

# 423: NATIVE AMERICAN AND INDIGENOUS STUDIES

## New Program Proposal

Changes saved but not submitted

Viewing: 423 : Native American and Indigenous Studies

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Major Transfer Map

No

## General Information

Give a brief (1-2 paragraphs) overview of the proposed credential, including its disciplinary foundations and connections, its focus and learning objectives for students, and the specific degree (e.g. bachelors, masters, doctorate) and/or credentials (e.g. major, certificate, minor, concentrations) to be offered. This should be based largely on your descriptions in the following sections but it should be shorter than their combined length. Moreover, it should use language that is capable of communicating your ideas to audiences increasingly distant from your academic field as your proposal moves through the review process.

We propose to offer a major/Bachelors Degree in Native American and Indigenous Studies (NAIS) at the University of Oregon. We currently offer a minor in Native American Studies, governed independently by the Native American Studies advisory committee, and organizationally housed in the Department of Indigenous, Race, and Ethnic Studies (IRES). The major would continue with this structure in relationship to IRES. We add the term Indigenous to the program title (Native American and Indigenous Studies) to signal our expanded attention to Indigenous peoples outside of the contiguous 48 states (Kanaka Maoli and other Pacific Islanders, Inuit, Yupik, and other Alaska Natives, Inuit, First Nations, and Métis peoples of Canada, Indigenous peoples of Mexico and other Latin American nations, and so on).

NAIS is an interdisciplinary field that uses approaches from history, anthropology, literature, law, political science, ethnic/gender/sexuality studies, and other disciplines to understand contemporary Native American and Indigenous lives holistically. NAIS highlights the concerns of contemporary Native people as it examines Native identities, practices, histories, cultures, and political statuses in context from the earliest times until the present. Academically, the central goal of the major is to help students understand Indigeneity as part of a structure of global power relations that shapes the ways peoples and nations relate to each other. In the US context, that means teaching students about the unique place of tribes and Indigenous sovereignty in the state-tribal-federal intergovernmental matrix and about the myriad distinct issues Native peoples of the United States face, from language and cultural protection to environmental issues to economic development and beyond. Most Americans are only vaguely aware of tribal governments and how they fit into other governmental structures, and even fewer have contemplated what limited forms of tribal sovereignty say about American democratic ideals. In other countries, the relationship of Indigenous peoples to the state looks different. In attending to those differences, the major will help students grasp both the variety and the interconnection of constructions of Indigeneity internationally. Concentrations will include an interdisciplinary track and a language track.

## Primary Proposer

Brian Klopotek

## Is there a co-proposer for this proposal?

Yes

## Co-proposer(s)

Name	Home Unit
Kirby Brown	English
Michelle Jacob	College of Education
Jeff Ostler	History
Jennifer O'Neal	Indigenous, Race, and Ethnic Studies
Leilani Sabzalian	College of Education

## Home department

ES

## College

Arts & Sciences, College of

## Level

Undergraduate

## Program Type

Bachelor's Degree

**Flight Path**

Bachelors Degree

**Primary Location**

UO main campus

**Program Delivery Format**

Traditional classroom/lab

**Does the program represent a collaboration of two or more university academic units?**

Yes

**Relationship to Institutional Mission and Statewide Goals****How is the program connected with the UO's mission, signature strengths and strategic priorities?**

Reflecting on the President's and Provost's 2016-2021 strategic framework for the UO, the proposed NAIS major enhances the University of Oregon's mission, signature areas of focus, and strategic priorities in several ways. The proposed major provides crucial support for the UO's goals of diversity, equity, and inclusion by increasing opportunities for Native and non-Native students to learn about Indigenous peoples of Oregon, the Pacific Northwest, North America, and other areas of the world. Knowledge about Oregon's first peoples is fundamental to the goal of understanding the unique geography, history, and culture of Oregon that shapes the UO's identity and spirit.

The major further supports the goal of sustainable and responsible use of our resources and our growing presence as a center for environmental studies. Because Native people are the First Stewards of the land and continue to have deep connections to this place, development of Indigenous knowledge and practices is vitally important to promoting sustainability. Indigenous Traditional Environmental Knowledge (ITEK) is a rapidly developing segment of both Native studies and environmental studies, and our program offers multiple opportunities (classes, field trips, organizations, guest speakers, internships) for students to engage at the intersections of these important fields of study.

