

# 423: NATIVE AMERICAN AND INDIGENOUS STUDIES

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## In Workflow

1. Administrator Review (shall61@uoregon.edu)
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## Approval Path

1. Wed, 16 Sep 2020 23:30:47 GMT  
Stephen Hallmark (shall61): Approved for Administrator Review
2. Tue, 06 Oct 2020 17:26:40 GMT  
Carolyn Vogt (carolynv): Rollback to Initiator
3. Fri, 22 Jan 2021 19:01:17 GMT  
Stephen Hallmark (shall61): Approved for Administrator Review
4. Mon, 25 Jan 2021 16:53:17 GMT  
Ron Bramhall (rcb): Approved for OTP Initial Review
5. Mon, 25 Jan 2021 16:55:06 GMT  
Phil Scher (pscher): Approved for AS Dean Initial Review
6. Mon, 25 Jan 2021 17:33:07 GMT  
Brian Klopotek (klopotek): Approved for ES Curric Coord Final Review
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Ellen Baldwin (ebaldwin): Approved for AS Curric Coord Initial Review
8. Thu, 15 Apr 2021 23:30:36 GMT  
Ellen Baldwin (ebaldwin): Rollback to Initiator
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**New Program Proposal**

Date Submitted: Mon, 17 May 2021 15:44:46 GMT

**Viewing: 423 : Native American and Indigenous Studies****Last edit: Mon, 17 May 2021 15:44:44 GMT**

Changes proposed by: carolynv

**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 (recently renamed Native American and Indigenous Studies), governed independently by the NAIS 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 a conventional track and a language track, both of which are highly interdisciplinary.

**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**

Indigenous, Race, and Ethnic Studies

**College**

Arts &amp; 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 NAIS 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 and serving Indigenous nations, communities, organizations, and students. This 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 NAIS 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 NAIS 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 and Indigenous Studies and the production of responsible scholarship and knowledge about Native peoples; to amplify the visibility of Native American and Indigenous 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'wałá 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 and Indigenous 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 NAIS 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: a conventional track and a 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 conventional 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 321: Indigenous Peoples of Oregon: in planning the minor, tribal delegates said no one should be able to get a major in NAIS 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 470: Native Feminisms or WGS 251: Transnational and Indigenous 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. NOTE: students that fulfill this requirement with WGS 251 can do so via a lower-division elective; they will still need to complete all upper division credit requirements.

ES 468: Indigenous Methodologies. 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. NOTE: Students who elect to pursue an optional senior research practicum (ES 409) will need to be concurrently enrolled in or have satisfactorily completed ES 468.

ES 409 (Optional): Students may elect to pursue an optional senior research practicum in which they'll develop a research project in consultation and collaboration with tribal partners coordinated by the NAIS Director and under the mentorship of a NAIS core faculty member. This requirement entails 100 hours of practicum plus 20 hours of preparatory work which equals 4 credits (120 hours). This option will be satisfied by an upper division elective. Only 4 credits of ES 409 can count towards the major. Students must take this option for a grade.

Conventional track: 56 Credits

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 321: Indigenous Peoples of Oregon

ES 470: Native Feminisms or WGS 251: Transnational and Indigenous Feminisms (students who fulfill this requirement with WGS 251 will still need to fulfill all upper division credit requirements).

ES 468: NAIS Methodology (Junior year)

Six electives (At least one class in group 3 [literature/media/creative arts])

Language track: 56 credits

Lower division: 28 credits

ES 256: Intro to Native American Studies

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

Upper division: 28 credits

ES 321: Indigenous Peoples of Oregon (O'Neal)

ES 470: Native Feminisms or WGS 251: Transnational and Indigenous Feminisms (students who fulfill this requirement with WGS 251 will still need to fulfill all upper division credit requirements).

