

NAS APR Report

Native American Studies

University College

ACADEMIC PROGRAM REVIEW



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Introductory Section and Background Information

The section should provide a brief introduction to the self-study, which includes the following elements:

0A. An executive Summary that provides a one- to two-page summary/abstract of the information contained within the self-study.

EXECUTIVE SUMMARY

Native American Studies was established at the University of New Mexico on July 1, 1970, as a result of the efforts of the UNM Kiva club (a student organization), several UNM staff, and community members. The minor in Native American Studies was established in 1999. The major in Native American Studies was approved by the UNM Board of Regents for the 2004-2005 academic year.

Native American Studies (NAS) is an interdisciplinary program whose program of study explores the richness of American Indian cultures, examines the nature of historic and contemporary issues and prepares students to engage in careers and service to American Indian communities. There are two curricular content areas in the NAS program: (1) Indigenous Leadership, Self-Determination and Building Sustainable Communities; and (2) Indigenous Language, Education, and Learning Communities.

The mission of Native American Studies (NAS) is to provide a quality interdisciplinary baccalaureate degree and minor degree with particular emphasis on keeping current with the growing twenty-first century movements in Indigenous knowledge developments, inter/nationally. To realize this mission, courses and other learning activities employing both University and community-based teaching and learning content and methodology are implemented. Through this process students have the opportunity to develop a 'critical consciousness' about their lives as Native Americans while becoming active participants in strategies to help resolve socio-economic challenges in their communities of origin and the world at-large.

The total allocated budget for NAS is \$ 333,297 for the 2013-2014 academic year. Currently, there is a Program Director with 2/3 appointment in Education and 1/3 in University College, two full appointment Associate Professors, one joint-appointment Associate Professor, one joint appointment Assistant Professor, and one full time Lecturer II. There is also one full time program coordinator and one full time administrative assistant.

There is an increased interest in Native American Studies courses with enrollment growing from only seven minors during the 2001-2002 academic year to over 155 majors and minors for the 2013-2014 academic year. The NAS – BA program has produced over 165 graduates (majors and minors) since the degree was approved in 2005. It is anticipated that the size of the graduating classes will gradually increase in subsequent years. The NAS program currently offers on average 20 courses per semester (including cross-listed courses) serving approximately 200-300 students per year.

The NAS faculty has developed a proposal for a Master's Degree in Native American Studies with an emphasis in Indigenous Leadership, Self Determination and Sustainable Community Building. This proposal will be submitted to the Office of the Provost later this Fall. This degree will be unique among tier one Universities in the U.S. in that its emphasis will be on community-based education for Indigenous leadership and community building. The Masters degree will form a foundation for an equally unique Ph.D. degree proposal in Indigenous Sustainable Community Based Leadership in the future.

The State of New Mexico and the 23 Pueblos and Tribes of New Mexico have a pressing need for college educated Native American students prepared to assist in the development of their communities and the State of New Mexico economically and socially. There are over 1500 Native American students enrolled at UNM Main campus with an additional 3000 + students enrolled through the Gallup, Farmington, Taos, Bernalillo, Los Alamos and Valencia campuses. UNM-NAS is the only fully developed and implemented undergraduate degree in the State of New Mexico. It is anticipated that many undergraduate and graduate students will continue to enroll in the courses and degree programs offered through UNM-NAS.

Native American Studies at the University of New Mexico is distinct and quite extraordinary, as we reach national prominence, opportunities afforded our students increase and are highlighted later in this report.

This report addresses the seven criteria of the UNM Program Review Guidelines. These include: NAS Program Goals which outlines its vision and mission; Teaching and Learning in NAS based on its curriculum philosophy; Teaching and Learning Assessment; Student Advisement and Support; Faculty Profiles; Resources and Planning; Facilities; Program Comparisons and Future Directions.

0B. A brief description of the history of each program within the unit.

Native American Studies (NAS) was founded in 1970 as an ethnic studies center. Initially, it was established as a support program for Native American students at the University of New Mexico. In September 1998, NAS became an interdisciplinary academic program housed in University College. In 1999, the minor in Native American Studies was approved. The NAS minor is applicable to all undergraduate majors offered by the University of New Mexico. The major in Native American Studies was approved by the UNM Board of Regents for the 2004-2005 academic year and has had eight (8) graduating classes since that time.

0C. A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.

The Native American Studies Program is located in the UNM - University College. The Dean for the University College is Kate Krause. She was recently selected for the position. The Director of the program is Gregory Cajete, Ph.D. and the Associate Director is Tiffany S. Lee, Ph.D. A figure of the organizational structure is in Appendix A.

0D. Information regarding specialized/external program accreditations associated with the unit including a summary of findings from the last review, if applicable. If not applicable, indicate that the unit does not have any specialized/external program accreditations. (HLC 4.A.5.)

The Bachelor of Arts Degree in Native American Studies is awarded by University College, Department of University College and has UNM Institutional Accreditation from The Higher Learning Commission of the North Central Association. The B.A. degree and minor in NAS are designed to give students a background in Native American Studies theory, Indigenous research, and practical application of their knowledge among Indigenous communities.

The field of Native American Studies in the United States does not have a formal accreditation organization or process associated with the universities that offer Native American Studies academic programs.

0E.A brief description of the previous Academic Program Review for the unit. The description should note when the last review was conducted. The description should also provide a summary of the findings from the review team’s final report, the resulting action plan to address the recommendations, and a summary of actions taken as a result of the previous academic program review. (HLC 4.A.1)

The Native American Studies program at UNM has undergone a phenomenal transformation since the last program review. It has evolved from a program with substantial and serious administrative issues to one of the strongest and largest undergraduate Native American Studies degree programs in the country.

The last review was conducted in April 21-22, 1997. The review committee members included:

- Roger Buffalohead, Osberg College, Minneapolis, MN
- Geary Hobson, University of Oklahoma
- Craig Howe, D’arcy McNickle Center for American Indian History, University of Illinois
- Clara Sue Kidwell, Native American Studies Program, University of Oklahoma
- Gloria Valencia-Weber, School of Law, University of New Mexico
- Greg Cajete, College of Education, University of New Mexico
- Jay Stauss, American Indian Studies Program, University of Arizona

The most important recommendation by the reviewers was to hire a Director, staff and faculty for the Native American studies program. The committee recommended that NAS and American Indian Student Services (AISS) should collaborate closely with each other. This has been addressed through the on-going collaboration of the Directors of NAS and AISS since 2002. Respectively, AISS cares for the students’ well-being through counseling, financial aid, tutoring, library resources, and computer usage. Native American Studies provides students with academic support and advisement for the matriculation of the major and minor in NAS. Both programs support retention and graduation of students from UNM.

Reviewers recommended the strategic development of a mission statement, curricula and academic program support for the NAS students. These recommendations have been merged into the current mission statement and have continued to be revised over the last 16 years by NAS director, faculty and staff.

The mission statement for NAS is summed up in the statement below and is delineated through three components:

Honoring Native tradition and community through academic excellence.

Native American Studies is an academic program committed to Indigenous research and scholarship. Our goal is excellence in educating all students and the public about the Native experience of Indigenous peoples with significant attention given our complex history and intercultural heritage of New Mexico and the United States.

1. Curriculum:
 - Interdisciplinary approach in NAS courses
 - Academic component – instruction by Native American faculty
 - Research component – Research skills, methods, presentations, internships, independent study
 - Applied degree – Community-based and Service learning - Experiential activities woven into course work
 - Degree potential in communities and multiple professional settings

2. Philosophical focus on Self-determination and Indigenous pedagogy
Native American Studies Degree Skill Base
 - Research Skills
 - Communication Skills
 - Problem Solving Skills
 - Critical Thinking and Writing Skills
 - Community Building/Leadership
 - Baseline knowledge of Indigenous Issues Valuable to Native Communities, Leadership, and Governmental Agencies

3. NAS Graduates Professional Pursuits include the areas of:
 - Graduate School: Public Administration, Law, Water Resources, Community and Regional Planning, American Studies, Sociology, Museum Studies, History, Journalism, Native American Education, Language, Literacy and Sociocultural Studies
 - Native American Community Based Non-profits
 - Tribal, State and Federal Agencies

In addition, the 1997's review committee outlined five specific recommendations to address and requested these recommendations to be completed by the next Program Review in 2008. However, the 2008 review did not occur due to changes of presidents, provosts, deans and other factors such as the instability of University College at that time. The review was postponed two times until the UNM Academic Program Review committee provided a timeline to NAS in 2012 to resume preparation for the Program Review.

The following five specific recommendations from the 1997 review report included:

- Appoint a full time Director to lead NAS program initiatives
- Create a viable NAS degree program
- Evaluate the individual NAS program elements in relations to specific academic and research goals.
- Revitalize INAD (Institute of Native American Development) as the University's link to New Mexico's Native communities.
- Institute baseline data collection procedures, which will enable NAS objectives to be measured for both short-term and long-term effectiveness.

All areas for improvement cited in the recommendations have been addressed with the exception of the revitalization of the INAD, the plans for which are currently underway but are contingent on increased funding for NAS. Native American Studies opted to focus upon attaining a fully developed and implemented curriculum for the NAS major and minor programs. While the INAD structure has not been revitalized, elements of its research mission have been incorporated into the curriculum through courses for NAS students. Currently, the INAD component of NAS remains dormant for the time being with thoughts for re-introducing a new Institute initiative based on leadership, self-determination and building sustainable Indigenous communities should NAS become successful in its endeavors to introduce a Master's Degree.

In addition, individual student assessment objectives for the program have been developed. The data collection procedure was created through the UNM Student Learning Outcome procedures to evaluate NAS broad program learning goals and students learning outcomes. Data gathering regarding student FTE production, course production each semester, graduation rates and tracking of UNM-NAS alumni have also been implemented and was coordinated by our Lecturer (Advisor) with the support of our Administrative Assistant, the University College advisor assigned to our program, and NAS faculty.

Criterion 1. Program Goals

The unit should have stated learning goals for each program and demonstrate how the goals align with the vision and mission of the unit and of the university. (Differentiate by program where appropriate.)

1A. Provide a brief overview of the vision and mission of the unit and how each program fits into the vision and mission of the unit. (HLC 1.A.2)

The last three decades have seen a remarkable change in the governing and economic situations of American Indian nations. In the 1970's, the federal government moved to a policy of self-determination for Indian tribes. Although the federal policy intent was modest – to allow tribes to run federal Indian programs – assertive Indian nations have used the opportunity opened by this policy to take dramatically increased control of their own affairs, realizing in practice much of the sovereignty long promised them in treaties, court decisions, and legislation. Added to these factors are the new and evolving challenges of global climate change and the specific associated issues, which directly affect American Indian communities environmentally, socially, economically and culturally.

Such assertions, however, have posed major leadership, management, and community challenges for Indian nations. Confronted with many of the same institutional, strategic, and administrative problems faced by most contemporary societies, many of these nations also are trying to preserve distinctive cultural legacies, control and re-channel often destructive forces of change, and maintain a maximal degree of political autonomy within the often hostile political atmosphere of the contemporary United States, where tribal sovereignty has been recurrently under attack over the last half century. All too often, they face these complex tasks with only limited contemporary experience in sovereign government and meager informational and educational resources. Indian leaders often have to make momentous decisions without the benefit of the focused, customized educational experience that the leaders of other societies find readily available at leading educational institutions or through major executive education programs. Tribal governments also typically lack access to the kinds of policy analyses that other governments regularly employ in making major policy decisions.

Tribal leaders have often called for access to the kinds of sophisticated policy resources that have traditionally been part of the decision-making processes of non-Indian governments in the United States. The development of the current UNM-NAS program is a response to this need and to similar needs among Indigenous groups elsewhere in the world. The primary mission of the program is to be an educational resource, making available to Native nations a comprehensive and high quality bachelor's and eventually masters level programs of study designed specifically to meet the educational needs of Indigenous leadership and community development, and providing tribes and other policymakers with research analysis in usable, accessible form. In addition, the NAS program aims to develop a body of theory, research and practice which is founded upon Indigenous thought, values, principles and research protocols. It also is intended to be a

vehicle for supporting the work of New Mexico and Indian country educational institutions, in particular tribal colleges, through cooperative relationships, curriculum development, and the transfer of skills. The NAS Program's overall aim is to evolve an educational process for Indigenous nation development, which flows from Indigenous based theory and practice. The goal of the UNM-NAS educational process is to make a long-lasting, practical contribution to the effort of Indigenous nations to improve the community, economic and social well-being of their peoples and support their development of effective control of their own futures on their own terms.

We have summed up this mission in the statement below, which is published on our website and other public relations material: nas.unm.edu

Honoring Native tradition and community through academic excellence.

Native American Studies is an academic program committed to Indigenous research and scholarship. Our goal is excellence in educating all students and the public about the Native experience of Indigenous peoples with significant attention given our complex history and intercultural heritage of New Mexico and the United States.

1B. Describe the relationship of the unit's vision and mission to UNM's vision and mission. (HLC 1.A.2)

UNM has defined the mission and vision of the university through the UNM 2020 plan. Seven targeted goals are outlined in the UNM 2020 plan that are well-aligned with UNM NAS's vision and mission. The seven goals include: 1. Become a destination university, 2. Prepare Lobos for lifelong success, 3. Promote institutional citizenship, 4. Enhance health and health equity in New Mexico, 5. Advance discovery and innovation, 6. Ensure financial integrity and strength, and 7. Advance and accelerate economic development.

UNM-NAS provides a range of academic resources for the student, the university community, and the larger Native American community. In keeping with the Memorandum of Understanding with New Mexico Native Tribes, UNM-NAS is organized into three major components which reflects the overall mission and vision of the University. The UNM 2020 goal that is served in NAS's components is identified below:

Academic, Research and Community Outreach

1. The Academic Component includes an extensive array of courses, internships, independent study and summer institutes. The course content is aligned with historical and contemporary issues affecting Native communities in New Mexico, nationally, and internationally. A primary goal of the academic component is to inspire and motivate NAS students toward careers and lifelong learning that address these issues in significant ways. This goal is directly aligned with UNM 2020 goal 2. and 3. and indirectly aligned with goal 1. NAS promotes lifelong learning through its courses and provides opportunities for NAS students to participate in university life and activities to build their capacity to solve complex issues affecting Native communities of New Mexico and

beyond. NAS is sought out by many researchers, faculty, students, and others as a source of important connections with Native students and communities, and in this respect, contributes to UNM's goal to become a destination university.

2. The Research Component is a component of every NAS course and provides training and experience in doing research in a Native American context. The NAS student learning outcomes are directly tied to the development of research skills among our students. Research skills are highly valued as a way to contribute to Native communities in any field of study. The Research component also provides research opportunities and teaching assistantships to Native students currently in graduate degree programs. Incorporated into the Research Component is the NAS library. This collection of materials (2,800 volumes) by and about Native Americans (books, journals, articles, research papers, video and audiotapes) including the highly prized Reno Collection, is available to students, the university community and the larger Native community. The family of Philip Reno donated the Reno Collection to NAS. The collection consists of materials that Philip Reno utilized in his book, *Navajo Resources and Economic Development* (1988) University of New Mexico Press. This component directly aligns with UNM 2020 goals 5 and 2, and it indirectly aligns with goals 1, 4, and 7. Research skills advance discovery and innovation by advancing knowledge and student learning. Research skills also prepare students for lifelong learning as these skills can be applied in any context and setting over time. Depending on the fields our students enter with their degree, their skills can contribute to health equity and economic development of their communities and beyond.

3. The Community Outreach component occurs through NAS in a variety of ways and is outlined in more detail in 1G of this report. One significant way community outreach is achieved is through NAS courses with their research focus on issues pertaining to tribal leadership, self-determination and economic development. Specialized courses, workshops and research are offered as necessary via NAS programming and activities based on main campus and the UNM Extended University system. This component aligns directly with UNM 2020 goals 1, 2, and 5, and is indirectly aligned with goals 3, 4, 6, and 7. The community focus of our mission and vision make NAS a destination program for the university. The partnerships and relationships we create and build with communities contribute to students' lifelong relationships and learning. Aligning our curriculum with current realities and issues of our communities advances discovery and innovation by promoting research and teaching that is community-based, driven and collaborative.

1C. List the overall learning goals for each undergraduate and/or graduate program within the unit. (HLC 3.A.2, HLC 4.B.1)

When NAS began the process of identifying specific student learning outcomes, NAS faculty and staff created broad program learning goals for the undergraduate program.

Broad Program Learning Aims for NAS

- A. Provide an educational foundation in leadership in Native American Studies, which prepares students to understand and sustain relationships and practices in Native communities and Nations.
- B. Students will value Indigenous-based research for community building and self-determination.

Extending from these broad aims are NAS's curricular areas of focus.

Curricular Orientations

1. Interdisciplinary approach
2. Academic component – classroom instruction by Native American faculty, inclusive of internships, independent study
3. Research component - Experiential Activity woven into course work
4. Applied degree – Community-based and Service learning
5. Degree has potential application in multiple communities and professional settings
6. Philosophical focus on Self-determination, Leadership, Community building and Indigenous pedagogy

1D. Explain the manner in which learning goals are communicated to students and provide specific examples. (HLC 2.B, HLC 4.B.1)

The primary ways in which the broad learning aims are communicated with students is through our courses, program literature, program media, and personal interactions. Our literature and media share our goals in leadership for NAS students for building and/or contributing to sustainable communities in the 21st century. Each course applies this philosophical approach through course content, activities, assignments, and presentations. This is articulated to students by faculty directly, in course syllabi, and through wider program activities, such as community lectures or other events.

The major in Native American Studies is an interdisciplinary program designed to introduce students to the basic factors which underlie the distinct differences between Native societies and the larger American society. In addition, the major provides students with the opportunity to examine the differences which continue to exist between Native and non-Native societies through multi-contextual learning activities which include experiential or service learning opportunities.

The following objectives are presented as a way to satisfy the broader aims:

- ground students in the concepts and applications of methodologies from relevant disciplines focused on Native issues related to education, economics, law, philosophy, psychology, arts and literature.
- provide students with relevant learning opportunities both inside and outside the classroom
- assist students in integrating theory and practice through field and/or research experience; and

- encourage dialogue and collaboration among students, faculty, and the Native community in the on-going development of the Native Studies curriculum. The imperative for a broader understanding of Native people and their respective sovereign Native nations underlies the request for the consideration of this proposal for a major in Native American Studies. Ultimately, the goals of the Native American Studies major reinforce the overall goals of a liberal arts education, i.e., to inform, to enrich and to strengthen humanistic values in society. The major offers a unique interdisciplinary addition to existing programs throughout the university.

There are two concentrations and students must choose a concentration from one of the following areas:

- Indigenous Learning Communities (Education, Knowledge Systems and Language)
- Leadership and Building Native Nations (Leadership, Self-Determination and Sustainable Community)

1E. Describe the unit’s primary constituents and stakeholders.

Students, New Mexico Indian Communities and Tribal leaders and organizations are the primary stakeholders of the UNM – NAS program. Students come from all New Mexico Indian communities and other Indian communities from throughout the United States and Canada. However, the majority of our students are Navajo followed by students from surrounding Pueblo communities. NAS interacts with New Mexico Indian communities through students enrolled from those communities, tribal leaders, and organizations are engaged through a variety of NAS sponsored events, student internships and independent study.

1F. Provide examples of how satisfaction of the program goals serves constituents. (HLC 4.B.3)

The broad program learning goals are directly aligned with serving our constituents. Satisfaction of the goals cannot be achieved without serving constituents. When the broad learning goals are satisfied, our students become further grounded and knowledgeable of community and leadership issues. They also become equipped with research, critical thinking, and problem solving skills that address those issues and promote sustainability in our communities. Communities, tribal leaders, and organizations benefit from this learning and collaborate with our students in research and problem-solving for addressing the issues of their interest and concern.

1G. Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the unit. These could include activities such as colloquia, conferences, speaker series, performances, community service projects, etc. Provide an assessment of these activities in relation to the unit's educational objectives. (HLC 1.D.3)

- **Annual Viola Cordova Memorial Symposium**

Native American Studies program created the Annual Viola Cordova Memorial Symposium in honor of Viola Cordova, who died in 2002. She was one of the first Native Americans to receive a Ph.D. in Philosophy from UNM. Vine Deloria, Jr (Lakota), considered by many as the father of Native American Studies, was the first speaker in the Viola Cordova Symposium. In 2006, Professor Linda Tuhiwai Smith, the author of "Decolonizing Methodologies: Research and Indigenous Peoples," presented at the symposium. There was an additional Symposium in 2006 to address the question: "What is a community-based paradigm for Native American Studies? NAS invited the staff of the non-profit the Sacred Alliance for Grassroots Equality (SAGE) to share their work in the New Mexico region. The symposium was titled "SAGE Retrospective (1996-2009): Honoring Self-Determination through action and prayers," and panelists included members of the SAGE Council: Bineshi Albert, Amber Carrillo, Laurie Weahkee and Sonny Weahkee. In 2012, four Ph.D. students were awarded the Grace Leemhuis Memorial Scholarship and as part of their award, they coordinated and presented at the Annual Viola Symposium. Each Ph.D. student focused on their research such as American Indian Health Research, politics of transnational Indigenous solidarity, case studies on Indigenous Language policies/curriculum development, and on mentorship in Indigenous education. Several undergraduate students also presented on their research. In 2013, there were five NAS alumnus who shared how they connect their NAS knowledge-base to the "real world" in both work and graduate academic settings at the Viola Cordova Memorial Symposium. The theme was entitled "Post-Native American Studies Realities."

- **Video production and social media outreach**

Since the fall of 2005 the Native American Studies department has incorporated a variety of communication tools and mediums to outreach to current and prospective students, faculty, staff, alumni, and the campus and off campus communities. NAS has utilized the University email and mailing lists services available via the UNM Information Technologies. NAS created listservs specifically for the general NAS student population, and a listserv for the Native American faculty campus wide. An additional listserv was also created specifically for students officially accepted into the NAS major and minor degree programs.

NAS also created and maintains its own website hosted via the UNM IT. The nas.unm.edu website provides current information on the major and minor degree programs, courses, faculty and staff, departmental programming, and campus events and community outreach. The NAS website includes a link to the official NAS facebook

page, which is used to broadcast current events and up to date department and community outreach information in real time. The NAS website and facebook page are public and open to all via the Internet.

Dr. Beverly Singer directed a professionally produced documentary video sharing the theory and pedagogy of NAS. This video is shown at community events, in NAS courses, and is accessible on the NAS website.

- **Native American Calling**

NAS Director, Dr. Cajete, and Assistant Professor, Robin Minthorn appeared on the national radio show Native America Calling to discuss the significance of NAS in general and specifically the NAS program at UNM

- **NATV 461 – Community-based learning in Indigenous contexts**

This course was created to initiate partnerships and service learning activities with our communities. The students in the course have conducted service-learning projects and outreach with the Eight Northern Indian Pueblos Agency, the Native American Community Academy, Santa Fe Indian School, APS elementary schools, the Indian Pueblo Cultural Center, the Bureau of Indian Education, Native Health Initiative, Southwest Indian Polytechnic Institute, and Lobo Gardens.