The University of Oregon has a valuable resource in the Northwest Indian Language Institute (NILI), which "provides Native language teachers and community members with training in language teaching, materials and curriculum development, benchmarks creation, and linguistics. With Tribal partners, NILI supports and strengthens language preservation efforts by establishing collaborative, ongoing projects [that] meet the specific needs and desires of each language community." Because of the work of NILI and its partners, the University of Oregon is currently the only higher education institution where two years of Sahaptin language are offered. Spoken by the Umatilla and Yakama tribes, among others, Sahaptin (suh-HAP-tin) is a heritage language for Native peoples of Oregon (and by extension for the state of Oregon), so our minor has a special obligation to support the Sahaptin language program as much as possible.

The NAIS major has a special relationship with Native American language instruction. The major requires that students take one year of a Native American language class, with encouragement to do so at UO in Ichishkiin/Sahaptin. Students are also encouraged to take Chinuk Wawa, another Indigenous language of Oregon, which is offered at Lane Community College, one of our recruiting partners for the major.

Finally, the NAIS major will be the only program on campus with an explicit commitment to partnering with Indigenous nations, communities, and organizations structured into the curriculum itself. This structure/commitment emerged from consultation about the major with education directors of the 9 federally recognized tribes and extensive community surveys and outreach supported by a Williams Grant. It also fulfills many of the stipulations of the 2017 MOU between the University of Oregon and the Nine Tribes including the promotion of: 1) a campus climate conducive to meeting the cultural and educational needs of Native American communities at the UO; 2) Native American Studies and educational programs throughout the UO; and 3) a better understanding of Native American issues on campus, in the wider community, and across the state and region.

**How will the proposal contribute to meeting UO and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities?**

Native students are underserved by the University of Oregon. The Office of Equity and Inclusion states that .7% of UO students are Native American. Using the statistics above, we can place that representation rate at 50% to 75% below what we would expect if Natives were proportionally served here. Similarly, Pacific Islander students comprise .4% of our student body and .7% of the Oregon population, a number that shoots up in other parts of our strongest recruiting areas (California, Hawaii, Washington). Not surprisingly, many current Native students, alumni, and community members have reported having no access whatsoever to academic knowledge about their Tribes or any Tribes during most of their education. It is hard to imagine a European American student facing the same issue at any educational institution.

The NAIS major will serve as an invaluable recruitment and retention tool for Native American students, faculty, and staff. A major in Native American and Indigenous Studies helps students find classes they are looking for in various departments that they may not otherwise know existed, and it provides a coherent path for them to follow to gain command of such material.

A major affirms the value of Native knowledge, governance, history, arts, and cultures. It provides access to a field of learning that has been widely available at other universities for decades and builds an intellectual community of people with various roles in the university around Native American research and learning.

Native languages in Oregon are critically endangered, and most are no longer spoken. Languages contain vital cultural knowledge and worldviews within them. All of our majors will be prepared to not only assist in language revitalization, but will be versed in the cultural knowledges within Indigenous languages. In this way, Indigenous language is at the heart of our major, and it demonstrates a deep respect of Indigenous knowledges and cultures as legitimate and highly valued ways of knowing from which our students will benefit. This kind of cultural support for Oregon is unduplicated at any other university.

In these and other ways, the NAIS major fulfills commitments to Native student recruitment, retention, and success; to promote Native American Studies and the production of responsible scholarship and knowledge about Native peoples; to amplify the visibility of Native American issues; and to educate a broader public about Indigenous nationhood and Indigenous sovereignty.

**How will the proposal meet regional or statewide needs and enhance the state's capacity to:**

- **improve educational attainment in the region;**
- **respond effectively to social, economic and environmental challenges and opportunities; and**
- **address civic and cultural demands of citizenship?**

Oregon recently passed SB 13: Tribal History/Shared History, which requires new kinds of collaboration between state educators and tribes to deliver improved instruction at K-12 schools. Two NAIS major core faculty are professors in the College of Education, which houses our Sapsik'wafá Native teacher education program. Going forward, ALL Oregon teachers need to be well versed in Native studies. Institutions with visible and developed Native studies program will be poised to capture students working to gain competence in this critically important field. In this way, NAIS at UO will have an impact not just on post-secondary education, but on K-12 education throughout the state. The major will make them more employable and more valuable to their schools and the state of Oregon.

