



Michigan's Tribal Extension Educational Programming & Outreach, Organizational Self-Assessment & Planning

MICHIGAN STATE UNIVERSITY
MSU EXTENSION

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OVERVIEW OF TRIBAL NATIONS IN MICHIGAN

If MSU wants to build and maintain authentic partnerships with American Indians and tribal nations and communities, then university staff members, faculty, and students should know the history of the land that today is recognized as the state of Michigan. Understanding the rights and obligations of citizens who are part of tribal nations and communities in Michigan can also increase awareness and understanding of Native Americans. This section offers an overview of tribal nations in Michigan, including key institutions and locations in the state.

For thousands of years, the Anishinaabe have lived throughout the Great Lakes region, which includes Michigan, Wisconsin, and Minnesota in the U.S. and the province of Ontario in Canada. Michigan Anishinaabe share cultural practices and ties to the land, as well as the Anishinaabemowin language.

Tribal nations have unique governmental structures and political identities. As sovereign nations, tribes decide and spell out—in a constitution or other governing documents—how their governments are structured. Tribes may elect officials, have their own community services, and their own police and courts to enforce their laws and protect the rights of their citizens. Most tribes have their own judicial systems that uphold the personal rights of tribal citizens that are guaranteed by tribal law, federal law, and tribal constitutions through a traditional dispute resolution method and a fair, just, and impartial system.

Today, Michigan is home to:

- Twelve federally recognized tribal nations (Table 1; <https://bit.ly/3iROnew>)
- Three 1994 Tribal Land-Grant Colleges (also known as 1994 land-grant institutions; <https://bit.ly/3gVZUs7>):
 - Saginaw Chippewa Tribal College (<https://www.sagchip.edu>)
 - Keweenaw Bay Ojibwa Community College (<https://kbocc.edu>)
 - Bay Mills Community College (<https://www.bmcc.edu>)
- Tribal nations, communities, and villages that may be in different stages of the process of petitioning for federal acknowledgment.
- Indigenous people from other tribal nations outside Michigan who live in the state.
- One 1862 Land-Grant University: Michigan State University (<https://www.msu.edu>)



Table 1. Names, websites, and tribal government office locations of the 12 federally recognized tribes in Michigan.

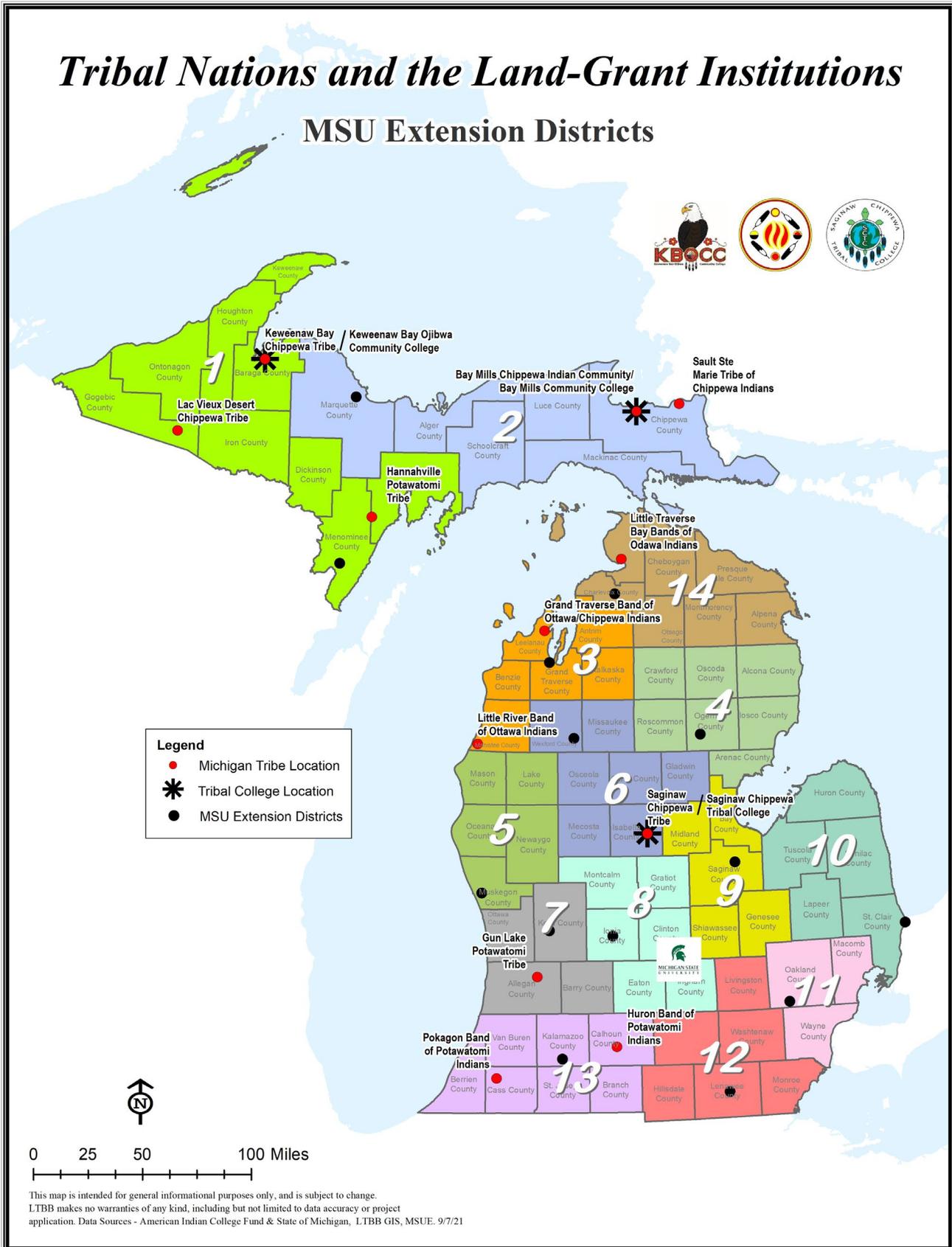
TRIBE	WEBSITE	LOCATION OF TRIBAL GOVERNMENT OFFICE
Bay Mills Chippewa Indian Community	www.baymills.org	Brimley
Grand Traverse Bay Band of Ottawa and Chippewa Indians	www.gtbindians.org	Suttons Bay
Hannahville Indian Community	www.hannahville.net	Wilson
Keweenaw Bay Indian Community	www.ojibwa.com	Baraga
Lac Vieux Desert Band of Lake Superior Chippewa Indians	www.lvdtribal.com	Watersmeet
Little River Band of Ottawa Indians	www.lrboi.com	Manistee
Little Traverse Bay Bands of Odawa Indians	www.ltbbodawa-nsn.gov	Harbor Springs
Match-e-be-nash-she-wish Band of Potawatomi Indians of Michigan (Gun Lake)	https://gunlaketribe-nsn.gov/	Shelbyville
Nottawaseppi Huron Band of the Potawatomi Indians	www.nhbpi.com	Fulton
Pokagon Band of Potawatomi Indians	www.pokagon.com	Dowagiac
Saginaw Chippewa Indian Tribe	www.sagchip.org	Mt. Pleasant
Sault Ste. Marie Tribe of Chippewa Indians	www.saulttribe.com	Sault Ste. Marie