- **NATV 352 – Internships**

The internships students complete as part of their degree requirements consist of work with community partners, thereby extending NAS community outreach through this course. Students have worked with tribal government entities in a variety of communities (Apache, Navajo, Pueblo, State, and Federal). They have worked with non-profit agencies, local schools, and in the business sector.

Collaborative Outreach Initiatives and Community Events

- **College for Social Transformation**

In the Spring of 2011, NAS and several other academic programs of similar mission and goals began meeting to discuss the development of a new college – the College for Social Transformation. NAS has been integrally involved in developing a formal proposal to the Provost, coordinating community and student forums, and writing for grant support.

- **Student Leadership Development Conference**

During late Spring 2013, collaboration with the American Indian Student Services office at UNM, Dr. Minthorn and a former student worked together to start discussion of creating a statewide Native American student leadership development conference in New Mexico. During Fall 2013, continued discussion and planning have been taking place with an on-campus planning meeting which included over 10 Native American student affairs professionals attending the initial planning meeting. The 1st statewide Native American College Student Leadership Conference will be held in the Fall 2014 on the UNM main-campus.

- **NAS administers the Institute for American Indian Research (IFAIR).**

The Institute serves as a forum for the discussion of issues critical to the continuance of Native peoples by individuals both in and outside of the university community, thus providing a significant link to our area's Native Nations and communities. As many Native scholars have noted, tribal people have spent so much time "surviving" that little time is left for "philosophizing," that is, for creating the Native intellectual base needed for strong tribal leadership and strong, self-determining Native communities. Consequently, the Institute offers a place, people, and resources to help fill this need. Furthermore, because Native peoples, as contributors to and part our state and the United States, have something distinctive to share, we believe the research institute provides both Native and non-Native peoples with an important place to come together to discuss issues that affect us all.

IFAIR has collaborated with NAS, Indigenous Nations Library Program and Native American Studies Indigenous Research Group over the years. Below are some events resulting from this collaboration, such as guest lectures, films, professional presentations from faculty and students on Indigenous topics, issues, and concerns:

- 2008 Sipapu Secular Indigenous Graduate Students Conference, included international Indigenous graduate research presentations
- 2009 Suzan Shown Harjo - Poet, Writer, Lecture and Policy Advocate
- 2010 Claiming the World Indigenous Book Festival included authors Leslie Morman Silko and Joy Harjo along with UNM Native faculty and students.
- 2011 Colloquium Series presentations, included Mary Yellow Horse Brave Heart, Dr. Myla Vicenti Carpio, American Indian Studies, Arizona State University and Jessica R. Metcalfe, Ph.D., American Indian Studies, University of Arizona
- 2013 Lecture presented by Jenny Tone-PAH-HOTE, Ph.D., American Studies, University of North Carolina-Chapel Hill

- **NAS and the Indigenous Scholars in Dialogue for Critical Consciousness (ISDCC).**

ISDCC was formed by Dr. Glenabah Martinez from the Language, Literacy, and Sociocultural Studies (LLSS) department in the College of Education and Dr. Leola Tsinnajinnie (former graduate student in the LLSS program). The group was designed to bring together Indigenous scholars to share, discuss, and help revise each other's scholarship. The relationship between faculty and students in the College of Education and NAS has resulted in this collaborative working group. NAS faculty now coordinate ISDCC meetings. ISDCC is open to all Native faculty and graduate students across campus. It has grown since its inception and now the group averages about ten participants, with new members added each year. The faculty and graduate students benefit from sharing, discussing, and revising their articles and manuscripts, helping others with ideas and thoughts on research projects, and creating a support network for both faculty and graduate students. The group meets once a month in the fall and spring semesters usually on a Friday during the lunch hour to discuss two articles and/or manuscripts.

- **Lectures**

NAS has sponsored many guest lectures over the years. Three examples include:

In Fall of 2012, NAS invited Dr. Michael Yellow Bird (Sahnish Arikira and Hidatsa) to campus. He was a Professor and Director of Graduate Studies in Social Work at Humboldt State University. He is widely known for his work in the field of Native American Studies, and his scholarship is regularly used in NAS courses. He delivered two lectures: “A BROWN paper on the Iraq war and the resurrection of traditional principles of just war” and “Neurodecolonization: a mind brain equation for Indigenous Peoples empowerment.”

In the Spring of 2012, NAS invited Dr. Teresa K. McCarty, A.W. Snell Professor of Education Policy Studies and Professor of Applied Linguistics at Arizona State University at the time of her presentation, to speak about language in the lives of Indigenous youth. Dr. McCarty is world renown for her work in applied linguistics and educational anthropology. The title of her presentation was, “Language and languaging in the lives of Indigenous youth”

In Spring of 2013, NAS invited Dr. Cornel Pewewardy (Comanche-Kiowa) to speak on the UNM main campus in collaboration with the UNM Indigenous Nations Library Program. Dr. Pewewardy is a Professor and Director of Indigenous Nations Studies at Portland State University. He is well known in the field of NAS and Indigenous education for his work. The title of his presentation was, “Warriorism: Reclaiming the Education of Indigenous Peoples.”

Faculty, staff and students from across campus and community members attend NAS sponsored lectures. Guest lectures are one way in which NAS conducts outreach to the campus as a whole to share Indigenous knowledge and the Native American Studies mission with the broader campus community.

Other Lectures and presentations (by and for students):

Students have been invited to present in NAS courses and for the NAS community as well as participate in panels. Three examples are highlighted below:

- *Speak Keres. Then, Now, Forever: An Analysis and Comparison of Native Language Revitalization Efforts among Adult Learners.* Presented by: Joannie Suina-Herrera, Native American Studies- Education & Language. The lecture was co-sponsor with Cochiti Pueblo, UNM Trio program and NAS. In 2008, Joannie Suina-Herrera was an undergraduate, at the University of New Mexico, pursuing a degree in Native American Studies with a focus in Education and Language. She also coordinated a community based Keres Language Revitalization Program in Cochiti Pueblo. 2008 - Coming Full Circle; lectured focused on how “success” is defined at UNM.

- 2010 - Open House for NAS major and minor recruitment and Washington Internship for Native American students (WINS) facilitated by Jack Soto.
- 2011 - Lecture Series with Dr. Michael Yellow Bird, Humboldt State University and Charlene Teters, Activists/Artists. Included: Student Panel Discussion on “what can you do with a degree in Native American Studies?”: featured alumni from UNM, University of Arizona, and Dartmouth College.

NAS sponsorship of UNM Native American student organizations

Below is a sampling of events and activities that NAS has supported and sponsored in collaboration with UNM student organizations:

Kiva Club

- Larry Casuse Memorial Event titled, “Envisioning the Future of Social Activism and Leaders.”
- Lecture by Dr. Jeannine Belgodere from the University of Havre in France.
- Annual Nizhoni Spring powwows held at UNM Johnson Field.

Native American Studies Indigenous Research Group (NASIRG)

- Annual Indigenous Day includes; Sunrise ceremony, potluck breakfast, presentations by UNM Native faculty and students on Indigenous topic, issues or concerns, coffee talk, and knowledge bowl.
- Indian Country Counts, US Census 2010
- Navajo Nation Presidential Forum co-hosted with Dine’ Club.
- Breakfast with Joseph P. Gone, Ph.D., NAS at the University of Michigan, Ann Arbor.
- Federal Law Stories from the heart of justice presented by Dion Killsback and Delilah Tenorio Choneska co-hosted with UNM School of Law, American Indian Law Center, and Native American Law Students Associations.

NAS Faculty Outreach Services

In-house services

- Write letters of recommendations for NAS students/community members/support tribes, serve as dissertation committee members, serve as chair/co-chair on dissertation committees, advisor to student organization groups; KIVA, Dine’ club, and NASIRG, and plan conferences/symposiums/lectures/convocations.
- Host various events, and activities such as “Welcome back socials” for students and faculty, potlucks, holiday gatherings, and mid-term/finals coffee house.

Outside NAS with other UNM Departments

- Planning for the College for Social Transformation with Africana Studies, Chicana/o Studies, Women’s Studies, Institute for the study of “Race” and Social Justice, Peace Studies, Sustainability Studies, Asian-American Studies, Community of Engagement Center, and Research Service-Learning Program.

Outside of UNM

- Attend Federal, State, and Tribal meetings related to tribal education/community/leadership, write grants proposals and research publications, Collaborate with Navajo Studies Conference, Inc, Native American Charter Academy (NACA), APS, CNM, NMPED-Indian Education Division, Tribal Colleges, University of Arizona, Arizona State University, Northern Arizona University in Flagstaff, AZ, University of Hawaii, University of Alaska, and other areas in Media-Film/Art Industry.

Assessment of community outreach activities

Community outreach for NAS has been varied, consistent over time, and continuously evolving. We feel the events described above have been successful in bringing greater awareness and involvement of multiple constituents and the general public with NAS goals and activities. Our goal in community outreach is to continue to be creative and consistent in our planning and efforts toward educating and collaborating with Native communities and the wider community.

Criterion 2. Teaching and Learning: Curriculum

The unit should demonstrate the relevance and impact of the curriculum associated with each program. (Differentiate by program where appropriate.)

2A. Provide a detailed description of curricula for each program within the unit. Include a description of the general education component, required and program-specific components for both the undergraduate and graduate programs. Provide a brief justification for any programs within the unit that require over 120 credit hours for completion. (General Education Component: HLC 3.B.1, HLC 3.B.4; Undergraduate and Graduate Program Components: HLC 3.B.3, HLC 3.B.5)

Degree program and Curricula

Bachelor's Degree in Native American Studies

Major study requirements: 36 credit-hours

A major in Native American Studies require successful completion of thirty-six (36) credit-hours. Students must take eighteen (18) hours of the required core courses. Twelve (12) hours must be from one of the four areas of concentration in NAS. The remaining six (6) hours must be upper division courses 300 level or above from the other areas of concentration. Appendix B shows each concentration's requirements such as the total credits needed, the list of courses, and a description of concentration.

Program Requirement

Required Core Courses in Major: 18 credit-hours

- NATV 150 Introduction to Native American Studies
- NATV 250 Sociopolitical Concepts in Native America
- NATV 251 Research Issues in Native America
- NATV 300 Research Methods in Native American Contexts
- NATV 351 Individual Study **OR** NATV 352 Internship
- NATV 474 Traditions of Native American Philosophy

Minor in Native American Studies

Minor study requirements: 24 credit-hours

A minor in Native American Studies requires successful completion of 24 credit hours. Fifteen credit hours of required courses, with the remaining 9 credit –hours in Native American Studies related courses. The 9 credit-hours of the required 24 credit-hours, must be upper-division courses (300 level or above) chosen from Native American Studies courses, OR from courses with significant, which are subject to approval by the Director of Native American Studies.

Required Core Courses in Minor: 15 credit-hours

- NATV 150 Introduction to Native American Studies
- NATV 250 Sociopolitical Concepts in Native America

NATV 251 Research Issues in Native America
NATV 351 Individual Study **OR** NATV 352 Internship **OR** NATV 255 **OR** 450
topics in Native American Studies (3-credit hours)*
NATV 300 Research Methods in Native America Contexts*
NATV 474 Traditions of Native American Philosophy
*NATV 300 replaces the Minor requirement of NATV 351/352/255/450 in Fall 2014

Students interested in the Minor degree in NAS must file a degree application (NATV as a minor signature form) with the NATV department. The student is solely responsible for being familiar with and completing all graduation requirements.

CATALOG 2013-2014

Courses – (All NATV 400-level are in section 2B.)

NATV 150. Introduction to Native American Studies. (3) (Added as an option in UNM's Core Curriculum in Fall 2014)

This course surveys the significance of Native American Studies through an inter-disciplinary approach to four major areas of academic concentrations; Arts and Literature, Education and Language, Cultural Studies and Environment, and Leadership and Self-determination.

NATV 201. Introduction to Chicana and Chicano Studies [Introduction to Chicano Hispano Mexicano Studies]. (3)

(Also offered as AMST 201, CHMS 201)

Introductory survey of the Mexican American experience in the United States, with special reference to New Mexico. Exploration of historical, political, social, and cultural dimensions.

NATV 247. Politics of Native American Art. (3)

Native American art and artists within political, social and cultural contexts are introduced through an examination of the history of representations of Native art.

NATV 250. Sociopolitical Concepts in Native America. (3)

Regional, national, and international laws and policies impacting sovereign Native American nations and communities are analyzed. Concepts such as colonization, nationalism, and globalization's impact on Native American peoples are considered from an inter-disciplinary perspective.

Pre- or corequisite: 150.

NATV 251. Research Issues in Native America. (3)

Critically examines research theories, methodologies, and practices used by academic disciplines to study Native Americans. Research databases and collections and their impact and value for Native communities are considered from an inter-disciplinary perspective.

Pre- or corequisite: 150 or 250.

NATV 252. The Native American Experience. (3)

(Also offered as AMST 252)

Introductory survey of Native American history, culture and contemporary issues. Students read literature by and about Native Americans covering a variety of topics including tribal sovereignty, federal policy, activism, economic development, education and community life.

NATV 255. Topics in Native American Studies. (1-3 to a maximum of 6 Δ)

Topics courses taught by Native and non-Native faculty from The University of New Mexico and the community, varying according to instructor's expertise. May be repeated as topic varies.

NATV 300. Research Methods in Native American Contexts. (3)

Examination of the research processes and techniques involving various methodological designs. Emphasizes attention to culturally appropriate research and protocols for conducting research in Native communities. Includes practical experience conducting a research project involving Native American issues.

Prerequisite: 251.

NATV 305. Indigenous Self-Determination in Education. (3)

Examines the role of Indigenous people and communities in self-determining their education by redefining educational approaches and curriculum for Indigenous students. Special emphasis on resistance to assimilation practices and policies.

NATV 311. Native Americans in Film. (3)

Examines the personal and political nature of filmmaking in films and videos produced by Native Americans over the past two decades. Additional emphasis will be on the cultural aesthetics of both documentary and fictional stories within an inter-disciplinary context.

NATV 315. Language Recovery, Revitalization & Community Renewal. (3)

Examines Native language loss from the boarding school era to current trends in language planning and revitalization. Special emphasis is placed on the importance of language to culture and on current community renewal efforts by Native people.

NATV 322. Principles of Federal Indian Law. (3)

Principles and basic doctrines of Federal Indian Law are examined within an inter-disciplinary context.

NATV 324. Contemporary Approaches to Federal Indian Law. (3)

Critical analysis of the traditional Federal Indian law paradigm. Consideration of alternative analyses predicated on inherent sovereignty and emerging international Indigenous human rights norms from an interdisciplinary perspective.

Prerequisite: 322.

NATV 325. Tribal Government. (3)

While emphasizing the study of traditional American Indian society in comparison with

government models of the United States, the course examines the governing structure of Indian tribes from both a historical and contemporary perspective.

NATV 326. Tribal Gaming. (3)

This course covers the law and the politics of gaming as an exercise of tribal sovereignty, and examines tribal, state, and federal interests involved in the uniquely tribal enterprise of Native Nation building.

NATV 348. Native American Activism. (3)

Inter-disciplinary examination of the histories, strategies, successes, and shortcomings of Native American activist movements. Course focuses on pan-Indian organizations, localized grassroots movements, treaty rights, anti-treaty rights organizations, and inter-nationalist alliances.

NATV 351. Individual Study. (1-6 to a maximum of 6 Δ)

Directed topics related to Native American Studies.

NATV 352. Internship. (1-6 to a maximum of 6 Δ)

Internships in off-campus learning experiences related to the study of Native American cultures. Students, in collaboration with NATV Senior Academic Advisor, may select a sponsoring institution or program to oversee internship.

NATV 361. Native American Children's Literature. (3)

Representations of Native peoples in children's literature examined for stereotypes and misrepresentations. Emphasis on developing criteria for evaluating children's books, writing critical reviews and writing and/or illustrating their own children's story.

NATV 385. Indigenous Worldviews. (3)

This course offers an inter-disciplinary academic exploration of perspectives on Indigenous arts and literature, cultures, education, language, and language re-vitalization. The environment and the emerging international legal norm of self-determination for Indigenous peoples are also examined.

2B. Describe the contributions of the unit to other internal units within UNM, such as offering general education core courses for undergraduate students, common courses for selected graduate programs, courses that fulfill pre-requisites of other programs, cross-listed courses. (HLC 3.B.5)

NAS courses are diverse and created based on historically significant topics, current issues impacting Native communities, and student interest. They meet the new Diversity Requirement that UNM has created for all departments. This requirement requires students to take a 3-credit course that meets the curriculum objectives stated in the degree requirement, titled "US and Global Diversity and Inclusion." For a course to meet this requirement, the course must, "promote a broad-scale understanding of the culture, history, or current circumstance of diverse groups of people who have experienced

historic and/or contemporary inequitable treatment in the U.S. or global context with a primary emphasis (at least 50% content) on one or more of the following: gender, race, class, ethnicity, sexual orientation, disability, religion, and/or other marginalized groups” - from the UNM Provost Diversity Council Curriculum Committee (diverse.unm.edu)

As of Fall 2014, NATV 150: Introduction to Native American Studies was added as an option into UNM’s core curriculum. This course fulfills a general core requirement that all UNM students must fulfill.

NAS has a strong relationship with faculty in Language, Literacy, and Sociocultural Studies (LLSS) and Educational Leadership. Our Director’s faculty appointment is in LLSS and one of our junior faculty is jointly appointed in Educational Leadership and NAS. Many of the Native faculty at UNM are housed in the College of Education and in NAS and thus, we share research, teaching, and service interests. NAS and faculty in the College of Education frequently collaborate on research, present in one another’s courses, and work on other projects together.

Additionally, many departments request to cross-list their courses with NAS. Many of these courses are related to Indigenous peoples, communities, and issues. We frequently and consistently receive requests to cross-list courses from American Studies, Chicana and Chicano Studies, Linguistics, LLSS, and Music.

Cross listed courses

Native American Studies offers NATV 450 Topics courses for undergraduate and graduate credit by cross listing these courses with the following departments: AFST, AMST, ANTH, BIO, ENGL, HIST, LING, CCS, LLSS, MGMT, MUS, SOC, WMST.

NAS supports graduate students from any program by providing these 400-level courses for their graduate credits. Native American Studies 400 level undergraduate courses may be taken for graduate credit as determined by “Courses Marked with a Single (*) or Double (**) Asterisk per the Level of Authorization as outlined by the Office of Graduate Studies and per the current UNM Catalog 2012-2013.”

NATV *402. Education, Power and Indigenous Communities. (3)

NATV *411. Indigenous Performing Arts Forum. (3)

NATV *417. Native American Music. (3)

NATV *418. Alaska Native Music and Culture. (3)

NATV *421. Treaties and Agreements. (3)

NATV *422. Indigenous World Music. (3)

NATV *423. Self-Determination and Indigenous Human Rights. (3)

NATV *436. Environmental Ethics and Justice in Native America. (3)

NATV *445. Politics of Identity. (3)

NATV *450. Topics in Native American Studies. (1-3 to a maximum of 12 Δ)

- These courses are often cross-listed with the following departments: AFST, AMST, ANTH, BIO, ENGL, HIST, LING, CCS, LLSS, MGMT, MUS, SOC, WMST.

NATV *460. Language and Education in Southwest Native American Communities. (3)

NATV *461. Community-Based Learning in Indigenous Contexts. (3)

NATV *462. Native American Narrative. (3)

NATV *474. Traditions of Native American Philosophy. (3)

NATV *480. Building Native Nations: Community Revitalization, Culture, Decolonization, and Indigenous Thought. (3)

NATV *486. Contemporary and Traditional Views on Indigenous Leadership. (3)

NATV *488. Two-Spirit Traditions of Native America. (3)

2C. Describe the modes of delivery used for teaching courses. (HLC 3.A.3)

NAS faculty utilizes a variety of pedagogical methods for course delivery. Some of those methods include lecture, interactive class discussions, small group discussion, in-class reflective writing, individual and group problem-solving activities, experiential activities within and outside of the classroom, independent research, films, and guest presentations.

One example:

The NAS faculty submitted NATV 150: Introduction to Native American studies to be added to UNM's Core curriculum under the Humanities sections in Fall 2013. It was approved and will now be an option in the Core curriculum beginning Fall 2014. The table below describes how the course meets the Humanities competencies, achieves stated outcomes/skills and assessment procedures. Following the table are descriptions of course requirements, including grading scales.

Appendix C provides samples of course syllabi, midterm exam study guides, midterm exams, final exams, personal reflection writing exercise assignment guide, book talk assignment guide, interview/current events assignment guide, critical review guidelines and quizzes.

Documentation of UNM and HED Core Competencies addressed

Humanities Competencies and Student Learning Outcomes Assessment Introduction to Native American Studies (NATV 150)		
Humanities Competencies	NATV 150 Course Outcomes/Skills	Assessment Tool/Assignments*
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theater and film.	*Students will analyze each of the concentration areas within the context of history, politics, law, and philosophy -Students will identify, characterize, and evaluate concepts, ideas, and issues of written, visual, and orally presented works in the areas of leadership, self-determination, community-building, and learning communities in Indigenous contexts. -Students will examine issues of race, ethnicity, class, culture, gender, and language in relation to the concentration areas of the NAS department - Students will create analogies to their own experiences and elaborate on their opinion	Reading assignments and responses Book Talk Quizzes/Exams on the reading

**Humanities Competencies and Student Learning Outcomes Assessment
Introduction to Native American Studies (NATV 150)**

<p>2. Students will compare art forms, modes of art and expression and processes across a range of historical periods and/or structures such as political, geographic, economic, social, cultural religious and intellectual.</p>	<p>-Students will examine Native American perspectives and use Native people’s experiences to inform their understanding of multiple and complex issues that affect Native people.</p>	<p>Reflection writing exercises Critical reviews</p>
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical perspectives and/or cultural perspectives.</p>	<p>-Students will be able to identify current events that are connected to the course topics. –Students will learn from interviews to make connections between the issues and themes discussed in class.</p>	<p>Interview/Current event presentation</p>
<p>4. Students will draw on historical and/or cultural perspective to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p>	<p>*Students will be able to connect community issues in Native and Non-Native America to concepts taught in Native American Studies.</p>	<p>Exams and quizzes Reflection writing exercises Critical reviews</p>
<p>5. Students will identify, analyze, and apply criteria for making aesthetic judgments in at least one field of the fine arts and in at least one field of the Humanities.</p>	<p>-Students share their thoughts, questions and perception related to the context of history, politics, law and philosophy.</p>	<p>Individual participation Book Talk Group work and discussions</p>

**Humanities Competencies and Student Learning Outcomes Assessment
Introduction to Native American Studies (NATV 150)**

6. Students should possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.	*Students will develop their critical thinking and writing skills by analyzing literature, films, and presentations. They will identify complex issues affecting Native people and communities, and refine their perspectives on the issues including but not limited to health, education, language, government and environment.	Critical reviews Book Talk Reflection writing exercises
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Requirements/Evaluation

Each requirement will be multiplied by the percentage it’s worth in the overall grade. Requirements are usually worth 100 points each.

