

**Docket Item:**

University Program Approval: University of Oregon, Bachelor of Arts (B.A.)/Bachelor of Science (B.S.) in Native American and Indigenous Studies.

**Summary:**

University of Oregon proposes a new degree program leading to a B.A./B.S. in Native American and Indigenous Studies. The statewide Provosts' Council has unanimously recommended approval. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the program as proposed.

**Staff Recommendation:**

The HECC recommends the adoption of the following resolution:

RESOLVED, that the Higher Education Coordinating Commission approve the following program:

B.A./B.S. in Native American and Indigenous Studies at University of Oregon.



## Proposal for a New Academic Program

**Institution:** University of Oregon

**College/School:** College of Arts and Sciences

**Department/Program Name:** Indigenous, Race and Ethnic Studies

**Degree and Program Title:** BA/BS in Native American and Indigenous Studies

### 1. Program Description

- a. **Proposed Classification of Instructional Programs (CIP) number.** 05.0202
- b. **Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.**

We propose to offer a BA/BS 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.

c. **Course of study – proposed curriculum, including course numbers, titles, and credit hours.**

**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. The course load is distributed as follows:

<a href="#">ES 256</a>	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

**Upper Division Courses**

Six upper-division electives from approved courses list, one of which must be in NAIS group 3 (literature/media/creative arts)	24
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<a href="#">ES 321</a>	Indigenous Peoples of Oregon	4
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<a href="#">ES 468</a>	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
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<a href="#">ES 470</a>	Native American and Indigenous Feminisms (OR <a href="#">WGS 251: Transnational and Indigenous Feminisms</a> ) <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
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Total Credits	56
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**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. The course load is distributed as follows:

<a href="#">ES 256</a>	Introduction to Native American Studies	4
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Two years (6 quarters) of Ichishkiin (UO), Chinuk Wawa (LCC), or other Indigenous language	24
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**Upper Division Courses**

Four upper-division electives from approved courses list, one of which must be in NAIS group 3 (literature/media/creative arts)	16
<a href="#">ES 321</a> Indigenous Peoples of Oregon	4
<a href="#">ES 468</a> 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
<a href="#">ES 470</a> Native American and Indigenous Feminisms (OR <a href="#">WGS 251</a> : 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

**d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).**

The program will be delivered primarily face-to-face on the Eugene campus. Some courses may be offered online.

**e. Adequacy and quality of faculty delivering the program.**

The program relies on over 25 tenured/tenure-track and career faculty from multiple departments that have extensive research records in connected disciplines, and with strong connections to Native American and indigenous communities in Oregon and elsewhere.

**f. Adequacy of faculty resources – full-time, part-time, adjunct.**

See e.

**g. Other staff.**

The major is supported by a director of Native American and Indigenous Studies, an Advisory Council made up of tenure-related faculty from multiple departments, adequate support staff, and academic advisors from several university units such as the Center for Multicultural Academic Excellence.

**h. Adequacy of facilities, library, and other resources.**

Library resources, classroom and other facilities are currently sufficient to meet the needs of the program

**i. Anticipated start date.**

Fall 2021

**2. Relationship to Mission and Goals**

**a. Manner in which the proposed program supports the institution’s mission, signature areas of focus, 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, signatures 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.

**b. Manner in which the proposed program contributes to institutional 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.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:**
- i. improve educational attainment in the region and state;**
  - ii. respond effectively to social, economic, and environmental challenges and opportunities; and**
  - iii. 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'walá 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.

**3. Accreditation**

- a. **Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.**

N/A

- b. **Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.**

N/A

- c. **If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.**

N/A

- d. **If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.**

N/A

**4. Need**

- a. **Anticipated fall term headcount and FTE enrollment over each of the next five years.**

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

- b. **Expected degrees/certificates produced over the next five years.**

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

- c. **Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).**

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.

#### **d. Evidence of market demand.**

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, EDSI) 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.

- e. **If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).**

N/A

- f. **Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?**

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:

- BA Ethnic Studies UO, NAS focus, PhD Ethnic Studies UCSD, Director of Indian Education, Portland Public Schools
- BA Ethnic Studies UO, NAS focus, former Warm Springs Tribal Council member, current candidate for Oregon State Senate, District 30
- BS Ethnic Studies UO, NAS focus, Chinook Indian Nation Tribal Council, Secretary/Treasurer
- BA Ethnic Studies, NAS focus, PhD American Culture University Michigan, professor of American Studies and Ethnicity, University of Southern California
- BA Ethnic Studies and Art, NAIS focus, MMVA Massey University, MFA Art Yale University, professional artist
- BA/MArch, NAS minor, architect, Perkins + Will
- NAS minor, PhD candidate, American Studies, University of Minnesota
- NAS minor, counselor for homeless youth
- NAS minor, Arapaho language instructor