MSU Extension staff members collaborate with Michigan tribal nations and communities to create, deliver, and evaluate relevant educational programs with and for American Indians throughout the state (Figure 1). Examples of past and current programming include “Building Strong Sovereign Nations: Anishinaabek Leadership for Seven Generations,” and good governance training, a 4-H citizenship academy, and other youth development, natural resources, Michigan Sea Grant, agriculture, community garden, nutrition education, and community food programming.

This report:

- Describes two major tribal Extension efforts: The Federally Recognized Tribes Extension Program, or FRTEP, and the Michigan Inter-Tribal Land-Grant Extension System, or MILES.
- Discusses the findings from three MSU Extension staff surveys on tribal Extension educational programs and outreach that were administered in 2012, 2016, and 2019.
- Offers recommendations for next steps to MSU Extension and the broader MSU community.

Figure 1. The locations of Michigan's 12 federally recognized tribal nations and four land-grant institutions, as well as the 14 Michigan State University Extension administrative districts.



Note. Map by the Little Traverse Bay Band of Odawa Indians with data from the American Indian College Fund, State of Michigan, and MSU Extension.

Minding Our Language: American Indian, Indian, Native American, or Native?

The following question is asked and answered on the Frequently Asked Questions page of the National Museum of the American Indian website (<https://s.si.edu/3q8NobA>).

Q. What is the correct terminology: American Indian, Indian, Native American, or Native?

A. All of these terms are acceptable. The consensus, however, is that whenever possible, Native people prefer to be called by their specific tribal name. In the United States, *Native American* has been widely used but is falling out of favor with some groups, and the terms *American Indian* or *indigenous American* are preferred by many Native people [italics added].

This report uses the term *American Indian(s)* to include all Anishinaabe tribal nations and communities in Michigan. The phrase *tribal* Extension efforts refers to MSU's funding, partnerships, and staffing resources. The phrase *tribal Extension educational programs and outreach* refers to MSU Extension activities, program development, implementation, evaluation, research, professional development, and collaboration *with* tribal nations and communities.

Find Out More: Michigan Tribal Extension Online

The Tribal Extension page (https://www.canr.msu.edu/tribal_education) on the MSU Extension website offers more information about tribal Extension educational programs and outreach, with links to articles, events, people, podcast episodes, publications, and videos.

THE FEDERALLY RECOGNIZED TRIBES EXTENSION PROGRAM

MSU Extension began participating in the U.S. Department of Agriculture's Federally Recognized Tribes Extension Program (FRTEP) in 2007. The original intent of the program in Michigan was to provide community food systems programming and resources for the Bay Mills Indian Community, the Hannahville Indian Community, the Little Traverse Bay Bands of Odawa Indians, and the Sault Ste. Marie Tribe of Chippewa Indians. FRTEP continues to build relationships among tribal nations, tribal communities, community partners, and MSU Extension to leverage resources to support tribes' self-determined community food system projects and food sovereignty activities, where

appropriate. Today, as in the past, FRTEP connects tribal food producers to education and resources by:

- Hosting workshops in partnership with Waishkey Bay Farm (<https://bit.ly/2TLRtGF>). The farm is a teaching, research, and incubator facility that is part of Bay Mills Community College.
- Offering additional farm and garden workshops with FRTEP member tribes.
- Providing youth food system programming with tribal schools and tribal youth education programs.

THE MICHIGAN INTER-TRIBAL LAND-GRANT EXTENSION SYSTEM

The Michigan Inter-Tribal Land-Grant Extension System (MILES) seeks to build an inclusive, responsive, and intentional land-grant system in Michigan that serves all Michigan tribal nations and communities. The MILES effort includes the four land-grant institutions (one 1862 and three 1994s) in Michigan.