Course Requirements

Your score for each requirement will be multiplied by the percentage it’s worth in the overall grade. Requirements are usually worth 100 points each.

- 2 Exams (15% each) 30%
- 3 Reflection Writing Exercises (10% each) 30%
- Book Talk 10%
- Interview/Current Event Presentation 15%
- Individual Participation 15%

% breakdown for grades							
A+	98-100%	B+	88-89%	C+	78-79%	C-	70-72%
A	93-97%	B	83-87%	C	73-77%	D	60-69%
A-	90-92%	B-	80-82%				

2 Exams

The exams will each require short answer responses. They will ask you about your comprehension of the assigned readings and significant concepts for a specific section in the syllabus. You will also be asked to formulate conclusions and opinions based on the ideas in the readings and class discussions.

3 Personal Reflection writing exercises

Each paper length is 3 FULL pages (no less than 3, no longer than 4 pages), double spaced, 12 point font, 1.25 inch margins, Times New Roman font type, no cover page, type name, class, and date at top of paper as a header (approximately 900 - 1000 words)

A key goal of this course is to develop your critical thinking skills. NAS provides Native perspectives and uses Native people's experiences to inform our understanding of the multiple and complex issues that affect us all (i.e., health, environment, government, education...). In order to assess your comprehension and utilization of critical thinking skills, you will write 3 personal reflection papers where you will discuss the issues, ideas, concepts, and problems we read about and discuss in class from your own personal perspective and experience. You can write in first person. Organize your paper to answer three questions:

- *What?* Summary of the concepts, ideas or issues you choose to discuss
- *So What?* What is your opinion, perspective about these issues
- *Now What?* What is important about them for the future, what are the implications for Native people

OR also assigned as

Critical Reviews:

You will be required to write four reviews on various themes discussed in the lectures and from the readings. The format follows: Title page, doubled-space, 12-point font, 3-page requirement.

Interview or Current Event

In order to stimulate your learning, we incorporate experiential and unique learning opportunities in our courses at NAS. **Select one** –

1. you can conduct an interview with a person who does work associated with the topics we discussed in class OR
2. you can present your research on a current event related to an NAS topic we covered in class

Interview

For this activity, you need to conduct an interview with a person or people who work for a Native organization, tribal government, school, or other community group. Before you conduct the interview, you must be thoughtful about the issues we address in our course and prepare a list of interview questions that you would like to learn about from the perspective of the person you interview. You should plan for about a 20 minute interview. The objective of the interview is for you to make the connections between the issues and themes we discuss in the course and the experience of the representative you interview. You will then prepare a 5 minute presentation on your interview for the class (present 5 minutes, plus 2 -3 minutes for question/answer).

Current event

For this activity, you need to locate a news article or story within the last three years that is related to one or more of the topics we discussed in class. Be thoughtful about the issues we addressed in our course and be able to identify several ways this current event is connected to the course topics. The objective of the current event presentation is for you to make the connections between the issues and themes we discuss in the course and the news story. You will then prepare a 5 minute presentation on your current event for

the class – summarize the event, then tell us how its connected to NAS (present 5 minutes, plus 2 -3 minutes for question/answer).

Book Talk

You will be assigned a section of reading or a chapter from a book with which you will use to facilitate a small group discussion. The discussion should be planned for 15-20 minutes so it is important you prepare well.

You will:

- 1) Summarize the reading material,
- 2) Share your opinion on the important points, concepts, or topics addressed in the section,
- 3) Prepare at least 4 questions or an activity for your group to discuss the section and lead the class in discussion. For #3, think of questions that require your classmates to respond with stories from their own experiences, or to elaborate on their opinion. Creating analogies to your own experiences is helpful, too. You can also plan an activity of some sort to stimulate discussion, such as free-writing for a few minutes and having everyone share their writing with the class, or stimulating a debate on a particular topic raised in the section.

Book Talk Outline: turn in an outline of your summary and list at least 4 discussion questions you will use during your discussion.

Reading Responses

To help with comprehending the readings, you should try to answer the following questions for each assignment:

- What are the author's main points or arguments?
- Where did the author peak my interest in this reading?
- What insights have I gained from this reading?
- Where do I agree or disagree with their conclusions?

Criterion 3. Teaching and Learning: Continuous Improvement (SLO's)

The unit should demonstrate that it assesses student learning and uses the assessment to make program improvements. (Differentiate by program where appropriate.)

3A. Describe the assessment process and evaluation of learning goals for each program. Provide information on how the unit assesses the effectiveness of its curricula and teaching effectiveness in meeting the educational objectives described in Criterion 1. Summarize and discuss direct and indirect evidence of students' learning gathered by the program. For accredited programs, the unit should utilize outcomes measures that are responsive to the accreditation expectations. (HLC 4.B.2)

In 2012, the NAS implemented the UNM Assessment of Student Learning Outcomes. It includes the three-year plan to assess NAS students. Before the assessment plan, the NAS faculty assessed their students in their courses through quizzes, exams, presentations, essays, and research papers. The student-learning plan is for the following NAS research courses:

- NATV 251 Research Issues in Native America
- NATV 300 Research Methods in Native American Contexts
- NATV 351 Individual Study

Academic Program
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: *University College*
2. Department: *Native American Studies*
3. Date: *May 8, 2012*

B. Academic Program of Study*

B.A. in Native American Studies

C. Contact Person(s) for the Assessment Plan

Tiffany Lee, Assoc. Professor, tslee@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

1. Broad Program Learning Goals for this Degree/Certificate Program

- C. Provide an educational foundation in leadership in Native American Studies, which prepares students to understand and sustain relationships and practices in Native communities and Nations.
- D. Students will value Indigenous-based research for community building and self-determination.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

- A.1 Students will discuss and apply Indigenous-based theory, research methods, and ethics to critical leadership issues in Native American communities.
- B.1. Students will conduct research by creating and exploring research questions, annotated bibliographies, and literature reviews.
- B.2 Students will examine research theories and methods.
- B.3 Students will develop and complete a research study in preparation for graduate school or career/life choices.

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

1. Student Learning Outcomes

[Insert at least 2-5 priority learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.]

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A.1 Students will discuss, understand, and apply Indigenous-based theory, research methods, and ethics to critical leadership issues in Native American communities.	X	X	X	

University of New Mexico Student Learning Goals

B.1. Students will conduct research by creating research questions.	X	X		
B.2 Students will conduct research by examining theories and methods.	X	X		
B.3 Students will conduct research by completing a study in preparation for graduate school or career/life choices.	X	X	X	

2. How will learning outcomes be assessed?

A. What:

- i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three-year plan?*

We will measure SLO A.1 and B.1, 2, and 3 by

- a. Evaluating written work and oral presentations in NATV 251, 300, and 351. This work will consist of creating a research question, annotated bibliography, and literature review in NATV 251, and a written research paper and oral presentation in NATV 300 and 351.
- b. Evaluating completed research projects in NATV 300 and 351. These projects will consist of designing a complete research study, conducting the research, and writing and presenting the findings.
- c. Examining completed student questionnaires and interviews

- ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, then write "Unsure of measurement type." There is an expectation that at least **half of the assessment methods/measures will be direct** measures of student learning. [See attached examples of direct and indirect measures.]*

The written work, oral presentations, and completed research projects in NATV 251, 300, and 351 are direct measures of the SLOs listed. The student questionnaires and interviews are indirect measures.

We asked our students to complete a questionnaire regarding how well they each felt they learned the stated learning outcomes (i.e., writing a research question, completing an annotated bibliography...). We also interviewed four students on their perspectives on the broader goals of our program related to research skills. The results of the questionnaire and interviews provide useful insight into the impact our courses are making on our students. They are provided in Appendix D.

iii. Briefly describe the **criteria for success** related to each direct or indirect means of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.

Criteria for success:

- a. At least 80% of the students in NATV 251 will score a C or better on the assignments "creating a research question", the annotated bibliography and the literature review. Rubrics/scoring sheets for the annotated bibliography and literature review are attached. These rubrics identify the specific qualities of work that constitute mastery of the SLO.
- b. No less than 80% of the students in NATV 300 and 351 will score less than a C on their research projects. A scoring sheet for the course research project and presentation is attached.
- c. The questionnaires and interviews provide more in-depth understanding of how the students rate their achievement on the SLOs. 80% or more will rate their understanding as agree or strongly agree (which translate to Likert scale average scores between 4 and 5).

B. Who: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students.

The program assessment will include evidence from all the students in the specific courses (NATV 251, 300, 351). This evidence will be valid and reliable because it includes the entire population of students in the courses.

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

[Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. For example, provide a layout of the semesters or years (e.g., 2008-2009, 2009-2010, and 2010-2011), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)]

2012-13; 2013-14; 2014-15

- Fall semester: SLO A.1 will be assessed by the instructor of NATV 251. The instructor will create activities and assignments (mentioned in question 2.A) to give formative feedback to students during the semester. A summary report of the semester's assessment will be given to the Department Chair. The instructor will also administer the questionnaire to enrolled students.

- Spring semester: SLOs B.1, 2, 3 will be assessed by the instructors of NATV 300 and 351. The instructor will create activities and assignments (mentioned in question 2.A) to give formative feedback to students during the semester. A summary report of the semester will be given to the Department Chair. The instructor will also administer the questionnaire to enrolled students.

The NAS graduate assistant or other staff member will conduct an interview with a random sample of 10% of the students. They will summarize the interview in a report to the faculty at the end of the academic year.

At the end of each academic semester, faculty will meet to discuss the summary reports and make changes to the curriculum and instruction if it is deemed less than 80% of students are demonstrating the SLOs. Students will experience changes to the course in the following semester. By 2014-15, we anticipate the courses to have been modified and improved so that 80% or more of enrolled students are demonstrating each SLO.

4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

Briefly describe:

1. *who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*
 2. *the process for consideration of the implications of assessment for change:*
 - a. *to assessment mechanisms themselves,*
 - b. *to curriculum design,*
 - c. *to pedagogy*
...in the interest of improving student learning.
 3. *How, when, and to whom will recommendations be communicated?*
1. NAS faculty who teach NATV 251, 300, and 351 and the graduate assistant or staff member will directly participate in the assessment process. They will collect the data and evidence and prepare the summary reports.
 2. All NAS faculty will meet at the end of each year to reflect on the assessment data shared in the reports. Faculty will analyze and interpret data through curriculum mapping, strategic planning for course and/or program changes and changes to teaching methods.
 3. The recommendations will be shared with NAS faculty and students. A summative assessment document will be provided to the Assessment office by Oct. 1 the following academic year detailing the previous year's work and changes to curriculum, pedagogy, and service to students and their collective effect on student learning.

Adapted from Kansas State University Office of Assessment

3B. Provide evidence of actions taken to improve programs based upon the assessment process. (HLC 4.B.3, HLC 4.B.4)

At the end of the academic year in 2012-13 and 2013-14, NAS faculty discussed the progress of the students enrolled in the named courses above. We evaluated the courses based on the criteria listed in the SLOs. At the end of 2014-15, we will do a formal review of the three years of data collected for measuring the SLOs. At that point, we will make modifications as needed to the courses. The data at this point in time show that in each of the courses that have been offered, we have met the goals of 80% of students achieving a “C” or better. This data is currently being uploaded to UNM’s Tk20 data management system. After the formal review at the end of the 2014-15 academic year, we will determine additional SLOs pertaining to our mission.

The results of the NAS course and program questionnaires and interviews are in Appendix D to show the number of NAS students who have completed the questionnaires. In addition to the questionnaires, the NAS graduate assistant interviewed four NAS students and summarized their statements on what they have learned in their NAS courses.

The following interview questions were asked:

1. What have you learned through NAS courses about research, such as major concepts, processes, skills, or ethics?
2. How can you apply the knowledge and skills you have learned in your other courses and/or daily life?
3. What are your future plans? In particular, how do you plan to use or apply your NAS degree?

Criterion 4. Students (Undergraduate and Graduate)

The unit should have appropriate structures in place to recruit, retain, and graduate students. (Differentiate by program where appropriate.)

4A. Provide information regarding student recruitment and admissions (including transfer articulation). (HLC 4.A.3)

Recruitment

NAS has had constraints in recruiting new students, particularly first year university students, in the program because of budgeting and human resource issues. NAS has relied on our Lecturer II (who was assigned advising duties) to reach out to prospective students. She has done this by attending, presenting and sharing information on NAS during Junior day (a high school student recruitment day at UNM), at transfer fairs at the branch campuses, at many UNM sponsored recruitment events, and at student orientations. NAS faculty also recruits students in the courses they teach and at community events.

In April 2014, NAS hired a Program Coordinator, Mateo Sanchez, who is now in charge of recruitment and is particularly focusing on outreach at local high schools. He is planning a “Bridge to College” day in October, which will bring high school students to campus to learn about NAS and UNM more generally.

Currently, 80% of Native American Studies (NAS) students are transfer students from other institutions from around the country. It is the goal of NAS to increase our freshman numbers over the next three years. Initial year one strategy is to work with the Albuquerque Public School District, which happens to be the largest school district in NM, and serves just over 6000 Native American students K-12. We will also be working with the Native American Community Academy (NACA), which serves 400 students 6-12 students. A collaborative effort between these two institutions and NAS has been established and as a result a year one (fall 2014-Spring 2015) recruitment schedule has been established.

The recruitment schedule includes conducting monthly counselors’ meeting with APS and NACA, hosting an Annual College Connection day in October 2014, a College Travel Day in October 2014 and March 2015, Planning and hosting a Transition Camp Workshop, and finally, conducting College Readiness Programs in both Spring and Fall. In year two, the program will replicate previous activities but expand its services to Magdalena School District, Gallup McKinley School District, which includes several communities in the area. Central Consolidated Schools will also be included.

Due to the summer intermission with APS and NACA schools, exact numbers of participants is currently unknown. A logic model has been developed to explain in more detail the types of services the collaborative has created. Please refer to Appendix E for a more detailed description of recruitment strategies being offered.

While many students who take our courses attend the UNM Branch campuses, the exact numbers of transfer students from those campuses to complete degrees in NAS is unknown. NAS offers our upper division courses through Interactive Television (ITV) and online, which appeals to many branch campus students. We have informally met with faculty at the Gallup branch campus to discuss their interest in offering an Associates degree in NAS and in starting an Associates degree in Navajo Studies. We do not have any formal articulation agreements regarding these initiatives yet.

Program Admission Requirements

NAS major students must complete and pass with a “C” or better the following courses in order to be admitted to the major degree program: NATV 150 Introduction to Native American Studies, NATV 250 Sociopolitical Concepts in Native America and NATV 251 Research Issues in Native America. Also, applicants must have completed of Math 120 or higher or their scores on the ACT =>22 or SAT=>510 including English 102 and a 2.0 cumulative GPA. NAS majors must select an area of concentration to focus their undergraduate studies. The four NAS concentrations were: Leadership and Building Native Nations; Indigenous Learning Communities; Indigenous Arts and Media; and Indigenous Knowledge System. As of Fall 2014, NAS has narrowed to two areas of concentration: Leadership and Building Native Nations and Indigenous Learning Communities. A previous section of this report explained the reasoning behind this change, which was to align with the interests of NAS students, the present expertise of NAS faculty, and the future direction of NAS undergraduate and graduate degree programming.

Freshman and Transfer Students

Incoming freshman and transfer students are housed in the holding college (currently University College) and meet with the UAC Senior Academic Advisor regarding the University Core Curriculum, college requirements, NAS program admissions and requirements to graduate with a Bachelor of Arts in Native American Studies or a minor in Native American Studies.

The table below provides an overview of the sex and ethnicity of our students who have been admitted to the NAS program. The majority of our students are American Indian/Alaska Native, and there are slightly more females than males. The table represents students who were/are NAS Majors, and their enrollment by sex and ethnicity from Fall 2006 to Fall 2013. There was no data recorded from 2004 to 2005. This data was based off of the 21- day report sent to the New Mexico Higher Education Department by the Office of Institutional Analytics.

Table 1 – Enrollment by Sex and Ethnicity of Students Admitted into Program

Sex	Ethnicity	2006	2007	2008	2009	2010	2011	2012	2013
Female	Hispanic	1	1	0	1	1	2	0	0
Female	American Indian/Alaska Native	11	10	10	11	9	12	16	13
Female	Asian	0	0	0	0	0	0	0	0
Female	Black/African American	0	0	0	0	0	0	0	0
Female	Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0
Female	White	1	1	1	1	1	0	1	1
Female	Two or More Races	0	0	0	0	0	1	0	0
Female	Race/Ethnicity Unknown	0	0	0	0	0	0	0	0
Female	International	0	0	0	0	0	0	0	0
	Total	13	12	11	13	11	15	17	14
	Percent Minority	92.3%	91.7%	90.9%	92.3%	90.9%	100.0%	94.1%	92.9%
Sex	Ethnicity	2006	2007	2008	2009	2010	2011	2012	2013
Male	Hispanic	0	0	1	0	1	1	1	1
Male	American Indian/Alaska Native	9	9	11	9	10	7	5	7
Male	Asian	0	0	0	0	0	0	0	0
Male	Black/African American	0	0	0	0	0	0	0	0
Male	Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0
Male	White	2	2	1	1	0	0	0	0
Male	Two or More Races	0	0	0	0	1	1	0	0
Male	Race/Ethnicity Unknown	0	0	0	0	0	0	0	0
Male	International	0	0	0	0	0	0	0	0
	Total	11	11	13	10	12	9	6	8
	Percent Minority	81.8%	81.8%	92.3%	90.0%	100.0%	100.0%	100.0%	100.0%

Table 1 – Enrollment by Sex and Ethnicity of Students Admitted into Program

Sex	Ethnicity	2006	2007	2008	2009	2010	2011	2012	2013
M & F	Hispanic	1	1	1	1	2	3	1	1
Combined	American Indian/Alaska Native	20	19	21	20	19	19	21	20
	Asian	0	0	0	0	0	0	0	0
	Black/African American	0	0	0	0	0	0	0	0
	Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0
	White	3	3	2	2	1	0	1	1
	Two or More Races	0	0	0	0	1	2	0	0
	Race/Ethnicity Unknown	0	0	0	0	0	0	0	0
	International	0	0	0	0	0	0	0	0
	Total	24	23	24	23	23	24	23	22
	Percent Minority	87.5%	87.0%	91.7%	91.3%	95.7%	100.0%	95.7%	95.5%

Source: UNM Office of Institutional Analytics

4B. Provide an analysis of enrollment trends, persistence, and graduation trends. (HLC 4.C).

Program Requirement Required Core Courses in Major: 18 credit-hours

- NATV 150 Introduction to Native American Studies
- NATV 250 Sociopolitical Concepts in Native America
- NATV 251 Research Issues in Native America
- NATV 300 Research Methods in Native American Contexts
- NATV 351 Individual Study **OR** NATV 352 Internship
- NATV 474 Traditions of Native American Philosophy

Each of these courses have been separated by semesters, faculty and location (Albuquerque – Main campus, Branches: Gallup, Farmington, Taos, Valencia and Los Alamosa).

NAS Course Enrollment data

Each course varies in enrollment each year. For example our NATV 150: Introduction to Native American Studies course has shown fluctuating enrollment throughout the academic years. In some cases, NATV 150 is taught more than once each semester. Also, NATV 150 is taught to incoming freshman during the summer with American Indian Student Services Bridge Program (Table 2). The tables below show enrollment data for each of our core, required courses.

Table 2. NATV 150 Total Enrollment from 2006-2013

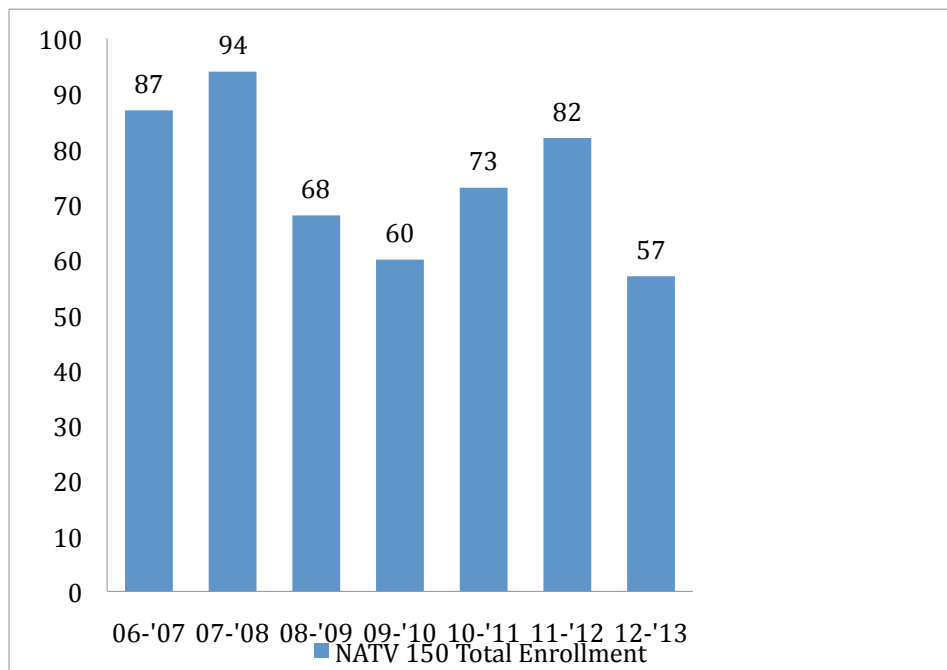
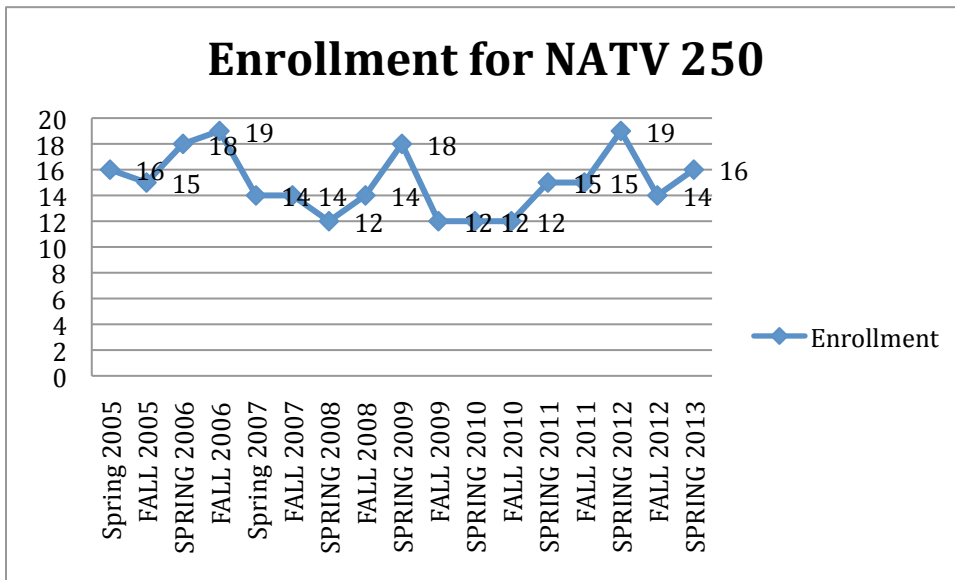


Table 3 shows NATV 250 is offered every Spring and Fall semester. Also, NATV 150 Introduction to Native American Studies is a pre and co-requisite to NATV 250. The course focuses on regional, national, and international laws and policies impacting sovereign Native American nations and communities. NATV 150 and 250 are foundational course for the upper-level core, required courses.