A body of research links culturally responsive curriculum and instruction, including Native studies, to students' academic success (Cabrera, et al., 2014; Castagno & Brayboy, 2008; Sleeter, 2011). Native students enrolled in Native studies programs graduate at a higher rate than their peers who are not enrolled in such programs (Cabrera, et al., 2014; Sleeter, 2011). As such, a NAIS major would be an invaluable recruiting and retention tool for Native students, even those who don't opt to enroll in the major. Natives have the lowest educational attainment rate in the state of Oregon, with high school completion rates hovering below 60% and college enrollment rates (not to mention retention rates) well below that of non-Indian peers (Oregon Department of Education, 2017). How do we recruit and retain Native students in this climate? There is no panacea, but offering a major is an important step. The NAIS program provides services to Oregon's Tribes by directly educating Tribal members at UO in ways that are compatible with their values and in ways that serve tribal goals. Native students and tribal leaders look for a NAIS major as evidence of university commitment to them.

The proposed major in Native American Studies will help build a better government-to-government relationship between the State of Oregon and the nine federally recognized tribes through visibility and service. It will help train future employees of the tribes about broader issues for tribes, whether they are employed in natural resource management, government affairs, or economic development issues. It will help train Oregon citizens and government employees about the tribal histories, cultures, and political status in a way that will improve state-tribal relations into the future. Students who graduate with a degree in Native studies will also be exceptionally prepared as democratic citizens who have learned to also take seriously their responsibilities to respect and protect Tribal sovereignty. Courses in the major provide students with key background in tribal history, sovereignty, the government-to-government to relationship between Tribes in Oregon and the state/federal government, the importance of treaties, and the value of Indigenous knowledge systems, each of which addresses the civic and cultural demands of citizenship. At its core, building an informed citizenry of the state of Oregon is a central goal of the major.

## Program Description

**Is there a core set of required courses?**

Yes

**What is the core set of required courses and what is the rationale for giving these courses this prominent role? What are the central concepts and/or skills you expect students to take from the core?**

There are two tracks for the major: one interdisciplinary track and one language track.

ES 256: Intro to Native American Studies has been the one class required of all NAS minors and will continue this role in the NAIS major. It introduces students to the broad interdisciplinary themes and approaches to the field and offers previews to other classes in the major.

Native languages: the interdisciplinary track requires one year of Native language, while the language track requires two years. The logic behind the requirement is that Native language endangerment is at a critical level where we may permanently lose Native languages if we don't act now. In our surveys and group meetings, this requirement generated the most discussion, because some people were excited by the prospect and others were concerned that it would be a barrier to enrollment. Ultimately, we decided to include a one-year requirement for all because 1) we have a strong language program and want to funnel students toward it, 2) the requirement distinguishes our program from others, 3) the commitment supports tribal goals, 4) one year of language is manageable, and 5) students who don't want to take language classes can instead minor in NAS and perhaps major in ES as another option.

ES 3xx: Indigenous Peoples of Oregon: in planning the minor, tribal delegates said no one should be able to get a minor in NAS at UO without having a class that focuses on the Indigenous peoples of Oregon, and we agreed. In the minor, students can take any class focused on Oregon to fulfill this requirement. In the major, we require this specific class because it captures the knowledge we want them to have in a way that Oregon archaeology, for example, cannot.

ES 4xx: Native Feminisms. While Native feminisms are infused throughout the curriculum of the major, we the faculty advisory committee could not imagine sending a student out into the world with a NAIS major without being versed in this essential domain.

Gender is one of the central components distinguishing Native nations from settler-colonial nations and one of the key domains of Indigenous oppression, and as such, requires explicit and sustained attention.

ES 3xx: NAIS Methodology. This course addresses the ethics of knowledge production within the field of NAIS, analyzing the development of theory and practice, citing multiple Indigenous worldview and knowledge producers. Indigenous or decolonial methodology supports tribal/Indigenous concerns and helps all students learn how to evaluate and produce scholarship effectively in collaboration with Indigenous peoples.

ES 409: Practicum. In collaboration with tribal education delegates, the NAIS advisory committee will connect students with tribal communities and Indigenous organizations to get them hands on experience in tribal government projects, environmental work, marketing and hospitality, health care, education, and more, all with a focus on concerns of contemporary Indigenous peoples. As an interdisciplinary field, we know that our students will take their education in multiple directions, and one of our goals for this practicum is to facilitate that process.

