**NATIVE
AMERICAN
STUDIES**

The University of New Mexico

Academic Program Review Report

NATIVE AMERICAN STUDIES

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Spring 2023

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Criterion 1. Introductory Section & Background Information

The section should provide a brief introduction to the Self-Study Report, which includes the following elements:

1A: Summary *An Executive Summary that provides a one to two-page summary/abstract of the information contained within the Self-Study Report.*

EXECUTIVE SUMMARY

The Native American Studies (NAS) department, now in its 53nd year of existence, recently celebrated the final approval of its long-awaited doctoral degree. This newest degree is the first Native American Studies doctoral program in the State of New Mexico and only the fourth within a Native or Indigenous Studies department in the nation. The first cohort is set to begin in the Fall semester 2023 with an anticipated enrollment of three to five students. The PhD curriculum focuses on Critical Indigenous Leadership, Sustainable Community Building and Comparative Studies in Indigenous Government, Policy, Identity, and Sustainability.

Originally, the Native American Studies department at UNM was founded in 1970 as an Ethnic Studies center housed in University College where the focus was on supporting Native American students. Since then, the NAS faculty/staff have helped to grow and transform the department's focus from one that, "explores the richness of American Indian cultures" and "keeps current with the growing twenty-first century movements in Indigenous knowledge" to one that "is committed to Indigenous academic scholarship and research excellence." This newly defined mission provides NAS students with the Indigenous knowledge/research necessary to become empowered to support their own tribal communities. Native American Studies moved to the College of Arts and Sciences in 2018 and became an official department.

Furthermore, over the last decade, the NAS department expanded its goals to include, "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" and to "create a department that collaborates with Native communities and engages students in Nation building." As per the 2014 Academic Program Review report, the reviewers suggested the department would benefit to produce graduates who "recognize the importance of providing new diverse frameworks for understanding how and why colonization has been so pervasive and tenacious among Indigenous peoples as well as help students cultivate a tribal critical thinking development process" (p. 9). The M.A. degree addresses these goals through the curriculum, specifically through the Project of Excellence capstone.

Now with the approval of our Ph.D. degree in 2022, and with our multiple degree programs (B.A., Online B.A., B.A. to M.A., M.A.), NAS has tremendous need to meet the demands of these programs, our research, our teaching, and our service and community-based work. Specifically, we need support in the following areas:

1. Faculty - we have 6 and need at least 8

2. Staff - we have 2 and need at least 1 more graduate coordinator and department administrator
3. Graduate/Teaching/Research Assistantships for graduate students – currently we have 4, 3 of whom are funded by entirely by our department
4. Space – with our faculty hire this year, we will have no more office space. We need offices for graduate students and parti-time instructors. We also need a community space with kitchen facilities for community events.

1B: History *A brief description of the history of each degree/certificate program offered by the unit.*

The Ph.D and the M.A. in NAS was approved by the New Mexico Department of Higher Education in 2022 and 2018, respectively, and are the first such degrees in the State. We are now selecting students for admission to the Ph.D. The Ph.D. program will have two tracks – one for students interested in the academic pathway toward faculty positions and the other for students interested in policy development and community building directly within and for Indigenous communities. Both tracks will have a strong research focus and will require in-person classes for the 600 level courses. Students enrolled in the M.A. program have the choice of completing the program either face-to-face, entirely online or a combination of both. Now in its fifth cohort, the program will have graduated 12 students by December 2022. Students who graduate from the program are prepared to enter positions in tribal leadership, leadership in tribal and/or community-based organizations, and positions related to educational outreach and training, social and cultural program development, policy development, and sustainable community building.

The early and sustained interest in the M.A. program was the impetus for the department to create the shared credit B.A./M.A. program. Ever since 2004 when the initial B.A. in NAS degree program was implemented, more and more students have expressed interest in "trying on" graduate-level classes while enrolled in the NAS B.A. program. Although the shared credit B.A./M.A. is relatively new, a total of two students have enrolled in the program since its inception in 2021. It is of particular significance to note that even with a lack of resources, the department has continued to develop new degree programs designed with the individual adult learner in mind, both Indigenous and non-Indigenous.

Yet another strategic initiative recently developed by the NAS department was the implementation of the online B.A. in Native American Studies degree program originally approved in 2016. The program allows the required 36 credit hours for the major to be completed in an accelerated fashion. The majority of students in this degree program typically live far from the main UNM campus, are employed full-time and/or have family responsibilities that occupy substantial amounts of time.

For those UNM students who choose to major in a field other than NAS, the NAS minor originally approved in 1999 is available. The NAS minor often accompanies other UNM majors, commonly, but not exclusive to, Psychology, American Studies, Public Health, Sociology and History. In 2022, NAS also implemented a second major for NAS students who want to elevate their minor degree to a second major. Elevating their minor requires six extra credit hours.

1C: Organizational Structure *A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.*

In 2018 the Native American Studies Program transitioned from the University College and now resides in the College of Arts and Sciences. The college is currently engaging in a national search for the next Dean. The current Interim Dean is Arash Mafi until leadership transitions to Interim Dean Janie Chermak on March 1, 2023. The Chair of the department is Professor, Tiffany S. Lee, Ph.D. and the Graduate Program Director is Professor Lloyd L. Lee, Ph.D. A figure of the organizational structure is in Appendix A.

1D: Accreditation *Information regarding specialized/external program accreditation(s) 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 accreditation(s).*

All degrees in the Native American Studies program are awarded by the College of Arts and Sciences which has UNM Institutional Accreditation from The Higher Learning Commission of the North Central Association. The Ph.D., the M.A., the B.A. to M.A. Shared Credit Program, the B.A., the B.A. Accelerated Online Program, and the minor in NAS are all designed to provide students with a solid foundation in critical 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.

1E: Previous APR *A brief description of the previous Academic Program Review Process for the unit. The description should:*
- *note when the last review was conducted;*
- *provide a summary of the findings from the Review Team Report;*
- *indicate how the Unit Response Report and Initial Action Plan addressed the findings; and*
- *provide a summary of actions taken in response to the previous APR.*

The Native American Studies program at UNM has experienced tremendous growth since the last program review, which was conducted in the fall of 2014. It has evolved from a relatively small program into one that can be characterized not only by its size and strength, but also by its adaptability to the various technological needs of its students.

The 2014 review committee members included:

- Glenabah Martinez, Associate Professor in Language, Literacy and Sociocultural Studies at the University of New Mexico
- Cornel Pewewardy, Professor and Director of Indigenous Nations Studies at Portland

State University

- Myla Vicenti Carpio, Associate Professor in American Indian Studies at Arizona State University

- Reviewers' overall recommendations primarily focused on the possibility that NAS could and indeed would eventually become a stand-alone program, independent of the University College. In an effort to support said program, reviewers recommended the development of NAS undergraduate and graduate programs, as well as an accompanied increase in NAS tenure-track faculty of at least 6-8 positions to support new programs.

- Student input sought by the reviewers indicated a strong interest in the hiring of Native American and/or culturally responsive faculty members in the NAS program. The reviewers suggested that the program consider joint appointments or "cluster hires" to broaden the intellectual experiences of the students.

- The reviewers also proposed that the presence and engagement of Elders had the potential to enhance student learning. Examples of this type of engagement included an Elder-In-Residence program, Elder co-instruction and traditional teaching workshops.

- Given that American Indian Student Services (AISS) and NAS both have a vested interest in the recruitment and retention of Native American students, it was recommended that a "memo of understanding" between the two groups be developed. This "memo" would ideally provide each group with clearer boundaries necessary for more effective communication and, in this way, collaboration.

- NAS should "maintain a good balance of Indigenous/non-Indigenous students, focusing on ensuring that the majority of students in the program are of Indigenous heritage and origin, consistent with its mission to train Indigenous leaders."

- Another point of suggestion was to "[c]larify the roles of faculty and staff in decision-making especially around the issue of academic programming, workload, and assignments. A formal description of the program committee's structure, mandate, and decision-making process would enhance operations."

- Reviewers suggested that NAS explore strategic collaborations with other academic units on campus: Health, Public Administration, Indian Law, American Studies, Social Work, School of Education, Urban Planning, among others. They suggested that "[t]hese efforts along with hiring contract faculty would increase the opportunities for expanded student learning."

- Reviewers also recommended developing a succession plan in the event that/when Dr. Cajete were to reduce his workload or retire.

In summary, reviewers indicated that the 2014 report was to essentially "lay the groundwork for a new generation of NAS M.A. degree graduates (guided by additional tenure-track faculty) and

future tribal leaders who recognize the importance of providing new diverse frameworks for understanding how and why colonization has been so pervasive and tenacious among Indigenous peoples as well as help students cultivate a tribal critical thinking development process."

Native American Studies took the critical opportunity to move toward taking overall action on these recommendations with becoming a UNM department in 2018 while the University climate for investment in Native programming was strengthening. Dr. Tiffany Lee became the first Chair of the department as Dr. Gregory Cajete (NAS Director 2002-2018) made transitions towards retirement. The NAS faculty follows the College of Arts and Sciences protocol in determining the continuation and selection of who holds the Chair position. Arts and Sciences protocol is also utilized in decision making. However, the Chair strives for discussion until consensus is reached and faculty are always invited to meetings outside of the department if possible. NAS Senior Student Success Specialist, Dr. Catherine Montoya, is a former staff member of American Indian Student Services. She has been key in delineating the roles of NAS and AISS. She regularly makes referrals to AISS, other student support services, and helps students navigate coursework planning with NAS faculty. On the heels of these milestones, NAS has maintained a collaborative faculty and staff strategic plan since 2018. This action plan identifies ten objectives, strategies, and actions on how to sustain our path and achieve our vision. Each action plan item will be shared below with updates.

I. Increase enrollment in B.A. and M.A. program.
   a. Enrollment in both the B.A. and M.A. programs has remained steady with occasional rises from year to year. The Covid-19 pandemic has made recruitment challenging, but the online and virtual accessibility that had already been built into NAS courses has risen to serve student interests and needs. Our Zoom information sessions have been well attended. The department is working toward developing more formal relationships with feeder schools.

II. Retain and graduate students.
   a. This is an ongoing priority for the department. NAS regularly offers department scholarships to students. Graduate and teaching assistantships are offered each semester. The B.A./M.A. shared credit program has been established. An alumni survey was completed to gather information on best ways to support our students for preparation into career fields and graduate study. Through our advisor and faculty mentorship, we are encouraging our students to prepare themselves for potential graduate studies in all phases of their NAS coursework.

III. Continuous assessment on academic rigor of our program.
   a. Each May, we gather data on our Student Learning Outcomes according to our timeline. We analyze the data and make changes to the program as needed. We have created and aligned an overall NAS rubric and aligned it to our courses. Our next APR self-study will take place in 2023, but we also reflect on and develop our program and courses during our annual NAS faculty retreat, which is planned at the end of each academic year.

IV. Establish Ph.D. program.
   a. As soon as the M.A. was approved, the faculty and staff initiated the Ph.D. process. Faculty and staff met weekly to thoughtfully complete the necessary forms. Once completed, the approval process went through UNM channels and

then the State. We will be selecting our first cohort of students in Spring 2023, and they will begin in the Fall.

V. Ensure stable funding.
    a. Significant funding from the state has been obtained and increased through the Research and Public Service Project (RPSP) initiative, which provides additional state funding to departments for their objectives outlined in their RPSP proposals. This funding is being used to support all of the action items listed here.
    b. The Chair and faculty regularly meet with the Arts and Sciences Dean to ensure the college is meeting its financial commitment to NAS.
    c. We planned to consult with Regent Begay for more information on increasing and sustaining funding. But given a number of events which will be recounted below, we have waited.
    d. In 2022, the state legislature, under the advocacy of Senator Benny Shendo, appropriated $2.5 million in endowment funding to NAS. These funds will secure the salary of the Chair's position.
    e. In 2022, Bob Hitchcock and Melinda Kelly donated $500,000 to NAS and Anthropology in endowment funding to fund initiatives related to Indigenous human rights.

VI. Demonstrate NAS is an educational resource for the state and community.
    a. This is ongoing–through our degrees; faculty research and community-based work; presentations; organizations; meeting with state leaders; student internships and independent studies; alumni involvement and work; Project of Excellence students and their work.
    b. NAS faculty has also engaged in partnership-based work such as Yazzie/Martinez response initiatives, Town Halls, Ethnic Studies Council, work with the Institute of American Indian Education; UNM Native alumni chapter; Indigenous Scholars for Dialogue and Critical Consciousness; school districts; and the Leadership Institute of Santa Fe Indian School.
    c. Within the university, the NAS department regularly partners on initiatives and/or grants with other departments or colleges such as the Institute of American Indian Education; Division for Equity and Inclusion; Community and Regional Planning; Native American Faculty Council; Chicana/Chicano Studies; Center for Regional Studies; Institute for American Indian Research; and the College of Population Health.

VII. Increase research and scholarship opportunities and support.
    a. The RPSP has been used to support faculty and students in their research projects and partnerships.
    b. Since the 2020 RPSP, scholarships have been increased and distributed to undergraduate and graduate students.
    c. Faculty have secured several grants from foundations, PED, and from UNM entities allowing for more graduate assistantships and research opportunities for students.

VIII. Increase capacity of our department in Health, Environment, Economics and Law.
    a. NAS continues to advocate for support for faculty retention and increased tenure lines.

      b. NAS hired Assistant Professor Maia Rodriguez who began her tenure track in Fall 2022.

      c. NAS is currently engaging in a faculty search for a second hire in these focus areas.

      d. With continuous changes in leadership, NAS has had to keep constant footing in the office of the Dean in order to maintain and/or garner support for faculty hires.

IX.   Establish strong and sustaining relationships with all Native and Pueblo Nations in NM, Native national and international communities, tribal colleges, organizations, and internship/work sites.

      a. Faculty engage in work that is responsive to the needs of Indigenous communities and nations. The relationships that faculty build with the Native nations stem out of years of trust built within communities or people connected to those communities. Faculty collaborations, partnerships, and projects are implemented because they are endorsed by the leaders of those respective communities and/or Nations.

      b. This same process is carried on into the protocols of how students establish their internship sites and/or research projects. In particular, M.A. students must obtain an official letter of support from the community in which they are serving with their Project of Excellence. Sometimes this can mean obtaining a letter of support from a Pueblo Governor, a Navajo Chapter, a Superintendent, a non-profit organization, or an elder council.

      c. In term of other ways that elders and tribal leaders are actively engaged in the student learning experience, they have also become students in our programs. Each year, NAS graduates a handful of students who are recognized by their and our community as being elders and holding leadership positions. All student voices are honored in our classrooms and faculty take the time to especially recognize when our students are elders or have been tribal leaders. When possible, elders and/or tribal leaders are invited to speak in or to our classes and in events.

      d. Furthermore, at our convocation we have established a tradition where we have two speakers: an NAS alum who has demonstrated themselves to be a community leader and an elder-leader of a tribal nation, state government, college, or other form of advocacy for Indigenous sovereignty at the national/international level.

      e. Finally, at each of our monthly NAS meetings, we regularly examine and discuss how our class content, student learning outcomes, and our entire efforts in total are continuing to reflect our commitment to centering Indigenous communities. Sometimes this involves difficult but critical conversations. We do this to ensure that all of our students in the program respect and learn how to contribute to the mission of strengthening sustainable Indigenous communities.

X.   Publicize and build awareness of NAS undergraduate and graduate program.

      a. The NAS website has grown to include highlights of Projects of Excellence, events, and more depth information on our faculty and programming.

      b. NAS has a vibrant social media presence on multiple platforms. NAS promotes and streams its events in this way as well.

      c. NAS places advertisements in local and national news outlets that are oriented toward Native peoples and issues.

       d.   NAS holds information, roundtable sessions about our degree programs.
       e.   Our staff and faculty table at events when time, safety precautions, and resources allow.

In summary, NAS took immediate steps to address many of the recommendations made from the 2014 review such as moving to a new college to generate more sustainable support that would allow for the growth of our programs, leadership structure, and relationships. In order to build on this growth and to sustain it, the NAS department regularly revisits the strategic action plan developed in 2018 which has now become a dynamic document informing and centering our energies to fulfill our mission.

1F: Vision & Mission *Provide a brief overview of the vision and mission of the unit and how each degree/certificate offered addresses this vision and mission. Describe the relationship of the unit's vision and mission to UNM's vision and mission. In other words, to assist the university in better showcasing your unit, please explain the importance of its contribution to the wellbeing of the university, including the impact of the unit's degree/certificate program(s) on relevant disciplines/fields, locally, regionally, nationally, and/or internationally?*

Mission statement from 2014 APR:
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.

Current Mission statement:
Honoring Indigenous experiences, strengthening Native Nations, and helping build sustainable communities through academic excellence.
- Honor-facilitation of ethical perspective, respect for experiences, sense of place, varieties of communities and community processes
- Indigenous experiences-Indigenous as a sense of place and a way of life; individual, community, and national levels of experiences; local, national, international
- Strengthening of Native Nations-through explorations and research of governance, policy, and leadership; self-determination
- Sustainable communities-a strengthening process in developing a sense for community, community education as building of community from within
- Academic excellence-critical thinking skills, Indigenous methodological approaches, research skills, presentation skills, communication skills, collaboration, mastering of content, rigorous approach, application skills, creative thinking skills, writing skills, privileging Indigenous knowledge

Vision statement
NAS is to be an educational resource, making available to Native Nations a comprehensive and high-quality degree programs of study designed specifically to meet the educational needs of

Indigenous leadership and community development, and providing Native Nations and policymakers with research analysis in usable, accessible forms. In addition, NAS aims to develop a body of theory, research, and practice which is founded upon Indigenous thought, values, principles, and research protocols. It is also intended to be a vehicle for supporting the work of New Mexico and Native educational institutions, in particular tribal colleges, through cooperative relationships, curriculum development, and the transfer of skills. Overall, the aim is to evolve an educational process for Indigenous nation development, which flows from Indigenous-based theory and practice. The goal of the 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.

The minor, BA, MA, and now Ph.D. degrees (in their various iterations) all serve to help students fulfill their individual goals of helping strengthen Native Nations and build sustainable communities. Each student decides to what extent taking coursework and engaging in community partnerships through their projects will allow them to achieve the objectives they set for themselves. Our perspective at NAS is to create student learning outcomes, through each degree possibility, to provide each unique student an avenue to meet their vision. Sometimes this means obtaining a minor degree to accompany a business degree to work in Indigenous governance. Other times it could mean earning a B.A. to facilitate a pathway in Indigenous education or non-profit service. As we have more recently seen since the start of our master's program, it could also be obtaining an M.A. in order to teach at the college level, establish a non-profit, or become a leader in Indigenous governance/organizations.

