Project Title: The University of Maine at Presque Isle: Project Compass, Year 4:

A Sustainable Commitment to Improving Student Success

Community of Practice Leader Contact:

Raymond Rice, Chair of Arts & Science
181 Main Street
Presque Isle, Maine 04769
207.768.9416

Project Abstract:

The University of Maine at Presque Isle's Project Compass attempts to address issues related to student retention and graduation rates among both its North American Indian student cohort and entire student population, overwhelmingly comprised of first generation college applicants. The program attempts to inform and change the institutional culture and climate to benefit all students. To achieve this goal, it is necessary to elevate the retention and graduation rates of underserved students to the institutional forefront. North American Indian students comprise the largest minority and lowest socioeconomic group on campus and have garnered our primary attention. Project Compass seeks a balance between serving minority and majority students through its recognition that diversity, in terms of ethnicity and socioeconomic status, benefits all students. Specific attention will be given, this final year of the grant, to the establishment of a Center for Teaching and Learning, centralizing core achievements in improved retention and persistence initiatives supported by the project and ensuring their institutional sustainability.

Table of Contents

I. Section One, Logic Model

Page

I. Year 4 Logic Model…… 4

II. Self-Assessment / Proposal Narrative

II.A Discussion of progress and proposed changes…… 19

II.B and C Summary of Plans for Year Four and Sustainability …… 49

III. Community of Practice

III.A Community of Practice Membership……. 52

III.B Changes to Directory of Community of Practice Members……... 53

IV. Budget

IV.A Year 4 Proposed Budget Chart……... 54

IV.B Year 4 Proposed Budget Narrative……..55

V. Selected Evidence

V.A Proceedings from Community of Practice Meetings……..56

V.B Other Selected Evidence…….124

V.B.I. First Year Seminar and Learning Community Meeting Notes……...124

V.B.II. Mini Grant Proposals and Final Reports…….134

V.B.III. Lectures and Events sponsored by Project Compass…….209

I. Fourth Year Logic Model

The University of Maine at Presque Isle Project Compass program is committed to the success of all the institution's students. It affirms that diversity is a vital component to cognitive and affective development, which can increase student retention and graduation rates for all students (Astin, 1993; Gurin, 1999; Lotkowski, Robbins, & Noeth, 2004). The University's North American Indian student cohort (N=70) remains the program's specific focal point as they comprise the largest community of color on campus. The University of Maine at Presque Isle enrolls the highest percentage (5%) of North American Indian students among the seven campuses of the University of Maine System. However, we believe that the success experienced by this specific cohort has critical pedagogic, curricular, and cultural implications for the entire student body. We embrace this knowledge and seek to nurture student development through program creation, research, and assessment that facilitates institutional change for the personal growth and academic success of all students. Our initiatives provide a potential avenue to educate and empower all participants, increase college retention for all students, increase openness to diversity and cultural awareness on campus, celebrate cultural differences, and modify institutional practices and policies through a holistic and transformational approach to student retention. To this end, Year Four will focus its energies upon transforming existing retention structures made possible through the Compass initiative (i.e. the Native Education Center [referred to as NEC henceforth]) as well as planning, developing, and staffing a Center for Teaching and Learning (henceforth referred to as CTL), to be in place by September 1, 2012 and maintained by Academic Affairs.

Year-one sought to build foundations and infrastructure on campus for program assessment, indigenous student center, cultural awareness programming, professional development opportunities, audit of campus services, and building relations with the county's tribal populations. The project focused on first-generation, low-income, and historically disadvantaged groups. Native students were a major component of the initiative.

Year-two's proposal initiated a broadening of this focus by inculcating a culture of assessment on campus, signified by our examination of developmental courses, learning communities, and student retention. Native Education Centers were established on the main campus and its satellite location. Project Compass and tribal relations were developed, expanded, and improved. Cultural awareness and professional development were promoted. We also recognized tribal distinctions and the unique opportunity to develop programs meeting both specific and collective needs. Institutional programs began to partner in support of student success. New components were also added to the logic model. These items included revising the director's job description, piloting learning communities, forming a Community of Practice, and funding faculty/staff mini-grants.

Year-three built upon previous foundations and lessons learned and allowed us to streamline existing program initiatives:

- Cultural Programming and Engagement (formerly Native Education Center),
- Academic Affairs, Curriculum, & Faculty, and
- (3) Student Affairs & Advising.

Year Four is thus dedicated to instituting the best practices developed in each of the above areas into sustainable programs (CTL and NEC).

Year Four, Strategic Area 1: Cultural Programming & Engagement

Strategy 1A

The Native Education Center (NEC) will continue to support and bolster campus diversity. Luke Joseph, the Retention Activities Coordinator, has joined the campus Diversity Committee (replacing Eddy Ruiz, formerly the Director of Project Compass) and will help organize the monthly education forum. Our combined tentative calendar consists of:

- September: Ability Awareness
- October: Sexuality / Gay Awareness
- November: Native American Heritage
- December: Multi-Faith Celebration
- February: Black History
- March: Women's History
- April: International Students

Our 2011/2012 measure of success is to attract 400 total participants (sign in sheet). In addition, we plan to incorporate representation on the Diversity Committee both within the NEC (Luke Joseph) and the CTL (TBA), and thus establish a direct connection between curriculum design, pedagogy, and inclusivity (see below for further discussion). These initiatives are designed to aid inclusive diversity based on race/ethnicity, socioeconomic, gender, and sexual orientation.

Strategy 1B

NEC will continue to strengthen campus-tribal relationships and build upon year-two engagement with all Wabanaki (Maine/New Brunswick) federally and provincially recognized tribes. A less formal Native Advisory Council (NAC) will be established including representation from the Aroostook Band of Micmacs, Houlton Band of Maliseet Indians, Passamaquoddy Tribes, Penobscot Nation, Tobique First Nation, and University of Maine at Presque Isle Native students. NAC goals are to:

- Develop mutually beneficial tribal-university structures,
- Develop local and culturally responsive recruitment and retention models,
- Develop a deep and pervasive culture of inclusiveness and awareness, and
- Develop culturally appropriate programs, advising, curriculum, and measures

Participants will initially include the NEC retention coordinator and education directors at each of the tribes, with the potential for expanding to include additional tribal community members (e.g., elders, college students, education directors). They will seek to nurture relationships and enhance tribal student success through sustained dialogue and engagement. Increasing Native

American student success facilitates campus diversity and the opportunity to engage other groups from distinct racial/ethnic, political, socioeconomic, and cultural backgrounds.

Our 2011/2012 NAC goals to success are based on individual quarterly meetings and a joint annual meeting with university leadership. Minutes will be typed after meetings to maintain established cultural protocol. Luke Joseph will assume leadership of this strategy.

Strategy 1C

NEC personnel will continue to increase year-three's tribal student outreach and college recruitment and create a cross-cultural education pipeline to access higher education. First, NEC and Native Voices (NV) student organization members (Native and non-Native) will attend regional tribal health/education fairs and local events to increase community awareness of applying for and attending college. They can inform potential applicants and community members of the campus environment, programs, and services. Students from tribal communities can serve as role models and because many of the communities are interconnected through lineage and cultural ties, social networking is an invaluable resource. In addition, Luke Joseph will continue to work with Admissions to develop and maintain strong relations with tribal communities both by providing materials and assistance to the Admissions office and representing the institution directly at tribal communities.

Second, a NEC-Admissions partnership will be developed. The Admissions Department has not developed tribal community connections. NEC maintains good relations with tribal communities. New Native student enrollment has increased due to relationship building with tribal community members, education directors, and students who have referred and recruited applicants. NEC has developed social/kinship networks that cross communities and borders. NEC will invite an admissions member to join them and attend health/education fairs to gain cultural insight and familiarity with tribal members with the intent to increase access for all students.

Our 2010/2011 intermediate goal is to increase computational diversity and this year's new tribal enrollment by 15 percent. Our long-term objective is to utilize students as an integral part of the recruitment process and build lasting tribal community-admissions office relationships (Native and non-Native).

Luke Joseph will also assist in the developing partnership between NEC-Upward Bound (UB). Upward Bound serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. Luke Joseph will facilitate discussions between tribal education directors and Admissions, thus providing for more direct contact between tribes and the institution regarding prospective students. Our 2011/2012 goal is to increase Native high school participation by 10 percent and our long-term objective is to build lasting tribal education director-UB office relationships.

Strategy 1D

NEC will continue to provide advising services and a culturally-welcoming site for its cohort students. In addition, its practices will inform the development of the CTL by modeling the following holistic approach:

- Provide student interactions/interventions to improve student skills and success
- Empower students to address issues that affect them directly and indirectly
- Appreciate cultural, tribal, and individual similarities and differences
- Create a sense of belonging and awareness of campus support services
- Engage students in academic and non-academic settings

Our 2011-2011 goals remain the recording of 25 student contacts per week documentation of individual daily visits, purpose of visit, and length to discern possible student patterns and services needed.

Strategy 1E

Luke Joseph, assuming duties as area chair, will facilitate dialogue and partner with the executive director, distinct strategic areas, and committee members to advance year-three's communication across multiple campus and community segments (e.g., residential life, academic affairs), and are sustained within the continuing efforts of the NEC.

Year-Four, Strategic Area 1: Cultural Programming & Engagement

FOR WHOM?	ASSUMPTIONS	STRATEGIES	OUTCOMES	MEASURES OF SUCCESS	LONG-TERM IMPACTS
All University students, staff, and faculty, and community members	Native Education Center (NEC) supports and bolsters campus diversity.	Initiate a monthly "Diversity Lecture & Workshop Series"; Partner with the Diversity Committee	Professional development opportunities increase; Participants are surveyed; Openness and appreciation of diversity increases	40 percent survey response rate; 100 distinct participants; 400 total participants	University's openness to diversity increases; Diversity Lecture & Workshop Series institutionalized
	NEC continues to strengthen campus-tribal relationships with: Aroostook Band of Micmacs, Houlton Band of Maliseet Indians, Passamaquoddy Tribes, Penobscot Nation, Tobique First Nation, and UMPI students	Formalize Native Advisory Council (NAC), maintained by Retention Activities Coordinator	Open dialogue is sustained; Native student persistence and graduation rates are enhanced; Native sovereignty, self-sufficiency, and self-determination are aided	3 individual quarterly meetings are conducted; 1 joint annual meeting with campus leadership is conducted; Minutes are taken	NEC and executive leadership assume joint responsibility; Native communities and students and other marginalized groups are empowered
	NEC personnel continue tribal student outreach and college recruitment	Partner with Native Voices (NV), Admissions, and Upward Bound (UB) regarding tribal outreach and recruitment	Native students from tribal communities serve as role models and recruiters; Admissions and UB gains tribal insights and familiarity;	10 percent increase in incoming Native enrollment; 10 percent increase in UB Native participation	Students are an integral part of the recruitment process; Native communities, admissions, and UB develop lasting relationships; University views diversity as an asset; Institution purposefully recruits for diversity

	NEC provides advising services and a safe haven for its cohort students	Retention Activities Coordinator receives additional training from Directors of Advising and Student Support Services and attends training conferences; establishes position with Center for Excellence in Teaching and Learning (CETL)	Holistic advising focused on the whole student is offered; Deficit notions are challenged; Positive community environment is provide	25 student contacts per week; Document individual daily visits, purpose of visit, and length; Discern student patterns and services utilized	FEM is institutionalized; University overcome the legacy of an antagonistic education (system) relationship
	Area Chair (Luke Joseph) facilitates continuing dialogue between NEC and CETL	Partners with the director and various members of CETL	Task delegation, focused on outcomes	Bi-annual written reports to Provost	University information is shared campus wide; Campus community develops a shared sense of success

* Native, indigenous, or tribe refers to all Federally, State, & Provincially recognized Native American and First Nation peoples

Year Four, Strategic Area 2: Academic Affairs, Curriculum, & Faculty

Strategy 2A

First Year Learning Communities (FYLC) were piloted in Spring 2009 for the purpose of increasing student retention and, ultimately, graduation rates. They were expanded in Fall 2010 to include Significant success rates resulted from the pilot, leading to the incorporation of two distinct FYLC groups. Our initial benchmark was a 10% increase in sophomore year student retention rates for Native and non-Native students within the FYLC in comparison to non-FYLC students; the actual increase was 11%. (See V.B.I. for further discussion.) In Fall 2011, four LCs were developed, including two "developmental" communities, an "honors" community, and a pilot community consisting of a College Composition course linked to a First Year Seminar (taught by the same instructor). The developmental communities will continue as a cohort into a spring 2012 LC, as will the honors learning community. The goal for Fall 2012 is to offer a minimum of three developmental communities and the honors community and to assess the efficacy of the pilot (reduced) learning community.

Strategy 2B

Professional mini-grants were provided to eligible faculty and staff in Summer 2009 for incorporation in coursework and workshops throughout the following academic year (although the majority of the work was completed during the Fall 2009 semester). Nine faculty and staff were provided funding, leading to a variety of workshops, speaking engagements, presentations, public showings, and curricular revision focusing upon increased incorporation and recognition of Native American cultural content.

Additional mini-grants during Year 3 allowed for further incorporation of Native American content within both General Education and discipline-specific coursework. In addition, a General Education Curriculum Task Force (GECTF) was formed created to identify and assess learning outcomes and objectives within all General Education courses; one specific area of attention is inclusivity and diversity. Revisions made within existing courses (during the previous and current academic year) will thus be incorporated within the Task Force work and function as models for assessment. The GECTF continue to develop assessment goals and outcomes for the three colleges (Arts and Sciences, Professional Programs, and Education).

We are calling for a final round of mini-grants this fourth year, more focused upon general student retention to help support the organization of the CTL.

Strategy 2C

During the course of discussions leading to the development and implementation of the FYLC groups, the Chair of the College of Arts and Sciences undertook an evaluation of developmental coursework and testing/placement practices in recognition of the fact that the vast majority of the institution's Native American and First Nation students are required to take multiple "developmental" classes which appeared to provide significant barriers to persistence and graduation rates. As a consequence, the PBS Task Force ("Program of Basic Studies") was

constituted in January of 2010 with the purpose of examining the effectiveness of the university's "developmental" curriculum, formerly known as "The Program of Basic Studies" or PBS courses, and to make appropriate recommendations in regards both to placement testing and course structure and delivery.

The Task Force continued its work during the 2010-2011 academic year, assessing the success of its recommendations both in regards to curriculum and revised placement testing threshold scores. Having revised previous non-credit bearing English and Science developmental courses, the Task Force will continue to work assess the efficacy of initiatives in Mathematics, the remaining developmental area under consideration. In addition, the Task Force will continue to monitor persistence rates and recommend appropriate steps to remove barriers toward program advancement and graduation for all university students. By the end of Spring 2012, the Task Force will make a final report and its duties officially become absorbed into the continuing GECTF (see above).

Strategy 2D

By Spring 2012, the GECTF will make a final report to the faculty and Provost, recommending its establishment as an ongoing committee that will oversee General Education revision and assessment, with specific attention to issues of inclusivity and diversity.

Strategy 2E

This represents the culmination of a series of curricular efforts made over the past three years and is directly connected to Strategy 2B. As recommended in Year Three, this strategy was completed in 2011 and has thus been removed from the logic model, as its remaining priorities are contained within Strategy 2B. The Wabanaki Studies minor now allows students the requisite coursework, and seamless transferability, to programs at both UM and UNB.

Strategy 2F

Ray Rice, Area Chair of Academic Affairs, Curriculum & Faculty will facilitate dialogue and partner with committee members and campus stakeholders to advance year-three's communication across multiple campus and community segments (e.g., residential life, academic affairs), facilitate participant buy in, and find common ground across each unit.

The 2011-2012 area chair goals are task delegation, area reports (written), and to ensure that these area goals are incorporated within the permanent functioning of the GECTF, the NEC, and the CTL.

Year-Four, Strategic Area 2: Academic Affairs, Curriculum, & Faculty

FOR WHOM?	ASSUMPTIONS	STRATEGIES	OUTCOMES	MEASURES OF SUCCESS	LONG-TERM IMPACTS
All University students, staff, and faculty, and community members	Learning Communities significantly increase student retention & graduation rates	Continue to enlarge First-Year Learning Community (FYLC) programming from one semester to a full-year, including increased cohorts of "at risk" students (requiring developmental coursework)	FYLC delivers six units in fall semester & three FYLC units in the spring semester of two courses each (minimum); FYLC enrollment "tracked" longitudinally for Native & non-Native students; Program success studies	Student retention improves by further 5% into sophomore academic year for cohort in comparison with non FYLC students; retention improvements tracked into junior year of cohorts from Years Two and Three	Students persistence rate increases lead to increased graduation rates for Native and non-Native students.
All University students, staff, and faculty, and community members	Establishment of a Center for Excellence in Teaching and Learning (CETL) will maximize sustainability efforts in academic programming and student service support areas, thus contributing to an increasingly positive learning experience for Native students & the development of systemic diversity initiatives on campus	Hold series of strategic planning sessions through spring 2012 to establish stakeholders in CETL, staffing and support needs, physical location, and ensure sustainability	Submit strategic plan for CETL to the Provost no later than April, 2012 with expected opening in Fall 2012	Strategic plan drafted through concerted efforts of Academic Affairs, Student Services, and Institutional Technology and implemented by Provost	UMPI provides a sustainable Center assisting faculty and students alike in pedagogic and methodological support of best practices toward increased retention and persistence rates for all students
All University students,	Excessive developmental/remedial coursework is a barrier	Continue to examine Program of	Focus upon MAT-related developmental	Student persistence rates increase	Increase graduation rates for Native

staff, and faculty, and community members	to retention & graduation rates	Basic Studies (PBS) coursework, based on empirical task force research & findings and national best practices, for further initiatives in this area	courses, with increased success rates for students (both in terms of successfully completing coursework and retention rates); continue tracking of previous curricular changes	from year one to two by further 5% overall and in MAT courses by 10%	students & general student population
All University students, staff, and faculty, and community members	Academic programming demonstrates UMPI's commitment to inclusion & diversity	Continue to revise faculty syllabi to incorporate more inclusive activities & cultural content; General Education Task Force created (led by Chair of College of Arts and Sciences) to develop and incorporate learning objectives into all existing General Education courses, with specific attention to inclusion and diversity; CETL will incorporate such activities within its	General Education & discipline-specific courses create inclusive activities & cultural content	Syllabi for all courses taught within the General Education Curriculum clearly identify learning objectives related to inclusivity and diversity and are mapped to the General Education Curriculum's Essential Learning Outcomes	UMPI is a respected contributor in regards to multicultural issues within UMS

		general mission			
All University students, staff, and faculty, and community members	Formal academic programming will attract, retain, & Native students—work in this area completed in Spring 2011.	Explore potential partnerships with University of Maine's Wabanaki Center & University of New Brunswick's Micmac-Maliseet Institute to expand course offerings	Micmac & Maliseet studies a sustainable program within the university curriculum	Wabanaki Studies courses developed & delivered in a successful rotation; Two UMPI courses per semester minimum	UMPI becomes a destination institution for Native American & First Nation students from beyond northern Maine & immediate Canadian provinces
All University students, staff, and faculty, and community members	Area Chair (Raymond Rice) facilitates movement of Strategic Area 2 strategies to CETL	Partners with the incoming director of CETL in spring and works with individual (and established committees) over the course of next three semesters (through Fall 2012)	Task delegation, focused on outcomes	CETL partners with Chairs of Colleges in specific initiatives as appropriate to missions of each college	CETL facilitates ongoing retention initiatives campus wide

* Native, indigenous, or tribe refers to all Federally, State, & Provincially recognized Native American and First Nation peoples

Year Four, Strategic Area 3: Student Affairs & Advising

Strategy 3A

Project Compass will advance campus student retention knowledge by building upon year-two's retention survey. Year-two's participants (N=65) indicated less than 60 percent of staff was engaged in student retention, 65 percent of respondents reported spending nine or fewer hours per week on retention, 77 percent of participants noted a lack of and/or minimal confidence level regarding retention, and seven retention themes were highlighted. The results suggest that university respondents possess limited knowledge and confidence related to student retention limiting hours spent and effectiveness. In Year three, these findings were utilized to develop an in-depth retention survey for administration, faculty, and staff that elicits detailed information regarding student retention knowledge and perceptions allowing us to respond effectively to both strengths and weaknesses. Deeper understanding of campus retention allows us to improve upon our 36 percent six-year graduation rate. Year four will ensure that the results of this study inform the articulations developed between the NEC and the proposed CTL.

Our goal remains to increase six-year student retention rates from 36 to 50 percent within 10-years. Retention rates of all Native/First Nation students for Fall 2011 was 71% (of students enrolled in Spring 2011 returning in Fall 2011), over a 10% increase from Year two.

Strategy 3B

Project Compass will continue to support the development of websites dedicated to expanding campus and community diversity awareness and communication. Luke Joseph will coordinate such initiatives and assist in their articulation with the planned CTL.

Strategy 3C

Project Compass will continue to maintain a diversity and program recruitment brochures to recruit underserved/marginalized groups and increase diversity awareness. As of Fall 2011, Luke Joseph is responsible for the development and distribution of this material out of the NEC. The idea builds off year-two's Native Education Center brochure success, an item that was. Program and services emphasized include First-Year Learning Communities and Native Education Center (year-two initiatives), Student Support Services (first-generation, low-income, and disabled students), Career and Tutor Services, and International Student Services. Diversity components highlighted include the Diversity Committee, Gay Straight Alliance, International Student Club, and Native Voices.

Strategy 3D

Luke Joseph will coordinate the orientation initiatives developed during Year three as part of his ongoing duties in the NEC. He will continue to emphasize relationship building between peer-peer, student-faculty, and student-staff because it is important to create a sense of belonging among a variety of individuals from similar and distinct settings and it can lead to greater student involvement. This initiative expands year-two's original intent to create a Native orientation

program to address the unique concerns of indigenous students and develops a more inclusive strategy for all underrepresented/marginalized students.

Strategy 3E

Area Chair of Student Affairs & Advising will ensure that the above strategies are sustained through incorporation within the NEC and CTL as of Fall 2012.

Year Four, Strategic Area 3: Student Affairs & Advising

FOR WHOM?	ASSUMPTIONS	STRATEGIES	OUTCOMES	MEASURES OF SUCCESS	LONG-TERM IMPACTS
All University students, staff, and faculty, and community members	Project Compass advances campus student retention knowledge by building upon year-two's and year-three's retention surveys	Share survey findings with CTL strategic planning group	Campus strengths and weaknesses understood; Student retention strategies improved	Findings disseminated to faculty, staff, and administration through CTL; Retention Activities Coordinator maintains ongoing role in CTL	Student six-year graduation rates increase from 36 to 50 percent over a 10 year period
	Project Compass supports development and maintenance of web sites expands campus and community diversity awareness and communication (i.e. Native Voices facebook page, etc.)	Retention Activity Coordinator continues to develop and maintain the sites as part of NEC duties.	Website inclusive of marginalized campus groups; Project initiatives articulated; Website and Diversity brochure linked; Communication facilitated	Retention Activities Coordinator works with appropriate individuals to maintain web site (Director of Institutional Research, etc.)	Website responsive to marginalized student, campus and community needs
	Project Compass increases diversity awareness and recruits underserved/marginalized groups	Retention Activity Coordinator maintains and updates materials on a regular basis.	Retention Activities Coordinator works with Native Voices to maintain NEC brochure and participates on Diversity Committee (either directly or	High school counselors, adult/alternative school educators, university kiosks, and new students (orientation) receive brochures; Native Voices maintains	Staple Upward Bound and Admissions item; NEC provides model for other student advocacy groups

			through ensuring a student member through Native Voices)	annual presence on Diversity Committee	
	Project Compass creates a greater sense of belonging for all students (and parents) during orientation	Retention Activity Coordinator models relationship building and student engagement in assisting the development of the CTL; CTL takes up as part of its mission the insurance of inclusive services and opportunities within the curriculum and student services; CTL assists in the development and delivery of orientation surveys to students, staff, and faculty	Orientation creates a sense of belonging for all students and establishes a foundation for student success; these activities are informed by surveys provided by the CTL	Orientation program adjusted annually by Retention Activities Coordinator in conjunction with Director of CTL	Diversity/cultural inclusion become an integral component of orientation and campus life; Student sense of belonging and involvement tracked annually for all students
	Area Chair (James Stepp) facilitates movement of Strategic Area 2 strategies to CTL	Partners with the incoming director of CTL in spring and works with	Task delegation, focused on outcomes	CTL routinely partners with appropriate Student Affairs	CTL facilitates ongoing retention initiatives campus wide

		individual (and established committees) over the course of next three semesters (through Fall 2012)		directors	

* Native, indigenous, or tribe refers to all Federally, State, & Provincially recognized Native American and First Nation people

II. Year Three Self-Assessment Report/Proposal Narrative

II.A Discussion of Progress and Proposed Changes (including logic models from Year Three)

Strategic Area 1: Cultural Programming & Engagement

FOR WHOM?	ASSUMPTIONS	STRATEGIES	OUTCOMES	MEASURES OF SUCCESS	LONG-TERM IMPACTS
All University students, staff, and faculty, and community members	Native Education Center (NEC) supports and bolsters campus diversity.	Support campus "Diversity Lecture & Workshops" (e.g., Diversity Committee, Student Activities)	Professional development opportunities increase; Participants are surveyed; Openness and appreciation of diversity increases	40 percent survey response rate; 50 distinct participants; 100 total participants	University's openness to diversity increases; Diversity Lecture & Workshop Series institutionalized
	NEC strengthens campus-tribal relationships with: Aroostook Band of Micmacs and Houlton Band of Maliseet Indians	Formalize Native Advisory Council (NAC)	Open dialogue is sustained; Native student persistence and graduation rates are enhanced; Native sovereignty, self-sufficiency, and self-determination are aided	2-3 yearly meetings are commenced between tribal leadership, senior staff, and program leadership	President, NEC, and senior staff assume joint responsibility; Tribal community trust grows and tribal-university initiatives nurtured
	NEC personnel increase tribal student outreach and college recruitment	Partner with Native Voices (NV), Admissions, and Upward Bound (UB) regarding tribal outreach and recruitment	Native students from tribal communities serve as role models and recruiters; Admissions and UB gains tribal insights	10 percent increase in incoming Native enrollment; 10 percent increase in UB Native participation	Students are an integral part of the recruitment process; Native communities, admissions, and UB develop lasting relationships; University

			and familiarity;		views diversity as an asset; Institution purposefully recruits for diversity
	NEC provides advising services and a safe haven for its cohort students	Utilize a Family Education Model (FEM)	Holistic advising focused on the whole student is offered; Deficit notions are challenged; Positive community environment is provide	25 contacts per week; Document individual daily visits, purpose of visit, and length; Discern student patterns and services utilized	FEM is institutionalized; University overcome the legacy of an antagonistic education (system) relationship
	Area Chair (Eddy Ruiz) facilitates program dialogue	Partners with the executive director, distinct strategic areas, and committee members	Task delegation, focused on outcomes	Quarterly written reports and oral committee reports; Minutes taken and shared other strategic areas; Initiative evaluation	University information is shared campus wide; Campus community develops a shared sense of success

* Native, indigenous, or tribe refers to all Federally, State, & Provincially recognized Native American and First Nation peoples

Logic Model Narrative

1A This initiative was dedicated toward supporting and expanding campus diversity through the support of a diversity lecture and workshop events. The initiative sought to partner with the institution's diversity committee and to expand our limited professional development opportunities for campus and community members by offering monthly education forums to increase participant openness and appreciation of diversity. An instrument was developed to measure the diversity lecture and workshop events. Based on diversity lecture and workshop participant responses we seek to assess knowledge acquisition and potential behavioral/attitudinal changes as high-quality diversity education is explicitly characterized by

attention to developing awareness and understanding of differences through self evaluation, feedback, and active learning (King, Gulick, & Avery, 2009).

After considerable discussion with campus groups, we chose not to create a new stand alone lecture and workshop series, but to bolster existing campus efforts focused on inclusion. Financial assistance of $200 was provided per event to aid diversity goals. We have partnered with the diversity committee members, student activities, and students to support and encourage their endeavors. We reduced our goal of 200 participants to 100, which was achieved. All other goals stated in the strategy area remained the same.

Accomplishments in this area: The Native Education Center (NEC) has successfully supported and bolstered campus diversity. From September 2010 to May 2011 the program supported seven events. The lecture/workshop opportunities were as follows:

- **September:** Ability Awareness
    - Dr. Lowman, *Even with a Disability You Can Live a Productive Life*, discussed the process of living with a service animal, demonstrated the tasks that her companion are able complete together and describe how individuals with disabilities should be viewed by what they can do with their limitations.
- **October :** Sexuality/Gay Awareness
    - Dr. Boyce, *Same Sex Marriage, What Every University Student Should Know: Empirical Research, Facts, Life Experience, & Human Rights*, presented on how the dominant culture can render sexual orientation minorities feeling powerless and stigmatized
- **November:** Native American Heritage
    - Lieutenant Governor Graydon Nicholas of New Brunswick (Tobique First Nation), Chief Steward Paul Esq. (Tobique First Nation), and Cultural Director John Denis (Aroostook Band of Micmacs) lectured on *Education and Preservation of Native Culture*, regarding historic and contemporary education issues and the preservation of Native culture within a mainstream dominated power structure.
- **February:** Black History Month
    - Poetry reading consisted of poems from Langston Hughes and Yusef Komunyakka. The celebration of Black History Month was to support and spread awareness to the student body.

- **March:** Women's History Month

    - Project Compass, University's English Program, and *Upcountry* (department's online journal), sponsored original poetic works about women, by women, and for women. The Micmac's Gathering of Women group began the event with tribal drumming songs, including a song called *Warrior Woman*. Students, faculty and staff members, community members, and alumnae participated in the hour-and-a-half-long reading with the goal of promoting an interest in poetry and live readings and to see students become more interested in self-expression through poetry.

- **April:** Childhood Soldier & Native Appreciation Day

    - Michel Chikwanine, *From Childhood Soldier to Activist*, discussed how this former Congo child-soldier grew up amid the terror of the Great War of Africa that claimed the lives of 5.8 million people, including his father and how he was forced to leave his home and become a refugee at age 11. His personal story provided the audiences with a new perspective on life, a sense of hope through social responsibility, and a desire for change.

    - Native Voices and Project Compass hosted the *Fourth Annual Native Appreciation Day* on Saturday, April 16. Presentations were done by Donna Sanipass (basket making), John Bear Mitchell (storytelling), and Brenda Lazado (traditional social dances). The afternoon and evening gave way to the Opening Blessing, Grand Entry, and Powwow dance competition for senior women and men, junior girls and boys, teen girls and boys, women and men categories with separate traditional and fancy/jingle styles, including a tiny tots category for the youngest participants. A Project Compass and Native Voices sponsored dinner was also provided. Approximately 300 individuals attended the festivities.

See V.B.III. for more specific details.

1B Attempts to develop a formal Native Advisory Council proved unsuccessful due to conflicting schedules with leadership at both UMPI and the tribes. A less formal Native Advisory Council (NAC), made up primarily of education directors, will be established including representation from the Aroostook Band of Micmacs, Houlton Band of Maliseet Indians, Passamaquoddy Tribes, Penobscot Nation, Tobique First Nation, and University of Maine at Presque Isle Native students. NAC goals are to:

- Develop mutually beneficial tribal-university structures,
- Develop local and culturally responsive recruitment and retention models,
- Develop a deep and pervasive culture of inclusiveness and awareness, and
- Develop culturally appropriate programs, advising, curriculum, and measures

1C The initiative refocused attempts to increase year-two's tribal student outreach and college recruitment and to create a cross-cultural education pipeline to access higher education. The program and tribal student organization members attended regional tribal health/education fairs and local events to increase community awareness of applying for and attending college. In addition, the NEC developed stronger ties with admissions, thus helping counselors to gain cultural insight and familiarity with tribal members and potential students.

A partnership with Upward Bound, a program that serves high school students from low-income families and whose parents do not hold a four-year degree, was established to help alleviate barriers to tribal participation in the program. As high school counselors act as primary recommenders to student participation, this often puts Native students at a disadvantage (lacking direct communication with Upward Bound). This education pipeline may allow participants to succeed in their precollege performance and ultimately in their higher education pursuits.

The goal of increasing the number of newly enrolled indigenous students by 10%, or 38 individuals, was not achieved, in part due to the departure of the Director in early summer. The NEC coordinator is currently in contact with each of the tribes noted above to assess potential newstudents for both the spring 2012 and fall 2012 semesters.

Accomplishments: Our goal of increasing tribal student outreach and college recruitment remains on track. This progress has been maintained through several initiatives. First, University Director of Student Success & Innovative Education and Retention Activities Coordinator and Aroostook Band of Micmacs, Houlton Band of Maliseets, Tobique First Nation, Passamaquoddys of Township and Pleasant Point, and Penobscot Nation education directors maintain positive working relationships. We are in the process of gaining access to their high school junior and senior student lists for recruitment purposes. Second, Native Voices Student Organization expanded greatly this past year, allowing students to explore their connections both through lineage and cultural ties. They come from four of the six aboriginal communities and have agreed to assist in recruitment. Third, the Directors of Student Success & Innovative Education and Upward Bound have met and discussed the potential to increase indigenous high school participation in the secondary to postsecondary education program. Steps are being taken to establish a relationship between the local county tribes and trio program. Fourth, the Admissions Department forwards all Native American and/or First Nation, self-identified applicants, to the Native Education Center. Each applicant is now followed up on individually by the center.

Our 2011/2012 Native American student admissions goal of a 10 percent increase or 38 indigenous college students (e.g., first-year, transfer) remains in place.

1D The Native Education Center (NEC) opened in 2010 and continued to develop retention practices based upon the Family Education Model (FEM), offering holistic advising focused on

the whole student, specifically by identifying situations causing student difficulty, and recommending appropriate interventions (Earl, 1987). NEC efforts are based on FEM common principles: (1) build relations based on equity and respect, (2) affirm cultural, racial, and linguistic identities, (3) advocate for services and systems that are fair, responsive, and accountable, and (4) are flexible and responsive to emerging family and community issues (HeavyRunner & DeCelles, 2002). Program staff members who belong to local tribes aid this process as indigenous students tend to prefer advisors/staff from a similar ethnic background (Padilla & Pavel, 1994). Last, our Center seeks to remain a campus safe haven and/or counter space, a site where "deficit notions of people of color can be challenged and where a positive collegiate racial climate can be established and maintained" (Solórzano, Ceja, & Yasso, 2000, p. 70). We have expanded participants to indigenous and non-aboriginal community members to fully embrace the Family Education Model.

Accomplishments: The NEC provides advising services and a cultural site for tribal students, indigenous and non-aboriginal community members. The Center continues to offer holistic advising focused on the whole student, seeks to identify situations causing student difficulty, and recommends appropriate interventions. Furthermore, the inclusion of community and family members has strengthened our efforts, creating a sense of belonging and awareness of campus and support services. Our efforts are intentional, dynamic, creating a safe haven for indigenous peoples and advocates. Our success is measurable. We have surpassed our goal of 25 contacts per week and documented visits and purpose of visit, length of stay to discern student patterns and services needed. The NEC, from January to April 2010, recorded 164, 144, 124, and 160 visits per month or 10.8 weeks of college, for an average of 54.81 contacts per week, of which 40, 27, 30, and 50 were distinct visitors per month. The total monthly average stay was 1.11, 1.28, 1.14, and 1.4 hours per visit. Center usage centered on academic, social, and meeting activities.

1E Facilitated dialogue between the Area Chair of Cultural Programming & Engagement, Community of Practice Executive Director, distinct strategic segments, and committee members to advance communication across multiple campus and community segments (e.g., residential life, academic affairs), facilitate participant buy in, and find common ground across each unit.

The Area Chair of Cultural Programming & Engagement for Year Four is now Luke Joseph, following Eddy Ruiz's departure.

Strategic Area 2: Academic Affairs, Curriculum, & Faculty

FOR WHOM?	ASSUMPTIONS	STRATEGIES	OUTCOMES	MEASURES OF SUCCESS	LONG-TERM IMPACTS
All University students, staff, and faculty, and community members	Learning Communities significantly increase student retention & graduation rates	Enlarge First-Year Learning Community (FYLC) programming from one semester to a full-year	FYLC delivers two units in fall semester & two FYLC units in the spring semester of two courses each; FYLC student enrollment "tracked"; FYLC's studied	Student retention improves by 10% into sophomore academic year for cohort in comparison with non FYLC students	Students persistence rate increases lead to increased graduation rates for Native and non-Native students.
	Appropriate academic programming is essential to developing a positive learning experience for Native students & the development of systemic diversity initiatives on campus	Expanded Native cultural course content & history through continued mini-grant initiatives	Native material & content incorporated into GE & discipline-specific courses	Five to seven funded applications pertaining to diversity and/or retention; Five to seven completed studies	UMPI is a respected contributor to multicultural issues within University of Maine System (UMS)
	Excessive developmental/remedial coursework is a barrier to retention & graduation rates	Reduce Program of Basic Studies (PBS) coursework based on empirical task force research & findings	Developmental coursework (layered) will be eliminated & ensure all courses are credit-bearing	Student persistence rates increase from year one to two	Increase graduation rates for Native students & general student population
	Academic programming demonstrates UMPI's commitment to inclusion & diversity	Revise faculty syllabi to incorporate more inclusive activities & cultural	GE & discipline-specific courses create inclusive activities &	GE course syllabi will clearly identify learning objectives	UMPI is a respected contributor in regards to multicultural issues

		content; General Education Curriculum Task Force created (GECTF) to develop and incorporate learning objectives into all existing General Education (GE) courses, with specific attention to inclusion and diversity	cultural content	related to inclusivity and diversity; GE Curriculum Essential Learning Outcomes mapped	within UMS
	Formal academic programming will attract, retain, & Native students	Finalize Wabanaki Studies minor; Partner with University of Maine (Wabanaki Center) & New Brunswick (Micmac-Maliseet Institute)	Micmac & Maliseet studies course development; Minor by the end of fall 2010	Wabanaki Studies courses developed & delivered in a minimum two courses per semester rotation	UMPI becomes a Native American & First Nation destination for Maine & New Brunswick province students
	Area Chair (Raymond Rice) facilitates program dialogue	Partners with the executive director, distinct strategic areas, and committee members	Task delegation, focused on outcomes	Quarterly written reports and oral committee reports; Minutes taken and shared other strategic areas; Initiative evaluation	University information is shared campus wide; Campus community develops a shared sense of success

* Native, indigenous, or tribe refers to all Federally, State, & Provincially recognized Native American and First Nation peoples

Academic Affairs, Curriculum, & Faculty: Logic Model Narrative

2A This first strategy was based upon the pilot learning community experience of Spring 2010 developed into two distinct communities for fall 2010. Although a spring semester learning community was planned, the community was disaggregated due to conflicting student schedules but has been reformulated to meet the needs of a more specific group of students (requiring developmental coursework) in Spring 2012. The intent was to build our initial knowledge base and increase second year student retention by 10 percent for those involved in learning communities versus non-learning participants to inform curriculum development. A summary of retention results follows and can also be found in V.B.I.

First Year Learning Community Data
Overall UMPI Persistence to Second Year: 61%
Persistence of LC 1 (eng /hty /bio/ fys): 41% (7/17), 2.23 GPA
Persistence of LC 2 (p b s /f y s): 70% (12/17), 2.28 GPA (w/0 Native cohort = 82%, or 9/11)
Overall GPA for2010-11 students: 2.69
LC GPA: 2.25 overall

The data indicates strong success rates for LC 2 (which was comprised entirely of students testing into "developmental" courses), succeeding at 70%, which is 9% higher than institutional average, and 30% higher for students requiring significant developmental coursework (6 credits or more) *not* enrolled in learning communities (who have historically persisted at only 40%). In addition, the Native American cohort in LC 2 (there were no Native students enrolled in LC 1) persisted at 50%, below the institutional average, but well above historic averages (usually 40%).

LC 1 showed much more mixed results, due in large part to student transfers to other institutions (4 of the 17) and students who did not attend classes but did not withdraw (thus earning "L" grades, which are counted as "F") (2 of the 17). Thus, when the additional six students are removed from the cohort, a total of 7 out of 11 persisted, or 67%, which brings the persistence rate above the institutional average (with similar positive effects on the aggregate GPA). In addition, faculty believed the four course learning community proved too difficult in scheduling students.

Accomplishments: Two FYLC groups were successfully programmed and delivered in fall 2010, comprised of the following courses:

1. Learning Community I

a. Biology 112 (Class #21616), Dr. Bonnie Wood (M/W, 12:00-2:45PM)
    i. Prerequisites: College reading, writing, elementary algebra, and science proficiency

b. History 115 (Class #21619), Dr. John Defelice (M/W/F, 10:00-10:50AM)
    i. Corequisite: College reading proficiency

c. English 101 (Class #21617), Dr. Jacqueline Lowman (T/TH, 8:00-9:15AM)
    i. Prerequisite: Demonstrate college writing proficiency

d. FYS 100 (Class #21618), Dr. Jacqueline Lowman (T, 11:00-11:50AM)

2. Learning Community II

a. English 14 (Class #21659), Ms. Karen McCosker (M/W/F, 10:00-10:50AM & W, 11:00-11:50AM)

b. History 115 (Class #21662), Dr. John Defelice (M/W/F, 9:00-9:50AM)
    i. Corequisite: College reading proficiency

c. Science 12 (Class #21664 & 21665), Ms. Catherine Chase (T/TH 8:00-8:50AM & T/TH, 9:30-10:45AM)
    i. Corequisite: Mat 17 if required by placement testing

d. FYS 100 (Class #21661), Dr. John Defelice (M, 11:00-11:50AM)

Learning Community I, consisted of students who did not require developmental coursework. Learning Community II, comprised of students requiring some level of remediation. All learning community members and all student enrolled in first year seminar were surveyed (pre and post) and tracked.

The following adjustments were made to the scheduling of learning communities for Fall 2011:

LC 1 –must sign up for all

Class number	**Subject / Course #**	**Day / time**	**Instructor**
14499	FYS 100	Tu 9:30am-10:20am	Lowman
9899	Eng 100	Tu Th 8:00am-9:15am	Lowman

LC 2 "Honors"—students do not have to sign up for all sections

9948	BIO	112	Honors Section (General Bio 1)	18	Bonnie S Wood	Mo We	12:30pm	3:15pm
9900	ENG	101	Honors Section (College Composition)	18	Deborah L Hodgkins	Tu Th	11:00am	12:15pm
11508	FYS	100	Honors Section (First Year Seminar)	18	John Defelice	We	8:00am	8:50am
11320	HTY	115	Honors Section (World Civilization 1)	18	John Defelice	MoWe Fr	9:00am	9:50am

LC 3—Developmental (takes precedence over all other enrollment) ---must sign up for all sections

9893	ENG	14	LC Section (Found for College Rea)	14	Karen M McCosker	MoWeFr	9:00am	9:50am
11509	FYS	100	LC Section (First Year Seminar)	14	Karen M McCosker	Fr	10:00am	10:50am
11506	MAT	17	LC Section Section	28	Terry J Chalou	MoWeFr	8:00am	8:50am

			(Elementary Algebra)					

LC 4—Developmental --- must sign up for all sections

9895	ENG	14	LC Section (Found for College Rea)	14	John R Haley	MoWeFr	9:00am	9:50am
11510	FYS	14	LC Section (First Year Seminar)	14	John R Haley	We	10:00am	10:50am
11506	MAT	17	LC Section (Elementary Algebra)	28	Terry J Chalou	MoWeFr	8:00am	8:50am

This led to the creation of four learning communities, three of which mandated enrollment in all courses (LC 1, LC 2, LC 3), two of which were open only to students requiring developmental coursework in Math and English (LC 2 and LC 3), and one of which was open to interested students meeting placement requirements (LC 4, the "Honors" learning community, linked to the institution's Honors Program). This allowed us to capitalize upon the positive retention results for developmental students as indicated by the Fall 2010 LCs, to track possible positive correlations between thematic (and instructor) linkages between FYS 100 and ENG 101 (in LC 1) while providing a learning community with minimal scheduling barriers (as it is comprised of only 6 credit hours, rather than the average 7 (LC 2 and 3) or 11 (LC 4)). LC 4 (Honors) allows the Honors Program to re-establish a first year academic community that has been absent for several years. Thus, the LCs are designed to retain both our most "at risk" students (requiring high levels of developmental coursework) and some of our more academically prepared students (in turn hoping to aid retention rates by reducing second-year transfers, as occurred in LC 1 from Fall 2010).

2B The second strategy area awarded mini-grants to six eligible faculty and staff members. Four individuals completed their projects and were awarded their grant monies. All applicants were required to detail their initiatives, measurements, goals, and intended outcomes. Accepted

proposals addressed long-term impacts on enhancing university diversity and/or retention. The intent was to support deep and pervasive institutional change that expand, sustain, integrate, and celebrate diversity through research.

Accomplishments: The following individuals received mini-grants and submitted formal reports detailing their activities; the reports can be read in their entirety in V.B.II.

- Syllabi Assessment: College of Arts & Sciences syllabi will be evaluated during current academic year to assess inclusiveness based on a developed rubric to evaluate learning outcomes and diversity. Each syllabus will be assigned a numerical inclusiveness indicator based on engagement, relevance, outcomes, and clarity. Research findings will be shared during a university workshop with faculty members.