ES 468: NAIS Methodology (Junior year)

Four electives (At least 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. Students often come to fields like NAIS 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 foundation-building courses in nationhood, sovereignty, self-determination, treaty/trust relationships, and other field-specific concepts like ES 256 to get an overview of the field and to help them choose their path further along. That said, virtually all core and elective courses in the NAIS major provide such foundations by virtue of their interdisciplinary approaches.

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 (now NAIS) 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?**

More broadly, we don't have course-to-course prerequisites, though we do encourage students to take ES 256: Intro to Native American Studies and their language courses as early as possible to provide insight into later course topics. Moreover, 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 no prerequisites and is not a prerequisite for any other classes.

The exception to this rule are students who elect to pursue the optional senior research practicum (ES 409), which requires concurrent enrollment in or satisfactory completion of ES 468.

**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 conventional track and the language track are described above. They share a common interdisciplinary core, with the primary difference being that the conventional track has more flexibility in selecting electives while the language track has an additional year of Indigenous language instruction.

**Course of Study****Course of Study****Undergraduate Studies**

Students may earn a major or a minor in Native American and Indigenous Studies (NAIS). 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 3 courses, or 12 credits, 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: Conventional Track**

The conventional 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 two courses, or 8 credits, may be counted toward the major from a list of related courses that fall outside the core of NAIS but that focus on other issues closely related to the field (see course list below). Courses must be taken for a grade, and grades must be mid-C or higher to count toward the minor. The conventional track requires one year of Native language classes that may be fulfilled at the University of Oregon or any other accredited institution or tribal partner. 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		4
One year of Ichishkiin or Chinuk Wawa (or other Indigenous language) (3 quarters/12 credits)		12
<b>Upper Division Courses</b>		
Six upper-division electives from approved courses list, one of which must be in NAIS group 3 (literature/media/creative arts)		24
ES 321	Indigenous Peoples of Oregon	4
ES 468	Indigenous Research Methods and Ethics <small>Students who elect to pursue a senior research practicum (ES 409) will need to be concurrently enrolled in or have satisfactorily completed this course</small>	4
ES 470	Native American and Indigenous Feminisms (OR WGS 251: Transnational and Indigenous Feminisms) <small>Students who fulfill this requirement with WGS 251 may do so via a lower division elective; they will still need to fulfill all upper division requirements for the major.</small>	4

**Total Credits****56****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 two courses, or 8 credits, may be counted toward the major from a list of related courses that fall outside the core of NAIS but that focus on other issues closely related to the field (see course list below). Courses must be taken for a grade, and grades must be mid-C or higher to count toward the minor. The language track requires two years of Indigenous language classes that may be taken at the University of Oregon or any other accredited institution or tribal partner. See program director for details. The course load is distributed as follows:

Code	Title	Credits
ES 256	Introduction to Native American Studies	4
Two years (6 quarters) of Ichishkiin (UO), Chinuk Wawa (LCC), or other Indigenous language		24
<b>Upper Division Courses</b>		
Four upper-division electives from approved courses list, one of which must be in NAIS group 3 (literature/media/creative arts)		16
ES 321	Indigenous Peoples of Oregon	4
ES 468	Indigenous Research Methods and Ethics <small>Students who elect to pursue a senior research practicum (ES 409) will need to be concurrently enrolled in or have satisfactorily completed this course.</small>	4