Interdisciplinary track:

Lower division: 20 credits

ES 256: Intro to Native American Studies

One year of Ichishkiin or Chinuk Wawa (or other Indigenous language) (3 quarters/12 credits)

One elective

Upper division: 36 credits

ES 3xx: Indigenous Peoples of Oregon (O'Neal)

ES 4xx: Native Feminisms

ES 3xx: NAIS Methodology (Junior year)

ES 409: NAIS Practicum (Senior year)

Five electives (One class in group 3 [literature/media/creative arts])

Language track:

Lower division: 28 credits

ES 256: Intro to NAS

Two years of Ichishkiin or Chinuk Wawa (or other Indigenous language) (6 quarters/24credits)

Upper division: 28 credits

ES 3xx: Indigenous Peoples of Oregon (O'Neal)

ES 4xx: Native Feminisms

ES 3xx: NAIS Methodology (Junior year)

ES 409: NAIS Practicum (Senior year)

Linguistics class or Indigenous Values in Education class

Two electives (One class in group 3 [literature/media/creative arts])

**What is the relationship between upper-division courses and the lower-division curriculum? For example, are fundamental principles introduced in the lower division and then applied to increasingly complex problems at the upper-division? This vertical architecture is common in the sciences, but is by no means universal. In the humanities, a more horizontal structure is often appropriate. For example, students might read and analyze literature at each level (100-400), but do so with increasing sophistication and the capacity to draw on a widening array of literary forms and ideas.**

The relationship between classes is somewhat horizontal. A student who has taken ES 256 Intro to Native Studies will be better equipped to succeed in all later classes, but it is not a prerequisite for enrollment in upper division classes. Students often come to fields like Native studies and ethnic studies later in their college careers because they had never heard of them until arriving on campus. As a result, a student may come to the major or minor through an upper-division class that excited them. We then direct them back to ES 256 to get an overview of the field to help them choose their path further along.

We have been operating a NAIS Academic Residential Community that begins its fourth year in the fall of 2020. NAIS-ARC earns students 16 credits towards the major or minor by the end of their first year to get them well on their way to completion. The NAIS-ARC has been an important feeder for the NAS minor and will continue to feed growth of the major. The ARC ensures that we have cohorts of students who move through the major more vertically, but the reality is that students will continue to join our major further along in their college careers than other students, so the horizontal architecture makes sense.

**Are there specific course-to-course prerequisites that help students extend or link ideas or are the intellectual connections among courses in your major more general?**

We don't have course-to-course prerequisites, though we do encourage students to take Intro to Native Studies and their language courses as early as possible to provide insight into later course topics. Moreover, we place the practicum in their last year so 1) they aren't going into tribal organizations oblivious to Native concerns and 2) they can apply the education that they have received in practical terms. The methodology class is slated for the junior year and is designed to help them think at an advanced theoretical level in other courses, but has not prerequisites and is not a prerequisite for any other classes.

**Are there tracks or concentrations within the credential? If so, do these start from a common core or are they differentiated from the beginning?**

The interdisciplinary track and the language track are described above. They share a common core, with the primary difference being that the interdisciplinary track has more freedom in selecting electives.

## Course of Study

### Course of Study

## Undergraduate Studies

Students may earn a major or a minor in Native American and Indigenous studies. The primary goal of the major and minor is to help students understand contemporary and historic Indigenous lives through attention to the politics, cultures, identities, and practices of Native American and Indigenous peoples. The program centers the voices and perspectives of Native American and Indigenous peoples throughout the interdisciplinary curriculum. Students of literature, social sciences, education, urban planning, art history, humanities, international studies—to name only a few—find that related Native American studies courses can enrich their academic programs.

Up to three courses applied to the Native American and Indigenous studies major may be used to satisfy major or minor requirements for other programs. All courses applied to a minor in Native American and Indigenous studies may be used to satisfy major or minor requirements for other programs.

Specific details and course approvals must be obtained from the Native American and Indigenous Studies Program.

## Requirements for the Major: Interdisciplinary Track

The interdisciplinary track of the Native American and Indigenous studies major requires 56 credits. At least 28 credits must be taken in residence at the University of Oregon. Up to 4 credits may be counted toward the major from a list of related courses that fall outside the core of Native American studies but that focus on other issues closely related to the field. Courses must be taken for a grade, and grades must be mid-C or higher to count toward the minor. The one exception is ES 409: Practicum, which may be applied to the major on a graded or pass/no pass basis. The interdisciplinary track requires one year of Native language classes that may be fulfilled at the University of Oregon or any other accredited institution. See program director for details. The course load is distributed as follows:

Code	Title	Credits
ES 256	Introduction to Native American Studies	4
Additional lower division elective		
<b>Upper Division Courses</b>		
Five upper-division electives from approved courses list, one of which must be in NAIS group 3 (literature/media/creative arts)		20
ES 321 INDIGENOUS PEOPLES OF OREGON	ES 321 INDIGENOUS PEOPLES OF OREGON Not Found ((Indigenous Peoples) Submitted to be regularized)	4
ES 468	Course ES 468 Not Found ((Indigenous Methodologies) Submitted to be regularized)	4
ES 470	Course ES 470 Not Found ((Indigenous Feminisms) Submitted to be regularized)	4
ES 409	Practicum: [Topic] (Native American and Indigenous Organization)	4
Total Credits		40