Table 3. NATV 250 Sociopolitical Concepts in Native America



Tables 4-8 provide enrollment data for each of the upper-level core, required courses. Table 4 shows NATV 251 Research Issues in Native America is offered almost every Fall and Spring semester. This course is not offered during the summer sessions. The NATV 251 is a pre-requisite for NATV 300 Research Methods in Native American Contexts. It is offered based on student need for completing their NAS requirements.

Table 4. NATV 251 Research Issues in Native America

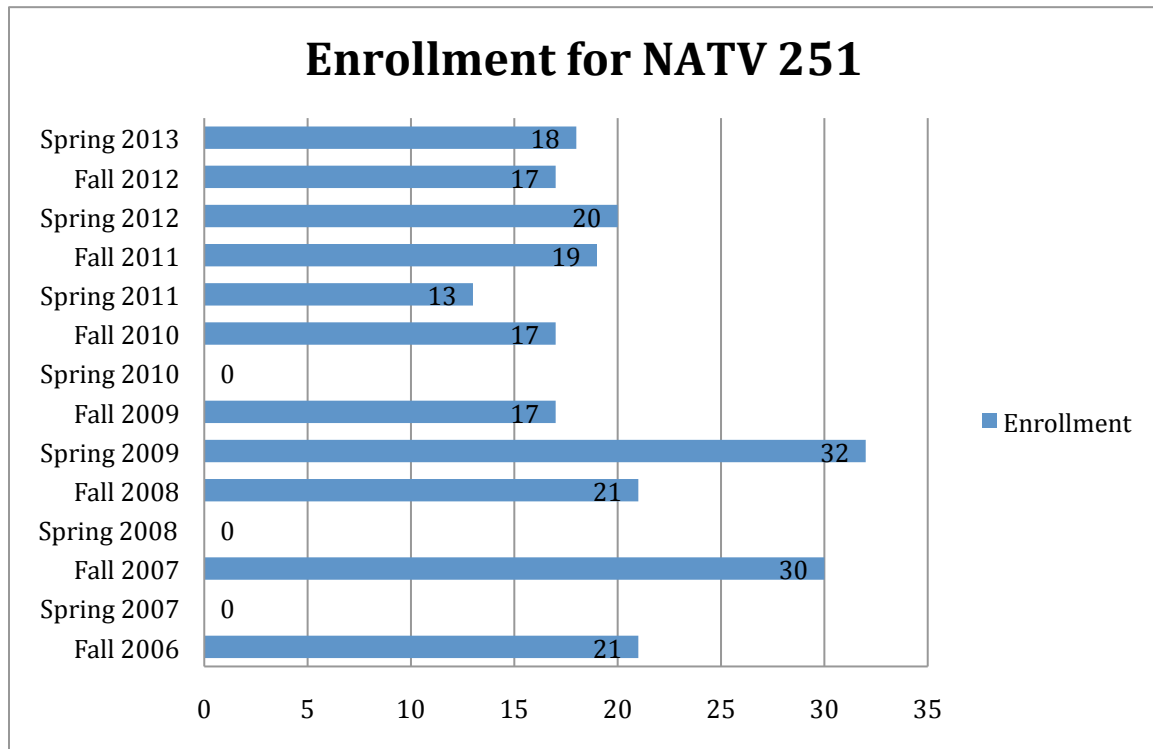


Table 5 shows that NATV 300 is offered every Spring Semester. NATV 300 is not offered during the summer semester. NATV 300 is only offered in Fall semester if there is a high demand and for meeting students graduation timelines.

Table 5. NATV 300 Research Methods in Native American Contexts

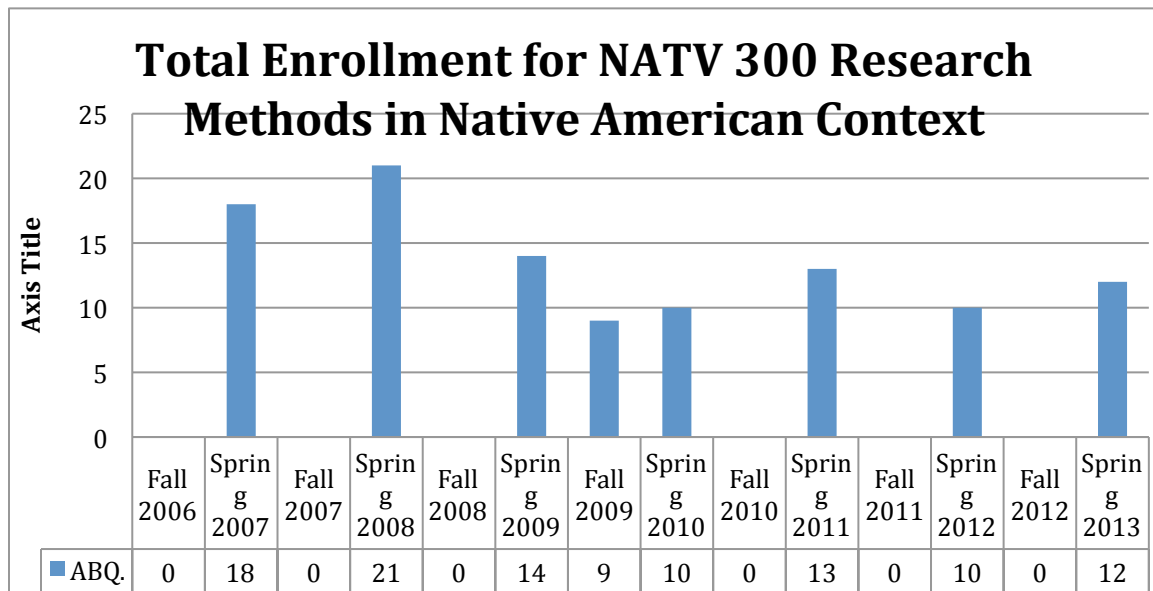


Table 6 shows that since Spring 2005, NATV 351 Individual Study is offered every Fall and Spring. The NAS students request from the NAS faculty to guide them with a research project.

Table 6 NATV 351 Individual Study

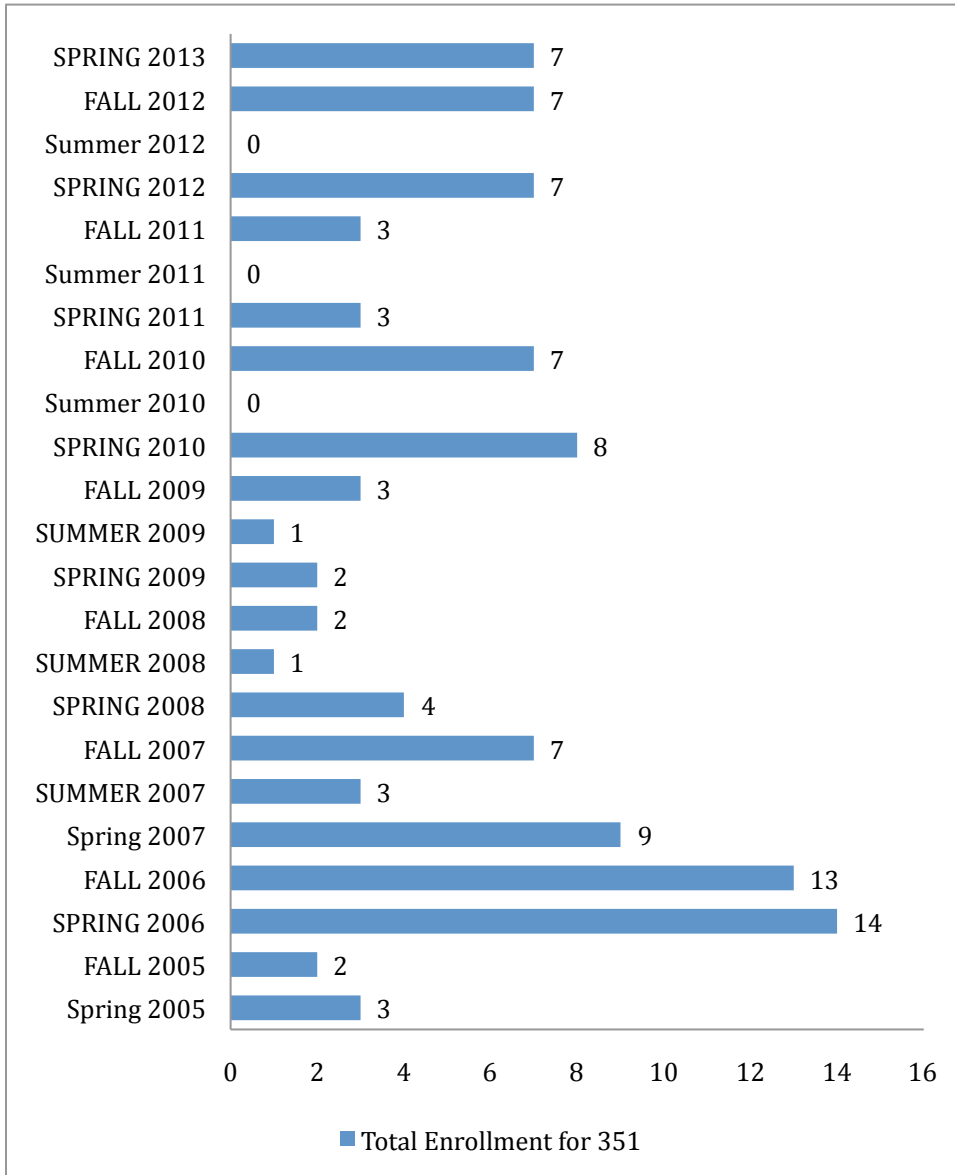


Table 7 shows the number of NAS students who have taken NATV 352 Internship and have worked in the local community or with local organizations. Students enrolled in NATV 351 or 352 present their work at the end of each semester.

Table 7 NATV 352 Internship

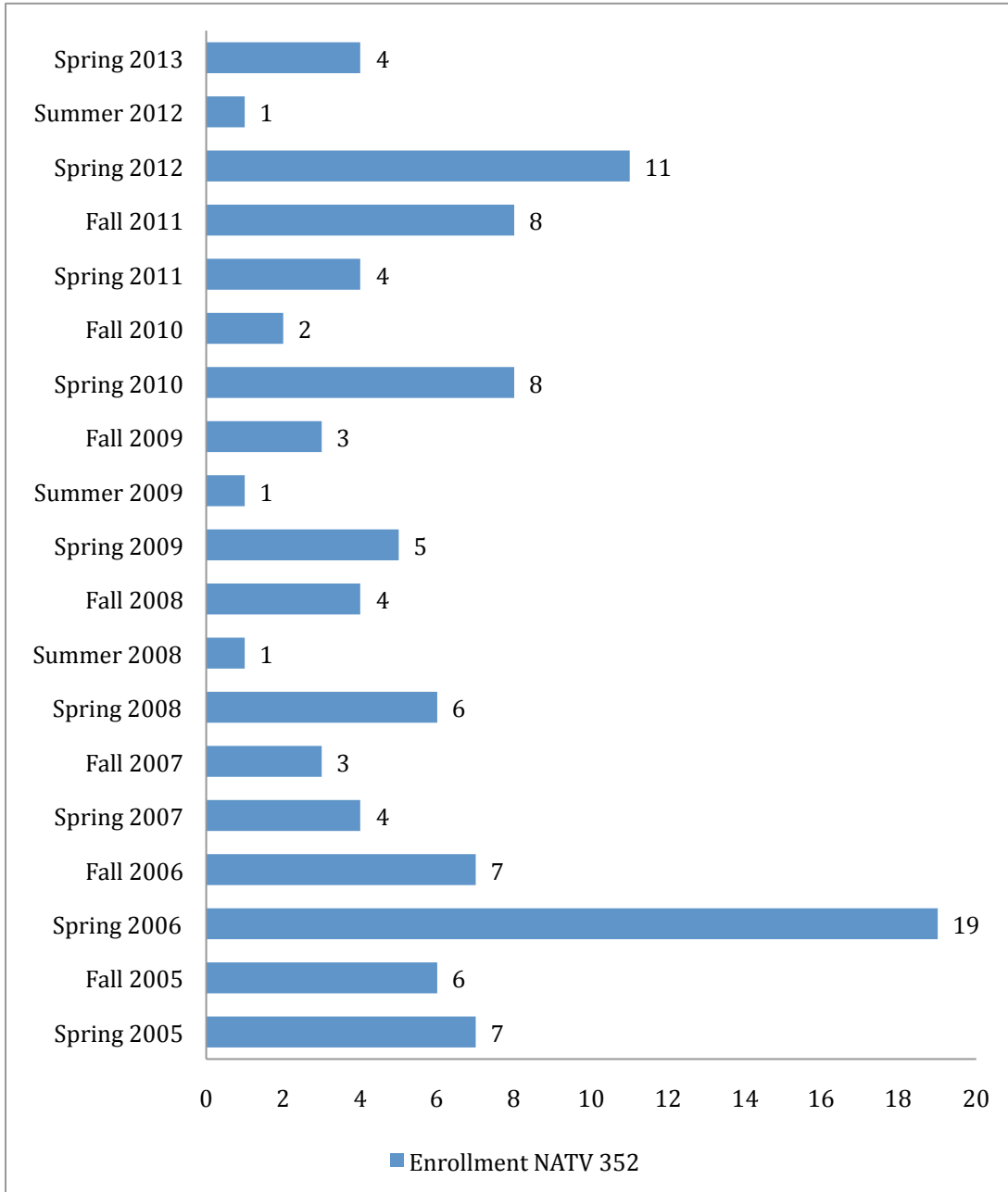
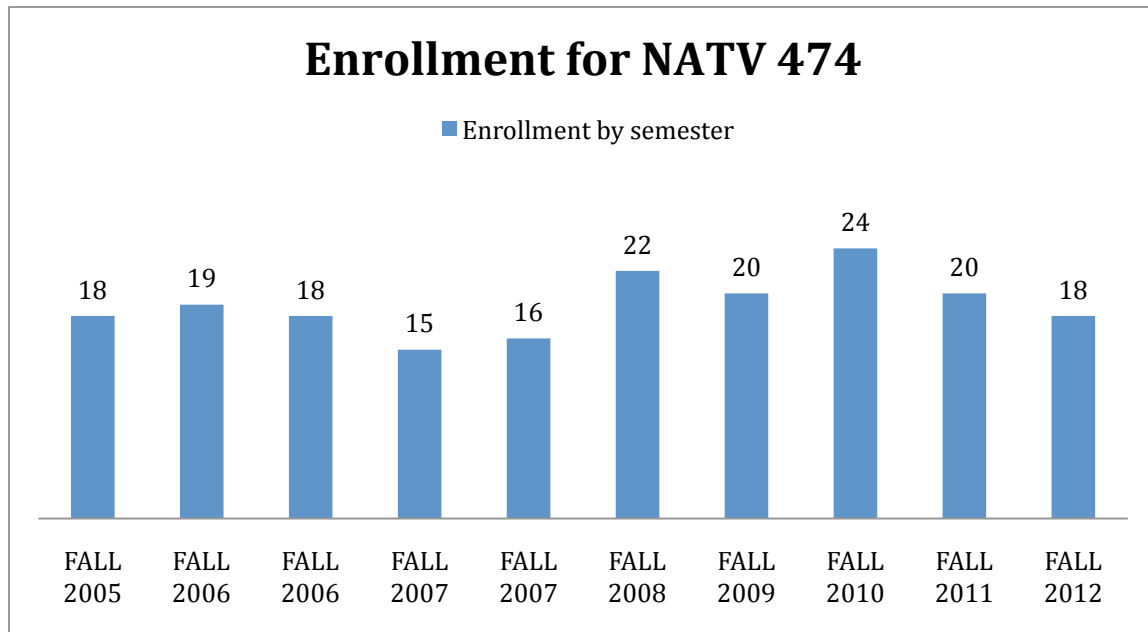


Table 8 shows NATV 474 Traditions of Native American Philosophy is offered every Fall semester. It is the capstone course for NAS majors.

Table 8 NATV 474 Traditions of Native American Philosophy



Office of Institutional Analytics (OIA) reports and NAS Enrollment Status Reports

The projected numbers from the OIA reports generated by UNM’s Office of Institutional Analytics indicate a lower number of enrollment for several years compared to in-house NAS data. The OIA reports collect enrollment data of students who are majoring in NAS at the 21-day mark of each semester. OIA also collects student credit hours generated by students enrolled in NAS courses at the end of each semester. NAS data projects the end-of-semester overall enrollment based on student credit hours. This data is collected from the Office of the Registrar.

Additionally, there are some critical issues with cross-listed course with the NAS program. After careful review, NAS has found the following challenges:

- It appears various home departments have sometimes not directly requested from NAS to cross-list their courses with NAS. Yet, we found some of these courses were approved for cross-listing by another entity, perhaps. Those students who enrolled in these courses were not counted by NAS as we were not aware of them.
- Of those home departments who have been approved by NAS to cross-list their courses, NAS enrollment numbers in those courses do not match the submitted form to the Registrar. The home department may not provide correct course enrollment numbers to the registrar’s office.

Therefore, NAS needs additional assistance to examine these critical issues since the UNM Office of Institutional Analytics data and the NAS Enrollment Status Report data often do not align with each other.

Table 9 below shares the data NAS has collected from the Office of the Registrar. This data is identified by (ESR). The data prior to 2008-2009 or without (ESR) listed was hand-counted by NAS staff.

Table 9. NAS Enrollment Status Report (ESR) from 2004-2013

UNM Semesters	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Fall	ND	ND	1017	784	807 (ESR)	600 (ESR)	682	730 (ESR)	963 (ESR)
Spring	ND	ND	804	748	714 (ESR)	760 (ESR)	774 (ESR)	675	612 (ESR)
Summer	ND	117	177	96	132 (ESR)	162 (ESR)	144	90 (ESR)	119 (ESR)
NAS Enrollment Status Report (total FT credit hours)	ND	117	1998	1628	1,653	1,522	1,600	1,495	1,694

Collected from the Office of the Registrar

Table 10 below shows a comparison of NAS collected data (shared in table 9) and the data provided by the Office of Institutional Analytics.

Table 10. NAS ESR vs. UNM Institutional Analytics

UNM School Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
NAS Enrollment Status Report (total FT credit hours)	ND	117	1,998	1,628	1,653	1,522	1,600	1,495	1,694	1,484
UNM Office of Institutional Analytics (total FT credit hours)	1,698	2,150	2,154	1,766	1,614	1,478	1,600	1,585	1,027	*843
Differences from NAS ESR data		(-) 2033	(-) 156	(-) 138	(+) 39	(+) 44	0	(-) 90	(+) 667	(+) 641

*Fall semester only

It appears from these tables that credit hours captured by OIA and by the Registrar for NAS enrollment status reports are not aligned and miscounted in some years or semesters, accounting for the discrepancies in data figures.

However, enrollment in NAS courses is relatively consistent. Credit hours generated by students generally fluctuates steadily between about 1450 and 1750 in the last six years.

Enrollment of NAS Majors: 2004-2013

The tables below show the numbers of students who have declared NAS as their Major. The figures in the upper level of the table are students who are “holding” in University College, meaning, they have declared NAS as their major, but they have not fulfilled all of the admission requirements to be admitted to the program. Prior to Fall 2014, those requirements included: NATV 150, 250, 251, ENG 102.

The figures in the lower section of the table are students who have declared NAS as their Major and who have completed all admission requirements. They are fully admitted to the program.

Table 11. Fall Enrollment by Major and level from 2004 to 2013. The data shows only the NAS students who declared major in the Native American Studies program.

Undergraduate Students in University College with Declared Major in Discipline										
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Year 1: Freshman	0	0	0	2	1	0	2	1	2	1
Year 2: Sophomore	0	0	1	3	6	2	2	2	3	2
Year 3: Junior	0	0	0	6	2	3	3	6	1	5
Year 4: Senior	0	2	4	1	2	1	1	4	2	2
Total	0	2	5	12	11	6	8	13	8	10

Undergraduate Students with Declared Major Admitted to Major College										
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Year 1: Freshman	0	0	1	0	0	0	0	0	0	0
Year 2: Sophomore	0	0	2	1	0	1	0	0	1	2
Year 3: Junior	0	0	11	4	4	10	6	4	5	5
Year 4: Senior	0	0	10	18	20	12	17	20	17	15
Total	0	0	24	23	24	23	23	24	23	22

Data source:
UNM Office of
Institutional
Analytics:

NAS serves a large number of students who are earning Minor degrees in NAS. In total, there have been over 400 students minoring in NAS since 2006. Table 12 below shows the number of students by ethnicity. Like our Majors, most of our students earning Minor degrees are American Indian. The second largest number of students identify as Hispanic.

Table 12 NAS Minor Enrollment and Ethnicity

Academic Year	American Indian	Black or Afro American	Hispanic	Non-Res Alien	Race/Ethnicity Unknown	Two or More Races	White	Total
2006	27	0	3	0	0	0	4	34
2007	40	0	2	0	0	0	2	44
2008	1	0	0	0	0	0	0	1
2009	36	1	1	0	1	0	0	39
2010	37	0	4	0	0	2	0	43
2011	51	0	7	1	0	1	2	62
2012	55	0	10	1	1	2	1	70
2013	91	0	15	0	1	5	2	114
Total	338	1	42	2	3	10	11	407

Data source: UNM Office of Institutional Analytics

Table 13 below breaks down our Minor degree students by gender. Similar to our Major students, we serve more females than males.

Table 13. NAS Minor by Gender

Academic Year	Female	Male	Total
2006	23	11	34
2007	33	11	44
2008	1	0	1
2009	22	17	39
2010	24	19	43
2011	37	25	62
2012	53	17	70
Total	193	100	293

Data source: UNM Office of Institutional Analytics

NAS has many non-traditional students. Most NAS students have transferred from tribal colleges, community colleges, UNM branch campuses, and other universities. This variety of student backgrounds is also observed among those who attend school full-time or part-time or who switch their status periodically. However, most NAS students are full-time students. Table 5 shows students who declared NAS majors by their full-time and/or part-time status.

Table 14. Full-Time/Part-Time Enrollment by Level of students admitted to program from Fall 2004-Fall 2013.