The goals of MILES include:

- Addressing programmatic and research collaborations in areas such as agriculture, leadership development, economic development, conservation of natural resources, and health and nutrition.
- Increasing input from Michigan tribal nations and communities on tribal Extension efforts.
- Improving collaboration among Michigan tribal nations, tribal communities, and MSU Extension for the pursuit of scholarship such as engaging in community-driven initiatives and participatory research methods, and in sharing multiple ways of knowing.

MSU Extension faculty and staff members are supported in and encouraged to continue building relationships by dedicating time and effort in programming with tribal nations and communities. With MILES work, tribal nations are recognized as self-governing and, regardless of population or resources, the government-to-government relationship that is central to authentic and trust-centered relationships with tribal nations is honored.

MILES began in October 2018 with a two-year federal Tribal Extension grant funded by the U.S. Department of Agriculture's National Institute of Food and Agriculture. The "Special Emphasis" grant proposal was developed collaboratively by representatives from Bay Mills Community College and MSU Extension. The funding supported community-based education at the three Michigan tribal colleges. (Special Emphasis grants are targeted, short-term pilot projects that allow Extension staff members to explore new ways to serve tribal nations and tribal communities.)

Past MILES activities have included forming a land-grant team that meets regularly, developing strategic communications and raising awareness of the MILES effort, and facilitating relationship-building activities among Michigan land-grant institutions.

In February 2019, MILES hosted a Tribal Leaders Collaboration Kickoff at MSU. Through MILES, MSU has established and strengthened relationships, which has resulted in new opportunities for education, programs, and outreach.

Together, the FRTEP and MILES programs are working to link tribal nations and communities with MSU Extension programs, staff, resources, and expanded educational opportunities. MSU Extension created new positions under the MILES- and FRTEP-funded efforts to build capacity for this education and outreach. Today the FRTEP and MILES efforts are creating new programming, seeking additional funding and resources to work collaboratively, and planning future visioning sessions to help ensure the sustainability of tribal Extension efforts.



THREE ORGANIZATIONAL SURVEYS

MSU Extension has administered three surveys to staff members to understand their experiences with tribal Extension educational programming and outreach—in 2012, 2016, and 2019. In this section we discuss the purpose of each organizational survey and highlight key results.

2012 SURVEY ADMINISTRATION

In 2012, FRTEP funding was focused on sustainable food systems and MSU Extension was working to develop a statewide tribal Extension focus. As part of that effort, Extension educators, instructors, specialists, and administrators were asked to complete a baseline organizational survey about programming they had conducted with Michigan's 12 federally recognized tribes in the past three years. One hundred forty-one staff members answered questions on:

- Promising practices for working with tribal nations and communities.
- Challenges and barriers they had encountered while working with tribal communities.
- Staff training and support that could help improve tribal Extension programming.

2016 SURVEY ADMINISTRATION

All MSU Extension staff members—regardless of whether they had conducted programming with tribal communities in the previous three years—were invited by email to complete the 2016 survey. This gave people in more positions and roles the chance to share their perspectives on tribal Extension education, programs, and outreach than were able to in the 2012 organizational survey.

The 138 respondents answered questions repeated from the 2012 survey about:

- Programming they had conducted with Michigan tribal nations and communities over the previous three years.
- Their awareness and knowledge of tribal nations and communities in Michigan.
- Their view of how tribal Extension programming fit into their overall programming efforts.

They also answered new questions about diversity training opportunities that might benefit both tribal nations and communities and MSU Extension.

2019 SURVEY ADMINISTRATION

The 2019 organizational survey repeated the questions and all-staff invitation from 2016; 228 people completed the 2019 survey. The survey provided an updated snapshot of staff members' perceptions about tribal Extension programming and the organizational support they wanted to help them create, deliver, and evaluate relevant educational programming with and for American Indians throughout Michigan.