## Requirements for the Major: Language Track

The language track of the Native American and Indigenous studies major requires 56 credits. At least 28 credits must be taken in residence at the University of Oregon. Up to 4 credits may be counted toward the minor from a list of related courses that fall outside the core of Native American studies but that focus on other issues closely related to the field. Courses must be taken for a grade, and grades must be mid-C or higher to count toward the minor. The one exception is ES 409: Practicum, which may be applied to the major on a graded or pass/no pass basis. The language track requires two years of Indigenous language classes that may be taken at the University of Oregon or any other accredited institution. See program director for details. The course load is distributed as follows:

Code	Title	Credits
ES 256	Introduction to Native American Studies	4
<b>Upper Division Courses</b>		
Two upper-division electives from approved courses list, one of which must be in NAIS group 3 (literature/media/creative arts)		8
Either EDST 410: Indigenous Values in Education or appropriate linguistics course		
ES 321 INDIGENOUS PEOPLES OF OREGON	ES 321 INDIGENOUS PEOPLES OF OREGON Not Found ((Indigenous Peoples of Oregon) Submitted to be regularized)	4
ES 468	Course ES 468 Not Found ((Indigenous Methodologies) Submitted to be regularized)	4
ES 470	Course ES 470 Not Found ((Indigenous Feminisms) Submitted to be regularized)	4
ES 409	Practicum: [Topic] (Native American and Indigenous Organization)	4
Total Credits		32

## Expected Learning Outcomes For Students And Means Of Assessment

Only one learning outcome should be listed per row. Additional fields are added once a row has been filled.

Principle Learning Outcome (Concept or Skill)	Part of curriculum where this is introduced	Part of curriculum where this is developed	How students demonstrate mastery
Articulate significance of Indigenous nations as political entities, not just ethnic or racial minorities.	Intro to Native Studies: a core practice of the class is elaborating on the implications of this relationship through written assignments and exams	NAIS Methodology class that discusses what the government-to-government relationship does and does not imply for research ethics	Through written assignments in ES 256 that ask them to elaborate on a contemporary topic that exemplifies the relationship; through quizzes; through questions on the final exam featuring key terms related to the concept and essays that ask them to apply the concept. In ES 3xx NAIS Methodology, through written analyses of research problems in archives, oral histories, and Indigenous Traditional Ecological Knowledge.
Apply gender as a critical analytic element in Indigenous studies in multiple ways	ES 256 features gender and sexuality analysis in multiple segments. One clear example is the analysis of high rates of sexual violence against Native women by White men, as discussed in Louise Erdrich's novel, <i>The Round House</i> .	ES 4xx: Native Feminisms takes students in depth on multiple aspects of Native thinking about gender, oppression, violence, and colonialism, among other interconnected topics.	Students write a paper on <i>The Round House</i> (or similar) in Intro to Native American Studies; students read and write multiple essays asking them to interrogate texts and apply critical thinking skills.
Gain at least partial competence in Indigenous languages	Language requirement: all students must take at least one year of Native language classes (two years for language track)	The language requirement has at least three quarters in sequence, each elaborating upon the previous.	Students demonstrate mastery by earning grades of mid-C or higher in three terms of Native language classes. Instructors in those classes conduct daily conversations, give exams, and assign theatrical projects that allow them to assess cumulative and summative knowledge.
Demonstrate fluency in place-based knowledge in Indigenous studies of Oregon	ES 256 requires students to name the federally recognized tribes of Oregon, to read about them, and to consider the significance of our presence in Kalapuya ilih through lectures and exams. Indigenous studies is by nature comparative—there are 573 federally recognized tribes in the US alone—so the comparative element is built into every class.	ES 3xx Indigenous Peoples of Oregon, requires students to focus an entire quarter on understanding the peoples of this state and their histories.	Students demonstrate mastery of Oregon Indians content by earning mid-C or better in ES 3xx Indigenous Peoples of Oregon. The class includes written essays, readings, research, class discussions, and exams that allow the professor to assess how well students can retain and apply the information they receive.
Apply academic knowledge to issues in tribal communities	ES 256 Intro to Native Studies introduces the idea that the field has a commitment to building Native communities, just as schools of medicine have a commitment to building health.	ES 409: NAIS Practicum: Students are required to participate in a practicum/internship experience with a tribal organization. That class comes in their senior year and allows them to apply all the knowledge they have gathered in support of the tribal organization, as well as the opportunity to continue to learn from tribal communities in a different capacity.	Students in the practicum spend 100 hours working in a tribal organization. They are required to complete a small research component at the beginning to support their particular internship, and then to produce a one-page weekly log of their practicum to demonstrate what they are learning and what connections they make between their academic work and their applied work.