Level	FT-PT	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Undergrad	FT	0	0	23	19	20	20	20	19	19	18
Undergrad	PT	0	0	1	4	4	3	3	5	4	4
Undergrad	Total	0	0	24	23	24	23	23	24	23	22

Data source: UNM Office of Institutional Analytics

4C. Provide a description of program advisement for students. (HLC 3.D.3)

Since the fall of 2005 the Native American Studies program has been responsible for the advisement, recruitment, retention and graduation of students in the Native American Studies major and minor degree programs. Native American Studies developed the program requirements for both the major and minor as outlined in the UNM Catalog and in the LOBO Trax degree audit utilized by the NAS faculty advisor, the Director of University Advisement, and the University Advisement Center senior academic advisor and NAS major and minor students.

NAS student advising continues to be a priority program recommendation. Since the fall of 2005, Mary K. Bowannie, NAS Lecturer II, has served as the point person for NAS advising. Also, in December of 2007, the University Advisement Center and Native American Studies negotiated and agreed to the part time advising assistance from Ms. Margaret Lumpmouth, University Advisement Center senior academic advisor, in the Native American Studies department. Ms. Lumpmouth's salary was offset by Native American Studies depending on the number of hours she was available.

Ms. Lumpmouth has assisted Ms. Bowannie and the department in the areas of advisement, NATV major graduation data maintenance, and LoboTrax Degree audit monitoring. She also assisted Vanessa Harris, Director of University Advisement, in the NATV major degree graduation exit audits required for graduation verification, and eventual graduation certification by the Office of the Registrar. Assistance from Ms. Lumpmouth, averaged on a weekly basis from 2 to 16 hours a week, depending on funding availability since December 2007.

Advising collaboration, between Ms. Bowannie and Ms. Lumpmouth, has allowed the NAS major degree program admittance process to be streamlined and a clear pipeline for students to move from their respective holding college to the degree granting college and the Native American Studies department. The streamlined process has improved program recruitment, advisement and retention.

Currently, Marlene Hernandez, University Advisement Center Senior Academic Advisor, has been assigned to advise incoming UNM freshman and new transfer students who are interested in admission to the Native American Studies major degree program. Ms. Hernandez does not hold any advising hours in the department and her salary is not compensated in anyway by the department.

Also, effective summer 2014, Laura Valdez, University Advisement Center Senior Program Manager, will now verify the Native American Studies majors graduation status prior to certification by the Office of the Registrar. Mateo Sanchez, NAS Program Coordinator, has taken over NAS advisement duties previously administered by Mary K. Bowannie, NAS Lecturer II.

The triad relationship between the NAS departmental advisor, the University Advisement Center senior academic advisor, and the University Advisement director has proved to be a model of collaboration on all advisement fronts to ensure the successful graduation of the Native American Studies majors.

Graduation Advisement

NAS majors and minors work closely with the NAS faculty advisor, the University Advisement director (now the University Advisement Center senior program manager), and the University Advisement Center senior academic advisor, throughout their undergraduate career to ensure they graduate in a timely manner, and understand the undergraduate exit process.

Graduation Workshop

Since fall of 2011, all NATV-US majors and NATV minors, who have earned 80 total hours and above, are required to attend the Native American Studies Graduation Workshop, as created and coordinated by the Native American Studies faculty advisor.

The workshop was created to ensure pending NATV-US majors and minors are informed of the graduation process and the completion of their Native American Studies major degree program. In the workshop the students learn about how to apply their NAS undergraduate degree to future career and academic graduate school choices. Also, presentations on professionalism, career building skills, and the financial aid exit process for undergraduate students, and information on graduate school funding are made to the students.

4D. Describe any student support services that are provided by the unit. (HLC 3.D.1)

NAS faculty and staff offer academic support to our students through our courses, office hours, advisement, and continuous informal support. We also offer communal/cultural support by organizing social events (potlucks, gatherings) with our students and by acknowledging and respecting their communal/cultural obligations in their communities. Other more formal/organized forms of support include our financial scholarships, sponsorship of student clubs, and our convocation ceremony.

Financial Support for NAS Undergraduates

In Spring 2010 - 2011, Native American Studies had the opportunity to award \$18,000 in scholarships from endowment revenues received from UNM Foundation gifts for Native American student scholarships.

NAS awards numerous scholarship for NAS majors, minors, Native American graduate and undergraduate students:

- Spring 2014 awards: \$500.00 each to 4 NAS Majors and \$300.00 each to 7 NAS Minors.
- Fall 2012 awarded: 6 Native American undergraduates.
- Academic Year 2011-2012: 6 Native American Ph.D. fellowships.
- Spring 2011 awards: 8 Emergency Awards, 1 NAS Major and 2 NAS Minors.
- Fall 2010 awards: 2 NAS Majors and 4 NAS Minors
Academic Year 2010-2011 Awards: 10 NAS Majors and 2 NAS Minors.

NAS hosts student organization meetings and/or NAS faculty sponsor

- **Native American Studies Indigenous Research Group (NASIRG)-** Undergraduate/graduate student organization – created by NAS students, supported by NAS and NAS faculty sponsor
- **Diné Club** - Undergraduate student organization – NAS faculty sponsor for five years

- **KIVA Club** – UNM student organization including community members – NAS program support
- **Society of Native American Graduate Students-** Graduate student organization – NAS faculty sponsor and program support
- **Indigenous Scholars in Dialogue for Critical Consciousness (ISDCC) -** Faculty/graduate student reading group – NAS program support.

Native American Studies Annual Convocation Ceremony- The annual convocation ceremony is held in May of each year honoring graduates receiving the Bachelor of Arts degree in Native American Studies and recipients of the minor. Since, NAS has made a commitment to honor its' graduates prior to and separate from the larger UNM Commencement Ceremony. The NAS Convocation includes a reception and recognition by the Native American Studies faculty, staff, community members, and affiliated UNM faculty and staff, all who have been instrumental in supporting the students and their families. Native American Studies also awards departmental honors to the NAS graduating majors who have earned a 3.75 GPA or higher on all their Native American Studies course work.

A short keynote address is presented by an invited guest. Previous keynote speakers have included Dennis Banks (Ojibway- Activist); Lynda M. Lovejoy (Diné - New Mexico State Senator); Alvin Warren (Santa Clara – Cabinet Secretary, NM Indian Affairs Department); Kara Bobroff (Navajo/Lakota – Native American Community Academy); Aprell Rae Emerson (Diné - NAS/UNM Alumna 2007, Navajo Nation Background Investigations Office); Regis Pecos (Cochiti Pueblo - Chief of Staff, New Mexico State Legislature); Ray Begaye (Navajo - New Mexico State House of Representatives; Dr. Ferlin Clark (Assistant Secretary for Indian Education of New Mexico State Public Education Department); Dr. Sherry Allison (President, Southwest Indian Polytechnic Institute).

4E. Describe any student success and retention initiatives in which the unit participates. (HLC 4.C)

Student success and retention begin with recruitment strategies as outlined in section 4A. Mateo Sanchez is creating a formal student success and retention plan. However, in the past, NAS has relied on our personal relationships and interventions with our students in advising, in our courses, and in working with them one-on-one to promote their success and retention. We also refer students to UNM's resources and activities related to student success and retention.

There has been a consistent increase in interest related to the Native American Studies program with enrollment growing from only seven minors during the 2001-2002 academic year to over 165 majors and minors for the 2013-2014 academic year.

The first graduating NAS class in 2005-2006 was 12 majors and minors. The second graduating class in 2006-2007 was comprised of 14 majors and minors. The third and

fourth graduating classes in December 2007 and May 2008 totaled 42 graduates for an accumulated total of 68 graduates for the three years since the implementation of the BA degree. There were 27 students who graduated from the program in May at the end of the 2008-2009 academic year. It is anticipated that the size of the graduating classes will gradually increase in subsequent years with the influx of students from Gallup and other UNM Branch campuses. The NAS program currently offers approximately 22 courses per semester taught by core faculty, adjuncts and affiliated faculty serving from 400-500 total students per year. The table below shows the number of students awarded a Bachelor of Arts degree in NAS from 2006-07 to 2013-14.

Table 15. Number of NAS students awarded a Bachelor of Arts Degree by year

NAS students awarded BA	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
# of Majors	6	8	14	7	8	14	12

Data Source: Office of Institutional Analytics

4F. Describe where graduates of each program are typically placed. Describe efforts to measure the success of program graduates and the results of those measures. (HLC 4.A.6)

As of Spring 2014, NAS has graduated over 80 students with BA degrees in NAS and over 165 students total with BA degrees and minor degrees.

Many NAS alumni have been admitted into M.A., Ph.D. and J.D. programs throughout the U.S. including international programs in Canada. Their research focus include a wide range of topics related to their communities and Indigenous Peoples . Our graduates have entered graduate programs in over 20 fields, such as education, law, history, community and regional planning, public administration, American studies, sociology, hydrology, anthropology, comparative literature and cultural studies and others.

In addition, many students use their NAS degrees towards careers in their communities and beyond. Students work in non-profit agencies, tribal, state, and federal government agencies, and in the business sector. For example, some of the places of employment of our graduates include: American Indian Graduate Center, Bernalillo Public Schools, Center for World Indigenous Research, UNM’s Center for Health Policy, Eastern Navajo Dine against Uranium Mining, Native American Community Academy, Pueblo of Cochiti Higher Education, White Earth Land and Recovery Project, and White Rock Navajo Chapter House.

The following NAS alumni shared their achievements during the 13th Annual Viola Cordova Symposium in Spring 2013:

- Natahnee Winder received a Bachelor of Arts in Native American Studies with a concentration in Nation Building and Leadership as well in Sociology with an emphasis in Social Welfare from the University of New Mexico. Currently, she is

- a doctoral student in Sociology at the University of Western Ontario. Natahnee's doctoral research will focus on a comparison of Indigenous university students' perspectives on boarding school systems in Canada and the United States and their effects on intergenerational trauma. In addition, to being a student, she is working with the London N'Amerind Friendship Center, which supports the urban Indigenous population and serves as a Teaching Assistant for the Department of First Nations Studies.
- Ken Lucero serves as a Co-chair of the former All Indian Pueblo Council's Health Committee and is the Zia Pueblo representative to the Indian Health Service, Albuquerque Service Unit Indian Health Board. His latest appointment is to the US HHS Secretary's Tribal Health Advisory Committee. Currently, Mr. Lucero is the founding director for the Robert Wood Johnson Center for Native American Health Policy at UNM. In addition, he has been accepted into the Arizona State University, School of Social Transformation Pueblo Ph.D. program.
 - Lyle Begay is an Engineering Intern Technician with the Navajo Division of Transportation. He was born and raised in Navajo land and graduated from St. Michaels Indian School in 2003. He attended the UNM's Summer Introduction to Math, Engineering & Science (SIMES) Bridge Program with a focus on engineering applications. He was involved with student organizations such as KIVA Club and AISES in promoting Indigenous self-reliance and STEM education. He also interned with NASA-BOEING, US Army Corps of Engineers and the Native American Community Academy (NACA). After he graduated from UNM in 2012, he was certified by the state of New Mexico as an Engineer-in-Training and was hired on by the newly formed Navajo Division of Transportation. Currently, he is a Project Engineer under the Department of Roads working with road improvement and maintenance projects.
 - Dina Gilia-Whitaker is a Research Associate for the Center for World Indigenous Studies, freelance writer and regular contributor to the Indian Country Today Media Network and Native Peoples Magazine. She recently attended the North American Indigenous Peoples Caucus preparatory meeting for the World Council on Indigenous Peoples to be held in the General Assembly of the United Nations in 2014. She continuously works with tribes at tribal, state, and international levels.
 - Shynoke Ortiz is a Senior Student Program Advisor with the UNM -Minority Access to Research Careers Program. She is also pursuing her Masters degree in Community & Regional Planning (CRP) at UNM. She has been a member of the KIVA Club and AICAE (American Indian Council of Architects & Engineers). Her interest is to work with Native communities which led her to a summer internship with the Indian Land Tenure Foundation. Currently, she is beginning work with the community in Tohatchi, NM. She is passionate about working with Native communities and applying what she learned from NAS into her Master's program at CRP.

The NAS alumni continue to share their professional experiences with NAS faculty. These alumni inspire current NAS students by telling their stories on how NAS has benefitted him personally, his career, and his community. Michael Eldon Brown, 2012 NAS Alumni, shared a testimony related to how his NAS degree played a major part in his professional career (Appendix F). These alumni come to the NAS convocations and volunteer their time by presenting their work and stories at symposiums and in NAS courses.

The efforts to measure the success of our graduates have not been large scale due to limited staffing to devote time to this type of initiative. We learn about our graduates from their own self-reports to us and from occasional basic inquiries by NAS staff. Mary Bowannie and Margaret Lumpmouth conducted a presentation at the Spring 2013 Advising Institute where they gathered much of this data about our alumni. This type of work will be continued by our Program Coordinator, Mateo Sanchez.

Criterion 5: Faculty

The faculty associated with the unit's programs should have appropriate qualifications and credentials. They should be of sufficient number to cover the curricular areas of each program and other research and service activities. (Differentiate by program where appropriate.)

5A. Describe the composition of the faculty and their credentials. Provide an overall summary of the percent of time devoted to the program for each faculty member and roles and responsibilities within each program. (HLC 3.C.1, HLC 3.C.2)

Native American Studies faculty at UNM are actively engaged in academic activities and service at the local, national, and international levels that contribute to UNM's stature while positively supporting Native American communities and Indigenous peoples:

- Dr. Cajete's has taken a leadership role in promoting and establishing inter/nationally Indigenous science curricula. He has lectured at colleges and universities in the U.S., Canada, Mexico, New Zealand, England, France, Italy, Japan, Russia, Bhutan, Ecuador, Peru, Bolivia, and Taiwan.
- Dr. Tiffany Lee's work in secondary education to promote culturally and linguistically responsive education and access of Native American high school youth to college opportunities. She has served as a founding board member of Native American Community Academy in Albuquerque;
- Dr. Beverly Singer's work as an award-winning documentary filmmaker and Native film scholar has been significant in promoting the use of films made by Indigenous peoples nationally at colleges and universities. She works with Indigenous communities in Africa and Latin America in supporting their own filmmaking;
- Dr. Lloyd Lee serves in several key roles serving on the Navajo Studies Conference board, Director for IFAIR, UNM Provost Diversity Council, Tony Hillerman Portal Advisory Group and as editor of book reviews for the renowned national publication *American Indian Quarterly*;
- Dr. Minthorn's support of the Native American college student success is highlighted by her service as a board member to the National Indian Education Association and the National Indian Youth Council. She has initiated an organization dedicated to Kiowa Studies; and
- Mary Bowannie is an award-winning Native American journalist whose credits include a 2012 McCormick Foundation Reporting Institute fellow, a New England Center for Investigative Reporting, National Conference for Media Reform Scholarship Awardee. She is active with the New Mexico Academic Advising Association and while at UNM produced the only professionally university student produced Native American newspaper, *Dawn of Nations Today* that has been online since 2014;

The primary efforts of the NAS faculty is meeting the underserved needs of UNM-based

Native American students and communities in addition to outreach to New Mexico tribes

Faculty areas of expertise – status with NAS

Faculty	Tribal affiliation	Areas of expertise	FT/PT status with NAS - % with NAS
Associate Professor			
Gregory Cajete, Director of Native American Studies	Santa Clara Pueblo	American Indian Education – Science, Indigenous Epistemology	PT (joint appointment with College of Education – Department of Language, Literacy and Sociocultural Studies); 31%
Tiffany Lee, Associate Director of Native American Studies	Diné and Lakota	Indigenous education, educational self- determination, and language socialization experiences.	FT 100%
Beverly Singer	Santa Clara Pueblo and Diné	Native American film and video: Indigenous research methods; visual anthropology.	PT (joint appointment with Anthropology); 50%
Lloyd Lee	Diné	Indigenous and Navajo identity, Indigenous and Navajo masculinities, Navajo transformative research, Indigenous leadership development, and Indigenous community building.	FT 100%
Assistant Professor			
Robin Minthorn	Kiowa, Apache, Nez Perce, Umatilla and Assiniboine	Higher Education and Indigenous Leadership	PT (joint appointment with College of Education – Educational Leadership); 50%
Lecturer II			
Mary K. Bowannie	Zuni and Cochiti	Journalism, media and politics	FT; 100% (Adjunct as of August 2014)

The table below provided by the UNM Office of Institutional Analytics shares the credentials of NAS faculty for the academic years from 2004 to 2013. Additional information is shown in Appendix G. It includes NAS faculty and lecturers' time spent in NAS as a post-doctoral fellow, temporary part-time faculty, temporary faculty, assistant professor to associate professor.

Table 16. Credentials of NAS Faculty from 2004-2013

Degree	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Bachelor										
Masters	1	1	1	1	1	1	1	1	1	1
Ed Specialist										
MFA										
Doctorate	3	3	3	4	4	4	4	4	5	5
Professional Doctorate										
Total	4	4	4	5	5	5	5	5	6	6

Data Source: UNM Office of Institutional Analytics

Table 16 below shares the gender and ethnicity of NAS faculty. It is important to recognize we are one of few programs across the country that has an all Native American faculty and staff.

Table 17. Gender and ethnicity of NAS faculty

Ethnicity	Sex	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Hispanic	F										
Hispanic	M										
American Indian/Alaska Native	F	3	3	3	3	3	3	3	3	4	4
American Indian/Alaska Native	M	1	1	1	2	2	2	2	2	2	2
Asian	F										
Asian	M										
Black/African American	F										
Black/African American	M										
White, non-Hispanic	F										
White, non-Hispanic	M										
Native Hawaiian/Other Pacific Islander	F										
Native Hawaiian/Other Pacific Islander	M										
Two or More Races	F										
Two or More Races	M										
Race/Ethnicity Unknown	F										
Race/Ethnicity Unknown	M										
International	F										
International	M										

Faculty Biographies

Gregory Cajete, Ph.D. is a Tewa Indian from Santa Clara Pueblo, New Mexico. Currently, he is Director of Native American Studies (one third time) and an Associate Professor in the Division of Language, Literacy and Socio cultural Studies in the College of Education (two thirds time) at the University of New Mexico. He has served as a New Mexico Humanities scholar in ethno botany of Northern New Mexico and as a member of the New Mexico Arts Commission. He specializes in teaching about the design and implementation of culturally responsive science education curricula for Indigenous populations. He also focuses upon Indigenous epistemology and creating sustainable community as a basis for Native American studies. He has lectured at colleges and universities in the U.S., Canada, Mexico, New Zealand, England, Italy, France, Japan, Russia, Bhutan, Taiwan, Ecuador, Peru, and Bolivia. Has authored seven books: *Look to the Mountain: An Ecology of Indigenous Education*; *Ignite the Sparkle: An Indigenous Science Education Curriculum Model*; (ed.) *A People's Ecology: Explorations in Sustainable Living*; *Native Science: Natural Laws of Interdependence*; *Spirit of the Game: An Indigenous Wellspring*; (co-author) *Critical Neurophilosophy and Indigenous Wisdom*; *A Call for Indigenous Education: Returning to Our Communal Ways*.

Tiffany S. Lee, Ph.D. (Diné /Lakota) is from Crystal, New Mexico, located on the Navajo Nation. She is Dibé Łizhiní (Blacksheep) and born for Naafaní (Lakota). She is currently an Associate Professor (promoted with tenure in 2011) and the Associate Director of Native American Studies at the University of New Mexico. She received her doctorate in Sociology of Education from Stanford University's School of Education. Her research focuses on Indigenous education, educational self-determination and language socialization experiences. She has several publications in journals and books such as the Journal of American Indian Education, the Journal of Language, Identity, and Education, Wicazo Sa Review, Harvard Educational Review, American Journal of Education, Indigenous youth and multilingualism: language identity, ideology, and practice in dynamic cultural worlds, Studying Diversity in Teacher Education, and Diné Perspectives: Revitalizing and Reclaiming Navajo Thought.

Lloyd L. Lee, Ph.D. is a full-time Associate Professor (promoted with tenure in 2014) in the Native American Studies department at the University of New Mexico. He is a citizen of the Navajo Nation. He is Kinyaa'aanii clan born for Tl'ááschíí. His maternal grandfather's clan is Áshiihí and his paternal grandfather's clan is Tábaahá. He is the Director of the Institute of American Indian Research at the University of New Mexico. He has two books out: *Diné Masculinities: Conceptualizations and Reflections* (North Charleston, SC: Createspace Independent Publishing Platform, 2013) and *Diné Perspectives: Reclaiming and Revitalizing Navajo Thought* (Tucson, AZ: The University of Arizona Press, 2014). His research interests include Indigenous/Navajo thought, Indigenous/Navajo masculinities, Indigenous/Navajo transformative research, Indigenous/Navajo leadership, and Indigenous/Navajo community building.

Robin Minthorn, Ph.D. (Kiowa) is a joint appointment Assistant Professor with the College of Education Department of Educational Leadership and Native American Studies was made for Academic Year 2012-2013. Her dissertation entitled “Indigenizing Leadership Concepts through Perspectives of Native American College Students” at Oklahoma State University in the Educational Leadership and Policy Studies with an emphasis in Higher Education and Public Policy Program and officially receiving her Ph.D. in July 2012. Robin’s research interests include Indigenous leadership perspectives and experiences of Native college students, Indigenous female leaders, and multigenerational perspectives within tribal communities. She was recently elected to the National Indian Education Association (NIEA) board of directors in October 2012 and serves as Secretary on the Executive committee and is a general board member for the National Indian Youth Council (NIYC) in February 2013.

Beverly R. Singer, Ph.D. is Tewa and Diné from Santa Clara Pueblo, New Mexico. She has a joint appointment an Associate Professor of Anthropology and Native American Studies at the University of New Mexico. She received her Ph.D. in American Studies from the University of New Mexico, M.A. in Social Service Administration from the University of Chicago, and documentary film training from the Anthropology Film Center in Santa Fe, NM. She is an award-winning documentary filmmaker and produced the film “Who We Are” for the 2004 opening of Smithsonian National Museum of the American Indian in Washington, DC.

Lecturer II

Mary K. Bowannie, M. A. (Zuni/Cochiti) served as the lecturer in the Native American Studies department focusing on journalism and politics in Native American communities from the fall of 2004 to spring 2014. She incorporated her experiences into the classroom where she had students look critically at the media’s impact on Native America. Her specialties include online instruction in the areas of current events in Indigenous communities, voting and tribal communities, and tribal gaming. She also served as the faculty advisor for the NAS major and minor degree programs since the fall of 2005. Ms. Bowannie now teaches as an adjunct faculty member for NAS, as she is currently pursuing a Masters of Science degree in Colorado.