- Embedded Cultural Curricular Components: Psychology Courses will design an instrument and survey students to indicate the degree to which native and non-native students enjoy embedded cultural curricular components and the degree to which they believe it is an important component of the class. Questions related to why students will or will not continue their education will be asked because one consistent theme in retention is related to the identification of oneself within a group on campus, and having role models of one's own ethnicity within the university setting (Bean, 1990). This information learned will help to refine program and curriculum development in the future to benefit all students.

- Student Mentor Program: A peer initiated mentor-mentee program is focused on student retention. The program's goals are to aid the development of first-year students and include: (1) provide the academic and social tools to succeed in higher education and (2) inform, prepare, and empower our peers regarding specific campus elements and supportive university resources. Project Compass personnel and mentors will partner to address peer problems and concerns and provide community environment for student success. The initiative is supported in part by a student project grant and supplemental monies will bolster student mentor-mentee development and empowerment goals.

- Diversity Collection: Multicultural artifacts that represent the cultural and ethnic diversity of the campus and regional communities will receive academic and preservation attention. Consultation with educators, tribal members, conservation experts, and museum professionals will be sought. The collection will be labeled, photographed, cataloged, identified, documented, organized, and housed properly. A tabletop display will be developed to update progress and will be on exhibited at appropriate University events (e.g., University Day, Native Appreciation Day).

- Campus Climate Research: Qualitative examination of the university's organizational culture and the institutional environment as experienced by Native American college students. A campus climate study focused on students from the reservation has the ability to deepen our understanding of Indigenous experiences and interpretations, to advance an inclusive environment, and increased retention rates. Interviews with current tribal students and key informants will be conducted to provide us a better understanding of student campus climate perceptions and experiences, which are vital to altering current education systems and empowering the oppressed. Participant voices can provide insights to historic legacies, experiential knowledge, and resistance.

- Cultural Awareness: Increase awareness and understanding of diverse worldviews and cultures through media. Films are to be purchased and focused on stereotypes and other aspects of tribal experiences, both present and past. They will be catalogued, described, and made available for classroom, student, and online use.

A sixth application, focusing upon peer tutoring (and submitted by two Native students) was unfortunately unable to be pursued by the applicants and was not funded. Proposals for all six submissions, as well as the final reports for the four completed and funded proposals, can be found in V.B.II.

All applicants were required to detail their initiatives, measurements, goals, and intended outcomes. Accepted proposals addressed long-term impacts on enhancing university diversity and/or retention. Each outcome attended to a significant unmet need and/or concern related to diversity and/or retention. The intent is to support deep and pervasive institutional change that expands, sustains, integrates, and celebrates diversity through research and programs, which lead to increased retention and graduation rates.

As noted above, we recommend that a final round of mini-grants by made available to faculty and staff in Year Four following the same guidelines in the previous years and that the NEC and CTL designate budget lines to continue this initiative following the final year of Project Compass.

2C The third strategy sought to reduce multiple "developmental" classes which are provide significant barriers to persistence and graduation rates. The PBS Task Force ("Program of Basic Studies") was constituted in early 2009 and to examine the effectiveness of the university's developmental curriculum and make appropriate recommendations regarding reduced placement cut off scores for course enrollment. The Task Force continues to monitor persistence rates and recommend appropriate steps to remove barriers toward program advancement and graduation for all university students. This include the removal of ENG 14 (Developmental Reading and Writing) and SCI 12 (Basic Science) from the catalogue, courses for which students received no graduation credit and often resulted in attenuated graduation schedules. In addition, a growing body of research has shown that a high level of "developmental" coursework (particularly that

which does not count towards graduation), and especially "layered" developmental coursework (requiring multiple "levels" of remediation over several semesters) is a significant barrier to student persistence.

Accomplishments: In the past two years, the Task Force has recommended the elimination of three such courses (PBS 3: Foundation for College Math; ENG 14; SCI 12) and the development of two replacement courses: ENG 100: Introduction to College Reading and Writing; SCI 100: Survey of Science, both of which carry graduation credit but which do *not* provide credit in the General Education Curriculum. In addition, early indications are that the MAT 17: Elementary Algebra pilot course taught at the Houlton Center in Spring 2011 using Plato tutorial modules in addition to traditional instructional methods has proven highly successful: of the 10 students enrolled in the class, 2 withdrew from the class, but all others received an A or A- (with 7 out of 8 the former), for an overall GPA of 3.95. Student success is being tracked into subsequent MAT courses. The pilot program continues this fall and spring and Houlton and will be extended to the Presque Isle (main) campus in Fall 2012 should results continue to be positive.

2D The fourth strategy, General Education Curriculum Task Force (GECTF) examined and assessed learning outcomes and specific course objectives for all courses offered within the General Education Curriculum (GEC). Dr. Jacqui Lowman will continue to review curricular inclusivity as a part of the review process. Recommendations have been made to the Provost regarding syllabi and programmatic revision and assessment, including in the area of inclusivity and diversity; specific essential learning outcomes were also identified. The GECTF continues its work, including the development and implementation of assessment measures for its first essential learning outcome (Written and Oral Communication) in Spring 2012, followed by measures for other outcomes, phased in during a three-year period. Every category within the General Education Curriculum will thus be assessed over a three year period, with the GECTF re-charged as a standing committee (reporting to the Provost) to oversee this process. A copy of the Essential Learning Outcomes and individual objectives, as well as the overall composition of the General Education Curriculum is provided below. For a "map" of how specific outcomes are mapped to each GEC course, see V.B.

Accomplishments: The General Education Task Force (comprised of representatives of each of the Colleges, as well as Student Services specialists), reporting to the VPAA and chaired by Ray Rice (Chair of Arts and Sciences) established a set of Essential Learning Outcomes (ELOs) for UMPI's General Education Curriculum as well as an assignation of said ELOs to specific courses and assessment measures for designated outcomes and classes. This has assisted in identifying, specifically, classes dedicated to issues of inclusivity and the measurement of the success of related learning outcomes. The General Education and its Essential Learning Outcomes were identified as follows:

A. Curricular Components of the GEC

WCL=Writing and Cultural Literacy
ME=Multicultural Experience
QDM=Quantitative Decision-Making
PLS=Physical and Life Sciences
SS=Social Sciences
HFA=Humanities and Fine Arts
FYS=First Year Seminar

B. Essential Learning Outcomes and Specific Curricular Objectives

1. Effective Written and Oral Communication

Essential Learning Outcome: Students will demonstrate effective written and oral communication skills in a variety of contexts. Student learning objectives:

a) Use written and oral communication as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on composing processes
b) Write and speak with a clear purpose, point of view, and awareness of audience
c) Employ rhetorical strategies appropriate to a variety of academic disciplines and genres
d) Engage primary and secondary sources effectively and employ appropriate documentation systems
e) Deliver effective oral presentations with clarity, accuracy, and fluency

2. Critical Thinking

Essential Learning Outcome: Students will construct meaningful arguments and reasoned conclusions reflecting informed evaluations of alternative positions. Students learning objectives:

a) Clearly and accurately identify and evaluate problems and arguments
b) Identify general and/or disciplinary-specific modes of inquiry
c) Accurately interpret evidence/findings, especially positions different from their own
d) Evaluate the quality of reasoning behind arguments, interpretations, and/or beliefs

3. Quantitative Reasoning

Essential Learning Outcome: Students will interpret, analyze and solve diverse problems incorporating quantitative elements. Student learning objectives:

a) Construct a mathematical model which incorporates the important quantitative aspects of the situation and which makes accurate predictions
b) Perform college-level mathematical operations

c) Draw valid conclusions from numerical data presented in a variety of formats
d) Understand and be able to apply the scientific inquiry process to researchable questions or problems

4. Information Literacy

Essential Learning Outcome: Students will identify and employ the tools and technologies appropriate for identifying, accessing, evaluating, and using information effectively. Student learning objectives:

a) Access and manipulate information from a variety of venues
b) Distinguish between scholarly and popular sources and effectively assess the quality of the information: e.g., is it current? Reliable? Legitimate? Pertinent?
c) Compare and contrast information in order to analyze, synthesize, and create new knowledge

5. Global Consciousness and Intercultural Awareness

Essential Learning Outcome: Students shall demonstrate an awareness and understanding of the need to live and work in a diverse world. Student learning objectives:

a) Understand and appreciate the diversity and interrelationship of cultures locally, regionally, nationally, and internationally
b) Understand their own society through the study of different world intellectual, social, political, economic, or cultural perspectives and practices
c) Demonstrate linguistic skills and cultural knowledge
d) Describe the nature of development, persistence, and change in the history of the human kind

C. Curricular Mapping of Outcomes and Objectives

GEC component	1. Effective Written/Oral Communication	2. Critical Thinking	3. Quantitative Reasoning	4. Information Literacy	5. Global Consciousness and Intercultural Awareness
WCL	X	X		x	x
ME	X	x			x
QDM		x	x		

PLS		x	x		x
SS		x	x		x
HFA	X	x		x	x
FYS	X	x		x	x

A formal assessment procedure is being finalized as of Fall 2011 and formal assessment will begin in spring 2012, as outlined above. In addition, the first set of scores for the MAPP (Measure of Academic Proficiency and Progress) test that is administered to first semester students (in FYS 100) as well as graduating seniors (voluntary) has been assessed. MAPP will be employed as a "Measure of Success" for specific components in the GEC: critical thinking, reading, writing and mathematics, which are contained, respectively, in ELO 2, ELO 1, and ELO 3. It measures these skills in three contexts: humanities, social sciences and natural sciences (again, reflected in the following, respective areas of the GEC: Writing and Cultural Literacy, Humanities and Fine Arts; Social Sciences; Quantitative Decision-Making, Physical and Life Sciences). We are in the process of analyzing the results, but preliminary discussions indicate that UMPI students fall in the low end of the national average for all areas. Critical Thinking skills are particularly low for entering first year students; mathematical skills, in turn, show the smallest level of increase in seniors (only a 1 point rise). This is crucial information towards evaluating the efficacy of the General Education Curriculum.

2E The fifth strategy focused a series of curricular efforts made over the past three-years of funding. A Wabanaki Studies minor was finalized and submitted for curricular approval in fall 2010. The minor will began in fall 2011. The University will seek to partner with the University of New Brunswick's Micmac-Maliseet Institute and University of Maine's Wabanaki Center.

Accomplishments: The Wabanaki Studies Minor, now a part of the official curriculum, consists of the following (18 credit) course sequence:

- WAB 100 *Introduction to Micmac Language* spring semester
- WAB 105 *Introduction to Maliseet Language* fall semester
- WAB 110 *Wabanaki Worldviews* spring semester
- ANT 100 *Introduction to Anthropology* every semester
- EDU 375 *Wabanaki Education* biennially
- ANT/HTY 471 *Prehistory of Northeastern North America* biennially
- ENG 376 *Native American Narratives* biennially

The development of a meaningful minor in this area is essential to the establishment of this campus as an institution that reflects the needs, and supports the goals, of the Native American/First Nation peoples. The minor will be administered by Luke Joseph through the

Native Education Center and David Putnam (Arts/Sciences), who will serve as contact advisor to enrolled students.

2F Area Chair of Academic Affairs, Curriculum, & Faculty will facilitate dialogue and partner with the Community of Practice Executive Director, distinct strategic segments, and committee members to advance year-two's communication across multiple campus and community segments (e.g., residential life, academic affairs), facilitate participant buy in, and find common ground across each unit.

Strategies Area 3: Student Affairs & Advising

FOR WHOM?	ASSUMPTIONS	STRATEGIES	OUTCOMES	MEASURES OF SUCCESS	LONG-TERM IMPACTS
All University students, staff, and faculty, and community members	Project Compass advances campus student retention knowledge by building upon year-two's retention survey	Conduct a quantitative student retention study based on year-two findings	Campus strengths and weaknesses understood; Student retention strategies improved	60 survey participants; Data analyzed; Findings disseminated to faculty, staff, and administration	Student six-year graduation rates increase from 36 to 50 percent over a 10 year period
	Project Compass website expands campus and community diversity awareness and communication	Develop Project Compass website: mission, initiatives, waiver program, diversity organizations, diversity/cultural calendar; community resources; social media; contacts; website surveys	Website inclusive of marginalized campus groups; Project initiatives articulated; Website and Diversity brochure linked; Communication facilitated	12/31/2010 completion; Track site (hits) and social media (friends) usage	Website responsive to marginalized student, campus and community needs
	Project Compass increases diversity awareness and recruits underserved/marginalized groups	Develop a diversity brochure: FYLC, NEC, SSS, Career and Tutor Services, International Student Services, Diversity Committee, Gay Straight	Brochure co-developed and inclusive of marginalized groups; Campus initiatives, services, and programs communicated; Website and brochure	Spring 2011 completion; High school counselors, adult/alternative school educators, university kiosks, and new students (orientation) receive item	Staple Upward Bound and Admissions item

		Alliance, International Student Club, Native Voices, Diversity Lecture & Workshop Series	linked		
	Project Compass creates a greater sense of belonging for all students (and parents) during orientation	Emphasize relationship building and student engagement; Highlight diversity related programs, services, and opportunities; Add sense of belonging and potential involvement questions to our orientation survey	Orientation creates a sense of belonging for all students and establishes a foundation for student success	2011 orientation students surveyed; Survey baseline established; 2012 orientation program informed and adjusted;	Diversity/cultural inclusion become an integral component of orientation and campus life; Student sense of belonging and involvement tracked annually for all students
	Area Chair (James Stepp) facilitates program dialogue	Partners with the executive director, distinct strategic areas, and committee members	Task delegation, focused on outcomes	Quarterly written reports and oral committee reports; Minutes taken and shared other strategic areas; Initiative evaluation	University information is shared campus wide; Campus community develops a shared sense of success

* Native, indigenous, or tribe refers to all Federally, State, & Provincially recognized Native American and First Nation people

Student Affairs & Advising: Logic Model Narrative

3A Project Compass advanced campus student retention knowledge by building upon year-two's retention survey. Year-two's participants (N=65) indicated less than 60 percent of staff was engaged in student retention, 65 percent of respondents reported spending nine or fewer hours per week on retention, 77 percent of participants noted a lack of and/or minimal confidence level regarding retention, and seven retention themes were highlighted. The results suggest that university respondents possess limited knowledge and confidence related to student retention limiting hours spent and effectiveness. We will utilize the findings to develop an in-depth retention survey for administration, faculty, and staff that elicits detailed information regarding student retention knowledge and perceptions allowing us to respond effectively to both strengths and weaknesses. Deeper understanding of campus retention will allow us to improve upon our 36 percent six-year graduation rate.

Our 2010/2011 intermediate goals were to formulate and proctor survey, obtain 60 survey participants, and analyze data. Results were to be shared with executive leadership, student services, and student affairs. Diversity Lecture & Workshop Series presentations may expand student retention knowledge. Long-term actions were to be based on survey outcomes, which may include professional development and training centered on student retention as well as reconfiguring the current faculty-student advisory system. Our goal was to increase six-year student retention rates from 36 to 50 percent within 10-years.

Accomplishments: A survey has been developed to distribute to the faculty and staff, but was not distributed due to change-over in staffing (specifically, the departure of the Director). However, a pilot project has been developed to track student interventions. The pilot access database has been coordinated by the Residence Life Office. Revisions were made over summer 2011 and a working database made available in the fall semester of 2011. Currently, the database is primarily utilized by the Dean of Students, The Assistant Dean of Students/Director of Residence Life, and the Director of Student Support Services.

Work on overall student retention is continuing through the use of an evaluation of our retention efforts by the Noel-Levitz Consulting firm. Jim Stepp has been listed as the chair of the committee dealing with retention for this work. Efforts that are currently being used include meeting with students that received early warnings or mid-term warnings. Ongoing meetings are occurring with students that have been identified as at risk by the staff or faculty.

The major challenge to this area has been getting the faculty to buy in to the use of early warnings and mid-term warnings. Currently approximately 50% of the faculty report early warnings and mid-term warnings; however, initial fall results show an increase to 60% of faculty reporting, perhaps due in part to more coordinated efforts between Student Services and College chairs to encourage participation. Efforts are underway to collect data on the students who have

been reported through these processes. If our empirical data holds up under analytical research, we believe that there will be evidence that this intervention helps our students. We believe that reporting out on these successes will result in a higher reporting rate.

3B As a direct carry-over from work left unfinished during Year Two, Project Compass decided to create a comprehensive website to expand campus and community diversity awareness and communication. Efforts were made to broaden the scope of the current website and include the following items:

- Project Compass
  - Mission
  - Logic Model

- Project Compass Committees
  - Community of Practice
  - First-Year Learning Community Task Force
  - Program of Basic Studies Task Force
  - Native Advisory Council

- Native Education Center
  - Mission

- North American Indian Waiver & Scholarship Program
  - University application and waiver forms
  - Step-by-step waiver and health insurance process
  - Immunization requirement

- Diversity Organizations
  - Diversity Committee
  - French Club
  - Gay Straight Alliance
  - International Student Club
  - Native Voices

- Diversity Calendar
  - Diversity Committee events
  - Diversity Lecture & Workshop Series
  - Distinguished Lecture Series
  - Native Appreciation Day
  - Native community events

- Community Resources
    - Daycare options
    - On- and off-campus housing
    - Native communities contacts
    - General information

- Social Media
    - Facebook

- Contact Information
    - Project Compass
    - Native Education Center

Accomplishments: Our staff has completed its diversity brochure content, which will work jointly with the initiatives website. The content below will create a comprehensive website to expand campus and community diversity awareness and communication:

- **Landing Page** @ www.umpi.edu/diversity

- The University of Maine at Presque Isle seeks to facilitate the continual self-discovery and ongoing personal development of the whole person through a challenging curriculum, experience-based co-curricular activities, and unique learning opportunities. We recognize diverse cultures and languages as relevant resources in promoting equity and removing structural barriers. To aid our growth of our student and community we provide the following services, organizations, and program opportunities in support of an inclusive environment:

- **Student Services**
- *Career Services:* Support students to build life planning skills through individualize assessment of personal interests, skills, and abilities. They aid students to improve decision making for a successful academic and professional career. **Located @ Contact Name @** (207) 768-9750

- *Counseling Center:* Provides confidential personal and academic counseling and referral services for current students. **Located @ Contact Name @** (207) 768-9791

- *International Student Services (ISS):* Aids international students with visa signing, banking, employment, and transitioning to college life. **Located @ Contact Name @** (207) 768-9750

- *Native Education Center (NEC):* Supports Native students in their pursuit of higher education through positive learning environments and support networks, empowerment, and advocacy. The NEC is committed to social justice and advancement of cultural

competence. **Add sentence on NAIW&SP Located @ Contact Name @** (207) 768-9677

- *National Student Exchange (NSE):* Offers undergraduates an opportunity to study at over 190 national and international colleges and universities, while earning credit towards their degree.
- **Located @ Contact Name @** (207) 768-9615

- *Student Support Services (SSS):* Assists low-income, first-generation, and disabled students. SSS provides free professional and peer academic tutoring for all enrolled students. **Located @ Contact Name @** (207) 768-9613

- **Campus Organizations**
- *Diversity Committee:* Supports a campus environment where issues of race, ethnicity, gender, ability, sexual orientation, age, socioeconomic status, religious or spiritual affiliation, political belief, and other issues of tolerance are addressed with the goal of creating a safe and positive climate for everyone. **Located @ Contact Name @** (207) 768-####

- *Gay/Straight Alliance (GSA):* Brings Gay, Lesbian, Bisexual, Transgender, & Questioning persons and their straight allies together by serving as a constructive medium which encourages the campus community to explore their relationship with humanity. GSA promotes justice and acceptance of others through various events, activities, and meetings. **Located @ Contact Name @** (207) 768-9604

- *International Students Club (ISC):* Promotes cultural interests of other countries and maintains an international presence on campus. ISC participation is open to all interested students. **Located @ Contact Name @** (207) 768-9750

- *Native Voices (NV):* Empowers Native American, First Nation, and non-aboriginal participants by providing a venue to discuss and address university and community issues and creating a sense of belonging on campus. NV membership is open to all students and community members. **Located @ Contact Name @** (207) 768-9677

- *Project Compass:* Addresses issues related to student retention and graduation rates among both its North American Indian student cohort and entire student population, overwhelmingly comprised of first generation college applicants. The program attempts to inform and change the institutional culture and climate to benefit all students. The initiative supports deep and pervasive institutional change that expands, sustains, integrates, and celebrates diversity through research and programs, which lead to increased retention and graduation rates. **Located @** Contact Eddy A. Ruiz @ (207) 769-9668

- **Academic Programs**

- *First-Year Learning Communities (FYLC):* Enroll in two shared courses regardless of major to facilitate the building of networks, relationships, and a sense of belonging to aid student success.
- *Multicultural Experience Courses:* Study issues of diversity, multiculturalism, global citizenship, and trans-global cultural exchange, plus world and indigenous languages.

- *Wabanaki Studies:* Minor in the study of the regions first peoples. Learn Maliseet and Micmac languages, Wabanaki cultures, histories and contemporary issues.

- *__Diversity Calendar__ (Linked to Landing Page)
  Diversity committee meetings and multicultural lectures, workshops, and events will be posted. In addition, Native community events will be included on the calendar.

- ***Survey** (Linked to Landing Page – Under Construction)
  Diversity related questions will be asked

- **North American Indian Waiver & Scholarship Program** (Designated Tab)
  University application and waiver forms
  Step-by-step waiver and health insurance process
  Immunization requirement
- The North American Indian Waiver & Scholarship Program covers college tuition and fees, application and housing deposit, and fall and spring room board for state, federal, and provincial recognize tribal members enrolled in six or more credit hours.
- Eligible students must complete the Free Application for Federal Student Aid (FAFSA) at http://www.fafsa.ed.gov, complete and submit the waiver application to the Project Compass Retention Activities Coordinator, and provide proof of residency for all applicants who are not current tribal members of the Aroostook Band of Micmacs, Houlton Band of Maliseet Indians, Passamaquoddy Tribes at Pleasant Point and Indian Township, and Penobscot Nation.
- ***Six Steps to Obtaining the North American Indian Waiver & Room and Board Scholarship***
- **STEP 1:**

  Apply to the University of Maine at Presque Isle. Check American Indian or Alaskan Native on your admissions application.

- **STEP 2:**

  Complete the Free Application for Federal Student Aid (FAFSA), a requirement of the NAIW for all full-time students. UMPI's school code is 002033. You may be eligible for federal and state grants and/or federal work studies and loans.

- **STEP 3:**

  Apply for the North America Indian Waiver & Room and Board Scholarship (NAIW) after you receive your acceptance letter. You can also call (207) 768-9677.

- **STEP 4:**

  NAIW eligibility is dependent upon the completion of steps 1-3 and official documentation:

- *State of Maine Tribes/Bands:* Enrolled member of the Aroostook Band of Micmacs, Houlton Band of Maliseet Indians, Passamaquoddy Tribes (Pleasant Point and Township), or Penobscot Nation. **Provide a tribal verification letter** from your tribal clerk documenting your membership. Proof of Maine residence is not required. Tribal identification cards are not applicable.

- *Non-State of Maine Tribes/Bands & First Nations:* Enrolled member of a state, federal, or provincial recognized nation, tribe, or band. Provide a tribal verification letter from your tribal clerk documenting your membership. Tribal identification cards are not applicable. In addition, proof of Maine residency for 12 consecutive months must be submitted. Verification of residency can consist of an original apartment, room, house rental receipts, or proof of house ownership, utility bills, cable bills, or driver's license. Documents will be photocopied and returned.

- *Tribal Member Descendant:* Obtain descendant documentation that links your tribal ancestry to a North American Indian tribe/band member. Verification can be obtained in the following manner: (1) Original document from a federally recognized tribal office stating that your parent and/or a grandparent is/was an enrolled member; (2) Original letter/certificate from a recognized tribal official who certifies your membership and/or a degree of blood quantum; and (3) Original document from a provincially recognized band that verifies your parent and/or grandparent is/was a band member, including band number. Tribal identification cards are not applicable.

- **STEP 5:**

  Submit your tribal/band verification letter or descendant documentation by either:

  1. Mail: Luke Joseph, NAIW Coordinator
  University of Maine, Presque Isle
  181 Maine Street
  Presque Isle, ME 04769

  2. Fax: Luke Joseph, NAIW Coordinator
  At (207) 768-9553

  3. In Person: Luke Joseph, NAIW Coordinator
  University of Maine, Presque Isle
  181 Maine Street, Room 311 South Hall
  Presque Isle, ME 04769

  Submitted waiver information will be sent to the University of Maine's Wabanaki Center, who will either approve or deny your application. An official letter will be mailed to you. You can apply at anytime, but tuition and fees are not applied retroactively.

- **STEP 6:**

Accepted waiver applicants will need to contact Luke Joseph NAIW Coordinator at (207) 786-9677 to read and sign the waiver guidelines.

- **STEP 7:** (Optional)
- Complete a Residence Hall Agreement if you intend to live on campus. The Room & Board Scholarship waiver component provides a double occupancy dormitory room and student meal plan. It is vital that you read the UMPI Housing Agreement ***Cancelation Policy & Cancelation Request Form***.
- **For more information contact:** Luke Joseph by either email at **luke.joseph@umpi.edu** or phone at (**207) 768-9677.**
- **Community Resources** (Designated Tab)
- Daycare Options
- Little Feathers Head Start
  Director: Shirley Jewell: Phone (207) 768-3218, Fax (207) 764-7667
- Maliseet Head Start
  Director: Cindy Hutchinson: Phone (207) 521-2410, Fax (207) 521-2412
- UMPI ACAP Head Start
  Director: Phone (207) 768-3043
- Native Community Contacts
- Aroostook Band of Micmacs
  Education Director: Nichole Francis, Phone: (207) 764-1972, Fax (207) 764-7667
- Houlton Band of Maliseet Indians
  Education Director: Amber Wire, Phone: (207) 532-4273, ext. 210, Fax (207) 532-2660
- Passamaquoddy of Pleasant Point
  Education Director: Rena Newell, Phone: (207) 853-2600, ext. 266
- Passamaquoddy of Township
  Education Director: Nora Duchene, Phone: (207) 796-2301, ext. 214, Fax (207) 796-2420
- Penobscot Nation
  Education Director: Mark Sanborn (deceased), Phone: (207) 827-1649, ext. 148
- Tobique First Nation
  Education Director: Laura Sappier, Phone: (506) 273-5543, Fax (506) 273-5436
- University of Maine's Wabanaki Center
  Phone: (207) 581-1417, Fax (207) 518-4760
- University On- and Off-Campus Housing
  Residence Life Director: James Stepp, Phone: (207) 768-9560

- **Photo Gallery** (Designated Tab)
  Photographs of diversity related activities, lectures, and events

- The website will pull project initiatives into a coherent location with the intent to articulate a connection between student and academic services, co-curricular and extracurricular activities, and community resources.

The diversity website will be completed no later than this January, 2012 and track usage (hits). Our objective is to maintain an adaptive website that remains responsive to underserved/marginalized students, campus and community needs. The finalized site will be hyperlinked on our year-four request for proposal. In addition, the Retention Activities Coordinator has begun a Facebook site for Native Voices. The Coordinator will continue efforts to develop the above mentioned initiatives.

3C Building off year-two's Native Education Center brochure success, Project Compass undertook the development of a variety of diversity-oriented brochures. The brochures are intended to support year-three's website as the institution seeks to attract underserved populations who often come from low to moderate socioeconomic backgrounds and are first generation students. Project Compass, Diversity Committee, Media Relations, and Admissions will co-develop the item. Program and services will emphasize First-Year Learning Communities and Native Education Center (year-two initiatives), Student Support Services (first-generation, low-income, and disabled students), Career and Tutor Services, and International Student Services. Diversity components will highlight the Diversity Committee, Gay Straight Alliance, International Student Club, and Native Voices.

Accomplishments: Several brochures were developed and printed and have been made available to appropriate campus offices.

3D In its effort to encourage more inclusive orientation programs, Project Compass focused its Year Three efforts on both Native students and and other underserved/marginalized student populations. It continued to emphasize relationship building between peer-peer, student-faculty, and student-staff because it is important to create a sense of belonging among a variety of individuals from similar and distinct settings and it can lead to greater student involvement. Orientation provides an early opportunity to create a sense of belonging for all students and establish a foundation for student success by providing information on diversity initiatives, programs, organizations, and services to both students and family members in addition to campus tours and roundtable discussions, which highlight unique diversity/cultural opportunities. This initiative expanded year-two's original intent to create a Native orientation program to address the unique concerns of indigenous students and develops a more inclusive strategy for all underrepresented/marginalized students.

Accomplishments: A component was added to the orientation program that permits the Project Compass staff to spend time with Native American students and other underrepresented populations during lunch. These meetings provide the possibility of meeting with the Project Compass Director and the staff of the Student Success Office. This lunch round table provides the prospective students with an opportunity to meet the staff of the Student Success Office in an open and casual way.

A major obstacle to the completion of this area remains the time allotted to orientation during the SOAR Program. Because of the need for testing and class registration during the SOAR Program only 1.5 hours of time is available for the orientation portion of the program. This time restraint makes it difficult to include new sessions in the program.

Creative ways of overcoming this obstacle have occurred. The Student Success Office is given the names of the students attending SOAR ahead of time, thus permitting them to identify these students and have conversations with these perspective students throughout the day. The lunch round table also provides a possible meeting time with underrepresented students.

3E Area Chair of Student Affairs & Advising facilitated dialogue with the Community of Practice Executive Director, distinct strategic segments, and committee members to advance year-two's communication across multiple campus and community segments (e.g., residential life, academic affairs), facilitate participant buy in, and find common ground across each unit.

Accomplishments: Area meetings have been scheduled and will continue. Efforts to combine the Project Compass Grant with the Noel-Levitz research will continue since Jim Stepp, area chair, is also chairing the student affairs and retention committees on these two projects.

II. B and C. Summary of Plans for Year Four/ Sustainability

Our proposal for Year 4 explicitly links systemic organizational developments to the sustainability of critical project accomplishments following the conclusion of the Compass grant. To this end, oversight of Project Compass activities has been moved to Academic Affairs, to which both the Native Education Center and the proposed Center for Teaching and Learning (see below) will be assigned following this fourth year. In addition, following the departure of Eddy Ruiz, Director of the Project Compass grant, budgetary oversight, staff supervision (including the Retention Activities Coordinator and Administrative Assistant to Project Compass), and chair duties of the Community of Practice have been assigned to Ray Rice, Chair of Arts and Sciences (who has also served as CoP co-chair for the past two years). This will help to ensure a coordinated transition of both personnel and initiatives into Academic Affairs in this final year of the grant.

Our primary goals in this final year of funding comprise the following areas:

1. Establishment of a Center for Teaching and Learning (CTL) linking Academic and Student Services initiatives and best practices (in teaching, advising, and research).
2. Articulation of the relationship and staffing between the existing Native Education Center and the proposed Center for Teaching and Learning.
3. Development of a broader cohort of grant writers among the CoP members, thus ensuring greater resource stability for the two Centers and retention initiatives more generally.
4. Articulation of the staffing of the Centers.
5. Development of a logic model outlining the vision, goals, outcomes, and assessment measures for the CTL and construction and staffing of the center along said measures commencing no later than September 1, 2012.
6. Filling the recently vacated IR position by January 1, 2012.
7. Transferring relevant duties of the departed Director of Project Compass to the incoming leadership of the CTL (i.e. Director, etc.).

As outlined by Glenn Gabbard, working in conjunction with Michael Sonntag, Provost and Christine Corsello, Vice President of Student Services in September, 2012, an essential goal this final year of funding is to create a Teaching and Learning Center to achieve the following immediate sub-goals:

- Supervise the provision of services and supports for Native American and First Nation students currently delivered by the Native Education Center (NEC) as defined in the logic model (see above);
- Initiate the centralization and coordination of existing faculty and staff efforts among faculty and staff that are aimed at appreciable and assessable efforts to develop and implement bold measures to improve teaching and learning activities at the university;
- Initiate program and grant development efforts supporting (1) the long-term sustainability of the Center and (2) the three strategic areas within the logic model by involving faculty and staff in innovative practices;
- To establish the Center as a nexus of activities supporting (1) leadership of initiatives encouraging innovative practices in engaged advising, teaching and learning, research,

community collaboration, and institutional citizenship; (2) fostering collaboration among other colleges in the investigation of retention interventions; (3) working with faculty and staff to develop an inclusive curriculum and culturally responsive educational environment benefitting all students, faculty, staff, and the external campus community.

At the first Community of Practice meeting for the Fall 2012 semester (October, see attached notes in V.A), campus members (including leaders in Academic Affairs and Student Affairs) set forth both a timeline and the foundation of a logic model for the attainment of these goals. The logic model will include:

- Specific purpose/function of the Center;
- Mapping key areas where innovation is occurring (based upon the logic model detailed above);
- Identifying key areas where innovation is still needed and development of strategies to bridge the gaps between these two items;
- Exploring barriers to collaboration still in existence and identifying stakeholders in this process;
- Identifying necessary resources that the Center can aid in developing (i.e. Learning Communities, General Education Curriculum, etc.);
- Developing sub-committees appropriate to ensure productive development of the various purposes/functions identified for the Center;
- Identifying new members necessary in the Community of Practice and/or individuals critical to sub-committees involved with the planning of the Center;
- Identifying a suitable physical space for the center congruent with its purpose;
- Providing a comprehensive proposal, including staffing recommendations, no later than April, 2012 to the Provost/Vice President of Academic Affairs.

As noted in the Year Three proposal, sustainability will be ensured by diffusing program initiatives across the campus. The Year Three proposal identified First Year Learning Communities, the NEC outreach initiatives and advising methods, as well as diversity partnerships as critical examples of this diffusion. The Center for Teaching and Learning will provide the cornerstone, and a critical nexus for exchange and interaction among faculty, staff, as well as students, toward ensuring the over-riding goal of the Project Compass initiative, which was to ascertain best practices toward increasing student retention rates among a specific institutional cohort (Native American students) and subsequently applying such practices, where appropriate, to the general student population. By both maintaining the NEC and developing a CTL, we will honor our dedication to our target cohort for the project and meet the overarching needs for increased retention and persistence at our institution. The goal of the CTL will be specifically to create a positive environment for collegial and collaborative interaction for all UMPI faculty and staff, as well as greater opportunities for faculty recognition and development, along with the promotion of a student-centered pedagogy, particularly in the General Education Curriculum (as has been the cornerstone the Compass project), that is supported by and reinforcing of consistently positive student learning outcomes (in all teaching modalities, live as well as online). The CTL will thus be able to articulate the shared goals (and best practices informing) of such teaching and learning-based initiatives as: peer mentoring; advising;

professional development workshops and seminars; teaching innovation; and the diffusion of diversity and inclusivity initiatives throughout the curriculum.

In addition, although the departures of both our Institutional Researcher and Director of Project Compass this past summer were unfortunate byproducts of the successful work being done in Project Compass, these departures proved a crucial opportunity for administration to endorse the work of Compass and underscore its commitment to sustainability. In response, the administration has already advertised for an Institutional Researcher (position hire projected no later than December, 2011); this will be the first time in the history of the institution that an individual has been hired for and dedicated exclusively to institutional research. In addition, the Director of the Center for Teaching and Learning will be selected competitively from among current faculty and/or staff/administration at the institution, with CTL duties comprising a proportionate amount of the individual's responsibilities (i.e. 50%). Although this is not a 1:1 replacement for the loss of the Compass Director, it ensures the sustainability of the Center within the current budget limits of the institution (facing budgetary stress similar to those experienced by institutions across the United States and specifically those within the University of Maine System).

At the recent Community of Practice meeting, Provost Mike Sonntag announced the university's dedication to these initiatives, specifically the continuation of the Native Education Center and development of the Center for Teaching and Learning, both to great acclaim and, it must be noted, great relief. Much of the UMPI community has been anxiously awaiting the promise of sustainability; acting in true partnership, the Project Compass Community of Practice and the UMPI administration have provided the tools by which this sustainability can now occur.

III. Community of Practice

III.A Membership

I. New and Continuing Members of the Composition of the Community of Practice, Year 3 **Institution: University of Maine at Presque Isle (UMPI)**		
COP Member Name	**Continuing or New**	**COP Role or Area of Focus**
Alice Sheppard	Continuing	UMPI Professor of Psychology
Amber Howe	Continuing	Houlton Band of Maliseet Indians Education Director; UMPI Graduate
Bonnie DeVaney	Continuing	UMPI Director of Career Services, AA/EEO, & International Student Services
Bonnie Wood	Continuing	UMPI Professor of Biology; FYLC Chair
Brian Reynolds	Continuing	Houlton Band of Maliseet Indians Tribal Administrator
Christine Corsello	Continuing	UMPI Dean of Students
David Putnam	Continuing	UMPI Lecturer
Donald Zillman	Continuing	UMPI President
Jeannette Bear	Continuing	UMPI Student
Jacquelyn Lowman	Continuing	UMPI Assistant Professor of Mass Communication and Journalism
James Stepp	Continuing	UMPI Assistant Dean of Students & Director of Residence Life
Jean Henderson	Continuing	HHEC Coordinator of Student Services
Lorelei Locke	Continuing	Director of Advising
Jeanie McGowan	Continuing	Nylander Museum Director; Grant Writer
JoAnne Putnam	Continuing	UMPI Professor of Education

Kim-Anne Putnam	Returning	UMPI Professor of Social Work
Luke Joseph	Continuing	Project Compass Retention Activity Coordinator; UMPI Graduate
Michael Sonntag	Continuing	UMPI Vice President of Academic Affairs
Myrth Schwartz	Continuing	Project Compass Administrative Assistant
Raymond Rice	Continuing	UMPI Chair of College of Arts and Sciences, Professor of English
Richard Silliboy	Continuing	Aroostook Bank of Micmacs Elder

III.B Changes to COP

II. Members Leaving the Community of Practice, Year 3 **Institution: University of Maine at Presque Isle (UMPI)**	
Name of CoP Member	**Rationale for Change**
Michael Carlos	Left position at Aroostook Band of Micmacs
Teresitia Hamel	Departed UMPI
Jing Qi	Departed UMPI
Eddy Ruiz	Departed UMPI
Solomon Rocky Bear	Departed UMPI

IV. Budget

IV.A Year-Three Budget Chart

Project Compass **Budget Implementation Phase, Year 4 (December 1, 2011-December 1, 2012)** **Please note that this budget reflects a reduction of 25% in the total request from the Nellie Mae Foundation.**			
Budget Category	**Total Budget**	**UMPI Cost Share**	**Request from the Nellie Mae Education Foundation ***
Personnel			
Community of Practice Membership	0		0
Clerical	26,084	0	26,084
Other Personnel	69,433.44	40,363.44	30,000
Benefits	47,758.72	20,181.72	28,042
Subtotal Personnel	143,276.16	60,545.16	84,126
Consultation			
Subtotal Consultation	12,000	3,500	8,500
Travel			
Travel to 2 Learning Community Meetings, Lodging & Ground Transportation Only	5,000	0	5,000
Other Travel	5,000	0	5,000
Subtotal Travel	10,000	0	10,000
Professional Development			
Subtotal Professional Development	10,090	0	10,090
Supplies			
Subtotal Supplies	6,000	0	6,000
Other			
Subtotal Other	537	0	537
TOTAL	181,903.16	64,045.16	119,253

Institution: University of Maine at Presque Isle
Contact: Raymond J. Rice

Phone: (207) 768-9416
E-mail: raymond.rice@umpi.edu

IV.C Year Four Budget Narrative

Project Compass Budget Narrative: Implementation Phase, Year 4. December 1, 2011-December 1, 2012

Institution: University of Maine at Presque Isle

Project Title: Project Compass

Line Item	Explanation of Requests from the Nellie Mae Education Foundation *
Personnel *Community of Practice Membership*	Chair, Community of Practice: $60,545.16 (or approximately 50% release time, including salary [$40,363.55] and benefits [$20,181.72], provided as UMPI's portion of the Year Four Compass budget)— identified in above budget under Cost Share "Other Personnel" item
Clerical	Administrative Assistant I (Project Compass)
Other Personnel	Director of Student Success & Innovative Education (Project Compass)
Benefits	Community of Practice Chair; Administrative Assistant I; & Retention Activities Coordinator (All Project Compass Members)
Consultation	Learning Community and Teaching/Learning Center consultants
Travel	Travel to two Learning Community meetings, lodging, in-transit meals, and ground transportation only
Other travel	Native American Social Networking (Maine/Canada Recognized Tribes)
Professional Development	Mini-Grant initiatives (maximum $2000 award; five projected recipients)
Supplies	Office & Workshop Supplies (Excludes Computer Hardware & Software)
Other	Office Services (Network Access, Telephone & Communications, Maintenance)

Institution:	University of Maine at Presque Isle
Contact:	Raymond J. Rice
Phone:	(207) 768-9416
E-mail:	Raymond.rice@umpi.edu

V. Selected Evidence

V.A Proceeding from Community of Practice Meetings

Minutes for 2010-2011

July 13, 2010

Minutes

Present:

Eddy Ruiz, Myrth Schwartz, Jeanie McGowan, Rocky Bear, and Luke Joseph

Overview:

- Native Center Web-site information

Category areas suggested:

- Project Compass
    1. COP, NAC, NEC members
- Native American Indian Waiver: Steps to apply for; Luke will work on this; link to UMPI's cataloged; scholarships
- Photo Gallery
- Native Voices, student organization
- Suggested reading material
- Links: to tribes; jilaptoq.ca; kisikuk.ca; abbe museum; mpbn.net; mitsc.org; State.me.us/education; maineindianbaskets.org
- Contacts: small Bio; Eddy, Luke, Rocky, Myrth and Jeanie
- Surveys
- Calendar: will connect to tribal sites for events (Pow-wows, Health Fairs, Bear Feast, Eagle Feast)
- Student Achievements
- Students who have graduated
- Current Events
- Email for Project Compass/ Native Education Center
- Possible to link to Facebook and Twitter
- Abbe Museum
- Nylander Museum
- Project compass related news articles
- Wabanaki Center in Orono: John Bear Mitchell / Steve Allen; naps.umaine.edu/links2.html

- NAC, Native Advisory Council seeks to develop and strengthen tribal-university relationships and enhance Native student success through sustained dialogue and engagement. Membership is derived from the Aroostook Band of Micmac's, Houlton Band of Maliseet Indians, Passamaquoddy Tribes of Indian Township and Pleasant Point, Tobique First Nation, and University of Maine at Presque Isle's Native Education Center. Its participants include tribal elders and community members; Native college students and university staff; and Director for Student Success and Innovative Education.

  NAC engagement consists of joint annual meetings and individual quarterly meetings with the intent to:
  - Develop mutually beneficial tribal-university structures
  - Develop a culturally responsive recruitment and retention models
  - Develop a deep and pervasive culture of inclusiveness and awareness
  - Develop culturally appropriate programs, advising, curriculum, and measures
  - Develop collective resources for program sustainability and student success

- Distinguish lecture serious: ask Rachel Rice
- November 2, Native Heritage Month: find location for speakers; arrange for two other speakers; John Bear Mitchell, Lt., Gov. Greydon Nicholas, and one more, maybe we could ask Dawn McPherson.
- Dick Harrison on Brochures / pictures from Appreciation Day event
- Link to Indian Health Services
- Resources: local businesses, restaurants, hotels…
- Micmac's Little Feathers, UMPI's ACAP daycare , Houlton ACAP daycare
- Housing: family housing
- Logic model
- Pictures of the Native Education Center
- Screen that moves/banner that scrolls?

August 9, 2010

Minutes

Present:

Jeanie McGowan, Eddy Ruiz, Rocky Bear, Myrth Schwartz

Overview:

- Grants
- Other ideas

Grant research / Grants submitted:

The grant research list was reviewed. It was decided to look into the Kellogg Foundation grant, application do September 30, 2010. Look at what Kellogg has funded and what they do fund.

Jeanie is going to start working on the DuPont Grant, develop a program which is science, education and culturally orientated. Maybe get Native Voices involved in grant writing.

Develop three strategic threads:

- Science
- Ecological
- Community based

STEM / Communities / Compass, with 3 boiler plates to each:

- Eddy, Project Compass
- Jeanie, STEM / Art collaboration
- Rocky, Community Service

Rocky will set up a conference call with JoAnne Dunn, “Friendship Center in Maine”

Princeton; Indian Township tribal government, 207-796-2310 / fax 207-796-2420

Maybe host a dinner on campus, bill it as a cultural event

Ideas:

Idea to start a “Friendship Center” / Healing Center at UMPI as a pilot program that could possibly be replicated at University of Southern Maine and the University of Maine at Orono. Chief Higgins from the Micmac tribe seemed to be positive about this idea and the committee has an appointment this week to discuss the possibility with Chief Commander of the Maliseet tribe.

A board of directors could be developed using the tribal Education Directors, there would be by-laws, and there would be one vote for one Tribe. The Board members would inform their individual councils about activities we are involved in. This would be a non-profit group, no council members or chiefs will be able to serve on this board.

There are many possibilities for collaboration:

- Native Veterans association
- Friendship Centers in Boston, Boston Indian Council
- New York Friendship Center

Possible collaboration with Sandra Huck, she runs the Reed Gallery on campus, maybe we could work with her and the tribes to put up a display of native culture/arts in the gallery

We should send a formal invitation to all of the Education Departments of the tribes, Chief and Councils from all 5 tribes in Maine and Tobique First Nation to attend activities we are putting on for November’s Native Heritages Month as well as a calendar of events for the year.