ES 470	Native American and Indigenous Feminisms (OR WGS 251: Transnational and Indigenous Feminisms) Students who fulfill this requirement with WGS 251 may do so via a lower division elective; they will still need to fulfill all upper division requirements for the major.	4
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**Total Credits****56****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.	ES 256: Intro to Native American Studies: a core practice of the class is elaborating on the implications of this relationship through written assignments and exams. This learning outcome/concept/skill is also structured into virtually every lower-division course in the NAIS curriculum.	ES 468: Indigenous Research Methodologies and Ethics discusses what the government-to-government relationship does and does not imply for research ethics. Also structured into virtually every upper-division NAIS class in the program.	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 468 Indigenous Research Methods and Ethics, 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 feature 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> . Other lower-division NAIS courses including ENG 244: Introduction to Native American Literatures, WGS 251: Transnational and Indigenous Feminisms, ES 258: Intro to Pacific Islander Studies, and HIST 211: Reacting to the Past--Native Nations also introduce gender analysis early in the curriculum.	ES 470: Native Feminisms takes students in depth on multiple aspects of Native thinking about gender, oppression, violence, and colonialism, among other interconnected topics. ENG 361: Native American Writers, ES 310: Race, Gender, and Sports (Topic: Native Americans and Sports), ENG 488: Race and Film (Topic: Native American Film), ES 370: Race, Ethnicity, and Cinema (Topic: Native American Cinema), TA 472/572, ANTH 438: Race and Gender in Latin America, also employ gender analysis in tribally specific, comparative, hemispheric, and global contexts.	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. Similar projects and assessment mechanisms specific to other NAIS disciplines apply for other courses.
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). These can be Ichishkiin offered at the UO, Chinuk Wawa offered at LCC, and other accredited Indigenous language programs offered by partner institutions and/or Indigenous nations.	The language requirement has at least three quarters in sequence, each elaborating upon the previous. Students can also explore socio-linguistic approaches in LING 399: Languages of Oregon.	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.

<p>Demonstrate fluency in place-based knowledge in Indigenous studies of Oregon</p>	<p>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 ilihl through lectures and exams. The core requirement in Indigenous Peoples of Oregon, satisfied by a number of courses, also ensures that students leave the major with a foundation in such knowledges.</p>	<p>ES 321 Indigenous Peoples of Oregon, requires students to focus an entire quarter on understanding the peoples of this state and their histories. Other NAIS courses that explore Oregon's Indigenous culture and history are LING 399: Languages of Oregon, ANTH 310: Exploring Other Cultures (Topic: Oregon Indians), HIST 399: Sp St Pacific NW Indians, and ANTH 344: Oregon Archaeology.</p>	<p>Students demonstrate mastery of Oregon Indians content by earning mid-C or better in ES 321 Indigenous Peoples of Oregon and in other relevant NAIS courses (see list). Such classes include 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.</p>
<p>Apply academic knowledge to issues in tribal communities and contexts</p>	<p>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. Other lower division NAIS courses that explore relationships between knowledge production and Indigenous peoples include ENG 244: Intro to Native American Literature, ES 258: Intro to Pacific Islander Studies, HC 231h: Indigenous Peoples, Knowledges, and Landscapes, HIST 211: Reacting to the Past—Native Nations, to name a few.</p>	<p>ES 468: Indigenous Research Methods and Ethics: Students are exposed to contemporary Indigenous research methodologies, best practices for working with Indigenous communities, and the ethical relationships between academic knowledge production and partnership/collaboration with and service to Indigenous peoples.</p> <p>Senior Practicum (ES 409, Optional): Students may elect 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 will need to be concurrently enrolled in or have satisfactorily completed ES 468.</p> <p>A number of other upper division NAIS courses in the curriculum explicitly engage the relationships between knowledge production and Native peoples/communities.</p>	<p>Students in ES 468 demonstrate proficiency in contemporary research methods, theoretical frameworks, scholarly approaches, and best practices informing contemporary Native American and Indigenous Studies.</p> <p>Students who elect to pursue the Senior Practicum spend 100 hours working in a tribal organization and then 20 hours preparing and finalizing that research (see description above). 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.</p>

**If needed, explain particular items in the grid:**

Language Requirements: The University of Oregon regularly offers up to a two-year curriculum in Ichishkiin/Sahaptin (ICH 101/201, 102/202, 103/203) through the Department of Linguistics which will allow students in either curricular track to fulfill the language requirement. Ichishkiin/Sahaptin is one of the primary languages of Indigenous communities at Warm Springs, Umatilla, and Yakama. Additionally, UO NAIS students may also apply up to two-years of study in Chinuk Wawa, the universal trade language of the Pacific Northwest and the official language of the Confederated Tribes of Grand Ronde, offered at Lane Community College (AIL 101/201, 102/202, 103/203) either as transfer credit, supplementary summer study, or concurrent enrollment at the UO. The UO-LCC dual enrollment program means that students can take Chinuk Wawa and pay LCC tuition on those credits, making it cheaper. This is a program that all students have available to them for all classes: <https://admissions.uoregon.edu/other-applicants/dual-enrollment>.