**What is the nature and level of research and/or scholarly work expected of program faculty which will be indicators of success in those areas?**

Faculty are evaluated by their home departments.

**Explain the methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.**

The Native Studies Advisory Committee is an independent body of faculty with a graduate student and undergraduate student representative. The advisory committee governs the minor and the major. We meet regularly to assess the state of our offerings, both in terms of classes offered and other programmatic concerns. We seek input from tribal education delegates on a regular basis. We will develop entrance and exit interviews for our students. We keep track of graduates and their career/academic placements after college. We will continue to request input through periodic surveys of stakeholders.

**Accreditation****Is or will the program be accredited?**

No

**Please explain why accreditation is not being sought:**

There is no accrediting agency for Native American and Indigenous Studies.

**Need for this Credential****What is the anticipated fall term headcount over each of the next five years?****What are the expected degrees/certificates over the next five years.****Number of Degrees:**

Year 1	Year 2	Year 3	Year 4	Year 5
3	4	5	5	5

**What are possible career paths for students who earn this credential? Estimate the prospects for success of graduates in terms of employment, graduate work, licensure, or other professional attainments, as appropriate.**

Native American and Indigenous Studies is a radically interdisciplinary field with curricular representation across multiple departments, programs, and units across campus. Consequently, NAS students pursue a wide range of intellectual and curricular pathways that prepare them for professional careers or graduate/professional school in multiple fields. Among the most common: elected tribal officials, teachers, professors, artists, social services employees, social workers, Native language instructors, Indigenous environmental work, law school/lawyers, and tribal cultural heritage preservation work.

We keep in touch with many of our alums and provide specific examples of their career paths:

- Angie Morrill (Klamath/Modoc), BA Ethnic Studies UO, NAS focus, PhD Ethnic Studies UCSD, Director of Indian Education, Portland Public Schools
- Carina Miller (Warm Springs), BA Ethnic Studies UO, NAS focus, former Warm Springs Tribal Council member, current candidate for Oregon State Senate, District 30
- Rachel Cushman, BS Ethnic Studies UO, NAS focus, Chinook Indian Nation Tribal Council, Secretary/Treasurer
- Chris Finley (Colville), BA Ethnic Studies, NAS focus, PhD American Culture University Michigan, professor of American Studies and Ethnicity, University of Southern California
- Natalie Ball (Klamath/Modoc), BA Ethnic Studies and Art, NAS focus, MMVA Massey University, MFA Art Yale University, professional artist
- Rowan Atherley (non-Native), BA/MArch, NAS minor, architect, Perkins + Will
- Agleska Rencountre (Lower Brule Sioux), NAS minor, PhD candidate, American Studies, University of Minnesota
- Beth Dyea (Laguna Pueblo, Navajo), NAS minor, counselor for homeless youth
- Lorraine Goggles (Arapaho), NAS minor, Arapaho language instructor
- Christina Diego (Colville), BS Ethnic Studies UO with NAS coursework, MSW University of Washington, MPA candidate University of Washington
- Amber Ball (Siletz, Klamath/Modoc), NAS minor, Native/Indigenous audience development associate, Oregon Shakespeare Festival
- Shianne Walker (Klamath), NAS minor, PhD student in Critical Sociocultural Studies in Education, University of Oregon
- Roshelle Nieto (Klamath), BA Ethnic Studies with NAS coursework, MA Education, PhD student in Critical Sociocultural Studies in Education, University of Oregon
- Emma Stahl (non-Native), BA Ethnic Studies with NAS minor, University of New Mexico Law School, 1L, Law and Indigenous Peoples Program
- Courtney Krossman (Coos), NAS focus, Archaeological Technician, Department of Natural and Cultural Resources, Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians
- Cholena Wright (Klamath), NAS minor, Admissions Specialist, University of Oregon; Policy Analyst, National Congress of American Indians
- Miakah Nix (Tsimshian/Haida), Ethnic Studies major, NAS minor, Coordinator, Keex' Kwaan Community Forest Partnership, Ecotrust
- Silas Hoffer (Grand Ronde), Ethnic Studies major, NAS minor, Youth Advocate, Native American Youth and Family Center

•Fourteen of 89 alumni of the Sapsik'wala (Teacher) Program for Native teacher training at the University of Oregon College of Education had undergraduate degrees in Native American studies.