Communication on sharing a calendar on the Native Education Center web-site, idea is to give the Education Directors the password so they can add events onto our calendar as well.

August 10, 2010

Minutes

Present:

Jeanie McGowan, Rocky Bear, Luke Joseph, Eddy Ruiz, and Myrth Schwartz

Overview:

- 2010-2011 Calendar

Ideas and Topics for Calendar year 2010-2011

- Work with Aramark on specific events to include traditional native foods.
- Children should always be invited
- Items that need to be coordinated: Lecture series, space for events, time slots for schools to attend, Press release
- Suggested Lectures:
    1. John Dieffenbacher, Maine Indian Tribal State Commission:
    2. Paul Thibeault, Pine Tree Legal Attorney for the Native American unit:
    3. Lt. Governor Graydon Nicholas
    4. Claude Aobin from Ontario/Quebec, Wabanaki belt reading, Star ceremony
    5. Daniel Paul author, We Were Not the Savages
    6. Butch Phillips
    7. Buffy Sainte-Marie: Musical/lecture, Cradleboard
    8. Jon Freeman: Tufts U, cultural neuroscience, http://www.newsweek.com/2010/02/17/west-brain-east-brain .html

Ideas for a proposed Calendar:

August 2010:

- Indian Children / stereo PD

September 2010:

- Harvest Foods PD
- Indigenous Peoples Day: Sept 24: Lecture, artifacts review, kid sc/arch/art

October 2010: Archaeology

- David Putnam, projects, knapping: Location Native Education Center
- Have display of Native Library / with native drumming / singing and refreshments
- Lecture by Richard Howard Augustine

November 2010: Native American Heritage Month

- Lecture by Lieutenant Governor Graydon Nicholas: Nov 2, location MPR
- Lecture by David Perley
- Lecture on Heritage of North East
- Basket making demonstration, Richard Silliboy?
- Lecture by Daniel Paul from Nova Scotia
- Blessing
- The Real Thanksgiving/ Archeology perspective by David Putnam

- Cultural perspective by JoAnne Putnam
- Movie marathon

December 2010: Sovereignty, *Federal recognition (What is Sovereignty)*

- John Dennis, Donald Socktoma, Butch Philips, Newell Lewey and John Dieffenbacher-Krall in a round table discussion
- Federal Recognized (MITU)

January 2011*:* LD 291

- Professional development workshop for teachers/ students on LD291
- John Maddaur (UMO), Joseph Charney (Portland HS)

February 2011: Stereotyping

- February is Black History Month
- Professional development serious of work on *campus* stereotyping
- Have Elizabeth Sky-McIlvain, with traveling trunk (theme racial / gender), Jeanie will contact

March 2011: Spirituality

- Collective world view (comes from geographic)
- Women / Men perspectives
- Suggested Donna Augustine and or Edward Perley
- Native poetry / book

- Excerpt readings, children's readings times, illustration stereotyping authors, humorists, musicians, artists leaders
- Donna Augustine

April 2011: Native American Appreciation Day

- Native American Appreciation Day
- University Day
- Poetry month

May 2011: Fun

- Senior congrats gala fun
- Paul Burnstein (Canada)
- Music , dance night
- Male / Female drumming
- Native Food day
- Donna Loring

September 8, 2010

Follow-up Information

Overview:

- Contact list for Benchmark Roster
- LD291

Mr. Joseph Charney was invited as an educational expert to join the committee in Augusta Dept of Ed Social Studies that was created to develop the Wabanaki curriculum according to the LD291 mandate.

Mr. Charney works as an educator at the King Middle School in Portland Maine, teaching international studies and culture courses. He created…http://blogs.portlandschools.org/charnj/

Middle school site and blog operated by Charney—King Middle School, Portland, Maine.

RE: school in Aroostook and their LD291compliance.

The Maine Dept of Ed's Wabanaki LD291 curriculum site has a lot to offer:

http://maine.gov/education/lres/ss/wabanaki/resources.html

The state's online offerings in combination with the tribes' online offerings are quite thorough.

The state mandates that 7th and 8th grade teachers must include the LD291 in Maine history studies.

Maureen Smith of UMaine Orono's Native Studies (maureens@maine.edu) does workshops on this topic.

Lynn Mayer (lynn.mayer@mail.otsd.org) who is a librarian working at Old Town and does workshops on LD 291.

Dr. Jeannie Hamrin offered a cultural immersion course on Maine Native American History and Culture, at Husson College in 2010. Contact Bethany 973-1066 for more information

Maureen E. Smith offers an on-line course that provides an overview of the tribes that make up the Wabanaki Confederacy: the Maliseet, Micmac, Passamaquoddy, and Penobscot. It provides a survey of the individual tribes' history, culture, and philosophy, as well as a brief overview of Canadian, U.S., and Maine Indian history. It examines the world views, ways of life, arts, and literatures in detail of the Native nations which make up the Wabanaki Confederacy. This course will discuss and explore current issues and concerns, as well as critical concepts such as sovereignty, treaty rights, and tribal government. Belfast, ME (Hutchinson Center) Class Number: 2606 Sec.995

John Maddaus, Associate Professor, College of Education 5766 Shibles Hall; Orono, ME 04469-5766, Phone: 581-2429, FAX 581-2423

Mr. Maddaus worked within the education department at Orono to develop PD and curriculum that works with LD291. john.maddaus@umit.maine.edu

Donna Loring, Penobscot Representative to the State Legislature, will present a two-day workshop for educators to examine a number of current events and issues relevant to Wabanaki people today.
She is a tribal member of the Penobscot Indian Nation. Ms. Loring is the Nation's Representative to the Maine State Legislature. She previously held the position for four terms. She served as Interim Tribal Representative to the State Legislature from January 2005 to March 2005. During the same time she also served as the Penobscot Nation's Coordinator of Tribal, State and International Relations.

Ms. Loring authored and sponsored LD 291 "An Act to Require Teaching Maine Native American History and Culture in Maine's Schools" Governor Angus King signed the Act into law on June 14th 2001. A graduate of the University of Maine at Orono, she has a Bachelor of Arts in Political Science. Her professional background is in law enforcement and she is a graduate of the Maine Criminal Justice Academy.

Abbe Museum, 26 Mount Desert Street, Bar Harbor, ME
To register or for more information please call 288-3519 or email educator@abbemuseum.org
Marie C. Yarborough

Programs Coordinator
Abbe Museum
PO Box 286, 26 Mount Desert St.
Bar Harbor, ME 04609
tel: 207-288-3519
fax: 207-288-8979
CHECK OUT OUR NEW WEBSITE at www.abbemuseum.org

http://heritageinmaine.blogspot.com/

Patricia Erikson has authored a book of her NW experiences, "*Voices of a Thousand People"*. She currently works on Peaks Island as a museum educator.

Jeanie McGowan contacted her awhile ago and asked if she would come to Aroostook for a presentation--of her work with NW Native cultures/basket collections of the Makah--of her basic knowledge of education and LD291 and such.

October 18, 2010

Minutes

Present:

Jeanie McGowan, Eddy Ruiz and Myrth Schwartz

Overview:

- Coordinating two-day planning meeting
- Faculty Education plan
- Strategic Area 1

Update on Two-Day planning meeting schedule

Two Day planning meeting dates set for December 2 & 3, 2010. Glenn Gabbard will be attending. We have asked Steven Russell to be the facilitator for the meeting. The conference rooms at the Campus Center are all booked; we were able to get the Library Conference room for these two days. Aramark has been contacted, coffee, tea, juices and pastries will be served both mornings, for lunch attending members will go to the cafeteria.

Faculty Education plan

Some of the ideas / suggested were:

- To get David Perley to do faculty education on Native American culture
- Maybe use the Diversity Lecture Serious as a venue
- This should be an open form for faculty to participate in
- Start with faculty and then move onto students
- Do a survey with faculty, getting quantitative results in January
- We could do stereotyping in February with survey results directing topic
- Talk with Lynn Eldershaw about using afternoon lecture serious to educate faculty, students, and staff
- Open form to Newspapers-Campus Media, get people to talk
- Have a Diversity Committee , one example would be to offer round tables discussions on diversity
- Maybe we can get Graduate students from Orono / Colby (Kim-Anne Perkins, Shirley Rush) to show undergraduates what graduate level students are doing
- We could get Native Voices find other campus groups, interchange graduate work
- Connect with a Pathways group from Evergreen College in Washington D.C.

Strategic Area 1:1

- Work with Upward Bound
- Native Voices could be the vehicle to offer;
    - ✓ films/ movies monthly
    - ✓ Advertize it all over campus

    - ✓ Thursdays have chess games/ video games
    - ✓ Have one night a week that the community is invited
- Find out if the dorms are or can be equipment
- Integrate all students

Build as a Mini grant for these ideas. There could be more than one person responsible, follow-ups-representatives. Can we integrate tribal communities, for example connect Elders with the Youth? Maybe we could appoint Luke for this work.

Another mini grant idea would be to use the Radio stations on campus. Have times when they play different cultural music; see if students have CD's. This would provide a higher level of diversity. Maybe even do interview component. Ask Jacquelyn Lowman if this could be possible.

Ideas for the Community of Practice meetings; get students engaged in the LD 291 component.

Develop an academic using film, the Art's; ask for more engagement, maybe faculty members could offer extra points. Maybe have discussions after the film online using twitter or face book.

Assignments:

- Jeanie will contact Evergreen about off campus family and Arts.
- Jacquelyn could do the Radio / Newspaper
- Myrth could work with the Diversity Lecture Serious
- Eddy, Luke, Rocky, and Jeanie will work with the Native American Council
- Outreach-Eddy and Luke, high school's, family's, elder's
- Native Voices-student clubs and other student clubs

Strategic Area 1: 2

- Ray, Bonnie and Eddy component for FYLC-mini grants-deadline November 8, 2010
- Ray will do the PBS task force
- Jacquelyn is working on syllabi review
- Ray commutating

November 2, 2010

Minutes

Overview:

- Project Compass hosted guess speakers in honor of Native Heritage Month

Project Compass invited the Honorable Judge Graydon Nicholas, Lieutenant-Governor for the Province of New Brunswick, Tobique First Nation Chief Steward Paul, Houlton Band of Maliseet's Chief Brenda Commander and The Aroostook Band of Micmac's Chief Victoria Higgins to speak on the topic of "Education/Preservation of Native Culture".

The evening scheduled started off with a blessing ceremony provided by Micmac Cultural Director John Dennis. Followed by a Social with entertainment provided by The Aroostook Band of Micmac's Women's drum group and the Four Winds drum group from Presque Isle.

A Pot-Luck meal from the communities was served

The University of Maine at Presque Isle President Donald Zillman started off the speakers with a welcome speech. Maliseet Chief Brenda Commander could not make it, John Dennis was asked to speak in her place. After all of the speakers were finished there was a question and answer session with them provided.

As people let they were asked to fill out a survey on the event.

Invited guests:

Chiefs and Communities from Maliseet, Micmac, Penobscot, and Passamaquoddy tribes in Maine

Maliseet Nation of Kingsclear; Maliseet Nation of Madawaska; Maliseet Nation of Oromocto;

Maliseet Nation of Saint Mary's; Maliseet Nation of Wood stock

Community of Presque Isle and surrounding towns, UMO, MSSM, Carleton Project, NMCC, UMFK, High Schools from Presque Isle, Fort Kent, Ashland, Easton, Fort Fairfield, Houlton, and Central Aroostook, Board of Visitors, Foundation Members, Newspapers from Starherald, Bangor Daily, Channel X Radio, Citadel Broadcasting, University Times, and Maine Medi Sources.

Gifts were provided to the speakers as thank you for attending.

December 2 &3, 2010

Two-Day Planning Meeting

Minutes

First Day

11:30am-3:30pm

December 2, 2010

Present: Glenn Gabbard, Steven Russell, Myrth Schwartz, Jeanie McGowan, JoAnne Putnam, Jing Qi, Lorelei Lock, Bonnie Wood, Luke Joseph, Don Zillman, Jean Henderson, Richard Silliboy, Alice Sheppard, Bonnie DeVaney, Amber Wire, Eddy Ruiz, and Soloman Bear

Overview:

- Donald Zillman, President of the University of Maine at Presque Isle (UMPI), Welcome
- Glenn Gabbard, Associate Director for the New England Resource Center for Higher Education (NERCHE), Project Compass programs at the four grantee sites
- Steven Russell, Facilitator for the two day planning meeting
- Bonnie Wood, Professor of Biology at UMPI, Learning Community Coordinator, FYLC
- Lorelei Locke, Director of Advising at UMPI, PBS Task Force findings

Welcome from Don Zillman

Zillman welcomed everyone, talked about the success of Project Compass and the political funding attached to it.

Glenn Gabbard

Mr. Gabbard spoke on the progress and challenges of Project Compass within the four NERCHE campuses. The largest challenge being sustainability of the program and what this means in today's political situations in terms of resources. He stated, "Virtual learning is were more and more underserved / limited income students are moving toward".

Mr. Gabbard announced:

- The first report for NERCHE is due January 27, 2011
- Next NERCHE conference will be held in Portsmouth, New Hampshire February 4th and 5th 2011
- NERCHE will be offering Project Compass campuses facilitator training. There will be two two-day trainings, the first to be held before the end of March, and the second before the end of June. Each campus is invited to nominate two individuals to participate. Campuses will be asked to pay for travel; Project Compass will pay for the hotel accommodations, meals, and trainer fees. In return for support for the training itself, each facilitator will be asked to take part in a "facilitator corps," agreeing to participate in ongoing, collaborative technical assistance both within their respective campuses and to other Project Compass campuses. I'll be in touch soon with more details.

Steven Russell (facilitator for the meeting) started the meeting by asking for the group to respond to the following:

Specific plan for year 3

- Sustainability
- Communication plan
- What do we communicate
- Success
- Bridge gap between UMPI and Native Communities
- Ways to connect with other Compass campuses
- More tribal involvement from other States and Provinces
- 100% Retention
- How do we use data to inform us
- What is commitment from UMPI for sustainability and retention
- Renewed enthusiasm for project
- More inclusive UMPI - Houlton

Break for Lunch

The afternoon session with Dr. Wood and Ms. Locke

Dr. Bonnie Wood

Dr. Wood is the Learning Community Coordinator. She gave a brief history of how the Learning Communities was designed and organized for the Spring 2010 semester. She explained how students were recruited for two different learning communities (one group for students needing to take

Developmental Courses and the other group was the control, non-learning community students) during each of the Summer 2010 SOAR sessions.

There were two Learning Communities that ran in the Fall of 2010. All students in the First Year Seminars, Learning Community students and controls---non-learning community students were given pre- and post-semester surveys.

In the Spring of 2011 the data from these surveys will be carefully examined.

Ms. Lorelei Locke

Through the spring 2010 semester, a PBS Task Force was commissioned and chaired by Ray Rice, to examine the effectiveness of the university's developmental curriculum, known as "The Program of Basic Studies" or PBS courses, and to make appropriate recommendations regarding placement testing, course structure and delivery.

The task force reviewed course placement cut scores and current research on developmental coursework and retention. The task force also looked at the impact of developmental coursework upon the retention and graduation rates of Native American and First Nation students as a distinct cohort to ensure that any recommendations informed and supported research simultaneously being undertaken by the university's Project Compass grant, which specifically addresses the needs of these students.

A review of current literature and our own research confirmed a growing suspicion that the structure of our PBS program may not be providing the benefit intended and may, in some cases, even be harmful to persistence.

Based on the findings of the Task Force, the University of Maine at Presque Isle has implemented or will implement the following recommendations:

- Recalibrate existing testing score thresholds for placement in developmental courses
- Informally "suspend" the offering of MAT 13 (Arithmetic) for the 2010-2011academic year
- Study the success of students enrolling in MAT 17 (Basic Algebra) who would otherwise place into MAT 13

- Employ the "PLATO Learning Environment" system for both self-guided and tutored remediation
- Study on how the university's tutoring system may be best utilized in support of the above recommendations
- Revise English and Science courses so that they are appropriate for college level credit

Questions were answered from both speakers.

End of first day meeting

December 2 &3, 2010

Two-Day Planning Meeting

Minutes

Second Day

9am-2:30pm

December 3, 2010

Present: Glenn Gabbard, Eddy Ruiz, Steven Russell, Jeanie McGowan, Alice Sheppard, Amber Wire, JoAnne Putnam, Jing Qi, Rocky Bear, Luke Joseph, Bonnie DeVaney, Ray Rice, Mike Sonntag, and Myrth Schwartz

Overview:

- Define how Project Compass influenced: the COP members individually, the University, the faculty, and the institution
- Define how the COP members would keep on track
- Using the logic model develop a chart that identifies when goals will be completed and who is responsible for completing the goal

The group was asked to pick a poster out from all the posters that were offered that best describes;

How has Project Compass influenced you?

- Been a voyage
- More communication between Mike / Don and tribal members
- Seeing more Native students in the University
- Hope for the future
- Climbing the canyon and seeing the light
- I can impact change
- Everyone has own values-strengths more collaboration
- Thinking / Pondering about the future
- Everyone has their own values and strengths, learn to be more collaborative and acknowledge others strengths

How has this project influenced the University?

- Awareness, more effort in recruitment and retention
- Desire to learn more, key to expanding program to support students
- Enrollment has doubled
- Students now have a place to go to problem solve, for advocacy
- It has gotten Faculty thinking….promoting curriculum change
- Alice's classes
- Evaluation of programs, now they are built on evidence-reducing cut scores and raising awareness, impact of PRAXIS
- Community Educators aware of project, workshops, teaching teachers

- Opened and strengthened communication from the bands

- JoAnne's workshop for faculty
- Increased dialogue across areas: faculty-education department-across borders-bands
- Key community across band, working in partnerships with the Wabanaki people
- Create a model

How has Project Compass influences the faculty?

- Faculty are very interested
- Mechanism for faculty to participate
- We have a course on Wabanaki study's but not many faculty know this
- Faculty committee could be developed
- Data availability

How has this project influences the institution (what is different)

- Native Garden-concrete symbol
- Minor in Native Studies
- More cultural programs related to natives
- Conflicts have surfaced
- Social work students, roll playing
- Graduates out into the field in key positions
- More staff, students, and Facility members reaching out for more data
- System of data collection-awareness of importance of data
- Jacquelyn Lowman did a review of the syllabuses on campus and made recommendations

Keeping Ourselves on Track

- Area Chairs pay attention to plan
- Communication with ourselves (Community of Practice)
- Clear who is responsible

Plus	**Minus**
Dialogue	More open dialogue
Successes	Create a model of success
Questions focused on what we have achieved	Look at sustainability
	Admin-greater presence/Faculty/community
	Document of what we have achieved
	How do we inform community?

Break

The afternoon session

Building our calendar for 2010-2011 using the Logic Model as a guide

There are three strategic areas to be addressed:

- Area 1-Cultural Programming & Engagement: Chaired by Jeanie McGowan
- Area 2-Academic Affairs, Curriculum, & Faculty: Chaired by Ray Rice
- Area 3-Student Affairs & Advising: Chaired by Jim Stepp

The following charts are the outcome of the day's work:

Area 1: Cultural Programming and Engagement

Action steps	Who is Responsible	When Complete	Comments
Plan think tank / facilitators for Stereotype campaign _____ Dec Rocky presented in 2 classes, will do 2 more in spring _____ Monthly Film @NEC	McGowan , Bear, and Rush _____ Bear _____ Bear, McGowan, Joseph, and Ruiz	Campaign ends June 2011 _____ May 2011 _____ June 2011	Engage UMPI newspapers, radio, poster boards, create open forum and student response
Native Advisory Council -redefine goals and specifics -reinitiate with Tobique & Maliseet's -initiate with PI Micmac's & Houlton Maliseet's	Ruiz and Bear	Ongoing	Need to define council parameters
Native Voices support and activities	Ruiz is the advisor for Native Students	Ongoing	Persist in development need to guide and oversee
FEM Family Education Model Possible Professional Development for faculty and community educators	Ruiz, Bear, Joseph, faculty, administration and communities	Ongoing	
Support & begin to involve campus Diversity committee	Ruiz and McGowan	Ongoing	

Area 2-Academic Affairs, Curriculum, & Faculty: Chaired by Ray Rice

Action steps	Who is Responsible	When Complete	Comments
2:1 Assess feasibility of FYLC in the Fall and Spring	Wood and Ruiz	Mid-Spring	Multiple factors involved
FYS connection to FYLC	Rice and Lowman	Spring and Fall	
2:2 Announce Mini –Grants	Ruiz and Rice	Proposals due January 7, 2011	Mid-Report due March 7, 2011 Final Report due May, 27, 2011
2:3 Collect data to examine effectiveness of initiatives Explore Plato model Utility	Qi, Rice, and Locke	May 2011	
2:4 Schedule professional development opportunities -provide models, speakers	Rice and J. Putnam	Begin opportunities in Spring 2011	
2:5 Develop Rubric for GEC	Rice	Spring 2011	

Area 3-Student Affairs & Advising: Chaired by Jim Stepp

Action steps	Who is Responsible	When Complete	Comments
3:1 Review survey results from the first study	Group 1. Week review 2. Group discussion	January, prior to semester	
Inform new survey development >key points to follow up	Group	January, prior to semester	
Develop new instruments -Faculty/staff/administration -Students Purpose, Notification	1-2 Develop • Ruiz • Sheppard Group veterans	February 2011 February 2011	
Administer Surveys	Qi	March (mid) 2011	
Collect & Review data Create report(combine 1&2 study)	Group	April	
Inform Campus	Ruiz and Stepp	May	
3:2 Gather Web-site information -Diversity Collaboration with Diversity committee, student	NEC and Upward Bound	January 2011	

Develop Web - site		February 2011	
Going Live Notify Campus		February 2011	
3:3 Gather Information	NEC Upward Bound	January 2011	
Develop Brochure	Group (Media Relations (Brissette, Harrison) and Diversity Committee)	February / March 2011	
Distribute Brochure -Campus -Administration / UB -High Schools -Community	Group	April (prior to recruitment)	Campus Partnership
3:4a Review NESE Data SOAR Data	SOAR Committee Stepp, Corsello and Ruiz	January / February 2011	
Examine Diversity related questions & localize specific questions of importance (welcome/sense of belonging)	SOAR Committee Stepp, Corsello and Ruiz	January / February 2011	
Add new question to existing			

instruments	SOAR Committee Stepp, Corsello and Ruiz		
Collect & Analyze data	SOAR Committee Stepp, Corsello and Ruiz	September / October 2011	
Inform next year's orientation	SOAR Committee Stepp, Corsello and Ruiz	January / February 2011	
3:4b Messaging (Early Orientation)	Stepp, Corsello and SOAR Committee		
Review current format	Jim Stepp & Chris Corsello and SOAR Committee	January / February 2011	
Revise current format -Summer FYS (if continued) -Lunch engagement - Round table -Campus tour Resources & Diversity Center -Follow up calls Not just enrolling; Inform and empower, -Meal tickets -Collect data	Jim Stepp & Chris Corsello and SOAR Committee	January / February 2011	
-Finalize formula		March 2011	Continued engagement

Review data for following year		September 2011	Family / Supportive environment , Culture of Cary
3:5 Area meetings held every month	Stepp	Monthly starting December 2011	
Delegation of tasks	Stepp	December 2011	
Report of task progress & completion (written)	Stepp (Area Members)	January – July 2011	
Distribution of information	Ruiz		

December 17, 2010

Minutes

Present:

Vicky Cummings, Eddy Ruiz, Myrth Schwartz

Overview:

- Develop list of materials needed for advertising and promoting Project Compass/ Native Appreciation Day

List of requested items and prices:

- $200.00 Logo design
- $250.00 for one thousand Brochures'
- $225.00 for one thousand Postcards'
- $272.00 for Fliers, option is to by the set-up
- $200.00 for Stickers, 41/2 by 4 ½
- $ 4.48 each for Presentation folders, 9 x 12 with business card
- $109.00 for a Banner , 2 x 10
- $ 60.00 an hour to build a web-site

Other ideas:

- T-Shirts
- Water bottles
- Pens

Vicky will do up an estimate for all materials. Myrth will send her the:

- Wabanaki Logo
- Brochure that has been currently used

Next meeting will be in January, 2011

January 14, 2011

Minutes

Meeting with Design Company

Present:

Eddy Ruiz, Myrth Schwartz and Vickie Cummings (owner of VC Print)

The first item:

Logo design:

- Increase wabanaki symbol in middle of design
- Change the image of rocks / stones around the logo border
- Include UMPI logo
- Logo will come with a vector file CD (jpeg)
- Cost: $400.00

Brochures:

- 8.5" x 11"Full Color (4/4) on 100ib Gloss Text-Tri-Fold:
  Quantity 1,000.00: Rate $0.195
- Designed and set-up -Additional Graphic or Stock Photos Not included:
  Rate $200.00
- Cost: $395.00

Stickers:

- 3"x 6" Full color Stickers on 60 lb. Gloss Coated Crack and Peel Label with UV Lamination
  Quantity 1,000.00: Rate $0.179
- Or 3"x5" Full color Stickers on a Roll –Indoor/Outdoor Vinyl with Clear Gloss Lamination
  Quantity 500: Rate $0.686
- Cost: $343.00

Neo Pen:

- 5-7 /16"1x1/2" diameter
- Colors: blue, green, orange, purple and red
- Price includes: 1-color imprint, 1 location

- Screen print: barrel, 1-1/2”w x 9/16”h, 1 color(s)max
- UPS Ground to 04769: $25.00
- Quantity 300: Rate $1.01
- Cost: $328.00

Café Mug-16 oz.:

- Materials: ironstone ceramic
- Size; 5”w x 6”h, 3-3/8: diameter
- Mug colors: black, navy, white
- Price includes: 1-color, 1-location imprint
- Standard set-up fee: $50.00
- UPS Ground Estimated Shipping: $75.00
- Quantity 72: Rate $3.35
- Cost: $366.20

Pacey-18oz:

- Materials: Polycarbonate stainless steel
- Product size: 2-7/8” X 9”h
  Quantity 72: Rate $7.13
- Product colors: clear, ice blue, pink, red
- Price includes: 1-color, 1-location imprint and lid assembly
- Screen print: 1 slide, 3-1/2”w x 3”h, 1 color(s) max
- Set fee: $50.00
- Shipping to 04769: $50.00
- Cost: $613.36

Stickers:

- 3.5”x 8.5” Full color on both sides (4/4)
  Quantity 1,000.00: Rate $0.15
- 14 pt. Gloss cover
- Set-up & Design: $130.00
- No stock graphics included
- Cost: $280.0

Banner:

- Full color and Photo (2 weeks)

The Café’ Mugs are the only thing that may change. Myrth will get invoices when products arrive.

February 11, 2011

Minutes

Present:

Jim Stepp, Glenn Gabbard, Eddy Ruiz, Luke Joseph, Jeanie McGowan, Jing Qi, Jacquelyn Lowman, Jean Henderson, Ray Rice, Amber Wire, Dena Dudley, Teresitia Hamel, JoAnne Putnam, Lorelei Locke, Bonnie Devaney, Myrth Schwartz

Started with the agenda for the day's work:

- Group discussion

- Updates from Strategic Area's
- Questions: Learning Communities/ Surveys

Introductions were done for the two new student members (Dena Dudley and Teresitia Hamel).

The Students presented information on two grants they had received, one from NERCHE and the other from our local Project Compass. The grants will be used to start a Peer Mentor Program, with the goal of retention. They will work with incoming freshman, assist and help with orientating students to the campus, classes, etc… Dena and Teresitia plan on collaborating with Bridgewater College on their mentoring program.

Strategic Area 1: *Cultural Programming & Engagement*

Eddy Ruiz

Initiatives we have been undertaking: We have hired a print design company, VC Print, and have come up with a "New logo", which will be used to advertise and recruit new students. UMPI's Media Relations gave us permission to use our own color pallet. We will have a professional looking brochures, the logo will be put on T-shirts, water bottles, mugs, stickers, stuff that all students can utilize. We are working with the Diversity Committee on campus to develop a "Diversity Brochure" which will include information such as: a list of all clubs on campus, with contact info, times of meetings and locations.

Update on Native Education Center:

Total hours 182.25 were recorded; there were 163 visits to the center, with 146 students visiting for academic reasons. We have had students come into the center for Native American information; Returning students bringing in new students in, helping the new students maneuver the campus.

Glenn said that in Road Island there is a Multicultural Center; their activities seek out ways to involve Professors, with a goal to get people into the center and engaged interest across campus.

Native Voices Club has seen a real growth in their engagements. Contacts have grown from 106 to 321 for the last month, which shows success with the center.

Referring back to Dena and Teresitia Mentor program, we proposed the idea that First Year Learning Community Students would be mentored by Junior and Senior peers for one whole year. A lot of times a student is much more comfortable talking with a peer rather than a professor. We have included an evaluation form to use as feedback for project compass but also for the mentors. We are discussing right now the possibility of bringing students on campus before classes start to give them a tour of the campus to help make them feel more comfortable. During orientation we would like to see SOAR

(Student Orientation Advising and Registration) incorporate the NEC (Native Education Center) on the tour of the campus. This will reinforce that the Native Education Center is opened to all students. On University day (April 13) we plan to promote information on this. The NEC is unique that it is not academic orientated.

We are creating a model, sharing it is part of the value. We want to encourage all students and help them realize they can succeed: The personal element at the start from comfort level to comfort level; Hands on models are very important; especially for first year students; Encouraging development. The Center could be much more, create a peer to peer, partnering with Project compass places to see where they are going with this; Students engage Students; Students engage Faculty; Leads to recruitment.

Other elements; doing social marketing for Center, some are connecting; Support students in different ways, help people find their way. Alternative sources-modeling it; getting the word out, the new logo will help; the website will help people know we are here and what we can do for them; broader scope.

Across the country they are linking K-12 students; developing model where colleges go into middle schools (Goggle School Mentoring. We are working with Upward Bound on how we can help with recruitment.

Strategic Area 2: *Academic Affairs, Curriculum, & Faculty*

Ray Rice

We have a math course doing play dough model and it seems to be successful. Lorelei is working with the Limestone High School developing a course to replicate at other schools. We are Piloting this fall; English 114, if students do well they can move up into the next level course and get three credit hours.

Based on placement scores, 25% of students don't need to be in Eng. 114.

In the fall semester guidance counselors will help students to get development course before they come to college using an online learning tool called Play dough. Placement test Limestone students at end of junior year, so they can prep in there senior year, 14% to 15% of that number, we will know what number will be able to set for UMPI placement testing. We want to expand into other schools/ classes/ community college verses University. We have students going to Northern Maine Community College who are taking the technical courses on Wind Turbines and then coming to UMPI for the core curriculum. We are looking for more people to come on board. Math, Science, English: Combing reading and writing. After the Pilot year we are intending to go to other schools in the area. How much will students retain over the summer; that is the question. The plan is they will do placement testing using play dough and will post test them to see. We will follow them through their Frenchman year. Academically nationwide research journals and local data summarize the importance for our campus to focus on the learner not the academics discipline.

Specifically promotes linkages across different instructions and Jacquelyn Lowman will connect these. Increase student satisfaction; 50% of students are national and 50% of students change their major; we are right along the national level. Persistent rates for UMPI, out of 223 intrusion rate by end of second semester 40%, 50%, 70% of students have left.

In 2 Learning Community Section1: 4 out of 16 didn't come back, 2 Learning Community all at risk students remain (16-17). We are watching to see how many of the 16 remain

We will be running three (3) Learning Community sessions in the fall, Two (2) will be at risk based on first year at risk.

Is there a way to find out why students leave?

Focus groups, FY classes, transfer students, and get information on why they choose UMPI

Social cohesion, want all LC students with mentor, we can blend:

1:2 We had to many class in Learning Community, we were into august before they were filled.

2:2 We had to connect Academic courses and find a way to schedule them a year in advance.

What courses would benefit and find faculty willing and able

Upper level not supportive of diversity; there are systemic and faculty problems. Some comes from the way faculty is evaluated; some from economics; Fact is that this is the reality of public schools.

It may seem that many pieces are in the air, we are doing it all at once. We want to have good structure so that it won't fall apart if people leave.

Strategic Area 3: *Student Affairs & Advising*

Jim Stepp

Survey's work with student retention, Noel Levites model is what we are working with right now. There are 22 strategic action plans that will be implemented over several years. For example we will be working with Faculty to get out early warnings as well as working with students allowing for better feedback, which will roll into our retention plan. Using Mainestreet, within two days faculty and staff can contact student and problem can be addressed and interaction started.

There are pieces to be done before fall.

1. Develop website, we have contracted with VC Print to help design web site
2. Diversity brochure, work is being done on this, have hired VC print to do the brochure
3. Working with SOAR, goal is to get two or three Native Voice Club students to get involved
4. We will have 4 orientations over the summer, one is for any overflow that we may have.

Break for Lunch

Second part of day will be chairs meeting

March 11, 2011

Minutes

Present: Luke Joseph, David Putnam, Eddy Ruiz, Ray Rice, Jeanie McGowan, Jean Henderson, Jacquelyn Lowman, Glenn Gabbard, Jim Stepp, Steven Russell, Lorelei Locke, Myrth Schwartz, Alice Sheppard, Teresitia Hamel

Welcome, thank you Steven and everyone for attending.

Before we start I would like to announce that our Project Compass grant has been extended this year because of the last start, September 30 is when our Year 4 renewal grant proposal is due. This will give us the opportunity to transition programs developed.

Logistics of the day

Lunch is at the café

Bathroom is all the way down the hall to your right for Men, half way down the hall for women

Accomplish today

Plan to achieve sustainability/ actions for 18 months (the rest of this year and next), Finish some plan on sustainability actions today.

Sustainability

Year 4

- What are the goals for sustainability
- Sustainability activities
- What we need to do
- Engage others

Identified:

- ✓ Campus /tribal wide/ K-12 community events

- ✓ Provide updates information
- ✓ Community of Practice membership
- ✓ Ownership of task

The University systems have been flat funded, which means there may be funds from existing funding but major funding needs to come from outside sources.

What are the aspects that can be turned over or systemized? The Vice President sees that the Science 12 course has had a positive impact on persistent rates and we are putting it together as a 3 credit course. The development of the PBS Learning Community's persistent rates shows the need to be institutionalized with more direct connection with academics. We will separate those that need funding and build budget on that. Change in Faculty and Curriculum- Wabanaki studies, Micmac language/ these courses are sustainable.

We can take year one data and compare it to year two to show how this program has grown and has been taken into a new direction. Jing will now be 100% IR, which means she will have more time to spend with project compass.

We are inventorying who is using the Native Education Center and why they are using it; socializing, empowerment zone, we want to get the maxim use of the space. Positive side – thinks have been embedded -faculty involvement, we have April 16- Speakers- to give importance to what we are doing.

Jacquelyn will be working on Arts/Sciences syllabi this summer, workshops after. Many Faculties have been including Native education in their classes but if this is not indicated in the syllabi then no one knows it was done. We will be working on getting Faculty members to include information on their syllabi.

We have been including surveys in diversity based Lectures for the whole semester, analyze for the information.

Challenges on sustainability, President Zillman does push Project Compass to other Maine Universities. However, the Wabanaki Center in Orono is closing down.

We could look at the Wabanaki Center as an extension (create a Native College within a University) that would be federally funded.

Tribal Colleges get funding from Senate-Native Higher Education Consortment-they help Traditional tribes develop their Tribal college, there has never been one within a college system.

Could get funding from NSF / NASA tribal college to develop a Tribal college with the University system, would have to have 51% student body be Native American – we could get this number by extending the college onto the reservations, Online classes.

Glen- Really impressed with UMPI's call for facilitator training course-because of the amount of people who wanted to attend the class NERCHE is offering the training at UMPI. Plans will be made to offer the three day training in May. Involve people from across the institution, the capacity for training 18-20. This training can be used in syllabi/agenda development; with something you may want to launch; with developing a strategic planning model; In terms of campus, community, and bands.

Students proposal-Peer Mentoring Program- has been approved

NERCHE input will shift in Year 4, we are working on how to be helpful in other ways-example-broaden learning community meeting focus on underserved students

-broaden research base

-broaden evaluation reports

-Co-author reports, nothing says it has to be just a written report

There are funding opportunities here in Maine; Davis Education Foundation -deadline is March 15 and May 15. Service Learning Grant in Washington: the RFP is for Native American/Indigenous people/ Opportunities for service learning

Other 3 campus are Recruiting

- Lyndon-have separate study on rural students
- Easton success with their Center
- Faculty Development is a critical function

What is happening in each strategic area?

Area 1:

Try to link with NAE, Upward Bound, Tribal offices, however the Communities-Recruitment model will not be changed which means High School Councils still have final say, they self-select who gets / comes to the information about colleges. Houlton makes these open to everyone. High School aspirations is paid for from the Department of Education and UMPI ways 50% of the fee, High School aspiration students take courses on college campus, students will be coming up here soon an a tour of the campus.

Working on data base for students, fall 2000 –up to present date base; this and center data will have for next meeting. Native Voices, more students attending, they have a sense of joint ownership, mixture of tribes, mix of females and males.

Area 2:

Program Learning Community for fall, linking FYS, we had a positive collation with at risk students,

5 out of 6 were retained. This far exceeds what we have had. We are attempting to have more contact occurring on weekly bases; having more positive feedback. First Generation Students are our largest drop-out group.

Lorelei is working with Limestone High School guidance counselors on development courses; High School to College prep work. She has been testing students to see where they would place/ or would be required to start with Math 17. Seven (7) students took the placement test and if they pass they will be able to go into college level class Math 117. This is done by using a program called Play dough.

Students in Houlton are using the play dough program, they really enjoy it. The students can work on a program in their own time. Maybe we could find funding for the play dough program?

The new Play Dough program will be on blackboard in Math 17 / Math117

Area 3:

Student retention knowledge: many faculties don't realize how much retention work they do. There is a survey being sent to staff to see what their understanding of retention is. This will go out to chairs and faculty.

We have a website being develop; some parts running, showing diversity activities on campus.

Project Compass is creating a diversity / program brochure (working with VC print).

Project Compass orientation program will give students a better sense of belonging, lots of contact going on.

Connection with Noel Levites

- 22-24 action plans that we will be implementing within the next few years.
- Supporting med-term warnings
  We talk to students / senior advisors/ talk about ongoing concerns
  Eddy and Luke are doing early warnings, contacting faculty

- Admissions grant is recruiting people, focusing attention on Southern and Northern Maine and the Maritimes

Next step:

What are the ways that sustainability can be assured?

Aspects that are sustainable

Aspect most vulnerable

1. What are the ways that sustainability can be assured?
   - Resources-grants, clearing house, strategic planning
   - Commitment –Institutional, relationships within the community
   - Collaborating data-sharing results

- Communication and Publicity
- Professional development
- Students Buy-in-critical mass
- Curriculum and Scholarship
- Institutional Development, strategic identity
- Outcomes-relevance, employability

2. Aspects that are sustainable
    - Disseminating information
    - Student services
    - General Education
    - Institutional Research
    - Wabanaki garden and art

3. Aspect most vulnerable
    - Personnel-Compass staff
    - Center
    - Discreet Cultural Activities
    - Data Collection regarding diversity
    - Community connections and regional schools
    - Leadership change-COP (Community of Practice)
    - Native Voices
    - Students –recruitment –retention
    - Project compass model-Community of Practice

Break for Lunch

Break down in 3 Area groups

Refining/defining Sustainability Action Steps

Open to Group: How to shift from year 3 into year 4 using COP time to refocus

Think though planning process for year 4 with different defined goals-activities toward sustainability.

It is useful to have senior leaders present. Based on accomplishments of years 1-3: Plan where people are assigned tasks: set up meeting to focus on task.

Be strategic about goals for this: Specific purpose-how do we move forward-meetings focus on different aspects;

- Could have time to talk about grants
- How to influence larger institutions culture
- Representation form-tribal, campus, schools, external components
- Responsible for what you are doing, your interventions, more-NERCHE might have to facilitate meeting-think about limits we have

Sharpen scope on sustainability, next meeting do some planning-form foundation board goals, find grant support that campus can glean some money from. Cataloging tasks in new ways-new partnerships to work with you; Need to get by in from the campus-go to Dean Corsello, Vice President of Academic Affairs Michael Sonntag and ask for funds. Bring into social events, talk about what has been accomplished (Data/ Admissions) need by in, how do we get the rest of the campus to support us?

Create power-points, pie charts, drafts, to sell what we have done to get funding to continue.

How do we configure it and how do we market it?

Show how these efforts are intrinsic. Are there groups out there where we can show what we have done? Maybe there is a cause out there-First Nations-worldwide movement; you have people to do testimonies (qualitative, quantitative data).

Please see Table “What are the goals for year 4”

Community of Practice
PROJECT COMPASS

What are the goals for Year 4

Student recruitment	**Public Relations**	**Enhancing Involvement**	**Strategic Capacity Building**	**Developing and Sharing resources**	**Data collection Analysis**	**Student Advocacy**	**Refoc Camp Clima through Awaren**
Presentation at High School by students	Create video presentation on the effectiveness of project compass	VP involvement	Collaboration with schools and bands	Obtain funding for future; Grants	LC persistence rates documented / compared	Promote student success and self - efficacy	Untangl exclusio /ethnic open an environ
Recruitment from Tribes & 1st Nations who are self-sustained through their own businesses	MPBN	Joint ownership taken by academic & students affairs	Strengthen connections with bands	Dept of Edu grants: tying in with PreK-12 students and doing postsecondary and college visits to potentially get funding	Utilize retention survey to provide training on retention possibilities (by in communication)	Student Ambassadors	Investig site usab content commu
Recruit more underserved students		Activate participation from Senior leadership and other campus leaders	Facilitate daylong meeting with specifically selected community partners	Native schools (college) with fed grants	Retention data qualitative and quantitative	Engagement of more students	Shift ins culture . Campu . Appre celebrat diversity
		Engagement of senior administration	Retain personnel and expand	Public schools LD 291 collaboration for funding	Remediation amelioration documented	Retain more under served students	
				Facilitate regular opportunities to generate specific grant proposals and archive/share results	Create PPT on data outcomes which complement institutional efforts	Student empowerment	
				Partnership and fundraising (local targets)	Share successful retention strategies		
				Grants – IDC Events			

				K-12 Tribes Prof development			

Community of Practice
PROJECT COMPASS

April 8, 2011

Minutes

Present: Ray Rice, Bonnie DeVaney, Norman Bernard, Nick Paul, Jeanie McGowan, Alice Sheppard, Jacquie Lowman, David Putnam, JoAnne Putnam, Eddy Ruiz, Luke Joseph, Edward Perley, Jim Beard, Bonnie Wood, Pauochau Paul, and Myrth Schwartz

Introductions were done around the room.

Jim Beard author of "Walking Spirit in the Native Way" was introduced by Edward Perley. Jim talked about his book, his connection with tribes, and tribal culture.

Community of Practice
PROJECT COMPASS

May 19, 2011

1 of 2 Day Facilitator Training

Present:

Lisa Udasco, Shirley Jewell, Jacquie Lowman, Nichole Francis, Alice Sheppard, Myrth Schwartz, Ray Rice, Eddy Ruiz, Luke Joseph, Jing Qi, Jeanie McGowan, Michael Sonntag

Facilitators: Nancy Jackson and Ruth-Ann Rasbold

Introductions were done around the room. Nancy started the training by defining

"Facilitation" as: To make easy

Focused Conversation examples:

Weekly Staff Supervision

RA: To debrief the successes and challenges of a staff person's week and determine what to do next.

EA: To feel supported and heard

Objective	What were your objectives this week? What projects are you working on? What were you able to accomplish? What tasks are completed or still open?
Reflective	What was a highlight for you this week? What concerns cropped up?
Interpretive	What are the factors that contribute to your inability to complete some tasks? What other issues or problems are on the table?

	What are the options to address these issues?
Decisional	What should we do to make your work next week successful? What can I do to help facilitate to your work?

Reflect on a Recently Completed Event

RA: Understand and review positive and negative outcomes.

Understand the motivation of participants to attend.

EA: Organizers and participants are valued and recognized

Objective	What did you observe?
Reflective	What was the best part of this experience? What was the part of your experience? Concerns?
Interpretive	What changes do you suggest? What can be learned from other events?
Decisional	What things should we do to start planning for next year?

Respond to Negative Press

RA: Get out the facts to control the spin

EA: Address morale and positive general perception

Community of Practice
PROJECT COMPASS

Objective	What was said, exactly, written or communicated? Who or what entities initiated it?
Reflective	What concerns us about this information? What are possible silver linings? What do we need to keep in mind from past dealings with negative press?
Interpretive	What is motivating this response? What are the critical points of importance? What is worth ignoring? Who are our allies? What are the best approaches and format to explaining our response?
Decisional	Who can give us the information we need to respond? What can be done in the future to prevent a situation like this?

Determine if Staff are Overworked

RA: Determine if staff are overworked

EA: Provide assurance, recognition and have an improved mood/morale

Objective	Explain your overall responsibly and if overtime is required? What types of support do you receive?
Reflective	What types of support are you looking for or would like? What concerns you?
Interpretive	What appears to be the central issue or key problem?