The last three decades have seen a remarkable change in the governing and economic situations of Native Nations. In the 1970s, the federal government moved to a policy of self-determination for American Indian tribes. Although the federal policy intent was modest – to allow tribes to run federal Indian programs – assertive Native 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 Native 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. Native leaders often must 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-Native 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.

Criterion 2. Teaching & Learning: Curriculum

The unit should demonstrate the relevance and impact of the curriculum associated with each degree/certificate program. (Differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

2A: Curricula *Provide a detailed description of the curricula for each degree/certificate program within the unit.*
- *Include a description of the general education component required, including any contributions from the unit to general education, and program-specific components for both the undergraduate and graduate programs.*
- *Discuss the unit's contributions to and/or collaboration with other internal units within UNM, such as common courses, courses that fulfill pre-requisites of other programs, courses that are electives in other programs, cross-listed courses, etc.*

Degree program and Curricula – Catalog 2022-2023

I.   Doctoral Degree in Native American Studies: 66 hours

The Doctor of Philosophy (Ph.D.) in Native American Studies is targeted to students holding a B.A. and M.A. degree in Native American Studies, American Studies, Anthropology, Education, History, or any interdisciplinary-related program. The Ph.D. program and curriculum prepares students for conducting advanced research and for positions in teaching, research, tribal leadership, leadership of tribal organizations, leadership of community-based organizations, positions related to educational outreach and training, social and cultural program development, policy development and analytics, and sustainable community building. We intend to ensure that all graduates of the PhD in NAS at UNM will have the expertise required to contribute to community and nation building in Indigenous contexts. They will be prepared to do so in three different but interrelated ways: to conduct research for non-profit organizations, tribal governments, think tanks, etc; to pursue a professional teaching and research career in the academy; or to enter into a leadership position to effect change in Indigenous communities. Tribal communities and organizations will be solicited to offer feedback in diverse ways on PhD students' dissertation proposals, research work, and final dissertation. They may be invited to serve on PhD candidates' dissertation committees.

The Ph.D. in Native American Studies requires 66 credit hours of coursework. The Ph.D. focuses on Critical Indigenous Thought, Healthy Sustainable Community Building, and Comparative Studies in Indigenous Government, Policy, Identity, and Sustainability. The total 66 credit hours

for the Ph.D. includes 18 credit hours of required Ph.D. core courses, an additional 30 credit hours from the Critical Indigenous Thought; Healthy Sustainable Community Building; and Comparative Studies in Indigenous Government, Policy, Identity, and Sustainability elective focus courses that are selected during advisement and based upon how well they complement the student's program of study. Before starting their dissertation, doctoral students must complete a comprehensive exam. The exam will require students to demonstrate their knowledge of the field of NAS, particularly in the focus areas and in their specific topic area of interest and study. The comprehensive exam will be assessed based on the student learning outcomes: 1) Students will acquire an understanding of leadership and how to address current challenges across Indigenous communities. 2) Students will develop the skills necessary to contribute to the sustainability of healthy Native communities. 3) Students will demonstrate a practical and theoretical grounding in Indigenous community building.

A final 18 credit hours must be completed as dissertation hours. All doctoral candidates must successfully complete their courses, focus courses, comprehensive exam, and dissertation to graduate from this doctoral degree program.

Ph.D. Core Courses (18 credit hours)

- NATV 550. Indigenous Nations and Sustainable Communities Seminar

- NATV 560. Research Methods and Practice in Indigenous Scholarship

- NATV 570. Indigenous Thought and Ethics

- NATV 665. Applied Indigenous Critical Theory

- NATV 670. Comparative Indigenous Studies across Disciplines

- Additional Graduate Level Methods Course, 3 credits, which could include NATV 667, Action Research in Indigenous Communities; or from the approved list (consult with NAS advisor).

Ph.D. NAS Focus or Interdisciplinary Focus Courses

In consultation with advisor, students will select a combination of 30 credit hours of the following courses:

- NATV 502. Education, Power, and Indigenous Communities

- NATV 510. Individual Study

- NATV 522. Indigenous Community Approaches in Restorative Justice

- NATV 523. Self-Determination and Indigenous Human Rights

- NATV 530. Gender and Indigenous Leadership

- NATV 535. Issues in Contemporary Native Leadership

- NATV 540. Indigenous Economics, Sustainability, and Environmental Protection

- NATV 545. Politics of Identity

- NATV 551. Problems

- NATV 555. Native American Policy and Community Building

- NATV 595. Topics in Native American Studies

- OR interdisciplinary focus courses from the approved list (consult with NAS advisor).

Dissertation

Once students have successfully completed their dissertation proposal defense, they may enroll in the dissertation hours. A minimum of 18 credit hours of dissertation (NATV 699) will be required for their successful completion of their Ph.D. in Native American Studies.

II.   Master of Arts Degree in Native American Studies: 30 hours

The Master of Arts degree in NAS is similar to the Ph.D. in that it has a focus on Indigenous Leadership, Self-Determination and Sustainable Community Building. Ph.D. and M.A. NAS students will take three of the same core courses. The Master of Arts (M.A.) degree is a distinctive program of study whose central mission is to support leadership development and community education that fosters critical investigation and interpretation, social justice, and social transformation of knowledge. NAS prepares students to be community-engaged leaders who work toward socially plural, culturally inclusive and healthy communities that drive positive human interactions and acknowledge the diversity of human experience and creative expression.

Students must complete a minimum of 30 credit hours, which consists of 18 credit hours from the M.A. Core Courses and 12 credit hours from the Focus Courses. Students must meet with the Graduate Faculty Director to determine their Plan of Study. The M.A. courses are offered typically once a week for about 2.5 hours in-person and via Zoom.

M.A. Core Courses

NATV 550. Indigenous Nations and Sustainable Communities Seminar (3)

NATV 555. Native American Policy and Community Building (3)

NATV 560. Research Method and Practice in Indigenous Scholarship (3)

NATV 570. Indigenous Thought and Ethics (3)

NATV 590. Project of Excellence (6)

M.A. Focus Courses

NATV 502. Education, Power and Indigenous Communities (3)

NATV 510. Individual Study (1 to 6 credits)

NATV 522. Indigenous Community Approaches in Restorative Justice (3)

NATV 523. Self-Determination and Indigenous Human Rights (3)

NATV 530. Gender and Indigenous Leadership (3)

NATV 535. Issues in Contemporary Native Leadership (3)

NATV 540. Indigenous Economics, Sustainability, and Environmental Protection (3)

NATV 545. Politics of Identity (3)

Additional electives of appropriate 500-level UNM Courses (up to 6 credit hours) may be petitioned for approval from related disciplines such as American Studies; Anthropology; Community and Regional Planning; History; Language, Literacy and Sociocultural Studies; Public Administration; Sociology; or an interdisciplinary-related program.

NATV 502/402. Education, Power and Indigenous Communities (3)

How economic, political and social power influences the education of Indigenous youth is the emphasis of the course. Topics include who defines the concept of an "educated person" and in what contexts.

NATV 510. Individual Study. (1 to 6, may be repeated twice)

This course provides graduate students with the opportunity to work one-to-one with an instructor to facilitate a rigorous study of a subject or the completion of a project.

NATV 522. Indigenous Community Approaches in Restorative Justice. (3)

Explores the existence of Indigenous frameworks of restorative justice. The impact of Western structures and Euro-American colonization is critiqued. The course centers upon the importance of Indigenous restorative justice in community building for self-determination.

NATV 523/423. Self-Determination and Indigenous Human Rights. (3)

Analyzes the emerging norm of self-determination and its impact on Indigenous peoples in the international legal system. Colonization, liberation, and the political futures of culturally distinct peoples are examined from inter-disciplinary perspectives.

NATV 530. Gender and Indigenous Leadership. (3)

The course critically explores the role gender has played traditionally in tribal and Indigenous communities, how/or if colonization has impacted those norms and roles, and understanding contemporary leadership roles in tribal, national, and international levels.

NATV 535. Issues in Contemporary Native Leadership. (3)

Critically examines contemporary issues and perspectives on Native leadership. Topics covered include contemporary Native community issues, traditional leadership elements and methodologies, leadership challenges, and nation-building leadership approaches.

NATV 540. Indigenous Economies, Sustainability, and Environmental Protection. (3)

Critically examines the complex systems Native Peoples are a part of and form with their environment and way of life. Economic development, sustainable practices, environmental protection, and community revitalization dynamics are analyzed.

NATV 545/445. Politics of Identity. (3)

Examines Native identities in law, biology, culture, and via self-identification within an interdisciplinary context. Discussion will focus on federal intrusions, misappropriations, and adaptations that strengthen the sovereignty of Native Nations.

NATV 550. Indigenous Nations and Sustainable Communities Seminar. (3)

Will examine how Indigenous Peoples have come to their current reality and how they may move forward in adapting, revitalizing, and sustaining Indigenous community in the present and into the future.

NATV 551. Problems. (1 to 3, may be repeated twice).

Intensive, directed study at the graduate level of particular topics and issues pertaining to the field of Native American Studies. Permission of the Department Graduate Director required prior to registration.

NATV 555. Native American Policy and Community Building. (3)

Critically engages Native policy and community building dynamics. Principles relating to political sovereignty, cultural self-determination, economic sustainability, social and economic justice, and strategic planning underlie the notion of Native policy development and community building.

NATV 560. Research Method and Practice in Indigenous Scholarship. (3)

Critically examines research theories, methodologies, and practices in Native American Studies. Diverse research methods are explored, with emphasis on decolonizing approaches and the impact and value of research for Native communities.

NATV 570. Indigenous Thought and Ethics. (3)

Introduces students to diverse and complex theoretical and contextual perspectives in Native American Studies through and examination of the most significant contemporary scholarship. Transcends disciplinary boundaries and grounds scholarly inquiry in frameworks reflecting Native-centered ethics.

NATV 590. Project of Excellence. (3 or 6, may be repeated once)

Graduate students are required to complete. Demonstrate accumulation of a theoretical foundation that can be successfully applied to address a target topic or issue relevant to a particular Native community, inter/national audience, or Indigenous group/organization. Prerequisite: 560 and 570.

NATV 595. Topics in Native American Studies (3, may be repeated twice).

Specialized topics taught by the Native American Studies department faculty from UNM and the surrounding community which vary according to the instructor's expertise. Subject areas can include but not limited to education, identity, environment, and decolonization.

III.   Bachelor's Degree in Native American Studies: 36 hours

A Bachelor of Arts degree in Native American Studies is designed to give students a relatively broad background while allowing concentrated study in one of the two areas of concentration: _Leadership and Building Native Nations (LBNN)_ or _Indigenous Learning Communities (ILC)_. The curriculum for the B.A. is aimed at introducing students to the major policies and foundational history that impact Native Nations in the U.S. and Indigenous people globally. We also integrate research skills, critical thinking and writing skills across courses to strengthen students' abilities in applying these skills into any career they choose.

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

Program Requirements

Required Core Courses in Major: 18 credit hours

NATV 1150. Introduction to Native American Studies

NATV 2110. Sociopolitical Concepts in Native America

NATV 2140. 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 hours

The minor degree in Native American Studies provides the same major policies and foundational history as the B.A., however students do not select an area of concentration. A minor in Native American Studies requires successful completion of 24 credit hours. 15 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 Chair of Native American Studies.

Required Core Courses in Minor: 15 credit-hours

NATV 1150. Introduction to Native American Studies

NATV 2110. Sociopolitical Concepts in Native America

NATV 2140. Research Issues in Native America

NATV 300. Research Methods in Native America Contexts

NATV 474. Traditions of Native American Philosophy

CATALOG 2022-2023

Native American Studies Courses

NATV 1150. Introduction to Native American Studies (3) (Added as an option in UNM's General Education Curriculum in Fall 2014)

This course surveys the significance of Native American Studies through an inter- disciplinary approach to two areas of academic concentration: Leadership and Building Native Nations and Indigenous Learning Communities. Meets New Mexico General Education Curriculum Area 5: Humanities.

NATV 2110. Sociopolitical Concepts in Native America (3)

This course examines a body of politics identified with Native America specific to historical and contemporary relevance for understanding Native American/Indigenous/American Indian nations and communities. Students are challenged to identify issues and debates based on selected readings, films; case examples; and guest presentations to engage in informed discussions about the socio-political experience of Native Americans within the U.S. and Indigenous peoples internationally, including 'global' activist movements. The course will use a seminar discussion

format to present key (theoretical-methodological) approaches to developing a critical understanding of social and political issues impacting Native Americans today. To make the 'intangible' i.e., thinking values, and belief systems but not limited to policies and political behavior, cultural expression that result in tangible actions affecting Native American peoples. Students are expected to develop and refine their skills in articulating verbal and written critiques of sociopolitical concepts identified.

NATV 2140. Research Issues in Native America (3)

In this course, you will critically examine research theories, methodologies, and practices of various academic disciplines used to study Native Americans. The course focuses on developing your research skills and places an emphasis on the impact and value of research for Native communities.

Pre- or corequisite: 1150 or 2110.

NATV 2315. Indigenous Language Revitalization and Community Renewal (3)

Examines Indigenous language change 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 Indigenous people.

NATV 2996 [255]. Topics in Native American Studies (1-3 to a maximum of 6)

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: 2140.

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 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)

Directed study of Native American Studies topics of personal interest by the student. Student must approach the instructor the semester before enrollment to development to develop a plan of study. A formal presentation and paper are required. Prerequisite: 300. Restriction: admitted to B.A. Native American Studies or minor in Native American Studies; and permission of instructor.

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

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

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.

NATV 402/502. Education, Power and Indigenous Communities (3)

How economic, political and social power influences the education of Indigenous youth is the emphasis of the course. Topics include who defines the concept of an "educated person" and in what contexts.

NATV 423/523. Self-Determination and Indigenous Human Rights (3)

Analyzes the emerging norm of self-determination and its impact on Indigenous peoples in the international legal system. Colonization, liberation, and the political futures of culturally distinct peoples are examined from inter-disciplinary perspectives.

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

Complex ways in which Native peoples form relationships with their environment are examined. Differences and similarities between Native and dominant cultural conceptions of the environment and environmental justices are considered within an inter-disciplinary context.

NATV 445/545. Politics of Identity (3)

Examines Native identities in law, biology, culture, and via self-identification within an inter-disciplinary context. Discussion will focus on federal intrusions, misappropriations, and adaptations that strengthen the sovereignty of Native Nations.

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

Topics courses taught by faculty from The University of New Mexico and the surrounding community which vary according to the instructor's expertise.

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

Explores the meanings of "Indigenous education" through current scholarship and through active participation in a community-based setting. Examines Indigenous educational traditions and their applications for contemporary practices while engaging in community-based learning and service.

NATV *462. Native American Oral Tradition and Language Reclamation (3)

Native American stories function much like food for the soul. Students will learn an inter-disciplinary context how ancestral and contemporary stories, oral and written, continue to represent the thoughts, values and life ways of Native people.

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

An examination of philosophical thought by Native peoples in both historic and modern context in science, government, law, education, psychology, and cosmology. Native social systems and Native philosophical contributions to the world's societies are examined.

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

This course critically engages Indigenous community revitalization dynamics and its relationship to culture, Indigenous thought, and decolonization. Principals relating to political sovereignty, cultural self-determination, economic viability, social and economic justice, and strategic planning underlie the notion of Nation Building for Native people.

NAS frequently cross-lists our courses with several departments, including Chicana and Chicano Studies, American Studies, Language, literacy and sociocultural studies, Honors College, English, and several more. Each of our degree programs allow students to use courses in other departments related to their program of studies to fulfill electives and some required courses for their degrees.

2B: Mode of Delivery *Discuss the unit's mode(s) of delivery for teaching courses.*

Courses are offered face-to-face, online (synchronous and asynchronous), and hybrid. The department meets multiple times a semester to determine the best way to balance the options of course delivery methods, student needs, and UNM requirements.

Criterion 3. Teaching & Learning: Assessment

The unit should demonstrate that it assesses student learning and uses assessment to make program improvements. In this section, the unit should reference and provide evidence of the program's assessment plan(s) and annual program assessment records/reports. (Differentiate for each undergraduate and graduate degree/certificate program and concentration offered by the unit.)

3A: Assessment Plans *Provide current Assessment Plan for each degree and certificate program in the unit.*

The assessment plan for the **B.A**. in NAS can be found in Appendix D. We currently assess one of our student learning outcomes per year and each SLO is assessed through a core course.   Our broad program learning goal is:
- Students will honor Indigenous experiences and the strengthening of Native Nations and sustainable communities through academic excellence.

The SLOs are listed below followed by the course in which the SLO is measured:
- Students will articulate Indigenous experiences as a sense of place and way of life at individual, community, national, and international levels. (NATV 1150)
- Students will demonstrate an understanding of Native Nations' governance, policies, leadership, and self-determination as they affect Indigenous peoples. (NATV 2110)
- Students will apply their sense of relationships to sustainable Indigenous community development. (NATV 474)
- Students will utilize appropriate theories and Indigenous-based methodologies in designing and conducting original research projects. (NATV 300)

Students have to achieve a C+ or better on assignments connected to measuring the SLO to show they have met the SLO.

The assessment plan for the **M.A.** in NAS can be found in Appendix E. Based on feedback from college level reviewers, we modified our plan to measure each of our SLOs in the capstone course, NATV 590: Project of Excellence. The course and the students' projects allow students to demonstrate their knowledge as it is tied to each course and is the culminating activity of the M.A. degree. Our broad program learning goals are:

- Program Goal #1: Provide advanced educational foundation in leadership in Native American Studies preparing students to build and sustain relationships and practices in Native communities and Nations.
- Program Goal #2: Students will become practitioners in Indigenous-based research for community building and self-determination.

The SLOs are also measured one per year. The SLOs associated with those broad program learning goals include:
- Students will demonstrate an understanding of leadership and how to address current challenges across Indigenous communities.
- Students will develop the skills necessary to contribute to the sustainability of healthy Native communities.
- Students will explain a practical and theoretical grounding in Indigenous community building.

Students have to achieve a B or better on assignments connected to measuring the SLO to show they have met the SLO.

The assessment plan for the **Ph.D.** in NAS will be implemented in year 2023-24 when the first courses are offered. Our current plan can be found in Appendix F. The three student learning outcomes for the Ph.D. include:
- Students will be able to demonstrate a practical and theoretical grounding in Indigenous community building.
- Students will be able to develop the skills necessary to contribute to the sustainability of healthy Native communities.
- Students will be able to critically analyze and develop frameworks to capture the complexity of differing Indigenous systems.