**Describe the steps that have been taken to ensure that the proposed program(s) does not overlap other existing UO program(s) or compete for the same population of students. [Provide documentation that relevant departments or areas have been informed of the proposal and have voiced no objections.]**

Please see attached correspondence/documentation.

**Attach your communications showing due diligence in consulting with other UO departments or areas.**

Due Diligence\_ENG.pdf

Due Diligence\_IRES.pdf

Due Diligence\_HIST.pdf

**List any existing program(s) that are complemented or enhanced by the new major.**

Program(s)
ENVS
Sapsik'wala Teacher Education Program (Pipeline; 500-level grad study)
PhD Program, IRES (Pipeline)
Graduate Certification in Politics, Identity, and Culture (Pipeline)
Northwest Indian Language Institute
Tribal Climate Change Project

## Program Integration And Collaboration

**Are there closely-related programs in other Oregon public or private universities?**

Yes

**List similar programs and indicate how the proposal complements them. Identify the potential for new collaboration.**

We collaborate with Lane Community College by encouraging our students to enroll in Chinuk Wawa classes, which are offered at Lane but not at UO. We have many students who transfer from Lane to UO, and we count their classes toward our minor currently. Our language requirement will expand the number of LCC classes that can be transferred for Native studies, and expands the number of lower division classes that students can count from LCC. Since Indigenous language classes are sometimes hard to fill, we don't offer Chinuk Wawa currently to avoid duplication of effort, and instead we encourage students to pursue dual enrollment to take Chinuk Wawa there if it's their language of choice. LCC is a two-year college, our programs complement one another.

Portland State University has an Indigenous Nations Studies program, which offers some similar classes to what we offer. SOU has a Native studies program. We absolutely support these programs– they need to exist there. Every campus needs to have Native studies, just as every campus needs to have English and history classes. This should not in any way limit the offerings of the UO, nor should our program limit theirs.

**If applicable, explain why collaborating with institutions with existing similar programs would not take place.**

Formalized collaboration isn't particularly necessary, though we look forward to developing and participating in regional and national networks of Indigenous studies programs, faculty, staff, and students.

**Describe the potential for impact on other institution's programs.**

Should benefit Lane Community College Native studies offerings, especially by creating more demand for Chinuk Wawa classes.

Please contact the Office of the Provost for instructions prior to contacting another institution about this program proposal.

**List any additional faculty who will have a role in this this program as a result of the change(s), indicating those who will have leadership and/or coordinating roles. For each individual, indicate status with respect to tenure track (TT or NTT), rank, and full-time or part-time.**

Faculty Name	Faculty Classification and Rank	FTE	Role
Gabriela Pérez Báez	TT – Associate	1.0	Faculty
Theresa May	TT – Associate	1.0	Faculty
Kari Norgaard	TT – Full	1.0	Faculty
Regan Anderson	NTT Protém	1.0	Faculty
Janne Underinner	Career NTT, Instructional, Sr. Instructor 1	1.0	Faculty
Jason Younker	Officer of Administration (OA)	1.0	Faculty
Madonna Moss	TT – Full	.5	Faculty

Lynn Stephen	TT – Full	1.0	Faculty
Carlos Aguirre	TT – Full	1.0	Faculty
Rikki Saltzman	Officer of Administration (OA)	1.0	Faculty
Kathy Lynn	Career NTT, Instructional, Sr. Instructor 1	1.0	Faculty
Kirby Brown	TT – Associate	1.0	Director
Scott Pratt	TT – Full	1.0	Faculty
Burke Hendrix	TT – Full	1.0	Faculty
Kevin Hatfield	Officer of Administration (OA)	1.0	Faculty
Ana-Maurine Lara	TT – Assistant	1.0	Faculty
Brian Klopotek	TT – Associate	1.0	Faculty
Michelle Jacob	TT – Full	1.0	Faculty
Jeff Ostler	TT – Full	1.0	Faculty
Jennifer O’Neal	TT – Assistant	1.0	Faculty
Leilani Sabzalian	TT – Assistant	1.0	Faculty
Mark Carey	TT – Full	1.0	Faculty
Torsten Kjellstrand	Professor of Practice	1.0	Faculty
Derrick Hindery	TT – Associate	1.0	Faculty
Deb Merskin	TT – Full	1.0	Faculty
Robert Haskett	TT – Full	1.0	Faculty

#### **Describe how students will be advised in the new program.**

Director of Native studies program currently has responsibility for advising all students.