- BS Ethnic Studies UO with NAS coursework, MSW University of Washington, MPA candidate University of Washington
- NAS minor, Native/Indigenous audience development associate, Oregon Shakespeare Festival
- NAS minor, PhD student in Critical Sociocultural Studies in Education, University of Oregon
- BA Ethnic Studies with NAS coursework, MA Education, PhD student in Critical Sociocultural Studies in Education, University of Oregon
- BA Ethnic Studies with NAS minor, University of New Mexico Law School, 1L, Law and Indigenous Peoples Program
- NAS focus, Archaeological Technician, Department of Natural and Cultural Resources, Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians
- NAS minor, Admissions Specialist, University of Oregon; Policy Analyst, National Congress of American Indians
- Ethnic Studies major, NAS minor, Coordinator, Keex' Kwaan Community Forest Partnership, Ecotrust
- 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).

## 5. Outcomes and Quality Assessment

### a. Expected learning outcomes of the program.

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	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	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.

Principle Learning Outcome (Concept or Skill)	Part of curriculum where this is introduced	Part of curriculum where this is developed	How students demonstrate mastery
	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.	America, also employ gender analysis in tribally specific, comparative, hemispheric, and global contexts.	
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.
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 ilhi 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.	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.	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.
Apply academic knowledge to issues in tribal communities and contexts	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	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	Students in ES 468 demonstrate proficiency in contemporary research methods, theoretical frameworks, scholarly approaches, and best practices informing contemporary Native American and Indigenous Studies.  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

Principle Learning Outcome (Concept or Skill)	Part of curriculum where this is introduced	Part of curriculum where this is developed	How students demonstrate mastery
	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>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>	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.

**b. 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.

**c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.**

As this is an interdisciplinary program, faculty expectations for research and scholarly work are set and evaluated by their home departments through the university's established promotion and tenure process. As mentioned previously, affiliated faculty become associated with the Native American and Indigenous Studies program in part due to the connections of their research with the program.

**6. Program Integration and Collaboration**

**a. Closely related programs in this or other Oregon colleges and universities.**

See b.

**b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for 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.

**c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.**

We look forward to developing and participating in regional and national networks of Indigenous studies programs, faculty, staff, and students.

**d. Potential impacts on other programs.**

This program has the potential to benefit Lane Community College Native studies offerings, especially by creating more demand for Chinuk Wawa classes.

**7. External Review**

**If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.**

N/A

University of Oregon  
Proposed BA and BS in Native American and Indigenous Studies  
Summary Document

**a. A brief description of the anticipated program**

We propose to offer a BA/BS degree in Native American and Indigenous Studies (NAIS) at the University of Oregon. NAIS is an interdisciplinary field that uses approaches from history, philosophy, anthropology, literature, law, political science, ethnic/gender/sexuality studies, environmental studies, and other disciplines to understand contemporary Native American and Indigenous identities, practices, histories, cultures, and political statuses in context from the earliest times until the present. We currently offer a minor in Native American Studies (NAS), governed independently by the Native American Studies advisory committee and organizationally housed in the Department of Indigenous, Race, and Ethnic Studies (IRES) within the College of Arts and Sciences (CAS). The major would continue with this structure in relationship to IRES and CAS. We add the term Indigenous to the program title (Native American and Indigenous Studies) to signal our expanded attention to Indigeneity outside of the contiguous 48 states, while also maintaining our commitments to the local and regional contexts of Kalalipuya ilih, the state of Oregon, and the Pacific Northwest.

Developed in consultation with Native faculty, staff, students, alumni, community members, and tribal education delegates, the NAIS major is structured into two tracks. The **interdisciplinary track** requires 56 credits, at least 28 in residence and at least 36 at the upper division. Required core coursework includes an introductory survey of NAIS taken in the first year in the major, one year of Indigenous language instruction (fulfilled at UO or another accredited institution/tribal community), and four upper division courses that include a research methodologies course taken in junior year and a faculty-supervised practicum in collaboration with tribal partners taken in senior year. Students are also required to fulfill distribution requirements across three areas: Culture, Language, and Education; Law, Policy, Governance, and History; and Literature, Media, and the Arts. The **language track** requires 56 credits, at least 28 in residence and at least 28 at the upper division. Core coursework and distribution requirements are the same as the interdisciplinary track except for the addition of a 2<sup>nd</sup> year of Indigenous language instruction.