UO NAIS has also previously supported students seeking to learn tribal languages other than Ichishkiin or Chinuk Wawa through accredited Indigenous language programs offered by partner academic institutions (for example, Cherokee at Western Carolina University, Dine/Navajo at Dine College, Anishinaabe at University of Minnesota) and tribal nations, as well as self-directed study in partnership with Indigenous language teachers through the Yamada Language Center (Ex: of Tolowa and Lushootseed). As we continue to develop the major, we will strengthen and formalize these relationships/programs and the languages we're able to accommodate.

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NAIS Core Coursework: All core courses are located in the Department of Indigenous, Race, and Ethnic Studies, but we're not worried about "losing" a significant number of potential NAIS students to ES. As we view it, NAIS and ES are complementary programs. As you'll note, there is no "IRES" major; the undergraduate major is still called Ethnic Studies because not all students that go through it will be trained adequately enough in Indigenous studies to merit a degree in it. NAIS speaks more clearly to those seeking the Indigenous studies certification.

ES 468: This course will run every year, in part because it is also a valuable element of the new IRES PhD program in its 568 portion. Since it also fulfills the 4xx requirement for ES majors and can include students in other programs, we anticipate it will run at full capacity. ES 468 also has no prereqs because sometimes people come to it from other disciplines with advanced training in other ways, like as an ES major who just hasn't ever taken 256. Since it is also a 568, we can't require 256 of those students.

Students may elect to pursue a senior research practicum via ES 409 (see description and requirements above). This independent study, coordinated by the NAIS Director, will be distributed across NAIS core faculty, with placements fitting student interests, faculty expertise, and partner schedules. ES 409 requires director/instructor permission and concurrent enrollment in or satisfactory completion of ES 468; it is also a general class that serves other IRES-affiliated majors and minors.

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NAIS Elective Courses regularly offered/taught:

Group 1: Culture, language, and education

AIL 101-103, 201-203: Chinuk Wawa (LCC) \*

ANTH 248 Archaeology of Wild Foods

ANTH 310 Exploring Other Cultures: [Topic: Oregon Indians]

ANTH 320 Native North Americans

ANTH 325 The Américas: Indigenous Perspectives

ANTH 438 Race and Gender in Latin America

ANTH 410/510 Experimental Course: Working with Oregon Tribes

EDST 456/556 Equal Opportunity: Decolonization and Genocide

LING 399 Oregon's Indigenous Languages

LT 199 Special Studies: Sahaptin Language

LT 199 Special Studies: Tolowa and Lushootseed language self/guided study

PHIL 451/551 Native American Philosophy

Group 2: law, policy, governance, and history

ANTH 329: Immigration and Farmworkers (Stephen)

CAS 101H: Reacting to the Past [Red Clay 1835 and Forest Diplomacy] (O'Neal, Hatfield)

ENVS 435/535 Environmental Justice

ENVS 411/511: Climate Change and Indigenous Peoples in the United States

ES 258: Introduction to Pacific Islander Studies

ES 310: Race, Gender, and Sports: [Topic: Native Americans and Sports]

ES 350: Native Americans and the Environment

ES 321: Indigenous Peoples of Oregon

ES 407/507: Seminar: [Topic: Native American-African American Relations]

ES 407/507: Seminar: [Topic: Native American-Latinx Relations]

ES 407/507: Seminar: [Topic: Native American Ethnohistory]

