas for engagement and research, and willingness and capacity to partner on development of a research and education center. Total participants for NN_UW Tribal listening sessions was 200. Numbers of participants by Tribal Nation and institution are listed on page 10. Summaries of Listening Sessions were compiled by Conaway and the NN_UW working group members in December 2019. (Please see Appendix E for listening session questions. And Appendix F for Listening Session summaries by Nation).

**Timelines for Data Collection**

*Meeting agendas and notes:* Native Nations_UW working group meetings were conducted between May 2016 and December 2019, meeting quarterly, then going to monthly meetings in February 2018.

The Native Nations_UW Tribal Advisory Council was convened in fall 2018, with two face-to-face meetings per year, and monthly conference calls hosted by Conaway and NN_UW working group members.

**Self-identified American Indian, Alaska Native, and Native Hawaiian student data:**
Retention and graduation rates of new freshmen by Fall semester entrance cohort was provided by the Office of the Provost of Academic Planning and Institutional Research at UW-Madison, and convened by Grewal. Student data is quantitative only. The first year retention rate data spans from 2009-2018 and the graduation retention rates from 2009-2016.

**Native communities and topics in journal articles:** Using the specified search terms (Please see Appendix G) coupled with search outcomes for University of Wisconsin - Madison, Grewal convened a list of research articles for the range of 2015 - 2019. The databases searched were Web of Science, JSTOR, and EBSCO.

**NN_UW fall 2019 listening sessions:** Listening sessions were conducted by Conaway with 11 federally-recognized Native Nations and Brothertown Indian Nation in each Tribal community in September, October and November of 2019.

**Participants, UW and Native Nations**
The Native Nations_UW working group consisted of 27 members when charged in 2016, and grew to an email listserv of 57 members as of the close of phase 1 in December 2019. (Please refer to Plan in Appendix A for a list of those who were originally charged). 12 Native Nations in Wisconsin participated in the fall 2019 NN_UW Listening Sessions. Across the sessions, participants included Tribal leaders, elders, program leaders, professionals, and community members. Sessions were also held at UW-Madison and with the urban Indian Community in Milwaukee. Numbers of Listening Session participants were as follows:

- Mole Lake Band of Lake Superior Chippewa: 7 participants
- Lac Courtes Oreilles Band of Lake Superior Chippewa and LCO Ojibwe Community College: 19 participants
- Red Cliff Band of Lake Superior Chippewa: 5 participants
• Bad River Band of Lake Superior Chippewa: 2 participants
• St Croix Band of Lake Superior Chippewa: 9 participants
• Lac du Flambeau Band of Lake Superior Chippewa: 7 participants
• Stockbridge Munsee Band of Mohican Indians: 2 participants
• Menominee Nation: 2 participants
• Ho-Chunk Nation: 13 participants
• Brothertown Indian Nation: 5 participants
• Forest County Potawatomi Community: 11 participants
• Oneida Nation of Wisconsin: 15 participants
• UW-Madison Listening Session on Suicide Awareness: 28 participants
• Milwaukee Urban Indian Community Listening Session on Suicide Awareness: ~75 participants

**Findings**

Findings are included from each of the five data sets. These themes will inform ongoing work for the NN_UW initiative, as well as point to next steps for UW-Madison, Extension, and System commitments to Native students and the Tribes.

**Native Nations_UW Working group, Key Findings.**

• There is an urgent need for strategic planning and system-wide focus on Native American language revitalization. This means a UW-Madison commitment to offering Native American language and culture classes, in addition to other Native-focused curricula.

• Tribal governments are crystal clear about the impacts of pre-college opportunities for Native youth - both on campus and within Native communities. The scaling back in Native communities of the PEOPLE program continues to be a sore point in conversations with the Native Nations.

• In order to improve campus climate, there is an immediate need for NN_UW to work with University Health Services (UHS) to increase capacity for cultural responsiveness, and to provide Native-specific emotional and behavioral health services. NN_UW has been working with UHS leadership to host meetings and listening sessions about suicide awareness, and building on knowledge gained to inform services for Native students. The Elder-in-Residence program is a step in the right direction for cultural and emotional support of Native students.

• Our research capacity as an R-1 university to partner with Tribal Nations is under-developed and under-utilized.