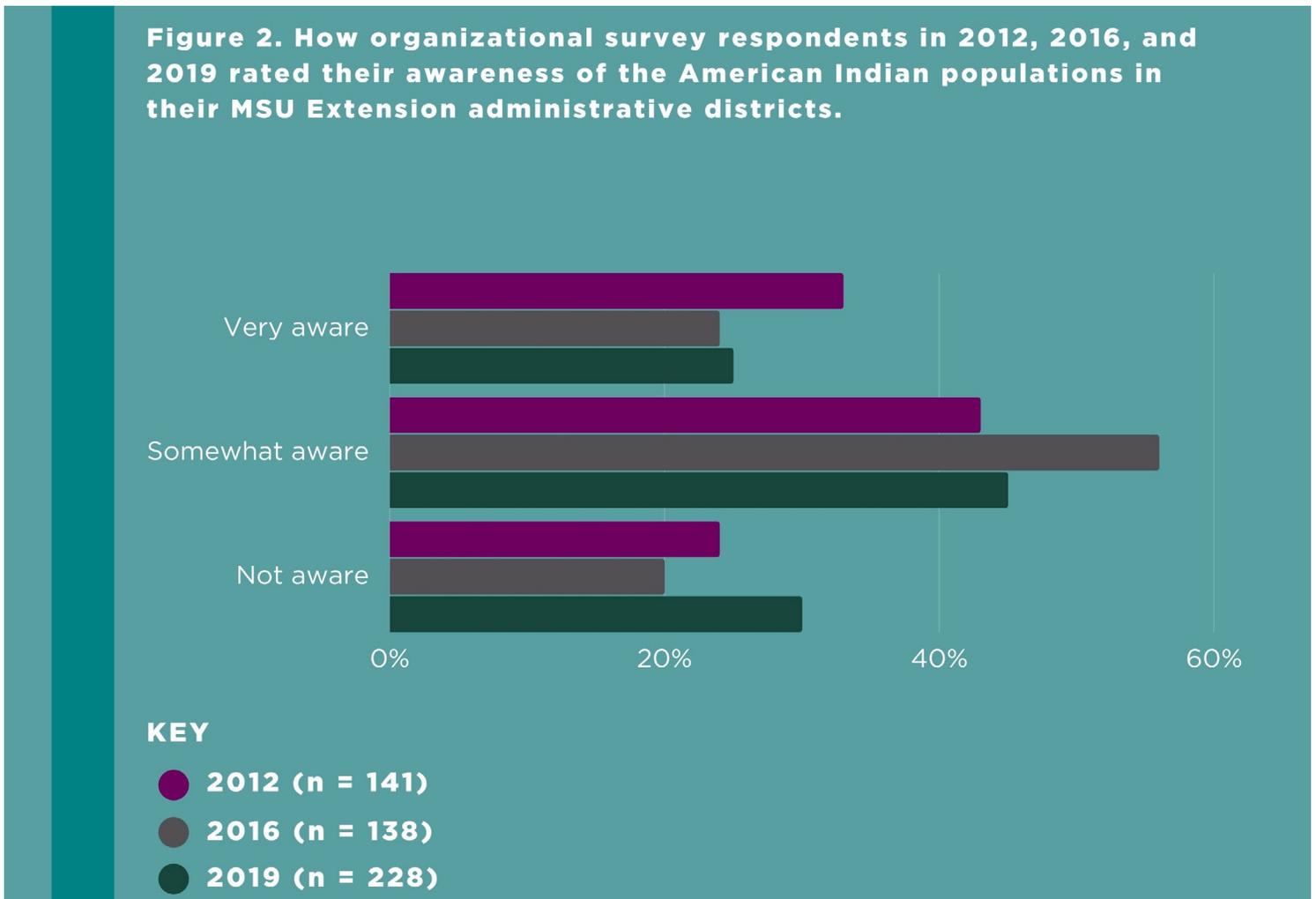


SURVEY FINDINGS

Being aware of which tribal nations and communities are located in their administrative districts is vital for MSU Extension staff members trying to build effective tribal partnerships and expand tribal Extension educational programming and outreach. The percentages of survey respondents who rated themselves “very

aware,” “somewhat aware,” or “not aware” in reply to the statement, “I am aware of the American Indians in my district(s)” fluctuated over the three surveys (Figure 2), indicating a need for ongoing awareness-building efforts. Looking at the 2019 responses, 30% of the survey respondents reported being “not aware” compared to 20% and 24% in previous years.

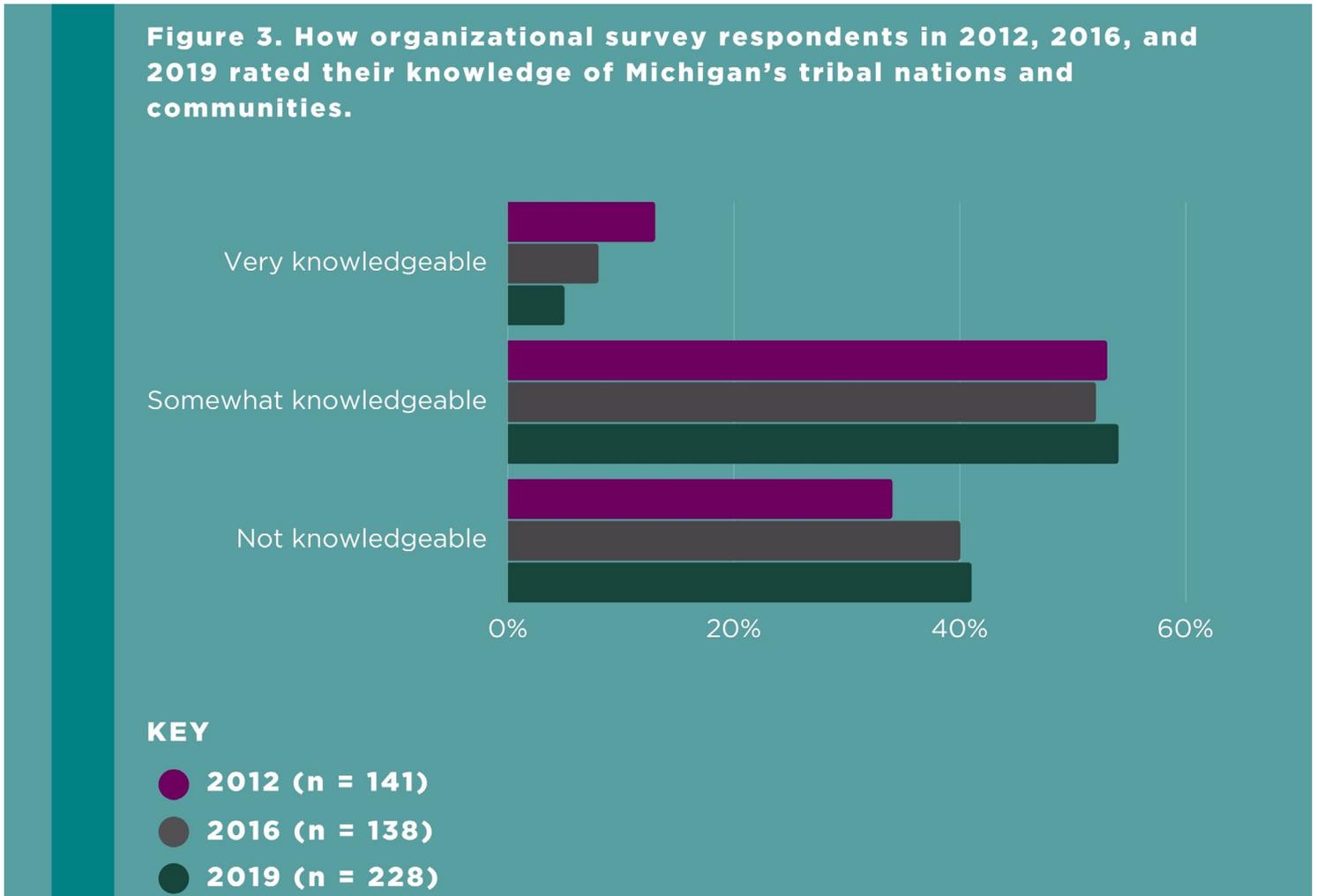
Figure 2. How organizational survey respondents in 2012, 2016, and 2019 rated their awareness of the American Indian populations in their MSU Extension administrative districts.