ES 456/556: History of Native American Education

HC 231H Science Technology and the Environment in Pre-Columbian Americas (Carey)

HC 231H: Indigenous Peoples, Knowledge, and Landscapes—From the Pre-Columbian Period to the Present (Carey)

HC 444h: Race and Ethnicity in the American West (Hatfield, O'Neal)

HC 444h: Northern Paiute History (Hatfield, O'Neal)

HIST 211: Reacting to the Past: Native Nations (Hatfield, O'Neal)

HIST 407: Race and Ethnicity in Modern Latin America

HIST 468: American Indian History: [Topic: Pacific Northwest]

HIST 469/569: [Topic: American Indian History]

OXFA 488: Indigenous Rights and Environmental Justice in Bolivia (Hindery; 3 weeks, Bolivia, summer)

PS 399: American Indian Politics

WGS 251: Transnational and Indigenous Feminisms

Group 3: literature, media, and the arts.

ARH 463: Native American Architecture

ENG 244: Intro to Native American Literature

ENG 361: Native American Writers

ENG 468: Ethnic Literature [Topic: Native American Literature]

ENG 488/588: Race and Representation in Film [Topic: Native American Literature and Film]

ES 370: Race, Ethnicity, and Cinema: [Topic: Native Americans and Film]

ES 410/510: [Topic: Queer Indigenous Studies]

ES 410/510: [Topic: Native Feminisms]

J 412/512: Issues in Communication Studies: [Topic – American Indians and the Media]

TA 252: Beginning Acting Through a Native Lens

TA 408: Workshop: Native Theatre Workshop and Play Development

TA 472/572: Multicultural Theater: [Topic: Native American Theater]

Related classes, at the discretion of the NAIS Director and Advisory Committee (up to 1 class, or 4 credits, total can be counted toward the minor; 2 classes, or 8 credits, total for the major):

Group 1 (related classes): culture, language, and education

ANTH 234: Pacific Island Societies

ANTH 310: Exploring Other Cultures: [Topic: Indigenous Immigrants in Oregon]

ANTH 343: Pacific Islands Archaeology

ANTH 344: Oregon Archaeology\*

ANTH 410/510: Oregon Coast Archaeology\*

ANTH 433/533: Native Central Americans

ANTH 434/534: Native South Americans

ANTH 442: Northwest Coast Archaeology

ANTH 443/543: North American Archaeology

ANTH 444 Seacoast and Prehistory

ANTH 456: Peopling the Americas

Group 2 (related classes): law, policy, governance, and history

HIST 482: Latin America's Indian Peoples

HIST 483: Latin America [topics] with NAIS program director approval

**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.**

As indicated in the grid above, each course in the curriculum individually will assess proficiency in the outcomes, skills, or concepts emphasized via a number of methods including but not limited to quizzes, exams, position papers, research projects, reading facilitations, class discussions, and creative projects (where relevant). Collectively, the NAIS major builds upon foundational knowledge/concepts introduced in lower-division core courses like ES 256 and electives like ENG 244, WGS 251, ES 258, HIST 211 and others which are then developed in more reading and research intensive courses at the 300- and 400-level, all of which culminate in the ES 468: Indigenous Research Methods and Ethics and an optional senior practicum.

Evaluation, assessment, and ongoing development of the curriculum will fall primarily to the NAIS Advisory Committee in collaboration and consultation with the Department of Indigenous, Race, and Ethnic Studies where it is institutionally housed and with the Divisional Deans of Social Science and the Humanities in the College of Arts and Sciences. Based upon faculty, student, and community advisory models from the Sapsik'wala Teacher Education Program and the Northwest Indian Language Institute—and paralleling faculty advisory committees from units such as the Oregon Humanities Center and Department/Unit/Program "Executive Councils"—the NAIS Advisory Committee is composed of tenured and tenure-track faculty, with graduate and undergraduate student representatives, from multiple units across the University. Meeting quarterly, the Advisory Committee governs the structure, curriculum, and development of the NAIS minor and major and consults with/advises the Director to assess the state of NAIS curricular and programmatic concerns, often in consultation and collaboration with tribal education delegates.