**Native Nations_UW Tribal Advisory Council, Key Findings.** In the analysis of meeting notes of the NN_UW Working Group with the NN_UW Tribal Advisory Council, the following themes shed light on the evaluation questions.

Relationships and communications have improved:
• Regular meetings with the NN_UW Tribal Advisory Council are a good step toward improving communications and receiving feedback.
• Relationships are improving and will continue to do so with open communication, accountability and collaboration.
• NN_UW Working Group and NN_UW Tribal Advisory Council can build capacity together to work on high-level agreements, such as Tribal Consultation Policies and Research Relationships. Native Education Pathways and Native Campus Climate need ongoing attention and commitment:
  • More educational opportunities and resources for Native students in Tribal communities and on campus are needed.
  • Tribal leadership prioritize and assert the need for spaces on campus where Native students and faculty/staff can gather, feel safe, and engage in their cultures.

*American Indian, Native Hawaiian Student Data at UW Madison, Key Findings.* After five years of improved retention of first-year Native American students, UW-Madison experienced a significant 30% drop in 2015 from 100% to a 70% first-year student retention rate. Native American first-year student retention rates slightly rose in 2016 and 2017, and then slightly decreased in 2018, but remain significantly below first-year retention rates for all first-year students at UW-Madison. (The full summary and report are included in Appendix H).

![Trend in 1st-Year Retention Rate](image1)

**Figure 1:** The graph on the left shows trends in 1st year retention rates and the graph on the right shows trends in graduation rates.

*Native communities and topics in journal articles by people at UW – Madison.* This figure includes only journal publications affiliated with the University of Wisconsin - Madison and excludes material such as book chapters, book reviews, newspaper articles, etc. (Please see list in Appendix I). This data point represents a baseline, as we have no running tally of journal articles publishing work with and about Tribal Nations. For the UW-Native Nations Summit on Environment and Health in 2015, we tallied UW-Madison graduate dissertations and theses (linked [here](#), see page 8).

*2019 Tribal Listening Sessions, Key Findings.* The fall 2019 Listening Sessions were an opportunity to receive feedback from Wisconsin Native Nations about reactions to phase 1 of the NN_UW initiative. Below are themes from Listening Sessions that are shared across Nations, followed by quoted and paraphrased comments from Tribal participants:
Relationship-building, UW System Network-Building

- Network focus is needed, not just UW-Madison
- More Wisconsin Tribal members needed on staff of UW-Madison campus
- WI Tribal Extension and Federally-Recognized Tribes Extension Programs (FRTEP) are great—more are needed in other communities
- UW-Madison Tours to visit our Tribal communities are a step in right direction

Communications

- More is needed on the parts of both the UW-Madison and Tribal Nations for points of contact and channels for communications
- Funding, grants need to be distributed more evenly, UW-Madison has lion’s share of funding

Education

- Curriculum-building
  - Environmental courses in partnership with Tribal Nations and communities are good; more Native perspectives in courses are needed
- Native Education Pathways
  - “We need to educate our schools.”
  - Information Technology Academy is great—more pre-college programs like that are needed
  - Formal agreement is needed for fiscal resources for pre-college and college programs
  - More opportunities for campus visits for Tribal youth~ Indigenous Health and Wellness Day and Campus Cultural Tours are great
  - Continue to streamline transfer process to UW-Madison
  - Internships are good stepping stones for Native young adults
- Native Campus Climate, UW-Madison
  - “We are human beings.” – There is a need for logistical support for incoming Native students, such as housing and child care
  - “Native spaces on campus are crucial for Native students to feel welcome and safe—we need a new space for students in advance of when American Indian Student and Cultural Center is torn down.”
  - Native students need Native-specific services
  - Mental and emotional health care and support is crucial
  - “Fill the advisor position for our students.”
  - Create a family atmosphere on campus, example of UW-Stout being a good Native orientation program
  - Need more points of contact for advising and mentoring, both peer and faculty
  - Pay special attention to first 30 days on campus for incoming Native students
Discussion and Recommendations

Discussion
The five datasets in this evaluation offer insights gained from NN_UW phase 1, and recommendations for UW-Madison/Extension for phase 2. UW institutions, guided by the NN_UW working group, the Division of Extension Native American Task Force, GLIREC planning committee, UW-System Native American Student Success Coordinator, and the UW-Madison Tribal Relations Director, can continue to fortify commitments to partnerships with the 12 American Indian Nations in Wisconsin. This Phase 1 evaluation identifies UW-Madison’s shortcomings with regard to work with Native Nations, as well as makes recommendations for increasing institutional caliber and capacity. Discussion includes processes for partnership, communication, governance, Tribal priorities, recommendations, and timeline.