Only 13% (2012), 8% (2016), and 5% (2019) of respondents completed the sentence, “My current knowledge of the American Indian communities in Michigan is best characterized as...” with the response choice “very knowledgeable” (Figure 3). However, more than half of respondents on all three surveys said they were “somewhat knowledgeable.”

Unfortunately, the percentage of survey respondents who said they were “not knowledgeable” increased from 34% in 2012 to 40% in 2016, and to 41% in 2019. This trend highlights MSU Extension staff members’ continuing need for training and educational materials related to tribal nations and communities in the state.

Figure 3. How organizational survey respondents in 2012, 2016, and 2019 rated their knowledge of Michigan's tribal nations and communities.

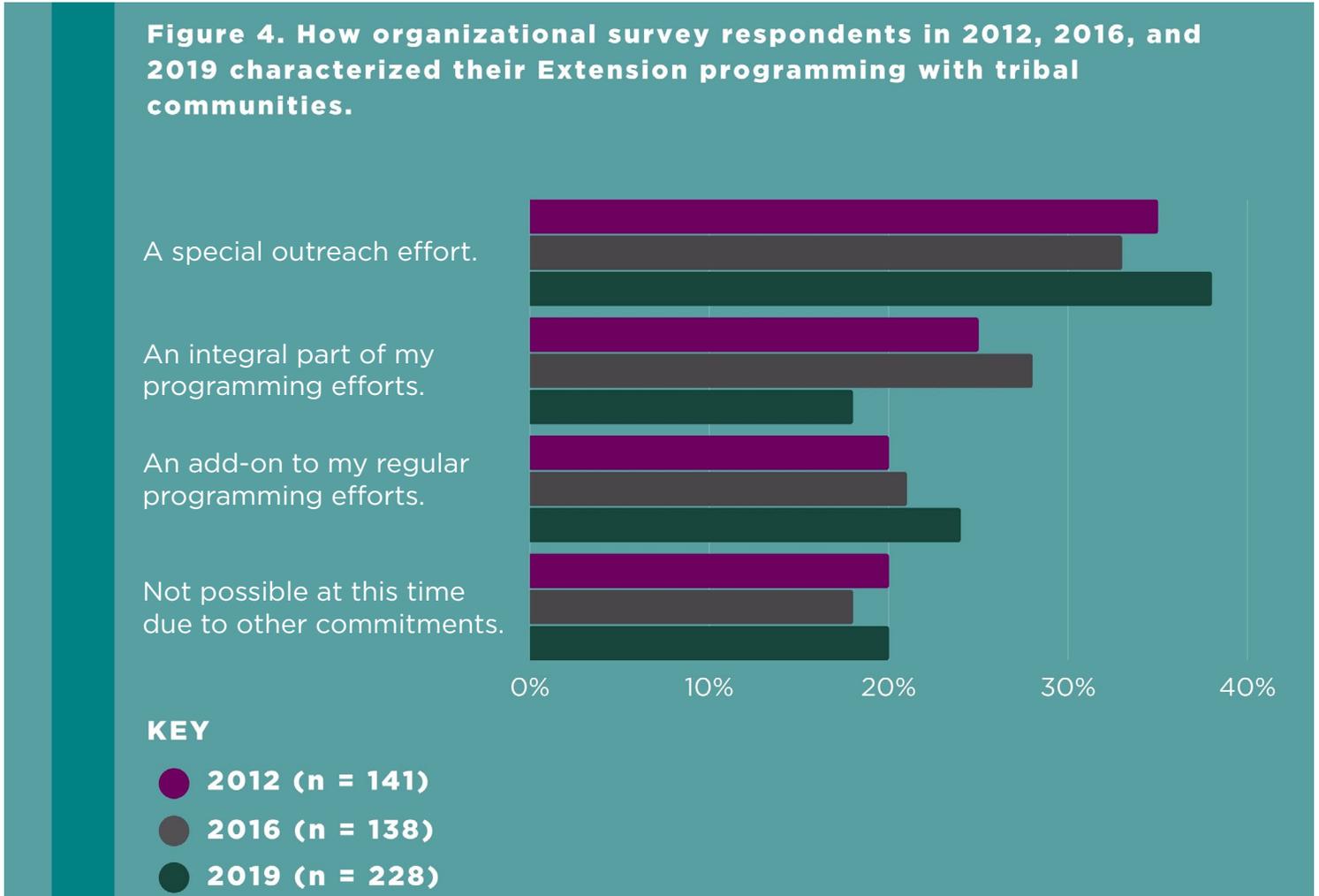


Respondents in all three organizational surveys were asked to complete the sentence, “I would characterize my programming with tribal communities as . . .” with one of four choices: “a special outreach effort,” “an integral part of my overall programming,” “an add-on to my regular programming efforts,” or “not possible at this time due to other commitments” (Figure 4).

The high point on this question came in 2016, when 28% of respondents chose “an integral part of my overall programming.” However, this response choice dropped to 18% in 2019, with the majority of respondents across the years

characterizing tribal Extension efforts as “an add-on to my regular programming” or as “not possible at this time due to other commitments.” Equally concerning are the 38% of respondents who view tribal Extension educational programming and outreach as “a special outreach effort.” We hope that future organizational surveys will reveal an increase in the percentage of staff who report working with tribal nations and communities as an integral part of their overall programming.

Figure 4. How organizational survey respondents in 2012, 2016, and 2019 characterized their Extension programming with tribal communities.



WHAT THE COMMENTS REVEALED

This section summarizes answers by topic from a series of open-ended questions in the 2019 survey. Topics include staff professional development and support needed, challenges and barriers to collaborative work experienced, and implicit biases and assumptions revealed in the survey comments.

Staff Professional Development & Support

Survey respondents requested training on the following:

- How to build relationships and network with tribal nations and community members. This included making introductions, coming

together to discuss opportunities, and designating a community point person for projects or partnerships.

- How to facilitate community-led initiatives and environmental scans to identify and develop collaborative programs.
- How to increase knowledge of tribal government infrastructure (such as locations of government offices, the structures and functions of tribal governments, tribal history, tribal laws, federal American Indian policies, and tribal funding).
- How to gain an understanding of tribal languages, norms, and contemporary issues.

Survey respondents also requested the following forms of organizational support:

- Funding to support community-led initiatives and environmental scans to identify and develop collaborative programs.
- Establishing organizational policy and procedures for grants, service agreements, event contracts, jurisdiction, liability, and memorandums of understanding related to tribal Extension educational programming and outreach.
- Expanding staffing capacity for tribal Extension efforts by prioritizing retention and sustainability of new positions.