Decisional	What will we do differently? What are the first steps we need to take?

Community of Practice
PROJECT COMPASS

Consensus Workshop example:

What are all the ways to enhance involvement of the various constituencies to sustain and grow the work of Project Compass?

Open New Community Partnerships	Leverage Success	Engage Campus	Share Research Findings	Encourage Institutional Change	Build Inclusive Communities	Continue Funding	Build Relationships
▪ Involvement and collaboration by constituencies ▪ More direct engagement in communities (go there, not just come here) ▪ Don't focus on uninvolved. Focus on and build in early adopters ▪ Engage local schools to join inclusion efforts (K-12) ▪ Collaboration with community, colleges and tribal communities.	▪ Parlay our success into good notoriety ▪ Market success ▪ Prepare DVD for awareness ▪ Public relations to all communities ▪ PR for Project Compass ▪ PR for project's benefits to target students will benefit all students	▪ Show faculty relevance to their programs ▪ PDF of new resources (music, books, DVD, etc.) ▪ More and broader faculty and student buy-in and involvement ▪ More student-faculty-tribal engagement ▪ More collaboration and involvement by officers/staff	▪ Distribute annual report ▪ Share data findings ▪ Historical narrative of Compass ▪ Promote more humanities research-build data ▪ Publicize existing data to constituencies (appropriately)	▪ Develop Native Advisory Board members ▪ Remove bureaucracy – fewer barriers Accompany recruiting officers ▪ Project Compass and admissions collaborate on college fairs ▪ Accompany recruiting officers	▪ Acknowledge and address racism ▪ Celebrate diversity ▪ When you say "why", reply "why not"? ▪ Promote Project Compass as diversity model of success	▪ Create UMPI grant office/admin ▪ Grants ▪ Find community funders	▪ Project Compass meetings held at gov't levels ▪ Relationship and trust building

What are the essential elements of a perfect vacation?				
Go at your Own Place	**Location** **Location**	**Sensation Seeking**	**Good Company**	**Careful Planning**
• No set schedule • Time flexibility • Relaxing • Time to think, write and read • Don't be rushed • No work • Absence of daily responsibilities • At peace/spiritual	• Commune with nature • Quiet peaceful place • Nice scenery • Enjoying the climate • Ocean Beach • Weather • Nice Location • Relaxing setting	• Getting lost is FUN • Exhausted at the day's end • New experiences: Going to a live show, visiting a well-known location • Able to do/see something new • Can't pronounce the street signs • Food is delicious and different	• Good travel mate • Do something for everyone • Friends to share with • Time with family • Good company • Good book	• No surprise • Having enough money • Have a plan, even if it's no plan • Flight on time

What are creative ways of getting out of a speeding ticket?						
Plea for Sympathy	**Going Rogue**	**Play the Blame Game**	**Use the Body to Create a Diversion**	**Play the Pleasant Card**	**Emergency!**	**Anticipate**
▪ Cry ▪ Cry for sympathy ▪ Start shaking and crying profusely	▪ Turn into the nearest driveway ▪ Ditch the cop	▪ Did not see sign ▪ Speedometer is broken ▪ Blame your passengers for your inattention ▪ Child wanted a demonstra-tion of Newton's Law ▪ Act surprised at your speed ▪ Lean on horn and pretend it is stuck ▪ Ignorance of speed limit ▪ Act surprised	▪ Use your assets ▪ When you roll down your window, lean out and throw up on the officer's shoes ▪ Water tablets kicking in ▪ Say, "Sir, please take off that big hat so I can see your beautiful eyes." ▪ Into handcuffs	▪ Don't argue ▪ Tell the truth ▪ Be very polite ▪ Act very innocent ▪ Have a good sense of humor	▪ Wife is pregnant ▪ Medical emergency – make up a reasonable excuse ▪ Going to hospital ▪ Play dead	▪ Have a service dog ▪ Have a Police Chief Association decal on your card

How to make a Sticky Wall

Materials you will need:

1. A piece of rip-stop nylon, 45 inches wide by 3 yards.

   You can purchase rip-stop nylon (sports nylon) at any full service fabric store. This is the material that is used for sleeping bags and down jackets. (Though it comes in a variety of colors, blue seems to be the easiest on the eyes during long planning sessions). Typically, rip-stop nylon costs around $6.00 per yard.

2. Repositionable adhesive spray (we use remount or spray mount, both 3-M products – about $18/can). One can be sufficient to treat one length of nylon.

Instructions:

1. Be sure the wide ends of the nylon have been sewn with a narrow hem. Though the nylon is designed to NOT ravel, this will ensure that the edges will remain neat.

2. Pin the nylon with the shiny side up on a wall or other flat surface.

3. With the Remount, spray the nylon. To do this, hold the can about 8 inches away from the nylon. The spray should come out in a fine mist and should be applied evenly to the nylon. First spray the nylon from left to right, applying in broad arcs, then from top to bottom. Make sure that you have sprayed the edges of the nylon thoroughly.

4. At this point, you can either hang it up on a wall or fold it up (adhesive side in) and store it. You may have to respray it occasionally if you use it frequently.

5. When folding the sticky wall to put it away, always fold with the sticky side inside. Also, remember that if the sticky side touches the ground or rug, it will pick up lots of dust and dirt; this makes the wall very difficult to use. If the wall gets dirty, you may wash it (by itself in cold water with regular laundry detergent) and then re-spray.

Uses for a Sticky Wall:

Treated nylon can be used in many ways:

- Displaying group work during planning sessions.

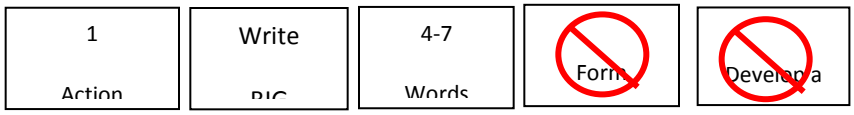
- Keeping track of multiple-step projects, listing projects sequentially.
- Displaying large sheets of paper during planning or brainstorming.
- In short, the nylon may be used to position documents that need to be moved from one place to another during a discussion in order to facilitate participation from group members or to see multiple ways different ideas can be organized.

Pre-sewn sticky walls may be purchased as part of a larger facilitation kit for $135.00 from ICA (Go to www.ica-usa.org). You will receive a kit that contains the basic tools needed to conduct facilitated workshops, discussions and planning sessions:

- A 5 x 12 lightweight nylon wall
- 9 oz. Can of Artists layout spray
- Case of thirty felt-tipped marker pens
- Top Canvas Tote Bag, 14" tall x 17" ½" wide
- A pre-sewn sticky wall (without kit) may be purchased for $60.00 plus postage.

Materials and Equipment needed for Action Planning

Equipment	☐ Sticky wall ☐ Spray mount ☐ A variety of methods to hand the sticky wall (be prepared!) ○ Push pins ○ Blue tape ○ Alligator clips ○ magnets ☐ Markers (blue, green, purple, brown, black [not red, orange, yellow]) ☐ Post-its (3X5) ☐ Half-sheets ☐ Toys

AV material	
Paper for you	☐ GFM book
Paper for participants	☐ Name tents or name tags ☐ Blank white half-sheets ☐ Blank green bordered half-sheets, yellow bordered half-sheets (one for each team and a couple of extras) ☐ Evaluation forms ☐ *How to make a sticky wall*
Cards for sticky wall	☐ Model half-sheets  ☐ Symbol half-sheets (one color) for columns ☐ Naming half-sheets (a different color) ☐ Title half-sheets (bordered):  ☐ Half-sheets (bordered) for calendar time segments (weeks, months, quarters)
Big Sheets	☐ Agenda ☐ Focus question or project ☐ Victory (circle) ☐ Strengths/Weaknesses/Benefits/Dangers (circle) ☐ Commitment (star burst)

May 20, 2011

2 of 2 Day Facilitator Training

Present: Nichol Francis, Shirley Jewell, Eddy Ruiz, Ray Rice, Lisa Udasco, Jing Qi, Jacquelyn Lowman, Jeanie McGowan, Myrth Schwartz

Action Planning: ICA-USA.org

Usually takes 3 to 4 hours

There is always a Rational AIM and Experiential AIM

Rational AIM: is the intent or practical goal of the conversation. It guides the collective thinking process and determines the direction of the conversation.

Experiential AIM: is the inner impact of the conversation. It affects the mood of the group and sets the tone of the communication between participants.

The steps of an Action Plan:

Rational AIM				Experiential AIM			
I	II	III	IV	V	VI	VII	VIII
CONTEXT	VICTORY	CURRENT REALITY	COMMITMENT	KEY ACTION	CALENDAR	COORDINATION	RESOLVE
Review the givens	**Envision the Future**	**Current Reality**	**Ensure Commitment**	**Identify the task**	**Establish Timeframes**	**Finalize Details**	**Affirm & Celebrate**

1. Introduce the planning activity 2. Review background and previously made decisions 3. Briefly outline the time-frame for this meeting and the 8 critical parts of the Action Planning Process 10-30 minutes	4. Ask the group to imagine the day after completion. What do you see/feel/ hear? (You can do visualization) Put responses inside a large circle drawn on flip chart paper. 10-20 minutes	5.List the strengths and weaknesses of the team 6. Talk through potential benefits and dangers that would result from succeeding with this action plan. Make notes on a flip chart and post. 10-20 minutes	7. Develop a clear, compelling, and concise statement or list of components that everyone is committed to. Write on a flip chart and post. 10-20 minutes	8. Brainstorm actions that will accomplish the task 9. Cluster actions by those that could be done by the same subgroup or task force 10. Divide into self-selected subgroups to finalize actions 30-60 minutes	11. Each subgroup plans its activities and puts their actions on cards 12. Each subgroup places its cards on a large calendar and reports its plan to the whole group. 45-60 minutes includes a 15 minute break	13. The large group adjusts the calendar to reflect the coordination required among the subgroups. 14. The whole group decides on details of coordinating leadership, budget, and follow through mechanisms 15-30 minutes	15. Facilitate a celebrative Focused Conversation to confirm the group resolve. 16. Create a catchy title, campaign slogan, or visual image of the task. 17. Decide next steps. 20-30 minutes

Tracking Implementation

Implementation that takes the plans off the shelf and puts them into action is an art. Below are some insights that have proven helpful in moving toward action.

Build and Sustain Momentum

- Establish a rhythm of planning, accomplishments, and celebration
- Plan an early success
- Keep the purpose before the team

Keep Everyone Informed

- Report regularly on progress
- Keep wall calendar updated and posted. Use as decoration
- Keep all informed of meetings

Meet Regularly to Update Plan

- Which actions were initiated since we last met
- What were the accomplishments since then
- What have you learned
- Were there any breakthroughs and If so what
- Where are you blocked or challenged
- Where do you need to focus now

Motivate the Team

- Acknowledge all the little accomplishments and efforts
- See that everyone has an assignment or task
- Use failures as learning opportunities

FOLLOW-UP MEETING FOMAT				
Rational AIM: Exchange subgroup updates and information, coordinate as needed, resolve issues and agree on next step		**Experiential AIM:** Be inspired by the progress, motivated to continue and confident of success		
CONTEXT	**TRACKING THE ACTION**	**MOVING THE PLAN FORWARD**	**FINAL CHECK SIGNALS**	**REFLECTION**
.Review Agenda .Add items from the subgroups .Brief Focused .Conversation as a check-in	. Subgroup Reports . Actions initiated since last meeting . Accomplishments . Blocks or	The heart of the meeting involves whatever is needed for the subgroups to move ahead. This might include: . Subgroup work . A Consensus Workshop if needed for example, an issues analysis, developing new directions, or preparing a	Review . Assignments . Next Meeting . Announcements	.Brief Focused Conversation on the meeting and the team's accomplishments and anticipations

	Challenges . Breakthroughs . Needed focus	report or presentation . Study . Training		

October 21, 2011
Minutes for Community of Practice Full day meeting
Morning session

Present: Luke Joseph, Kim-Anne Perkins, Jean Henderson, Nichole Francis, Ray Rice, Bonnie DeVaney, Jeanie McGowan, Glenn Gabbard Jacquelyn Lowman, Lorelei Locke, Michael Sonntag, Myrth Schwartz

Welcome and review of the agenda: Introductions around the room

Review of the current status of Project compass work

Strategic Area One: Cultural Programming and Engagement report:

- Upcoming in November for Native Heritage month Project Compass will be hosting: "The Evolution of Basket-Making: From Function to Art". Five well-known basket-makers from Native tribe's throughout the region will gather for a special panel presentation on basket-making, its origins and history, and how members of the Native community are keeping the tradition alive. We are in the planning stage for this event, the date is November 30th.
- Dr. Bernard Grenway, an UMPI alumnus and the President of Granway Consulting Group of Washington, D.C., delivered a speech at UMPI on his latest book, "Motivation, Psychology, and the Black Employee". Dr. Grenway defines Culturemorbus as a social disease that manifests when people of diverse demographics refuse to recognize the ways they are similar. He discussed "effective ways that Americans can work on recognizing what unites them, thus tapping into their collective humanity". While on campus Dr. Grenway attended a Native Voices club meeting. He discussed coming back and interviewing members of the club for his next book.
- University of Maine System Trustee, Bonnie Newsom visited the campus and talked to a small group of Native Voices members, faculty and staff. Ms. Newsom is a member of the Penobscot tribe in Old Town, Maine. She asked questions on the weaver process, retention rates of Native students, and barriers faced by these students.
- Current work is focused on setting up meeting with students for the spring, and setting up workshops with the Education directors of the local tribes to informing prospective students of their options in schools.

- Total number of native students this semester is 65- we maintained what we had with new students, transfer students and returning students. We have a 73% retention rate over all this year for Native students.

- Would like to see more communications between the admissions office and Native Center, as well as doing recruitment in the local schools

- We already use the Family Support model at the Native Education Center. Basically make the students feel welcome and provide a safe haven.

Strategic Area Two: Academic Affairs, Curriculum, and Faculty:

- Learning community and Developmental courses work, we had a retention rate of 64% from last year. Average was 40% -20% from year one to year two. We did two sets of developmental courses, more students tested out of the Learning Community and Developmental courses, the GPA overall was 2.69% , this was a significant improvement. Data shows students do better with developmental courses. Our goal last year was 10% and we beat this, we are already at 15% better. So this year our goal will be 15%, maybe it should be 20%.
- First year seminar meets regularly and Learning communities meet but these meetings need to increase. Honors course need to be evaluated. We now college credits for Math 117, English 14 and Science 100.
- The Houlton Higher Education Center has been using Playdough for Math 17 and had great results. The effectiveness of this program is better with instructors.
- For formal academic programming the fall Micmac language class will be followed by a part 2 Micmac language class in the spring. This class is generally well enrolled.

The Military are using a new program, the MCEC-, "Living in the new normal" with the idea that people in the military have perseverance /strengths to move toward continuing. These are concepts we might want to think about. The military has designed a survey to determine a person's perseverance and resiliency called the Grit Survey. We could use this survey to identify people who have difficulty with perseverance and resiliency. This is a way to identify strengths –rather than challenges. The top five strengths focus on enhancing your strengths, using our strengths to work through our challenges.

Strategic Area Three: Student Affairs and Advising:

- This group has been working on retention surveys and updating various brochures
- Orientation is changing: New model will allow people, who are local and not local to access the Universities library on line, take the placement test, then contact the University and get set up with classes.

Year four: Is all about change:

- The four project compass colleges will have two goals: 1. Sustaining, documenting, interventions: 2. Sustain structures and quality of work.

Each community of practice at funded institutions will:

1. Convene a one- to two-day planning meeting at the beginning of the project year. This initial planning meeting will result in an action plan coordinated across the intervention areas and corresponding to the strategies documented in the Year 4 logic model and proposal narrative. The action plan will include a timeline of activities required to advance each of the interventions toward the outcomes established in the logic model.

2. Convene a series of three to six extended meetings, scheduled over the course of the project year. The purpose of these meetings is to facilitate review of the progress of funded work, including efforts to institutionalize change and sustain project benefits once funding has ended.

3. In addition to the required meetings outlined in #1 and #2 above, members of each community of practice are encouraged to take part—either as convenor's or participants—in two to four campus meetings which relate to sustaining institutional efforts to support the success of underserved students.

4. Monitor and interpret data related to the interventions which it has proposed, refining them as necessary.

5. Address the issue of sustainability and institutionalization of programs, practices, and policies related to the retention of underserved students.

During the summer this year interviews were conducted on each of the four compasses, these interviews are being used as recommendations for each individual campus.

Glenn Gabbard, grant representative from NERCHE, has identified the following recommendations for the University of Maine at Presque Isle.

Current Status:
Despite three shifts in leadership over the course of the past four years of funding, the Project Compass initiative has, in general, firmly established a publicly acknowledged commitment to better serving Native American students through stronger, engaged relationships with surrounding communities and focused services and supports, especially tailored to the learning profiles of this sub-set of UMPI's student population. To a lesser extent, the Project has stimulated faculty involvement to support this same commitment.

Evidence of the promising, formative outcomes of the Project includes:

1. Increased numbers of Native Students who enroll and are successful;

2. Cautiously positive perception of the University from its Native American community partners;

3. Significant increase in institutional research capacity, some of which has been important to expediting the rate of curricular change accomplished through the Project;

4. A physical location within the mainstream campus, staffed by individuals whose roles and responsibilities are designed to provide focused support on Native American student success , cultural programming, and collaboration within and among other campus offices; and,

5. Increase in faculty development efforts which, in turn, have resulted in some important shifts in curriculum (e.g., streamlining PBS courses and related shifts in PBS-focused learning communities; mini-grants; proposals for grant development in culturally responsive pedagogy). Faculty involvement in the institutional change process remains essentially unorganized and untapped; there is, however, strong appreciation for the potential for more concerted faculty engagement in the service of the mission of the University as well its commitment to underserved student success.

Recommendations for Campus-wide Change:
UMPI is to be lauded for consistently acknowledging that its Project Compass work has a bearing on larger campus-wide change efforts. As such, I'm including a series of recommendations that may facilitate the kinds of campus-wide changes which would complement the sustainability of Project Compass interventions:

1. I recommend that the University engage in a carefully designed set of meetings, guided by a commitment to involving faculty and staff in a participatory strategic planning process. The goal of the process is to authentically involve the majority of faculty and staff in a process of self-assessment, vision building, and practical strategizing in anticipation of imminent shifts in the senior administration, ongoing economic challenges, and the need to re-organize University resources and commitment in new ways that acknowledge a renewed identity for the institution. Such a process could result in a number of beneficial outcomes for the institution; for example, the institution could develop a set of core statement of identity and values which it could use to facilitate its role in the upcoming presidential search process.

2. I recommend that the institution allocate resources for membership in AASCU, NASPA, and AACU, national entities which can help to support the ongoing professional development of all staff and faculty and supply the institution with information and other resources which may aid in ongoing institutional advancement. AASCU's "Red Balloon" initiative, for example, would provide the institution with much-needed perspectives on the various trends which affect and challenge higher education and provide context for bold changes within the institution.

3. Because faculty development is of critical importance to the longevity of any change initiative at UMPI, I recommend that resources from the final year of funding be combined with any potential source of matching resources from the institutional budget to support a Center for Engaged Teaching and Learning. Such a center could work collaboratively with the Native American Center on programs, workshops, and resource support for supporting faculty awareness of the issues

mentioned in #1 above. In addition, a teaching and learning center would help to support the development of curricula that are responsive to the call for inclusive excellence, i.e., responses that are grounded in a sense of the common ground shared among and between various groups (including white students); this is a way of extending and deepening the role of the Native American Center.

4. Develop the role of the diversity committee so that it becomes a high-visibility, high-profile group, involving a majority of faculty from across the disciplines. This may entail having joint chairs, one from student affairs, and the other from academic affairs. The diversity committee may take on more concrete activities designed to ensure more consistent acknowledgement of diversity on campus, including a strategic plan for diversity, a campus-wide climate survey, etc. These initiatives could be supported by Project Compass funds and might involve a climate survey, etc.

Recommendations for Restructuring Project Compass:

1. Because of the central role which faculty play in institutionalizing change within colleges and universities, I recommend that the Project—including all of its administrative functions, including budget, personnel supervision, etc.—report directly to Academic Affairs. Localizing institutionalizing efforts within the faculty at a small institution such as UMPI would facilitate active engagement in grant development from across the disciplines. Because the current funding climate is more inclined to focus on student success through academic achievement, it is strategic to create a center that engages faculty in ongoing professional development about current trends in higher education, rural higher education, innovative pedagogies, cultural responsiveness, outcomes and assessment-oriented curriculum development, and interdisciplinarity, among other areas.

2. A critical ingredient of sustaining any of the benefits of student success work must include strong, honest, open collaboration between academic and student affairs. Though my recommendations suggest centralizing UMPI's Project Compass work within Academic Affairs, I strongly recommend implementing a series of structured interventions to assure that collaborative work between Academic and Student Affairs is consistent:

a. A facilitated meeting with senior administrators and the current chair of the community of practice which can facilitate open discussion about the data-based outcomes of the project to date, its immediate goals, and potential modifications for Year Four based on the concerns of all of the members of the senior cabinet. This could be followed by quarterly meetings among Academic Affairs, Student Affairs, and Project Staff aimed at assuring strong, reciprocal collaboration about the development of sustainable student-support resources for underserved students.

b. A recommitment to attending and participating actively in the community of practice for Year Four. The community of practice model was designed so that open communication could be easily focused on areas where innovation and change were occurring on campus. Because this open communication seems to be much needed at multiple levels of the institution, I recommend that goals, purposes, and membership of the CoP be examined thoughtfully prior to the upcoming (and final) year of funding. It may be useful to modify the CoP model to match the unique challenges implicit in a small, under-resourced institution

Recommendations for Program Development and Sustainability:
A consistent theme of my interviews focused on the need to organize an aggressive campaign for project development, not solely for sustaining Project Compass work but also for extending the ability of the campus to build its own capacity for innovation and change while reducing its dependence on dwindling state resources. As one informant wisely indicated, the risk of not continuing Compass work and/or not communicating the ongoing development of the work is the increase of encouraging cynicism about the commitment of the University to Native populations and to innovation in general.

1. I recommend a facilitated planning meeting dedicated to identifying funding priorities for UMPI. Once identified, these priorities can guide careful prioritization and deployment of staff and faculty to developing proposals for funding that will reflect the vision, mission, and goals of the University at large. Create a program development group that would meet to develop joint goals for grant development. Consider enlisting a NERCHE coach to facilitate the initial meetings with a specialized focus on how the University can support federal grant development with the bands taking the lead role in implementation.

2. The need for a carefully organized agenda and implementation plan for proposal development is important in sustaining the benefits of Project Compass. The unique profile of students attending the Houlton Center provides a neglected opportunity for program development that would benefit both UMPI and the Center. The returning adult learner is a target audience for degree completion which has spurred interest for many Foundations because of the current goal for increasing degree completion dramatically in the next decade. Houlton Center staff should be included in all proposal development meetings on a regular basis.

Recommendations for Project Compass for Year Four:
UMPI is clearly at a juncture where expansion and integration of its Project Compass work is important. To not do so at this point puts the achievements of the past four years at risk of being perceived as a boutique, niche-oriented set of activities that will fade from memory quickly once funding has expired.

1. This expansion should not only include internal audiences such as faculty but continue to build on a key audience whose participation has been successfully nurtured through project-based efforts: the Native American community, both locally and statewide. The regular meetings with education coordinators, Native leaders at UMaine Orono, and Tobique are very important to sustain. I recommend reinstituting regular meetings between the bands' education coordinator and Project Compass staff around expanding the outreach to potential students; articulating in writing what the advising model is; and discussing how the model can be used to reach more non-native students.

2. While Year Four should be a time when increased focus is on integrating the work of the initiative across the campus, it’s also important to re-intensify the application of a full complement of staff to the core interventions in the existing logic model. As such, current staff should continue their sustained involvement with the campus offices and faculty and the education coordinators at each of the bands. Equally important is a sustained, consistent presence at the Houlton Center, with particular attention paid to closer collaboration with Houlton staff and administrators.

3. UMPI made great strides in curricular change and program implementation once it consolidated its institutional research capacity through institutional funds. Now that the institutional research position has become vacant, it's critical that this slot be filled as soon as possible to assure that ongoing momentum (and proposal development) will not be interrupted. Data related to outcomes must be shared and challenged actively through the community of practice.

4. One of the focal points of UMPI's Project Compass work has been the development of alternative student outreach and advising practices, acknowledging the uniqueness of the Native population it seeks to support. Previous campus proposals and reports noted that this outreach and advising model was based on the Family Education Model, a strategy successfully used elsewhere. I recommend that the advising work team within the community of practice be reconstituted under the leadership of Lorelei Locke. Ms. Locke's role would be to lead the work team in articulating how UMPI has adapted the model and how it can be successfully integrated into the existing advising practices within the institution. I also recommend that these advising practices be developed collaboratively in consultation with the college's TRIO advising supports under the guidance of the suggested Center for Engaged Teaching and Learning. Because faculty involvement in advising is inevitable, such a model may influence opportunities for grant-funded innovations in pedagogy, curriculum development, and research which also include advising and co-curricular dimensions.

5. I recommend that Project Compass staff intensify their efforts to work collaboratively with individuals charged with organizing and implementing the FYS and orientation programs to assure that the approach used in both areas is one that successfully reaches Native students in new ways. These approaches should also be used to facilitate the integration of Native and non-Native students.

Michael Sonntag, VPAA for the University of Maine at Presque Isle, agreed with Mr. Gabbard's recommendations on developing an "Excellent Teaching and Learning Center". Dr. Sonntag stated, "The Native Education Center and the Excellent Teaching and Learning Center co-existing will be the key to sustainability for the work that Project Compass has done". He charged the Community of Practice members with developing the mission and vision statement for the new center. Mr. Sonntag wants the COP members to address what the new center will look like, what the name of this center will be and the functions this center will offer. Some suggested programs to include: Advising, Academics, Diversity, Curriculum innovations, Faculty and Staff development, Scholarships, grant funding, etc. In 2013 this work will be a big part of the campus.

Break for Lunch

October 21, 2011
Minutes for Community of Practice Full day meeting
Afternoon session

Present: Present: Luke Joseph, Kim-Anne Perkins, Jean Henderson, Nichole Francis, Ray Rice, Bonnie DeVaney, Jeanie McGowan, Glenn Gabbard Jacquelyn Lowman, Lorelei Locke, Michael Sonntag, Myrth Schwartz

Engage Center for Teaching and Learning and the process for development:

- Vision statement
- Name
- Services to be involved
- Connected to Native Education Center
- Potentially continuing education purpose
- Advising
- Increase support for other cultures
- Research
- Increased activities on retention
- Computer help desk
- Using project compass data
- Inclusion
- Co-listing support/Internal research
- Structure for multiply services
- Place / location
- Staff/ Faculty development
- University of Maine buy-in
- Grant writer
- Location of the center

Energizing:

- Proposed partnership between Academic affairs and Student affairs
- Commitment to concrete action
- Foundations for and actions in place
- Bold commitment at a time when resources are dwindling
- Helps to redefine diversity work so that It's more intrinsic to the institutional mission

Concerns?

- Administrative reporting structure
- Concerns regarding academic and student affairs will collaborate
- Complexities might possibilities-need time to develop
- How to embed this so it is part of UMPI
- Retaining commitment to Native Americans while building larger center
- That the Native Education Center continues
- Value of diversity and center to the identity of the institution

Factors to consider:

- Overburdened staff, faculty, and students-is this one more thing?
- Need to find early adopters and core group / strategies to implement
- Identify key stakeholders

Next Step:

- Agile, flexible organizing structure for getting work going
- Vested authority for autonomous decision making
- Chart could be useful in mission generating

Next Step (2):

- Define function / purpose of space then seek out space that matches the function purpose
- Start with defining purpose / function, being specific
  - Access to services (Preble?)
  - Visible, accessible space
  - Conference space
  - Class room space
  - Comfy

Accessible, Visible, Resource site	***Responsive services***	***Outreach & Marketing***	***Visionary leadership & staff***	***Generating & Sharing knowledge***	***Internal & External Collaboration***
Central Physical location-Normal or Library	Student, Community, Staff, Faculty Resource	Awareness PR	Leadership & structure (Director, board, etc.)	IR/ data informed / ing	Collaboration with Native Education Center and others
Good Location	Walk-in advising, support, mentoring	Market itself (do its own marketing	Center leadership	Collect & share data	Partnerships with community organizations (ie: family literacy
Computers	Development around retention practices	Essential to UMPI identity	Key constituency buy-in	Assessment internal & external	Grant support
Open everyday Extended hours	Professional development and mentoring	Social networking	Staff		All aspects coordinated, work together
Space where teaching and learning occurs	Provide services: Resource, referral Intellectual discussion		Boldly try thoughtful initiatives		
			Must have vision, mission-create a unified organization for discussion &		

			enlightenment of UMPI		
			Develop plan, goals, strategies, timelines & responsible personal		

What's the task?	***Who needs to be involved?***	***When is it going to happen?***
Specific purpose / function of the center	Ray Rice	Within the month
Define relationship between new center services & existing services	Veteran Native Education Center Students	
Explore barriers to collaboration on campus	▪ Lorelei Locke ▪ Luke Joseph ▪ Myrth Schwartz	
Identify resources for development	○ Learning communities ○ First year seminar ○ GEC	
Set parameters ➢ Start small ➢ Get commitment to space	✓ Clare Exner ✓ Kim-Anne Perkins ✓ Jacquie Lowman ✓ Jean Henderson	

V. B. Additional Selected Evidence

I. First Year Learning Seminar and Learning Community Meeting Minutes

August 16, 2011

Learning Community minutes

Present: Ray Rice, Jacqui Lowman, Deborah Hodgkins, Terry Chalou, John Haley, John Defelice, Karen McCosker, Myrth Schwartz

First year Learning Community data was handed out and discussed (included below)

There will be three Learning Communities this fall (include below)

This year we need to show that Learning Communities work, English 100 / Math 17

- Honor group LC: how do we work this out because they are not all the same students
  Honors group either works or goes away

- Min LC English 100: Both honors and developmental opportunities LC, three and four, easiest to show productive from last fall
- Benchmarks-need to be figured out, set for self, show progress

Students are selected on their test scores, half will go to Karen McCosker's class and other half goes to John Haley's class. On a biweekly bases meet, decide if the students are doing well or if they need tutoring.

FYS meetings will be scheduled: second + fourth Thursdays of the month, 12:30pm-2pm, Normal Faculty Lounge. The data indicates that from spring to fall is where the problems are.

In order to carry some students into next semester-develop relationship over term. Students in LC classes make connections were other students don't. Some students complain but may not see how profitable LC is.

Problem, Curriculum committee wants to change English 14 to English 100. This will be worked on in the fall with the committee. English 100 does have college credit and is a free elective where Math 17 is not the same. If the student passes then they can skip English 101 and go into a college level English class.

English 14 will be English 100-if you pass you get credit. In Science 100 college credit doesn't take place, and Math 17 is only a foundation. Other institutions give English 100 an extra lab attached to a credit but there is no model for Math 17.

Thoughts on LC:

- Students are comfortable with others but they are not aware of this
- Students that communicate feel comfortable talking with each other
- Great positive experience, fresh out of High School, tied with FYS, nurturing and handholding

Goal is to have every FYS get linked to general education courses, in two year's, by year three all courses are linked. It was suggested that faculty take students out on an event together to build trust or just have a potluck on campus. The idea is to get the students together outside of the class room.

Advising, faculty need to a better job at this. Faculty need to buy in because retention is an everyone problem, beginning in the class room. There are different levels of advising.

We will make a list of what we want to work in LC. One emphasis is on reading. Link FYS gen course to advising.

Our first FYS meeting is Friday, August 26, 10am in the Alumni room at the campus center. All LC members are welcome to attend.

FYS will be meeting the second and fourth Thursday of the month at 12:30pm-2pm, in Normal Hall Faculty Lounge starting with Sept 8, 2011.

First Year Learning Community Data

Persistence to Second Year, all LC 2010-11: 53%

Overall UMPI Persistence to Second Year: 61%

LC Persistence w/o Native cohort: 57% (persistence of Native cohort: 50% or 3/6)

Persistence of LC 1 (eng /hty /bio/ fys): 41% (7/17), 2.23 GPA

Persistence of LC 2 (p b s /f y s): 70% (12/17), 2.28 GPA (w/0 Native cohort = 82%, or 9/11)

Overall GPA for2010-11 students: 2.69

LC GPA: 2.25 overall

LC 1 –must sign up for all

Class number	**Subject / Course #**	**Day / time**	**Instructor**
14499	FYS 100	Tu 9:30am-10:20am	Lowman
9899	Eng 100	Tu Th 8:00am-9:15am	Lowman

LC 2 "Honors"—students do not have to sign up for all sections

9948	BIO	112	Honors Section (General Bio 1)	18	Bonnie S Wood	Mo We	12:30pm	3:15pm
9900	ENG	101	Honors Section (College Composition)	18	Deborah L Hodgkins	Tu Th	11:00am	12:15pm
11508	FYS	100	Honors Section (First Year Seminar)	18	John Defelice	We	8:00am	8:50am
11320	HTY	115	Honors Section (World Civilization 1)	18	John Defelice	MoWe Fr	9:00am	9:50am

LC 3—Developmental (takes precedence over all other enrollment) ---must sign up for all sections

9893	ENG	14	LC Section (Found for College Rea)	14	Karen M McCosker	MoWeFr	9:00am	9:50am
11509	FYS	100	LC Section (First Year Seminar)	14	Karen M McCosker	Fr	10:00am	10:50am
11506	MAT	17	LC Section Section (Elementary Algebra)	28	Terry J Chalou	MoWeFr	8:00am	8:50am

LC 4—Developmental --- must sign up for all sections

9895	ENG	14	LC Section (Found for College Rea)	14	John R Haley	MoWeFr	9:00am	9:50am
11510	FYS	14	LC Section (First Year Seminar)	14	John R Haley	We	10:00am	10:50am
11506	MAT	17	LC Section (Elementary Algebra)	28	Terry J Chalou	MoWeFr	8:00am	8:50am

August 26, 2011
First Year Seminar minutes

Present: Jacqui Lowman, John Haley, Karen McCosker, Barb Blackstone, Kim-Anne Perkins, Myrth Schwartz, and by phone Jean Henderson

I have the MAPP test here to hand out and I will have them at the September 8 meeting.

First class
The Bessie test, there is a list of students who have taken the Bessie test. I want to make this easy for people. If the student is on the list, they don't have to take it again but they can if they want to.

Classes 3 +4 we will be administrating the MAPP test

From the handouts, ideas to make class more engaged. We have to have essential learning outcomes. There are 6 of them:

I us, journal, test book and discussions, other pieces, FYS Financial literacy. The students learn about credit cards, loans, check books, etc. Laurie Boucher helps students with FSFA/Loans/ Scholarships

We would like to do bi weekly meeting to talk about what works well and what isn't

Some point in the semester I would like to do a potluck, and have all classes together. Need to figure out a way to get Houlton students involved.

Task forces agree that it would be great to have mentor's, but we don't know if it is feasible this year. Jean Henderson already does this.

We have the MAPP test; it will take two complete classes to finish them. Our job is to administer them and send them back.

September 8, 2011

First Year Seminar minutes

Present: John Defelice, Jacquelyn Lowman, Kim-Anne Perkins, Karen McCosker, John Haley, Lisa Leduc, Myrth Schwartz, Jean Henderson

Request from Mary-Kate, Student Support Services has a Facebook page. There is a Facebook page in the MAPP test book.

Results of the test: Question that was brought up: Will students have access? And the answer was no. If faculty want to follow up with the student(s), that is okay. We had good returns and results last year. There is a place available on the test where you can put your own questions in; once we get a new IR we will know more about how to do this.

The Bessie test did not go well this year, computers were not working; computer services tried but it was a mess. Why do we have to do the MAPP and Bessie test at the beginning of the semester?

The Bessie test is given the first week of classes and the MAPP test is given the third and fourth week of classes. They have to be done at the beginning of the semester because we want the students to be brand new to college, even a few weeks will make a difference in how the test questions are answered. Bessie is an every other year test, so next year it will just be the MAPP test.

Scavenger hunt, many have been doing their own version of a scavenger hunt. Couple of suggestions that were brought up:

- For next year have same scavenger hunt
- Make sure the office's we are sending students to are aware of the event and that they get a copy
- Maybe have the office involved, they could hand out different items (pamphlets, etc..), that way you know the students were at the right location
- One faculty makes this a graded assignment, timed
- Another idea was to have President Zillman and Dean Corsello do the hunt to see if they knew were these things are

Exercise some faculty do in class: "Two truths and a lie"

Wish list for students: Kathy Higgins or Lorelei Locke are willing to come to your classroom to assist the students in producing their wish list.

Advisors: It is up to use to make sure the students know who their advisors are

Book, "The Naked Roommate", the books are coming, for every section we have but a copy on reserve at the library. No one has complained about the book, for the most part it has been positive. It's good as a discussion catalyst.

Next meeting is set for Thursday September 22, 2011

September 22, 2011

First Year Seminar minutes

Present: Kim-Anne Perkins, Jacquelyn Lowman, John Defelice, Karen McCosker, Candice Roy, Myrth Schwartz

Candice Roy from UMPI's on campus Credit Union is offering to attend your classes and do a presentation for the students on different aspects of banking:

- Credit cards
- Breaking down billing
- Living on campus vs. living off campus
- Here and now
- Difference between wants and needs

Students aren't always aware that financial chooses they make now will affect them in the future. Credit cards and overdraft fees can ruin a person's credit history. Students tend to purchase things they want rather than what they need. This presentation is meant to help students understand how to break down their bills so they can see and understand they actually pay for an item if they just make minimal payments every month.

Everyone agreed that this is a very important conversation that students need. Faculty will spread the word around to other Faculty members and have them contact Ms. Roy if they would like to have this presentation in their classes.

MAPP testing: Who is done, when you will be done, and please give them back to Jacquelyn when done. Do the best you can and don't worry about the rest. These are classes and we all have curriculums to teach.

For those that would like, please contact Kathy Higgins and or Lorelei Locke from student services, they are happy to attend your class and help students with their wish lists. Candice Roy can also attend your class and present. These are both very valuable items.

Thank you for attending, our next meeting is scheduled for October 13, 12:30pm, Normal Faculty Lounge.

V.B.II.

Mini Grant Applications for 2010-2011 (6)

Application 1:

Applicant Name: Jacquelyn Lowman

Title: Assistant Professor

Institution Name: University of Maine at Presque Isle

Address: 181 Main Street

City/State/Zip: Presque Isle, Maine 04769

Email: jacquelyn.lowman@umpi.edu Phone: 207-768-9745

Abstract & Narrative

Abstract

This project will build on previous work with UMPI syllabi. It will assess the syllabi of courses offered in the College of Arts and Sciences during AY 2010-2011, evaluating their present inclusiveness and offering suggestions for how they can become more so. The researcher and an assistant will read the syllabi, using a rubric to evaluate outcomes and the objectives/steps/assignments that should lead to the outcomes. We will give each course a numerical inclusiveness indicator and make constructive comments for how the courses can become more engaging, relevant, memorable, and assessable. The research will culminate with a workshop of some sort to share the findings and support with faculty. Project Compass will make an invaluable contribution to this effort by supplying the funds to pay the student assistant. The project provides the student with an unparalleled learning experience. Further, the student perspective adds another dimension of legitimacy and applicability to the project.

Narrative

During the summer of 2009, I began working with UMPI syllabi under the aegis and inspiration of Project Compass. During that first summer of work, I used a simple rubric to assess syllabi for obvious mention of Native Americans generally, Maine tribes and bands more specifically and the Micmac's and Maliseet's, in particular. At that time, I concentrated on syllabi from Arts and Sciences.

There were, understandably, very few courses that had such references. But reading the syllabi revealed potential to make diversity, more broadly, a part of many of the courses. There needed to be a new rubric. There are also needed to be a more inclusive collection of syllabi: during that first pass, a number of syllabi were missing from the pool.

As I struggled with how to change the rubric, I wrestled with the very real prospect of marginalizing those students who didn't fall under traditional ideas of diversity. I wanted a way for all students to be included, to be able to share their experiences and find relevance in all classes. I discussed this with Glenn Gabbard, of NERCHE, during the spring of 2010. He told me that the concept I was seeking was "inclusiveness." And it was. I did research into this and the more I read, the more I realized that it was the concept for our campus and courses. It helped me develop a new rubric and a new approach.

When I examined syllabi, I would still see if there was a course description and if it matched the catalogue. Then I would look at the endpoint: were there outcomes and were they specific, relevant, and measurable? Then I'd go back and look at the course objectives/assignments/tasks: How inclusive were they? Did they allow students to draw from and relate their experiences? Finally, I'd assign an inclusiveness indicator from 1 to 5.

I was fortunate to find a student who needed a project for the spring and another who needed one for the summer. So I had assistance, which was a great boon to the project. For several hours each week (at times, several hours each day), we'd come together. We'd both read the syllabi and come up with our assessments individually. This acted as a good control. The majority of the time, our assessments and numerical indices were the same. We worked through the colleges of education and professional programs. We fine-tuned the rubric as we went along. By the end of the summer, we were deriving very rich, complex data and recommendations.

I hoped to present this to faculty and had my chair's support. But our idea of presenting at faculty retreat was preempted by Barbara Walvoord's visit. We were able to draw on the work for a presentation at the AAC&U conference on diversity in Houston in October 2009. And what we've discovered to date has influenced what I can contribute to task force work, for example.

It's the next leg of research that I'd like mini grant help with. I want to return to the syllabi of the College of Arts and Sciences using the inclusiveness rubric. Now that there are more rigorous standards of submission for syllabi, we should be able to get a much more complete pool. I want the grant so that I can pay a student to assist me with the work.

The goal is to work through the syllabi, making recommendations on a course by course basis. Our recommendations don't entail telling people how to teach their content area. They point out ways that the courses can be more engaging and inclusive for everyone, including the teacher. One of our core assertions is that students should never have to question why they're taking a class. And the answer needs to be more than "because it's required." Showing how courses are relevant to students' lives and their aspirations translates into more successful students – and fuller classes (which should be vitally important to all faculty).

At the end of our research, we plan to present our findings to faculty, in particular. We could do so in a number of venues. This would fit in nicely with a faculty retreat. We could also present in a seminar or another sort of workshop. Our goal is to have this research help our students, our faculty and thus UMPI overall. So sharing it is essential.

Although I realize that the suggested timeline is for spring, I'm asking for some flexibility with it. Realistically, the kind of intensive effort I'm proposing for the student and me fits better into the summer. I can certainly do preliminary work during the spring: get my student lined up, collect the syllabi. Then the plan would be to hit the ground running after graduation. The workshop would be either at the end of summer or into the fall: whenever we could potentially reach the most people.

Project/Event Timeline

As I mention in my narrative, I am requesting an extension of the execution timeline. I'd like to do the majority of my research and presentation during the summer. I'll gather the necessary documents and line up the student employee (and the payment schedule) during the spring. I propose to hit the ground running with our research in May, continue through the summer, and present at the end of summer/early fall.

Participants Involved in Proposed Activity:

Undergraduate Students 1

University Staff/Faculty

Community Partners

Other Participants

Project/Event Budget

Amount Requested: $2,000

Project/Event Itemized Budget:

The money would be used to pay the student for work as a partner in researching, evaluating, recommending, reporting and, perhaps, presenting.

Budget Narrative:

As I say in my project narrative, having a partner in this is invaluable. Working with another person provides greater validity, energy, more creative ideas and suggestions. Students provide superb perspectives that academics don't have. This is also a superb learning experience for the student (as well as a teaching one – I expect to learn a great deal from my partner).

Total Budget: $2,000.

V.B.III.

Final Mini Grant Reports

Final Mini Grant Report: Jacquelyn Lowman

2011 Project Compass Diversity & Retention Education Mini-Grant Final-Report[1]

Project Title: A Place for Everyone: Using Inclusiveness to Promote Student Retention and Success.

Name of Principal Investigator: Jacquelyn Lowman

Project Abstract: This project built upon previous work with UMPI syllabi. It assessed the syllabi of courses offered by the College of Professional Programs during fall 2010, evaluating their present inclusiveness and offering suggestions for how they can become more so. The researcher and a student assistant read the syllabi, using a rubric to evaluate outcomes and the objectives/steps/assignments that should lead to the outcomes. We gave each course a numerical inclusiveness indicator and made constructive comments for how the course could become more engaging, relevant, memorable, assessable. In addition, we applied the Lumina Foundation's rubric for Areas of Learning: Broad, Integrative Knowledge; Specialized Knowledge; Intellectual Skills; Applied Learning; Civic Learning. Project Compass made an invaluable contribution to this effort by supplying the funds to pay the student assistant. The project provided the student with an unparalleled learning experience. Further, the student perspective added another dimension of legitimacy and applicability to the project.

Participant Group: An undergraduate student assisted the principal investigator in evaluating the syllabi.

[1] An Excel spreadsheet containing our data is attached.

Budget Allocation & Expenditure: The grant has been disbursed in periodic payments to the student to support her work.