This structure is designed to create broad participation, a sense of responsibility, and shared oversight among faculty whose work is centered in NAIS scholarship, without becoming unwieldy or burdensome. The graduate student representative has been selected by the faculty committee in the past to bring graduate student perspectives to our deliberations, but as Native graduate students perhaps organize their own group, they might choose their own delegate. The undergraduate representative is selected by the Native American Student Union leadership. There are certainly other faculty on campus who work in NAIS and we are in constant conversation, especially through the Native Strategies Group, but through other informal channels, as well. We aim for consensus-building and partnership, and this model has proven to be very effective over the last 10 years.

Working under this structure, the NAIS Advisory Committee has dramatically increased the number of NAIS course offerings at both the lower- and upper-division across multiple departments, colleges, and units over the last decade (see attached). Most recently, we have worked with colleagues in Latin American studies to expand the focus of NAIS hemispherically and globally, an expansion that not only reflects contemporary directions in the field but also leverages existing strengths in Latinx, Caribbean, and Pacific Indigenities at the UO. With the approval of the NAIS major, the Advisory Committee is committed to continuing this work with both long-term partners as well as new colleagues in units that haven't conventionally aligned with NAIS.

In terms of practical assessment, we intend to develop entrance and exit interviews for NAIS students to keep our pulse on what's working, what needs improvement, where student interests/commitments lie, and any curricular, cultural, or intellectual gaps in the curriculum. We also look forward to drawing upon Students Experience and Faculty Reflections surveys to continually innovate our curriculum and pedagogy, and to pursue funding and course development opportunities for more collaboratively-taught and outward-facing community pedagogical/research partnerships. Aligned with other initiatives on campus such as the NAIS ARC, and in partnership with our Native American Admissions, Retention, Advising, and Career Placement officers, we also plan to track recruitment, retention, and student success numbers in our classes. We also remain in close contact with NAS/NAIS alumni and track their career/academic placements after graduation. Additionally, we will continue to seek input from current and former students, as well as from tribal partners and the wider Indigenous community, through periodic surveys of stakeholders on the state and strength of the NAIS program at the UO.

## 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?

Fall Term Headcount = number of students with major declared in Fall term.

Year 1	Year 2	Year 3	Year 4	Year 5
5	8	10	13	15

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	5	5	5	5

How did you arrive at the above estimates? Please provide evidence. (e.g. surveys, focus groups, documented requests, occupational/ employment statistics and forecasts, etc.)

Context: Since 2013, UO has offered a Native American Studies minor administered through the Department of Indigenous, Race, and Ethnic Studies. The majority of NAS students—~80%—are Native/Indigenous, a demographic representing ~30% of AI/AN students enrolled at the UO (n=113, 2020). Most have indicated anecdotally that they would enroll in a NAIS major if it was available, a sentiment also overwhelmingly expressed by NAS and UO Native alumni in a 2019 survey.

Recruitment/Demand/Growth: The vast majority of students that have enrolled in the NAS minor are the direct result of the strength of our faculty and the content of our courses at both lower- and upper-divisions. In fall of 2020, for example, UO NAIS offered 5 undergraduate courses across 4 units/departments (not including ICH) with a maximum enrollment of 178 students and an actual enrollment of 172 students. In winter 2021, NAIS offered 8 undergraduate classes across 8 departments/schools with a maximum enrollment of 323 and an actual enrollment of 308. Most of those were either at capacity (ENG, ES, PHIL, EDST) or near capacity (ENVS 19/20, 95%; HIST 25/30, 83%; ANTH 105/115, 91%) (TA: 10/18, 55%), with an average enrollment of 95.8% capacity. Through the first eight years of the NAS/NAIS minor, we have never had an issue enrolling students in courses they need for the minor or locating courses from term to term that satisfy NAIS minor requirements. Since our projections for the major are lower than the current enrollments for the minor, and since at least some NAIS minors will likely transition over to the NAIS major, we don't anticipate such issues in the future. Through a combination of our already extensive course offerings and regular advising sessions with students, we have been able to meet student curricular needs/demands and anticipate being able to continue doing so in the future.