The SLOs will be fully evaluated at the completion of year one of the implementation of the PhD degree. However, assessment activities (data collection and reflection) will begin throughout year one and be conducted by NAS faculty. Measurements of the outcomes will be based upon student performances in the core courses. For detailed information, please see the Assessment Plan in Additional Information.

In respect to measuring the outcomes at the exit level, all students will be required to take a comprehensive exam prior to their advancement to candidacy that demonstrates proficiency in major practical and theoretical approaches to Indigenous critical thought, sustainable community building, and comparative frameworks (the three student learning outcomes outlined above). Students will also be required in their final oral presentation to demonstrate how their dissertation research addresses these three interrelated outcomes.

3B: Assessment Reports *Provide current Assessment Report for each degree and certificate program in the unit. Expand on any initiatives/changes that have resulted from these reports.*

We have consistently assessed our SLOs for the B.A. over many years now. In 2019, we developed an NAS rubric that is tied to our mission and degree program goals.
Each line in the rubric is aligned with each SLO A.1-4.   Our assessment reports have guided us in making improvements to how we assess our SLOs and documenting changes we make to curriculum as a result of those assessments. Basically, we meet at the end of every academic year to analyze the data we collected for that year and make decisions on how to move forward given what the data shows us about our students' progress. This has resulted in the assessment plan provided in the appendix. Our assessment report for the B.A. can be found in Appendix G.

As a result of the 2022 M.A. plan review and comments, we are following the reviewer's advice to measure the SLO associated with our capstone course and project, NATV 590. The reviewer stated, "First SLO should contain language for measurability. Change "develop understanding" to something like "explain leadership options appropriate to current challenges across Indigenous communities"; there are many artifacts, potentially bogging down the assessment process. This reviewer thinks the community-based project is the best way to assess the SLOs for this program." The assessment report for our M.A. is located in Appendix H.

Our assessment scores and reports for both the B.A.and M.A. degrees have shown significant success recently. We have been scored at the "exemplary" level in most criteria. Where we have not, we have addressed and made improvements in the following year's plan and report. We are proud of this growth and success in our assessment procedures.

3C: Primary Constituents *Describe the unit's primary constituents and stakeholders. Include and explanation of how the student learning outcomes for each degree/certificate are communicated to students, constituents, and other stakeholders.*

The primary constituents for NAS include our students, most of whom come from Native communities in the region and many from across the U.S. We also consider our communities as indirect constituents given that our mission is to collaborate with communities in research, teaching, and service. Our students and faculty have worked with numerous local organizations and Native Nations, over the years, in course work, their projects of excellence, internships, and through community-engaged research. For example, constituents have included Navajo Nation

council delegates, the Native American Community Academy, Santa Ana Healing to Wellness courts, Tesuque Pueblo education department, and many more. Our student learning outcomes are communicated to students in each of our courses on our syllabi and course assignments and rubrics. For our community constituents, our learning outcomes are shared in communications with community partners. They are invited to our students' presentations at the end of each semester to observe and learn about student performance as they pertain to our learning outcomes. At the graduate level, we include community feedback as part of the assessment for NATV 590.

Criterion 4. Students (Undergraduate & Graduate)

The unit should have appropriate structures in place to recruit and retain undergraduate and graduate students. (If applicable, differentiate for each degree and certificate program offered by the unit). Include specific measures and activities aimed at increasing equity and inclusion.

4A: Recruitment

Discuss the unit's proactive recruitment activities for both undergraduate and graduate programs, including specific efforts focused on recruiting students of color, underserved students, and students from groups that have been traditionally under-represented in your academic field.

Recruitment

NAS has evolved from the 2014-2015 school year until the present 2022-2023 school year. During the 2014-2015 school year, Laura Valdez, at the time was the Director of Exploratory and Pre-Major Advising Center and oversaw the NAS advising. In February 2016, NAS hired a Student Success Specialist, Dr. Catherine Montoya, whose position has evolved into the Senior Student Success Specialist in May 2019. Dr. Montoya often leads recruitment efforts for the NAS Department.

Recruitment for the Native American Studies Department includes attending, presenting, and sharing information at various events throughout the school year, which includes:
- NAS Open House, an event provided by NAS about our various academic programs
- NAS Roundtable, an event initially to recruit M.A. students, and as of Fall 2022 also included the Ph.D. program recruitment
- Information shared during NAS courses, particularly in NATV 1150. Introduction to Native American Studies and NATV 474. Seminar: Applying Traditions of Native American Philosophy
- American Indian Junior Day and American Indian Senior Day, events led by American Indian Student Services (AISS), where they bring hundreds of Native American high school juniors and seniors to UNM
- High School Campus Visits, often co-sponsored with AISS and/or Indigenous Nations Library Program (INLP)
- AISS Welcome Back Social, an event usually held at the start of the school year by AISS
- Transfer fairs at the branch campuses (mainly UNM-Gallup) or other community-based events
- CNM sponsored recruitment events like the CNM NAS Panel in Summer 2021
- UNM sponsored recruitment events

Typically, NAS receives smaller numbers of incoming freshmen who choose Native American Studies as their initial college degree. More often, undergraduate students will take a NAS course and gain interest in the NAS degree program options or come from other transfer institutions. In the M.A. degree program, NAS often receives inquiries from across New Mexico and across the country. We are now receiving similar inquiries for the Ph.D. program.

In addition to recruiting students through events hosted on or off campus, Dr. Montoya has helped improve the department's social media, website updates, and print material to share details about our various academic programs. NAS posts information through Instagram, Facebook, and Twitter: @NATVUNM. NAS also added a YouTube channel where we can share lectures from conferences, symposiums, or other events. Dr. Montoya updated the NAS website in the summer of 2018 and continues to maintain the NAS website through Cascade. Through the website, we provide details about our academic programs, information about the NAS faculty, staff, students, and NAS alumni as well as information about our events. For print material, we currently have an NAS bookmark with details about all of the NAS programs, NAS M.A. 5x7 postcard with details about how to apply to the M.A. degree program, a tri-fold brochure for information about the NAS Accelerated Online Program (AOP), and a rack card featuring the NAS Ph.D. program. We often share our print materials at various recruitment events, conferences, and other gatherings.

Typically, as we get inquiries about the NAS undergraduate programs, NAS minor, NAS major, NAS 2nd major, NAS B.A.-M.A. Shared Credit, and the NAS Accelerated Online Program, Dr. Montoya is the main point of contact. Potential student inquiries come through various avenues: in-person, phone, email to nasinfo@unm.edu, or direct contact with Dr. Montoya through her UNM email or Loboachieve.unm.edu, the University advising website. Dr. Montoya works closely with the Arts & Sciences Center for Academic Success (ASCAS) to meet with incoming students who attend New Student Orientation throughout the summer and before the start of Spring semesters. She also works with the UNM Admissions and the Accelerated Online Program for interested students in the Accelerated Online Program.

For the graduate degree programs, Dr. Montoya and Dr. Lloyd L. Lee will often host the "M.A. and Ph.D. Roundtable," where they share admission information, program details, and often invite the NAS faculty and students to also share program details with potential students. During the COVID-19 Pandemic, Dr. Montoya and Dr. Lee moved these meetings to Zoom sessions, which received good attendance. NAS continues to host Open Houses like the Roundtable, which will offer both in-person and online options for attendees to learn more about all of the NAS academic undergraduate and graduate programs.

We would like to expand recruitment efforts, particularly for our Ph.D., on a more national scale, such as at national conferences or through national media outlets. This will depend on available resources. UNM had taken a role in publicizing our online degree program. We would like to see UNM take a larger role is helping to publicize all of our degree programs.

4B: Admissions

Discuss the unit's admissions criteria and decision-making processes (including transfer articulation(s)) for both undergraduate and graduate programs. Evaluate the impact of these processes on enrollment.

Undergraduates. For undergraduate NAS students, they apply to the University at APPLY.UNM.EDU. Once they are admitted, they must complete their New Student Orientation (in-person or online), then meet with Dr. Montoya to plan their first semester. For students coming into the Accelerated Online Program, they start by visiting NASONLINE.UNM.EDU, then select "Request Information" under the "Interested in Learning More?" box to connect with a UNM Admission Recruitment Specialist, who will guide them through the admission process. Some students immediately get in direct contact with NAS, then Dr. Montoya will provide them guidance on how to apply.

Undergraduates are considered pre-majors until they complete the following criteria for admission into the NAS major with a grade of C or better:
- Completion of General Education Curriculum: Communication, which includes ENGL 1120. Composition II and one additional Writing & Speaking Course Required
- Completion of General Education Curriculum: Mathematics & Statistics
- Completion of General Education Curriculum: Second Language
- Completion of NATV 1150. Introduction to Native American Studies
- Completion of NATV 2110. Sociopolitical Concepts in Native America.

Once students are admitted to the NAS major, they must maintain a 2.5 GPA or higher and select an NAS concentration: Leadership and Building Native Nations (LBNN) or Indigenous Learning Communities (ILC). For degree completion of a B.A. in Native American Studies, students must complete the following:
- A total of 120 acceptable credit hours to graduate
- A total of 48 Upper-Division credit hours
- A total of 90 credit hours of courses taught by the College of Arts & Sciences
- A completion of UNM General Education
- A completion of 36 credit hours of the NAS major requirements (2.5 GPA or higher):
- NAS Core Courses:
  - NATV 1150. Introduction to Native American Studies
  - NATV 2110. Sociopolitical Concepts in Native America
  - NATV 2140. Research Issues in Native America
  - NATV 300. Research Methods in Native American Contexts
  - NATV 351. Individual Study OR NATV 352, Internship
  - NATV 474. Seminar: Applying Traditions of Native American Philosophy
- 12 credit hours of selected NAS concentration (LBNN or ILC) courses
- 6 credit hours of additional NAS upper division
- 18-24 credit hours of a selected minor degree OR double major
- A minimum cumulative GPA of at least 2.00 as defined in the Graduation Requirements of the UNM Catalog and a major specific cumulative GPA of 2.5 or greater.

For undergraduate students interested in the NAS 2nd major option or the Shared Credit program (B.A.-M.A.), they get in contact with Dr. Montoya, who helps determine their eligibility for either option. Second majors in NAS are ideal for those students wanting to combine NAS with their 1st major, which may be a non-B.A. degree. The 2nd major only requires 30 credits to complete (18 credits of NAS core courses plus 12 credits of their selected NAS concentration). The 2nd major options became available recently beginning Fall 2022.

B.A.-M.A. Shared Credit Program. The B.A.-M.A. Shared Credit program became available in Fall 2021, allowing high achieving NAS undergraduate students the opportunity to take graduate NATV courses that will count both towards the B.A. and M.A. degrees in NAS. To date, we have had 2 students participate in the BA to MA program. For eligibility into the B.A.-M.A. Shared Credit program students must meet the following criteria:
- Be within 30 credits of graduating with their B.A. degree
- Have a minimum GPA of 3.0 at the time of their application
- Have successfully completed NATV 300, Research Methods in Indigenous Contexts, with a "C" or better
- Need to complete NATV 474, Seminar: Applying Traditions in Native American Philosophy.

While in the B.A.-M.A. Shared Credit program, undergraduate students may take up to 15 of the following credits that will count both towards the B.A. and M.A. degrees as long as they earn a grade of "B" or better:
- NATV 474. Seminar: Applying Traditions of Native American Philosophy, 3 credits
- NATV 550. Indigenous Nations and Sustainable Communities Seminar, 3 credits
- NATV 555. Native American Policy and Community Building, 3 credits
- NATV 560. Research Methods and Practice in Indigenous Scholarship, 3 credits
- NATV Focus Elective. Select 1 NATV M.A. Focus course, 3 credits.

To apply to the BA-M.A. Shared Credit program, students submit the following materials directly to Native American Studies:
- Letter of Intent (3-5 pages) that addresses educational goals, professional plans, interest in the M.A. degree program, and background in Native American Studies or Indigenous communities
- Writing Sample (10-15 pages) of original work that is academic, technical, professional, or artistic in nature (i.e. research paper, article, thesis, film, manuscript, reports, briefings)
- Resume or CV
- 3 Letters of Recommendation – academic letters strongly encouraged. Letters of support are sent directly to Dr. Catherine Montoya.

Annual applications are due by February 28 for that upcoming Fall semester.

Graduate Students. For graduate students the admission process is similar between the M.A. and Ph.D. programs. Both admissions processes require students to apply through https://grad.unm.edu and to upload the following documents:
- Submit an online graduate application and pay the fee
- Send all official transcripts to UNM Admissions (https;//admissions.unm.edu)
- Upload a Letter of Intent (3-5 pages) that addresses educational goals, professional plans, interest in the graduate degree program, and background in NAS or Indigenous

communities
- Upload a Writing Sample (10-15 pages) of original work
- Provide 3 Letters of Recommendation. Academic letters are strongly encouraged.
- Upload latest resume or CV.

Both admission requirements include having a 3.0 GPA and having completed the appropriate degrees prior to admission (Bachelor's degree for M.A.; Bachelor's and Master's degrees for Ph.D.). NAS admits once a year for both the M.A. and Ph.D. programs with an application deadline of February 28th for students to begin coursework that fall semester. The deadline for Ph.D. students is being re-reviewed each year now in order to be more competitive with funding offers for prospective students. The department (NAS faculty and the Sr. Student Success Specialist) reviews applications, makes decisions, and department admission letters are sent by the end of March. The Sr. Student Success Specialist administers the admission process, answering questions, organizing files, and sending appropriate responses to applicants. NAS developed their own matrix for analyzing applications (see Appendix I). In Spring 2023, the department will be reviewing their first round of Ph.D. applications with students beginning in the Ph.D. program in Fall 2023.

Transfer Articulations. NAS met with Central New Mexico Community College (CNM) representatives to provide input into the recent development of the Associates Degree in Native American Studies offered beginning Fall 2020. Students at CNM are able to complete their AA degree in Native American Studies that will prepare them to transfer to UNM Main Campus to continue into the Bachelor of Arts degree in NAS. CNM offers NATV 1150. Introduction to Native American Studies; NATV 2110. Sociopolitical Concepts in Native America; NATV 2315. Language Recovery, Revitalization, and Community Renewal; and NATV 2140. Research Issues in Native America, which helps students be more prepared for the NAS major at UNM. Discussions will soon take place this Fall 2022 to create similar transfer articulation with San Juan College.

4C: Data
Provide available data and an analysis of the unit's 1) enrollment, 2) retention, and 3) graduation (i.e. time to degree, graduation rates, etc.) trends. Please provide data and analysis on enrollment, retention and graduation rates for students by race/ethnicity and gender, where possible. Include an explanation of the action steps or initiatives the unit has taken to address any significant challenges or issues highlighted in these trends. When possible, data should be obtained from a UNM source such as MyReports or OIA. The APR office will assist with identifying appropriate data sources.

SUMMARY. The following sections, which report data on NAS students through graphs, tables, and narrative, provide evidence of NAS's growth in each of our degree programs and student population. This can be attributed to our expansion in a number of ways, such as through our online programs, the inclusion of NATV 1150 in the general education requirements for UNM, and the fact that all of our courses meet UNM's diversity requirement. During the height of the pandemic, we were able to move to online and remote learning but we did see a decline in enrollment and graduation numbers, much like the rest of the university programs. Enrollment is increasing again at this point. It is also important to note that the majority of our students in all of our degree programs are Native American, female, and many are transfer students. NAS at

UNM is playing a large role in supporting and graduating Native students at UNM, which is part of our mission and a goal of our department. We have many stories of how our students have utilized their NAS degree after they graduate. For example, one BA alumnus became the Tribal Administrator for his Pueblo. Another Alaska Native alumnus is the director of a non-profit in Alaska to protect their ancestral homelands and the environment around Bristol Bay. An MA alumnus was a high school teacher and promoted land-based pedagogy at her school based on her Project of Excellence in her MA program. Overall, NAS provides a home away from home and a safe space for NAS students to share and build community.

Freshman and Transfer Students. Many Native American Studies students find NAS later after taking a class or two in Native American Studies, when they find out about the NAS major or minor options, or as transfer students. Very few enter UNM as a pre-major in Native American Studies, first-time freshmen. UNM's Office of Institutional Analytics (OIA) collects data from first-time freshman entering UNM. Thus, many of our transfer students, part-time students, or students who enter our program later in their years at UNM may be missed. We have included graphs that are most applicable to NAS from OIA, and we have included graphs from our own department data.

The following graph came from statistics from the Office of Institutional Analytics (OIA) showing our growth in NAS undergraduates from Fall 2018-Fall 2022, which includes both B.A. and Pre-Major students:

Native American Studies Undergraduate Headcount
Fall Semesters 2018-22

Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
39	31	43	45	52
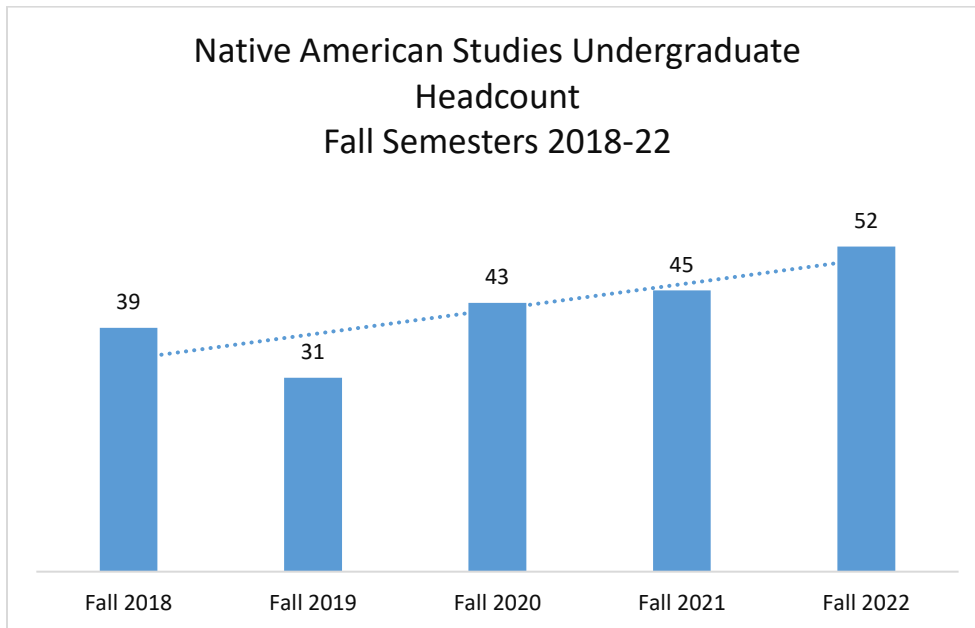
In this graph above, you can see there is an increase of undergraduate students in the Native American Studies programs from Fall 2018 to Fall 2022.