Narrative: Summary Report and Assessment

This project changed considerably from what we initially proposed. Originally, we planned to analyze the syllabi from the UMPI College of Arts and Sciences for academic year 2010-2011. The primary investigator had begun her syllabi research using CAS syllabi in the summer of 2009. At the dawning of the project, working with another investigator, this investigator used a rubric geared to Native Americans and indigenous peoples. That research looked specifically for mention of these groups. We found little. But we learned that syllabi could be incredibly rich artifacts that could reveal much about our curriculum. This launched a body of research.

In the spring and summer of 2010, the principal investigator and student assistants examined syllabi from the colleges of Professional Programs and Education. Along the way, we developed and refined new rubrics. We also developed and refined a method of collaborative investigation. Together, the principal investigator and the student partner worked as co-investigators, carefully reading each syllabus, discussing what we found, developing spreadsheets of results.

Over this period, we realized that we were looking for something that would encompass mentions of Native Americans and indigenous peoples, but that would be broader and more comprehensive. At first we thought that it might be diversity. But that's become a loaded, politicized term. As is true of any nuanced expression, each person will bring an individualized interpretation to the term. But, to put it broadly, many people, when they hear the term, think in terms of the big, traditional three: gender, race, class. Many people think in terms of what is sometimes referred to as privilege. At its extremes, this mindset excoriates those who are white, and particularly males who are. In an effort to level the playing field for other groups who have been traditionally marginalized, whites, especially white males, are discounted and muted. But, living in the County, we find privilege a relative term. Here we find so many degrees of marginalization: poverty, geographical remoteness, lack of access (to technology, economic opportunities, care, resources, etc.), lack of awareness of and support for education, first generation college status, harsh climate – we could go on and on.

What we were looking for was an opportunity for all students to find their voices and speak. Although we didn't want to make any voices dominant, we didn't want to exclude any, either. What we were looking for was **"INCLUSIVENESS."** Glenn Gabbard, of NERCHE, pointed us in this direction in the spring of 2010. We found some seminal pieces on the AAC&U website, digested them and realized that we had found a way to articulate what we were seeking.

Through our work during spring and summer, 2010, we built upon and interpreted concepts of inclusiveness. We developed a rubric with, ultimately five assessment components. After noting the course name, number and semester offered, we assessed each syllabus in terms of course description, goals/outcomes, objectives/assignments, suggested steps and inclusiveness index. We fleshed these out and defined them as we went along.

As already mentioned, during our assessment in the summers of 2010 and 2011, we read the syllabi slowly and carefully, worrying them like a dog with a bone. (We laughed and said that we probably knew the syllabi better than anyone other than the authors.) We would begin by comparing the catalogue **COURSE DESCRIPTION** to that of the syllabus. Although some syllabi did not call it a course description, most syllabi had something of that sort.

Then we would move on to the course **GOALS/OUTCOMES**. These are the things that the syllabus said that students would emerge from the course able to do.

After this, we would look at the **ASSIGNMENTS/OBJECTIVES**. These would be the major tasks that students were expected to perform and that should lead to the successful outcomes.

We have never presumed to have expertise in the subject areas (except, perhaps the principal investigator's own, professional communication). But after combing syllabi for a number of years, doing supplemental reading and thinking on this and on experiential and engaged learning, we had definite ideas on how courses could be more engaging, involving, fulfilling. So our rubric includes a category: **SUGGESTED STEPS**. Again, we weren't trying to tell people to throw out their expertise and standards. But all academics share the goal of getting their courses to run. Nothing succeeds like success. If students get much from a course, find it engaging, find it relevant to their futures and their outside lives, they'll spread the word. The students will prosper, as will the class.

Finally, we incorporated what we called an **INCLUSIVENESS INDEX**. We ranked the course on a scale of zero to five, with zero being the lowest and five being the highest. We also used fractions. We never found anything that we'd rank as a zero or a five. We figured that, on the one hand, everything had some merit and that, on the other, everything could improve.

As we worked, we operationalized some terms. With the **"GOALS/OUTCOMES,"** we were looking for attainment that was specific, measurable and relevant. We were also looking for no more than four or five goals. Our reasoning on the quantity was that there should be a modest number so that students would have a realistic chance of achieving and remembering them. With the other criteria, we found that sometimes goals would sound nice from a distance. But when we'd really analyze them, we'd find that many were vague and opaque. Or the course would make claims that would be impossible to duplicate or assess within the constraints of the course. (For example, how can assess the wonderful future career that the student will have?) So we'd ask for more **specifics**. We also discovered that the methods many courses used for assessment did not truly correlate with the goals/outcomes. The courses would have detailed, nuanced, multifaceted goals that, while laudable, were extremely complex. Yet the method of assessment might be something such as a few multiple choice exams. While such vehicles might be a way to **measure** facts that students learned (at least for the test), they are hardly the best way to analyze complex, intricate reasoning. In terms of **relevance**, we learned that many courses do a very poor job making the case for why people should take them. Yes, students may "have" to take them because they are a requirement for the major. But that lays a heavy burden on people's dedication to the major: how many times do people change their majors over the course of college? Too few courses made a compelling case for **why** they are required for the major, let alone what the course might do for the students *beyond* their career goals. After carefully reading the syllabi, we would frequently *still* not know what the course would do for students.

In analyzing **"ASSIGNMENTS/OBJECTIVES,"**[2] we looked for sequiturs: the assignment should lead students to at least one of the outcomes. Yet we found that often courses would have wonderfully engaging assignments, but there was little connection to the overarching goals. And since our initial work was to detect inclusiveness, we looked for explicit opportunities for students to share, discuss, draw upon and relate to their life experiences. We found that while a number of courses mentioned "discussion" in the description, there was no later mention of it. Many didn't mention discussion at all.

[2] Many syllabi used the term "objective" for what we call **GOALS/OUTCOMES:** in other words, for what students would achieve by successful completion of the course. We use the term **OBJECTIVE** synonymously with **ASSIGNMENT**: the steps that should lead students to successful mastery of outcomes.

When assignments were described, some that held the potential for significant group learning (such as reporting on experiences) were confined to a written report for the instructor only. Also, many syllabi had no attendance or participation requirements. Some that did mention participation as significant did not factor it into grading. Students are pragmatic. Except for those few who have the luxury of being intrinsically motivated, most need to put their time into something that will give a tangible return. So if participation counts, it should be graded.

Most of our comments for "**SUGGESTED STEPS"** involved suggestions for improving the goals (making them more specific, measurable and/or relevant) or the assignments (making them more engaging/involving). We were fully aware that the courses we were assessing might have many more nuances than we could glean from the syllabi, despite the hours we spent trying to wrest every last shred of information from them. But the old cliché about not having a second chance to make a first impression is very true: if the course doesn't make a compelling case for itself initially, through that first day in class or online of reviewing the syllabus, there might not be another opportunity.

Our final category on the rubric we developed was an "**INCLUSIVENESS INDEX**," from 0 to 5, with 5 being the highest. Our rankings ranged from 1 to 4.5. As we previously mentioned, we couldn't bear to give a course less than 1: again, we were keenly aware that we were getting only a snapshot of the course and had faith/hope that a more detailed portrait would be more engaging and inclusive. At the opposite end, we didn't think that any course earned a 5. Five means that you're on a pinnacle somewhere: that you can't get any better. We maintain that as good as a course may be, it can always improve.

We learned to look for key, loaded terms. These are words and phrases that look impressive at first glance. But upon closer examination, they are chimeras that fail to take a specific, concrete form. One such frequently used term is **"understand."** Many goals claimed that the students would develop complex understanding and mastery from the course. This term occurred so often that we operationalized it. For our work, **UNDERSTAND** means to develop knowledge and learning, internalize it, and make it one's own so that the person can apply it to any number of different situations. That level of mastery requires a range of complex assessments. But too many of the courses that claimed to confer that on students evaluated their skills with multiple choice exams or something similar. **"Understanding"** is not memorizing for a test.

We would also make a plea for writing clearly, concisely, and avoiding words that few students would understand. For example, one instructor, in all his syllabi, said that the students must have "perspicacious understanding." Few undergraduates would know what that meant. Fewer still would

look it up. So what is the point of using it other than to demonstrate the superiority of the instructor's knowledge? Surely that is not the message a syllabus should transmit.

We also found in many syllabi a lack of responsibility. They did not introduce their outcomes with concrete, specific language. Some said, "The course teaches…." Others said, "The students should learn…." No matter what the intent, neither phrase says what the students **WILL** learn. There's a lack of accountability. If the course teaches or the students should learn it – but they don't – these syllabi say that it's not the instructor's fault, it's the students'. Again, that may not be the conscious message of the instructors. But such syllabi do not make a strong commitment to the students.

We tried to be gentle and positive with our comments. Again, we make no pretense to being subject/content experts. We were looking for how well and engagingly the syllabi represented the courses. If they were accurate –as they should be—did they make the courses sound like a good investment for time, money and future plans and actions? So we tried to make suggestions of what people could do without throwing the baby out with the bath water. In a perfect world, people would make their syllabi (and, indeed, their classes) more engaging because it is the right thing to do: instructors should want the very best experience for their students, should pull out all the stops. But, in actuality, optimizing student engagement can be difficult. In fact, it can be difficult to even take the necessary step back and think about doing so. People are busy and if a course ain't seriously broke – i.e., as long as it continues to draw in enough people to run—it's hard to justify taking the time to improve it when there are so many other time demands. (Instructors are not likely to make dramatic changes to their courses until they are in deep trouble: when it may already be too late to pull them back from the brink.) So we argued that making the courses more engaging and experiential was not simply the **right** thing to do, but was also the **smart** thing to do. Most instructors, even if from a sense of self-preservation, want their courses to run. So if there's a strategy that will make that more likely, many will adopt it. Thus our argument was that, without profoundly changing the course, instructors could incorporate an engaging assignment or two that would attract more students and increase their learning. Then, nothing succeeds like success: more engaged, delighted students will talk about it to their peers. More people will be eager to take the course and gain more from it. That course will be assured of running. And even the instructor will gain more from it: teaching to a lively, interested group is more energizing, less work than teaching a collection of sullen lumps.

As we've worked on this project over the last several years, we've found ourselves debating what should be the ultimate purpose and intent of syllabi. What is it that we should try to achieve through them? Should they accurately portray the class? Are they a matter of evidence for accreditation? Are they to determine course equivalents when students transfer? Who are the primary audiences? Are they a contract between instructor and student? What do they need to essentially contain?

At the University of Maine at Presque Isle, some of the chairs provide guidelines of what syllabi should contain at a bare minimum. Instructors are told that they should include the course name, when and where it meets, their name, their contact information, course goals, grading criteria, a statement about plagiarizing, information about accessibility and other student supports, among other things. But the tremendous unevenness of the syllabi indicates that there is no real enforcement that people observe these guidelines. Indeed, although instructors are asked to submit their syllabi to the provost's office, the lacunae in syllabi indicates that many do not do so. It's easy to understand how this happens: instructors are busy and things that do not seem to be top priority can fall through the cracks. And whose job should it be to follow up and remind people? Again, at an institution that has to run lean, this may not seem to be a significant issue.[3]

But again, of the syllabi that we could obtain and analyze, there is a great range of quality. The shortest syllabus was, truly, half of one side of a sheet of paper. Other syllabi run to 30+ pages. Some find a way

to do what they need in fewer pages; others need more room. There was a broad spectrum even in how they syllabi looked. Some people actually use an 8 point font, sending the message "don't read me." Some use fonts that may look artistic but are hard to read. Some flow everything in together, again making them almost impossible to read. Some include no calendar of assignments, so students have no idea of what is due and when. Because we sat and read the syllabi, one after another, we became aware of certain trends. Some instructors' syllabi are essentially all the same. Certainly when people teach multiple classes it makes sense for them to repeat some parts: common guidelines perhaps. But some instructors repeat **EVERYTHING**: assignments, outcomes. The only thing that changed was the name of the course at the top of the page. This is a trend that we saw with these same instructors over several terms. It is hard to believe that students in these majors would not notice this and question the effort put into these classes.

Although it may be a requirement to have a syllabus for every class, there are things called "syllabi" and then there are true syllabi. Again, we were compelled to assess the classes using only the syllabi. And yes, it is true that you cannot/should not judge a book by its cover. But because of the number of problems and shortfalls that we found in the syllabi, it is hard to believe that beneath all those lumps of

[3] As we draw closer to our NEASC evaluation, however, this becomes more problematic. We have recently adopted a number of Essential Learning Outcomes (ELOs) for our General Education courses. Courses within this curriculum have been assessed to determine which ELOs they should fulfill. Our major ELO categories are: Effective Written and Oral Communication; Critical Thinking; Quantitative Reasoning; Information Literacy; Global Consciousness and Intercultural Awareness. There are subsections beneath each category. If a course claims to fulfill a category, it needs to demonstrate assignments and measures to prove that it does so. How is this to be monitored? We need to act preemptively and become better at this before NEASC has to tell us to do so.

coal were a stash of diamonds. The thing that may move us to action to improve is our pending re-accreditation. But what should energize us is the need to better serve our students. Being an academic and being passionate and energetic about one's subject area—and revealing it in one's syllabi--need not be mutually exclusive.

This summer's project has built upon the work of the previous two summers. We took the refinements we had made to our rubric from the past several years and applied them all carefully as we devoured the syllabi. But since we had, to some degree, done this before, we chose to add an additional dimension to our assessment. This time, we also applied the Lumina Foundation's January 2011 Degree Qualifications Profile. Since we were analyzing the syllabi from the College of Professional Programs, we thought that some of the more hands-on elements of the Lumina rubric might be a particularly good fit (more so than for, say, upper level arts and sciences courses). So as we did our assessment of each syllabus, we applied two rubrics: one that we constructed, the other from Lumina.

For those who are unfamiliar with the Lumina Foundation's work, we urge you to read its report. According to the report, the foundation is proposing "a new direction for American higher education to be tested and developed in partnership with faculty, students, leaders and stakeholders." Its rubric contains five main areas of learning. Within each area, there are levels of learning: what, in the ideal, students would attain in that area at the Associate, Bachelor or Master's level. It puts forward a vision of what it means to be well educated at each of these levels. It emphasizes cross-fertilization and multi-disciplinarity. It has several components of hands-on, get-of-the-classroom learning. Here is a list of areas and their subsections. We will not list knowledge at the Master's level since none of the courses we analyzed touched upon that.

Broad, Integrative Knowledge (Knowledge acquired in general education fields)

- Describes how existing knowledge or practice is advanced, tested and revised.
- Describes and examines perspectives on key debates within the field and in society.
- Illustrates core concepts of the field while executing analytical, practical or creative tasks.
- Selects and applies recognized methods in interpreting discipline-based problems.
- Assembles evidence relevant to problems, describes its significance, and uses it in analysis.
- Describes the ways in which at least two disciplines define, address and justify the importance of a contemporary challenge or problem.
- Identifies, categorizes and distinguishes among ideas, concepts, theories and practical approaches to problems.

- Frames a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspective and literature of at least two academic fields and proposes a "best approach" to the question or challenge using evidence from those fields.
- Produces, independently or collaboratively, an investigative, creative or practical work that draws on specific theories, tools and methods from at least two academic fields.
- Explains a problem in science, the arts, society, human services, economic life or technology from the perspective of at least two academic fields, explains how the methods of inquiry and research in those disciplines can be brought to bear, judges the likelihood that the combination of disciplinary perspectives and methods would contribute to the resolution of the challenge, and justifies the importance of the challenge in a social or global context.

Specialized Knowledge (Knowledge acquired in a specialized field of study):

- Describes the scope and principal features of the field of study, citing core theories and practices, and offers a similar explication of a related field.
- Illustrates the field's current terminology.
- Generates substantially error-free products, exhibits, or performances in the field.

- Defines and explains the boundaries, divisions, styles and practices of the field.
- Defines and properly uses the principal terms in the field, both historical and contemporaneous.
- Demonstrates fluency in the use of tools, technologies and methods in the field.
- Evaluates, clarifies and frames a complex question or challenge using perspectives and scholarship from the student's major field and at least one other.
- Constructs a project related to a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs or techniques.
- Constructs a summative project, paper or practice-based performance that draws on current research, scholarship and/or techniques in the field.

Intellectual Skills:

- Identifies, categorizes and distinguishes among ideas, concepts, theories and practical approaches to problems. (Analytic inquiry.)
-

- Identifies, categorizes and appropriately cites information for an academic project, paper or performance. (Use of information resources.)
-

- Describes how cultural perspectives could affect interpretation of problems in the arts, politics or global relations. (Engaging diverse perspectives.)
- Presents accurate calculations and symbolic operations and explains their use either in the field of study or in interpreting social or economic trends. (Quantitative fluency.)
- Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences. (Communication fluency.)

- Differentiates and evaluates theories and approaches to complex standard and nonstandard problems within his or her major field. (Analytic inquiry.)
- Incorporates multiple information resources in different media or languages in projects, papers or performances, with appropriate citations, and evaluates the relative merits of competing resources with respect to clearly articulated standards. (Use of information resources.)
- Constructs a cultural, political or technological alternate vision of either the natural or human world through a written project, laboratory report, exhibit, performance or community service design, defines the distinct patterns in this alternate vision, and explains how these patterns differ from current realities. (Engaging diverse perspectives.)
- Translates verbal problems into mathematical algorithms, constructs valid arguments using the accepted symbolic system of mathematical reasoning, and constructs accurate calculations, estimates, risk analyses or quantitative evaluations of public information through presentations, papers or projects. (Quantitative fluency.)
- Constructs sustained, coherent argument or presentation on technical issues or processes in more than one language and in more than one medium for general and specific audiences and works through collaboration to address a social, personal or ethical dilemma. (Communication fluency.)

Applied Learning

- Describes in writing a case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; evaluates the learning gained, and analyzes a

significant concept or method related to the course of study in light of learning from outside the classroom.

- Locates, gathers and organizes evidence on an assigned research topic, addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

- Presents a project, paper, performance or other appropriate task linking knowledge and skills from work, community or research activities with knowledge acquired in academic disciplines; explains how elements were combined to shape meaning or findings, and shows the relationship to relevant scholarship.
- Formulates a question on a topic that addresses more than one academic discipline or practical setting, locates appropriate evidence that addresses the question, evaluates the evidence in relation to the problem's contexts, and articulates conclusions that follow logically from analysis.
- Completes a field-based assignment in the course of study that employs insights from others; evaluates a significant question in relation to concepts, methods or assumptions in at least one academic field and explains the implications of learning outside the classroom.

Civic Learning:

- Describes his or her own civic and cultural background, including origins, development, assumptions and predispositions.
- Describes historical and contemporary positions on democratic values and practices, and presents his or her position on a related problem.
- Takes an active role in the community (work, service, co-curricular activities) and examines civic issues encountered and insights gained.

- Explains diverse perspectives on a contested issue and evaluates insights gained from different kinds of evidence reflecting scholarly and community perspectives.
- Develops and justifies a position on a public issue and relates this position to alternative views within the community or policy environment.
- Collaborates in developing and implementing an approach to a civic issue, evaluates the process and, where applicable, weighs the result.

Lumina are careful not to say what skills, behaviors or manifestations would satisfy these criteria. This gave us much room to interpret and give our courses the benefit of the doubt. So we read the syllabi slowly, carefully and debated as we went along. Sometimes we did take some flying leaps of judgment: went a bit beyond what the syllabus said. We would reason that, in an advanced course in X, surely students would have to do A, B and C. Even so, our results were concerning. In those areas of knowledge that our syllabi/courses did touch upon, many did so at only the AA level. There were few indications in syllabi that courses were inter- or multi-disciplinary. Few courses – even those that we would have initially suspected – provided students with opportunities for Applied Learning. And you could count on one hand the courses/syllabi that afforded Civic Learning.

What did we conclude from this? We have a few thoughts. Some courses probably **do** provide more of the knowledge and learning that Lumina values (and that the rest of us should as well). The syllabi do not currently state this because the desirability of doing so has not been made explicit.[4] If those syllabi really accurately depicted their courses, it would show them to be much richer, more fulfilling and more

effective standard bearers for the Lumina Areas of Learning. The other explanation is that many of the syllabi really **do** accurately describe the courses. In those cases, the courses need to do better: for the students' sake and that of UMPI – and the instructors. In every case, we have made suggestions of how to start. As we have said, it's the right thing to do. But, perhaps even more compellingly, it's also the smart thing to do.

So how does UMPI – or indeed, any institution—get from fair to good to great? It needs to start with the early adopters: key people who will almost intuitively understand and make changes because it is right to do so. They will be the vanguard. Then, as we've said, nothing succeeds like success. Those early adopters will be successful and can share their best practices with others. They can talk about how their classes are now better, more fulfilling for all involved – and how their classes always run because students are eager to take them. Those early adopters will pull in, over time, the vast majority of other instructors. There will always be people who dig in their heels and refuse to change: outliers. But eventually they will become marginalized: retire or become ineffectual. As they go, people who are more student-centric will replace them. That is our vision and it is a realistic one. If we do not meet our students' needs – **all** our students' needs—we cease to be an effective institution of higher learning. Then, in time, we simply cease to be, altogether.

[4] As the primary investigator has worked on this project, she has frequently said that she is very sensitive to the syllabi shortfalls because her syllabi were comparable before she began this work. She, too, used vague terms and flabby language that sounded nice but said nothing. One byproduct of this project is that she now takes at least twice as long to do each syllabus. She hopes that the syllabi are, in turn, twice as good.

So where do we go from here? The principal investigator has been working on this project for the past three years. Project Compass was the catalyst behind it initially and has been the guiding muse throughout. The work has evolved, been refined and become richer and deeper throughout the process. We believe that it has widespread applicability: the principal investigator has attended and taught at other institutions and knows firsthand that UMPI is hardly alone in the unevenness of its syllabi. Through our research, we have discovered great potential and promise in our courses. Most deserve far better than their current syllabi. Instructors should and can do better with their syllabi and curriculum. As optimists, we think that if they could just grasp the ramifications of doing so, they would step up. It is a matter of finding the venues for disseminating the message.

As mentioned earlier, as a result of this project, the principal investigator has certainly changed her curriculum, teaching and syllabi. She has found some opportunities for sharing, as well: banging the ears of colleagues open to listening, sharing some of the insights with other members of the UMPI General Education Taskforce, speaking (via video) at the AAC&U conference on inclusiveness in Houston in October 2010.

What's next? Will we continue the work, find other opportunities to share it? At this point, that is an unanswerable question. For the past three summers, the principal investigator has spent every spare moment working on this project (15-20 hours a week, at least). It has been a fascinating project, working with some wonderful people. It has had a profound effect on the principal investigator and she has no regrets. But, in truth, there has been a great deal of effort expended with little demonstrable change or return on investment. So it may be time to put this research aside, at least for now. The principal investigator is not one to do research for research's sake. But whether or not she keeps actively researching this area, she will continue to champion curriculum inclusivity in whatever ways she can. If we do not find a way to reach and teach all our students, we are nothing.

Applicant 2:

Applicant Name: Paul Johnson

Title: Assistant Professor

Institution Name: University of Maine Presque Isle

Address: 206 South Hall

City/State/Zip: Presque Isle, ME 04679

Email: paul.e.johnson@umpi.edu Phone: (207) 768-9455

Abstract & Narrative

Abstract:

Research in clinical psychology indicates that the inclusion of traditional healers in modern

sychotherapy can enhance the outcomes of the therapy for members of certain ethnic groups. Such positive outcomes have been observed that are both correlative and causal in nature. Much of this research has been conducted in the southwest region of the United States with people who are of latino/latina decent. In many of these studies the dependant measures are self-reports of efficacy (How do you feel about the therapy you received?...Did you enjoy the process of therapy?...Do you believe you benefited from therapy etc.). The independent measures in these studies are the inclusion, and the level of inclusion of the tribal healers (Curnderos).

It is hypothesized that within educational settings a similar pattern of effect will be observed as a function of the inclusion of tribal elders in classroom setting. Of particular interest is whether the inclusion of the teachings of tribal elders in the classroom enhances the experience of native and non-native students, and does this presence increase the retention rated of native students?

This project is important because it may enhance the experience of a disadvantaged group of students at UMPI, but also may add to the knowledge base regarding effective intervention for increasing the retention of Native Students in general.

Narrative:

A survey will be created by February 15, 2011 that will be composed of questions related to the retention of students. Embedded in the survey will be questions that are related to reasons why people are or are not planning on continuing their education here at the University of Maine Presque-Isle. There are numerous reasons why people choose to discontinue their high education. However, one consistent theme in retention is the identification of oneself within a group on campus, and having role models of one's own ethnicity within the university setting (Bean, 1990). One potential problem however is the separation of "academic" aspects of university life and "social" aspects of university life, and the groups that comprise those two arenas.

It is hypothesized that people who are from underserved groups (in this case Native American), will report feeling more closely connected to the university as an institution, and will report feeling more likely to continue their education if people who share their ethnic background are an integral part of their university experience. To this end-creating contexts within the university culture that blend traditional higher education instructional techniques (lecture, seminar etc), with Native American techniques (e.g. storytelling, medicinal information etc.) is hypothesized to promote the retention of Native American students.

Numerous outcome studies have confirmed this hypothesis in other social contexts. For example the collaboration of Curnderos and Psychologists within the context psychotherapy increases the likelihood

that therapy will be helpful for first generation Mexican-Americans. Further, involving Curnderos in the treatment of medical problems has been observed to decrease treatment attrition and increases participation in first generation Mexican Americans (Skear, et al 1996).

Including Native American teaching techniques into each of the classes I teach at the university may provide Native American students with an ongoing connection to their tribal communities within the academic arena, validate the wealth of knowledge and wisdom that is preserved in those communities, and provide non-native American students with an opportunity to access that knowledge and wisdom. Further this consistent "theme" will provide non-native American students with opportunity to access a fundamentally different cultural perspective on communication and learning that could be lost if administered all at once.

The retention survey will have questions embedded within that will be designed to indicate the degree to which native and non-native students enjoy the embedded curricular components mentioned above, and the degree to which they believe it is an important component of the class. This information should help refine this program in the future so all students in my classes benefit and enjoy this interdisciplinary approach.

References:

Bean, John P. 1990. "Why Students Leave: Insights from Research." In *The Strategic Management of College Enrollments,* ed. Don Hossler and John P. Bean. San Francisco: Jossey-Bass.

Skaer TL, Robison LM, Sclar DA, Harding GH, (1996) Utilization of Curanderos among foreign born Mexican-American women attending migrant health clinics. *Journal of Cultural Diversity*, 3(2), 29-34.

Project/Event Timeline

1. February 1, 2011 Contact and recruit contributing tribal elders (schedule by 4/1)
2. February 15, 2011 Complete draft of Retention Survey 2011
3. March 1, 2011 Finalize Retention Survey 2011
4. March 7, 2011 Mid-report
5. April 1, 2011 Last date of tribal elder lectures
6. April 15, 2011 Administer Retention Survey 2011
7. May 27, 2011 Final report

Participants Involved in Proposed Activity:

Undergraduate Students **TBD**

University Staff/Faculty 1

Community Partners **3**

Other Participants

Project/Event Budget

Amount Requested: $**1,000.00**

Project/Event Itemized Budget:

Payment of Guest Speakers

$100.00 x 4 = $400.00

Supporting Materials

$200.00

Survey Development

$400.00

Total Budget: $1,000.00

Final Mini Grant Report: Paul Johnson

University of Maine Presque Isle

Project Event/Title

Project Compass Diversity Mini-Grant Project

Principal Investigator:

Paul Johnson Jr. Psy.D. Assistant Professor

Project Abstract:

Research in clinical psychology indicates that the inclusion of traditional healers in modern psychotherapy can enhance the outcomes of the therapy for members of certain ethnic groups. Such positive outcomes have been observed that are both correlative and causal in nature. Much of this research has been conducted in the southwest region of the United States with people who are of latino/latina decent. In many of these studies the dependent measures are self-reports of efficacy (How do you feel about the therapy you received?...Did you enjoy the process of therapy?...Do you believe you benefited from therapy etc.). There have also been studies conducted that analyze the subjective effect of medical interventions as well. (Carlos A. Reyes-Ortiz, Michael Rodriguez and Kyriakos S. Markides, 2009).

It is hypothesized that within educational settings a similar pattern of effect will be observed as a function of the inclusion of tribal elders in classroom setting. Of particular interest is whether the inclusion of the teachings of tribal elders in the classroom enhances the experience of native and non-native students, and does this presence increase the retention rated of native students?

This project is important because it may enhance the experience of a disadvantaged group of students at UMPI, but also may add to the knowledge base regarding effective intervention for increasing the retention of Native Students in general.

Participant Group:

Undergraduate students at the University of Maine Presque Isle who attend Psychology 100 (Introduction to Psychology) and Psychology 205 (Lifespan Development) classes. This project is intended to observe differences in variables related to retention (beliefs about one's, inclusion within a given community, one's intention in continuing one's education) and the interaction of those variables with cultural identity.

Budget Allocation and Expenditure:

$400.00 Guest Speakers

Project Summary:

All project activities were completed during the spring semester 2011 at the University of Maine Presque Isle. Two speakers Jim Croce and Edward Perely spoke within one introductory class (Psychology 100) and one Lifespan Development class. Both lectures were relatively free form. The presenters were asked to present about the oral (story-telling) tradition, and in the Lifespan development the presenters were asked to speak about cultural rites of passage. Both presentations were fun and interactive and provided the students who comprised each class with an n opportunity to learn about local Native American culture and tradition.

In addition to the speaking arrangement, the classes were asked to fill out a "Student Retention Survey." The survey was cleared by the University of Maine Presque Isle's institutional review board and was optional. The survey had nine items. Six of the nine items were quantitative and the results will be discussed in the next section. The other three items were qualitative in nature and asked open ended questions regarding students' educational experience at UMPI and their own personal cultural identity.

Results

Twenty-five (25) students completed the survey. Of those 25 only two self-reported s being Native American. Four students disclosed that they belonged to cultural groups other than "American." Within that group there were 2 people who self-identified as Franco-American, one who self-identified as Canadian, and one who self-identified as Italian. All other participants self-identified as "American."

All of the participants were full time students, and only two planned on discontinuing their education or transferring to another institution. Within the space provided on the survey one of the participants is switching to a major not available at UMPI, and the other participant reported that they would like to live in a city environment.

Three questions were designed to measure the degree to which participants believed their culture was represented at UMPI, the degree to which they would like UMPI to do more to include their cultural heritage into the campus community as a whole and the degree to which they felt connected to the campus community as a whole.

Table 1

Mean scores on Likert Ratings of 3 questions from the Retention Survey (Range 1-6)

	Degree to which you feel you culture is represented at UMPI	Degree to which you'd like your culture to be represented at UMPI	Degree to which you feel connected to the University as a whole
Non-Native American Students	4.3	2.7	4.3
Native American Students	4.5	4.5	4.5

Results of the survey were similar across demographic, with the exception of the degree to which non Native American students wished their culture was more well represented. Understandably, due to the very small sample size no inferential statistics were used.

Discussion

The results of this analysis could be interpreted in a number of ways. The first important piece of information that could be gleaned from this small sample is that Native American students are very similar to their peers in regard to how connected they feel to their university and how well they believe their culture is represented. Again this needs to be understood within the context of a very small sample size.

Another hypothesis underlying these data is that Non-native American students may not be very cognizant of their own cultural histories. There is a strong literature which describes the process of enculturation (Wrenn, 1962). This literature clearly describes that relationships and cultural understanding is somewhat reciprocal. So in sum the more that non-native American

students understand their own individual cultural histories, the more they are likely to understand and value the personal and cultural histories of others.

References:

Carlos A. Reyes-Ortiz, Michael Rodriguez and Kyriakos S. Markides (2009) The Role of Spirituality Healing with Perceptions of the Medical Encounter among Latinos. *The Journal of General Internal Medicine*, 542-547

Wrenn,C.G.(1962).The culturally encapsulated counselor. *Harvard Educational Review*,32,444–449.

Anonymous Student Retention Survey

Please answer the following questions in regard to your experience at the University of Maine Presque Isle. This survey is designed to aid in the retention of student. It is our hope that by completing this survey, we will be able to create a learning environment that promotes persistence in academia.

1. Are you a full time student? Y _____ N _____

2. Do you plan on shifting from full time to part time or Vice Versa Y_____ N_____

3. Do you plan on attending the University Of Maine Presque Isle next year? Y_____ N_____

4. If so, or If not…why?

_____
_____
_____
_____

5. Do you identify with a cultural group other than "American?" If so with what culture do you identify?

_____
_____
_____
_____

6. To what degree do you believe your culture is represented at UMPI?

Very much					Very Little
6	5	4	3	2	1

7. To what degree do you wish your culture was more represented?

Very much					Very Little
6	5	4	3	2	1

8. Do you feel as though you are part of the UMPI community?

Very much					Very Little
6	5	4	3	2	1

9. Please share any other thoughts you may have:

_____
_____
_____
_____

Applicant 3: Jeanie McGowan was awarded this mini grant but unfortunately was unable to initiate it.

Applicant Name: Jeanie L. McGowan

Title: Wabanaki Collection / Diversity Resources

Institution: University of Maine at Presque Isle

Address: 181 Main St.

City/State/Zip: Presque isle4, Maine 04769

Email: Nylander@maine.rr.com

jeanie.mcgowan@umpi.edu

Abstract & Narrative

Abstract

In 1999, the University of Maine at Presque Isle (UMPI) instituted a Diversity Plan, approved by the Maine System Board of Trustees and the UMPI Senate. The Diversity Plan promotes the campus's Diversity Education & Celebration strategies. The Diversity Collection is an ongoing accession of multicultural artifacts that represent the cultural and ethnic diversity of the UMPI campus and of the regional community. The largest component of the Diversity Collection is the Wabanaki Collection; artifacts representing the Wabanaki people of Maine. The Wabanaki artifacts were gathered mostly from regional members of the Aroostook Band of Micmac's, the Houlton Band of Maliseet's, the Penobscot Indians of Old Town, the Sipayik Passamaquoddy bands of Indian Island and Pleasant Point.

Artifacts were gathered to support public recognition of the Wabanaki people at a Maine institution and to develop diversity resources for University curriculum and exhibits. The Wabanaki Collection needs both academic and preservation attention. Artifacts should be labeled, photographed, cataloged, identified, documented, and organized; then housed in properly controlled storage containment. Educational outreach components should be researched and developed. Exhibits and public awareness opportunities should be designed and instituted. Professionally addressing the needs of the Wabanaki Collection preserves the University investments in diversity resources and models standards of care for the remaining multicultural artifacts in the Diversity Collection.

A strong visual presence of Maine's first people at UMPI develops with recognition, exhibit, and curriculum integration of the Wabanaki artifacts supporting a broad-based climate change toward cultural awareness and diversity on campus and in regional communities.

Narrative:

Executive director of the Nylander Museum of Natural History Jeanie L. McGowan will perform museum-quality work on the Wabanaki Collection component of the University of Maine at Presque Isle's Diversity Collection. Proposed work will formally organize the collection via a process of research on the artifacts' provenance and historical acquisition to the university collections. The collections work will be performed according to currently accepted museum standards for numbering, cataloguing, identifying, and photographing the Wabanaki Collection artifacts.

McGowan will research the collection's provenance and institutional history, as well as, the cultural significance of the artifacts with regards to the Wabanaki people. Key players in the collection presence on campus will be contacted to record the collection's history. New and recent additions to the Wabanaki Collection will be recorded and formally assessed. When possible, the artifact donors will be contacted for additional information about each piece and its cultural history.

In addition to the artifact cataloguing work performed, McGowan will create a mini-grant tabletop display that follows the progress of the work throughout May of the spring 2011 semester. The display

will be updated to reflect the current progress and will be on exhibit at all Project Compass events, as well as, at the appropriate university events such as University Day in April 2011.

McGowan will seek the consultation of educators, band members, conservation experts, and museum professionals to secure a comprehensive view of the collection's application as a cultural and educational curriculum resource, and to create a conservation plan for preserving the artifacts to the best of the university's ability.

Project/Event Timeline:

January –

Meet with Diversity Committee for collaboration/support

Notify bands of mini-grant project

Write article on mini-grant project for University Times

Produce and distribute project posters requesting interested parties

Develop project team (students, faculty, administrators, and band members)

Information gathering from key players

Curriculum integration

Exhibit development

Notify Media Relations of project plan for publicity on and off campus

Secure appropriate site for artifact work

Begin to label, photograph, and catalog artifacts

February –

Research records for acquisition history of artifacts

Document current artifact locations and security

Identify current responsible parties, key players, and donors

Research preservation recommendations

Develop table display for Compass Project and other events

Continue to label, photograph, and catalog artifacts

March –

Min-Report March 7th

Label, photograph, and catalog artifacts

Interview key players for artifact provenance

Research resources for storage/display containment

Update tabletop mini-grant project display with project progress

Continue to label, photograph, and catalog artifacts

April –

Develop collaboration and target sites for exhibit/display on and off campus

Update tabletop mini-grant project display with project progress

Coordinate with Diversity Committee for University Day expo

Prepare and display project at University Day April 13

May -

Update tabletop mini-grant project display with project progress

Letter to faculty with curriculum integration suggestions and resources

Prepare hard-copy artifact catalog and project history

Final Report May 27

Partnership/Resource Information:

Volunteers

Self-declared interested volunteer respondents to poster inquiry

(students, faculty, staff, band members, donors, educators)

Provenance/Collection History

Diversity Committee

David Putnam

Barbara DeVaney

John Harrington

Greg Curtis

Library staff

Financial Administration Office

Cultural Artifacts Consults

Native Voices student club members

David Putnam

Rocky Bear

Richard Silliboy

Publicity/Outreach/Exhibit

Media Relations

University Times

SAGE

Maine Arts Commission

Wabanaki bands

New England Museum Association

Project Budget

2011 January
Project Compass
Diversity Mini Grant
Wabanaki Collection Project

Person / Vendor	Work Description	Cost	Extension
Jeanie L. McGowan	Collections-Display Work	$16/hr 100 hrs	$1,440
	Temporary non-faculty benefits	8.80%	$127
	Project display & poster materials	$233	$233

	Photographic materials	$100	$100
	Catalog production materials	$100	$100
			$2,000

Applicant 4:

Applicant Name: Eddy A Ruiz

Title: Director of Student Success & Innovative Education

Institution Name: University of Maine at Presque Isle

Address: 181 Main Street

City/State/Zip: Presque Isle, Maine 04769

Email: eddy.ruiz@umpi.edu Phone: (207) 768-9668

Abstract & Narrative

Abstract

This campus climate study will examine university's organizational culture and the institutional environment experienced by Native American college students. A campus climate study focused on Native American students from the reservation has the ability to deepen our understanding of Indigenous experiences and interpretations, to advance an inclusive environment, and support tribal self-determination and sovereignty through increased retention rates. Three research questions guide the study: (1) How do Wabanaki students perceive campus climate? (2) To what extent do colonial legacies persist and influence the campus climate? (3) How do Wabanaki student employ agency to resist campus climate oppression?

Qualitative interviews with current tribal students and key informants and participant observations will be conducted and allow us to better understanding Native American student campus climate perceptions and experiences, which are vital to altering current education systems and empowering the oppressed. Participant voices provide insights to historic legacies, experiential knowledge, and resistance. A campus culture that acknowledges and respect tribal

peoples and knowledge can increase retention rates and support sovereignty and self-determination goals, which is mutually beneficial to aboriginal students, their communities and institution because purposeful cross-racial interactions can lead to positive educational gains—cognitive, psychosocial, and interpersonal—race relations, and democratic outcomes for all.

Narrative

The proposed research will examine the University of Maine at Presque Isel's Wabanaki, Native American students through quasi critical ethnographic case study. The institution is characterized as a predominantly White, four-year rural college, residing adjacent to several tribal reservations. Participants include Maliseet, Micmac, Passamaquoddy, and Penobscot—Wabanaki—students. I will examine campus climate experiences by utilizing history, colonialism, and critical social science theory. My research will represent the first study of Native American students attending a small, rural, and nondenominational east coast institution other than a tribal college. In addition, my inquiry will be one of the few attempts to create a non-essentialist perspective of American Indian students by focusing on specific tribal groups.

This campus climate study will examine organizational culture and the institutional environment experienced by Native American college students. Social views both inside and outside the academy can often contribute to an institution's culture, which influences the daily experiences of individuals and/or groups (Hurtado, 1992; Peterson & Spencer, 1990). Campus climate reflects the current mode of organizational life and member perceptions, a convergence of histories, attitudes, behaviors, values, and standards regarding minority and majority needs, abilities, and potentials (Hurtado et al., 1998, 1999; Owens, 1998). These factors frequently dictate intergroup interaction, programs, curriculum, numeric representation, and campus traditions (Clark, 1972; Hurtado, Carter, & Kardia, 1998). Campus climate encompasses the overall perception of an institution's environment.

The majority of student campus climate studies have exhibited three primary outcomes: (1) perceptions differ along racial/ethnic categories, (2) minorities contend with prejudicial treatment and racist environments, and (3) cross-racial interactions are beneficial for all participants (Harper & Hurtado, 2007). Therefore, ethnicity maintains a pertinent role in student perceptions and race matters because racism still exists (West, 2001).

Native American campus climate research at two- and four-year colleges is scant. The majority of studies conducted today tend to marginalize American Indian student experiences. First, Native American typologies often consider them only as a racial/ethnic group. This label limits them to a minority category (e.g., Cole, 2007; Rankin & Reason, 2005; Sadao, 2003; Diver-Stamnes & LoMascolo, 2001; Antonio, 2001). This essentialist perspective creates a monolithic minority group, a community of color—an Indian is simply an Indian. Native American political

and racial/ethnic status is dismissed (Deloria & Lytle, 1984; Cook-Lynn, 2001; Horse, 2005). Outcomes related to citizenship, socioeconomic status, and an equal share in American society conflict with many Indigenous worldviews and reflect a colonial ideal of assimilation. American Indians have fought consistently to remain sovereign and most do not wish to be fully incorporated into mainstream society (Wilkins, 2002; Champagne, 2005). Native Americans remain distinct from other racial/ethnic groups and require novel research approaches.

Second, Native Americans do not always come from racially diverse communities. American Indians living on reservations or trust lands account for a third of the population. Furthermore, many reside within close proximity to their tribes. These Native communities are often located in rural areas detached from metropolitan centers unlike other racial/ethnic minority groups (U.S. Census Bureau, 2002). Students who come from reservations, trust lands, or nearby locations come to college with unique pre-college dispositions and cross-racial interaction patterns and have lived within government controlled radicalized spaces that can influence campus climate experiences (Fore, 1997; Huffman, 2003; HeavyRunner & Marshall, 2003. Third, historical influences that can affect student satisfaction are often ignored. Few studies consider how the past and present influence experiences (e.g., Washington, 1996; Powell, 1998; Connolly, 2000; Marker, 2000). For many tribal peoples, history and education intertwine as the majority of learning institutions were built by Anglo-European colonizers (Rains, Archibald, & Deyhle, 2000; Brayboy, 2005a). Ignoring the past provides us with only a partial

understanding of how American Indian students experience institutional environments (Hurtado et al., 1998, 1999; Milem, Chang, & Antonio, 2005). By reinserting history into the climate dialogue we may begin to gain a deeper comprehension of predominantly White and mainstream campus experiences.

Fourth, Native student campus climate studies have provided few insights regarding this unique group. The majority of research relies on quantitative methods, which tend to be dependent upon a “critical mass” of participants (Harper & Hurtado, 2007). As American Indians comprise a diminutive total of college students (1%) and full-time faculty (0.5%) nationally they do not fit into many study schemas (National Center for Education Statistics, 2004). Indigenous outliers are consistently removed due to “insignificant numbers” or attributed tenuous findings (e.g., Perna & Titus, 2005; DesJardins, Ahlburg & McCall, 2002; Leppel, 2002; Chang, et al, 2006; Antony & Valadez, 2002). Tangential findings can lead to misinformation and subjugate individuals and groups based on faulty reasoning. Qualitative research can bridge this methodological gap and provide a discrete forum as participant voices and experiential knowledge is brought to the forefront.

Last, Wabanaki—Maliseet, Micmac, Passamaquoddy, and Penobscot—students have not been explored in previous climate or student satisfaction research and neither have Indigenous students attending small rural nondenominational institutions in the east. Wabanaki peoples were one of the earliest tribal groups to encounter non-Native explorers and colonists.

Furthermore, Wabanaki education history "spans from traditional tribal education, to involuntary placement in Catholic boarding schools, to the establishment of reservation/community schools, and…[an] unconscious and unstated policy of assimilation [that] has been firmly in place since Native students first began attending public schools in the region" (University of Maine at Presque Isle, 2005, p.8). This research opportunity provides an avenue for new insights regarding college student campus climate experiences and colonialism.

Multiple campus climate studies already exist and provide us with research breadth and depth, so what makes this inquiry different from others when our knowledge of minority and majority student experiences are known? Unlike previous research, my study seeks to focus on an area that remains ambiguous. Native American college students, specifically those from the reservation have been placed onto an academic reservation, dismissed from the discourse. As in most histories and studies their voices have remained silent. Understanding colonialism and tribal student campus climate perceptions and experiences are beneficial to empowering the oppressed. Their voices provide insights to historic legacies, experiential knowledge, and resistance. Students are not simple acted upon. Agency has been a key component to survival both on and off academic and tribal spaces. The academy and reservations have been colonial racial expressions, which have sought to destroy tribal cultures, languages, and governments. At multiple levels education and sociopolitical policies and practices have succeeded in eroding sovereignty and self-determination, and yet tribal students and communities persist in the face of multiple adversities. Therefore, Indigenous campus climate perceptions and experiences are keys to advancing an inclusive environment. A campus culture that acknowledges and respect

tribal peoples and knowledge can increase retention rates and support sovereignty and self-determination goals. However, Native American climate research remains scant and essentialist in nature. My quasi critical ethnographic case study, informed by tribal histories, colonialism, and critical social science theory seeks to traverse this research gap. I will focus on the University of Maine at Presque Isle's Wabanaki reservation based college student campus climate perceptions and experiences. Three research questions guide my study: (1) How do Wabanaki students perceive campus climate? (2) To what extent do colonial legacies persist and influence the campus? (3) How do Wabanaki student employ agency to resist campus climate oppression?