Interdisciplinary coursework in the NAIS major provides students with key background in tribal history, sovereignty, government-to-government relations between tribal nations and state/federal governments, the importance of treaties and federal trust responsibilities, the value of Indigenous knowledge systems, and the dynamics of contemporary Native life. The NAIS major will build a better government-to-government relationship between the State of Oregon and the nine federally recognized tribes through visibility and service; by training future employees of the tribes about broader issues, challenges, and opportunities facing their communities; and by equipping non-Native citizens and government employees with crucial knowledge to go into the world as responsible citizens. Armed with this training, all NAIS graduates leave the UO prepared to embark on a diversity of career paths including tribal political leadership, education and administration, higher education, social services and social work, Native language instruction, environmental policy, natural and cultural resources management, law, tribal cultural heritage preservation, the arts, journalism and new media, and community/economic development.

**b. Program location and modality (face to face, online, and/or hybrid)**

The independently-governed program will be institutionally housed in the Department of Indigenous, Race, and Ethnic Studies (IRES) within the College of Arts and Sciences (CAS). Its primary modality will be in-person advising and instruction on the UO Main Campus. We also anticipate developing an increasing online curricular presence in both summer and conventional academic year instruction.

**c. Anticipated start date**

September 2021 or September 2022 (at the latest)

**d. Anticipated enrollment, at launch and goals for 5 and 10 years out (provide anticipated headcount for Fall term at launch, 5 years and 10 years).**

The NAS minor currently carries between 25-40 students annually, the majority of whom (33/40 or 82.5%, currently) are Native American or Indigenous, a demographic representing ~30% of AI/AN students enrolled at the UO (n=113, 2020). The NAS program has strong relationships with the Native American Student Union, a consistent influx of students from the Native American and Indigenous Studies ARC, and a strong presence in the state and regionally through the Native American Recruitment Specialist in Admissions. According to recent survey results among current and former UO Native students conducted in the summer and fall of 2019, and informal discussions among current Native and/or NAS students, an overwhelming majority note a desire for a NAIS undergraduate major if it was/is available. Combined with consistent NAS course demand/enrollments (Ex: avg. 95% capacity across 8 NAS courses serving over 480 students in winter 2021) and the early success (10 students) and steady growth of our NAS minor since its launch in 2013 (25-40, annually), this data leads us to conservatively estimate an enrollment of 3-5 students in year 1, 10-15 students annually by year 5, and 20-25 majors annually by year 10. Our goal ultimately is to eclipse these numbers, but we feel that these conservative estimates are more than achievable over the next few years while also aligning with major enrollments in other AIS/NAS programs in the region and across the country (UW AIS: 12-15 majors, UCLA AIS: 20 majors, UNM NAS: 30 majors).

**e. An abbreviated description of how the program contributes to addressing statewide needs and goals and aligns with the university's mission and strategic plan.**

- **Diversity, Equity, and Inclusion:** the NAIS major would diversify curricular/intellectual programming 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; by providing an intellectual community serving a chronically underserved and underrepresented AI/AN student population; by supporting the recruitment and retention of AI/AN students, faculty, and staff (the only demographic on campus that decreased over the last decade); by institutionally affirming the intellectual and curricular value of Native knowledge, governance, history, arts, and cultures on campus; and by its structured commitments to service and to the preservation, revitalization, and resurgence of Indigenous languages—all of which make the UO NAIS major unique among peer institutions within the State of Oregon and regionally, and the only undergraduate academic program on campus with structured commitments to work with tribal nations, communities, organizations, and other partners.
- **Doctoral Program in Indigenous, Race, and Ethnic Studies:** IRES will inaugurate its new doctoral program with the incoming cohort of Fall 2021. The program develops graduate education in Indigenous studies in a way that complements our undergraduate offerings and mentorship, while expanding the teaching pool for NAIS classes to include graduate students trained in the field and professional development in leading their own classes.
- **Provost Initiatives on the Environment, on Racial Disparities/Resilience, and on Service to Communities and the State:** Because Native people are the First Stewards of the land and continue to have deep connections to this place, development of Indigenous Traditional Environmental Knowledge and practice (ITEK) is vital to any serious conversations about environmental responsibility and sustainability. Similarly, the attention across the NAIS curriculum to the intersections of race, settler colonialism, and indigeneity are crucial to any informed initiatives on racial disparities and racial justice. The NAIS major offers multiple opportunities (classes, field trips, organizations, guest speakers, internships) for students to engage at the intersections of these important fields of study.
- **UO Commitments to Indigenous Nations, Communities, and Students:** In 2017, the UO and



Oregon's nine federally recognized tribal nations entered a Memorandum of Understanding for strengthening government-to-government relations and serving Indigenous students and communities. Among items that serve as a foundation of that plan are commitments to promote a campus climate conducive to the creation and dissemination of responsible knowledge about Native peoples, to meet the cultural and educational needs of Native American communities/students, to promote Native American Studies and educational programs throughout the system, and to promote a better understanding of Native American issues on campus and across the state and region. Investing in the curricular program of NAIS meets each of these commitments.