In comparison, to the UNM undergraduate headcount Fall 2018 to Fall 2022, you can see for UNM Main Campus the numbers are decreasing, until Fall 2022:

UNM Main Campus Undergraduate Headcount
Fall Semesters 2017-21

17,819	16,617	16,056	15,267	15,892
Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
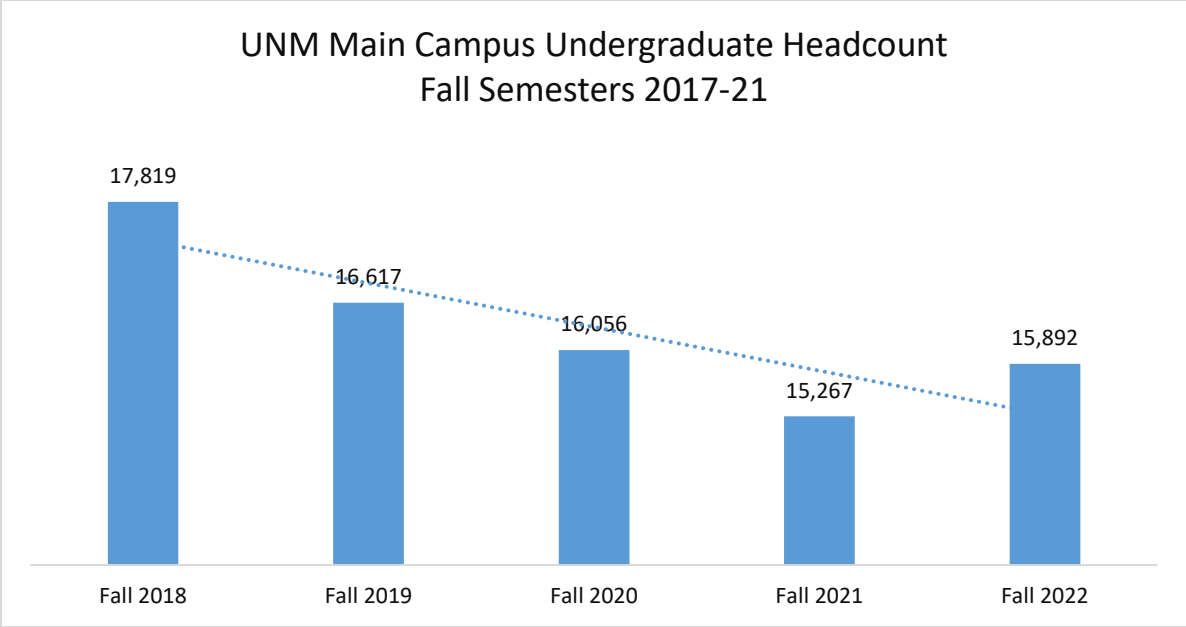
Another interesting fact about our NAS undergraduates is that majority are female than male as seen in the following graph:

Native American Studies
Undergraduate Headcount
Fall Semesters 2018-22, by Gender %

	Fall 2018 n=39	Fall 2019 n=31	Fall 2020 n=43	Fall 2021 n=45	Fall 2022 n=52
Male	26%	48%	44%	33%	29%
Female	74%	52%	56%	67%	71%

■ Female ■ Male
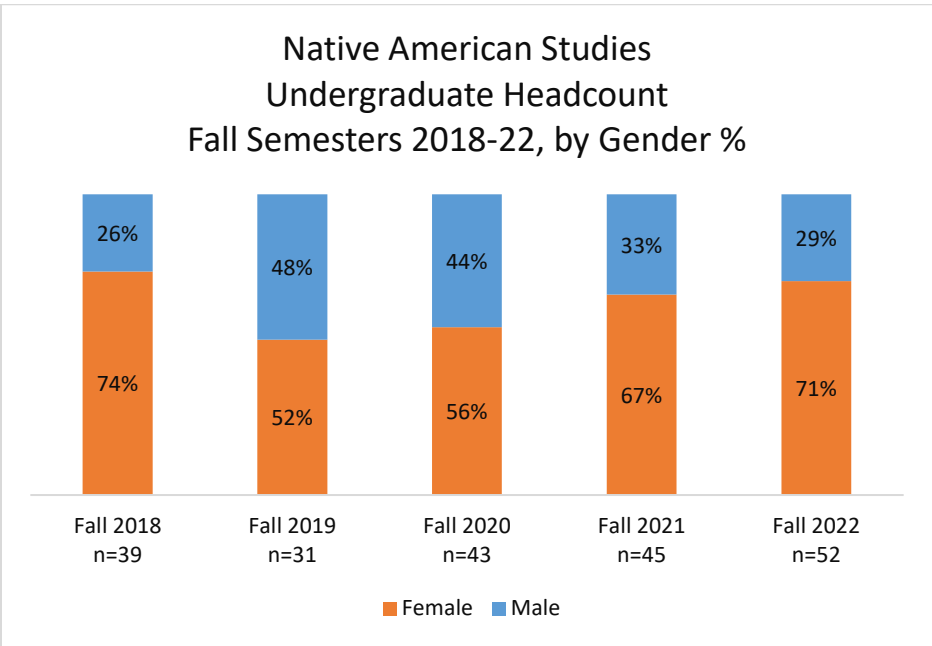
For UNM Main Campus undergraduate headcount by gender, it is more evenly split as seen in the following graph (statistics provided by OIA):

**UNM Main Campus Undergraduate Headcount
Fall Semesters 2017-21, by Gender %**

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Male	44%	44%	42%	42%	42%
Female	56%	56%	58%	58%	58%

■ Female ■ Male
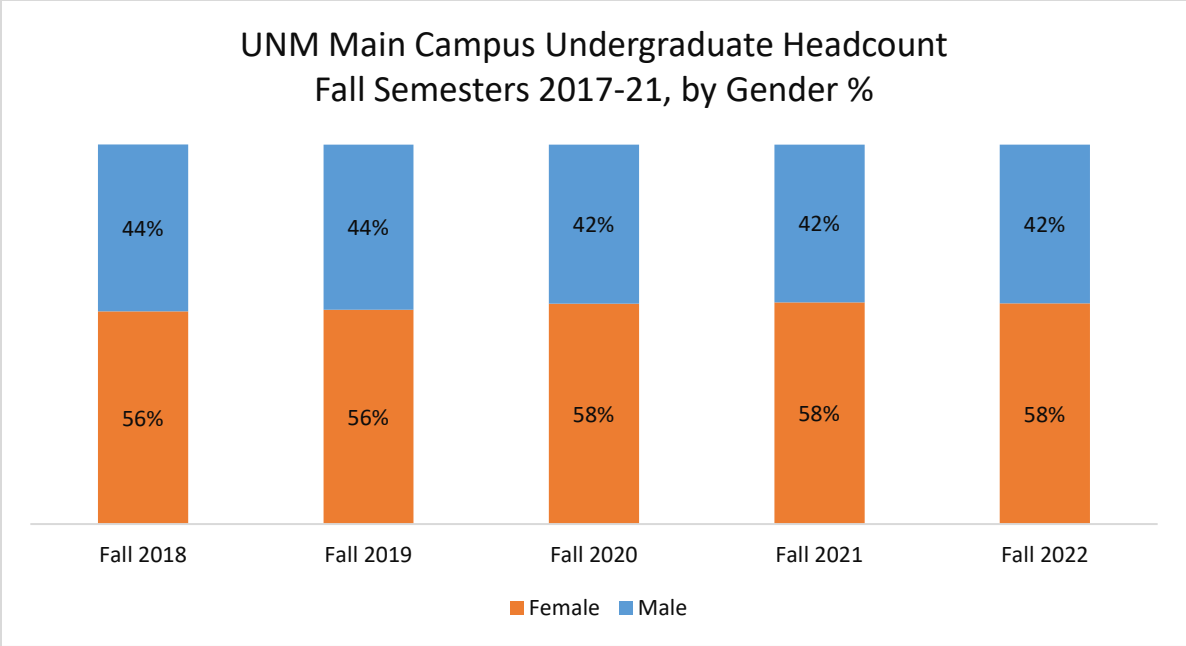
Another fact to note is that majority of our undergraduate student population identify as American Indian as seen in the following graph:

**Native American Studies Undergraduate
Headcount Fall Semesters 2018-22
by Collapsed Race/Ethnicity %**

	White	Hispanic	American Indian	Underrepresented Minorities
Fall 2022...	4%	15%	67%	13%
Fall 2021...	9%	9%	71%	11%
Fall 2020...	2%	12%	77%	9%
Fall 2019...	10%	10%	71%	10%
Fall 2018...	10%	8%	74%	8%

■ White ■ Hispanic ▩ American Indian ■ Underrepresented Minorities
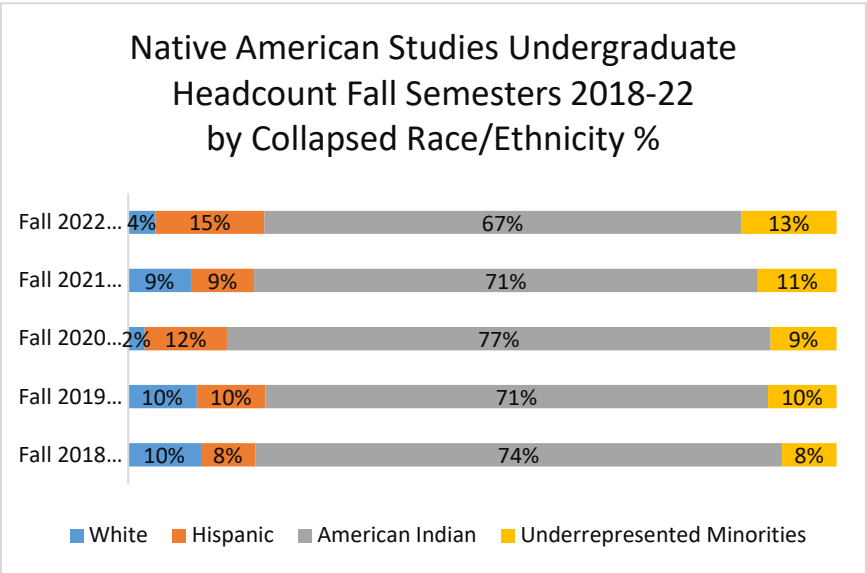
By comparison, view the UNM Main Campus undergraduate student population in the following graph with the percentage of American Indian students hovering between 5-6% of the total undergraduate student population:

**UNM Main Campus Undergraduate Headcount
Fall Semesters 2017-21
by Collapsed Race/Ethnicity %**

	White	Hispanic	American Indian	Underrepresented Minorities
Fall 2022	28%	50%	6%	15%
Fall 2021	29%	50%	6%	15%
Fall 2020	30%	50%	6%	14%
Fall 2019	31%	49%	5%	15%
Fall 2018	32%	49%	5%	14%
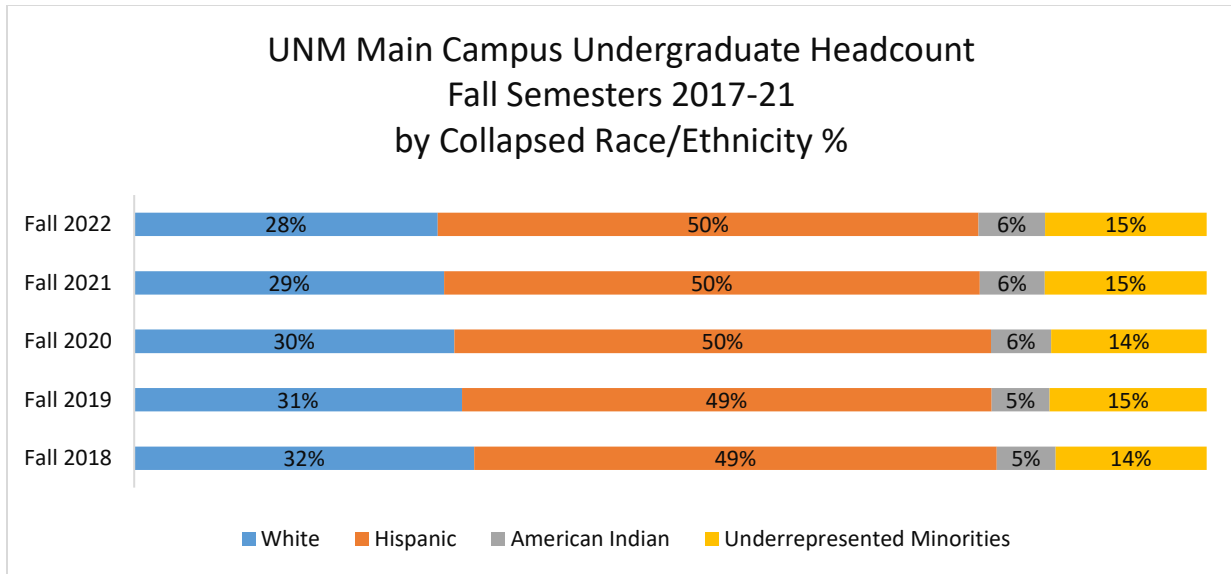
Enrollment in Required Undergraduate Core Courses – 18 credit hours

Native American Studies requires the following core courses for the undergraduate major, 2nd major, and the Native American Studies minor (minus NATV 351 and 352). Only the majors are required to enroll in NATV 352 Internship or NATV 351 Individual Study:

- NATV 1150. Introduction to Native American Studies
- NATV 2110. Sociopolitical Concepts in Native America
- NATV 2140. 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

In the following graphs, each of these courses have been separated by semesters and shows the enrollment for each type of course to show the general trends since the last APR report in AY 13-14. Each academic year (AY) begins with Fall, Spring, then ends with Summer. The following graphs show semesters to also indicate how often the course was offered in the previous academic years since the time of the last academic program review.

<u>**NATV 1150, Introduction to Native American Studies**</u>

NATV 1150, Introduction to Native American Studies, is a core course offered in 3 sections each Fall and Spring semesters: First 8 weeks (1H) online, Second 8 weeks (2H) online, and one in-person class. We have many students who take this course to satisfy their General Education Humanities credits. This course helps recruit students into the NAS major or minor degree programs.

The graph below shows that our enrollment has increased in the NATV 1150 class, especially reaching high numbers in Fall 2021 and Fall 2022 semesters.

NATV 1150 ENROLLMENT FALL 2013 TO FALL 2022

Semester	Enrollment
FA 2013	43
SP 2014	25
SU 2014	15
FA 2014	56
SP 2015	49
SU 2015	23
FA 2015	32
SP 2016	52
SU 2016	0
FA 2016	59
SP 2017	66
SU 2017	0
FA 2017	67
SP 2018	50
SU 2018	13
FA 2018	41
SP 2019	62
SU 2019	0
FA 2019	66
SP 2020	59
SU 2020	0
FA 2020	85
SP 2021	89
SU 2021	0
FA 2021	99
SP 2022	48
SU 2022	0
FA 2022	93
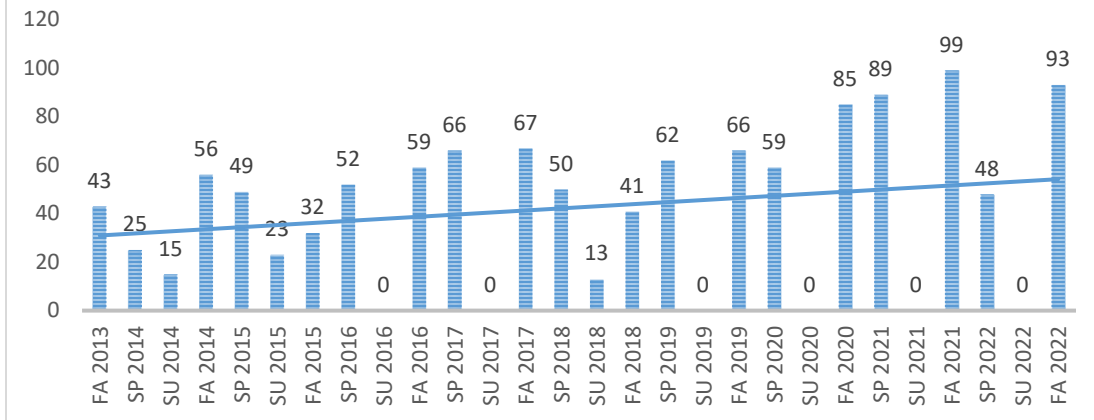
From the graph above you can also see that NATV 1150 is usually offered during the Fall and Spring semesters. During the summers of 2014 and 2015, NATV 1150 was offered to the American Indian Summer Bridge (AISB) program that is offered by American Indian Student Services (AISS). NATV 1150 has the highest enrollment of all the classes taught in our department. Also, NATV 1150 helps fulfill the Humanities credits needed for meeting General Education requirements at the University of New Mexico (GENED.UNM.EDU).

NATV 2110, Sociopolitical Concepts in Native America

NATV 2110, Sociopolitical Concepts in Native America, can be taken at the same time of NATV 1150. This course is required for both the NAS major and minor students and is a pre-admission required course for admission into the NAS major. Typically, we offer two classes of NATV 2110—one online class in Fall and the second class is in-person in the Spring. Our highest enrollment for that class has reached almost 35 students in Fall 2021.