Project/Event Timeline

(January) all interviews will be completed; (February) all interviews will be transcribed; (March) all interviews and observations will be coded; (May) analysis will be completed; (June) findings submitted with program's requested proposal.

Participants Involved in Proposed Activity:

Undergraduate Students 18

University Staff/Faculty	5
Community Partners	2
Other Participants	0

Project/Event Budget

Amount Requested: $3,000.00

Project/Event Itemized Budget:

Classified as research salary and entails development, time, and services: (1) interview instrument, (2) recruitment, (3) interviews, (4) transcription, (5) observations, (6) coding, (7) analysis, (8) write up, and (9) mileage. Participants (N=25).

Total Budget: $3,000.00

Final Mini Grant Report: Eddy Ruiz

Native American Campus Climate Experiences & Support Structures

In 1879, Luther Standing Bear entered a residential boarding school, a strange and unforgiving environment. He was greeted by unfamiliar faces and individuals who forced their worldviews upon him. His instructors were no longer tribal elders and family members rather they were non-tribal members, who failed to appreciate his culture and whom created a hostile environment for the majority of Native American students (Hurtado & Iverson, 2001). White education was thrust upon him. Power and privilege, notions of assimilation, and racial, colonial constructs were prevalent.

Today, social influences within and outside the academy often contribute to an institution's culture, which influences the daily experiences of individuals and/or groups (Hurtado, 1992; Peterson & Spencer, 1990). Campus climate reflects the current mode of organizational life and member perceptions, a convergence of histories, attitudes, behaviors, values, and standards regarding minority and majority needs, abilities, and potentials (Hurtado et al., 1998, 1999; Owens, 1998). These factors frequently control campus cross-racial interactions, programs and curriculum, numeric representations, and traditions (Clark, 1972; Hurtado, Carter, & Kardia, 1998). The campus climate encompasses the overall perception of an institution's environment. Although individual campus perceptions differ institutionally, our campus understanding of historically marginalized students remains obscure. The University of Maine at Presque Isle's Native American student experience remains unknown.

An examination of the university's largest minority population at a predominantly white institution is of deep interest if we are to best serve diverse populations. Therefore, a Native American campus climate study of students has the ability to deepen our understanding of Indigenous experiences and interpretations, to advance an inclusive environment, support tribal self-determination and sovereignty, and increase persistence and graduation rates. This case study, informed by critical social science theory seeks to address how Wabanaki students experience campus climate and where Wabanaki student find campus support?

Literature Review

Student campus climate studies exhibit three primary outcomes: (1) perceptions differ along racial/ethnic categories, (2) minorities contend with prejudicial treatment and racist environments, and (3) cross-racial interactions benefit all participants (Harper & Hurtado, 2007). Therefore, race and/or ethnicity influence student perceptions.

Racial/Ethnic Perceptions

Students of color and majority students who attend the same institution often report distinct views regarding campus climate experiences. Rankin and Reason's (2005) multi-site study found that minority students experience and perceive college campuses differently than majority peers. Students of color experience and observe pervasive racial discrimination, view the institutional environment as unfavorable, and believe that proactive intervention could improve the campus climate. Conversely, majority students believe harassment occurs primarily along gender lines, view the campus environment as accepting, and are less favorable of campus diversity initiatives. Diver-Stamnes and LoMascolo's (2001) research of rural college students found persistent differences across racial and/or ethnic lines. A White participant majority report satisfaction with diversity curriculum (62%), infrequently note

persistent and mild discrimination (4%), of which they believe originate off-campus (52%). Conversely, students of color express high dissatisfaction with the diversity curriculum (91%), encounter recurrent and severe prejudice from faculty and students (63%), of which occur on-campus (82%). The studies suggest that majority and minority students often differ greatly regarding their campus climate perceptions and yet both groups can share similar opinions pertaining to the college environment.

Majority and minority student perceptions are not always polar opposites. Although some racial groups may discern greater environmental dissatisfaction, both majority and minority peers report faculty discrimination and classroom insensitivity, indicating that both groups can perceive a hostile climate on the same campus (Ancis, Sedlacek, & Mohr, 2000; Suarez-Balcazar, Orellana-Damacela, Portillo, Rowan, & Andrews-Guillen, 2003; Nora & Cabrera, 1996). Variations do exist. However, continued research supports the notion that students of color and their majority peers often perceive campus climate in distinct ways (Eimers & Pike, 1997; Helms, Sedlacek, & Prieto, 1998; Johnson, 2003).

Campus climate satisfaction differences may be attributed to pre-college backgrounds and racial privilege. College students enter postsecondary education with different levels of exposure to diversity.

Students of color tend to have greater exposure to diverse groups, predisposition to interact with multicultural communities, and awareness of racial tensions (Locks, Hurtado, Bowman, & Oseguera, 2008). White students often arrive from largely homogenous communities and have limited exposure to minorities and racism (Cabrera, Nora, Terenzini, Pascarella, & Hagedorn, 1999; Radloff & Evans, 2003); an outcome related to elevated levels of residential segregation (Orfield, Bachmeier, James, & Eitle, 1997; Orfield & Lee, 2006). These pre-college predispositions tend to accentuate future interaction patterns (Feldman & Newcomb, 1969; Sáenz, 2005). Predominantly mainstream institution student characteristics can have a pronounced influence on racially privileged space and mediate the relationship between race and campus climate.

High levels of colorblind attitudes tend to allow majority students to perceive the campus climate more positively and to ignore the "benefits and barriers associated with race" (Rankin & Reason, 2005. p.55; Worthington, Navarro, Loewy, & Hart, 2008). White privilege and colorblindness obscure the majority of their own color conscious behavior and subsequent stereotyping, which contributes to a hostile campus environment for underrepresented minority students (Lewis, Chesler, & Foreman, 2000). Satisfaction with one's campus climate can be relegated to an individual's and group's pre-college background as well as their perceptions of and experiences with students of color.

Prejudicial Treatment & Racist Environments

Students of color are often confronted with the duel burden of successful college transition and navigating contentious environments. Research demonstrates that minority students face stereotyping and alienation on mainstream campuses. Many mainstream colleges and universities reflect and reproduce social inequalities and contradictory interests. Institutions that seek excellence and equal access often fear admitting too many minority students who may be underprepared as low performance is conceived as an erosion of academic reputation and quality (Chang, 2000; Astin 1995). Prestige and the collection of assets—human and capital—take precedence. Talent development and education opportunities become secondary objectives (Astin, 1993, 1995). This institutional priority limits access, reproduces inequality, and fails to move beyond historical exclusion and can heighten campus tensions

and reinforce majority student privilege and stereotypes of underrepresented minorities (Fraser & Kick, 2000; Hurtado, Milem, Clayton-Pederson, & Allen, 1998, 1999).

The presence of underrepresented minority students on mainstream campuses can create a countervailing force that attempts to preserve majority power and privilege. Students of color are often questioned regarding their intellectual talents and abilities (Davis, Dias-Bowie, Greenberg, Klukken, Pollio, Thomas, & Thompson, 2004). Steele and Aronson's (1995; Steele, 1997) study confirm that majority perceptions of minority racial inferiority create anxiety and depress test performance. Even astute students of color fear they will conform to or fulfill negative stereotypes. Those stereotype threats are not limited to one time events (e.g., exam) as racial diversity initiatives (e.g., affirmative action, racial/ethnic specific programs) are continually contested and viewed as lowering academic standards and minority students encounter pejorative perceptions and subtle insults that accumulate over time (D'Souza, 1995; Thernstrom & Thernstrom, 1997; Wise, 2005; Solórzano, Ceja, & Yasso, 2000). These racial assumptions can be internalized by minority students, depress their sense of belonging on campus, and hinder their academic success (Hurtado, Carter, & Spuler, 1996; Hurtado & Carter, 1997; Hausmann, Schofield, & Woods, 2007). Solórzano, Allen, and Carroll (2002) note, cumulative stereotypes also "contribute to diminished mortality and flattened confidence" (p. 15). Stereotypic images of students of color and majority privilege can create negative long-term consequences and perpetuate an unwelcoming campus environment.

Predominantly White institution minority students often experience alienation. A lack of compositional diversity can pressure minorities to conform to majority requests and norms. Feagin, Vera, and Imani's (1996) study of predominantly White institutions found that students of color are often expected to assimilate into the dominant campus culture at the expense of their cultural heritage. Some majority students pressure students of color to disclose their ethnic/racial background (Morley, 2003). Others single-out minorities as representatives or spokespersons in classroom discussions to speak on behalf of an entire group (Lindquist Mala, 2006). Some students are burdened with learning their college curriculum and disproving racist misconceptions regarding themselves and their communities (Fries-Britt & Turner, 2001). Racial pressures to conform and answer majority demands isolate minority students and confine them to ethnic enclaves and cultural spaces for support (Sidanius, Van Laar, Levin, & Sinclair, 2004). And resistance can lead to negative racial identities (Matthews, 1998). Minority students often feel as unwelcome guests in someone else's home (Turner, 1994).

Cross-Racial Interactions

Campus climate does not have to be contentious. The deliberate construction of ethnically/racially diverse college environments benefits all students. Computational diversity accompanied by purposeful

cross-racial interactions lead to positive educational gains—cognitive, psychosocial, and interpersonal—race relations, and democratic outcomes (Hurtado & Carter, 1997; Hurtado et al., 1998, 1999; Chang, 1999; Lee & Davis, 2000; Tsui, 2000; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001; Gruin, Dey, Hurtado, & Gurin, 2002; Mendoza-Denton, Downey, Purdie, Davis, & Peitrzak, 2002; Chang, Witt, Jones, & Hakuta, 2003; Levin, van Laar, & Sidanius, 2003; Antonio, Chang, Hakuta, Kenney, Levin, & Milem, 2004; Milem, Umbach, & Liang, 2004; Gurin, Nagda, & Lopez, 2004; Antoino, 2004; Chang, Denson, Sáenz, & Misa, 2006; Pike & Kuh, 2006). Empirical studies have advanced our knowledge of ethnic/racial campus climate experiences and potential outcomes and yet our insights regarding American Indian students remain limited.

Theoretical Perspective

Critical social science theorists are critical of pervasive inequities and injustices in everyday social relationships and arrangements. Freeman and Vasconcelos (2010) note:

A 'critical social theory' is both the process and the outcome of a transformational agenda that brings together multiple beliefs about human understanding and misunderstanding, the nature of change, and the role of critique and education in society. It is an evaluative as well as a political activity that involves assessing how things are in order to transform them….(p. 7)

Critical theory envisions a different society; reject oppressive social structures; look beyond individual gains; and conceive new relationships between self and others (Fray, 1987).

Segerholm (2010) states, "Using a critical theory perspective in education evaluation has less to do with picking the right theorist views than it does cultivating curiosity and an inquiring stance (p. 63). Researchers need to question the history and power relations; the political agenda of different actors and the underlying ideology; conceptions of what it means to be human, what is judged to be a 'good' society, and which values are at stake; how social structures and identities in society are sustained and actively supported, and who gains and who loses; what evaluation does in relations to these questions; and how an evaluation is to be carried out given the particular conditions in a specific commission (Segerholm, 2010, p. 63). Critical social science theory challenges inequities.

Microaggressions are one avenue to examine injustice. Solórzano, Ceja, and Yasso (2000) refer to microaggressions as subtle insults that over time accumulate, which work to support white supremacy and perpetuate minority inferiority. They are covert racial layers both inside and outside the classroom subtly justify pejorative perceptions (Perry, 2002, Chang, 2000, Solórzano, Ceja, & Yasso, 2000). Microaggressions influence retention and persistence and can push minority students out of certain classes, majors, and college where they are perceived as unwelcome interlopers. Microaggressions call into question notions of equal education and uncover subtle forms of racism that influence students of color (Solórzano, Ceja, & Yasso, 2000).

Counterstories provide alternative views to majority narratives regarding peoples of color. Deyhle (1995) notes, “experiences of racial and cultural warfare must be placed at the center of an explanatory model of their education and work experience." Narratives grounded in the lived experiences of people of color challenges majority narratives (Solórzano & Yosso, 2002). Counterstories develop from topical literature reviews, data collection, and professional and personal experiences (Strauss & Corbin, 1990; Delgado Bernal, 1998). Narratives are a primary source.[5] The analysis of multiple sources begins to tell a story. Counterstories allow a researcher to humanize and place a recognizable face to educational theory and practice, challenge and reshape dominant knowledge, present alternative realities, and create a rich source of data derived from stories and reality (Solórzano & Yosso, 2002).

Critical social science is not a value-neutral perspective. Impartiality is a noble, but an unattainable dream (Novick, 1988). As social animals we are influenced by experiences, values, local knowledge, and other factors (Denzin, 2001). Positivism’s goals of objectivity, prediction, and generalizations are rejected. Last, phenomena is described in a way that supports, challenges, or develops theory, adding complexity to our understanding of campus climate experiences (Merriam, 1998). The goal is to provide an avenue for change through the voice of the oppressed (O’Leary, 2004). It adds the political agenda of exposing repressive influences that are acting on marginalized groups. It attempts to empower oppressed peoples through in-depth critical analysis of hidden elements within society. In exposing dominant systems, the method acknowledges an unequal power relation with the intent to advance minority interests (O’Leary, 2004). Critical social science challenges and pushes for positive social transformation.

Methodological Perspective

[5] This argument can be applied to literature that is often considered antidotal due to first-hand accounts (e.g., American Indian Studies articles).

Native American student perceptions of the campus climate and resistance efforts to oppression were examined qualitatively. The research utilized critical social science theory to analyze case study data derived from interviews and observations; theory and methods are inextricably linked and influenced study procedure, data collection and interpretation (Smith, 2005).

Case Study

Case study acknowledges culture as a dynamic process, focuses on a single unit of analysis that occurs in natural settings, and considers observation and in-depth interview as data collection cornerstones which allow for the examination of recurring social phenomena related to perception and behavior patterns (LeCompte & Schensul, 1999; Yin, 2003). LeCompte and Schensul (1999) note, "culture consists of the beliefs, behaviors, norms, attitudes, social arrangements, and forms of expression that form a describable pattern in the lives of members of a community or institution" that persist over time (p. 21). Case studies explore "why" and "how" questions, which explain contemporary situations.

Therefore, the research focused on how Wabanaki students experience campus climate and where Wabanaki student find campus support. The use of participant observations and semi-structured in-depth interviews assisted in the triangulation of research findings.

Institutional Setting

The University of Maine, Presque Isle was selected based on indigenous campus programming needs. The institution's student demographics and location to tribal reservations make it ideal. The University is a public, rural, and non-selective baccalaureate college that maintains a relative balance between arts and sciences and professional fields (Carnegie Foundation for the Advancement of Teaching, 2010). The University of Maine, Presque Isle is a predominantly White institution enrolling over 1,300 full-time equivalent students. Minority students consists of 4 percent Native American, 1 percent African American, 1 percent Latino, and less than 1 percent Asian American (National Center for Education Statistics, 2009). Enrollment data indicates at least 80 percent of undergraduates enrolled full-time and 25 to 49 percent of degree-seekers live on campus (Carnegie Foundation for the Advancement of Teaching, 2010). As a small institution it provides a low student-to-faculty Ratio of 16:1, average class

size of 21, and 25 degree programs (Borderland University, 2010a). The institution's status and its location offered a distinct climate perspective.

WABANAKI PARTICIPANTS

Maine is the ancestral Wabanaki homeland of four federally recognized tribes: Aroostook Band of Micmacs, Houlton Band of Maliseet Indians, Passamaquoddy Tribes at Indian Township and Pleasant Point, and the Penobscot Nation. The State is one of only a handful which maintains an Indigenous minority-majority (United States Census, 2000a). A total of 18 Native American students participated semi-structured, in-depth interviews, with the majority having derived from these noted tribal groups. [6]

RECRUITMENT PROCEDURES

Recruitment began with gaining access to community members, direct student involvement, establishing a level of trust, and working within peer social networks.

Participant interview solicitation combined purposeful and snowball sampling (Bogdan & Biklen, 1998; Babbie, 2007). The initial phase employed a purposeful sampling procedure derived from details gleaned from institutional databases. A mass email was sent to the targeted sample detailing the research intentions and invited them to participate in the study. Interview participation were restricted to American Indian students—Wabanaki emphasis, 18 years or older and an enrolled tribal member. Consideration was given to maintain a gender balance among participants.

OBSERVATIONS

[6] According to McCraken (1988), a sample range between 8-12 participants engaged in long interviews is needed to obtain a saturation of data for concurrent analysis. To ensure that no new observations or statements develop the study will surpass the stated minimum standards.

Fieldwork describes an observed setting. The intent was to understand campus climate through descriptive information and how participants experience the environment. Patton (2002) argues that contact with social settings offers several distinct advantages. First, direct observations allowed me to understand and capture the context by which people interact. Second, personal experiences with a setting and its people allowed me to remain open, discovery oriented, and less dependent on previous conceptions of the environment. Third, routine social activities that go unnoticed become apparent to me as an outside observer. Fourth, direct observation provided information that participants were unwilling or unable to share during an interview, moving me beyond selective perceptions and allowing for a comprehensive view of the setting under investigation. Last, building relationships with participants within a setting permitted me to draw upon personal knowledge during formal interpretation (p. 262-264). The fieldwork strategy employed did not attempt naturalistic observation as specific assumptions had been established. The study sought to understand various campus "cultural" settings resulting from a narrow set of elements derived from the research goals.

INTERVIEWS

Native American student narratives were intended to give voice and dimension to their experiences (Clifford & Marcus, 1986). To break from previous precedence, detailed multi-vocal information regarding student campus experiences were constructed in a collaborative retelling (Clandinin & Connelly, 2000). Interviews were conceived as social encounters and knowledge construction, not a unidirectional process of "mining and prospecting for the facts and feelings residing in the respondent" (Holstein & Gubrium, 2003, p. 4). Native American perspectives were intended to give meaning to their experiences that are in conflict with majority discourses and practice (Fine, 1994).

Native American student interviews utilized a semi-structured format with open-ended questions to elicit participant views and opinions (Creswell, 2003). A semi-structured format allowed respondents to provide answers to similar questions. This arrangement, unlike structured interviews, did not limit response categories, deviation, interpretation, or flexibility and is distinct from unstructured framing, which is organic and unpredictable in its direction (Fontana & Frey, 2003). Semi-structure provided

flexible guidance of predetermined questions to affirm or disconfirm domains and factors. Open-ended questions allowed for enhanced probing and greater variation in responses (Schensul, Schensul, & LeCompt, 1999). This structure allowed interview transcription to occur in a coherent fashion along an established set of questions, which can lead to the collection of information regarding similar domains from different participants for comparison purposes.

Each interview followed a set format: (1) access was only granted to the researcher; (2) storage of transcripts and recordings were placed in a secure password encrypted computer to ensure protection of participants; (3) conversations were digitally recorded with participant consent allowing for verbatim transcription; (4) observations were recorded on paper to capture emotions, body language, and environment location; (5) interviews were transcribed within a one-month timeframe, personal identifiers (name, high school, personal descriptors, etc) except for tribal affiliation will be removed, and a copy of the interview offered to the participant; and (6) an IRB application was completed and accepted by the institution. These procedures were intended to minimize security risks and maximize results.

Data Analysis

My data analysis sought to provide coherency to information collection. It was a process of consolidation, reducing, and interpreting in order to construct meaning. The method involved me moving to and from concrete and abstract concepts, inductive and deductive reasoning, and description and interpretation to formulate study findings. My analysis was guided by three research questions that focus on campus climate experiences and resistance utilizing a critical social science framework.

My research study will utilize three levels of data analysis that work independently and in partnership with each other. Level-one analysis sought to create a low level of inference and demarcate specific data units which were measurable and observable, and guided by stated theoretical assumptions. A unit of data was any potential or meaningful segment of data, which can consist of a small word (e.g., assimilation), participant feeling (e.g., tokenized), or phenomena (Schensul, Schensul, & LeCompte, 1999; LeCompte, 2000).

Level-two attempted to formulate a high level of inference. I construct categories in conjunction with data collection. Codes will be folded into appropriate and naturally occurring units, reducing data into

manageable components. Linkages allowed me to formulate a junction between two or more variables that allowed for the formation of a causal chain; a technique known as pattern matching (Yin, 1994; Emerson, Fritz & Shaw, 1995; Merriam, 1998).

Level-three analysis shifted from descriptive to abstract concepts. It involved inference making, model development, or theory creation (Merriam, 1998, p. 187). The practice moves away from coding to explaining phenomena (Emerson, Fritz, & Shaw, 1995). Miles and Huberman (1994) note, we are no longer just dealing with what is observable, the visible and invisible are connected and produce successive layers of inferential glue (p. 261). The final analysis process allowed me to draw on and verify campus climate conclusions and critique, modify, or reframe theory and campus climate assumptions based on empirical evidence (Bogdan & Biklen, 1998).

Findings

The study reveals two central themes: (1) Financial Aid & Business Office, (2) North American Indian Waiver & Scholarship Program.

Financial Aid & Business Office

The most prevalent issue noted by student participants focused on two departments. The Financial Aid and Business were reported to be intense hostile campus locations for seventeen of the eighteen interviewees. Philip, a twenty-one years old freshmen, and father of four noted that his first introduction to the campus was laced with racial undertones and inferior service. He recalled:

> The Financial Aid Office was the first place I visited at the start of my college career. I remember walking through the door and her just looking at me. There was no hello or welcoming invitation. She just stared and curtly asked, 'What do you want?' I tried to ignore the attitude and let her know that I need the office to correct my financial aid classification from dependent to independent student because I didn't live at or near home, was divorced, and have a child. She told me they couldn't do that for me at that moment and that it was going to take two, three, or four weeks to complete.

> I was confused. All the information they needed was gathered and in my possession. Did the changes really take that long to complete? I got the distinct impression that they didn't like me or want me their office. That feeling was reinforced after another student came in describing the same issue. She looked at him and said, 'We'll get it done for you as soon as possible.'
>
> I went right back in after overhearing their conversation and asked her once more. She replied, 'No it takes that long to you.' 'Me? You just told that last students who had the same issue that you could completed that task in half the time.' Her response was that 'They are an exception!' I asked her, 'What was that supposed to mean?' Her response was 'that they had submitted all of their paperwork before the due date.' He received assistance regardless of the fact that my paperwork was also completed and submitted prior to the deadline.
>
> Based on that encounter they proved to me that they were racist. It wasn't the best first impression. They assume Native Americans just make shit up. It was a tense, hostile, and unwelcoming environment because they talked down to me as though I was below them, like shit on their shoes.

Philip's experience and interpretation of the encounter was attributed to racism. As soon as he walked in the environment became chilly. The stare, terse response to his presence, and second class service in comparison to his majority peer were transparent. Why did the services he need take twice as long for him, when he too had his information in order? The confrontation did not just stop there. When a supervisor was contacted, the woman hid outside the door, listening to the conversation, and popped her head around the entryway to deny his statements without ever entering the room. Philip was even prompted to submit divorce papers by the supervisor in order to believe his position, while no such request was made of the other student, who shared a similar circumstance, accept for one major difference. Native Americans are perceived to be untrustworthy and prone to inferior service.

The Business Office is another repeated theme in the lives of young and older indigenous students. Heather, a fourth-two year old reentering junior, and mother of six found herself too early on encountering an unwelcoming environment.

> My first time back, I followed up on my tuition deposit waiver because it had not been removed. The lady just looked at me, didn't say a word to me, turned, picked up her phone, and said to the person on the other end, 'I don't have time for this! Can you deal with this?' She was really nasty. I felt uncomfortable.
>
> I thought to myself, 'What a bitch. What would have happened if it were another aboriginal student who was not as strong or secure in their identity?' If I was younger, I would have run out of the office crying and never returned. I can't believe that those attitude and behavior persists in today's society and don't think the campus has a positive image of us. It's crazy.
>
> When are we going to move beyond that? It can't happen anytime soon when a university's employees make you feel uncomfortable because of whom you are. I didn't feel welcomed. It was a very racist and mean encounter that will stick with me forever.

Even Heather, a student who reports a strong sense of cultural identity and maturity details that students have a difficult time feeling that they belong when an office and/or individual treats them like they "should not be on *their* campus." The staff member quickly identified the student as a tribal member when the waiver was brought up. It elicited a cold and non-direct verbal response, "I don't have time for this" and for another person to "deal with this" issue. Heather did not require a racial slur or stereotype to understand that her and other tribal members were perceived as a nuisance or problem even when they attempt to maintain institutional policy by having their application fee waived. These racial attitudes and behaviors create and maintain potential barriers to student persistence.

When students enter college, financial aid and business offices are one of the early contact points. This is specifically true of students who come from minority and/or lower socioeconomic backgrounds that require funding to pursue their education. Bianca, a twenty-four year old sophomore, and mother of two and her encounters with both offices reemphasizes and institution's message regarding an individual or groups presence on campus:

> The Business Office makes me uncomfortable and has caused me to consider dropping out of college. The woman who hands out student financial aid refund checks acts ignorant towards me and doesn't appear to want me around. At times I'll enter the office and she will say to me, 'What is this? I already talked to you!' Other times, she will ask me my name. Then I'll inform her that my husbands and my financial aid refund check are being picked up. She'll snap, 'It's not here today, comeback tomorrow!'
>
> The Financial Aid Office is problematic too. Excuse my language, but she is a bitch. Every time I talk with her, she acts ignorant and snaps at me. She says sternly, 'I've already explained this to you!' However, she never explained anything to me. Then I see other students in the office being spoken to in a nice, calm, and gentile manner. Why do they have to be so rude to me?
>
> I can understand if it's a bad day or they are very busy. But when I see other people, receive good, polite service when they collect their financial aid refund checks, it makes me wonder, is it because of my race? Is it because of my waiver and the financial aid received?' It makes me wonder. It doesn't make you feel welcome. I hate going over to those offices.

These student encounters detail a negative and hostile environment. Each participant attributed their experiences to racism because of the attitudes and behaviors they witnessed. University personnel were described as confrontational and uncaring. Two distinct levels of customer service were defined. Native American students received short and abrupt services. The presence of them in the noted offices was viewed as troublesome, specifically when it became clear that they were from a tribal community. Conversely, their majority peers were noted as receiving prompt and courteous services even when circumstances did not differ, leaving students to question the level of institutional commitment and support and the role race plays regarding tribal students.

Native American Indian Waiver & Scholarship Program (NAIW&SP)

The North American Indian Waiver &Scholarship Program (NAIW&SP) is a primary theme that developed during the interview process. The NAIW&SP purpose is to encourage North American Indian students to

participate in the University of Maine System (UMS) of higher education. The waiver provides financial support for college student who apply, are accepted, and belong to a state, federally, and provincially recognized tribe wishing to obtain a certificate and/or an associate, baccalaureate, or graduate degree. Tuition and most fees are covered by this waiver. In many ways it is akin to veterans, orphan, and other scholarship to assist public servants and underserved populations. However, Native American populations are viewed differently than other scholarship and waiver recipients.

Patrick, a twenty-seven year old sophomore, and father of two notices a dichotomous relationship in regards to tribal members who receive the waiver and non-recipient tribal members who have not

established residency. Many Canadian (Wabanaki) First Nation student unlike their many state side relatives often times do not receive the waiver and pay 1.5 times the tuition rate. They are perceived by the institution "as another way to make a dollar" regardless of their academic success. One way or another, the university "still gets their money" that is supported by administrative preference, words, and actions. Conversely, Patrick notes:

> Those of us who receive the waiver are perceived as attending college only because we get a 'free ride.' They institution would rather not give the waiver to any of us because they are not making enough money on us. It's about money not access. Last year, letters were mailed out to waiver recipients, imposing new waiver guidelines. Native American students were sent into a panic as the administration attempted to implement waiver changes that were not finalized by the system office. Fortunately, that institutional move was blocked and reversed by our allies. Unfortunately, the waiver isn't just an issue among the campus administration.
>
> Students believe it's unfair for us to receive a tuition waiver too. Why do they refuse to see the struggles that my culture has undergone? They took away our ancestral lands, stuck us on reservations that were of little value. The Penobscot peoples were placed on an island swamp with no bridge. They could only travel over the ice during the winter or canoe against a treacherous current after the ice melted. The lands were virtually uninhabitable. These are some of the hardship that tribal cultures have had to overcome.
>
> The waiver is an opportunity for the state and university system to give back. Students still say, 'I was not part of that decision.' No, but it was their culture and peoples that

> decide that for our peoples and culture and we continue to live with those decisions. The waiver is a small compensation. I still have to pay for my books, parking, and food. I am still under the same academic and financial standards. It is a scholarship. It's not a 'free ride.' My people and I have made sacrifices for the waiver.

To Patrick and other aboriginal students, the institutional issue is not "access" it is money. Administration views it as a financial burden, although there is no exchange of funds and the institution is not at full capacity. As some faculty, staff, and leadership, like students view the waiver as unfair advantage for an underserved minority group. Why should students "pay" for an ethnic group who is not starting on an even education playing field? Why should they consider the past, when for generations and less than a generation ago lands were stolen, public assistance denied, and voting obstructed? Why should a waiver be extended when the flagship campus resides on tribal lands as defined through treaty rights? These are the central issues that are denied, which foster a negative climate for most tribal students. Native American non-recipients are also caught in the middle of this debate.

Broad negative perceptions regarding the tuition and fee waiver can have a deleterious influence on classroom experiences, even for tribal members who do not benefit from the NAIWS&P. Patricia, a twenty-seven year old sophomore, and mother of two, who does not receive the waiver notes, an institutional culture that perceives aboriginal peoples are academically unqualified and receive everything for free infects admissions, financial aid, and business offices, and classroom. To avoid

second class service and stereotypic perceptions, behaviors, dialects, and speech patterns are altered by some to avoid being ethnically labeled. Patricia recalls:

> You're not yourself. You sit back and attempt not to be singled out. I want to stay out of classroom discussions and prevent the feeling of being less of a person because of me being indigenous. To do this, I try to not use [tribal] community terms or dialect to avoid detection. I hide those characteristics. I don't want them to say, 'Back to the same old story again' and see their attitudes and behaviors change. They begin to talk down to you. They say, 'She is only here because her education is free. She isn't smart." Stereotypic views of you and your peoples bubble to the surface when they can label you ethnically. I want to get in here, get my degree, and get out.

Her actions are an attempt at self-preservation and also speak to race and finances as the root of the issue. Institutional culture regarding the waiver can have a direct influence on the climate. The classroom, which could be an opportunity for self expression and dialogue, is silenced. The expression of cultural behaviors, attitudes, and speech are covered up at times to avoid potential conflict. Waiver perceptions by the majority, in conjunction with an institutional avoidance to educate the campus regarding the waiver maintain a status quo of denial and inequities.

Discussion

The Financial Aid & Business Offices and North American Indian Waiver & Scholarship Program are two central themes that influence the ways in which tribal students view the institutional climate. Other factors also impact the negative perception of the campus. Janice, a twenty-nine year old junior, and mother of three recalled a psychology course with a hostile student who labeled all of her ex-husband's ills to his tribal culture and race, while nothing was done in the class to prevent this stereotype. Stephanie, a twenty-three year old sophomore, and mother of two observed a lack of indigenous student on campus and institutional knowledge regarding their histories, and unwillingness to celebrate tribal cultures. Multiple factors influence a perceived hostile campus environment in which majoritarian administration, faculty, staff, and students play a role.

Stereotypes influence campus attitudes and behaviors. This threat not only has a negative influence on the campus climate, but can also depress academic performance. Studies have shown that African American and women intellectuals fear that they will conform to or fulfill negative stereotypes held by another group, which create anxiety and fear, and depress test performance. Self-doubt regarding their ability is not internal, but identified with a specific domain (Steele & Aronson, 1995; Steele 1997). Racial situational pressures can tamp down educational outcomes despite intellectual abilities. And for students who inhabit "non-traditional" educational domains, a lower sense of belonging (Hurtado & Carter, 1997; Steele, 1997). These pressures are situational and short term, but can have long-term consequences, influencing retention and persistence and can push minority students out of certain classes, majors, and college where they are perceived as unwelcomed (Perry, 2002, Chang, 2000, Solórzano, Ceja, & Yasso, 2000).

Native American students have found two primary support structures to aid their academic careers—Native Education Center and Native Voices Student Organization.

Most participants in an attempt to counteract daily racist attacks and deficit theory form safe havens both on- and off-campus to develop support networks, provide a secure environment, and allow individuals to vent their frustrations to survive academically and socially. The Native Education Center has become for many an environment that has created a sense of community, a counterspace, and "home" within the university (Wright, 1985, 1991; Reyhner, 1997). Heather affirms the perspective of her peers:

> Right now this campus has some strength. It's here in the Native Education Center. We feed off of each other. If you have a positive and strong person in the group, the rest of the group will lean that direction. I come for advice. It is easier to ask for help from others who understand your situation. The Center is a place you can go to. Everybody needs encouragement, and this is where we receive our support now. I wish it existed my first time around in college; I would have never dropped out and would have completed my degree by now.

Native Voices provides avenue of support too, which often works in conjunction with the Native Education Center. Bianca relates, "Native Voices is important because we may all be from different tribes, but we have some cultural similarities and can relate to each other. You can't talk to anybody else about ceremonies. Some [non-Natives] want to learn, while others think you are crazy." Brianna, a twenty-seven year old senior, and mother of two also notes:

> Native Voices allows you to work with and talk to other tribal students. We try to develop collective strategies for institutional change and to educate non-indigenous peoples who fuel racial attitudes. The Native Education Center is another location that helps me. I feel that the staff is connected to the campus and can guide us through difficult conversations. They understand and discuss the issues we face; any problem we run into. We work at it as a group. You don't have to feel as though you are they only person. You're not alone.

These support structures are not unique, but nonetheless remain vital for academic success.

Students of color often report feeling isolated and misunderstood at predominantly White institutions. They are less likely to use conventional university services like academic advisors, counseling centers, or mainstream student organizations to deal with their feelings and concerns. Thus, the student cultural center and organizations becomes a source of support and comfort.

Faculty and staff can be support resources for some tribal students, but few members were mentioned. Regarding faculty, Dave Putnam was the only name consistently mentioned. Regarding staff, Native Education Center members were referenced. Patrick explains, these individuals:

> See our culture as opposed to only the majority students. We have a different mindset. They are interested in the culture we grew up in and appreciate our views and opinions. They "understand that our culture is derived from an oral tradition and that writing can be difficult at times. It can be hard as hell!

University personnel that take the time to learn, appreciate, and celebrate difference can make a difference in the lives of students. It is not a free pass that endears students to faculty and staff. Rather, they counter mainstream institutions of education that often work from a belief system that perceives minorities as having the wrong or no cultural capital (Pearl 2002; Valencia, 2002; Moreno & Valencia, 2002; Teranishi, Allen & Solórzano, 2004). Native American students and the communities they derive from are viewed as assets.

For American Indians these assets often consists of spirituality, family and community strength, elders, ceremonial rituals, oral traditions, and tribal identity and language, which play an important role in maintaining cultural resilience and aiding college graduation (Hertzberg, 1972; Huffman, Sill, & Brokenleg, 1986; Lin, 1990l; Willeto, 1990; Ward, 1998; Whitekiller, 2004; Fann, 2005). This knowledge is a valuable college resource as it contests the way racism impacts educational practices and discourses, acknowledges inherent contradictions within a structure that can oppress and marginalize, and maintains an ability to emancipate and empower underrepresented students (Yosso, 2005). When educators and practitioners acknowledge, appreciate, focus on, and view distinct cultural wealth as a critical ingredient in education, students benefit.

Conclusion

Institutional transformation is required given the negative perceptions of the campus climate and limited support structures. First, institutional support services and cultural centers are valuable components for students of color, but rather than confining them to guest rooms, the entire institutional climate and culture must be built to create a welcoming and supportive environment for all participants. A welcoming environment could be created through a culturally appropriate curriculum infused with ethnic studies, a greater presence of minority faculty and staff, formal advising structures, and professional training for those who serve students of color (Turner, 1994). As Lawrence (2002) states "In hard times, it is especially important to create home places; safe places among trusted friends to seek refuge and dress wounds of battle and places for hard conversations, where differences can be aired and strategy mapped, where we can struggle with and affirm one another.

Second, students must begin see more frequently ideas and perspectives reflective of diversity are present in the curriculum. Ron Takaki writes, "What happens, to borrow the words of Adrienne Rich, 'when someone with the authority of a teacher' describes our society, and 'you are not in it?' Such an experience can be disorienting—'a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing'" (Takaki 1993, 16). When juxtaposed against a diverse student body, a lack of diverse perspectives in the curriculum may not only cause moments of psychic disequilibrium, but also contribute to a campus climate of exclusion. As with pedagogical reform, achieving curricular change—successfully incorporating diverse information, ideas, and perspectives into the curriculum—requires aligning faculty development and rewards to these goals.

Third, developing and maintaining diverse student bodies' needs to become a proactive institutional policy. Efforts need to begin prior to the admissions process on several fronts. Outreach, academic enrichment, and recruitment programs are among the first policies needed to cultivate a diverse student body. Outreach programs should be connected with tribal administrators and local middle and high schools enroll tribal members. Because many schools with low minority college-going rates are poorly funded or located in less wealthy districts and neighborhoods, they are less likely to offer a strong

precollege curriculum or related activities. Therefore, outreach must involve academic enrichment. The combination of outreach and academic enrichment programs serve as strong correctives to recruitment programs that typically focus on both high schools and individual students with strong academic records (Oakes et al. 2002).

Last, institutional efforts need to become mutually reinforcing actions. For tribal and students of color, racial and ethnic identity, community involvement and engagement, social networks, and culturally

relevant and enriched curriculum are key aspects of the transition-to-college process. Creating a sense of belonging prior to and after admissions affects students' experiences and is a key to persistence. Therefore it is vital that students of color feel as though they are part of the campus. Students recognize an institutions commitment to diversity through campus racial makeup and programs. Furthermore, they are keenly aware of the level of institutional community engagement. Early outreach, academic enrichment, recruitment, combined with community service, a relevant curriculum, and empowerment zones create linkages, interrelationships, and community building that fosters creative leadership, enriches campus diversity, cultivates cultural understanding, and creates positive relationships that support students' success.

These stated actions not only transform the institutional structure, but also the culture that has a direct influence on the negative campus climate experienced by many indigenous students. The deliberate construction of ethnically/racially diverse college environments—academic, services, and social—also benefits all students. Furthermore, by taking steps to undergird existing university structures that best serve this minority population works towards social justice and empowerment of the local communities.

Applicant 5:

Applicant Name: Alice Sheppard

Title: Diversity Films

Institution Name: University of Maine at Presque Isle

Address: 181 Main St.

City/State/Zip: Presque Isle ME 04769

Email: alice.sheppard@umpi.edu Phone: 207-227-4446

Abstract & Narrative

Abstract

One of the aims of higher education and a focus of Project Compass is to increase awareness and understanding of diverse worldviews and cultures. Media scholars have argued that film is an effective mediator of this objective, especially in a society where children are raised with extensive television viewing.

In an October 2009 symposium at UMA "Wabanaki Awareness," nearly every session included a video on Native American experience. These were very effective and powerful. UMPI faculty believe that campus and online students can similarly benefit from such an approach. The films to be purchased through this mini grant focus on stereotypes and on aspects of Native American experience, both present and past.

They will be catalogued, described, and made available for classroom use, student groups, and online distribution. A list of tentative film purchases is included, but the recommendations will be solicited from Strategic Area 1, Native Voices, and campus staff.

Narrative

My first academic position was chaired by a psychologist who was additionally a filmmaker. Our multiple sections of child development were scheduled around a common film showing, as well as individual lecture/discussion sections. The students affectionately called the course “Baby Flicks,” but it was academically rigorous and included various anthropological, child study, and psychological approaches. I soon realized the value of educational films, and within the decade signed up to take a filmmaking course myself.

Filmmaker Sut Jhally, a communications scholar and founder of Media Educational Foundation, emphasizes the ability of educational films to present complex material in “accessible forms.” He has also noted students’ ability to become engaged and to recall material they have seen. Today's students have been raised in a media culture, and class discussions seem more productive when videos or interactive technology are used.

One of the most effective for introducing the interrelationship of perceptual and cognitive processes in stereotyping is “Them and Us.” As the website declares: *Them and Us* explores common thinking habits to show how they can easily lead to hidden assumptions, bias, and prejudice. Stereotyping and prejudice are not limited to the ignorant or closed-minded. Its beginnings lie in the almost automatic need to group people into categories and to identify clear “us” and “them” groups. This film could be used in behavioral science courses, as well as first-year seminar, or any student activity group.

During the 2009-2010 academic year, I was able to pilot the use of films on Native Americans and First Nations. Although I expected the students to tell me what I wanted to hear, I was pleased with the quality and amount of discussion generated in the classroom. In addition, anonymously-submitted film evaluations showed positive respons**es.** Harder to document is to what extent the sequencing of films bears on their acceptance and impact. I suspect that some attention to this needs to be made.

For other films, links can be made to current events or the calendar. “Way of the warrior” is appropriate for Veterans Day; “A Native American Night Before Christmas” in the holiday season. Science classes might use “Spirit of the Trees” or “River of Renewal,” or “Native American Medicine.” Education students may appreciate “Self-Esteem for to Native American Students” and “They Lied to You in School.” In physical education, “front-runners” or a film on Jim Thorpe might be appropriate. For social

work, “Invisible” describes situations in the state of Maine, and “Mi’kmaq Family” how culture is transmitted from one generation to the next. “Our Spirits don't Speak English: Boarding Schools” has bearing on education, social work, psychology, and history.

A further aim of the project is to make these resources accessible to the campus community. To this end, an annotated list of campus films will be prepared. This could be posted on the Website or e-mailed by request. Working with Jeanie McGowan of the Nylander Museum, some films can also be categorized under the objectives under LD291. For example, Wabanaki Cultural Systems & History, Wabanaki Economic Systems, Wabanaki Tribal Government & Political Systems and Wabanaki Territory. Perhaps the most difficult task in procuring films is that there are just so many of them and many are outstanding. Films Media Group lists 75 films with indigenous content.

Educational on two fronts are the many films produced by Native filmmakers and crews, some working with established production companies, and other companies Native owned and operated (VisionMaker Video, Rich-Heape films). Combining speakers, events, readings, and films, UMPI students may gain increasing exposure and analysis of diversity issues. Those whose cultures are presented gain pride and esteem; others gain valuable insight and ability to examine their own preconceptions and worldview.

Project/Event Timeline

January: Prepare and prioritize list of films

February: order films

February-April schedule showings for student groups and classes

April 13 Film with Wabanaki panel for University Day

May Distribute information for faculty for use in summer and fall courses

Partnership Information (if applicable)

Nylander Museum

Project Compass Strategic Area 1: Cultural Programming & Engagement

Describe Institutional & Organizational Partners:

The Nylander Museum Of Natural History

Jeanie L. McGowan, Executive Director

657 Main Street Caribou, Maine 04736

Strategic Area 1 currently has six members and includes institutional, community, tribal, and student members

Participants Involved in Proposed Activity:

Strategic Area 1

Native Voices

University Faculty

Project Compass staff

Undergraduate Students **20-250**

University Staff/Faculty 5

Community Partners **1**

Other Participants

Project/Event Budget

Amount Requested: **$2460.10**

Company Film Cost

Vision maker video River of renewal $129

Vision maker video Way of the warrior $225

TM W media Self-esteem for Native American Students $43.25

Katahdin Foundation Homeland: Four Portraits of Native Action $250

Woodstock Museum They lied to you in school $37.45

DVD magnet All is beautiful $14.39

Spirit pass PowWow Trail 3: the dances $17.06

Rich-Heape Films Our Spirits don't Speak English $225

Film Board of Canada Mi'kmaq Family $195

Film Board of Canada Spirit of the Trees. $395

Vision maker video Waban-aki: People from where the Sun Rises $195

Vision maker video Native Nations: Standing together for Civil Rights $20.00

Tribal Sovereignty $24.95

Acadia Film Penobscot: The People and Their River $15.00

Learning Seed Them & Us $99

Other $500

Shipping & Handling $75

Budget Narrative:

Prices are shown for Educational Institutions and public performance where the choice is clearly indicated. I am told this is mandated if any of the films are indexed under the library collections. Films have been previewed as much as possible.