Native Nations_UW Working Group and Tribal Advisory Council Discussion. The NN_UW working group has been a forum for indigenous and non-Indigenous faculty, staff, and leadership who work with Native Nations to meet regularly and build community. NN_UW working group impacts included capacity-building by members that extended individual professional experiences and relationships with Tribal Nations into UW-Madison institutional commitments.

Governance structure of the NN_UW sustained the working group through phase 1. Personnel and funding were provided primarily by the Nelson Institute for Environmental Studies and the Provost’s office. Working group membership and action area lead roles, terms and policies all require clarification for phase 2. The NN_UW Working Group made progress in the strategic priority areas of Relationship-building, Native Education Pathways, Environment, and Health.

Student data, Discussion. Student data indicates a drop in retention rates for Native American students in 2014. This is potentially due to the removal of the Native Student Advisor / Student Success position. Listening session
participants assert that Native students need Native-specific spaces and services, including high touch advising, peer advising, and logistical and emotional support. These services and spaces support Native student academic achievement, identity development and socio-emotional needs.

Native communities and topics in journal articles by people at UW – Madison, Discussion. Faculty, staff and student interest in partnering with Tribal Nations for engagement and research continues to grow. (Please see NN_UW website, http://nativenations.nelson.wisc.edu/). UW-Madison would benefit from a research hub that exemplifies culturally-responsive research protocols for working with the 12 American Indian Nations in Wisconsin. This center would constitute a network with UW-Madison, other UW schools, and the 12 Native Nations to facilitate research trainings and partnerships. Impacts would be capacity-building in both UW-Madison and Tribal Nations and communities for mutually beneficial research.

Native Nations Listening Sessions, Discussion. Shared ground for relationship-building and action steps is prioritized in the areas of language, education, environment and health. Areas of strength in Native Nations include: Tribal epistemologies, environmental protection, the importance of culture as a guide, resilience and social change, Elder knowledge, and language and cultural revitalization. Tribal environmental priorities include water and forest conservation, as well as climate adaptation and climate resiliency. Treatment-As-State efforts have and continue to be a priority for the American Indian Nations in Wisconsin. Tribal Nations and communities have sustained Traditional Ecological Knowledge (TEK) that informs academia in the fields of science and engineering. Tribal partners acknowledge that environmental conservation partnerships are strengthened with UW-Madison and UW System collaboration. Leveraging TEK, supported by mainstream conservation science, is a strong path forward for environmental engagement and research partnerships between the 12 Native Nations in Wisconsin and UW-Madison. Additionally, Native Nations prioritize health care and Tribal clinics. Health partnerships with UW-Madison are an ongoing priority, specifically: health research and health care evaluation in Tribal communities, health education partnerships involving Tribal youth, and Native Education Pathways into health careers.

Recommendations and timeline
Recommendations are indicated below for NN_UW phase 2, 2020, for program, university, and systems levels. (NN_UW 2019 recommendations document included as Appendix J).

Recommendations and timeline for the NN_UW initiative at the program level:

- To address progress gaps in program areas of Language revitalization, Native Campus Climate, and Research Relationships, the working group will:
  - prioritize Native languages in work across all disciplines. Timeline: 2020-2025
  - adapt the NN_UW governance structure to include representatives from student services, housing, and health services. Timeline: 2020
 establish and support a separate planning committee that will co-design a Great Lakes Indigenous Research Center with the 12 American Indian Nations in Wisconsin. Timeline: 2020-2021

- Working group communications will continue to include regular contact with the NN_UW Tribal Advisory Council, the UW-Madison Division of Extension Native American Task Force, UW System Native Student Success Coordinator, and the UW-Madison Tribal Relations Director. Two face-to-face meetings with the Nations has proven to be a good model, including an annual fall meeting with NN_UW and the Tribal Advisory Council in northern Wisconsin. Timeline: 2020-2025