- **SB-13—Tribal History/Shared History:** Enacted in 2017, SB 13 requires new kinds of collaboration between state educators and tribes to deliver improved, culturally competent instruction at K-12 schools. Two NAIS major core faculty are professors in the College of Education, which houses our Sapsik'walá Native teacher education program. Going forward, *all* Oregon teachers need to be well versed in Native studies. Institutions with visible and developed NAIS programs will be poised to capture students working to gain competence in this critically important field and will serve as a destination for prospective educators, policy makers, scholars, and graduate students for the development and implementation of Indigenous curricular and instructional standards. UO NAIS will have impacts on both post-secondary and K-12 education throughout the state.
- **Post-Pandemic Prospects, Commitments, and Strengths:** In an email of Nov. 12, 2020, the Office of Provost charged the UO community to consider how the UO might emerge from the pandemic and what “values, priorities, and principles” should guide those decisions. Among other things, the letter prioritized equity, building upon existing institutional strengths at current or reduced levels of funding, and identifying areas for growth with minimal investments in resources or infrastructure. The NAIS major leverages existing faculty, staff, and curricular resources with no immediate additional financial or infrastructural needs. UO also has a growing reputation as an emerging leader in and destination for Native American and Indigenous Studies with widely respected and award-winning faculty working across multiple disciplines and units on campus.
- **Relationships with Other NAS/AIS Programs in Oregon:** UO NAIS complements Lane Community College by encouraging our students to enroll in Chinuk Wawa language classes, by working closely with LCC transfer students, and by regularly collaborating on academic, social, and cultural programming. Portland State University (PSU) has an Indigenous Nations Studies undergraduate major housed in the School of Gender, Race, and Nations; Southern Oregon University (SOU) also has a Native American Studies program in the form of an academic minor and certificate located in the Division of Humanities and Culture. Both units offer complementary curricula and programs to what we're proposing, including basic introductions to Native studies and coursework in Indigenous environmental and ecological issues, contemporary politics, land management, food sovereignty/justice, philosophy, literature, media, and the arts, Indigenous critical theory and decolonization theory, Indigenous research methods, and education studies. With UO NAIS, PSU and SOU also share commitments to tribal communities evident in our curricular structure and in our outreach to and partnerships with Oregon's tribal nations. SOU also sponsors the Konaway Nika Tillicum Indigenous Summer Culture Camp which complements UO's academic-oriented summer bridge program, the Indigenous Pre-College Academy. In these and other ways, PSU and SOU does crucial work in the communities they serve in the Portland metro area and in Southern Oregon. Approval of a NAIS BS/BA undergraduate major would offer long-overdue institutional support to Native Studies in the Willamette Valley, capable of amplifying the interdisciplinary breadth, curricular diversity, faculty numbers, and structural support that we've built at the UO over the past decade. As we see it, every academic institution--but especially public and land-grant institutions like PSU, SOU, and UO--should actively support Native studies programs in every way possible. We look forward to partnering with them and other programs in the state and across the region to connect our programs, communities, and commitments in more structured and mutually-productive ways in the future.

**Institution: University of Oregon**

**Program: BABS in Native American and Indigenous Studies**

**Action:** At the **June 15, 2021**, meeting, the Statewide Provosts Council approved a new program for **University of Oregon, BABS in Native American and Indigenous Studies** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **University of Oregon** Board of Trustees approved the **BABS in Native American and Indigenous Studies** program at its **May 19, 2021**, meeting.

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**Eastern Oregon University**

Sarah Witte, provost

Approved

Opposed

Abstained



**Oregon Health & Science University**

Elena Andresen, interim provost

Approved

Opposed

Abstained



**Oregon State University**

Ed Feser, provost

Approved

Opposed

Abstained



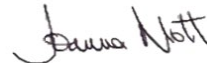
**Oregon Tech**

Joanna Mott, provost

Approved

Opposed

Abstained



**Portland State University**

Susan Jeffords, provost

Approved

Opposed

Abstained



**Southern Oregon University**

Susan Walsh, provost

Approved

Opposed

Abstained



**University of Oregon**

Patrick Phillips, provost

Approved

Opposed

Abstained



**Western Oregon University**

Rob Winningham, provost

Approved

Opposed

Abstained