Adjunct Faculty with UNM-NAS over the last ten years

Benjamin L. Atencio, Ph.D. (Santo Domingo Pueblo)

Course: NATV 385: Indigenous Worldviews
NATV 423: Self-determination and Indigenous human rights

Nanobah Becker, MFA, (Navajo)

Course: NATV 311, Native Americans in Film

Thomas Bird Bear, J.D., (Three Affiliated Tribes: Mandan, Hidatsa, & Arikara)

Courses: NATV 322 Principles of Federal Indian Law
NATV 324 Contemporary Approaches to Federal Indian Law

NATV 325 Tribal Government
NATV 326 Tribal Gaming
NATV 421 Treaties & Agreements
NATV 450 Topics: Indian Civil Rights

Raven Chacon, MFA. (Navajo)

Courses: NATV 411 Indigenous Performing Arts Forum
NATV 422 Indigenous World Music

Larry Emerson, Ph.D., (Navajo)

Course: NATV 480 Native Nation Building

John Gates, J.D., (Cheyenne River Sioux)

Courses: NATV 421 Treaties & Agreement
NATV 423 Self-Determination & Indigenous Human Rights
NATV 450 Topics: Germans and Native Americans

Melissa Henry, M.A. (Navajo)

Course: NATV 311 Native American in Film

Derrick Lente, J.D., (Sandia Pueblo)

Courses: NATV 322 Principles of Federal Indian Law
NATV 324 Contemporary Approaches to Federal Indian Law
NATV 325 Tribal Government

David Lopez Lujan, M.Ed.

Courses: NATV 423 Self-Determination & Indigenous Human Rights
NATV 385 Indigenous Worldview

Georgene Louis, J.D., (Acoma Pueblo)

Course: NATV 322 Principles of Federal Indian Law

Traci L McClellan, Ph.D.

Course: NATV 450 Native American Elders

Jessica R. Metcalf, Ph.D., (Turtle Mountain Chippewa)

Course: NATV 450 Topics: Native American Adornment

Ramona Montoya, Ph.D., (Isleta/San Felipe Pueblos)

Courses: NATV 433 Native American Ecology, Demography, & Disease
NATV 436 Environmental Ethics & Practices in Native America

Tito E. Naranjo, Ph.D., Santa Clara (teaches at the UNM-Taos)

Courses: NATV 450 Native American Spirituality
NATV 474 Traditional Native American Philosophy
NATV 462 Native American Narrative

NATV 477 Archaeology in New American
NATV 322 Principles of Federal Indian Law
NATV 450 Topics: Native people and the courts

Dawn K. Pettigrew, M.Ed.,
Courses: Native American Poetry

William Paul Robinson, Ph.D., M.Ed, (Santo Domingo)
Courses: NATV Topics

Yolanda Teran, Ph. D. (Kichwa)
Courses: NATV 423 Self-Determination & Indigenous Human Rights

Leola Tsinnajinnie, Ph.D., (Navajo)
Courses: NATV 150 Introduction to Native American Studies
NATV 402 Education, Power, & Indigenous Communities

Anne S. Waters, Ph.D./J.D
Courses: NATV 436 Environmental Ethics & Practices in Native America
NATV 450 Topics: Global Indigenous Philosophy

Heather White Man Runs Him, J.D., (Crow Nation)
Courses: NATV 322 Principles of Federal Indian Law
NATV 324 Contemporary Approaches to Federal Indian Law

Carolene Whitman, Ph.D., (Navajo)
Course: NATV 255 Topics: Develop Oral Navajo Language Skills

Patrick Willink, B.A., (Navajo),
Courses: NATV 255 Topics: Art & Virtual Computer App I
NATV 450 Topics: Art & Virtual Computer App II

UNM Affiliated Faculty

Mary Belgrade, Education/LLSS (Emeritus)

J. Anne Calhoun, Education/LLSS

Albert Cherino, School of Management

Jennifer Denetdale, American Studies

Kristina Jacobsen-Bia, Music

Nancy Lopez, Sociology

Glenabah Martinez, Education/LLSS

Rebecca Rigney, School of Management

Carmen Samora, Chicano Studies

Christine Sims, Education/Linguistics

David Stuart, Anthropology

Margaret Connell-Szasz, History
Luci Tapahonso, English
Michael Trujillo, Chicano Studies
Irene Vasquez, Chicano Studies
Melina Vizcaino-Aleman, English
Kathleen Washburn, English
Vincent Werito, Education/LLSS

5B. Provide information regarding professional development activities for faculty within the unit. (HLC 3.C.3, HLC 3.C.4)

The NAS faculty schedules their own professional development activities. All NAS faculty are involved with professional development and continue to increase their knowledge on Native issues. Travel to professional conferences, sabbatical, and specific professional activities are supported for all faculty in NAS.

Native American Faculty Council

The Native American faculty council works in cooperation with the UNM administration, faculty, students, organizations, programs, and college departments for the expressed purpose of promoting quality, culturally responsive education for Native American and all other students who are in the UNM system. In addition, the council promotes Native American faculty development and promotes awareness of Native American faculty issues in the UNM system.

5C. Provide a summary and examples of research/creative work of faculty members within the unit. (HLC 3.B.5)

Faculty Scholarship – Publication (Peer Review Articles, Books, Articles, and Film/Video)

Year	Faculty	Title of publication
2015		Lee, T.S. (in press, expected 2015) The significance of self-determination in socially, culturally, and linguistically responsive (SCLR) education in Indigenous contexts. Brayboy, B.M.J., Faircloth, S., Lee, T.S., Maaka, M., & Richardson, T. (Eds.) <i>Journal of American Indian Education, 1</i>
		Lee, T. S. & McCarty, T. L. (in press) Bilingual/multilingual education and Indigenous peoples. Chapter in W. Wright, S. Boun, & O. Garcia (Eds.) <i>Handbook on Bilingual and Multilingual Education</i> . Hoboken, NJ: Wiley-Blackwell Press
		McCarty, T. & Lee, T.S. (in press) The role of schools in Indigenous cultural and linguistic revitalization. Chapter in W. J. Jacob, S.Y.Cheng, & M.K. Porter (Eds.) <i>Indigenous Education: Language, Culture, and Identity</i> . NY, NY: Springer
In press or (2014)	Tiffany Lee	McCarty, T.L. & Lee, T.S. (2014) Critical culturally sustaining/revitalizing pedagogy and Indigenous education sovereignty. <i>Harvard Educational Review, 84</i> (1), 101-124.
		Lee, T. S. (2014) Critical language awareness among Native youth in New Mexico. Chapter in L. T. Wyman, T. L. McCarty, & S. E. Nicholas (Eds.) <i>Beyond Endangerment – Language in the Lives of Indigenous Youth</i> New York: Routledge.
		Lee, T. S. & Lopez, N. (2014) “You should learn who you are through your culture”: transformative educational possibilities for Native American youth in New Mexico. Chapter in K. Jocson (Ed.) <i>Cultural transformations: youth and pedagogies of possibility</i> . Boston, MA: Harvard Education Press.
		Lee, T.S. (2014)“If I could speak Navajo, I’d definitely speak it 24/7”: Diné youth language consciousness, activism and reclamation of Diné identity. Chapter in L. Lee (Ed.) <i>Diné Perspectives: Navajo Thought in an Era of Colonialism, Critical Issues in Indigenous Studies</i> . Tucson, AZ: University of Arizona Press.
	Gregory Cajete	<i>A Call for Indigenous Education: Returning to Communal Ways</i> . Living Justice Press. St. Paul, Minnesota. (in press).

Year	Faculty	Title of publication
		Thinking the Highest Thought: The Enterprise of Native Science. In <i>Indigenous Spiritualities: Transforming the Spirit of Enterprise</i> . Chellie Spiller and Rachel Wolfgram eds. Information Age Publishers, Advances in Spirituality at Work Series.
		Forward: <i>Dine Perspectives: Revitalizing and Reclaiming Navajo Thought</i> , Lloyd Lee, ed. University of Arizona Press. Tucson, AZ.
	Lloyd Lee	Lee, L. (Editor) (2014) <i>Diné Perspectives: Navajo Thought in an Era of Colonialism</i> , Critical Issues in Indigenous Studies series. Tucson, AZ: University of Arizona Press.
		The role of Diné men in decolonizing and rebuilding the Navajo Nation (revision stage for <i>Wicazo Sa Review</i>).
2013	Gregory Cajete	Contemporary Indigenous Education: Thoughts for American Indian Education in a 21 st Century World in <i>Alternative Forms of Knowing in Mathematics: Celebrations of Diversity in Mathematics Practices in America</i> , Swapna Mukhopadhyay ed. Sense Publisher.
	Tiffany Lee	Bird, C.P., Lee, T.S., & Lopez, N. (2013) Leadership and Accountability in American Indian Education: Voices from New Mexico. <i>American Journal of Education</i> , 119, Special Issue on Leadership in American Indian and Alaska Native Education: Opportunities and Challenges, 539-564.
	Lloyd Lee	Lee, L. (2013) <i>Diné Masculinities: Conceptualizations and Reflections</i> . North Charleston, SC: Createspace Independent Publishing Platform
	Robin Minthorn	Oxendine, D., Oxendine, S. & Minthorn, R. (2013). The Historically Native American Fraternity and Sorority Movement. In Ed(s) Lowe, S., Waterman, S. & Shotton, H. <i>Removing the Asterisk: Native American Students in Higher Education</i> .
	Beverly Singer	The Dirt Roads of Consciousness in <i>Native Americans on Film: Conversations, Teaching, and Theory</i> . M.E. Marubbio and E. Buffalohead, Eds., University of Kentucky Press, 2013.
2012	Gregory Cajete	Creating Sustainable Indigenous Community in a 21 st World in <i>Indigenous Studies and Anthropology: Cultural Politics of a Long Encounter</i> , Joy Hendry and Laara Fitznor eds. Routledge Press.
	Lloyd Lee and Tiffany Lee	Lee, L. & Lee, T. S. (2012) Navajo Cultural Autonomy. Invited submission for a special issue in the <i>International Journal of the Sociology of Language</i> , J. Fishman & O. Garcia (Editors).

Year	Faculty	Title of publication
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	Robin Minthorn	Wanger, S., Williams, R., Weinland, K., Appleman, B., James, M., & Arnold, A. (2012). Native American Student Participation in Study Abroad: An Exploratory Study. <i>American Indian Culture and Research Journal</i> .
	Beverly Singer	To Touch, Plot, and Dream the Il Ngwesi Savannah in <i>Resolutions 3: Global Networks of Video</i> . S. Ma Ming-Yuen and Eriks Suderburg, Eds, University of Minnesota Press.
		<i>Joe Sando: Pah Peh Pueblo Historian</i> , Producer/Director/Editor. 20 min. The story of a Jemez Pueblo historian whose influence is remembered by colleagues, friends and family. Premiered at the Indian Pueblo Cultural Center, 'Joe Sando Symposium.' Films and video.
	Lloyd Lee	Gender, Navajo Leadership, and 'Retrospective Falsification' in <i>AlterNative: An International Journal of Indigenous Peoples</i> Vol. 8, No. 3.
2011	Tiffany Lee	Teaching Native youth, teaching about Native peoples: shifting the paradigm to socio-culturally responsive education. Chapter for A. Ball and C. Tyson (Eds.) <i>Studying Diversity in Teacher Education</i> . Washington, DC: American Educational Research Association.
	Tiffany Lee and Beverly Singer	Jojola, T., Lee, T. S. , Alcantara, A., Belgarde, M., Bird, C., Lopez, N., and Singer, B. (2011) <i>Indian Education in New Mexico, 2025</i> . Contracted by the New Mexico Public Education Department, Indian Education Division.
	Robin Williams-Minthorn	Building Community for the Advancement of Indigenous Student Affairs. In <i>NASPA Excellence in Practice, A Knowledge Communities</i> Publication. Washington, D.C.: NASPA.
Roman Nose, C., Tyner, M. & Williams, R. (2011). ONASHE, Oklahoma Native American Students in Higher Education. in the <i>American Indian Graduate Publication. Vol. 10: 2</i> . Albuquerque, NM: AIGC.		
Shotton, H. & Williams, R. (2011). Unpacking the Issues of Invisibility Among Native American Students. In <i>NASPA Knowledge Communities: Celebrating Ten Years of Educating for Lives of Purpose</i> . Washington, D.C.: NASPA .		
2010	Gregory Cajete	Seven Directions for Creating Culturally Responsive Science Curricula for Indigenous Learners in the <i>Handbook of Critical Indigenous Pedagogy</i> , Norm Dresden ed. University of Illinois Press Summer 2010.

Year	Faculty	Title of publication
		The Spiral of Renewal: Appropriate Indian Education in <i>Leadership and Policy in Indigenous America</i> , Stephen M. Sachs ed. University of New Mexico Fall 2010.
	Tiffany Lee	Lee, T.S. & Quijada Cerecer, P. (2010) (Re)Claiming Native youth knowledge: engaging in socioculturally responsive teaching and relationships. <i>Multicultural Perspectives</i> , 12(4), 199-205.
2009	Gregory Cajete	Jacobs, Don., Gregory Cajete, Jongmin Lee. (2009) <i>Critical Neurophilosophy and Indigenous Wisdom</i> . Sense Publishers. New York, New York Book
	Tiffany Lee	Lee, T.S. (2009) Language, Identity, and Power: Navajo and Pueblo young adults' perspectives and experiences with competing language ideologies. T. McCarty & L. Wyman (Eds.) Special Issue: Indigenous Youth and Bilingualism, <i>Journal of Language, Identity and Education</i> , 8 (5), 307-320..
		Lee, T.S. (2009) Building Native Nations through Native students' commitment to their communities. <i>Journal of American Indian Education</i> , 48 (1), 19-36.
	Robin Williams-Minthorn	Williams, R.S., & Pewewardy, C.D. (2009). Student retention initiatives at tribal colleges and universities and strategies for improvement. In Linda S. Warner and Gerald E. Gipp (Eds.). <i>Tradition and culture in the millennium: Tribal Colleges and Universities</i> . Charlotte, NC: Info Age Publishing.
	Mary Bowannie	Bowannie, M. (2009) Book Review of <i>Our people, our land, our images: International Indigenous photographers for American Indian Quarterly</i> , 33 (4), 566-568. Book Review
2008	Gregory Cajete	Monograph on Leadership for National Congress of American Indians Research Center. <u>"For the Good of the People: Creating Curricula for American Indian Leadership in a 21st Century World."</u>
		Sites of Strength in Indigenous Research published in <i>The Harvard Educational Review Journal</i> (Special Edition on Indigenous Research). Harvard University Press. Cambridge, MA.
	Beverly Singer	"The Making of <i>Who We Are Now</i> Showing at the NMAI Lelawi Theater" in <u>The National Museum of the American Indian: Critical Conversations</u> . Amy Lonetree and Amanda Cobb, Eds., University of Nebraska.

Year	Faculty	Title of publication
2007	Tiffany Lee	Lee, T.S. (2007) Connecting academics, Indigenous knowledge, and commitment to community: high school students' perceptions of a community based education model. <i>Canadian Journal of Native Education</i> , 30 (2), 196-216.
		Lee, T.S. (2007, Fall) Successes and Challenges in Higher Education Transitions. <i>Tribal College Journal</i> , 19 (1), 30-35.
		Lee, T.S. (2007, Spring) "If they want Navajo to be learned, then they should require it in all schools": Navajo teenagers' experiences, choices, and demands regarding Navajo language. Special Issue on Navajo Studies, <i>Wicazo Sa Review</i> , 22 (1), 7-33.
	Beverly Singer	<i>The Answers Lie Within: The Institute of American Indian Arts in Southern Africa</i> , Producer/Director/Editor. In the summer of 2007, 41 Native American artists are documented as part of a cultural exchange with artists in Southern Africa, including Botswana, Lesotho, Mozambique, South Africa, Swaziland and Zimbabwe. Film and video.
2006	Tiffany Lee	Lee, T.S. (2006, January) "I came here to learn how to be a leader": An intersection of critical pedagogy and Indigenous education. <i>InterActions: UCLA Journal of Education and Information Studies</i> , 12 (1), article 3, http://repositories.cdlib.org/gseis/interactions/vol2/iss1/art3 .
	Beverly Singer	<i>Season of Transformation: Decolonized Education at the University of New Mexico</i> , (2006) 24 minutes. Produced with students at UNM. Examines Indigenous knowledge, history and thinking at UNM and features Native faculty perspectives on academia. Premiered at the Navajo Studies Conference, UNM, November 2006. Film and video.
		Introduction by Beverly R. Singer in <i>Husk of Time Photographs</i> by Victor Masayesva, Jr. Tucson: University of Arizona Press.
2005	Gregory Cajete	<i>Spirit of The Game: Indigenous Well Springs</i> . Kivaki Press. Skyland, NC.
		Natural Creativity, Story and the Emergence of Native Science, in <i>New Perspectives of Indigenous Thought</i> . Don Jacobs ed. University of Texas Press.
		Guadalupe: A Pueblo Perspective of Indigenous Mythic Education. In <i>Toward a Theory for Religion as Art: Guadalupe, Orishas and Sufi</i> . Steve Loza, ed. University of New Mexico Press, Albuquerque, NM.

Year	Faculty	Title of publication
		American Indian Epistemology in Fox, M.J. (Ed.) <i>Indigenous Perspectives in Higher Education</i> . San Francisco, CA: Jossey-Bass Publishers.
	Robin Williams-Minthorn	Mary Jo Tippeconnic Fox, Shelly C. Lowe, and George S. McClellan (Eds). (2005). NACADA, book review for Serving Native American Students (New Directions in Student Services #109). San Francisco, Jossey-Bass. Book Review.

Service Work & General Research Areas

Greg Cajete, Ph.D.

Currently, Dr. Cajete holds an administrative position as Director of Native Studies in University College. Therefore, he carries a two – one teaching load. He teaches one course dedicated (NATV 474: Traditions of Native American Thought) for Native American Studies as a part of his contractual arrangement for his appointment as Director of Native American Studies. This contract is currently negotiated upon agreement with the Vice Provost for Academic Affairs and the Dean of College of Education. He teaches one dedicated course for COE (LLSS 570: Science In Native Education) and one additional cross-listed course for Language, Literacy and Socio-Cultural Studies in the College of Education. This course is selected each academic year in consultation with the American Indian Education faculty.

ADMINISTRATION: “On May 15, 2002, I officially assumed my role as the Director of Naive American Studies. In the 12 years since that time, I have implemented extensive administrative changes in the NAS program. This has been a challenging and extremely time consuming task requiring the complete revision of the UNM-NAS curriculum toward the implementation of the new Bachelors of Arts degree in Native American Studies approved on December 12, 2004. This work will certainly continue to evolve over the next few years and now includes the development and implementation of a Masters degree. I also successfully lobbied for the allocation of \$207,000 to the UNM Native Studies program from the 2007 New Mexico Legislature. During 2008, I dealt with extensive budget and consequently also program review issues stemming from the re-organization of University College in which Native American Studies is housed. Due to the critical budget issues now facing the University College and University much time has been spent in strategic planning and creating reports.” – G. Cajete

Grant Administration:

2005–2006: PI for New Mexico Endowment for the Humanities Event Grant, “Crossing the Breath : Black Indians Symposium.” (\$5,000).

2006-2008: Co-PI National Science Foundation Grant, “New Voices and New Visions for Engaging Native Americans in Computer Science.” (\$199,000).

Professional Board Related Service and Scholarship

- Founding Board Member: International Research Institute in Maori and Indigenous Education. University of New Zealand, Auckland, NZ (1998-Present)
- Founding Board Member: Native Nation Building Institute. Udall Center for Indigenous Leadership. University of Arizona. Tucson, AZ. 2000-Present
- Fulbright Scholar: Visiting Scholar in “Indigenous/Native World Views” Indigenous Maori Doctoral Program. TE WANANGA-O-RAUKAWA MAORI UNIVERSITY. Otaki, New Zealand. (1999-2004)
- Member: Committee on Equity and Inclusion in Science Education. National Science Foundation. Washington, DC. (2010 to Present)

Community Service: Board Memberships

- Board Member: Native American Preparatory School. San Isidro, NM. 1998-2001.
- Advisory Board Member: The Northern New Mexico Council for Excellent in Education. (A partnership between the Los Alamos National Laboratory Foundation and Northern New Mexico Institute of Higher Education. June 1995 to 2005)

Tiffany Lee, Ph.D.

Dr. Lee was appointed as Associate Director of NAS in January 2012 and continues to serve in this role. She is the President of the Navajo Studies Conference, Inc. Board of Directors. She has served on numerous Boards and national committees.

Community/Regional Professional Member

- President, Navajo Studies Conference Board, Inc, 2012-present – working board – coordinated the 19th NSC conference in Santa Fe, NM held March 17-22
- Governance Council, Chair,– Native American Community Academy, Albuquerque, New Mexico
- Board member – NM Voices for Children, attended board meetings, appointed Nominating committee co-chair, 3 year commitment ended November 2013

National Professional Member

- Elected committee member, Special Interest Groups Executive Committee, American Educational Research Association: governance over AERA’s 100+ SIGS, 2013-2015
- Committee member, Scholars of Color in Education, American Educational Research Association: review and select awardees and sessions for the AERA conference, 2010-2012

- Reviewer of proposals to the Indigenous Peoples of the America's Special Interest Group, American Educational Research Association. August-September, 2011
- Committee Member, Reviewer of proposals for the Early Career Award for Division G: Social Contexts in Education, American Educational Research Association, 2011-12
- Reviewer, Undergraduate Research Symposium Awards, American Educational Research Association, 2011-12

Research Projects

- Seventh Generation Fund grant support of the 2013 Navajo Studies Symposium
- Indian education in New Mexico, 2025
- Impact of NAS on students' commitment to community
- Community-based learning
- Socio-culturally responsive education in Native contexts
- Native youth & language revitalization

Lloyd Lee, Ph.D.

Dr. Lloyd Lee continues to participate in the Institute for American Indian Research for the 2011- 2012 school year. He also continues to serve on the Board of Directors for the non-profit organization Navajo Studies Conference, Inc. They organized a one-day symposium examining the topic of Navajo leadership in October 2011 and the Navajo Studies Conference in March 2012. In addition, he was on the selection committee for Udall Scholarship and Excellence in Nation Environmental Policy Foundation and continues to do book reviews for the *American Indian Quarterly*.

Community/Tribal Professional Member

- “Bohónéedzáago Diné Binanit'a'í idlí: Viable Navajo Leadership for a Better Navajo Nation” at 2nd Navajo Leadership Symposium, Navajo Technical College, Crownpoint, New Mexico, October 14, 2011.
- Panel organizer: Diné Perspectives: Navajo Thought in an Era of Colonialism (Part I: Frameworks of Understanding) at the 19th Navajo Studies Conference *liná náhoodlee[dóó Ata'ag' ánáhoo' níi[- Náásgóó biniiyé anooséé[* “Cycles of Life and Seasons of Change – Cultivating the Seeds of our Future,” Institute of American Indian Arts, Center for Lifelong Education, Santa Fe, New Mexico, March 14-17, 2012.

Research Projects

- Indigenous/Navajo masculinities in Higher Education
- Navajo Nation leadership and nation building
- Indigenous/Navajo worldviews/philosophies/matrices
- Native American History at UNM
- NEH—What is Race? with Sociology & Fine Arts (Tiffany Lee and Lloyd Lee co-authors of the grant proposal)

Beverly Singer, Ph.D.