NATV 2110 ENROLLMENT
FALL 2013 TO FALL 2022

Chart showing NATV 2110 enrollment with values: FA 2013: 13, SP 2014: 18, SU 2014: 0, FA 2014: 18, SP 2015: 18, SU 2015: 0, FA 2015: 11, SP 2016: 12, SU 2016: 0, FA 2016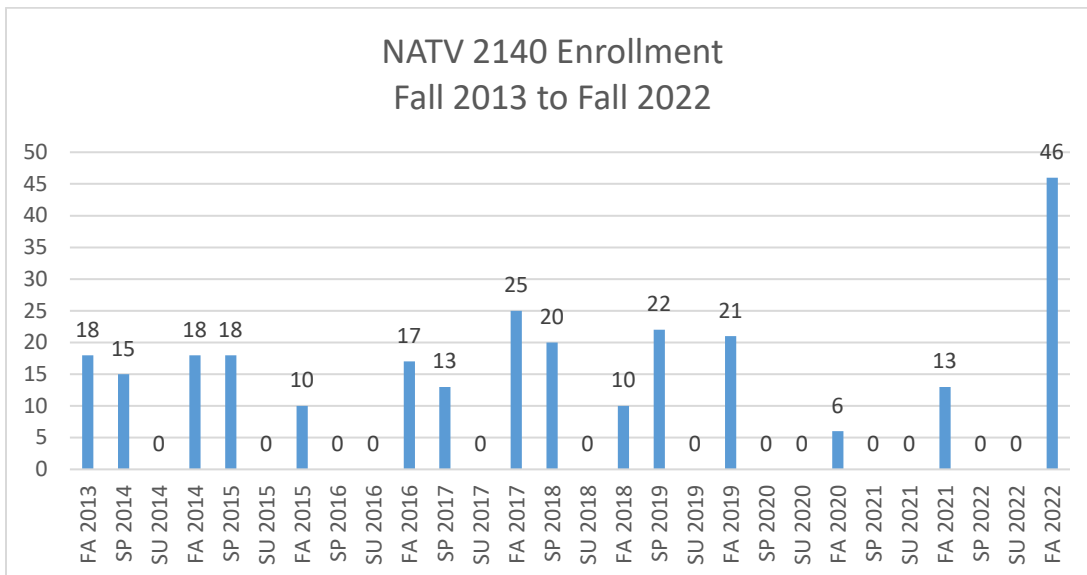: 13, SP 2017: 18, SU 2017: 0, FA 2017: 28, SP 2018: 19, SU 2018: 5, FA 2018: 14, SP 2019: 11, SU 2019: 0, FA 2019: 24, SP 2020: 18, SU 2020: 0, FA 2020: 19, SP 2021: 21, SU 2021: 0, FA 2021: 34, SP 2022: 6, SU 2022: 0, FA 2022: 28
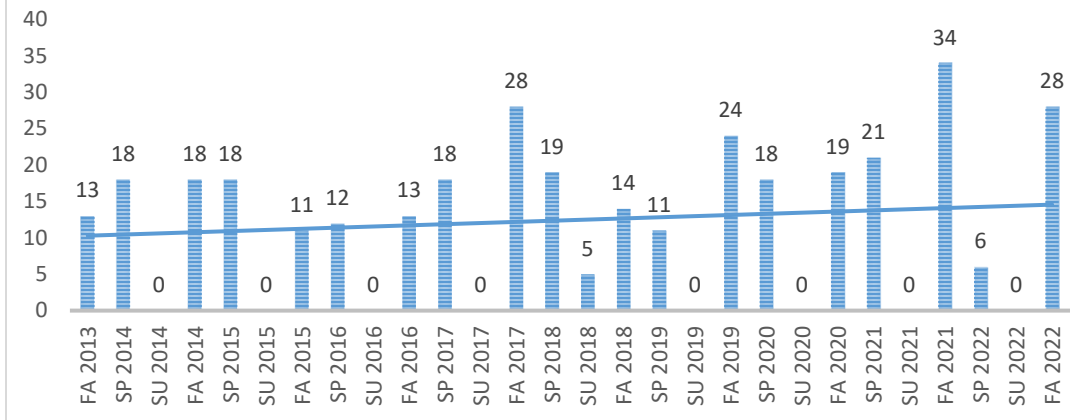
NATV 2140, Research Issues in Native America

NATV 2140, Research Issues in Native America, has a pre-requisite or co-requisite of either NATV 1150 or 2110. This course is typically offered only in the Fall semester, where our new pattern is to rotate offering NATV 2140 in-person and the following year online, then alternating each year forward. We think that due to the COVID-19 Pandemic, there was low enrollment in Fall 2020 and Fall 2021, which may have led to an extremely high increase for Fall 2022 (above 45).

NATV 2140 Enrollment
Fall 2013 to Fall 2022

Chart showing NATV 2140 enrollment with values: FA 2013: 18, SP 2014: 15, SU 2014: 0, FA 2014: 18, SP 2015: 18, SU 2015: 0, FA 2015: 10, SP 2016: 0, SU 2016: 0, FA 2016: 17, SP 2017: 13, SU 2017: 0, FA 2017: 25, SP 2018: 20, SU 2018: 0, FA 2018: 10, SP 2019: 22, SU 2019: 0, FA 2019: 21, SP 2020: 0, SU 2020: 0, FA 2020: 6, SP 2021: 0, SU 2021: 0, FA 2021: 13, SP 2022: 0, SU 2022: 0, FA 2022: 46

NATV 300, Research Methods in Native American Contexts
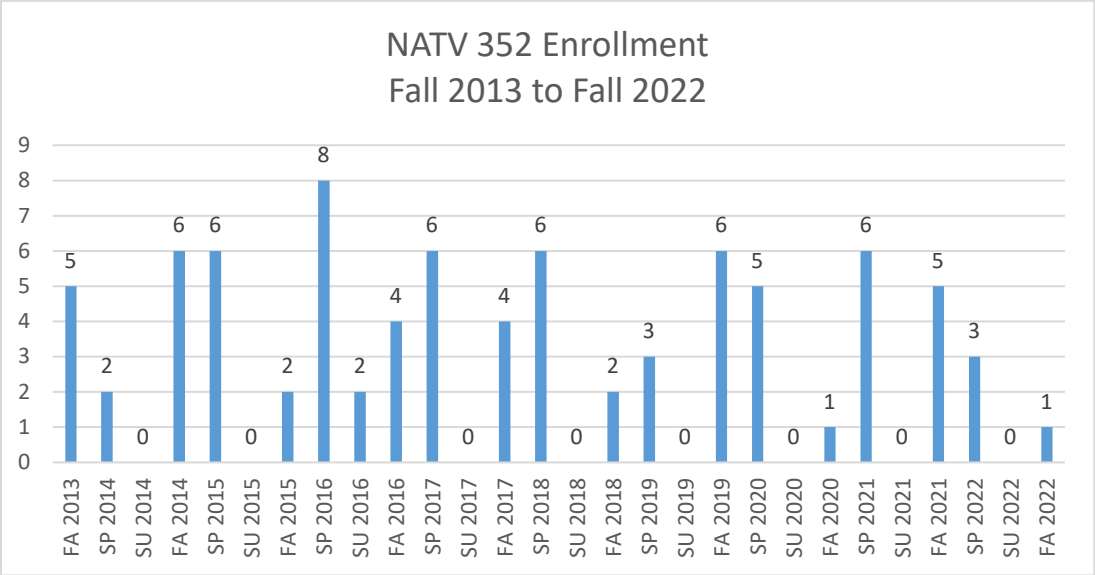
NATV 300, Research Methods in Native American Contexts, has a pre-requisite of NATV 2140 and is typically offered in the Spring semester. The enrollment dropped significantly in Spring 2019 and also in Spring 2022 (likely related to the COVID-19 Pandemic again), but we anticipate a high enrollment for Spring 2023 due to the high enrollment in NATV 2140 in Fall 2022. NATV 300 is a NAS core course for both the NAS majors and minors.
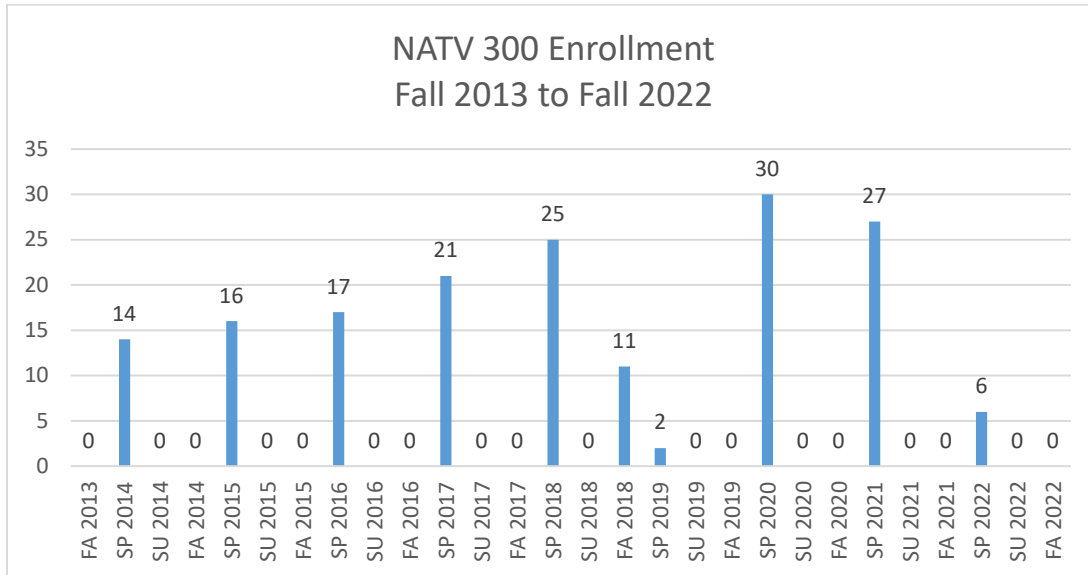
NATV 351, Individual Study and NATV 352, Internship

The following two graphs show there has been similar enrollment between the selection of taking either NATV 351, Individual Study or NATV 352, Internship. The NATV 351 course does require the pre-requisite of NATV 300. Only the NAS majors take NATV 351 or 352 since they are required to select one and earn 3 credit hours. Students may enroll for 1-6 credit hours depending on what plan they discuss with the NAS faculty. NAS majors must request permission from the NAS faculty to register for their specific section.

NATV 351 Enrollment Fall 2013 to Fall 2022

Term	Enrollment
FA 2013	3
SP 2014	6
SU 2014	0
FA 2014	2
SP 2015	4
SU 2015	1
FA 2015	6
SP 2016	5
SU 2016	0
FA 2016	2
SP 2017	4
SU 2017	0
FA 2017	2
SP 2018	2
SU 2018	0
FA 2018	0
SP 2019	5
SU 2019	0
FA 2019	1
SP 2020	1
SU 2020	0
FA 2020	3
SP 2021	2
SU 2021	0
FA 2021	6
SP 2022	3
SU 2022	0
FA 2022	1

NATV 352 Enrollment Fall 2013 to Fall 2022

| Term	Enrollment
FA 2013	5
SP 2014	2
SU 2014	0
FA 2014	6
SP 2015	6
SU 2015	0
FA 2015	2
SP 2016	8
SU 2016	2
FA 2016	4
SP 2017	6
SU 2017	0
FA 2017	4
SP 2018	6
SU 2018	0
FA 2018	2
SP 2019	3
SU 2019	0
FA 2019	6
SP 2020	5
SU 2020	0
FA 2020	1
SP 2021	6
SU 2021	0
FA 2021	5
SP 2022	3
SU 2022	0
FA 2022	1

NATV 474, Seminar: Applying Traditions of Native American Philosophy

NATV 474, Seminar: Applying Traditions of Native American Philosophy, is typically offered in the Fall semester and students must be in junior or senior standing to take this course. Usually, NAS majors or minors will take this course in their final Fall semester before graduating.

NATV 474 Enrollment
Fall 2013 to Fall 2022
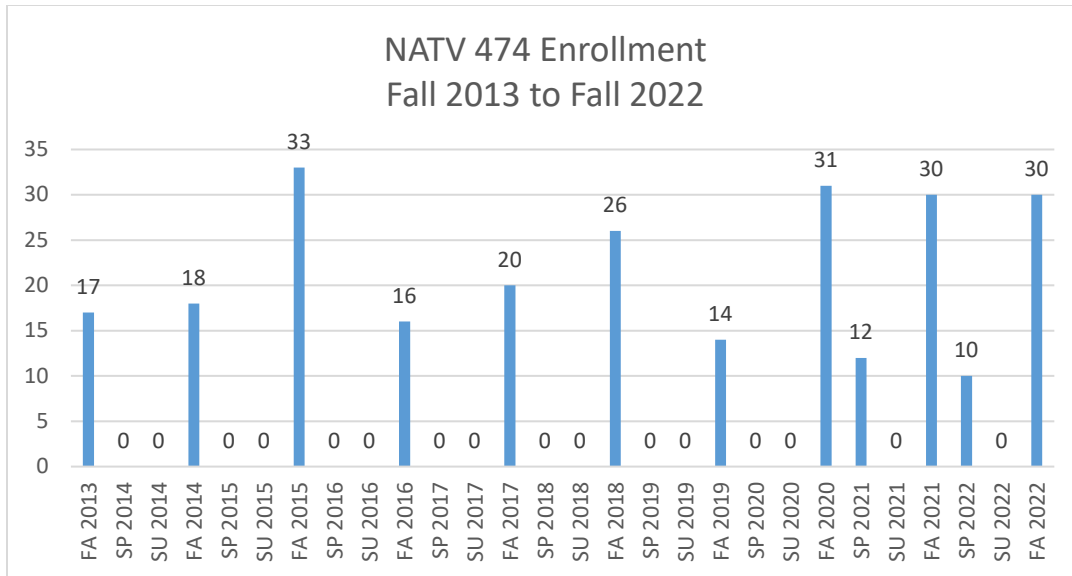
Graduation Trends
The NAS M.A. degree program began in Fall 2018 with our first M.A.graduate completing his degree in December 2019 followed by five from Cohort 1 graduating in May 2020 and one more from Cohort 1 graduating in August 2020. Since the inception of the M.A. degree program, we have a total of 12 graduates by December 2022. We anticipate 4 M.A. graduates in May 2023. We admitted our largest cohort in Fall 2021 with 15 students (three deferred to begin in Spring 2023). We will begin the admission process for our first Cohort of the NAS Ph.D. program in Spring 2023, and the first group will begin classes in Fall 2023.

NAS Degree Graduates
Fall 2006 to Spring 2022
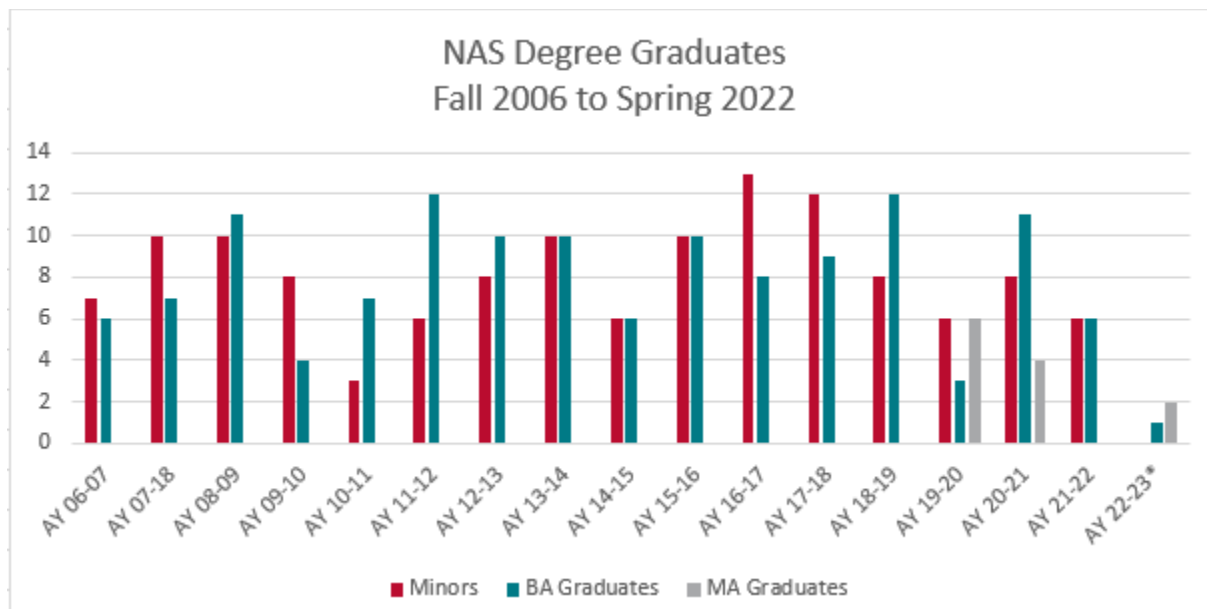
From Fall 2006 to Summer 2022, we have had 134 graduates with the B.A. in Native American Studies. Some of the B.A. graduates had a 2nd major in areas such as American Studies, Communication, Criminology, English, Philosophy, Political Science, Psychology, and

Sociology. Five of the B.A. in NAS graduates had NAS as their 2nd major and the first majors were in: Sociology, Media Arts, Population Health, and Family & Child Studies. The NAS majors have a variety of minors: American Studies, Anthropology, Archeology, Art, Athletic Coaching, Biology, Chemistry, Communication, Community Health, Criminology, Distributed Minor, Earth & Planetary Sciences, English, Environmental Science, Family & Child Studies, Film Production, Geography, History (9), Integrative Studies, Journalism, Linguistics, Management (12), Media Arts, Navajo Language & Linguistics (11), Philosophy, Political Science (12), Psychology (15), Religious Studies, Sociology, Sustainability Studies, and Women Studies. Top areas our NAS majors select for minors include Psychology, Management, Political Science, and Navajo Language & Linguistics. Four of our graduates had a 2nd minor: History, Interdisciplinary Studies, Navajo Language & Linguistics, and Peace Studies. 43 of the 134 B.A. students graduated with university honors: 23 with Cum Laude, 11 with Magna Cum Laude, and 9 with Summa Cum Laude.

NAS Degree Graduates
Fall 2006 to Spring 2022
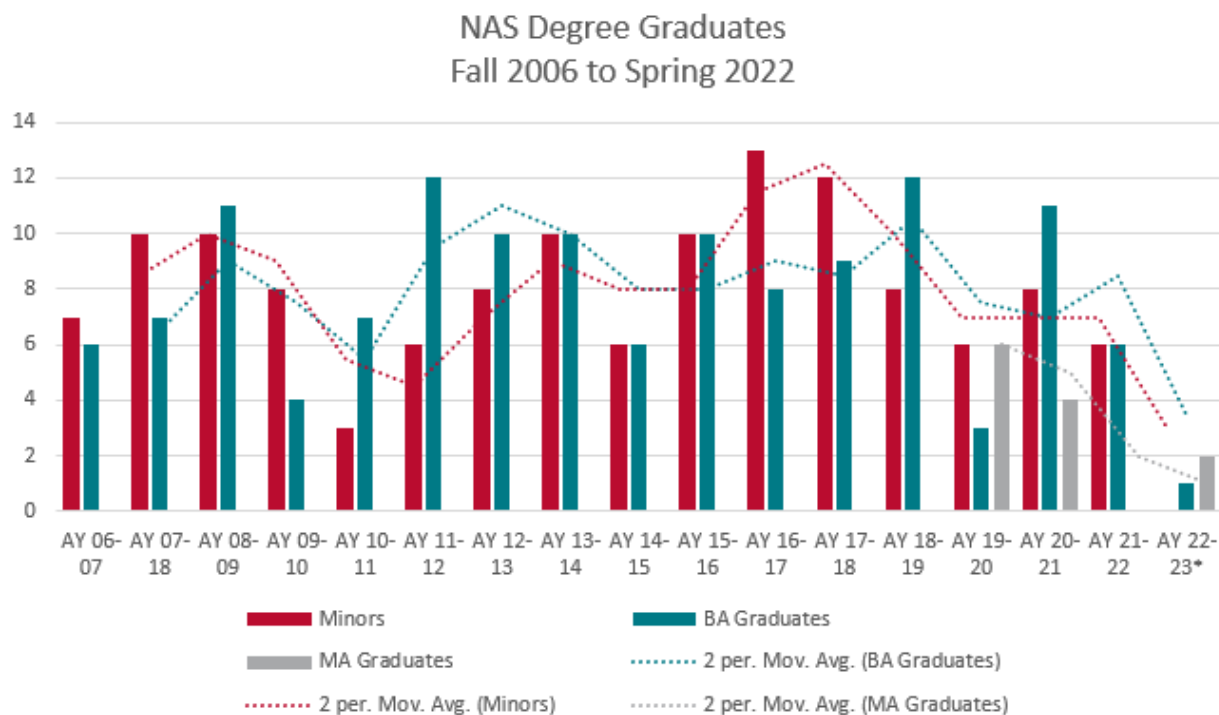
Similarly since Fall 2006 to Spring 2022 we have had 131 undergraduates complete the NAS minor degree. The NAS minors came from a variety of majors: Africana Studies, American Studies, Anthropology (13), Art Studio, Biochemistry, Biology (8), Business Administration (9), Chicana & Chicano Studies, Civil Engineering, Communication, Criminology (8), Dance, Early Childhood Multicultural Education, Economics, English (11), English Philosophy, Environmental Design, Environmental Science, Family & Child Studies, Geography, Health Education, History, Journalism & Mass Communication, Linguistics, Mathematics, Philosophy, Political Science (10), Psychology (26), Sociology (9), and Technology & Training. Three of the minors chose NAS as their 2nd minor. Other 2nd minors included areas in Anthropology;

Communication; Health, Medicine, & Human Values; History; Navajo Language & Linguistics; Psychology, Sociology, and Sustainability Studies. Top areas our NAS minors come from is Psychology, Anthropology, English, and Political Science.

