**Tribal/Native Education Outreach and Recruitment Meeting - 5/14/14**

Present: Tina K, Kristina A, Cindy M-C, Zoltan G., Puanani N. Michael L, Micah M, Laura G, Cheryl K.

Tina: When first formulated a PU, including all native programs, develop a recruitment and retention plan.

Even the essential materials for booths/tables – material/brochures

Good time to be thinking about how to collectively live the vision – goal is to promote education for native students. Develop pathways, internal and external.

NWIC? Institution to Institution meeting with NWIC?

Mike McCanna – how he framed it: Look I work for Indian County first, Evergreen second.

Why doing this work? Because there were people who helped get

Have something more than any other insitutute.

Native Stiudies Program – 1972 – Developed Res based program. Longhouse 1995. NIARI 1999. Tribal Governance – 2002. MiT – Native

Graduate level scholarships. Follow students into college.

Micah: existing pathways./pipelines – important to maintain/strengthen – augmented by event-driven planning. Do something to demonstrate to GOIA – have a planning unit that wants to establish something with GOIA.

Idea of position Native American Studies as part of the nucleus of broader unit – Native Studies does not mean Native students.

Framing as part of a longer history that Evergreen – training people to work with Native communities.

Native Programs – separate web page

Package and marketing a message that speaks to native students and what they want to study.

Presence matters. We are not players at the table.

Admissions has been dropping the ball – their responsibility to recruit for Oly Day. Native Studies fall through the cracks. Students having an identity as native students. Native Student Alliance.

First Peoples used to do retention and recruitment.

May be bringing admissions into Grad Programs – part of that position targeted recruitment (native students; Hispanic).

Marketing and promotion: what message sending?

Recruiting Native Students – there is a pathway for students.

What is Evergreen’s story – why are we not telling it? Requires social and cultural approaches, are but we are mechanistic in recruitment.

Everywhere you go in this state (Indian County), people know someone – in the family.

*Methodology* of recruitment is different.

1. Central location/central plan – common calendar
2. Cultivate the “delegation” – common voice
3. Role of faculty/role of staff – working with departments at college
4. Connect all technologies/methods of communication
5. Goods – Native American Programs ppt; Longhouse Brochure; Logo available; Posters
6. Native Studies – Native Students (not separate – how do we let Native students know they are welcome, they have a place here).
7. Connect with state and tribal organizations – events
8. Internships
9. Not just about tribes and tribal – all state government workers are bound by Centennial Accord and Millennial Agreement.

How do we get here (above); What needs to be done.

1. Summer institute
2. Collecting – history, where we are right now, what to offer

Who is “working the room,” giving presentations, at the table.

Need a meeting with Admissions and Financial Aid.

State/Tribal Government Relations

Alumni

Timeline posters

Original vision – Common Vision. In DTF – looking at a common vision for retention; not just retain to graduate but retain to serve. Ethical obligation when you come here, to serve your community. Commitment to community service. Best way to recruit is to have a strong retention focus.

Reach a common vision?

Resources should be dedicated to Native recruitment and retention. Divert them from Admissions, etc.

Longhouse is at center.

First thing to look at is common vision.

Low enrollment at TESC; need coherent curriculum

Planning Unit – had conversations about visioning. Native Studies Planning Unit came out of that vision.

Ethic of service – Case Studies work.

Issue prioritization – tribal leadership engaged: Case studies and projects.

Micah – selling opportunities; selling potential/proximity. Vision on program, sustainable, long-term lightening rod to come here. Capture both grassroots and tribal leaders.

Leaders – we are portal and conduit to state govt

Grassroots – on the ground

Worried about Les Purce leaving. Our internal vision is one thing, getting the vision out to the tribal communities. Les rattle cages before he leaves – why this is important, why we do this, why we need to continue to do this. Event driven. State/tribal relationships. Stronger presence in DC when state and tribal together.

Defining moment: if Les uses it a tribes as not a race of people, but a unique government status. Nation to nation.

Micah – parallel track to have recruitment and retention working with Micah; hand in hand. In tribes, have people who run the programs and those who decide the scholarships. Buying into the common vision; subscribing to Centennial Accord.

Institutionalizing presence on the agenda – we are at the table. One the same page

Delegation.

Multiple voices talking to Provost – some of confusion institution is suffering?

Collective knowledge exists – unrealized potential.

One voice that has “authority.”

Other things to be said:

Michael - Develop a common vision that creates a bureaucratic structure (internal and external - pipeline) offered in IK (Indigenous Knowledge) frameworks. Things that tend to work create both common community and institutional arrangements.

Micah – unlock our potential, better at recruiting and hiring staff and faculty.

Connections with GOIA (Bill Craig) – opportunities with new college President. Someone needs to sit on the committee.

Meet in Longhouse/bring food.

Cindy – recently reflecting on how students have shifted from only Native Hawaiian and Latino. Broaden our categories – are we selling ourselves short by not talking about what we do. Indigenous.

Zoltan – central location; need collective identity.

Micah – as far as opportunity that Craig Bill has opened up, work with GOIA. Centennial Accord Symposia – event