Inflexibility of MSU Extension policies sometimes makes it challenging because these policies are often not designed with recognition of the sovereignty of American Indian Tribal Nations in mind.

—2019 SURVEY PARTICIPANT

Challenges & Barriers to Collaborative Work

Survey respondents reported the following challenges and barriers to collaborative tribal Extension educational programming and outreach:

- Lack of culturally appropriate materials and programs for American Indians.
- Existing MSU Extension programs and materials need to be adapted for tribal audiences.
- Rural locations of many tribal nations and communities pose travel and transportation challenges for program engagement.
- History or past experience with low enrollment for tribal Extension activities. (Respondents often connected this challenge to a perceived lack of time commitment from participants.)
- Perceived bias or mistrust between nontribal and tribal event participants.
- Need for better marketing and advertising of programs to reach American Indians.
- Need for MSU Extension staff members to improve their interpersonal skills, communication skills, and other ways of being culturally competent when working across diverse cultures.
- Forming relationships with tribal nations and communities can take several communications or several attempts—sometimes across more than one program year. (**Note:** The same challenge can apply to relationship-building efforts with other new audiences, such as legislative staffers and elected officials.)
- Organizational staff turnover in tribal nations and communities and MSU Extension.
- Lack of responsiveness from MSU Extension staff members to requests made by American Indians related to crops MSU does not have expertise or culturally relevant educational materials in.
- Privacy, trust, and cultural sensitivity issues related to research and evaluation (for example, with data collection and data use).

My programming doesn't reach these populations at all, and that is problematic.

—2019 SURVEY PARTICIPANT



I don't know the first step in establishing a relationship with an American Indian Tribal Nation, Community, or Organization. Who do I contact? All the programming to Native Americans I have done is a result of being invited to be part of programs planned by others. I have never programmed with a tribe on my own because I didn't know who to contact. How do I let them know what my area of expertise is and how I might be able to work with them? How do I find out their needs?

—2019 SURVEY RESPONDENT



Implicit Biases & Assumptions

The 2019 organizational survey found that staff hold *implicit biases*, which are a person's unconscious thoughts and attitudes. A person's implicit biases can become *explicit biases* when they actively discriminate against others based on stereotypes or prejudices. As we work to build authentic relationships with Michigan tribal nations and communities—and with all historically underrepresented or excluded people—we must also continue to challenge ourselves to identify and confront our implicit biases and assumptions.

Survey respondent comments revealed these common biases and assumptions about working with tribal nations and communities:

- The process of building relationships, identifying community needs, and developing programming is too time consuming.
- Tribal permissions, policies, and procedures, as well as tribal structures, are inherent barriers to collaborative programming partnerships.
- Programming with and for larger populations of historically underrepresented or excluded groups is more effective and more likely to be successful.