In addition to our courses, NAIS also possesses a strong bridge into the minor (and thus major) from the faculty-directed NAIS Academic Residential Community which has served over 50 students in its four-year existence: of the 45 current NAS minors, over half have come from the NAIS ARC (n=25) and many others continue to take NAS courses even though they may be majoring or minoring in other fields. NAIS faculty also work closely and have strong relationships with the Native American Student Union and the Many Nations Longhouse, both of which often serve as a jumping off points for Native students to get to know Native faculty and eventually to take NAIS classes. Additionally, we're also fortunate to have Native American recruitment and retention officers in Admissions and CMAE as well as Indigenous advisers and counselors in Academic Advising, Tykeson, and the Career Center, all of whom work close with NAIS and have strong and trusting relationships with students.

Enrollment Projections: Early success (10 students) and steady growth of our NAS minor since its launch in 2013 (25-40, annually; 43 currently) leads us to conservatively estimate an enrollment for the NAIS Major of 3-5 students in year 1, 10-15 students annually by year 5, and 20-25 majors annually by year 10. These estimates are in line with comparator institutions such as University of Washington American Indian Studies (12-15 majors, 20-25 minors), UCLA American Indian Studies (20 majors, 2 minors), and University of New Mexico Native American Studies (30 majors). Local sister institutions like Portland State University Indigenous Nations Studies and Southern Oregon University Native American Studies have far less majors/minors than we carry, likely due to the stronger infrastructure, academic and cultural support, and faculty/staff size we have at the UO. With additional faculty hires in the coming decades—such as those proposed by the current 6-position cluster proposal in Native American Studies as well as direct hire initiatives/interests in other units—we anticipate generating more student interest and amplifying opportunities for recruitment. The addition of the IRES PhD program; ongoing relationships with other units like the College of Education, SOJC, Cinema Studies, and Environmental Studies; and developing relationships with Legal Studies and the School of Languages and Global Studies have also dramatically increased—or will increase—demand for NAIS 400/500 level courses.

**What are the characteristics of students you expect this program to attract (e.g., resident/out-of-state/international; traditional/nontraditional; full-time/part-time)? Will it appeal to students from particular backgrounds or with specific careers in mind?**

Based upon the history of the NAS/NAIS minor and our current student demographics, the majority of our students come to us as "traditional" undergraduates (i.e. 18-24, full-time students) from the states of Oregon, Washington, California, Nevada, Arizona, New Mexico, and Hawai'i. That said, we have also been a consistent landing spot for Indigenous students from other parts of the country and for non-traditional students—especially Native and Indigenous students—transferring in from community colleges or other regional 4-year schools, or returning to school or entering the University for the first time. While the majority of students in the NAS/NAIS minor (80%) self-identify as Native/Indigenous, we have also seen an uptick in non-Native interest in the minor in areas of Journalism and Communication, Environmental studies, Education studies, Indigenous, Race, and Ethnic studies, and political science—a trend with the potential to translate over to the NAIS major.

With the passage of SB-13: Tribal History/Shared History, UO NAIS also is positioned to attract prospective teachers, policy-makers, and others committed to implementing and developing this initiative in the coming years. Further, as Indigenous communities continue to bear the brunt of climate change while also being on the frontlines of intervention and innovation of environmental crisis, UO NAIS—informed by our developing relationships with Environmental Studies, UO Law, and the Center for Environmental Futures as well as Provost Initiatives on Racial Disparities and Resilience and on the Environment—also has the potential to emerge as a regional and national leader with the potential to attract Indigenous and non-Indigenous students with commitments to tribal sovereignty and racial/environmental justice. Finally, our plans to increase our online course offerings will make the program more accessible and attractive to non-resident, non-traditional, and both full- and part-time students.