Race/Ethnicity of NAS Graduates
In the following tables you can see that majority of our Native American Studies M.A. students, B.A. students, and minor degree students are American Indian.

M.A. Graduates. Of those who graduated with a M.A. in NAS degree, 10 were self-identified as American Indian, while the remaining 2 self-identified as Hispanic.

NAS M.A. Graduates, Fall 2019-Summer 2022 Race/Ethnicity
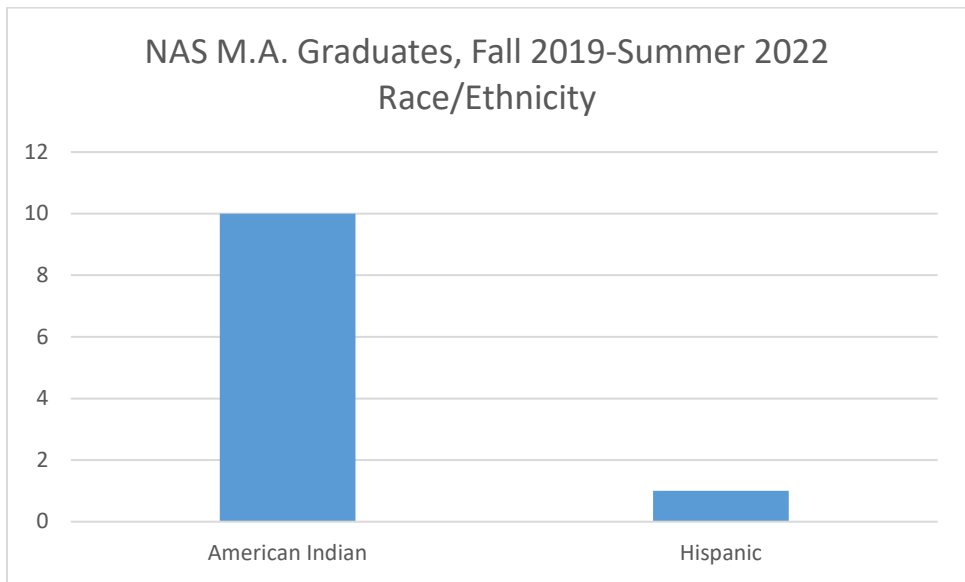
B.A. Degree Graduates. The majority of those who completed their B.A. degree from Fall 2006 to Summer 2022 self-identified as American Indian as seen in the following table.
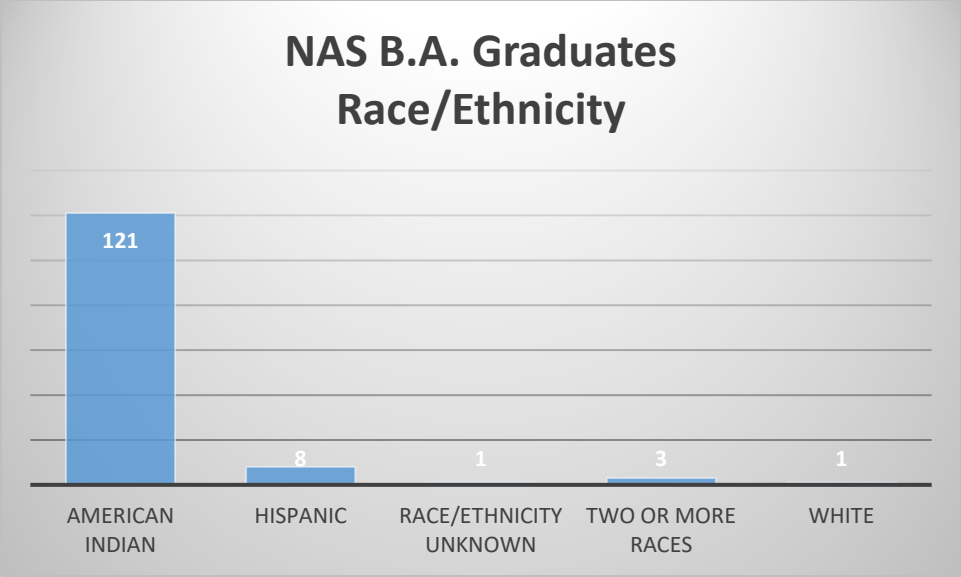
NAS Minor Graduates. The majority of those who completed a minor degree in NAS from Fall 2006 to Spring 2022 self-identified as American Indian.
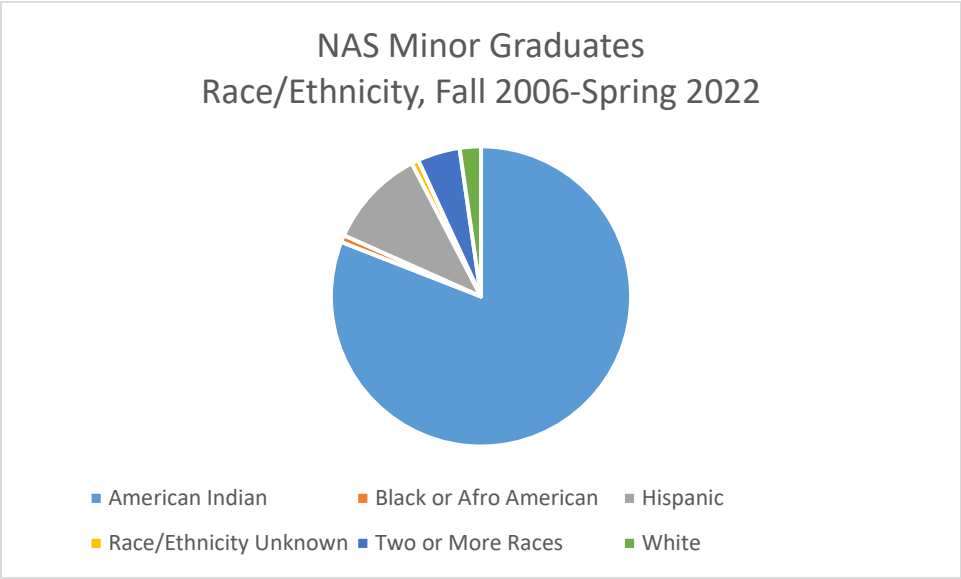
It is important to note that we do have many students who identify as a race or ethnicity that is one or more other than American Indian.

4D: Advisement Practices
Discuss the unit's advisement process for students, including an explanation of how the unit has attempted to improve or address issues regarding its advising practices and to ensure inclusiveness and equity in advising.

Native American Studies Undergraduate Advising

The Sr. Student Success Specialist is Dr. Catherine N. Montoya. She has been the undergraduate academic advisor since she was hired in Spring 2016. Previously, students would see one advisor when they were pre-majors, then meet with a different advisor as majors until they graduated. Also, prior to Dr. Montoya joining the department, many students were not required to complete their math requirement right away and for some it prolonged their degree completion period. Dr. Montoya worked with the NAS faculty to require students to complete their general education math earlier as a pre-admission requirement. Now students meet with Dr. Montoya from the time they are accepted to the University of New Mexico until they graduate with their undergraduate degree in accordance to the university's shift to this type of advising, where the campus wanted to streamline and lessen the number of advisors a student would meet with throughout their time at the university. Many students have expressed positive comments to Dr. Montoya about coming into Native American Studies and not feeling like a number along with making a connection to Native staff and faculty. Dr. Montoya takes the time needed to meet with the students to provide thorough explanations or options depending on what they need or where they are at during their academic journeys. She often helps them plan ahead in thinking about their future academic or career goals and to help them establish a degree plan to match.

Once a student is admitted to the University, they must attend a New Student Orientation (NSO) (in-person or online) and their names are added to a list sent out to all the advisors. Dr. Montoya initiates contact with the student with the support of the Arts & Sciences Center for Academic Success (ASCAS). She will reach out to let them know that she will be their advisor and establishes what initial classes the student must take for their first semester. She meets with them prior to NSO and will meet with them again as they go through NSO. Students in their first semester receive a New Student Learning Workshop hold, where they will be reminded of resources and how to access various UNM tools to register, etc. They meet again with Dr. Montoya in their first semester to check-in with them, as well as to help them prepare for the 2nd semester.

Dr. Montoya is always available to meet with students if they have questions or need assistance. The majors are required to meet with Dr. Montoya once a semester to plan their upcoming semesters, but they are welcome to meet more often as they need. Also, when students may be struggling in a class, the instructor will also let them know they can meet with Dr. Montoya for guidance and support of their success.

Dr. Montoya also meets with the minors in NAS as well as those interested in a double major, NAS as a second major, the B.A.-M.A. Shared Credit program, and with the Accelerated Online Program (AOP) students. Her schedule is connected to Loboachieve.unm.edu, an online website where students can cannot to their advisors. Students can select to meet in-person or online for a 30-minute appointment. If a student needs more time, Dr. Montoya is willing to take the time needed to assist them thoroughly, making sure all of their questions are answered.

During the advising sessions, Dr. Montoya will cover a variety of topics including degree planning, major and minor planning, course selection, reviewing UNM policies, financial aid/scholarships, transferring credits, analyzing transcripts, discussing adding/dropping courses,

processes for various academic forms, course substitutions, exemptions, graduation planning, graduate school applications, pre-law preparation, study skills, and connecting students to campus resources. Dr. Montoya often uses the following online tools to assist students: Loboachieve.unm.edu, my.unm.edu, Lobotrax Degree Audit, registration portal, financial aid/bursar website, AISS.unm.edu, catalog.unm.edu, schedule.unm.edu, NASonline.unm.edu, NAS.unm.edu, admissions.unm.edu, along with other helpful websites.

Dr. Montoya will talk to the students about their goals to help them establish their academic plans to support achieving their goals. For the NAS majors, these plans connect them to selection of NATV 351, individual study, or NATV 352, internship; deciding on courses; and other extracurricular activities with student organizations and work/volunteer opportunities.

Native American Studies Graduate Advising
The graduate faculty director is Dr. Lloyd L. Lee. He has been the graduate director since the graduate program started in 2018. Dr. Lee along with Dr. Catherine Montoya, Senior Student Success Specialist, meet remotely in June with each incoming cohort of students to go over a general description of a plan of study, select Fall semester courses, disburse the graduate handbook and suggested department reading list, and answer any questions the students may have in preparation of starting the M.A. program in the fall semester. The department reading list is categorized into the following themes: Indigenous sovereignty, Indigenous methodology, Indigenous history, Indigenous paradigm, and Indigenous community building. The NAS faculty discussed and identified the number of books and articles on the list. The current Fall 2022 list consists of twenty-two texts. The incoming students are not required to read all twenty-two texts; however, they are encouraged to look at the list and become familiar with the themes and texts.

The student must complete a minimum of 30 credit hours, which consists of 18 credit hours from the M.A. core courses and 12 credit hours from the focus section. Each M.A. student meets with the Graduate Faculty Director to determine courses and their plan of study. Questions and all graduate related issues are directed to the Faculty Graduate Director.

A Plan of Study for each graduate student is generated to list all courses scheduled to take for the semester and the overall approach to completing the graduate program. All courses and plan of study must be approved by the Faculty Graduate Director. Up to six credit hours can be petitioned to substitute focus section courses. The petition must include the course instructor name, course number, and a copy of the course syllabus. The substitute course must be approved by the Graduate Faculty Director and Department Chair for the student to enroll.

 The students are also required to complete a Program of Study (POS) with the UNM Graduate Studies office. The Graduate Studies office has a set deadline of the following dates based on the expected graduation for the student: March 1 for summer graduation; July 1 for a fall graduation, and October 1 for a spring graduation. The NAS M.A. degree is a coursework only degree and does not require a thesis or examination, so the students are only required to complete the POS and NATV 590. Project of Excellence course.

4E: Student Support Services
Discuss any student support services that are maintained by the unit and evaluate the relevance and impact of these services on students' academic success.

The NAS department provides a variety of student support services whether internally or through external partnerships. The student organization, Native American Studies Indigenous Research Group (NASIRG), has always been connected to NAS through faculty and staff support as well as membership that is mostly comprised of NAS students. Currently, the Faculty Advisor for NASIRG is Dr. Tiffany Lee. Dr. Wendy Greyeyes and Bennie Francisco are co-Advisors for Kiva Club, another important student organization on campus supporting student initiatives. Students are encouraged, especially through NASIRG, to participate in the American Indian Studies Association (AISA) conference held every February. Many of the NAS faculty have held leadership positions for AISA and the department supports AISA when it is hosted on the UNM campus. Periodically NAS will offer dual credit courses to bridge an interest in NAS at the high school level. Currently, Dr. Greyeyes has a dual credit course with the Navajo Preparatory School in Farmington, New Mexico. Dr. Leola Paquin and Dr. Lloyd L. Lee participate in the Faculty Mentoring program in Graduate Studies where they mentor graduate students across the UNM campus. They hosted graduate roundtables and open houses for recruiting students.

The NAS department is represented (first by Dr. Tiffany Lee, now Dr. Wendy Greyeyes) on the Mellon Transfer Initiative project (called *Building Humanities Pathways: A CNM and UNM Partnership for Innovation and Success*) and grant, which supports transfer students into NAS. Dr. Leola Paquin has taught in the summer academy for the Mellon program as well. Through the Mellon grant, NAS has hired Graduate Assistants (GAs) each year of the grant (Spring 2019; 2019-2020; 2020-2021; 2021-2022; and now 2022-2023). The GA position has supported students with tuition and salary.

The NATV 461 class has worked with many community partners to support students' connections to communities. Dr. Leola Paquin is currently working with the Native American Studies class at Bernalillo High School. NAS have also worked with the BIE homeless/houseless student program, the Native American Community Academy (NACA), Albuquerque Public Schools (APS), the Indian Pueblo Cultural Center gardening project, Lobo Gardens, and Eight Northern Pueblo Agency Environmental Division, to name a few.

Dr. Paquin has worked on the Student Experience Project (SEP), Expanding Course-based Undergraduate Research Experience (ECURE), and was an Academic Affairs General Education Faculty Fellow on Race and Social Justice. Dr. Wendy Greyeyes' has worked with the Navajo Nation and others supporting student success.

Some of the NAS faculty were on task forces/committees for the UNM President's 2040 Opportunity Defined and strategic framework, e.g. Dr. Tiffany Lee served on Task Force Goal 2: Student Experience and Educational Innovation and Dr. Lloyd L. Lee served on the UNM 2040 Steering Committee and the Task Force Goal 4: Inclusive Excellence.

The NAS department has collaborated with the Institute for American Indian Education (IAIE) on the UNM campus on several initiatives to support students. For example, Dr. Leola Paquin and Dr. Lloyd L. Lee participated in the revitalization of IAIE by helping to moderate community dialogue sessions across the state of New Mexico in various Native communities and school districts from 2017 to 2019. The result of the dialogue sessions was the creation of IAIE's revised mission and guiding principles. Both faculty continue to be a part of IAIE. Dr. Wendy S. Greyeyes was also part of IAIE from 2020 to 2021.

Another project NAS faculty is involved with and that impacts student success is the Native Curriculum Project. NAS faculty with the Center for Regional Studies (CRS) and IAIE are developing short films on Indigenous histories and art and activism, curriculum materials, and maintaining and expanding the IndigNM.unm.edu website. The project is designed to create new curriculum for K-12 students in the state of New Mexico.

NAS faculty, Dr. Tiffany Lee, Dr. Lloyd L. Lee, Dr. Leola Paquin, and staff, Dr. Catherine Montoya also worked with IAIE to develop professional development modules last spring and summer and presented these modules to an audience of administrators and educators in the Indian Education Division of the New Mexico Public Education Department, *Sustained Cultural Learning: Cultural Competencies Module Development and Delivery*.

Other projects to support student success include:
Dr. Tiffany S. Lee: Co-Principal Investigator, Diné Language Teacher Institute. Grant to develop Diné language immersion teachers. New Mexico Public Education Department. Grant amount: $1.3 million – FY21-25.

Dr. Tiffany S. Lee & Dr. Lloyd L. Lee: Principal Investigators, Indigenous Perspectives on New Mexico History: Counter-narratives for High School Instruction. UNM Center for Regional Studies. Grant amount: $4000 – Developed the IndigNM.unm.edu website to house this curriculum and associated guides.

Dr. Tiffany S. Lee and Dr. Lloyd L. Lee in collaboration with IAIE, created lesson plans for 9th graders (December 2018) *New Mexico History Lesson plans for NM Public Education Department.*

Unit on Native American Languages – Grade 9, Unit 3,
1. Lesson 1: What are the Native languages of New Mexico? What communities speak these languages?
2. Lesson 2: What is the meaning of oral traditions and storytelling in NM Native communities?
3. What is "language shift?" Why does it occur in New Mexico among Native American languages?
4. Lesson 4: How are New Mexico Native American communities trying to maintain and revitalize Native languages?