**Recommendations and timeline for UW-Madison at the university level:**

- Hire a Native American Student Advisor. Timeline: 2020

- Work with NN_UW leadership to invite Native Nations to delegate a representative to a NN_UW Tribal Advisory Council for phase 2. The NN_UW Tribal Advisory Council will advise three program areas at UW-Madison: NN_UW, the Tribal Relations Director, and the Great Lakes Indigenous Research and Education Center. Timeline 2020

- Prioritize the American Indian Student and Cultural Center (AISCC). Work with a sub-group of NN_UW to plan for a replacement space if and when the current AISCC will be torn down. Timeline: 2021

- Support a Great Lakes Indigenous Research and Education Center. Timeline: 2020-2021

- Support pre-college programs that demonstrate success in working with Tribal Nations and communities to foster Native Education Pathways. Timeline: 2021

- Continue to uphold communication channels and the annual calendar of meetings that NN_UW has initiated. UW-Madison is asked to host Tribal leaders at the UW-Madison campus annually in spring for a leadership summit and an annual fall meeting in northern Wisconsin. May is the month that works best for Tribal leadership to meet at UW-Madison. Timeline: 2021-2025

**Recommendations and timeline at the UW-System level:**

- Focus on reparation and reconciliation with Nations. Foster high-level agreements with Tribal leadership such as Tribal Consultation Policies, Education Compacts, Memoranda of Understanding, etc. Timeline: 2020-2025

- Support and fortify Native Campus Climate efforts across all UW schools. Work with NN_UW to increase UW cultural awareness statewide through cultural responsiveness trainings and Elder-in-Residence programs. Timeline:2020-2025

- Fund and support pre-college programs for Native youth that foster Native Education Pathways into all UW Schools statewide. Timeline: 2020-2021

- Work with Tribal colleges and NN_UW to host an annual Native Education Pathways forum for UW’s to connect with Tribal educators. Focus areas: programs and initiatives that begin at a younger age with Tribal youth, Native learning styles and Traditional Knowledge. Timeline: 2020-2025.
• Continue to affirm and act upon the NN_UW guiding principles (listed in this report p. 6) summarized as: Tribal Sovereignty, Relationship-building, UW System Network-building, Native Campus Climate, Native Education Pathways, and Research Relationships. Timeline: 2020-2025.

Conclusion

The Native Nations_UW initiative has succeeded in focusing a collective institutional eye on Tribal Nations. UW-Madison has begun to increase capacity to be culturally-responsive in working with Native Nations. In Tribal_University partnerships, Native Nations demonstrate enormous intellectual capacity with their elder epistemology, Traditional Ecological Knowledge, dedication to language and cultural revitalization, community sustainability initiatives, and Seventh Generation ethics regarding education, environment and health. Indigenous strengths and knowledge systems inform the academy across many disciplines, specifically linguistics, education, environmental conservation, and health. Protocols of respect and reciprocity are key processes when involving Tribal Nations in programs and university and UW system partnerships. As an R-1 University, UW-Madison has an obligation to elevate our Research Relationships with the 12 American Indian Nations in Wisconsin. Since 2015, UW-Madison and UW System have taken some tangible steps toward reconciliation and revitalization efforts with Native Nations. Tribal partnerships are an effort that leadership, faculty, staff, and students of UW-Madison cannot “think” our way through; institutional commitment will require putting our hearts and backs into it.

Appendices

A. Native Nations_UW Strategic Plan 2017-2019
B. Native Nations_UW Strategic Plan, Progress Report, years 1 and 2
C. NN_UW Evaluation Crosswalk
D. NN_UW Evaluation_Coding Document for NN_UW meeting and event data
E. NN_UW Listening Session topics and questions
F. NN_UW Listening Session summaries
G. Search Terms for Native topics in publications
H. Academic Planning & Institutional Research, Office of the Provost -- Retention and Graduation Rates of New Freshmen by Fall Semester Entrance Cohort
I. Journal Publications affiliated with UW-Madison
J. NN_UW Summary of Recommendations for 2020 and beyond

Electronic version of Appendices is linked here.