**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, NAIS 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, NAIS 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.

\*NOTE: Since no students have graduated from the NAIS major or the recently renamed NAIS minor, this list uses the abbreviation from the previous minor and courses of study (NAS).

**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.

Document your due diligence in consulting with other Oregon institutions.

Due Diligence\_SOU\_Native American Studies.pdf  
Due Diligence\_PDX\_Indigenous Nations Studies.pdf

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

If the program's location is shared with another similar Oregon public university program, provide externally validated evidence of need.

N/A

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 Protem	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
Brett Rushforth	TT – Associate	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. The director works in close collaboration/ conversation with the CMAE Native Retention Specialist, the Steward of the Many Nations Longhouse, and with appropriate Indigenous and non-Indigenous advisors in Academic Advising and Tykeson (Public Policy, Society, and Identity Flight Path).

#### **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 and Indigenous 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.

**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.**

NAIS major students may double-count up to 3 courses, or 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 (Now ES 321)

ES 4xx/5xx: NAIS Methodology (Now ES 468)

ES 4xx/5xx: Native Feminisms (Now ES 470)

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 initial advising appointment to review curricular pathways and map out year-by-year scheduling possibilities.

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

Students should schedule an appointment with NAIS director (nas@uoregon.edu) to declare a NAIS major.

**Attach Additional Files**

NAIS Review comments UGC 5-12-2021.docx

**Reviewer Comments**

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

**Ron Bramhall (rcb) (Fri, 05 Feb 2021 19:31:25 GMT):** Early Notice sent to Statewide Provost's Council - Feb. 5, 2021

**Ellen Baldwin (ebaldwin) (Thu, 15 Apr 2021 23:30:36 GMT):** Rollback: CASCC comments: If you have questions about any of these, please email cascc@uoregon.edu 1) A number of required courses were recently regularized. Please update Courseleaf with the new course numbers when these courses are discussed (remove descriptions like 3xx etc.). 2) A list of potential elective courses that count towards the major is needed. It should be clear that there are enough electives, taught regularly, for students enrolled in this major to take. I assume courses from IRES, HIST, ENG, and ANTH will be included but there could be others. 3) Is there a mechanism for UO students to take courses at LCC without incurring additional costs? 4) The program predicts up to 5 degrees will be awarded

each year. This number is not justified by data as requested in the form. How many students are enrolled in the minor? Is there interest in this major or are you hoping it will attract students to the UO? 5) All of the required course are 'ES' (IRES). Is it possible students might choose the IRES major over NAIS major for reasons outside of interest? 6) In the 'Course of Study' section, please show the full 56 credits, currently one track is showing 40 credits and the other track is showing 32 credits. 7) ES 468 and ES 409 will need to be taken in the junior and senior year specifically. Are they committed then to teaching these two courses every year? Will these courses be able to run with potentially 5 students? Will non-majors take these courses? Is ES 409 run as an independent study? If so, who oversees these students? 8) ES 468 and ES 409 do not have pre-recs but it is clear that it will be important that students have the proper background/training before enrolling. Does ES 409 require instructor permission? 9) A language is required for both tracks but there is little information about available language courses (except a note that Chinuk Wawa is taught at LCC). What courses at what institutions will students be able to take? Are these courses taught regularly? Is there a mechanism for UO students to take courses at LCC without incurring additional costs? 10) The current minor and proposed program would be governed by the Native Studies Advisory Committee and led by the Director of Native Studies. It was unclear who this group is (except a group of faculty and some students) and what their role is here). Is this common?

**Carolyn Vogt (carolynv) (Wed, 05 May 2021 19:16:55 GMT):** Rollback: per Rebeca

**Carolyn Vogt (carolynv) (Thu, 13 May 2021 20:19:16 GMT):** Rollback: per email from UGC

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