Additional Funding Support (if applicable):

Total Budget: Total: $2460.10

Final Mini Grant Report: Alice Sheppard

Cover Page Items:

- **Project/Event Title Increasing Awareness and Understanding Of Diverse Worldviews And Cultures Through Media**
- **Name of Principal Investigator(s) Alice Sheppard**
- **Project Abstract**
  - One of the aims of higher education and a focus of Project Compass is to increase awareness and understanding of diverse worldviews and cultures. Media scholars have argued that film is an effective mediator of this objective, especially in a society where children are raised with extensive television viewing. In an October 2009 symposium at UMA "Wabanaki Awareness," nearly every session included a video on Native American experience. These were very effective and powerful. UMPI faculty believe that campus and online students can similarly benefit from such an approach. The films to be purchased through this mini grant focus on stereotypes and on aspects of Native American experience, both present and past. They will be catalogued, described, and made available for classroom use, student groups, and online distribution. A list of tentative film purchases is included, but the recommendations will be solicited from Strategic Area 1, Native Voices, and campus staff.

- **Participant Group(s)**
  - native voices
  - Nylander Museum
  - Project Compass Strategic Area 1: Cultural Programming & Engagement

- Budget Allocation & Expenditure

Allocation	$1000.00
Spent	$777.78

INCREASING AWARENESS AND UNDERSTANDING OF DIVERSE Worldviews And Cultures Through Media

Narrative: Project/Event Report

Alice Sheppard

July 2011

The current project is a continuation of strategies implemented in my course during the academic year 2009-2010. Specifically, in social psychology I presented the film *Redskins, Tricksters, and Puppy Stew* (Taylor, 2000) in a unit on culture and humor. The students enjoyed the film, which featured excerpts and interviews of First Nation standup and performance comedy, and they wrote a paper discussing the use of humor by Native Americans. In lifespan psychology, readings and films on Native American life stages were coordinated, and students were asked to submit anonymous ratings of each film shown in class. Ratings were generally quite positive.

My interest in the current project was to encourage the use of films on cultural awareness by expanding the collection and making films available to other instructors and interested students. My accomplishments to date include:

1. Internet search and preview of additional films on stereotyping and Native American culture.
2. Discussions with Donna Bancroft, Director of Off-Campus Library Services on permissible vs. non-permitted uses of films in classrooms, Blackboard, and ITV.
3. Meeting with the students in Native Voices to discuss their priorities on what should be included in a campus film collection.
4. Purchasing three additional films specifically licensed for classroom and/or public viewing.
5. Coordinating film lists with library cataloging for “In-House Use Only” and additions to UMPI Library.

Members of Native Voices expressed a preference for films that emphasized indigenous traditions. Because of this interest, I selected the film *Language of America; An Indian Story*.

(Levine, 2010). The film was produced in Maine and includes Wabanaki and New England tribes. The film emphasizes the link between language and culture, explaining why loss of

language has profound effects on tribal members. Its local focus should heighten interest of students in Maine.

The main inability to complete all aspects of the project results from:

1. project being approved too late to organize a University Day film showing with student panel as proposed
2. Funding sufficient for only a few licensed films (3 to 4).

The next steps will be to purchase one or more additional films (depending on a budget issue) and then to complete the catalogue begun last year.

DVD Films Purchased in 2011 with Institutional License

Source	*Film Title*	Expense
Rich-Heape	*Our Spirits Don't Speak English: Indian Boarding School*	$231.95
Watching Place	*Language of America*	$210.00
Bulldog Films	*Homeland: Four Portraits of Native Action*	$260.00
	total	$701.95

Assessment of the Project:

1. How did this project/event address student diversity and/or retention on campus?
   - The videos have been selected to highlight Native American experience in culture. 2 of the 3 films directly address Wabanaki tribes. I have found that students are genuinely surprised as many aspects of Native American history. Native American students seem more willing to self-identify and increase the participation in courses that include Native American subject matter.
2. Did the project/event address a significant unmet need related to student diversity and/or retention?

- Based on the composition of our student body, local Native American experience needs to be addressed more directly. This is also consistent with state mandates for teaching Native American culture.

3. Detail the project/event findings and outcomes. What lessons were learned to increase student diversity and/or retention? Are there any plans to continue the initiative? Modify the initiative? Disseminate results of the project/event in the future?

- A number of faculty have been very enthusiastic about having these film resources made available. They can expand the education of faculty and staff, as well as having application in the classroom or for student use.

4. Include any project/event flyers or brochures, number of attendees/participants, etc.

-

5. Optional comments on project and/or diversity, equity & social justice

- Many of our students are identified as Native American or have some Native American ancestry. It is very important to acknowledge their experience and contributions, and to explore differences in Native and Euro-American worldviews. UMPI has opened these doors through Project Compass and distinguished speakers on campus in the past 6 years.

Appendix

Donna Bancroft
Director of Off-Campus Library Services
University of Maine System/UMA

3 January, 2011

Dear Alice,

How nice to hear from you. Often, when purchasing videos they will come with public performance rights, this enables the purchaser rights to show these films. The public performance rights automatically goes to the campus if they purchase the films, not so for individuals.

Additionally, any non-dramatic film (documentary) can be streamed into Blackboard if it is directly related to the course under the TEACH Act. Here is a link for you to take a look at, it may give you some clarity on the TEACH Act.

http://www.copyright.com/media/pdfs/CR-Teach-Act.pdf

I hope some of this information helps.

Donna

Applicant 6 (not awarded/ proposed project discontinued):

Applicant Name: Dena Dudley & Teresitia Hamel

Institution Name: University of Maine Presque Isle

Title: PRIDE Mentor Program

Address: 181 Main Street c/o Native Education Center

City/State/Zip: Presque Isle, ME 04679

Email: dena.dudley@maine.edu; teresitia.hamel@maine.edu

Phone: N/A

Abstract & Narrative

Abstract

Peer Retention for Indigenous Development & Empowerment (PRIDE) will be a valuable asset to the University of Maine at Presque Isle (UMPI) and its Native American students. Native high school student graduation rates are below 50 percent compared to the 76 percent national average for all students (Editorial Projects in Education Research Center, 2007). For Indigenous students who enter college, they often encounter limited academic support structure that aid those enrolled in postsecondary education (Pavel, 1999). Services that can increase academic and career development are missing and/or not communicated to students (Huffman, 2001). This reality exists on our own campus—a lack of services and programs, accompanied by low teen percentage graduation rates impact our tribal peers. The Native Education Center that now exists has been the exception and serves as an empowerment zone for those who utilize its personnel and resources. PRIDE's goal is to support the center with student retention through a mentoring program that will guide peers through their first academic year, where dropout rates are among the highest.

Narrative

Five PRIDE Mentors—Dena Dudley, Nicholas Paul, Pauochau Brown Paul, Teresitia Hamel, and Torey Sappier—will participate in our student initiative and maintain and meet the following criteria:

- Sophomore, Junior or Senior
- GPA of 2.5 or Above
- Native Voices Member (active)
- Federally Recognized Tribe Member (preferable)

PRIDE mentors are expected to assist eight enrolled, first-year, tribal students during the current spring semester. They will be assigned one to two mentees and required to attend mentor/mentee and student organization meetings.

PRIDE mentors will begin operation during the second week of the current spring semester (January 24). During the first week, mentors will introduce their mentees to campus resources, programs, and services available to undergraduates. These resources include: Native Voices, Native Education Center,

Writing, Tutoring Center, Financial Aid, and Business Office. Peers will be made aware of the current campus environment, issues and support structures. Mentors will use the first week to get to know their mentees, review their syllabi, calendar, and resolve any issues and concerns. Mentors will share their first-hand knowledge as first-generation students, stop outs, parents, and tribal members who

understand the campus' social environment and its complications, but also the tools that can contribute to academic success. Last, mentors will aid their peers to develop short- and long-term academic goals.

Proceeding weeks will involve weekly mentor-mentee check-ins to ensure that freshman academic and socials needs are being met and that they are headed in a positive direction. This process will be a weekly routine except for the early and mid-term warning periods. During those intervals, additional time will be allotted to prepare for exams and provide special attention to peers encountering academic difficulty. Personal relationship building is a key to our outreach and building a sense of community that leads to college persistence and success.

Mentors and mentees will also gain support though regular meetings. Mentor monthly meetings will discuss and compare student progress, concerns, achievements, and commonalities. Mentors and mentees will meet monthly as a group to allow first-year students to share their opinions with the group. These sessions are intended to facilitate a dialogue with students who may share similar experiences. PRIDE meetings create a vital support group that encourages leadership, teamwork, and mutual respect.

PRIDE will evaluate its success through inquiry. All participating students will complete a mentor/mentee evaluation of their project experience, which will include a one to two page essay focused on student experiences, achievements, areas of self-improvement, and initiative recommendations. Our instrument will include frequencies and qualitative data collection. These outcomes will be developed into a final project report and submitted to Project Compass and NERCHE at the conclusion of the spring semester.

Project/Event Timeline

February 24-28, 2011: PRIDE mentors will begin operation during the second week of the current spring semester. Mentors will introduce their mentees to campus resources, programs, and services available to undergraduates. Mentors will get to know their mentees, review their syllabi, calendar, and resolve

any issues and concerns. Mentors will share their experiential knowledge with their peer and aid them to develop short- and long-term academic goals.

February 31-March 9, 2011: PRIDE mentor-mentee will participate in weekly check-ins to meet student academic and socials. Additional time will be allotted to prepare mentees for exams and provide special attention to peers encountering academic difficulty (early and midterm warnings). This process will be a weekly routine except for the early and mid-term warning periods. Mentor monthly meetings will also be conducted to discuss and compare student progress, concerns, achievements, and commonalities. Furthermore, mentors and mentees will meet monthly as a group to allow first-year students to share their opinions with the group.

March 7, 2011: PRIDE mid-term will be submitted.

May 9-13, 2011: PRIDE evaluation will be administered and collected.

May 16-20, 2011: PRIDE evaluation will be analyzed

May 27, 2011: PRIDE Final report will be submitted.

Partnership Information

Describe Institutional & Organizational Partners:

Native Voices & Native Education Center

Participants Involved in Proposed Activity:

Undergraduate Students	8-10
University Staff/Faculty	2
Community Partners	0

Other Participants 0

Project/Event Budget

Amount Requested: $**2151.00**

Project/Event Itemized Budget:

Planner

Planners (N=10) $8

Total: $80

Mileage (50 Miles Per Week)

Mentors (N=3)

Per Mile	Miles
0.42	1800

Total: $756.00

Mentor/Mentee Meal

Tickets (N=60) $6

Total: $360

Native Voices/Pride Brochure

Brochures (N=500)

Total: $300

Native Voices T-Shirt

T-Shirts (N=72) $

Total: $655

Additional Funding Support : **$2151**

Total Budget: **$4000**

The budget supports mentee planning, mentor travel, and peer bonding, identity, and pride. The planners will aid mentors as they assist mentees in organizing their class schedules, mid-terms, papers, and finals. Mentors will also maintain a planner to track and inform their peers of upcoming academic benchmarks. Mileage supports the travel of three mentors who will need to travel to campus once a week to guide their peers. Each resides 50 miles (round trip) from campus. Meals are established for every other week to be shared between the mentor and mentees. Not all mentees require meals as some have meal plan through the university. Therefore, not all mentees are accounted for in the budget. Brochures and t-shirts are intended to promote tribal student initiatives that support identity and cultural/ethnic pride for our peers. They also serve as a means to attract future students to our university. These items listed will aid our initiative that will be supported in part by the New England Research Center for Higher Education.

Final Mini Grant Report: Dena Dudley and Teresita Hamel

Project/Event Title: *Peer Retention for Indigenous Development & Empowerment (PRIDE)*

Name of Principal Investigators: Dena Dudley & Teresitia Hamel

Project Abstract: Peer Retention for Indigenous Development & Empowerment (PRIDE) will be a valuable asset to the University of Maine at Presque Isle (UMPI) and its Native American students. Native high school student graduation rates are below 50 percent compared to the 76 percent national average for all students (Editorial Projects in Education Research Center, 2007). For Indigenous students who enter college, they often encounter limited academic support structure that aid those enrolled in postsecondary education (Pavel, 1999). Services

that can increase academic and career development are missing and/or not communicated to students (Huffman, 2001). This reality exists on our own campus—a lack of services and programs, accompanied by low teen percentage graduation rates impact our tribal peers. The Native Education Center that now exists has been the exception and serves as an empowerment zone for those who utilize its personnel and resources. PRIDE's goal is to support the center with student retention through a mentoring program that will guide peers through their first academic year, where dropout rates are among the highest.

Participant Group(s): Native Undergraduates

Budget Allocation & Expenditure: $2151 was allocated for the project and we have expended $609.08 of our total. Once mentor timesheets are submitted, we will ask for them to be paid upon receipt.

Narrative of Project/Event Progress: Our Peer Retention for Indigenous Development & Empowerment (PRIDE) project consisted of five student mentors. Each participant met the following criteria: (1) Sophomore, Junior or Senior, (2) GPA of 2.5 or above, (3) Native Voices (active) member, and (4) Federally Recognized Tribe member. Mentors assisted eight enrolled, first-year, aboriginal students during the spring semester.

PRIDE's operation began during the second week of the spring semester. Mentors introduced their mentees to campus resources, programs, and services available to undergraduates (e.g., Native Voices, Native Education Center, Tutoring Center). Furthermore, they were made aware of the current campus environment and issues surrounding institutional stereotypes held by some faculty, staff, students, and programs. Specific attention was given to financial aid, business office, and other support programs. Second, early in the semester, mentors got to

know their mentees, reviewed their syllabuses, calendars, and attempted to resolve any issues and concerns individually, as a group, or with the assistance of the Native Education Center.

The proceeding weeks of the semester involved weekly mentor-mentee check-ins. This was done in order to ensure that freshman academic and socials needs were being met and that our students were headed in a positive direction, and became a weekly routine for mentors and mentees. Personal relationship and a sense of community were built (e.g., Native Education Center, Native Voices).

If there was one barrier to our initiative, it was finding a consistent time to meet. Mentor monthly meetings were intermittent. Mentor-mentee group meetings were also sporadic. In

part this was due to family and personal commitments, which were at times difficult to overcome.

Moving forward, the program will evaluate its success. All participating students will be asked to complete a mentor/mentee evaluation of their project experience, which will include a one to two page essay focused on student experiences, achievements, areas of self-improvement, and initiative recommendations. Our instrument will include frequencies and qualitative data collection. We estimate this to take one month to complete. These outcomes will be written up and submitted by June 27, 2011.

V.B.III.

Lectures and Events sponsored by Project Compass

Native Heritage Month

Graydon Nicholas

The University of Maine at Presque Isle is pleased to announce that the third Distinguished Lecturer for the 2010-2011 series is The Honorable Judge Graydon Nicholas, Lieutenant-Governor for the Province of New Brunswick. Judge Nicholas' presentation will conclude an afternoon-long Native Heritage Month celebration, which is being hosted by Project Compass.

Judge Nicholas will speak on *Education & Preservation of Native Culture* at 6 p.m. on Tuesday, Nov. 2 in the University's Wieden Auditorium. The afternoon celebration will be held in Wieden Gymnasium and include a blessing at 2 pm, a smudging ceremony between 2 and 2:30 pm, a social with traditional drumming from 2:30 to 4:30 pm, and a potluck meal of traditional food beginning at 4:30 pm. The lecture will begin at 6 pm and include greetings from University President Don Zillman, Houlton Band of Maliseet's Chief Brenda Commander, and Tobique First Nation Chief Steward Paul.

Judge Nicholas was born and raised on the Tobique First Nation Reservation. He received a Bachelor of Science degree from St. Francis Xavier University. When he received his Bachelor of Law degree from the University of New Brunswick in 1971, Judge Nicholas became the first Aboriginal person to receive a law degree in Atlantic Canada. After earning his Masters of Social Work from Wilfrid Laurier University in 1974, Mr. Nicholas returned to New Brunswick to work with the Union of New Brunswick Indians serving in leadership roles from 1976 to 1988.

Judge Nicholas served as a New Brunswick Provincial Court Judge for 18 years following his appointment on May 31, 1991. During this period, he continued his advocacy on behalf of New Brunswick's Aboriginal communities serving as Co-Facilitator of New Brunswick's Aboriginal Task Force on Aboriginal Issues.

Community leadership and service have garnered honors for Judge Nicholas including the New Brunswick Human Rights Awards, the Fredericton YMCA Peace Medallion, and the Canada 125 Medal. In addition, he was an inaugural recipient of the Golden Jubilee Medal. He was awarded Honorary Degrees from both St. Francis Xavier and Wilfred Laurier Universities, and was awarded the Ilsa Greenlblatt Shore Distinguished Graduate Award at the University of New Brunswick Law School in 2004.

"Project Compass is privileged to serve as host for Judge Graydon Nicholas' visit to our university campus," said Eddy Ruiz, Project Compass Director. "It is an honor to have him participate in our

celebration of Native Heritage Month, and I am certain that his presentation will provide astute insight on the connections between education and Native culture."

Project Compass is a program of the University of Maine at Presque Isle. Its mission is to advance Native education, retention and degree attainment by developing and improving culturally responsive and innovative institutional programs and strategies for the campus' Native American students.

(24 surveys were generated from this event)

Black History Month

University Times

Submitted by: Sarah Graetlinger March 14, 2011

Did you ever wonder what it would be like to attend a poetry reading? How you might feel? Or what you might take away from the experience? On Friday, Feb. 18, 2011, UMPI students, faculty and community members gathered in the Owl's Nest in celebration of Black History Month to have just such an experience.

The poetry reading, sponsored by UMPI's English department, was a jam packed hour of honest and passionate poems. Mika Ouellette and Candice Rivera were the only readers to share original poetry. Ouellette's original poem was "The First Election." Rivera's poems were "Mardi Gras Indians" and an inspirational poem about an African-American named James Cameron. Ouellette and Rivera are also part of UMPI's online journal at upcountryjournal.blogspot.com. The celebration of Black History Month was to support and spread awareness to the student body of the online journal. As a part of the online journal, you're able to post your own writings. "Up Country Journal" is currently located at Blogspot, but will soon be a part of UMPI's server.

The poetry reading consisted of poems from Langston Hughes and Yusef Komunyakka.

Rivera said, "Langston Hughes is one of the greats."

Dr. John Zaborney, associate professor of history and a specialist in U.S. Southern slavery, read letters from Frederick Douglass and several other slaves dating back to the 1800s.

Although, at times, it was hard to hear due to the foot traffic throughout the building, the audience stayed focused on and alert to the readers and poems, encouraging the readers to read more poems. Deborah Hodgkins was one of many faculty members in attendance for the readings.

"I think it is really important to have events like these for students to show their work," Hodgkins said. "I would have liked to see more students taking advantage of events like these."

There will be a spring reading in late March and a Cinco de Mayo reading May 5.

The poetry reading was an hour filled with history and several wonderful poems from students, famous poets and unknown slaves. The thing that bound them altogether was passion. Come share that intensity at the next poetry reading.

Women's History Month

Women, spring celebrated during poetry reading at UMPI

Members of the campus and community gathered at the Owl's Nest in the Campus Center on Thursday, March 31, for a University of Maine at Presque Isle poetry reading that welcomed spring and celebrated Women's History Month.

Students, faculty and staff members, community members, and even an alumnae and her daughter, participated in the hour-and-a-half-long reading. The participants read poems about women, by women, and for women, as well as some that focused on the long-anticipated spring season.

The event, sponsored by the University's English Program, Project Compass and its online journal *Upcountry*, also featured the reading of several students' original poetic works. Student organizers Candice Rivera and Mika Ouellette, both English majors, put together the poetry reading. The event began with the performance of several Native drumming songs, including a song called *Warrior Woman*, by the Micmac women's drumming circle Gathering of Women. Drummers included Sara DeWitt, Danielle LeBlanc, and Julie Walton.

One highlight of the afternoon event was the participation of Dr. Melissa Crowe – the winner of the inaugural Betsy Sholl Award for Excellence in Poetry – who read several newly composed poems she is preparing for inclusion in her second book of poetry. Crowe served as a full-time English faculty member at UMPI from 2004 to 2008 and continues to teach online classes for the institution.

Other readers included: Candice Rivera, Mika Ouellette, Karen McCosker, Martha Franklin, Kimberly Pratt, Melissa Hewey, Jocelyn Hewey, Rachel Rice, Claudia Udasco, and Marialuisa Udasco.

"Our goal was to promote an interest in poetry and live readings, and to see students become more interested in self-expression through poetry," Rivera said. "We were so very pleased with the turnout, the variety of readers we had, and the very wide range of poems they shared."

With the event now over, the student organizers are hoping that its success will encourage students to consider publishing their work through UMPI's online journal, *Upcountry*.

(7 surveys were generated from this event)

Michel Chikwanine

UMPI will welcome Congo native Michel Chikwanine on April 4 at 7 pm. A former child-soldier, Michel grew up amid the terror of the Great War of Africa that claimed the lives of 5.8 million people, including his father. Michel was forced to leave his home and become a refugee at age 11. Today, he is an accomplished motivational speaker, addressing audiences across North America. Michel has spoken to over 100,000 people leaving audiences with a new perspective on life, a sense of hope through social responsibility, and a desire for change.

(45 surveys were generated from this event)

Fiesta BINGO (4/5/11 @ 5:30pm, Kelley Commons)

There were approximately 80 people at this event (including residential and commuters).

BINGO cards were made with Cinco de Mayo (Latin and Mexican Terms), students filled in their own FIESTA card with their choice of words from a list of pre-selected words. Once cards were filled in, people played BINGO. The group gathered at dinner, some learning new words, alcohol free environment, and had the opportunity to win prizes.

There were a total of 61 prize bags created and distributed.

Natalie Stovall (4/7/11 @ 8:00pm, Wieden Gym)

Concert with the Natalie Stovall band. Natalie is the lead of the band and plays a "rock" fiddle.

135 people in attendance (community/campus).

Students host Native Appreciation Day

Students from the University of Maine at Presque Isle's Native Voices group will host a day-long event meant to develop strong connections between higher education and the Native American/First Nations indigenous populations by setting aside a day on campus that focuses on their culture and traditions.

The group will host the Fourth Annual Native Appreciation Day from 9:30 a.m. to 8 p.m. on Saturday, April 16, in Wieden Hall. All interested students, faculty, staff, and members of the general public are welcome to attend and participate in this free event, which is being supported by Project Compass.

About 150 people attended the first year's event, and about 400 attended the event in 2010. Nicholas Paul, spokesperson for Native Voices, said the student group is hoping to see the event continue to grow this year and that organizers are pleased to include the addition of a competition powwow to the day's activities.

Native Appreciation Day was conceived in late 2007 by David Perley, a councilor with the Tobique First Nation in New Brunswick, and a lecturer for the University of Maine, the University of New Brunswick, and St. Thomas University. Native Voices since has carried on the tradition.

The event will serve as a way for the University and the Native communities to meet, mingle and learn, and will include a basket making demonstration by Donna Sanipass from 10 a.m. to Noon, storytelling with John Bear Mitchell from 2-3:30 p.m., and traditional social dances during the day with Brenda Lazado.

An afternoon and evening of traditional dancing competitions begins at Noon with a Grand Entry and Opening Ceremonies. Registration for the dancing begins at 9:30 a.m. Dance categories include: Senior Women, Senior Men, Junior Girls, Junior Boys, Teen Girls, Teen Boys, Women and Men. All of these categories will have separate Traditional and Fancy/Jingle competitions. There also will be a Tiny Tots category for the youngest participants.

Following dinner, which is being sponsored by Project Compass and Native Voices, tie breaker competitions will be held and prizes will be awarded.

All are invited to attend this free event and this unique opportunity to see traditional Native dancing. For more information about this event or Native Voices, contact Myrth Schwartz at 768-9792.

Final Mini Grant Report: Eddy Ruiz

Native American Campus Climate Experiences & Support Structures

In 1879, Luther Standing Bear entered a residential boarding school, a strange and unforgiving environment. He was greeted by unfamiliar faces and individuals who forced their worldviews upon him. His instructors were no longer tribal elders and family members rather they were non-tribal members, who failed to appreciate his culture and whom created a hostile environment for the majority of Native American students (Hurtado & Iverson, 2001). White education was thrust upon him. Power and privilege, notions of assimilation, and racial, colonial constructs were prevalent.

Today, social influences within and outside the academy often contribute to an institution's culture, which influences the daily experiences of individuals and/or groups (Hurtado, 1992; Peterson & Spencer, 1990). Campus climate reflects the current mode of organizational life and member perceptions, a convergence of histories, attitudes, behaviors, values, and standards regarding minority and majority needs, abilities, and potentials (Hurtado et al., 1998, 1999; Owens, 1998). These factors frequently control campus cross-racial interactions, programs and curriculum, numeric representations, and traditions (Clark, 1972; Hurtado, Carter, & Kardia, 1998). The campus climate encompasses the overall perception of an institution's environment. Although individual campus perceptions differ institutionally, our campus understanding of historically marginalized students remains obscure. The University of Maine at Presque Isle's Native American student experience remains unknown.

An examination of the university's largest minority population at a predominantly white institution is of deep interest if we are to best serve diverse populations. Therefore, a Native American campus climate study of students has the ability to deepen our understanding of Indigenous experiences and interpretations, to advance an inclusive environment, support tribal self-determination and sovereignty, and increase persistence and graduation rates. This case study, informed by critical social science theory seeks to address how Wabanaki students experience campus climate and where Wabanaki student find campus support?

Literature Review

Student campus climate studies exhibit three primary outcomes: (1) perceptions differ along racial/ethnic categories, (2) minorities contend with prejudicial treatment and racist environments, and

(3) cross-racial interactions benefit all participants (Harper & Hurtado, 2007). Therefore, race and/or ethnicity influence student perceptions.

Racial/Ethnic Perceptions

Students of color and majority students who attend the same institution often report distinct views regarding campus climate experiences. Rankin and Reason's (2005) multi-site study found that minority students experience and perceive college campuses differently than majority peers. Students of color experience and observe pervasive racial discrimination, view the institutional environment as unfavorable, and believe that proactive intervention could improve the campus climate. Conversely, majority students believe harassment occurs primarily along gender lines, view the campus environment as accepting, and are less favorable of campus diversity initiatives. Diver-Stamnes and LoMascolo's (2001) research of rural college students found persistent differences across racial and/or ethnic lines. A White participant majority report satisfaction with diversity curriculum (62%), infrequently note

persistent and mild discrimination (4%), of which they believe originate off-campus (52%). Conversely, students of color express high dissatisfaction with the diversity curriculum (91%), encounter recurrent and severe prejudice from faculty and students (63%), of which occur on-campus (82%). The studies suggest that majority and minority students often differ greatly regarding their campus climate perceptions and yet both groups can share similar opinions pertaining to the college environment.

Majority and minority student perceptions are not always polar opposites. Although some racial groups may discern greater environmental dissatisfaction, both majority and minority peers report faculty discrimination and classroom insensitivity, indicating that both groups can perceive a hostile climate on the same campus (Ancis, Sedlacek, & Mohr, 2000; Suarez-Balcazar, Orellana-Damacela, Portillo, Rowan, & Andrews-Guillen, 2003; Nora & Cabrera, 1996). Variations do exist. However, continued research supports the notion that students of color and their majority peers often perceive campus climate in distinct ways (Eimers & Pike, 1997; Helms, Sedlacek, & Prieto, 1998; Johnson, 2003).

Campus climate satisfaction differences may be attributed to pre-college backgrounds and racial privilege. College students enter postsecondary education with different levels of exposure to diversity. Students of color tend to have greater exposure to diverse groups, predisposition to interact with multicultural communities, and awareness of racial tensions (Locks, Hurtado, Bowman, & Oseguera, 2008). White students often arrive from largely homogenous communities and have limited exposure to minorities and racism (Cabrera, Nora, Terenzini, Pascarella, & Hagedorn, 1999; Radloff & Evans, 2003);

an outcome related to elevated levels of residential segregation (Orfield, Bachmeier, James, & Eitle, 1997; Orfield & Lee, 2006). These pre-college predispositions tend to accentuate future interaction patterns (Feldman & Newcomb, 1969; Sáenz, 2005). Predominantly mainstream institution student characteristics can have a pronounced influence on racially privileged space and mediate the relationship between race and campus climate.

High levels of colorblind attitudes tend to allow majority students to perceive the campus climate more positively and to ignore the "benefits and barriers associated with race" (Rankin & Reason, 2005. p.55; Worthington, Navarro, Loewy, & Hart, 2008). White privilege and colorblindness obscure the majority of their own color conscious behavior and subsequent stereotyping, which contributes to a hostile campus environment for underrepresented minority students (Lewis, Chesler, & Foreman, 2000). Satisfaction with one's campus climate can be relegated to an individual's and group's pre-college background as well as their perceptions of and experiences with students of color.

Prejudicial Treatment & Racist Environments

Students of color are often confronted with the duel burden of successful college transition and navigating contentious environments. Research demonstrates that minority students face stereotyping and alienation on mainstream campuses. Many mainstream colleges and universities reflect and reproduce social inequalities and contradictory interests. Institutions that seek excellence and equal access often fear admitting too many minority students who may be underprepared as low performance is conceived as an erosion of academic reputation and quality (Chang, 2000; Astin 1995). Prestige and the collection of assets—human and capital—take precedence. Talent development and education opportunities become secondary objectives (Astin, 1993, 1995). This institutional priority limits access, reproduces inequality, and fails to move beyond historical exclusion and can heighten campus tensions

and reinforce majority student privilege and stereotypes of underrepresented minorities (Fraser & Kick, 2000; Hurtado, Milem, Clayton-Pederson, & Allen, 1998, 1999).

The presence of underrepresented minority students on mainstream campuses can create a countervailing force that attempts to preserve majority power and privilege. Students of color are often questioned regarding their intellectual talents and abilities (Davis, Dias-Bowie, Greenberg, Klukken,

Pollio, Thomas, & Thompson, 2004). Steele and Aronson's (1995; Steele, 1997) study confirm that majority perceptions of minority racial inferiority create anxiety and depress test performance. Even astute students of color fear they will conform to or fulfill negative stereotypes. Those stereotype threats are not limited to one time events (e.g., exam) as racial diversity initiatives (e.g., affirmative action, racial/ethnic specific programs) are continually contested and viewed as lowering academic standards and minority students encounter pejorative perceptions and subtle insults that accumulate over time (D'Souza, 1995; Thernstrom & Thernstrom, 1997; Wise, 2005; Solórzano, Ceja, & Yasso, 2000). These racial assumptions can be internalized by minority students, depress their sense of belonging on campus, and hinder their academic success (Hurtado, Carter, & Spuler, 1996; Hurtado & Carter, 1997; Hausmann, Schofield, & Woods, 2007). Solórzano, Allen, and Carroll (2002) note, cumulative stereotypes also "contribute to diminished mortality and flattened confidence" (p. 15). Stereotypic images of students of color and majority privilege can create negative long-term consequences and perpetuate an unwelcoming campus environment.

Predominantly White institution minority students often experience alienation. A lack of compositional diversity can pressure minorities to conform to majority requests and norms. Feagin, Vera, and Imani's (1996) study of predominantly White institutions found that students of color are often expected to assimilate into the dominant campus culture at the expense of their cultural heritage. Some majority students pressure students of color to disclose their ethnic/racial background (Morley, 2003). Others single-out minorities as representatives or spokespersons in classroom discussions to speak on behalf of an entire group (Lindquist Mala, 2006). Some students are burdened with learning their college curriculum and disproving racist misconceptions regarding themselves and their communities (Fries-Britt & Turner, 2001). Racial pressures to conform and answer majority demands isolate minority students and confine them to ethnic enclaves and cultural spaces for support (Sidanius, Van Laar, Levin, & Sinclair, 2004). And resistance can lead to negative racial identities (Matthews, 1998). Minority students often feel as unwelcome guests in someone else's home (Turner, 1994).

Cross-Racial Interactions

Campus climate does not have to be contentious. The deliberate construction of ethnically/racially diverse college environments benefits all students. Computational diversity accompanied by purposeful cross-racial interactions lead to positive educational gains—cognitive, psychosocial, and interpersonal—race relations, and democratic outcomes (Hurtado & Carter, 1997; Hurtado et al., 1998, 1999; Chang, 1999; Lee & Davis, 2000; Tsui, 2000; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001; Gruin, Dey, Hurtado, & Gurin, 2002; Mendoza-Denton, Downey, Purdie, Davis, & Peitrzak, 2002; Chang, Witt, Jones, & Hakuta, 2003; Levin, van Laar, & Sidanius, 2003; Antonio, Chang, Hakuta, Kenney, Levin, & Milem,

2004; Milem, Umbach, & Liang, 2004; Gurin, Nagda, & Lopez, 2004; Antoino, 2004; Chang, Denson, Sáenz, & Misa, 2006; Pike & Kuh, 2006). Empirical studies have advanced our knowledge of ethnic/racial campus climate experiences and potential outcomes and yet our insights regarding American Indian students remain limited.

Theoretical Perspective

Critical social science theorists are critical of pervasive inequities and injustices in everyday social relationships and arrangements. Freeman and Vasconcelos (2010) note:

A 'critical social theory' is both the process and the outcome of a transformational agenda that brings together multiple beliefs about human understanding and misunderstanding, the nature of change, and the role of critique and education in society. It is an evaluative as well as a political activity that involves assessing how things are in order to transform them….(p. 7)

Critical theory envisions a different society; reject oppressive social structures; look beyond individual gains; and conceive new relationships between self and others (Fray, 1987).

Segerholm (2010) states, "Using a critical theory perspective in education evaluation has less to do with picking the right theorist views than it does cultivating curiosity and an inquiring stance (p. 63). Researchers need to question the history and power relations; the political agenda of different actors and the underlying ideology; conceptions of what it means to be human, what is judged to be a 'good' society, and which values are at stake; how social structures and identities in society are sustained and actively supported, and who gains and who loses; what evaluation does in relations to these questions; and how an evaluation is to be carried out given the particular conditions in a specific commission (Segerholm, 2010, p. 63). Critical social science theory challenges inequities.

Microaggressions are one avenue to examine injustice. Solórzano, Ceja, and Yasso (2000) refer to microaggressions as subtle insults that over time accumulate, which work to support white supremacy and perpetuate minority inferiority. They are covert racial layers both inside and outside the classroom subtly justify pejorative perceptions (Perry, 2002, Chang, 2000, Solórzano, Ceja, & Yasso, 2000). Microaggressions influence retention and persistence and can push minority students out of certain

classes, majors, and college where they are perceived as unwelcome interlopers. Microaggressions call into question notions of equal education and uncover subtle forms of racism that influence students of color (Solórzano, Ceja, & Yasso, 2000).

Counterstories provide alternative views to majority narratives regarding peoples of color. Deyhle (1995) notes, “experiences of racial and cultural warfare must be placed at the center of an explanatory model of their education and work experience." Narratives grounded in the lived experiences of people of color challenges majority narratives (Solórzano & Yosso, 2002). Counterstories develop from topical literature reviews, data collection, and professional and personal experiences (Strauss & Corbin, 1990; Delgado Bernal, 1998). Narratives are a primary source.[7] The analysis of multiple sources begins to tell a story. Counterstories allow a researcher to humanize and place a recognizable face to educational theory and practice, challenge and reshape dominant knowledge, present alternative realities, and create a rich source of data derived from stories and reality (Solórzano & Yosso, 2002).

Critical social science is not a value-neutral perspective. Impartiality is a noble, but an unattainable dream (Novick, 1988). As social animals we are influenced by experiences, values, local knowledge, and other factors (Denzin, 2001). Positivism’s goals of objectivity, prediction, and generalizations are rejected. Last, phenomena is described in a way that supports, challenges, or develops theory, adding complexity to our understanding of campus climate experiences (Merriam, 1998). The goal is to provide an avenue for change through the voice of the oppressed (O’Leary, 2004). It adds the political agenda of exposing repressive influences that are acting on marginalized groups. It attempts to empower oppressed peoples through in-depth critical analysis of hidden elements within society. In exposing dominant systems, the method acknowledges an unequal power relation with the intent to advance minority interests (O’Leary, 2004). Critical social science challenges and pushes for positive social transformation.

Methodological Perspective

Native American student perceptions of the campus climate and resistance efforts to oppression were examined qualitatively. The research utilized critical social science theory to analyze case study data derived from interviews and observations; theory and methods are inextricably linked and influenced study procedure, data collection and interpretation (Smith, 2005).

[7] This argument can be applied to literature that is often considered antidotal due to first-hand accounts (e.g., American Indian Studies articles).

CASE STUDY

Case study acknowledges culture as a dynamic process, focuses on a single unit of analysis that occurs in natural settings, and considers observation and in-depth interview as data collection cornerstones which allow for the examination of recurring social phenomena related to perception and behavior patterns (LeCompte & Schensul, 1999; Yin, 2003). LeCompte and Schensul (1999) note, "culture consists of the beliefs, behaviors, norms, attitudes, social arrangements, and forms of expression that form a describable pattern in the lives of members of a community or institution" that persist over time (p. 21). Case studies explore "why" and "how" questions, which explain contemporary situations.

Therefore, the research focused on how Wabanaki students experience campus climate and where Wabanaki student find campus support. The use of participant observations and semi-structured in-depth interviews assisted in the triangulation of research findings.

INSTITUTIONAL SETTING

The University of Maine, Presque Isle was selected based on indigenous campus programming needs. The institution's student demographics and location to tribal reservations make it ideal. The University is a public, rural, and non-selective baccalaureate college that maintains a relative balance between arts and sciences and professional fields (Carnegie Foundation for the Advancement of Teaching, 2010). The University of Maine, Presque Isle is a predominantly White institution enrolling over 1,300 full-time equivalent students. Minority students consists of 4 percent Native American, 1 percent African American, 1 percent Latino, and less than 1 percent Asian American (National Center for Education Statistics, 2009). Enrollment data indicates at least 80 percent of undergraduates enrolled full-time and 25 to 49 percent of degree-seekers live on campus (Carnegie Foundation for the Advancement of Teaching, 2010). As a small institution it provides a low student-to-faculty Ratio of 16:1, average class size of 21, and 25 degree programs (Borderland University, 2010a). The institution's status and its location offered a distinct climate perspective.

WABANAKI PARTICIPANTS

Maine is the ancestral Wabanaki homeland of four federally recognized tribes: Aroostook Band of Micmacs, Houlton Band of Maliseet Indians, Passamaquoddy Tribes at Indian Township and Pleasant Point, and the Penobscot Nation. The State is one of only a handful which maintains an Indigenous minority-majority (United States Census, 2000a). A total of 18 Native American students participated semi-structured, in-depth interviews, with the majority having derived from these noted tribal groups. [8]

RECRUITMENT PROCEDURES

Recruitment began with gaining access to community members, direct student involvement, establishing a level of trust, and working within peer social networks.

Participant interview solicitation combined purposeful and snowball sampling (Bogdan & Biklen, 1998; Babbie, 2007). The initial phase employed a purposeful sampling procedure derived from details gleaned from institutional databases. A mass email was sent to the targeted sample detailing the research intentions and invited them to participate in the study. Interview participation were restricted to American Indian students—Wabanaki emphasis, 18 years or older and an enrolled tribal member. Consideration was given to maintain a gender balance among participants.

OBSERVATIONS

Fieldwork describes an observed setting. The intent was to understand campus climate through descriptive information and how participants experience the environment. Patton (2002) argues that contact with social settings offers several distinct advantages. First, direct observations allowed me to understand and capture the context by which people interact. Second, personal experiences with a

[8] According to McCraken (1988), a sample range between 8-12 participants engaged in long interviews is needed to obtain a saturation of data for concurrent analysis. To ensure that no new observations or statements develop the study will surpass the stated minimum standards.

setting and its people allowed me to remain open, discovery oriented, and less dependent on previous conceptions of the environment. Third, routine social activities that go unnoticed become apparent to me as an outside observer. Fourth, direct observation provided information that participants were unwilling or unable to share during an interview, moving me beyond selective perceptions and allowing for a comprehensive view of the setting under investigation. Last, building relationships with participants within a setting permitted me to draw upon personal knowledge during formal interpretation (p. 262-264). The fieldwork strategy employed did not attempt naturalistic observation as specific assumptions had been established. The study sought to understand various campus "cultural" settings resulting from a narrow set of elements derived from the research goals.

INTERVIEWS

Native American student narratives were intended to give voice and dimension to their experiences (Clifford & Marcus, 1986). To break from previous precedence, detailed multi-vocal information regarding student campus experiences were constructed in a collaborative retelling (Clandinin & Connelly, 2000). Interviews were conceived as social encounters and knowledge construction, not a unidirectional process of "mining and prospecting for the facts and feelings residing in the respondent" (Holstein & Gubrium, 2003, p. 4). Native American perspectives were intended to give meaning to their experiences that are in conflict with majority discourses and practice (Fine, 1994).

Native American student interviews utilized a semi-structured format with open-ended questions to elicit participant views and opinions (Creswell, 2003). A semi-structured format allowed respondents to provide answers to similar questions. This arrangement, unlike structured interviews, did not limit response categories, deviation, interpretation, or flexibility and is distinct from unstructured framing, which is organic and unpredictable in its direction (Fontana & Frey, 2003). Semi-structure provided flexible guidance of predetermined questions to affirm or disconfirm domains and factors. Open-ended questions allowed for enhanced probing and greater variation in responses (Schensul, Schensul, & LeCompt, 1999). This structure allowed interview transcription to occur in a coherent fashion along an established set of questions, which can lead to the collection of information regarding similar domains from different participants for comparison purposes.

Each interview followed a set format: (1) access was only granted to the researcher; (2) storage of transcripts and recordings were placed in a secure password encrypted computer to ensure protection of participants; (3) conversations were digitally recorded with participant consent allowing for verbatim transcription; (4) observations were recorded on paper to capture emotions, body language, and environment location; (5) interviews were transcribed within a one-month timeframe, personal identifiers (name, high school, personal descriptors, etc) except for tribal affiliation will be removed, and a copy of the interview offered to the participant; and (6) an IRB application was completed and accepted by the institution. These procedures were intended to minimize security risks and maximize results.

DATA ANALYSIS

My data analysis sought to provide coherency to information collection. It was a process of consolidation, reducing, and interpreting in order to construct meaning. The method involved me moving to and from concrete and abstract concepts, inductive and deductive reasoning, and description and interpretation to formulate study findings. My analysis was guided by three research questions that focus on campus climate experiences and resistance utilizing a critical social science framework.

My research study will utilize three levels of data analysis that work independently and in partnership with each other. Level-one analysis sought to create a low level of inference and demarcate specific data units which were measurable and observable, and guided by stated theoretical assumptions. A unit of data was any potential or meaningful segment of data, which can consist of a small word (e.g., assimilation), participant feeling (e.g., tokenized), or phenomena (Schensul, Schensul, & LeCompte, 1999; LeCompte, 2000).

Level-two attempted to formulate a high level of inference. I construct categories in conjunction with data collection. Codes will be folded into appropriate and naturally occurring units, reducing data into

manageable components. Linkages allowed me to formulate a junction between two or more variables that allowed for the formation of a causal chain; a technique known as pattern matching (Yin, 1994; Emerson, Fritz & Shaw, 1995; Merriam, 1998).

Level-three analysis shifted from descriptive to abstract concepts. It involved inference making, model development, or theory creation (Merriam, 1998, p. 187). The practice moves away from coding to explaining phenomena (Emerson, Fritz, & Shaw, 1995). Miles and Huberman (1994) note, we are no longer just dealing with what is observable, the visible and invisible are connected and produce successive layers of inferential glue (p. 261). The final analysis process allowed me to draw on and verify campus climate conclusions and critique, modify, or reframe theory and campus climate assumptions based on empirical evidence (Bogdan & Biklen, 1998).

Findings

The study reveals two central themes: (1) Financial Aid & Business Office, (2) North American Indian Waiver & Scholarship Program.

Financial Aid & Business Office

The most prevalent issue noted by student participants focused on two departments. The Financial Aid and Business were reported to be intense hostile campus locations for seventeen of the eighteen interviewees. Philip, a twenty-one years old freshmen, and father of four noted that his first introduction to the campus was laced with racial undertones and inferior service. He recalled:

> The Financial Aid Office was the first place I visited at the start of my college career. I remember walking through the door and her just looking at me. There was no hello or welcoming invitation. She just stared and curtly asked, 'What do you want?' I tried to ignore the attitude and let her know that I need the office to correct my financial aid classification from dependent to independent student because I didn't live at or near home, was divorced, and have a child. She told me they couldn't do that for me at that moment and that it was going to take two, three, or four weeks to complete.
>
> I was confused. All the information they needed was gathered and in my possession. Did the changes really take that long to complete? I got the distinct impression that they didn't like me or want me their office. That feeling was reinforced after another

> student came in describing the same issue. She looked at him and said, 'We'll get it done for you as soon as possible.'
>
> I went right back in after overhearing their conversation and asked her once more. She replied, 'No it takes that long to you.' 'Me? You just told that last students who had the same issue that you could completed that task in half the time.' Her response was that 'They are an exception!' I asked her, 'What was that supposed to mean?' Her response was 'that they had submitted all of their paperwork before the due date.' He received assistance regardless of the fact that my paperwork was also completed and submitted prior to the deadline.
>
> Based on that encounter they proved to me that they were racist. It wasn't the best first impression. They assume Native Americans just make shit up. It was a tense, hostile, and unwelcoming environment because they talked down to me as though I was below them, like shit on their shoes.