MSU Extension staff shared attitudes that working with tribal nations and communities takes too much time. Staff shared their hesitance to commit to programming and partnerships because of their underlying assumptions about tribal permissions and structures. Some comments revealed “us versus them” thinking about working with tribes:

- “I don't know who they are or how to interact with them.”
- “I am a white male. I have biases and don't understand/fully appreciate the legal structures in which they are bound. I'm way too goal and task oriented. I work way too linearly for long-term, effective programming.”
- “Limited size of community. Needs of other underrepresented communities are as important.”

Some survey respondents demonstrated biases and assumptions about working with tribal nations and communities. Persistent unconscious biases are a problem for the organization. *All* MSU Extension work requires time and sustained effort in communities. Staff members currently accept the need to learn about county, state, and federal government structures, policies, and practices to enable them to successfully compete for funding and forge partnerships.

That some MSU Extension staff members are unaware of the history, size, or geographical location of American Indian nations and communities in Michigan should not limit or prevent our organization's efforts to work with these underserved audiences. We must continue our work as individuals and as part of the federal Cooperative Extension System to eliminate racist and discriminatory practices.

EXPLORING BIAS



How might we see our biases as gifts to remind us of the work we need to do to challenge our learnings and assumptions about ourselves and our tribal partners and members? Acknowledging these biases, and committing to challenging and changing them through education and exposure, can provide a pathway for greater authentic connections with our tribal partners and communities.

—DIONARDO PIZAÑA, MSU EXTENSION
DIVERSITY, EQUITY, AND INCLUSION SPECIALIST



A CALL TO ACTION

The results of the three MSU Extension staff surveys, administered over a seven-year span, led us to develop the following recommendations for tribal Extension efforts.

- Encourage and support staff members to do their own work—of self-reflection, of learning about the history and cultures of tribal nations and communities, and of addressing their own power and privilege—to counter their biases and assumptions.
- Continue to build relationships with tribal nations and communities and create a measurable and actionable strategic plan for tribal Extension educational programming and outreach.
- Make tribal Extension efforts an integral part of regular, overall programming for all staff in all program areas.
- Improve internal reporting of tribal educational programming and outreach, and of tribal partnerships and coalitions, to find gaps and opportunities to allocate MSU Extension resources and foster collaborations.
- Apply the findings of this report when making programming decisions and become agents of change in MSU Extension and the larger MSU community.
- Improve our organizational support and inform our organizational culture to build trust, respect, inclusion, and engagement with all historically underrepresented or excluded people.

- Encourage all staff members' life-long learning in diversity, equity, and inclusion concepts and their efforts to further their personal and professional growth.
- Connect MSU Extension organizational initiatives to larger MSU community commitments, such as the work of the MSU Office for Inclusion and Intercultural Initiatives and the College of Agriculture and Natural Resources Office of Diversity, Equity, and Inclusion.



RELATED MSU & MSU EXTENSION INITIATIVES & RESOURCES

MSU is a large institution with more than 60,000 students, faculty, and staff members and more than 200 academic programs. Within the broader MSU community there are many efforts that surround, include, and affect tribal nations and communities. Therefore, it is vital for MSU Extension to be aware of what is happening on campus and connect that with what is happening in tribal nations and communities to best leverage our resources and ensure our efforts address tribal needs appropriately.

MSU OFFICE FOR INCLUSION & INTERCULTURAL INITIATIVES

The MSU Office for Inclusion and Intercultural Initiatives offers training programs, resources, awards, grants, and other organizational

supports. The office uses these supports to inspire, build, and advance the MSU community. MSU Extension staff members can take advantage of the office's programs and supports to:

- Ensure that the values and goals of our tribal Extension efforts related to diversity, equity, and inclusion align with those of the university.
- Learn to communicate more effectively about our tribal Extension efforts with internal and external audiences.

To learn more about the MSU Office for Inclusion and Intercultural Initiatives, see the box on this page and visit <https://inclusion.msu.edu>

Core Ideology & Values of the MSU Office for Inclusion & Intercultural Initiatives

The following excerpt is reprinted from the "About" page of the MSU Office for Inclusion and Intercultural Initiatives website (<https://inclusion.msu.edu/about/>).

At Michigan State University, we believe our differences are assets. We foster a community that respects and values a broad range of backgrounds, viewpoints, and experiences and encourages and creates opportunities so all Spartans can reach their full potential educationally and professionally.

MSU has always been a forerunner and innovator, leading the way for other institutions to follow. From acknowledging the ancestral and contemporary lands of Native Americans that it occupies to its early practice of educating and hiring underrepresented minorities and women.

The Office for Inclusion and Intercultural Initiatives leads and supports efforts to advance a diverse and inclusive campus community, consistent with MSU's core values.

Our [MSU's] core values are based on the beliefs that inclusion happens only when the whole campus and community sees it as their responsibility, and that you can't have true excellence without inclusion. A unit culture of respect, trust, authenticity, and excellence.

- Collaboration—we all see purpose in being here, we engage all voices, welcoming them with dignity and respect.
- Camaraderie—Cooperative, supportive, counting on each other.
- Courageous—able to take risks, to not compromise on, to follow through.
- Commitment—Seeing things through; going the extra mile, when people come to us they know what they're getting and can count on us to deliver.
- Growth—development, education, shared interest in each other's growth, learn from each other.