Dr. Singer focused areas are in Native American film and video and Indigenous research on community wellness. She has received professional honors such as from the Woodrow

Wilson Foundation Fellowship, Arizona State University visiting scholar for Ethnicity and UNM Regent's Lincoln Center for Design Excellence Lecturer Award from 2007-2010. She was appointed Senior Fellow for New Mexico Cares Health Disparities Center of UNM in 2013. In 2010, she became Director of the Alfonzo Ortiz Center for Intercultural Studies at UNM, a program of public anthropology and community engagement.

National invited presentations

- "Visual Interventions for Indigenous Film Tourism," Critical Approaches to Anthropology Panel presented at the American Anthropological Association Annual Meeting, San Francisco, CA. November 2012.
- "The Ii Ngwesi Landscape and Eco-Lodge," Art-Sci+Access to <All>." 3rd LHI Art-Sci Symposium, Land Heritage Institute in collaboration with U-T Dallas, Texas A&M, U-T Austin, Museum of Science, San Antonio, TX, March 2013.
- "Preserving Indigenous Cultural Diversity in the Digital Age of Globalization," ISEA 2012 Panel at International Symposium of Electronic Art, Albuquerque, NM. September 2012.
- "Timeless Visions in Pueblo Pottery," International Academy of Ceramics 45th General Assembly, Santa Fe. September 2012.

Robin Minthorn, Ph.D.

Dr. Minthorn presents on higher education focused such this presentation titled: *A Holistic Perspective of Indigenous Student Leadership in Higher Education* at California Polytechnic University- Pomona, California. She has been providing the scholarship on issues of Indigenous students in higher education. Her work extends to participating and serving on national organizations such as: National Association of Student Personnel Administrators, National Education Indian Association (Board of Director), Association for the Study of Higher Education, and Native American and Indigenous Studies Association.

Community/Tribal Professional Member

- National Association of Student Personnel Administrators- (NASPA), 05-Present
Indigenous Peoples Knowledge Community National Chair 3/11-3/13
Indigenous Peoples Knowledge Community Outreach/Membership Coordinator 08-11
- National Indian Education Association Board of Director, 10/12-Present
Secretary, 11/13-Present
Member, 08-10/12
Co-chair College Summit for NIEA Convention 2012
- Association for the Study of Higher Education, 10/09-Present
Member 09-Present
Council on Ethnic Participation (CEP) Advisory Board, 2/13-10/15
- Native American and Indigenous Studies Association (NAISA), 10/12-Present

Member 10/12-Present

Research Projects

- Narratives of Indigenous Female Leaders
- Native American College Student Interpretations of Space, Place and Community at a Southwestern Higher Education Institution.
- National Study of Native American Student Participation in Study Abroad

Mary K. Bowannie, M.A.

Ms. Bowannie served as the senior managing editor and instructor of the Dawn of Nations Today news publication created and produced by students in the Native American Studies program. She has collaborated with journalism and media professionals to assist with the four online versions, and the three print newspapers produced since the spring of 2006. The Dawn of Nations Today collection is permanently housed in the LoboVault, UNM's Institutional Repository.

Bowannie has been recognized for her media work and has collaborated on many media workshops and panels with various tribal and public media outlets and professionals. She has held memberships in national media organizations as well as regional advising associations.

5D. Provide an abbreviated vitae (2 pages or less) or summary of experience for each faculty member (if a program has this information posted on-line, then provide links to the information). (HLC 3.C)

Appendix G includes the two-page curriculum vitas for the following faculty members.

- Greg Cajete
- Tiffany Lee
- Lloyd Lee
- Beverly Singer
- Robin Minthorn
- Mary Bowannie

Criterion 6. Resources and Planning

The unit has sufficient resources and institutional support to carry out its mission and achieve its goals.

6A. Describe how the unit engages in resource allocation and planning. If the program or unit has an advisory board, describe the membership and charge and how the board's recommendation are incorporated into decision making. (HLC 5.C.1, HLC 5.C.2, HLC 5.C.3)

Native American Studies resource allocation of teaching and administration is determined by the Dean of University College each academic year. That allocation is prioritized according to faculty salaries and program operations; they are fixed amounts.

The other resource allocation administered by Native American Studies includes selected scholarship funds derived from NAS accounts held in trust by the UNM Foundation that are released when the funds have accumulated monies off their interest rates. They include: Manuel Saenz, Jr., \$10,000 established in 1997; William Denman Trust established in 1962; and Ralph Watrous Fund \$12,500 established in 1995. The priority established by the NAS faculty working as a Committee as a whole, uses the following criterion for awards:

- Student must be an NAS major or minor
- Full-time student
- 2.75 GPA for Majors; 2.5 GPA for Minors
- Completion of an essay requirement
- A letter of recommendation from a non-NAS faculty, staff, or Native community member

6B. Provide information regarding the unit's budget including support received from the institution as well as external funding sources. (HLC 5.A.1, HLC 5.A.2, HLC 3.B.5)

The total allocated budget for NAS was \$330,630 for the 2012-2013 academic year. Currently, there is a Director on one-third time with Native American Studies and two thirds time with the College of Education, two full-time Associate Professors, one joint appointment Associate Professor, one joint appointment Assistant Professor, and one full-time Lecturer II.

Despite the program success and growth, the 2010-2011 School Year was another difficult year financially for the UNM-NAS program. In 2007, UNM-NAS was awarded \$207,000 by the New Mexico State Legislature for UNM-NAS staffing and program development. This was a monumental event in UNM-NAS history and was the culmination of the efforts of UNM-NAS students and program supporters. However, during the 2008-2009 academic year, the University wide "budgetary harvest" seized the legislative funds leaving us with no opportunity to grow Native American Studies as we had planned. In the 2010-2011, **we had no budget** for program development in Native American Studies.

Therefore, of the utmost concern of Native American Studies is the maintenance of our continued autonomy and our program budget which has remained below optimum funding levels since 2000 -2001. The NAS faculty is teaching to maximum levels of efficiency and capacity. The program is growing and remains a vital element of UNM's mission as it relates to service to New Mexico Native communities as specified and agreed upon with regard to the Memorandum of Understanding between New Mexico Native Tribes and UNM. All of these dynamics of a successful program highlight the need for discussion of our budget, transfer, facilities and staffing needs eminent with UNM upper administration.

6C. Describe the composition of the staff assigned to the unit (including titles and FTE) and their responsibilities. (HLC 5.A.5)

Delia Halona, (Diné), is a full-time Administrative Assistant III at the Native American Studies program. She performs and/or oversees a variety of associated administrative duties such as: fiscal, faculty support, and program planning activities. In addition, Delia amends the budget administration and control, equipment, facilities, and recordkeeping, and/or specified information-gathering projects and tasks. Schedules NAS classes, other appointments and maintains program calendars; schedules, coordinates and facilitates meetings, facilities usage, events, and/or travel arrangements, as required. Trains and oversees student employees to assist with the office.

Margaret Lumpmouth, (Cheyenne Arapaho), was a shared Senior Academic Advisor, with the University Advisement Center (UAC) at University of New Mexico. The advisement includes student scholarship acknowledgement letters, academic advisement estimated at between 10-20 hours weekly, and maintenance of student files to generate NATV enrollment activity reports. Margaret left her position at UNM in January 2014, and her duties have not been full reassigned. Marlene Hernandez, Senior Academic Advisor with the UAC, fulfills the role of advising NAS students prior to their formal admittance into the program.

Matthew (Mateo) Sanchez, MA is a farmer from the Rio Abajo in New Mexico (Peralta/Tome). He spearheaded the Sanchez Farms Re-Cultivation/ Revitalization Project in 2000, which has reintroduced traditional activities such as story telling, farming, animal husbandry, wool processing, weaving, traditional cooking, adobe construction, and large-scale murals. He is currently working on a book documenting family stories and history as well as completing a compilation of short stories " 21 Century Traditionalist."

Mateo has dedicated his career to teaching life skills to young people and leading community initiatives in Native Communities. He has been a teacher in BIE and Public Schools, Director of Education for the Pueblo of San Felipe, Director of Indian Education for the Bernalillo Public School District Wellness Teacher and Dean of Students for a charter school in Albuquerque, NM. Most recently, he serves as Program Coordinator for the Native American Studies Program at the University of New Mexico.

He possesses a Bachelors Degree in Elementary Education with a minor in both Bilingual Education and Social Studies from the University of New Mexico. He was also awarded a Masters Degree in Elementary Education and completed the Educational Leadership Administrative licensure program at UNM.

Student – Undergraduate, Graduate, and Post-Doctoral Fellows

The student employees are hired throughout the academic calendar. Student employees assist with the front desk reception. In addition to the undergraduate student employees, NAS hired a graduate student assistant who works on tasks as assigned by the Director or Associate Director. When the budget allows us to hire students, they perform a range of basic office support activities for the unit/department, such as answering phones and directing calls, greeting and directing visitors, answering questions and performing routine clerical, data entry, and/or word processing work as assigned. In 2011-12, funds were available to hire an undergraduate student to work in the NAS library. His job duties included preparing books and other library materials for circulation; producing spine labels, catalog, entering data into UNM library automated system, and performing miscellaneous clerical duties. The graduate student assistant works directly with faculty on research, data collection, and other administrative duties to support the Director and Associate Director.

Previous student hires over the last three years: Andrea Cheezum, Work-Study (Undergraduate) Graduated 2014; Josh Tenequer, Work-Study (Undergraduate) Graduated 2012; and Tina Trujillo, Student Employee (Undergraduate) Graduated 2012.

Geneva Becenti, Graduate and Teaching Assistant (LLSS Ph. D. Candidate) works 20 hours a week. Geneva was hired in Fall 2012 and continued through Spring 2014. She is assisting the NAS Director and faculty with this report for the Native American Studies Self-Study. The project is to collect data from all NAS faculty and staff related to NAS coursework, assessments, budget, and faculty research work. In addition to assisting the NAS Director and Associate Director, she has taught NATV 251: Research Issues in Native America and she will be teaching NATV 385: Indigenous Worldviews in the Fall 2014. The NAS faculty also provide mentorship to advance her scholarship and teaching skills.

Additional support staff included:

- NACA Internships: Savannah (High School Senior – Spring 2014), and Tamara Chee (High School Senior - Spring 2011).
- Guest Teaching Assistant: Andrea Hanks (mentored by Mary Bowannie).
- Teaching Assistant: Leola Tsinnajinnie, Carolene Whitman, Ivan Eagletail (GA/TA), Yolanda Teran and Geneva Becenti (Ph.D. Candidate).
- Post-Doctoral fellows: Dr. Tiffany Lee (2003/04-2005/06), Dr. Leola Tsinnajinnie, 2011-12 and Dr. Yolanda Teran (2014).

6D. Describe the library resources that support the unit's academic and research initiatives. (HLC 3.D.4)

Native American Studies Library

This collection of materials (2,800 volumes) by and about Native Americans (books, journals, articles, research papers, video and audiotapes) including the highly prized Reno Collection, is available to students, the university community and the larger Native community. The family of Philip Reno donated the Reno Collection to NAS. The collection consists of materials that Philip Reno utilized in his book, *Navajo Resources and Economic Development* (1988) University of New Mexico Press.

University of New Mexico University Libraries

The University of New Mexico University Libraries consists of Centennial Science and Engineering Library, Fine Arts and Design Library, Parish Memorial Library and Zimmerman Library. University Libraries (UL) has a combined holdings of approximately three million volumes and over two hundred research databases. Its mission is to support the learning and teaching activities of the University by acquiring, organizing, and making available the resources necessary for its academic programs.

Zimmerman contains the core collection of books and journals in the area of Native American Studies. It also includes state and federal governments published materials related to Native American Studies, ranging from historical to present studies. The Center for Southwest Research located in Zimmerman includes archives, manuscripts, oral histories and photographs about Indigenous peoples located in the US Southwest region and Northern Mexico. Centennial has collections on Native American engineering, science, and math. Fine Arts and Design contains books and journals about the Indigenous art works – painting, sculpture, ceramics, and textiles – and architecture. Parish houses Native American business collections dealing with present day activities, such as economic development and gaming/casinos.

University Libraries provides access to Native American Studies research databases: American Indian Experience, American Indian Histories and Cultures, American History Online, American Indian Movement and Native American Radicalism Digital Archive, Bibliography of Native North Americans, Native American Archives, Native American Indian Drama, and North American Indian Thought and Culture. See http://library.unm.edu/find/databases.php?sub_id=34#subjects for a list. All research databases are available online to current UNM faculty and students.

University Libraries collection of books, journals, government documents, and research databases is more than adequate for the needs of Native American Studies undergraduates. UL holdings are selected to support courses at the graduate and undergraduate levels, with priority given to those needed for the University's instructional, research, and service programs. UL also attempts to purchase material which supports the research interests of individual students and faculty.

Indigenous Nation Library Program (INLP)

This UL Program was established in 2006 and is housed in Zimmerman Library. Its goals are to provide outreach programming, participate in Native American student retention efforts, and provide research materials to meet the needs of UNM and NM tribal communities. Course-related library instruction is provided by INLP librarians and is available to all Native American Studies classes. These sessions are tailored to the instructor's specifications, emphasizing research methods and tools. INLP also provides drop-in research assistance, study rooms, a presentation room, and a Mac Lab. The librarians have assisted NAS with events related to research, such as Annual Viola Cordova Symposium and end of the year NAS student presentations.

INLP website: <http://libguides.unm.edu/content.php?pid=16313&sid=539185>

Criterion 7. Facilities

The facilities associated with the unit are minimally adequate to support student learning as well as scholarly and research activities. Facilities and current space will need to be increased with the implementation of the proposed Masters Degree.

7A. Describe the facilities associated with the unit and associated programs including, but not limited to, classrooms, program space (offices, conference rooms, etc.), laboratories, equipment, access to technology, etc. (HLC 3.D.4)

Location Mesa Vista Hall 3 rd floor	Description of space; Lobby area with 3 adjacent offices, the library and a classroom. 5 offices in the hallway space.
Front Desk – room 3080 Student employee and/or work-study	The front desk is facing the entrance by room 3075. A desktop computer is located in front for student employees. Mailboxes are located against the wall and all NAS faculty and staff receive their mail at front desk. A Sharp copy machine MX-M363N is leased by NAS. The Administrative Assistant and student employee manage the NAS calendar located on the front desk. There is a large table for study space, meetings, and other events. A small refreshment area holds a small refrigerator, microwave and cupboards.
Delia Halona, Administrative Assistant III- room 3075	Ms. Halona’s office has a desktop computer with a double screen and file cabinets to store NAS files.
Library - room 3079	The NAS library has a collection of materials (2,800 volumes) by and about Native Americans (books, journals, articles, research papers, video and audiotapes).
Mateo Sanchez, Advisement – room 3077	Mr. Sanchez’s office has a desk and chairs for Mateo to meet and advise NAS students. He has a desktop computer, a closet, and shelving space.
Classroom – room 3069	Many NAS courses are taught in this room (fall/spring/summer), which holds 20 people. The classroom has a laptop, one projector, two whiteboard, long tables with chairs, and one T.V. including a combo DVD and VHS player.
Native American Faculty	Each office has a desktop computer, desk, chairs, closet, shelving space, and file cabinets.

and graduate assistant offices	Greg Cajete, Director of NAS- room 3066 Beverly Singer- room 3094 Lloyd Lee- room 3092 Tiffany Lee- room 3095 Mary Bowannie- room 3090 Graduate Assistant- room 3093
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7B. Describe any computing facilities maintained by the unit. (HLC 3.D.4)

User/Location Mesa Vista Hall 3 rd floor	Type of computer	Date Purchased
Delia Halona, Administrative Assistant III Room 3075	Dell OptiPlex 760	January 2010
Front Desk Room 3080	Dell Optiplex 760 Desktop	November 2009 - Purchased by NAS (previous checked out to Delia Halona.)
Students	Dell Dimension 5150 Desktop	Purchased by NAS (previous checked out to Delia Halona.)
Classroom	Dell Latitude laptop E6500	November 2009
Library Room 3079	none	Sent to UNM surplus
Greg Cajete Room 3066	MacBook Air laptop Desktop	March 2011 November 2009
Beverly Singer Room 3094/Anthro	MacBook Pro laptop Dell Optiplex 760 Desktop IMac 27" Desktop	August 2009 November 2009 February 2012
Lloyd Lee Room 3092	IMac 24" desktop Mac Laptop	August 2009 August 2013
Mary Bowannie Room 3090	Dell Optiplex 760 Desktop	November 2009
Tiffany Lee Room 3095	IMac 27" desktop	November 2009
Graduate Assistant Room 3093	FPD 1530 Gateway Dell Latitude Laptop E6430	Purchased by NAS (previous checked out to Tiffany Lee)
Mateo Sanchez Room 3077	IMac 27" desktop	June 2014

Note: Any equipment under \$5,000 was purchased with grants. In addition some equipment was surplus and is not reported on the UNM inventory report.

Criterion 8. Program Comparisons

The programs within the unit are of sufficient quality compared to relevant peers. (Differentiate by program where appropriate.)

Provide information on the distinguishing characteristics of the programs within the unit. Discuss the unit’s programs in comparison with other programs such as number of faculty, student characteristics, types of programs (HLC 3.A):

- Parallel programs at any of our 16 peer institutions.
- Parallel programs at any of our regional/student referent peer institutions.
- Regional and national comparisons of academic programs.

Below is a table of NAS programs at peer institutions. The UNM NAS program is comparable in degrees offered. We are distinct in the areas of concentration we offer our students. We also have fewer faculty and staff than many of the programs. A unique attribute of UNM NAS is that all of the faculty members are Native, 4 of 5 from New Mexico and the 5th from the Southwest (Oklahoma). While we do not have student demographic characteristics at our peer institutions, the majority of UNM NAS students are Native American primarily from New Mexico. Additionally, a large concentration of our students comes from states such as South Dakota, Oklahoma, Arizona, California, and other communities. We also have a large number of degree seeking students, with about 165 students currently working toward majors or minors in NAS.

Table 18. NAS Program Comparisons with Peer Institutions

<i>Name of Institutions and Location</i>	<i>Department</i>	<i>Minor/Major NAS: Native American Studies AIS: American Indian Studies</i>	<i>Programs</i>	<i>Number of Faculty (Joint and/or Full)</i>
Northern Arizona University – Flagstaff, AZ	Social and Behavioral Science	Minor in NAS	3 programs: 1. Applied Indigenous Studies, 2. Interdisciplinary Indigenous Health Studies and 3. Native American Studies.	7
Arizona State University- Tempe, AZ	College Liberal Arts and Science	Major and Minor in AIS MA degree in NAS	2 programs: 1. Legal, policy, and community and economic development 2. Arts, language and culture	11

<i>Name of Institutions and Location</i>	<i>Department</i>	<i>Minor/Major NAS: Native American Studies AIS: American Indian Studies</i>	<i>Programs</i>	<i>Number of Faculty (Joint and/or Full)</i>
Oklahoma University-Norman, OK	College of Arts and Science	Major and Minor in NAS MA degree in NAS	American Indian Math Society	8
University of Montana-Missoula, MT		Major and Minor in NAS		10
Montana State University-Bozeman, MT	College of Letters and Science	Minor in NAS MA degree in NAS	Online Graduate Certificate program in NAS; may transfer towards Master's in NAS	7
University of Washington-Seattle, WA	Department of American Indian Studies	Minor in AIS Declaring Major in AIS	Partnered program with Department of community offers Master's of Communication the Native voices documentary program	12
University of California-Berkeley, CA	College of Letters and Science - Department of Ethics Studies	Major in NAS		3
University of California Los Angeles	Interdepartmental program	Major and Minor in AIS MA degree in NAS	Joint degree in JD/MA in AIS	25
University of South Dakota-Vermillion, SD	College of Arts and Science	Major and Minor in NAS	2 specializations: 1. Oceti Sakowin Oyate Studies 2. Lakota Language	6 (all affiliated faculty)
Dartmouth College-Hanover, NH		Major and Minor in NAS	Provides visiting fellowships to doctoral/postdoctoral scholars. NAS library.	9

<i>Name of Institutions and Location</i>	<i>Department</i>	<i>Minor/Major NAS: Native American Studies AIS: American Indian Studies</i>	<i>Programs</i>	<i>Number of Faculty (Joint and/or Full)</i>
University of Minnesota-Minneapolis, MN	College Liberal Arts	Major and Minor in NAS	Dakota & Ojibewa language and offers learning Abroad Center with the National Student Exchange	7
University of California (UC-Davis)-Davis, CA	Department of Native American Studies	Minor in NAS MA degree in NAS Ph.D. in NAS	C.N. Gorman Museum, Native American Language Center, and Indigenous Research Center of the Americas	7
University of Michigan-Ann Arbor, MI	Department of America Culture	Minor in NAS	Ojibwe Language Courses	12
University of Wyoming	College of Arts and Science	Major and Minor in NAS and graduate minor degree		8
Northwest Indian College-Bellingham, WA	Bachelor's of Arts	Major in Native Studies leadership		

Criterion 9. Future Direction

The unit engages in strategic planning and prioritization in order to achieve its mission and vision.

9A. Provide a summary of strengths and challenges for the unit. (HLC 5.C)

Strengths:

“Value Added” Aspects of the Native American Studies Program:

UNM-NAS is the only fully developed, and fully implemented program of Native American Studies in the State of New Mexico. The program formerly included four concentration areas: Leadership and Self-Determination; Indigenous Learning Communities; Indigenous Culture and Knowledge Systems; Arts and New Media. We have reduced our concentration areas to two (Leadership and Self-Determination and Indigenous Learning Communities) and integrated many of the courses from the omitted concentrations. Over 20 courses are offered in these concentration areas serving approximately 400 students each academic year.

There are only a handful of comparable undergraduate degree granting Native Studies programs in the United States. UNM-NAS is one of the largest of these programs with approximately 165 students in Major or Minor status. Since the implementation of the BA degree in 2005, UNM-NAS has graduated over **165** students as Majors or Minors. These students have entered various graduate programs at UNM or other Universities. Other students are working for NM State government, schools, business, tribal organizations or tribal governments.

The NAS-UNM offers scholarships annually. These scholarship monies are available for dissemination through various earmarked endowments related to NAS in the UNM Foundation. For the 2010-2011 academic year provided 23 NAS students with over \$24,000 in scholarships. In 2011-2012, NAS also provided six doctoral students with over \$18,000 in Fellowship awards. In Fall 2014, NAS awarded eleven scholarships to majors and minors for a total of \$8000. We will award another set of students in Spring 2015.

NAS faculty are well known in their respective fields and in the growing NAS field for their scholarship, creative works, teaching, and service. Each of our faculty members are Native American and from the Southwest (4 of 5 from New Mexico), giving our program a uniquely personal investment on the part of our faculty. NAS at UNM is one of very few institutions to tenure its own faculty – two faculty members presently hold full-line appointments with tenure in NAS. We intend to continue to pursue full-line, tenure-track appointments to strengthen our department and the field of NAS nationally.