Unit on Native American Identity
1. Lesson 1: Native American Perspectives on Identity and Race

2. Lesson 2: Native American Blood Quantum
3. Lesson 3: Native American Women & Native American Nations in New Mexico
4. Lesson 4: Mescalero Apache, Navajo Nation, & Zuni Pueblo Enrollment Criteria

In support of students, the NAS department created the B.A.-M.A. Shared Credit program, which allows high achieving NAS students to transition from the B.A.to M.A. degree programs and earn their M.A. degree in a shorter timeframe. The program started with one student in Fall 2021 and a second student in Fall 2022. NAS also created the 2nd major option that began Fall 2022, where students can complete an NAS major in 30 credit hours, and the creation of the Accelerated Online Program (AOP) in Fall 2017. The AOP program offers a robust online schooling option which allows even greater flexibility for students and has extensive reach. Also, NAS faculty and staff have worked together to create better assessment measures that connect more directly to the mission of NAS.

NAS support students with scholarship funds. The following table shows scholarship awards to students from the UNM foundation scholarships, our AOP revenue, and more recently from the RPSP funds supporting NAS students.

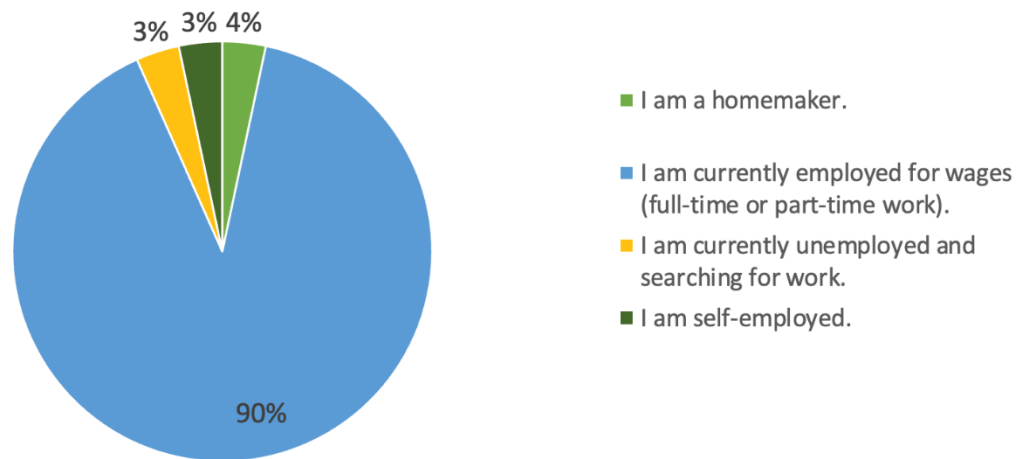| Index description	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	Grand Total
124057-0102 NATV AM STUDIES	$1,500	$2,100	$1,500							$5,100
390278-WATROUS SCH NAT AMER			$1,000	$3,000	$2,000		$0	$0	$1,000	$7,000
390379-LEEMHUIS MEM SCHOLAR	$0	$0								$0
390420-MANUEL G SAENZ MEM	$1,500	$500	$1,500	$0	$5,000	$4,000	$1,000	$0		$13,500
390430-MARY BLACK. SHELDEN	$0	$0	$0	$0	$1,000	$3,500	$2,000	$0	$2,000	$8,500
390453-WILLIAM DENMAN ENDOW	$0	$500	$1,000	$0	$1,000					$2,500
124938-00938 NATIV AMERICAN	$500	$0	$300							$800
Janice Mattison Native Am Sch Spend	$1,000	$2,000	$2,500	$1,000	$1,000	$2,000	$0	$0	$1,000	$10,500
Marguerite Drum End Sch Spending	$3,000	$3,000	$1,500	$4,000	$3,750	$6,500	$10,000	$0	$4,000	$35,750
NAS Online Instruction						$5,500				**$5,500**
Native American Studies-RPSP							$108,398	$98,800	$78,000	**$285,198**
	$7,500	**$8,100**	**$9,300**	**$8,000**	**$13,750**	**$21,500**	**$121,398**	**$98,800**	**$86,000**	**$374,348**

4F: Graduate Success
Discuss the success of graduates of the program by addressing the following questions:
- *How does the unit measure the success of graduates (i.e. employment, community engagement, graduate studies, etc.)?*
- *What are the results of these measures?*
- *Discuss the equity of student support and success across demographic categories.*

The NAS Department, led by Dr. Wendy Greyeyes, Dr. Catherine Montoya, and Graduate Assistant Coren O'Hara, sent a survey to NAS alumni, which included both B.A. and M.A. graduates between March-April 2022. There were 30 respondents representing both B.A. and M.A. alumni who answered questions about their current employment, impact of the NAS degree upon job market and post-NAS educational pursuits, future educational pursuits, and recommendations for future NAS degree programs.

The following pie chart shows that 90% of the respondents are currently employed for wages (full-time or part-time work).

What is your current employment status?

3% 3% 4%

90%

- I am a homemaker.
- I am currently employed for wages (full-time or part-time work).
- I am currently unemployed and searching for work.
- I am self-employed.

Of the 30 respondents, 11 are currently employed in the field of "Education, Training and Library." You can see other occupations listed below in the following table.

Occupational Fields of Current Jobs

Arts, Design, Entertainment, Sports or Media	2
Community and Social Service	1
Education, Training and Library	11
Farming, Fishing and Forestry	1
Healthcare Support	1
Legal	3
Management	3
Office and Administrative Support	3
Production/ Research	2
Research and Development	1

Of the 30 respondents, 33% currently work for their tribe, while 10% work for another tribe. 57% do not work for a tribe.

If you are a tribal member, do you currently work for your tribal community?
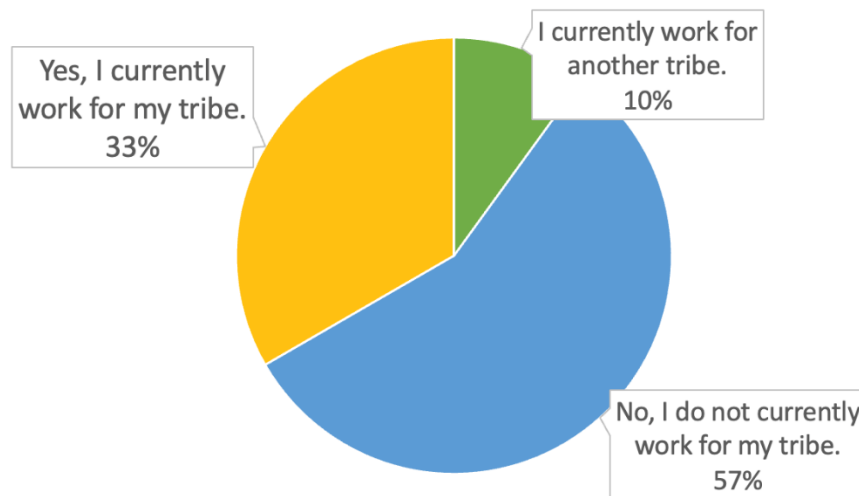
In the following image, 18 of the respondents' job location is in New Mexico, including several tribal communities. Four are located on the Navajo Nation in Arizona.

Job Location (City, State)

Albuquerque, NM	9
Window Rock, AZ	3
Santa Fe, NM	2
Sacramento, CA	1
San Felipe Pueblo, NM	1
Espanola, NM	1
Farmington, NM	1
Gallup, NM	1
To'hajiilee, NM	1
Jemez Pueblo, NM/Santa Fe, NM	1
Tohatchi, NM	1
Tsaile, AZ	1
Blood Tribe, Canada	1
Kingston, WA	1
Bellingham, WA	1
Gardnerville, NV	1
Portland, OR	1

From the following questions, the next image shows how the respondents' Native American Studies degree prepared them for their current job. 9 of the 30 respondents said that they "strongly agree" that their NAS degree was in high demand by their potential employers. 18 of the 30 respondents "strongly agree" that their NAS degree helped them prepare for their current job.

My NAS degree prepared me for my current job
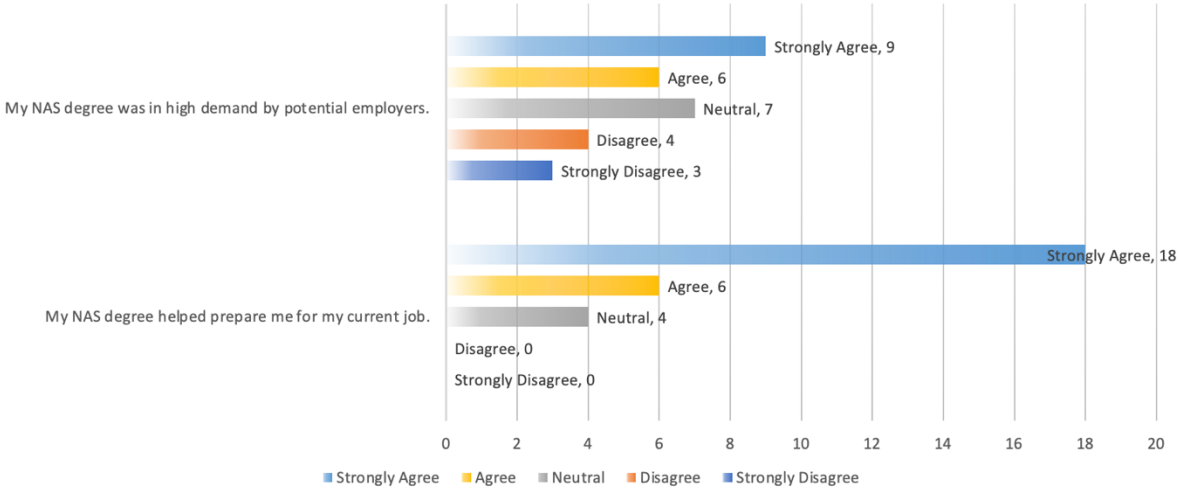
The next image shows how the respondents' NAS degree prepared them for their current job based on more specific elements of their education, training, and skill development within the

program. 21 alumni "strongly agree" that Indigenous based knowledge of ethics gained from their NAS degree prepared them for their current job. 20 "strongly agree" that Indigenous based method skills gained from their NAS degree prepared them for their current job. Lastly, 19 strongly agreed that Indigenous based theoretical knowledge gained from their NAS degree prepared them for their current job.

My NAS degree prepared me for my current job
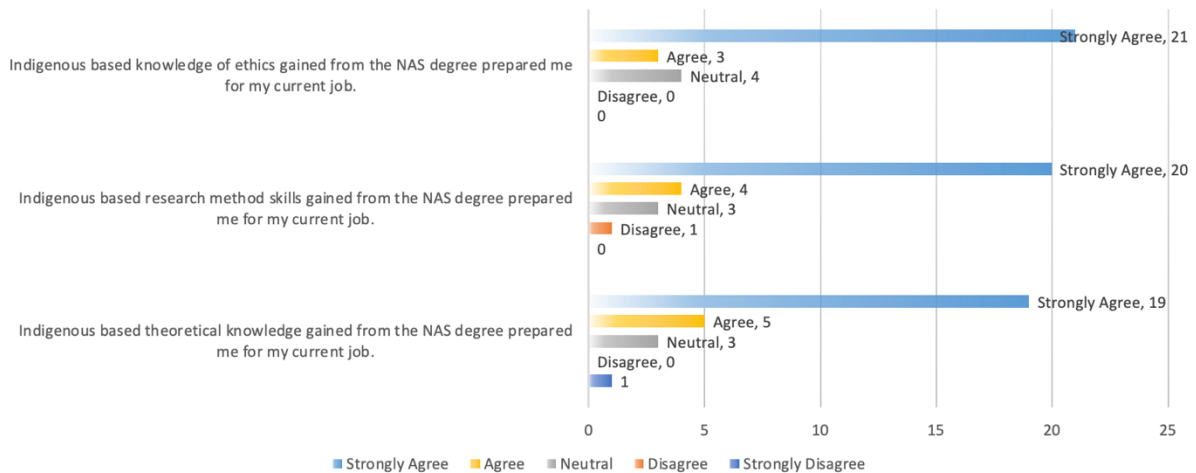
From the 2022 NAS Alumni Survey, respondents provided a collection of recommendations. Some highlighted responses to improve or strengthen future NAS students in their job search include:
- "Inviting guest speakers from different sectors and fields that a NAS degree can be applied."
- "Indigenous styles of leadership both in a community and company sense. Indigenous methods of problem solving, program building introduction to strength-based approaches."
- "As much as I dislike quantitative data, the department should offer a course in that because quantitative data is difficult and learning to code is also difficult but that can completely set a job applicant aside. I think most people assume that degrees related to social sciences are all qualitative so having those quantitative skills would be very valuable."

Other responses to strengthen the NAS degree to help future students in their job search include:
- "Business Management and Finance incorporated into NAS curriculum."
- "If nothing else, the support and acknowledgement of what we deal with were invaluable to me. The information gained was tremendously helpful in vocalizing/explaining issues to non-Native employers and coworkers."
- "Interrogating TEK and federal policy making."

- "I think some insight or training (perhaps through internships or independent classes) on local tribal governance. This way, many info and/or assignments can take a more internal exploration as opposed to a general overview. For example, a class on community engagement within Navajo Chapters or Tribal Gaming within Isleta, etc. These classes can be geared toward their respective tribal orgs."
- "From my experience of job searching for almost a year after graduating with my NAS M.A. Degree, tribal governments and other potential employers do not value NAS degrees and tend to belittle this degree/area of study compared to other fields like STEM, business, law, medicine, etc. It is really frustrating, unfortunate, discouraging, and disheartening to have my NAS background be put down and devalued by my own tribe/people/communities and tribal government. I do not know how to improve or strengthen the NAS degree to help future students in their job search as the name of the degree is what is first judged by others' assumptions."

The respondents provided the following recommendations to the NAS department to improve or strengthen the NAS degree to help future students succeed in their post-graduate education:
- "Introduce students to currently ongoing federal and state Indian policy discussions being addressed by Tribes."
- "And also invite alumni to come back and give talks about what they are doing with their degree and how they've put that to work! This would also serve as a great example of the things current NAS students can achieve and position alumni as 'gateholders' rather than gatekeepers as we would be sharing the knowledge of how we are doing what we are doing."
- "Continue to offer graduate assistantships, fellowships, and offer courses beyond education fields."
- "I would encourage inviting post-graduates to reflect on their careers and education going forward."
- "NAS Alumni Support Group or Representative to assist with networking or other needs by post-grads."
- "Bring in Tribal Leaders from different locations to speak with students about areas of concern within their tribe and how Sovereignty has either helped or hurt their community. Invite Tribal Judges to speak about the issues surrounding the ineffectiveness of the Tribal Criminal Justice System and the reason so many cases are dismissed or pled down and explain the reason Domestic Violence Cases are extremely high within the reservation."
- "I'm not sure if something is currently in place for my recommendation but I would recommend a strong partnership between the NAS and Education department to develop teacher programs that can prepare potential teachers to be successful in teaching on reservations because the need is high and it's much different from urban public schools in which most teacher prep programs target."

Criterion 5. Faculty

The faculty (i.e., continuing, temporary, and affiliated) should have appropriate qualifications and credentials and be suitable to cover the curricular requirements of each degree/certificate program.

5A: Composition

After completing the Faculty Credentials Template (Appendix J), discuss the composition of the faculty and their credentials (i.e. proportion of senior versus junior faculty, proportion of women and underrepresented faculty, etc.). Provide a link to the faculty vitae.

The Native American Studies faculty at UNM are actively engage in scholarly work, teaching, and service at the tribal, national, and international levels contributing to UNM's stature while positively supporting Indigenous communities, Native Nations, and Indigenous peoples overall.

- Dr. Tiffany S. Lee has served as Chair of the department since 2018. She is full professor. Her scholarly work focuses on Indigenous languages reclamation, identity, and socio-culturally centered educational approaches. TSLee CV 2022 Aug.pdf
- Dr. Lloyd L. Lee has served as Graduate Director for the department since 2018. He is full professor. His scholarly work focuses on Navajo identity, masculinities, Indigenous leadership, Indigenous philosophies, and Indigenous community building. He is the editor of the journal *Wicazo Sa Review* and the Director of the Center for Regional Studies at UNM. LLLee CV Oct 2022.pdf
- Dr. Leola Paquin is an assistant professor who is up for tenure and promotion this academic year (2022-2023). Her scholarly work focuses on Indigenous education, Native student conceptions of native nation building, and decolonization. Leola Paquin CV June2022.pdf
- Dr. Wendy S. Greyeyes is an assistant professor who is up for tenure and promotion this academic year (2022-2023). Her scholarly work focuses on political sociology, nation building, tribal sovereignty, organizational analysis, and Indigenous education. Wendy Greyeyes CV_2022_06_30.pdf
- Dr. Maia Rodriguez is an assistant professor who is in her first year in the department. Her scholarly work focuses on Indigenous literature and philosophy. Maia Rodriguez 2022 CV.pdf
- Dr. Yolanda Teran is an adjunct faculty. She was a post-doctoral fellow in the department for two years. Her scholarly work focuses on Indigenous peoples, languages, and biodiversity.
- Bennie Francisco is an adjunct faculty. He has served in this position for the past four years. He works for the Bureau of Indian Affairs and has an Indian law background.
- Mary Bowannie is an adjunct faculty. She has served in this position for the past three years. She used to be a Lecturer II in the department for eight years. Her work focuses on Native American journalism and digital technology.

5B: Course-Load

Explain the process that determines and assigns faculty course-load (i.e., how many courses do faculty teach per semester, how does the unit determine faculty assignment to lower division vs.

upper division courses, etc.). Describe the faculty-to-student and faculty-to-course ratio, and any impacts this has on unit success.

Assistant Professors Leola Paquin, Wendy Greyeyes, and Maia Rodriguez have a 2/2 course load. Dr. Tiffany Lee has a 1/1 course load due to her responsibilities as the Chair of the department. Dr. Lloyd L. Lee has a 1/1 course load due to his responsibilities as the Director of the Center for Regional Studies (CRS). CRS provides $20,000 financial support to cover the two courses Dr. Lee would be teaching. The faculty discusses course assignments at the beginning of each fall and spring semester for the upcoming semester. The faculty determines which courses they will teach. The chair decides what courses to ask adjunct faculty to teach. Adjunct faculty usually teach two courses per semester, however additional courses might be asked of adjunct faculty to teach when needed. The tenured and tenure-track faculty teach all graduate courses. Undergraduate courses are taught by tenured, tenure-track faculty, adjunct faculty, and one graduate student teaching assistant.