Philip's experience and interpretation of the encounter was attributed to racism. As soon as he walked in the environment became chilly. The stare, terse response to his presence, and second class service in comparison to his majority peer were transparent. Why did the services he need take twice as long for him, when he too had his information in order? The confrontation did not just stop there. When a supervisor was contacted, the woman hid outside the door, listening to the conversation, and popped her head around the entryway to deny his statements without ever entering the room. Philip was even prompted to submit divorce papers by the supervisor in order to believe his position, while no such request was made of the other student, who shared a similar circumstance, accept for one major difference. Native Americans are perceived to be untrustworthy and prone to inferior service.

The Business Office is another repeated theme in the lives of young and older indigenous students. Heather, a fourth-two year old reentering junior, and mother of six found herself too early on encountering an unwelcoming environment.

> My first time back, I followed up on my tuition deposit waiver because it had not been removed. The lady just looked at me, didn't say a word to me, turned, picked up her

> phone, and said to the person on the other end, 'I don't have time for this! Can you deal with this?' She was really nasty. I felt uncomfortable.
>
> I thought to myself, 'What a bitch. What would have happened if it were another aboriginal student who was not as strong or secure in their identity?' If I was younger, I would have run out of the office crying and never returned. I can't believe that those attitude and behavior persists in today's society and don't think the campus has a positive image of us. It's crazy.
>
> When are we going to move beyond that? It can't happen anytime soon when a university's employees make you feel uncomfortable because of whom you are. I didn't feel welcomed. It was a very racist and mean encounter that will stick with me forever.

Even Heather, a student who reports a strong sense of cultural identity and maturity details that students have a difficult time feeling that they belong when an office and/or individual treats them like they "should not be on *their* campus." The staff member quickly identified the student as a tribal member when the waiver was brought up. It elicited a cold and non-direct verbal response, "I don't have time for this" and for another person to "deal with this" issue. Heather did not require a racial slur or stereotype to understand that her and other tribal members were perceived as a nuisance or problem even when they attempt to maintain institutional policy by having their application fee waived. These racial attitudes and behaviors create and maintain potential barriers to student persistence.

When students enter college, financial aid and business offices are one of the early contact points. This is specifically true of students who come from minority and/or lower socioeconomic backgrounds that require funding to pursue their education. Bianca, a twenty-four year old sophomore, and mother of two and her encounters with both offices reemphasizes and institution's message regarding an individual or groups presence on campus:

> The Business Office makes me uncomfortable and has caused me to consider dropping out of college. The woman who hands out student financial aid refund checks acts ignorant towards me and doesn't appear to want me around. At times I'll enter the

> office and she will say to me, 'What is this? I already talked to you!' Other times, she will ask me my name. Then I'll inform her that my husbands and my financial aid refund check are being picked up. She'll snap, 'It's not here today, comeback tomorrow!'
>
> The Financial Aid Office is problematic too. Excuse my language, but she is a bitch. Every time I talk with her, she acts ignorant and snaps at me. She says sternly, 'I've already explained this to you!' However, she never explained anything to me. Then I see other students in the office being spoken to in a nice, calm, and gentile manner. Why do they have to be so rude to me?
>
> I can understand if it's a bad day or they are very busy. But when I see other people, receive good, polite service when they collect their financial aid refund checks, it makes me wonder, is it because of my race? Is it because of my waiver and the financial aid received?' It makes me wonder. It doesn't make you feel welcome. I hate going over to those offices.

These student encounters detail a negative and hostile environment. Each participant attributed their experiences to racism because of the attitudes and behaviors they witnessed. University personnel were described as confrontational and uncaring. Two distinct levels of customer service were defined. Native American students received short and abrupt services. The presence of them in the noted offices was viewed as troublesome, specifically when it became clear that they were from a tribal community. Conversely, their majority peers were noted as receiving prompt and courteous services even when circumstances did not differ, leaving students to question the level of institutional commitment and support and the role race plays regarding tribal students.

Native American Indian Waiver & Scholarship Program (NAIW&SP)

The North American Indian Waiver &Scholarship Program (NAIW&SP) is a primary theme that developed during the interview process. The NAIW&SP purpose is to encourage North American Indian students to participate in the University of Maine System (UMS) of higher education. The waiver provides financial support for college student who apply, are accepted, and belong to a state, federally, and provincially recognized tribe wishing to obtain a certificate and/or an associate, baccalaureate, or graduate degree.

Tuition and most fees are covered by this waiver. In many ways it is akin to veterans, orphan, and other scholarship to assist public servants and underserved populations. However, Native American populations are viewed differently than other scholarship and waiver recipients.

Patrick, a twenty-seven year old sophomore, and father of two notices a dichotomous relationship in regards to tribal members who receive the waiver and non-recipient tribal members who have not

established residency. Many Canadian (Wabanaki) First Nation student unlike their many state side relatives often times do not receive the waiver and pay 1.5 times the tuition rate. They are perceived by the institution "as another way to make a dollar" regardless of their academic success. One way or another, the university "still gets their money" that is supported by administrative preference, words, and actions. Conversely, Patrick notes:

> Those of us who receive the waiver are perceived as attending college only because we get a 'free ride.' They institution would rather not give the waiver to any of us because they are not making enough money on us. It's about money not access. Last year, letters were mailed out to waiver recipients, imposing new waiver guidelines. Native American students were sent into a panic as the administration attempted to implement waiver changes that were not finalized by the system office. Fortunately, that institutional move was blocked and reversed by our allies. Unfortunately, the waiver isn't just an issue among the campus administration.
>
> Students believe it's unfair for us to receive a tuition waiver too. Why do they refuse to see the struggles that my culture has undergone? They took away our ancestral lands, stuck us on reservations that were of little value. The Penobscot peoples were placed on an island swamp with no bridge. They could only travel over the ice during the winter or canoe against a treacherous current after the ice melted. The lands were virtually uninhabitable. These are some of the hardship that tribal cultures have had to overcome.
>
> The waiver is an opportunity for the state and university system to give back. Students still say, 'I was not part of that decision.' No, but it was their culture and peoples that decide that for our peoples and culture and we continue to live with those decisions. The waiver is a small compensation. I still have to pay for my books, parking, and food.

> I am still under the same academic and financial standards. It is a scholarship. It's not a 'free ride.' My people and I have made sacrifices for the waiver.

To Patrick and other aboriginal students, the institutional issue is not "access" it is money. Administration views it as a financial burden, although there is no exchange of funds and the institution is not at full capacity. As some faculty, staff, and leadership, like students view the waiver as unfair advantage for an underserved minority group. Why should students "pay" for an ethnic group who is not starting on an even education playing field? Why should they consider the past, when for generations and less than a generation ago lands were stolen, public assistance denied, and voting obstructed? Why should a waiver be extended when the flagship campus resides on tribal lands as defined through treaty rights? These are the central issues that are denied, which foster a negative climate for most tribal students. Native American non-recipients are also caught in the middle of this debate.

Broad negative perceptions regarding the tuition and fee waiver can have a deleterious influence on classroom experiences, even for tribal members who do not benefit from the NAIWS&P. Patricia, a twenty-seven year old sophomore, and mother of two, who does not receive the waiver notes, an institutional culture that perceives aboriginal peoples are academically unqualified and receive everything for free infects admissions, financial aid, and business offices, and classroom. To avoid

second class service and stereotypic perceptions, behaviors, dialects, and speech patterns are altered by some to avoid being ethnically labeled. Patricia recalls:

> You're not yourself. You sit back and attempt not to be singled out. I want to stay out of classroom discussions and prevent the feeling of being less of a person because of me being indigenous. To do this, I try to not use [tribal] community terms or dialect to avoid detection. I hide those characteristics. I don't want them to say, 'Back to the same old story again' and see their attitudes and behaviors change. They begin to talk down to you. They say, 'She is only here because her education is free. She isn't smart." Stereotypic views of you and your peoples bubble to the surface when they can label you ethnically. I want to get in here, get my degree, and get out.

Her actions are an attempt at self-preservation and also speak to race and finances as the root of the issue. Institutional culture regarding the waiver can have a direct influence on the climate. The classroom, which could be an opportunity for self expression and dialogue, is silenced. The expression of cultural behaviors, attitudes, and speech are covered up at times to avoid potential conflict. Waiver perceptions by the majority, in conjunction with an institutional avoidance to educate the campus regarding the waiver maintain a status quo of denial and inequities.

Discussion

The Financial Aid & Business Offices and North American Indian Waiver & Scholarship Program are two central themes that influence the ways in which tribal students view the institutional climate. Other factors also impact the negative perception of the campus. Janice, a twenty-nine year old junior, and mother of three recalled a psychology course with a hostile student who labeled all of her ex-husband's ills to his tribal culture and race, while nothing was done in the class to prevent this stereotype. Stephanie, a twenty-three year old sophomore, and mother of two observed a lack of indigenous student on campus and institutional knowledge regarding their histories, and unwillingness to celebrate tribal cultures. Multiple factors influence a perceived hostile campus environment in which majoritarian administration, faculty, staff, and students play a role.

Stereotypes influence campus attitudes and behaviors. This threat not only has a negative influence on the campus climate, but can also depress academic performance. Studies have shown that African American and women intellectuals fear that they will conform to or fulfill negative stereotypes held by another group, which create anxiety and fear, and depress test performance. Self-doubt regarding their ability is not internal, but identified with a specific domain (Steele & Aronson, 1995; Steele 1997). Racial situational pressures can tamp down educational outcomes despite intellectual abilities. And for students who inhabit "non-traditional" educational domains, a lower sense of belonging (Hurtado & Carter, 1997; Steele, 1997). These pressures are situational and short term, but can have long-term consequences, influencing retention and persistence and can push minority students out of certain classes, majors, and college where they are perceived as unwelcomed (Perry, 2002, Chang, 2000, Solórzano, Ceja, & Yasso, 2000).

Native American students have found two primary support structures to aid their academic careers—Native Education Center and Native Voices Student Organization.

Most participants in an attempt to counteract daily racist attacks and deficit theory form safe havens both on- and off-campus to develop support networks, provide a secure environment, and allow individuals to vent their frustrations to survive academically and socially. The Native Education Center has become for many an environment that has created a sense of community, a counterspace, and "home" within the university (Wright, 1985, 1991; Reyhner, 1997). Heather affirms the perspective of her peers:

> Right now this campus has some strength. It's here in the Native Education Center. We feed off of each other. If you have a positive and strong person in the group, the rest of the group will lean that direction. I come for advice. It is easier to ask for help from others who understand your situation. The Center is a place you can go to. Everybody needs encouragement, and this is where we receive our support now. I wish it existed my first time around in college; I would have never dropped out and would have completed my degree by now.

Native Voices provides avenue of support too, which often works in conjunction with the Native Education Center. Bianca relates, "Native Voices is important because we may all be from different tribes, but we have some cultural similarities and can relate to each other. You can't talk to anybody else about ceremonies. Some [non-Natives] want to learn, while others think you are crazy." Brianna, a twenty-seven year old senior, and mother of two also notes:

> Native Voices allows you to work with and talk to other tribal students. We try to develop collective strategies for institutional change and to educate non-indigenous peoples who fuel racial attitudes. The Native Education Center is another location that helps me. I feel that the staff is connected to the campus and can guide us through difficult conversations. They understand and discuss the issues we face; any problem we run into. We work at it as a group. You don't have to feel as though you are they only person. You're not alone.

These support structures are not unique, but nonetheless remain vital for academic success.

Students of color often report feeling isolated and misunderstood at predominantly White institutions. They are less likely to use conventional university services like academic advisors, counseling centers, or mainstream student organizations to deal with their feelings and concerns. Thus, the student cultural center and organizations becomes a source of support and comfort.

Faculty and staff can be support resources for some tribal students, but few members were mentioned. Regarding faculty, Dave Putnam was the only name consistently mentioned. Regarding staff, Native Education Center members were referenced. Patrick explains, these individuals:

> See our culture as opposed to only the majority students. We have a different mindset. They are interested in the culture we grew up in and appreciate our views and opinions. They "understand that our culture is derived from an oral tradition and that writing can be difficult at times. It can be hard as hell!

University personnel that take the time to learn, appreciate, and celebrate difference can make a difference in the lives of students. It is not a free pass that endears students to faculty and staff. Rather, they counter mainstream institutions of education that often work from a belief system that perceives minorities as having the wrong or no cultural capital (Pearl 2002; Valencia, 2002; Moreno & Valencia, 2002; Teranishi, Allen & Solórzano, 2004). Native American students and the communities they derive from are viewed as assets.

For American Indians these assets often consists of spirituality, family and community strength, elders, ceremonial rituals, oral traditions, and tribal identity and language, which play an important role in maintaining cultural resilience and aiding college graduation (Hertzberg, 1972; Huffman, Sill, & Brokenleg, 1986; Lin, 1990l; Willeto, 1990; Ward, 1998; Whitekiller, 2004; Fann, 2005). This knowledge is a valuable college resource as it contests the way racism impacts educational practices and discourses, acknowledges inherent contradictions within a structure that can oppress and marginalize, and maintains an ability to emancipate and empower underrepresented students (Yosso, 2005). When educators and practitioners acknowledge, appreciate, focus on, and view distinct cultural wealth as a critical ingredient in education, students benefit.

Conclusion

Institutional transformation is required given the negative perceptions of the campus climate and limited support structures. First, institutional support services and cultural centers are valuable components for students of color, but rather than confining them to guest rooms, the entire institutional climate and culture must be built to create a welcoming and supportive environment for all participants. A welcoming environment could be created through a culturally appropriate curriculum infused with ethnic studies, a greater presence of minority faculty and staff, formal advising structures, and professional training for those who serve students of color (Turner, 1994). As Lawrence (2002) states "In hard times, it is especially important to create home places; safe places among trusted friends to seek refuge and dress wounds of battle and places for hard conversations, where differences can be aired and strategy mapped, where we can struggle with and affirm one another.

Second, students must begin see more frequently ideas and perspectives reflective of diversity are present in the curriculum. Ron Takaki writes, "What happens, to borrow the words of Adrienne Rich, 'when someone with the authority of a teacher' describes our society, and 'you are not in it?' Such an experience can be disorienting—'a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing'" (Takaki 1993, 16). When juxtaposed against a diverse student body, a lack of diverse perspectives in the curriculum may not only cause moments of psychic disequilibrium, but also contribute to a campus climate of exclusion. As with pedagogical reform, achieving curricular change—successfully incorporating diverse information, ideas, and perspectives into the curriculum—requires aligning faculty development and rewards to these goals.

Third, developing and maintaining diverse student bodies' needs to become a proactive institutional policy. Efforts need to begin prior to the admissions process on several fronts. Outreach, academic enrichment, and recruitment programs are among the first policies needed to cultivate a diverse student body. Outreach programs should be connected with tribal administrators and local middle and high schools enroll tribal members. Because many schools with low minority college-going rates are poorly funded or located in less wealthy districts and neighborhoods, they are less likely to offer a strong

precollege curriculum or related activities. Therefore, outreach must involve academic enrichment. The combination of outreach and academic enrichment programs serve as strong correctives to recruitment programs that typically focus on both high schools and individual students with strong academic records (Oakes et al. 2002).

Last, institutional efforts need to become mutually reinforcing actions. For tribal and students of color, racial and ethnic identity, community involvement and engagement, social networks, and culturally

relevant and enriched curriculum are key aspects of the transition-to-college process. Creating a sense of belonging prior to and after admissions affects students' experiences and is a key to persistence. Therefore it is vital that students of color feel as though they are part of the campus. Students recognize an institutions commitment to diversity through campus racial makeup and programs. Furthermore, they are keenly aware of the level of institutional community engagement. Early outreach, academic enrichment, recruitment, combined with community service, a relevant curriculum, and empowerment zones create linkages, interrelationships, and community building that fosters creative leadership, enriches campus diversity, cultivates cultural understanding, and creates positive relationships that support students' success.

These stated actions not only transform the institutional structure, but also the culture that has a direct influence on the negative campus climate experienced by many indigenous students. The deliberate construction of ethnically/racially diverse college environments—academic, services, and social—also benefits all students. Furthermore, by taking steps to undergird existing university structures that best serve this minority population works towards social justice and empowerment of the local communities.

Applicant 5:

Applicant Name: Alice Sheppard

Title: Diversity Films

Institution Name: University of Maine at Presque Isle

Address: 181 Main St.

City/State/Zip: Presque Isle ME 04769

Email: alice.sheppard@umpi.edu Phone: 207-227-4446

Abstract & Narrative

Abstract

One of the aims of higher education and a focus of Project Compass is to increase awareness and understanding of diverse worldviews and cultures. Media scholars have argued that film is an effective mediator of this objective, especially in a society where children are raised with extensive television viewing.

In an October 2009 symposium at UMA "Wabanaki Awareness," nearly every session included a video on Native American experience. These were very effective and powerful. UMPI faculty believe that campus and online students can similarly benefit from such an approach. The films to be purchased through this mini grant focus on stereotypes and on aspects of Native American experience, both present and past.

They will be catalogued, described, and made available for classroom use, student groups, and online distribution. A list of tentative film purchases is included, but the recommendations will be solicited from Strategic Area 1, Native Voices, and campus staff.

Narrative

My first academic position was chaired by a psychologist who was additionally a filmmaker. Our multiple sections of child development were scheduled around a common film showing, as well as individual lecture/discussion sections. The students affectionately called the course “Baby Flicks,” but it was academically rigorous and included various anthropological, child study, and psychological approaches. I soon realized the value of educational films, and within the decade signed up to take a filmmaking course myself.

Filmmaker Sut Jhally, a communications scholar and founder of Media Educational Foundation, emphasizes the ability of educational films to present complex material in “accessible forms.” He has also noted students’ ability to become engaged and to recall material they have seen. Today's students have been raised in a media culture, and class discussions seem more productive when videos or interactive technology are used.

One of the most effective for introducing the interrelationship of perceptual and cognitive processes in stereotyping is “Them and Us.” As the website declares: *Them and Us* explores common thinking habits to show how they can easily lead to hidden assumptions, bias, and prejudice. Stereotyping and prejudice are not limited to the ignorant or closed-minded. Its beginnings lie in the almost automatic need to group people into categories and to identify clear “us” and “them” groups. This film could be used in behavioral science courses, as well as first-year seminar, or any student activity group.

During the 2009-2010 academic year, I was able to pilot the use of films on Native Americans and First Nations. Although I expected the students to tell me what I wanted to hear, I was pleased with the quality and amount of discussion generated in the classroom. In addition, anonymously-submitted film evaluations showed positive respons**es.** Harder to document is to what extent the sequencing of films bears on their acceptance and impact. I suspect that some attention to this needs to be made.

For other films, links can be made to current events or the calendar. “Way of the warrior” is appropriate for Veterans Day; “A Native American Night Before Christmas” in the holiday season. Science classes might use “Spirit of the Trees” or “River of Renewal,” or “Native American Medicine.” Education students may appreciate “Self-Esteem for to Native American Students” and “They Lied to You in School.” In physical education, “front-runners” or a film on Jim Thorpe might be appropriate. For social

work, “Invisible” describes situations in the state of Maine, and “Mi’kmaq Family” how culture is transmitted from one generation to the next. “Our Spirits don't Speak English: Boarding Schools” has bearing on education, social work, psychology, and history.

A further aim of the project is to make these resources accessible to the campus community. To this end, an annotated list of campus films will be prepared. This could be posted on the Website or e-mailed by request. Working with Jeanie McGowan of the Nylander Museum, some films can also be categorized under the objectives under LD291. For example, Wabanaki Cultural Systems & History, Wabanaki Economic Systems, Wabanaki Tribal Government & Political Systems and Wabanaki Territory. Perhaps the most difficult task in procuring films is that there are just so many of them and many are outstanding. Films Media Group lists 75 films with indigenous content.

Educational on two fronts are the many films produced by Native filmmakers and crews, some working with established production companies, and other companies Native owned and operated (VisionMaker Video, Rich-Heape films). Combining speakers, events, readings, and films, UMPI students may gain increasing exposure and analysis of diversity issues. Those whose cultures are presented gain pride and esteem; others gain valuable insight and ability to examine their own preconceptions and worldview.

Project/Event Timeline

January: Prepare and prioritize list of films

February: order films

February-April schedule showings for student groups and classes

April 13 Film with Wabanaki panel for University Day

May Distribute information for faculty for use in summer and fall courses

Partnership Information (if applicable)

Nylander Museum

Project Compass Strategic Area 1: Cultural Programming & Engagement

Describe Institutional & Organizational Partners:

The Nylander Museum Of Natural History

Jeanie L. McGowan, Executive Director

657 Main Street Caribou, Maine 04736

Strategic Area 1 currently has six members and includes institutional, community, tribal, and student members

Participants Involved in Proposed Activity:

Strategic Area 1

Native Voices

University Faculty

Project Compass staff

Undergraduate Students **20-250**

University Staff/Faculty 5

Community Partners **1**

Other Participants

Project/Event Budget

Amount Requested: **$2460.10**

Company Film Cost

Vision maker video River of renewal $129

Vision maker video Way of the warrior $225

TM W media Self-esteem for Native American Students $43.25

Katahdin Foundation Homeland: Four Portraits of Native Action $250

Woodstock Museum They lied to you in school $37.45

DVD magnet All is beautiful $14.39

Spirit pass PowWow Trail 3: the dances $17.06

Rich-Heape Films Our Spirits don't Speak English $225

Film Board of Canada Mi'kmaq Family $195

Film Board of Canada Spirit of the Trees. $395

Vision maker video Waban-aki: People from where the Sun Rises $195

Vision maker video Native Nations: Standing together for Civil Rights $20.00

Tribal Sovereignty $24.95

Acadia Film Penobscot: The People and Their River $15.00

Learning Seed Them & Us $99

Other $500

Shipping & Handling $75

Budget Narrative:

Prices are shown for Educational Institutions and public performance where the choice is clearly indicated. I am told this is mandated if any of the films are indexed under the library collections. Films have been previewed as much as possible.

Additional Funding Support (if applicable):

Total Budget: Total: $2460.10

Final Mini Grant Report: Alice Sheppard

Cover Page Items:

- **Project/Event Title Increasing Awareness and Understanding Of Diverse Worldviews And Cultures Through Media**
- **Name of Principal Investigator(s) Alice Sheppard**
- **Project Abstract**
  - One of the aims of higher education and a focus of Project Compass is to increase awareness and understanding of diverse worldviews and cultures. Media scholars have argued that film is an effective mediator of this objective, especially in a society where children are raised with extensive television viewing. In an October 2009 symposium at UMA "Wabanaki Awareness," nearly every session included a video on Native American experience. These were very effective and powerful. UMPI faculty believe that campus and online students can similarly benefit from such an approach. The films to be purchased through this mini grant focus on stereotypes and on aspects of Native American experience, both present and past. They will be catalogued, described, and made available for classroom use, student groups, and online distribution. A list of tentative film purchases is included, but the recommendations will be solicited from Strategic Area 1, Native Voices, and campus staff.

- **Participant Group(s)**
  - native voices
  - Nylander Museum
  - Project Compass Strategic Area 1: Cultural Programming & Engagement

- Budget Allocation & Expenditure

Allocation	$1000.00
Spent	$777.78

INCREASING AWARENESS AND UNDERSTANDING OF DIVERSE Worldviews And Cultures Through Media

Narrative: Project/Event Report

Alice Sheppard

July 2011

The current project is a continuation of strategies implemented in my course during the academic year 2009-2010. Specifically, in social psychology I presented the film *Redskins, Tricksters, and Puppy Stew* (Taylor, 2000) in a unit on culture and humor. The students enjoyed the film, which featured excerpts and interviews of First Nation standup and performance comedy, and they wrote a paper discussing the use of humor by Native Americans. In lifespan psychology, readings and films on Native American life stages were coordinated, and students were asked to submit anonymous ratings of each film shown in class. Ratings were generally quite positive.

My interest in the current project was to encourage the use of films on cultural awareness by expanding the collection and making films available to other instructors and interested students. My accomplishments to date include:

6. Internet search and preview of additional films on stereotyping and Native American culture.
7. Discussions with Donna Bancroft, Director of Off-Campus Library Services on permissible vs. non-permitted uses of films in classrooms, Blackboard, and ITV.
8. Meeting with the students in Native Voices to discuss their priorities on what should be included in a campus film collection.
9. Purchasing three additional films specifically licensed for classroom and/or public viewing.
10. Coordinating film lists with library cataloging for “In-House Use Only” and additions to UMPI Library.

Members of Native Voices expressed a preference for films that emphasized indigenous traditions. Because of this interest, I selected the film *Language of America; An Indian Story*.

(Levine, 2010). The film was produced in Maine and includes Wabanaki and New England tribes. The film emphasizes the link between language and culture, explaining why loss of

language has profound effects on tribal members. Its local focus should heighten interest of students in Maine.

The main inability to complete all aspects of the project results from:

3. project being approved too late to organize a University Day film showing with student panel as proposed
4. Funding sufficient for only a few licensed films (3 to 4).

The next steps will be to purchase one or more additional films (depending on a budget issue) and then to complete the catalogue begun last year.

DVD Films Purchased in 2011 with Institutional License

Source	*Film Title*	Expense
Rich-Heape	*Our Spirits Don't Speak English: Indian Boarding School*	$231.95
Watching Place	*Language of America*	$210.00
Bulldog Films	*Homeland: Four Portraits of Native Action*	$260.00
	total	$701.95

Assessment of the Project:

6. How did this project/event address student diversity and/or retention on campus?
   - The videos have been selected to highlight Native American experience in culture. 2 of the 3 films directly address Wabanaki tribes. I have found that students are genuinely surprised as many aspects of Native American history. Native American students seem more willing to self-identify and increase the participation in courses that include Native American subject matter.
7. Did the project/event address a significant unmet need related to student diversity and/or retention?

- Based on the composition of our student body, local Native American experience needs to be addressed more directly. This is also consistent with state mandates for teaching Native American culture.

8. Detail the project/event findings and outcomes. What lessons were learned to increase student diversity and/or retention? Are there any plans to continue the initiative? Modify the initiative? Disseminate results of the project/event in the future?
   - A number of faculty have been very enthusiastic about having these film resources made available. They can expand the education of faculty and staff, as well as having application in the classroom or for student use.

9. Include any project/event flyers or brochures, number of attendees/participants, etc.
   -
10. Optional comments on project and/or diversity, equity & social justice
    - Many of our students are identified as Native American or have some Native American ancestry. It is very important to acknowledge their experience and contributions, and to explore differences in Native and Euro-American worldviews. UMPI has opened these doors through Project Compass and distinguished speakers on campus in the past 6 years.

Appendix

Donna Bancroft
Director of Off-Campus Library Services
University of Maine System/UMA

3 January, 2011

Dear Alice,

How nice to hear from you. Often, when purchasing videos they will come with public performance rights, this enables the purchaser rights to show these films. The public performance rights automatically goes to the campus if they purchase the films, not so for individuals.

Additionally, any non-dramatic film (documentary) can be streamed into Blackboard if it is directly related to the course under the TEACH Act. Here is a link for you to take a look at, it may give you some clarity on the TEACH Act.

http://www.copyright.com/media/pdfs/CR-Teach-Act.pdf

I hope some of this information helps.

Donna

Applicant 6:

Applicant Name: Dena Dudley & Teresitia Hamel

Institution Name: University of Maine Presque Isle

Title: PRIDE Mentor Program

Address: 181 Main Street c/o Native Education Center

City/State/Zip: Presque Isle, ME 04679

Email: dena.dudley@maine.edu; teresitia.hamel@maine.edu

Phone: N/A

Abstract & Narrative

Abstract

Peer Retention for Indigenous Development & Empowerment (PRIDE) will be a valuable asset to the University of Maine at Presque Isle (UMPI) and its Native American students. Native high school student graduation rates are below 50 percent compared to the 76 percent national average for all students (Editorial Projects in Education Research Center, 2007). For Indigenous students who enter college, they often encounter limited academic support structure that aid those enrolled in postsecondary education (Pavel, 1999). Services that can increase academic and career development are missing and/or not communicated to students (Huffman, 2001). This reality exists on our own campus—a lack of services and programs, accompanied by low teen percentage graduation rates impact our tribal peers. The Native Education Center that now exists has been the exception and serves as an empowerment zone for those who utilize its personnel and resources. PRIDE's goal is to support the center with student retention through a mentoring program that will guide peers through their first academic year, where dropout rates are among the highest.

Narrative

Five PRIDE Mentors—Dena Dudley, Nicholas Paul, Pauochau Brown Paul, Teresitia Hamel, and Torey Sappier—will participate in our student initiative and maintain and meet the following criteria:

- Sophomore, Junior or Senior
- GPA of 2.5 or Above
- Native Voices Member (active)
- Federally Recognized Tribe Member (preferable)

PRIDE mentors are expected to assist eight enrolled, first-year, tribal students during the current spring semester. They will be assigned one to two mentees and required to attend mentor/mentee and student organization meetings.

PRIDE mentors will begin operation during the second week of the current spring semester (January 24). During the first week, mentors will introduce their mentees to campus resources, programs, and services available to undergraduates. These resources include: Native Voices, Native Education Center,

Writing, Tutoring Center, Financial Aid, and Business Office. Peers will be made aware of the current campus environment, issues and support structures. Mentors will use the first week to get to know their mentees, review their syllabi, calendar, and resolve any issues and concerns. Mentors will share their first-hand knowledge as first-generation students, stop outs, parents, and tribal members who

understand the campus' social environment and its complications, but also the tools that can contribute to academic success. Last, mentors will aid their peers to develop short- and long-term academic goals.

Proceeding weeks will involve weekly mentor-mentee check-ins to ensure that freshman academic and socials needs are being met and that they are headed in a positive direction. This process will be a weekly routine except for the early and mid-term warning periods. During those intervals, additional time will be allotted to prepare for exams and provide special attention to peers encountering academic difficulty. Personal relationship building is a key to our outreach and building a sense of community that leads to college persistence and success.

Mentors and mentees will also gain support though regular meetings. Mentor monthly meetings will discuss and compare student progress, concerns, achievements, and commonalities. Mentors and mentees will meet monthly as a group to allow first-year students to share their opinions with the group. These sessions are intended to facilitate a dialogue with students who may share similar experiences. PRIDE meetings create a vital support group that encourages leadership, teamwork, and mutual respect.

PRIDE will evaluate its success through inquiry. All participating students will complete a mentor/mentee evaluation of their project experience, which will include a one to two page essay focused on student experiences, achievements, areas of self-improvement, and initiative recommendations. Our instrument will include frequencies and qualitative data collection. These outcomes will be developed into a final project report and submitted to Project Compass and NERCHE at the conclusion of the spring semester.

Project/Event Timeline

February 24-28, 2011: PRIDE mentors will begin operation during the second week of the current spring semester. Mentors will introduce their mentees to campus resources, programs, and services available to undergraduates. Mentors will get to know their mentees, review their syllabi, calendar, and resolve any issues and concerns. Mentors will share their experiential knowledge with their peer and aid them to develop short- and long-term academic goals.

February 31-March 9, 2011: PRIDE mentor-mentee will participate in weekly check-ins to meet student academic and socials. Additional time will be allotted to prepare mentees for exams and provide special attention to peers encountering academic difficulty (early and midterm warnings). This process will be a weekly routine except for the early and mid-term warning periods. Mentor monthly meetings will also be conducted to discuss and compare student progress, concerns, achievements, and commonalities. Furthermore, mentors and mentees will meet monthly as a group to allow first-year students to share their opinions with the group.

March 7, 2011: PRIDE mid-term will be submitted.

May 9-13, 2011: PRIDE evaluation will be administered and collected.

May 16-20, 2011: PRIDE evaluation will be analyzed

May 27, 2011: PRIDE Final report will be submitted.

Partnership Information

Describe Institutional & Organizational Partners:

Native Voices & Native Education Center

Participants Involved in Proposed Activity:

Undergraduate Students	8-10
University Staff/Faculty	2
Community Partners	0
Other Participants	0

Project/Event Budget

Amount Requested: $**2151.00**

Project/Event Itemized Budget:

<u>Planner</u>	
Planners (N=10)	$8

Total: $80

Mileage (50 Miles Per Week)

Mentors (N=3)

Per Mile	Miles
0.42	1800

Total: $756.00

Mentor/Mentee Meal

Tickets (N=60) $6

Total: $360

Native Voices/Pride Brochure

Brochures (N=500)

Total: $300

Native Voices T-Shirt

T-Shirts (N=72) $

Total: $655

Additional Funding Support : **$2151**

Total Budget: **$4000**

The budget supports mentee planning, mentor travel, and peer bonding, identity, and pride. The planners will aid mentors as they assist mentees in organizing their class schedules, mid-terms, papers, and finals. Mentors will also maintain a planner to track and inform their peers of upcoming academic benchmarks. Mileage supports the travel of three mentors who will need to travel to campus once a week to guide their peers. Each resides 50 miles (round trip) from campus. Meals are established for every other week to be shared between the mentor and mentees. Not all mentees require meals as some have meal plan through the university. Therefore, not all mentees are accounted for in the budget. Brochures and t-shirts are intended to promote tribal student initiatives that support identity and cultural/ethnic pride for our peers. They also serve as a means to attract future students to our university. These items listed will aid our initiative that will be supported in part by the New England Research Center for Higher Education.

Final Mini Grant Report: Dena Dudley and Teresita Hamel

Project/Event Title: *Peer Retention for Indigenous Development & Empowerment (PRIDE)*

Name of Principal Investigators: Dena Dudley & Teresitia Hamel

Project Abstract: Peer Retention for Indigenous Development & Empowerment (PRIDE) will be a valuable asset to the University of Maine at Presque Isle (UMPI) and its Native American students. Native high school student graduation rates are below 50 percent compared to the 76 percent national average for all students (Editorial Projects in Education Research Center, 2007). For Indigenous students who enter college, they often encounter limited academic support structure that aid those enrolled in postsecondary education (Pavel, 1999). Services

that can increase academic and career development are missing and/or not communicated to students (Huffman, 2001). This reality exists on our own campus—a lack of services and programs, accompanied by low teen percentage graduation rates impact our tribal peers. The Native Education Center that now exists has been the exception and serves as an empowerment zone for those who utilize its personnel and resources. PRIDE's goal is to support the center with student retention through a mentoring program that will guide peers through their first academic year, where dropout rates are among the highest.

Participant Group(s): Native Undergraduates

Budget Allocation & Expenditure: $2151 was allocated for the project and we have expended $609.08 of our total. Once mentor timesheets are submitted, we will ask for them to be paid upon receipt.

Narrative of Project/Event Progress: Our Peer Retention for Indigenous Development & Empowerment (PRIDE) project consisted of five student mentors. Each participant met the following criteria: (1) Sophomore, Junior or Senior, (2) GPA of 2.5 or above, (3) Native Voices (active) member, and (4) Federally Recognized Tribe member. Mentors assisted eight enrolled, first-year, aboriginal students during the spring semester.

PRIDE's operation began during the second week of the spring semester. Mentors introduced their mentees to campus resources, programs, and services available to undergraduates (e.g., Native Voices, Native Education Center, Tutoring Center). Furthermore, they were made aware of the current campus environment and issues surrounding institutional stereotypes held by some faculty, staff, students, and programs. Specific attention was given to financial aid, business office, and other support programs. Second, early in the semester, mentors got to

know their mentees, reviewed their syllabuses, calendars, and attempted to resolve any issues and concerns individually, as a group, or with the assistance of the Native Education Center.

The proceeding weeks of the semester involved weekly mentor-mentee check-ins. This was done in order to ensure that freshman academic and socials needs were being met and that our students were headed in a positive direction, and became a weekly routine for mentors and mentees. Personal relationship and a sense of community were built (e.g., Native Education Center, Native Voices).

If there was one barrier to our initiative, it was finding a consistent time to meet. Mentor monthly meetings were intermittent. Mentor-mentee group meetings were also sporadic. In

part this was due to family and personal commitments, which were at times difficult to overcome.

Moving forward, the program will evaluate its success. All participating students will be asked to complete a mentor/mentee evaluation of their project experience, which will include a one to two page essay focused on student experiences, achievements, areas of self-improvement, and initiative recommendations. Our instrument will include frequencies and qualitative data collection. We estimate this to take one month to complete. These outcomes will be written up and submitted by June 27, 2011.

Lectures and Events sponsored by Project Compass

Native Heritage Month

Graydon Nicholas

The University of Maine at Presque Isle is pleased to announce that the third Distinguished Lecturer for the 2010-2011 series is The Honorable Judge Graydon Nicholas, Lieutenant-Governor for the Province of New Brunswick. Judge Nicholas' presentation will conclude an afternoon-long Native Heritage Month celebration, which is being hosted by Project Compass.

Judge Nicholas will speak on *Education & Preservation of Native Culture* at 6 p.m. on Tuesday, Nov. 2 in the University's Wieden Auditorium. The afternoon celebration will be held in Wieden Gymnasium and include a blessing at 2 pm, a smudging ceremony between 2 and 2:30 pm, a social with traditional drumming from 2:30 to 4:30 pm, and a potluck meal of traditional food beginning at 4:30 pm. The lecture will begin at 6 pm and include greetings from University President Don Zillman, Houlton Band of Maliseet's Chief Brenda Commander, and Tobique First Nation Chief Steward Paul.

Judge Nicholas was born and raised on the Tobique First Nation Reservation. He received a Bachelor of Science degree from St. Francis Xavier University. When he received his Bachelor of Law degree from the University of New Brunswick in 1971, Judge Nicholas became the first Aboriginal person to receive a law degree in Atlantic Canada. After earning his Masters of Social Work from Wilfrid Laurier University in 1974, Mr. Nicholas returned to New Brunswick to work with the Union of New Brunswick Indians serving in leadership roles from 1976 to 1988.

Judge Nicholas served as a New Brunswick Provincial Court Judge for 18 years following his appointment on May 31, 1991. During this period, he continued his advocacy on behalf of New Brunswick's Aboriginal communities serving as Co-Facilitator of New Brunswick's Aboriginal Task Force on Aboriginal Issues.

Community leadership and service have garnered honors for Judge Nicholas including the New Brunswick Human Rights Awards, the Fredericton YMCA Peace Medallion, and the Canada 125 Medal. In addition, he was an inaugural recipient of the Golden Jubilee Medal. He was awarded Honorary Degrees from both St. Francis Xavier and Wilfred Laurier Universities, and was awarded the Ilsa Greenlblatt Shore Distinguished Graduate Award at the University of New Brunswick Law School in 2004.

"Project Compass is privileged to serve as host for Judge Graydon Nicholas' visit to our university campus," said Eddy Ruiz, Project Compass Director. "It is an honor to have him participate in our

celebration of Native Heritage Month, and I am certain that his presentation will provide astute insight on the connections between education and Native culture."

Project Compass is a program of the University of Maine at Presque Isle. Its mission is to advance Native education, retention and degree attainment by developing and improving culturally responsive and innovative institutional programs and strategies for the campus' Native American students.

(24 surveys were generated from this event)

Black History Month

University Times

Submitted by: Sarah Graetlinger March 14, 2011

Did you ever wonder what it would be like to attend a poetry reading? How you might feel? Or what you might take away from the experience? On Friday, Feb. 18, 2011, UMPI students, faculty and community members gathered in the Owl's Nest in celebration of Black History Month to have just such an experience.

The poetry reading, sponsored by UMPI's English department, was a jam packed hour of honest and passionate poems. Mika Ouellette and Candice Rivera were the only readers to share original poetry. Ouellette's original poem was "The First Election." Rivera's poems were "Mardi Gras Indians" and an inspirational poem about an African-American named James Cameron. Ouellette and Rivera are also part of UMPI's online journal at upcountryjournal.blogspot.com. The celebration of Black History Month was to support and spread awareness to the student body of the online journal. As a part of the online journal, you're able to post your own writings. "Up Country Journal" is currently located at Blogspot, but will soon be a part of UMPI's server.

The poetry reading consisted of poems from Langston Hughes and Yusef Komunyakka.

Rivera said, "Langston Hughes is one of the greats."

Dr. John Zaborney, associate professor of history and a specialist in U.S. Southern slavery, read letters from Frederick Douglass and several other slaves dating back to the 1800s.

Although, at times, it was hard to hear due to the foot traffic throughout the building, the audience stayed focused on and alert to the readers and poems, encouraging the readers to read more poems. Deborah Hodgkins was one of many faculty members in attendance for the readings.

"I think it is really important to have events like these for students to show their work," Hodgkins said. "I would have liked to see more students taking advantage of events like these."

There will be a spring reading in late March and a Cinco de Mayo reading May 5.

The poetry reading was an hour filled with history and several wonderful poems from students, famous poets and unknown slaves. The thing that bound them altogether was passion. Come share that intensity at the next poetry reading.

Women's History Month

Women, spring celebrated during poetry reading at UMPI

Members of the campus and community gathered at the Owl's Nest in the Campus Center on Thursday, March 31, for a University of Maine at Presque Isle poetry reading that welcomed spring and celebrated Women's History Month.

Students, faculty and staff members, community members, and even an alumnae and her daughter, participated in the hour-and-a-half-long reading. The participants read poems about women, by women, and for women, as well as some that focused on the long-anticipated spring season.

The event, sponsored by the University's English Program, Project Compass and its online journal *Upcountry*, also featured the reading of several students' original poetic works. Student organizers Candice Rivera and Mika Ouellette, both English majors, put together the poetry reading. The event began with the performance of several Native drumming songs, including a song called *Warrior Woman*, by the Micmac women's drumming circle Gathering of Women. Drummers included Sara DeWitt, Danielle LeBlanc, and Julie Walton.

One highlight of the afternoon event was the participation of Dr. Melissa Crowe – the winner of the inaugural Betsy Sholl Award for Excellence in Poetry – who read several newly composed poems she is preparing for inclusion in her second book of poetry. Crowe served as a full-time English faculty member at UMPI from 2004 to 2008 and continues to teach online classes for the institution.

Other readers included: Candice Rivera, Mika Ouellette, Karen McCosker, Martha Franklin, Kimberly Pratt, Melissa Hewey, Jocelyn Hewey, Rachel Rice, Claudia Udasco, and Marialuisa Udasco.

"Our goal was to promote an interest in poetry and live readings, and to see students become more interested in self-expression through poetry," Rivera said. "We were so very pleased with the turnout, the variety of readers we had, and the very wide range of poems they shared."

With the event now over, the student organizers are hoping that its success will encourage students to consider publishing their work through UMPI's online journal, *Upcountry*.

(7 surveys were generated from this event)

Michel Chikwanine

UMPI will welcome Congo native Michel Chikwanine on April 4 at 7 pm. A former child-soldier, Michel grew up amid the terror of the Great War of Africa that claimed the lives of 5.8 million people, including his father. Michel was forced to leave his home and become a refugee at age 11. Today, he is an accomplished motivational speaker, addressing audiences across North America. Michel has spoken to over 100,000 people leaving audiences with a new perspective on life, a sense of hope through social responsibility, and a desire for change.

(45 surveys were generated from this event)

Fiesta BINGO (4/5/11 @ 5:30pm, Kelley Commons)

There were approximately 80 people at this event (including residential and commuters).

BINGO cards were made with Cinco de Mayo (Latin and Mexican Terms), students filled in their own FIESTA card with their choice of words from a list of pre-selected words. Once cards were filled in, people played BINGO. The group gathered at dinner, some learning new words, alcohol free environment, and had the opportunity to win prizes.

There were a total of 61 prize bags created and distributed.

Natalie Stovall (4/7/11 @ 8:00pm, Wieden Gym)

Concert with the Natalie Stovall band. Natalie is the lead of the band and plays a "rock" fiddle.

135 people in attendance (community/campus).

Students host Native Appreciation Day

Students from the University of Maine at Presque Isle's Native Voices group will host a day-long event meant to develop strong connections between higher education and the Native American/First Nations indigenous populations by setting aside a day on campus that focuses on their culture and traditions.

The group will host the Fourth Annual Native Appreciation Day from 9:30 a.m. to 8 p.m. on Saturday, April 16, in Wieden Hall. All interested students, faculty, staff, and members of the general public are welcome to attend and participate in this free event, which is being supported by Project Compass.

About 150 people attended the first year's event, and about 400 attended the event in 2010. Nicholas Paul, spokesperson for Native Voices, said the student group is hoping to see the event continue to grow this year and that organizers are pleased to include the addition of a competition powwow to the day's activities.

Native Appreciation Day was conceived in late 2007 by David Perley, a councilor with the Tobique First Nation in New Brunswick, and a lecturer for the University of Maine, the University of New Brunswick, and St. Thomas University. Native Voices since has carried on the tradition.

The event will serve as a way for the University and the Native communities to meet, mingle and learn, and will include a basket making demonstration by Donna Sanipass from 10 a.m. to Noon, storytelling with John Bear Mitchell from 2-3:30 p.m., and traditional social dances during the day with Brenda Lazado.

An afternoon and evening of traditional dancing competitions begins at Noon with a Grand Entry and Opening Ceremonies. Registration for the dancing begins at 9:30 a.m. Dance categories include: Senior Women, Senior Men, Junior Girls, Junior Boys, Teen Girls, Teen Boys, Women and Men. All of these categories will have separate Traditional and Fancy/Jingle competitions. There also will be a Tiny Tots category for the youngest participants.

Following dinner, which is being sponsored by Project Compass and Native Voices, tie breaker competitions will be held and prizes will be awarded.

All are invited to attend this free event and this unique opportunity to see traditional Native dancing. For more information about this event or Native Voices, contact Myrth Schwartz at 768-9792.