MSU EXTENSION DEDICATION STATEMENTS FOR DIVERSITY, EQUITY & INCLUSION

The mission of MSU Extension is to take the vast resources and knowledge of the university to help Michiganders do their jobs better, raise healthy and safe families, build their communities, and empower their children to dream of a successful future.

Everyone belongs here, from staff to program participants. That's why MSU Extension is committed to fostering a welcoming and inclusive organization that recognizes and celebrates every one of us. Regardless of title or position within the organization, diversity, equity, and inclusion are central to our work, and this requires all staff to contribute toward a vision for success.

In 2021, MSU Extension established eight dedication statements related to diversity, equity, and inclusion. Our tribal Extension efforts apply these dedication statements in building programming capacity, increasing team resources, and reporting the results of intentional collaborations. From strategic aims to staffing plans, these dedication statements guide MSU Extension toward a culture of respect and appreciation for tribal Extension efforts in Michigan:

- We work together to ensure that programming is delivered to diverse audiences, produces equitable impacts for all participants, and demonstrates partnership and inclusion for all groups.
- We embrace that it is everyone's job to create a culture that promotes diversity, equity, inclusion, and belonging.
- We ensure that every team member is prepared with the skills and resources to contribute to our welcoming and inclusive culture.
- We foster inclusion by recognizing and valuing diverse perspectives, skills, experiences, and work to create equal access to programming for communities.
- We commit to continuous learning for diversity, equity, and cultural competency, in order to achieve inclusive excellence.

- We understand that diversity, equity, and inclusion are essential elements to our work and are vital to the organizational culture and programmatic success of MSU Extension.
- We embrace a culture of understanding, coaching, and feedback toward achieving a vision of success for the entire organization and its staff.
- Together we will achieve success and we commit to these goals in our work, continued education, and ongoing efforts.

To learn more about MSU Extension's commitment to diversity, equity, and inclusion, visit <https://bit.ly/3vEAenU>.

MSU PROVISIONAL LAND ACKNOWLEDGMENT

MSU American Indian and Indigenous Studies created a provisional Land Acknowledgment during the Leaves Fall Moon (October) 2018. The acknowledgment is an intentional step in holding MSU and the broader community accountable for an interconnected history and the continued benefits of occupying tribal lands. This living document will be revised over time in conversations with communities.

We collectively acknowledge that Michigan State University occupies the ancestral, traditional, and contemporary Lands of the Anishinaabeg – Three Fires Confederacy of Ojibwe, Odawa, and Potawatomi peoples. In particular, the University resides on Land ceded in the 1819 Treaty of Saginaw. We recognize, support, and advocate for the sovereignty of Michigan's twelve federally recognized Indian nations, for historic Indigenous communities in Michigan, for Indigenous individuals and communities who live here now, and for those who were forcibly removed from their Homelands. By offering this Land Acknowledgment, we affirm Indigenous sovereignty and will work to hold Michigan State University more accountable to the needs of American Indian and Indigenous peoples. (American Indian and Indigenous Studies, n.d., "Provisional Land Acknowledgment" section)

To learn more about the MSU Land Acknowledgment statement, visit <http://aisp.msu.edu/about/land/>.

MSU INDIGENOUS LAW & POLICY CENTER

The MSU Indigenous Law and Policy Center is a central part of the MSU Indigenous Law Program. The center trains law students to work with Indian Country and provides services to institutional clients such as Indian tribes, tribal courts, and other tribal organizations. The center holds annual conferences with expert speakers from around the country.

To learn more about the MSU Indigenous Law and Policy Center, visit <https://www.law.msu.edu/indigenous/center-clinic.html>.

MSU NATIVE AMERICAN INSTITUTE

The Native American Institute (NAI) at Michigan State University supports the efforts of indigenous people in the Americas. The NAI is part of the College of Agriculture and Natural

Resources and partners with MSU Extension on programs focused on tribal topics in Michigan.

In 2021, MSU and the NAI released *Reciprocal Research: A Guidebook to Centering Community in Partnerships With Indigenous Nations*. The guidebook offers university faculty and academic staff at MSU and beyond a framework for planning and reflecting on research partnerships. It can be used individually, in a community of scholars, or in a graduate-level course. The guidebook helps the university community plan their work and motivations with intentionality and thoughtfulness before starting a research project with tribal nations and communities.

To learn more about the MSU Native American Institute, visit <https://www.canr.msu.edu/nai/>. To download the guidebook, visit <https://www.canr.msu.edu/nai/projects/reciprocal-research-guidebook/>.

SUMMARY

It is the responsibility of MSU Extension to keep advancing beyond the scope of the MSU provisional land acknowledgment and to use the resources we steward to equitably serve tribal nations, communities, and individuals. This report articulates MSU Extension's internal processes of organizational self-reflection through assessment of staff awareness, knowledge, attitudes, and training or organizational support needs related to educational programming and outreach with American Indian audiences in Michigan.

MSU Extension's ongoing assessment efforts (such as organizational surveys) continue to shape plans for staff training and professional

development in working with Michigan's tribal nations and communities. We believe that just as our work with tribal nations and communities is ongoing, so must our own work be ongoing to prepare ourselves and our teams to be prepared, educated, and positive partners. This report offers a brief glimpse of MSU Extension's funded work with MILES and FRTEP, but it is not an exhaustive accounting of current and past partnerships, programming, and collaboration with tribal nations and communities.



RESOURCES

American Indian and Indigenous Studies (MSU). (n.d.). *Land acknowledgement*. <http://aisp.msu.edu/about/land/>

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