#### **What other additional staff are needed to support this program?**

We could use additional fte to support the IRES office, Donella-Elizabeth Alston-Cleveland (office administrator) and Sydney Wensel (office assistant). They are already stretched thin.

#### **Are special facilities, equipment, or other resources required because of the change (e.g., unusual library resources, digital media support,**

Not at this time.

### **Financial Sustainability**

#### **What financial resources are needed to support this proposal? Identify the resources currently available as part of existing UO programs or reallocations within existing budgets. Are additional resources needed?**

No additional financial resources are needed at this time to implement a NAIS major. We do not anticipate requests for replacement instruction.

#### **List Collaborating Units**

##### **Academic Units**

Indigenous, Race, and Ethnic Studies

#### **Provide a plan that shows how long-term financial viability of the program is to be achieved, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.**

#### **Business Plan Description**

Funding for course release for NAIS program director already exists, funded by CAS and DEI.

Funding for programing already exists, from CAS, DEI, and a Williams Grant secured in 2019 via the Provost’s Office to develop the major in consultation with Oregon’s Nine Tribes and with faculty, staff, students, alumni, and community members.

Funding for the NAIS-ARC comes from Housing, DEI, and the President’s Office.

We are also continuing to pursue faculty hires through individual proposals from specific units, interdisciplinary/interunit cluster hires from across the University, and targets of opportunity as they arise.

We plan to seek external funding for an Indigenous research center to coordinate and support further activities based upon the model from the University of Washington.

**Describe your plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program.**

The Many Nations Longhouse is vital to the quality of the program. It is funded separately under the Office of the Assistant Vice President for Government-to-Government Relations and Advisor to the President on Tribal Sovereignty. The University has expressed plans to expand the Longhouse; we would gladly support plans in that direction.

The NAIS ARC is housed in Kalapuya Ilihi Hall where faculty maintain office, study, and curricular space, all funded by Housing, DEI, and the President's Office.

**What is the targeted student/faculty ratio? (student FTE divided by faculty FTE)**

Since there will be no separate NAIS class listings and we draw from classes offered in departments, there is no ratio to target.

**What are the resources to be devoted to student recruitment?**

Our primary recruitment efforts come from the designated recruiter for Native American students in the Office of Admissions and the Native adviser and retention specialist in the Center for Multicultural Academic Excellence. These resources are provided under separate cover and are not specifically devoted to the NAIS major but to Native students.

**If grant funds are required to launch the program, what does the institution propose to do with the program upon termination of the grant?**

NA

**Other Program Characteristics**

**Must courses be taken for a letter grade and/or passed with a minimum grade to count toward the proposed major? If so, please list the courses and the requirements of each. Although there is variation in detail, UO majors typically require that most of the courses be taken for a letter grade (not "pass/no pass") and that the grade be C- or better.**

Courses counting toward the major must be taken for a letter grade and passed with a grade of mid-C or better, with the exception of ES 409, which may be taken for a letter grade or on a pass/no pass basis.

**How much course overlap will be allowed to count toward both the major and some other credential a student might be earning (a minor, certificate, or another major)? If there are specific credentials with overlap limits, please list those and the limits.**

Students may double-count up to 12 credits of coursework with other majors.

**Does your proposal call for new courses, or conversion of experimental courses into permanent courses? If so, please list courses in the text box below and indicate when they will be submitted to UOCC for approval:**

The major requires conversion of experimental courses to permanent courses:

ES 3xx: First/Indigenous Peoples of Oregon (O'Neal)

ES 4xx/5xx: NAIS Methodology

ES 4xx/5xx: Native Feminisms

EDST 4xx/5xx: Indigenous Values in Education

These courses were submitted on Sep 5 2020 and were approved by the UGC on December 9, 2020.

**Will admission to the program be limited?**

No

**Will students be required to apply for entry to this program?**

Yes

**What are the conditions for admission?**

Meet in person or virtually with NAIS director for advising appointment

**Please describe admission procedures (Will Appear in Catalog)**

Students should schedule an appointment with NAIS director to declare a NAIS major.

**Reviewer Comments**

**Carolyn Vogt (carolynv) (Tue, 06 Oct 2020 17:26:40 GMT):** Rollback: per Phil Scher

Key: 423