Challenges

One of NAS's greatest challenges has been human resource capacity. We were in need of an academic advisor and program coordinator, and that position finally came to fruition with the hire of Mateo Sanchez in April of 2014. He will provide student advisement, grant writing support, program development, data collection, recruitment and retention initiatives, and overall support of NAS.

We continue to have financial needs in order to support faculty research, summer programming, and community-based work. Our budget has remained static over many years.

With the introduction and approval of a Masters Degree in NAS, we will need faculty to support the students and course development. While joint appointments offer valuable ways to include faculty from a variety of fields, those faculty tenure homes often reside outside of NAS. Full-line tenure track positions will allow NAS to have more control and investment on the part of faculty's time and resources to grow NAS.

NAS is the only academic program remaining in University College. Thus, we do not have the resources that are available in those colleges with several academic departments.

9B. Describe the unit's strategic planning efforts. (HLC 5.C)

NAS has been working with a group of faculty across campus to start a new college called the College for Social Transformation (CST). Faculty from Chicana/o Studies, Africana Studies, Women's Studies, Sustainability Studies, Peace Studies, the new Asian American Studies, the Research Service Learning Program, the Community Engagement Center, the Institute for the Study of "Race" and Social Justice, and several others have been meeting for the last three years. We have created a proposal, which is now with the Provost's Office. We have created a joint course to be co-taught called Introduction to Comparative Global and Ethnic Societies. We have also submitted a joint grant proposal to create a more effective pipeline for transfer students. We are doing collaborative work much like we hope to see further supported in this new College.

Over the last 10 years, NAS has held several faculty retreats to reflect on the program's curriculum, objectives, mission, and vision. These retreats resulted in course planning over three-years from the date of the retreat. They also resulted in determining program activities for the up-coming academic year. One curricular plan we aim to fulfill is the implementation of portfolio plans for each NAS students. When students begin the program, they will keep a portfolio of their coursework and other supporting materials to document their experience and learning over the course of their studies.

The most recent strategic planning effort was with regard to creating a proposal for a Masters Degree in NAS. (See Appendix H for the results of a community interest survey regarding a Masters Degree in NAS)

The NAS faculty has developed a proposal for a Master's Degree in Native American Studies with an emphasis in Indigenous Leadership, Self Determination and Building Sustainable Indigenous Communities. We are in the process of revising the proposal to be submitted to the Office of the Provost later this Fall. We have been told it will take two years for approval so we hope to begin offering courses in this graduate program by Fall of 2016.

There are over 1500 Native American students enrolled at UNM Main campus with and additional 3000 + students enrolled through the Gallup, Farmington, Taos, Bernalillo, Los Alamos and Valencia campuses. It is anticipated that many undergraduate and graduate students will be interested and will enroll in the courses and new degree programs offered through UNM-NAS. The State of New Mexico and the 23 Pueblos and Tribes of New Mexico have a pressing need for college educated Native American students prepared to assist the development of their communities and the State of New Mexico economically and socially.

NAS Masters Degree Proposal Plan

Planning Phase (Immediate)

- Establish a Planning Group for *Leadership for Sustainable Indigenous Community (LSIC) Graduate Program*
- Initiate a systematic effort to obtain input from Indian nations, tribal colleges, and other Indian institutions and organizations, identifying specific needs and concerns and soliciting ideas, commentary, and advice.
- Establish a Indigenous Advisory Council for LSIC
- Put the existing concept document through a vetting by UNM, other partners, and other relevant parties.
- Identify existing personnel and institutional resources in hand and identify personnel and institutional needs for each stage in program development.
- Identify existing curricular materials, gaps, needs, and outline process necessary for development of customized, top-quality materials.
- Develop clear funding needs and objectives, survey potential sources of funding, and develop a long-term funding plan.
- Develop a strategic plan for LSIC development, relations with Indian nations and organization, and transition to full operation.
- Establish working relationships with tribal colleges and organizations.
- Draft budget for first three years of LSIC operations.
- Convene first meeting of Indigenous Advisory Council.

Note: Obviously the concept of LSIC could change significantly in the planning phase with significant implications for subsequent activities. The remainder of this timeline is based on the concept outlined above and is therefore tentative.

Year One

- Determine degree initiative work responsibilities for director, associate director, program coordinator and faculty.
- Develop a process to oversee fund-raising efforts.
- Begin curriculum development to support Master's in Native American Studies.
- Initiate faculty recruitment for tribal Master's Degree in NAS.
- Initiate pilot distance learning operation within New Mexico.
- Set up operation of expanded internship program.
- Set up cooperative work with tribal colleges on capacity building, curriculum development, program implementation.
- Continue community based research effort now underway at UNM-NAS, bringing in additional university units.
- Create application process for first cohort of MA students.
- Initiate major fund-raising effort on behalf of LSIC MA.
- Initiate regular meetings of Indigenous Advisory Council.

Year Two

- Solicit applications for tribal MA program.
- Expand distance learning operations beyond New Mexico.
- Achieve full realization of expanded internship program.
- Continue ongoing curriculum development.
- Continue ongoing policy research.
- Further develop capacity-building relationships with tribal colleges.
- Receive first cohort of Masters students.
- Continue ongoing fund-raising efforts.
- Continue regular meetings of Indigenous Advisory Council.

Year Three

- Enroll first students in tribal MA program.
- Achieve national distribution in distance learning program.
- Continue ongoing curriculum development.
- Continue ongoing policy research.
- Receive second cohort of LSIC policy research fellows.
- Continue ongoing fund-raising efforts.
- Provide formal three-year status report to Indigenous Advisory Council reporting in detail on LSIC operations to date, on progress through the original strategic plan, and on plans for ongoing activities and support.
- Convene a strategic session with Indigenous Advisory Council to consider three-year report and future plans.

9C. Describe the strategic directions and priorities for the unit. (HLC 5.C)

Leadership for Sustainable Indigenous Community

The University of New Mexico, in conjunction with the University College- Native American Studies Program proposes to establish a Masters degree with a concentration in Leadership and Sustainable Indigenous Community development. The purpose of the LSIC is to provide the present and future leadership of American Indian nations and other Indigenous peoples with practical leadership and research training and policy analysis that meet the highest academic and professional standards while reflecting the needs, circumstances, goal, and concerns of those nations and peoples.

Headquartered at the University of New Mexico - Native Studies Program, this master's degree necessarily will have as its first area of focus the research and skill development needs of New Mexico tribal communities and tribal organizations. The next area of focus includes both rural and urban American Indian populations with emphasis on a program of study, which provides relevant content and experiences for addressing the educational, research and community development needs of American Indian nations. Toward this aim, the development and implementation of the curriculum will take place in close consultation with an Indigenous Advisory Council drawn from New Mexico Indian tribes.

Background

The last two decades have seen a remarkable change in the governing and economic situations of American Indian nations. In the 1970's, the federal government moved to a policy of self-determination for Indian tribes. Although the federal policy intent was modest – allow tribes to run federal Indian programs – assertive Indian nations have used the opportunity opened by this policy to take dramatically increased control of their own affairs, realizing in practice much of the sovereignty long promised them in treaties, court decisions, and legislation. Added to these factors are the new and evolving challenges of global climate change and the specific associated issues which directly affect American Indian communities environmentally, socially, economically and culturally.

Such assertions, however, have posed major leadership, management, and community challenges for Indian nations. Confronted with many of the same institutional, strategic, and administrative problems faced by most contemporary societies, many of these nations also are trying to preserve distinctive cultural legacies, control and re-channel often destructive forces of change, and maintain a maximal degree of political autonomy within the often hostile political atmosphere of the contemporary United States, where tribal sovereignty has been recurrently under attack over the last half century. All too often, they face these complex tasks with only limited contemporary experience in sovereign government and meager informational and educational resources. Indian leaders often have to make momentous decisions without the benefit of the focused, customized educational experience that the leaders of other societies find readily available at leading educational institutions or through major executive education programs. Tribal

governments also typically lack access to the kinds of policy analyses that other governments regularly employ in making major policy decisions.

Tribal leaders have often called for access to the kinds of sophisticated policy resources that have traditionally been part of the decision-making processes of non-Indian governments in the United States. The development of the Leadership for Sustainable Indigenous Community program is a response to this need and to similar needs among Indigenous groups elsewhere in the world. The primary of the program is to be an educational resource, making available to Native nations a comprehensive and high quality masters level program of study designed specifically to meet the educational needs of Indigenous leadership and community development, and providing those nations and other policymakers with research analysis in usable, accessible form. In addition, the program aims to develop a body of theory, research and practice which is founded upon Indigenous thought, values, principles and research protocols. It also is intended to be a vehicle for supporting the work of New Mexico and Indian country educational institutions, in particular tribal colleges, through cooperative relationships, curriculum development, and the transfer of skills. The overall aim of LSIC is to evolve an educational process for Indigenous nation development which flows from Indigenous based theory and practice. The goal of the LSIC educational process is to make a long-lasting, practical contribution to the effort of Indigenous nations to improve the community, economic and social well-being of their peoples and support their development of effective control of their own futures on their own terms.

Participating Organizations

The University of New Mexico is a particularly appropriate location for the LSIC Program. It is both a land-grant institution and a front-rank research university located in a state with a substantial Native American population. It has major faculty resources focused on the needs of Indian nations and other Indigenous peoples and a large, talented, and diverse group of Native American faculty located in a wide array of academic programs. The University of New Mexico has one of the largest American Indian student populations in the country granting Indian Studies program in the country and one of the largest concentration of American Indian faculty in the nation. The various programs of the university also have a long history of involvement in Indian country and in developing Native American programs. Presently, the University of New Mexico is moving to expand and strengthen that commitment. The establishment of Building Native Nations Program is a central part of the university's effort in the regard.

Possible collaborators with the University of New Mexico Native Studies Program is the Nation Building Institute- Udall Center for Policy Development - University of Arizona, The University of New Mexico Native Law Faculty and Native Law Center. (Other partners include the NM Department of Indian Affairs, the Dine Policy Institute, and specific tribal entities.)

Programs

The program of the LSIC Masters Emphasis fall into two broad categories: Research of Indigenous leadership and developing skills in sustainable community development.

1. Leadership Education for Indigenous Self-Determination

The leadership component of LSIC Program is intentionally broad and diverse. It includes leadership education, distance learning, a master's degree in Native American Studies focused on leadership and self determination, an internship program and an ongoing course and curriculum development process.

While these programs vary in form and content, they share a common curricular focus designed to meet the practical needs of Indigenous leaders, managers and educators. This curricular focus includes four primary elements.

- Indigenous Nation-Building Courses – courses focused on leadership and self determination which support the construction of effective Indigenous based institutions of self-governance designed to meet the distinctive circumstances, needs, and priorities of Native nations;
- Community Development and Policymaking Research – the research tools needed to make informed, strategic policy decisions in arenas ranging from business to health care, from the management of natural resources to cultural arts, education to language revitalization;
- Workshops in Sustainable Community Development – the nuts and bolts of getting things done: policy implementation, program management, enterprise management, human resources, financial systems, program evaluation, and so forth;
- External Internships – internship experiences which form a foundation for the construction of productive relationships with the federal government, state governments, and other constituencies with whom Indian nations must deal if they are to realize their own designs for the future.

These can be understood as representing integrated levels of leadership, ranging from the most comprehensive and fundamental (the design of appropriate and effective governing institutions, the creation of long-term strategic plans, the building of effective external relationships) through mid-range decisions (policymaking and planning designed to realize strategic visions, create desired relationships, and respond to current challenges) to hands-on administration (policy implementation and the day-to-day running of governments and business enterprises).

The Leadership and Research category includes the following component programs:

A. Tribal Leadership for Sustainable Indigenous Community Development Workshops

Tribal leadership workshops will focus on training for institution-building, strategic thinking, and governance explicitly designed for Indian contexts and based on research on governance and policy issues in Indian country.

Many Indian nations face major institutional and policy challenges that will severely test Indigenous leadership in coming years. The LSIC Program tribal leadership education program is designed to meet the educational needs for leadership in tribal communities and organizations. It builds on UNM-NAS's experience, on the existing learning community education programs of the University College, and on the institutional resources of the University of New Mexico to provide framework for an expanded program of leadership training for Indian nations.

B. Master's Degree in Native Studies

While most urgent educational needs of sitting tribal leaders and managers must be met with intensive, highly focused seminars, present and future leadership also needs more substantial training that combines the core curriculum of Native American Studies with curricular elements specifically designed to prepare individuals to meet the distinctive leadership and management needs of Native nations. To meet this need, and in cooperation with Building Native Nations Programs, the University College and will offer a Master's Degree in Native American Studies with an emphasis on Leadership for Sustainable Community Development.

The target audience for the Master's Degree includes both mid-career professionals able to take time off for a professional degree and college graduates anticipating working for an Indian nation, in a supra tribal program or federal agency, or in an Indian country NGO. The curriculum for the two-year program will include core Native American Studies courses required of other degree students in the field. In addition, however, tribal NAS students will take federal Indian law, a two-year-long core course on "Leadership for Sustainable Indigenous Community Development," and other courses that reflect the distinctive circumstances of Indian country and the distinctive needs of tribal governance. Each student also will carry out, in the second year of the program and on tribal governance. Each student also will carry out, in the second year of the program and on behalf of an Indian nation other than that from which the student (if an Indian student) comes, a six-month-long policy analysis exercise focusing on a practical policy issue currently facing that nation.

C. Distance Learning

Despite their advantages, executive education and professional degree programs of the sort outlined above raise a significant problem. They generally require participants to travel off-site and, in the case of professional degree programs, to remain, off-site for extended periods. This limits the number of people who can be reached by such programs, preventing them from having a direct impact on large numbers of diverse

reservation residents. It also prevents them from making direct contributions to ongoing reservation educational programs such as those offered by tribal colleges.

The LSIC Program will attempt to deal with this problem by establishing a distance learning program that utilizes the existing array of university-based resources already in place and also develops new approaches and technologies that are designed with specific reservation circumstances and tribal needs in mind. This program will employ video, teleconferencing, internet, and related technologies to bring leadership, management, and policy-related educational materials to reservations in New Mexico and throughout the Southwest.

While the program will attempt to respond to diverse, demonstrated needs and concerns on New Mexico reservations, it will begin with an emphasis on two kinds of materials: leadership and management materials directed at tribal councils and enterprise and program managers, and course materials on nation-building, self-governance, and economic development designed to supplement tribal college curricula. Other kinds of materials will be added to the program as needed and as resources allow.

The program also will make available via video or internet hookups tapes of executive education sessions, convocations, workshops, and other LSIC activities.

D. Internship Program

In the next few years few years the University of New Mexico – Native American Studies will seek funds to operate a highly selective internship program for NAS students in self-determination and leadership through New Mexico State Government, tribal governments, tribal organizations, school and community programs.

The potential of this program to contribute to future Indian leadership is readily apparent. These men and women gain invaluable experiences by actually working with tribes on real issues. They typically work on Indian-related issues but see them from the “other side,” so to speak: that is, from within the federal and state structure. The program will need to recruit for sufficient numbers to make it cost effective. It would be a full summer in duration and would contain an educational element designed to prepare these men and women to make the most of their state government experience and to take from that experience useable lessons that can be applied in tribal contexts.

The LSIC Program builds upon the University of New Mexico – Native American Studies current internship program. It expands that program in the ways just outlined. It increases the number of interns from twelve to twenty-five. It increases the length of the internship from ten weeks over the summer to nine months (September – May) over the academic year. And it adds a four-week summer session at the University of New Mexico designed to prepare students to make the most of their internship experience. This four-week, intensive session will combine education on Indian policy, Indian nation-building, current issues in Indian country, and intergovernmental relations with a substantive orientation to the workings of the federal government.

Students entering the program begin with the four-week summer session at the University of New Mexico before their internship. At the end of the internship they produce a paper linking their experience and issues of leadership, management, and policy in Indian country. Upon completion of the paper and internship they receive University of New Mexico – Native American Studies graduate course credit.

The goal of this program is to create a cadre of young Indian leadership with substantial, first-hand experience with the federal government, networks of connections to Congress and related agencies and personnel, and a substantive grounding in Indian policy and self-governance issues.

E. Tribal College Program

The LSIC Program can both multiply the impact of its own programs and serve as a resource to Indian country through an alliance with tribal colleges. These institutions are at the front line of the effort to expand Indian educational resources in ways that respond directly to the needs of Indian nations. The LSIC Program anticipates establishing close working relationships with New Mexico tribal colleges. The LSIC Program can be a source to the institutions in several ways, including but not limited to the following:

- “Teach the teachers.” LSIC will develop a “teach the teachers” continuing education program for tribal college faculty designed to help them develop and enhance skills and curricula for the teaching of nation-building and strategic planning and policymaking. LSIC also will examine the possibilities of similar continuing education activities in other curricular areas where university resources can help build skills and expertise among tribal college faculty.
- Curriculum development. LSIC will draw on its own research capabilities to develop case-based curricula that can be used in tribal college courses on self-governance, economic development, policymaking, and other topics (see “F. Curriculum Development” below).
- Cooperative relationships. LSIC will work with tribal colleges to find cooperative opportunities in the delivery of LSIC programs and to provide assistance in the development of tribal college programs that meet specific reservation needs, searching for additional ways that LSIC can serve as a resource as tribal colleges pursue their own educational agendas. Particularly important in this regard will be efforts to improve the research capabilities of tribal colleges, equipping them to provide better informational and analytical support to Indian nations themselves.

To advance this agenda, LSIC will engage in a dialogue with tribal colleges to determine how it can best contribute to their efforts to meet the educational

needs of their peoples. In addition, the Native American Advisory Council (see “Governance” below) will include tribal college representation.

F. Curriculum Development

A significant element in LSIC leadership and management training programs will be the development of appropriate curricular materials to support those programs. Both the utility and credibility of LSIC will depend in part on their being thoroughly grounded in the actual conditions, experience, and challenges that Indian nations face. In addition to the relevant curricular materials of already existing programs in Native American Studies, Indian law, and other fields, these programs will require materials based on research within Native communities themselves, on the analysis of tribal, state, and federal policymaking, and on relevant experience elsewhere around the world. In particular, LSIC will develop case studies of self-governance, policymaking, economic development, and other activities in Indian country. The curriculum development effort will draw on the University of New Mexico faculty resources, the resources and insights of various Indian organizations, and on LSIC own policy analysis program. It also will be able to draw directly on the research and curricular materials already developed by the Native American Studies program. These form the largest body of such materials yet assembled.

In addition, a major LSIC concern will be to make first-class curricular materials available to other educational institutions involved in Indian country. LSIC will share its own curricular materials with such institutions, and in particular with tribal colleges, and will work with tribal colleges to understand their curricular needs and how LSIC might assist them in developing materials that meet those needs.

2. Policy Analysis

The second LSIC program category is policy analysis. Since the 1970s, Indian nations in the United States have gained expanded recognition of their rights of self-governance. One result has been increased Indigenous control over lands, natural resources, environmental decisions, social services, economic development, relations with state and federal governments, and other matters. These nations are wrestling today with many of the classic problems of contemporary societies: how to build effective, sovereign governments; how to develop vigorous economies in ways that fit both their circumstances and their cultures; how to solve seemingly intractable social problems; how to pursue their own objectives in successful interaction with other governments; how best to manage natural resources and environmental matters; and so forth. Such problems present major public policy issues for tribes, yet tribes often lack the time, resources, and analytically trained personnel necessary to analyze such issues adequately so that tribal leaders can make fully informed policy decisions.

At the same time, the government of the United States and other countries with significant Indigenous minorities are faced with critical policy decisions of their own. They, too, often lack systematic research on policy options regarding systematic, informed argument. In addition, tribes frequently find themselves without adequate policy research to support their own goals at the national level, leaving them at a disadvantage in policy debates.

A number of organizations engage in policy research in Indian country in the United States. However, aside from the University of New Mexico – Native American Studies Department and its associates, no organization currently exists that regularly brings policy professionals with extensive experience in Indian country together with front-rank academic researchers to produce grounded analyses that are focused on a broad range of Indian issues, that meet the highest standards of quality, and that are likely to have credibility in both Indian and non-Indian worlds. The same is true in Canada, Mexico, and elsewhere in Latin America.

LSIC will make a major contribution to filling this gap through a policy research function. LSIC will carry out policy research and related investigations that meet high academic standards, that are grounded in first-hand experience in Indian country, that draw on Native perspectives and involve Native communities, and that can provide a foundation for informed policy discussion and decision-making at tribal, state, and federal levels. This component of LSIC activities also will play a critical role in its leadership and management training program, providing data, informed analysis, case studies, and a firm grounding in the policy problems that tribal leaders and managers typically face. Wherever possible, LSIC will directly involve students from its educational programs in the policy analysis process.

The Leadership for Sustainable Indigenous Community Program will involve four major areas of activity:

- **Research.** Under the Native American Studies Department and University College, the institute will be able to assemble interdisciplinary teams to carry out research in three broad categories: studies of Native policy issues of national or international significance; efforts to assist individual tribes or groups of tribes in the analysis and solution of specific policy problems of direct concern to them; and case studies in public policy that are likely to have educational or exemplary value for Indian leadership, other Native nations, tribal college curricula, leadership training, and so forth.
- **Convocations.** LSIC will convene occasional working groups to discuss policy issues of significance in Indian country or to other Native nations. Such groups might be composed of tribal leadership, other leadership from Native organizations, practitioners, scholars, and policy professionals. The purpose is to bring good minds and diverse perspectives to bear on particular policy issues where this is likely to advance understanding of those issues, to introduce unheard

- voices (such as those of tribal communities and people) into ongoing policy debate, or to contribute in other ways to the improvement of public policy.
- Fellowship. Each year LSIC will sponsor for semester-long research fellowships in public policy for individuals wishing time to work on policy issues directly relevant to American Indian or other Native nations. Fellows will include a mix of practitioners, leaders, and scholars drawn from both Native and non-Native communities. Wherever possible, fellows also will be involved in the leadership and management training program as guest lecturers, resources, and mentors. A particular effort will be made to locate fellows from tribal colleges and other Indian organizations whose tenure in a LSIC fellowship could make direct contributions to the capacity and effectiveness of their own institutions.
 - Dissemination. One of LSIC major goals will be to disseminate research results in an accessible, useable form, with a particular focus on distributing those results in Indian country and to Native policymakers. Toward this end, LSIC will inaugurate a Policy Studies for Native Nations publications series designed to make the results of its research efforts and those of its fellows readily available to policymakers at tribal, state, and federal levels and to practitioners, students, scholars, and other interested parties.

Governance

While the exact structure of the LSIC Program has yet be determined, as presently conceived LSIC will be located organizationally in the University of New Mexico Native American Studies Department under University College.

Funding

We have yet to attach hard numbers to these proposed activities or to the overall LSIC concept. Part of the planning process will involve specification of costs and the development of a plan for long-term funding of the Institute. The likely sources are standard ones: foundations, corporations (particularly for the executive education component), and possibly federal funds. We assume that at least some of the executive education programs will be fee-based; in addition, some of the policy research is likely to be commissioned work.