The faculty-to-student ratio since the Fall 2014 semester has ranged from a high of 1-37 (Fall 2022) to a low of 1-21 (Fall 2015). We are seeing increase in demand from our students to take our online courses, particularly after the height of the pandemic (Spring 2021-present). While this demand is welcome, it requires the faculty who teach the online courses to expect a much high enrollment than those who teach in-person or hybrid courses. We have assigned a TA to support faculty teaching our Introduction to NAS sections, since they have the highest enrollment.

The faculty-to-course ratio since the Fall 2014 semester has ranged from 1 to 4 (Fall 2020) to 1 to 2 (Spring 2015). The majority of semesters the ration is 1 to 3 courses.

The number of tenure and tenure-track faculty needs to be increased from five to at least eight faculty. Currently, tenured and tenure-track faculty are not able to have a balanced ratio of undergraduate and graduate courses. Adjunct faculty must teach a fair number of undergraduate courses. We would like to hire our PhD students to become Teaching Assistants as well, but we will need TA funding support from the college to increase the number of TAs we currently hire.

5C: Professional Development & Service
Describe the professional development and service activities (conference presentations, committees, community engagement, memberships, etc.) for faculty within the unit, including how these activities are used to sustain research-related agendas, quality teaching, and students' academic/professional development at the undergraduate and graduate level. Describe what measures the department takes to ensure appropriate support, mentoring, workload and outcomes for faculty of color and members of groups that are traditionally under-represented in your field.

Each NAS faculty schedules their own professional development activities. Please see Criterion 6 for more detail per faculty member. All NAS faculty are involved with professional development and continue to increase their knowledge on Native American and Indigenous

issues. Travel to professional conferences, sabbatical, and specific professional activities are supported for all faculty in the department.

All NAS faculty are members of under-represented groups. Our department meets frequently to build support, solidarity, and mentorship with one another. The NAS faculty are also a part of the Native American Faculty Council. The council works in cooperation with the UNM administration, faculty, students, organizations, programs, and departments for the expressed purpose of promoting quality, culturally responsive education for Native American and all students who are in the UNM system. In addition, the council promotes Native American faculty development and awareness of Native American faculty issues in the UNM system.

Criterion 6. Research, Scholarship, & Service

The unit should have structures in place to promote active engagement in research, scholarly, and creative works among the faculty and students (if applicable, differentiate for each undergraduate and graduate degree and certificate program).

6A: Policy & Faculty Workload *Describe the unit's approach to balancing expectations and commitments for teaching, research/scholarship/creative works and service, including mechanisms of support for the scholarly pursuits of faculty (e.g., course releases, shared research/creative facilities, start-up funding, etc.).*

NAS developed its own Promotion and Tenure guidelines (See Appendix K) to align the department's values with community-based and community-engaged scholarship. We describe these concepts and state how we hold research, teaching, and service in equal ways. For reaching tenure and/or promotion, we weigh the time, effort, and contribution of research at 34% and teaching and service at 33% each. We outline for reviewers assessing faculty dossiers to base their review in this manner, and we explain how we hold community-based and community-engaged scholarship as equal to traditional academic publications. This is an important document for setting our department apart from most other UNM departments who weigh research and teaching more heavily. Our faculty delineate on their CVs and in their dossiers the research, teaching, and service that is community-based or community-engaged.

Our workload policy is also structured in this way to put equal emphasis on teaching, research, and service.

On February 24, 2022, the NAS Department approved a workload expectation for faculty which was part of bargaining demands. The United Academics of University of New Mexico demanded faculty are ensured a manageable workload. Each faculty member determines their estimated workload per area for the upcoming year. At the end of the academic year, the chair and faculty member review their workload based on the department workload policy (see Appendix L for the NAS Workload policy). In the policy, the faculty determined a distribution of maximum workload as follows:

- Teaching up to 33 points – These points are equivalent to two courses per semester or four courses for the academic year. Support for teaching comes through the available resources from the University of New Mexico's Center for Teaching and Learning and teaching assistant support from the Native American Studies (NAS) Department. The department receives support from course designers made available for AOP and other online enhanced courses.

- Scholarship up to 34 points – These points are based on various types of scholarly publication or research activities for the academic year. Support for research is available through research leaves for one semester, funding from the Research and Public Service Projects (RPSP), and small funding available from the Dean.

- Service up to 33 points – These points are based on the various types of university, local, regional, national, or international service faculty engage in during the year. Service work that promotes community based or community engaged research is highly encouraged.

  - Total: 100 points

The workload policy is not an assessment like the annual or milestone review. The workload policy is a tool for assessing the average workload per faculty member per year. The goal is not to achieve the full 100 points. Rather, it is a scale from which to determine the amount of workload each faculty member is engaged in per area. The goal is to accurately reflect that annual workload, which is why each faculty member determines their estimated workload prior to the year beginning and then they review their actual workload at the end of the academic year.

In addition to the above workload policy, all faculty upon hire were given a research semester where they are relieved of teaching responsibilities for that selected semester prior to their 6th year promotion and tenure review.

Until recently (Spring 2022), NAS was not able to offer a substantive research start-up package to prospective faculty upon hire. After NAS moved to the College of Arts and Sciences in July of 2018, NAS is able to offer a start-up package equal to comparable departments in the humanities.

6B: Scholarly & Creative Works *Describe the scholarly/creative works and research accomplishments of the faculty. Explain how these accomplishments support the quality of the unit and the key metrics that are used to measure achievement in this area (e.g., peer-reviewed publications, juried exhibitions, proposals submitted/funded, books published, etc.). Identify areas of strength for the unit as well as areas of growth and any plans or systems in place to increase productivity.*

Dr. Tiffany S. Lee has over 50 scholarly publications in academic journals, books, community-based reports, and media outlets. Her work is centered on Native youth perspectives on Native language socialization, Indigenous language education, culturally sustaining and revitalizing education, and Indigenous research methodologies. The majority of her publications have been peer-reviewed. She is well known nationally for her work and contributes to the department with

this focus on language and research. She has been awarded several grants from private foundations, NM state entities, and UNM to fund this work, in collaboration with colleagues and community members. She plans to continue her research, teaching, and community-based work in this area. Currently, she is working with a community group to develop and grow a recently opened Diné language nest (immersion and Diné-based childcare) for local Diné families. She is also beginning a large research project to identify Diné-based milestones in language learning to support Diné language revitalization and wellbeing.

Dr. Lloyd L. Lee's has over 30 scholarly publications in academic journals, books, community-based reports, and academic reviews. His research funding in collaboration with colleagues from the department and outside of the university for the past four years has come from the Center for Regional Studies. Dr. Lloyd L. Lee became the Director of the Center for Regional Studies (CRS) in October 2020. Under his leadership, CRS has initiated research and projects that have centered Indigenous issues and community-based scholarship. For example, he established a Tribal/Community College Research Scholar program where a research scholar from either CNM, Diné College, or Santa Fe Community College can spend a semester at UNM working on a research project. Two scholars have participated in the program so far. A third is expected for the summer 2023 semester. He also established a Community-Based Research Initiative where all UNM faculty in the College of Arts & Sciences can apply for $30,000 funding on a research project with a New Mexico or Southwest community and work to develop or help with practical and real-life solution(s) to the challenge facing peoples. A third initiative Dr. Lee has established is a post-doctoral fellowship for a recent UNM graduate. It is a twelve-month $50,000 research fellow position starting July 1, 2023 and ending on June 30, 2024. Another initiative funded with Research and Public Service funds from the state is the Native Curriculum Project.   This initiative will create two Indigenous films and curriculum material for K-12 New Mexico students. He is also the editor of the Native American Studies journal *Wicazo Sa Review* since May 2021 and co-editor with Dr. Wendy S. Greyeyes on a book series with the University of New Mexico Press *Studies in Indigenous Community Building* since July 2020. Both of these publishing outlets provide increased exposure to NAS and provide multiple opportunities for scholars to publish their work on issues and problems related to Native Studies.

Dr. Leola Tsinnajinnie Paquin is an Assistant Professor of Native American Studies at the University of New Mexico. She is a member of the Institute for American Indian Education and former President of the American Indian Studies Association (AISA). She grew up in Torreon, a community within the Cuba Independent School District (CISD). In addition to her recent work with CISD, she has been actively engaged with the Bernalillo Public School District since 2017. Through her various community-based partnerships, including the Leadership Institute of Santa Fe Indian School, she regularly produces gray literature to support the growth of Indigenous education initiatives. Dr. Paquin's work includes "Decolonizing Pathways Through Indigenous Education: Native Student Conceptions of Nation Building" in *Wicazo Sa Review*, forthcoming chapter in the The Yazzie Case: Interrogating the *Martinez/Yazzie v. New Mexico* Lawsuit. She has also published in the Journal of the West as well as in over five book chapters.

Dr. Wendy S. Greyeyes is an Assistant Professor of Native American Studies at the University of New Mexico and a former research consultant with the Department of Diné Education. Dr. Greyeyes formerly worked for the Arizona Governor as a Tribal Liaison for the Arizona Teacher

Excellence Program and Homeland Security, a Grassroots Manager for the Indian Self Reliance Initiative in Arizona, a Statistician/Demographer for the Department of Diné Education, and a Program Analyst/Chief Implementation Officer for the Bureau of Indian Education. She currently is the Navajo representative member for the New Mexico Indian Education Advisory Council (IEAC), president of Diné Studies Conference, Inc., President of the American Indian Studies Association (AISA), and faculty advisor for the Kiva Club and UNM Native American Alumni Chapter. Dr. Greyeyes received her M.A. and Ph.D. in Sociology from the University of Chicago and B.A. in Native American Studies from Stanford University. Her research is focused on political sociology, organizational analysis, Indigenous education, tribal sovereignty, and Nation Building. Recent publications include an article for Wicazo Sa Review titled, "The Paradox of Tribal Community Building: The Roots of Local Resistance to Tribal State Craft" (2021), a book titled A History of Navajo Education: Disentangling our Sovereign Body (2022), forthcoming co-edited book, The Yazzie Case: Interrogating the Martinez/Yazzie v. New Mexico Lawsuit.

Dr. Maia Rodriguez is an Assistant Professor in the Department of Native American Studies. Her areas of focus are narrative theory and storytelling, Indigenous philosophies and knowledge systems, environmental studies, and settler colonial studies. She earned her doctorate in English with a designated emphasis in Critical Theory and special concentration in Indigenous Theories at the University of California, Berkeley. She previously worked as a researcher for the World Humanities Report Indigenous Americas Initiative. Her essay on the use of first-person plural narration in the representation of traditional and oral knowledge systems in Native American and Indigenous literatures, entitled "Nonwestern First Personal Plural Narrators and the Narratology of Social Knowledge," is scheduled for release in 2023 as part of a special issue of the Journal of Narrative Theory. She is currently developing a book project from her dissertation Geronimo's Ghosts: Specters of Sovereignty in the Post-Civil Rights Ethnic American Novel, as well as an article exploring intersections in Native and Black experiences of policing.

6C: Research Expenditures *Provide the most relevant metrics (defined above in 6B) for the past 5 years and discuss any trends identified in these data. If applicable, include a summary of the unit's research-related expenditures and explain how external funding (identified by source such as federal grants, state support, private foundations, etc.) is used to support the goals of the unit, including supporting graduate students and undergraduates.*

UNM Native American Studies Department received the Research and Public Service Projects (RPSP) funding the New Mexico State legislature for the past three years. We have dedicated a majority of our resources to research projects and supporting our students' research areas. The table below shows the breakdown of spending categories from our RPSP funding.

Research Area:	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
RPSP	$252,900	$232,700	$188,000	-0-	-0-
-Faculty Research	-$32,000 (13%)	-$25,000 (10.7%)	-$25,000 (13.8%)	-0-	-0-

($4,000 per semester)					
-Tuition Waiver	-$10,729 (4%)	-$13,274.20 (5%)	-$4,880.00 (2%)	-0-	-0-
-Student Awards	-$159,516.00 (63%)	-$98,800 (42%)	-$108,398 (57.6%)	-0-	-0-
-Other Research Costs	-$50,000 (20%)		-$1,200 (0.6%)	-0-	-0-

In the section below, we describe NAS faculty members' research grant and other external funding.

In 2016, Dr. Tiffany S. Lee and colleagues received a $1,000,000 research grant from the Spencer Foundation to examine *Indigenous language immersion and Native American student achievement*. The research was extended due to the pandemic and is in its final year. This research has supported a graduate assistant and undergraduate research support. The knowledge gained from the research is used in classes, publications, and presentations on behalf of the department. Dr. Tiffany Lee has also been awarded several grants from the New Mexico Public Education Department (in collaboration with colleagues), the Kellogg foundation to support the Diné language nest, a few grants from UNM's Center for Regional Studies with NAS faculty, and many more. Most recently, she was awarded UNM Grand Challenge funding to work on a large research study examining how language learning promotes Diné child wellbeing. Most of these grants have involved UNM NAS faculty and other UNM faculty. The research and project initiatives have supported faculty research, program development (i.e., the online B.A. degree), graduate and undergraduate research and assistantships, and community-based relationships, programming, and research.

Dr. Lloyd L. Lee's research funding in collaboration with colleagues from the department and outside of the university for the past four years have come from the Center for Regional Studies. When Dr. Lloyd Lee became the Director of the Center for Regional Studies in October 2020, he was provided $10,000 in research funds. He has used some of these funds for the past two years on The Yazzie Case book edited with Dr. Wendy Greyeyes and Dr. Glenabah Martinez. As the Director of the Center for Regional Studies, Dr. Lloyd L. Lee also received a Research and Public Service Project (RPSP) grant of $200,000 from the New Mexico State Legislature. The RPSP is for a tribal education initiative to create two Indigenous films and curriculum material for K-12 New Mexico students. The funds are helping to create the two films with research support from NAS faculty and related scholarly work in the area of Native American education.

6D: Collaborations & External Partnerships *Provide an overview of the unit's collaborations across departments/colleges/campuses within UNM as well with external organizations, including research laboratories, community organizations and other institutions of higher education to develop research programs, community engaged research, and/or scholarly and creative works.*

The Native American Studies department has collaborated with the Institute for American Indian Education, Institute for American Indian Research, the Center for Regional Studies, and numerous other entities. NAS has also developed collaborative research with many other units, faculty, and community-based organizations. Each faculty member's CV delineates these collaborations.

The collaborations for Dr. Tiffany Lee include: Co-Chair of the UNM Native American Faculty Council, partner projects with the Institute for American Indian Education, the Center for Regional Studies, faculty across Humanities disciplines (Mellon foundation grant), Dr. Chee and the Linguistics department (UNM Grand Challenge & Diné Language Teacher Institute), Dr. Werito and the College of Education and Human Sciences (Diné Language Teacher Institute), the Board of Directors and past President of the Diné Studies Conference, Inc., Saad K'idilyé Diné Language Nest, NM Public Education Department (professional development workshops), Center for Regional Studies (Native Curriculum Project), and research with faculty at UCLA and University of Arizona, service work with the Native American Community Academy, Penasco School District, NM Indian Education Advisory Council, and the American Educational Research Association.

Dr. Lloyd L. Lee is an affiliated faculty with the Institute for American Indian Education, serves on the executive board for the Institute for American Indian Research, and is the Director of the Center for Regional Studies. He also served on the Diné Studies Conference, Inc. Board of Directors and was on the City of Albuquerque Commission on American Indian and Alaska Native Affairs. He is currently on the American Indian Studies Association council and is a member of the Native American and Indigenous Studies Association. He served as co-chair of the Native American Faculty Council from 2018-2020, and continues to serve on the UNM Diversity Council and Advance at UNM Internal Advisory Board. These collaborations focus on Native American education at higher and secondary education, supporting projects, activities, and scholarly works tied to American Indian decolonization and tribal sovereignty, and to provide funding support on a variety of community engaged research and Indigenous scholarly works.

Dr. Leola Tsinnajinnie Paquin's university interdepartmental collaborations include work with the Division for Equity and Inclusion (Diversity Council and Curriculum Subcommittee); Center for Teaching and Learning Online Course Advisory Council; Native American Faculty Council; Institute for American Indian Education; College of Population Health (Tribal Data Champions); Student Experience Project; Expanding Course-Based Undergraduate Research Experience; Graduate Studies Faculty Mentoring; El Puente Research Fellowship Faculty Mentoring; Academic Affairs General Education Fellow on Race and Social Justice; and the Udall Scholarship Selection Committee. Externally she has collaborated with the following school districts in New Mexico: Bernalillo Public Schools, Cuba Independent Schools, Taos Municipal Schools, and Hondo Valley. She has also partnered with other colleges in the state including Southwestern Indian Polytechnic Institute and Santa Fe Community College. She has served on the New Mexico ACLU Board of Directors, Tribal Entities Connect Board, and is the Vice-President of Torreon Community Alliance. She maintains ongoing partnerships with the Leadership Institute at Santa Fe Indian School, Santa Ana Pueblo Department of Education, and

the NM Indian Education in conjunction with the Institute for American Indian Education. She has also served as the President of the American Indian Studies Association and as a co-coordinator for the Western Social Science Association American Indian Studies Section.

Dr. Wendy Shelly Greyeyes's served as the lead research consultant for the Navajo Nation Department of Diné Education, Navajo Nation President and Vice-President's office, and the Navajo Preparatory School. Former researcher for the Tribal Education Department National Assembly (TEDNA). She serves as President for the non-profit Diné Studies Conference, Inc., president of the American Indian Studies Association, a former co-chair for the National Indian Education Association (NIEA) Advocacy Committee, the Navajo representative for New Mexico's Indian Education Advisory Council (IEAC), faculty advisor and founder of the UNM Native American Alumni Chapter, faculty advisor for the oldest student run organization Kiva Club, Co-Editor for Studies in Indigenous Community Building with University of New Mexico Press, organized three ethnic studies townhalls partnering with legislators and community leaders in Albuquerque, NM, former faculty member of the Institute for American Indian Education.

6E: Student Opportunities *Describe the opportunities for undergraduates and graduate students to be involved in research, innovation, discovery, scholarship, and creative works through curricular and extracurricular activities.*

Our students and faculty established Native American Studies Indigenous Research Group (NASIRG) in 2004 (specifically Rebecca Horsechief and former faculty Mary Bowannie) to increase opportunities for undergraduates and graduates to be involved with research, innovation, discovery, scholarship and creative works. NASIRG encourages research participation, raises consciousness regarding Indigenous issues, increases student-community involvement and fosters the exchange of ideas. The group provides events and opportunities to share ideas and work collaboratively with each other to increase research participation.

Our faculty have served as advisors for the Kiva Club, established in 1952. The Kiva Club stands in solidarity with those who face discrimination and persecution across our great Nation and the world. Kiva Club has hosted book talks, study group sessions, and worked collaboratively with organizations from the greater Albuquerque community on Indigenous issues of Missing and Murdered Indigenous Relatives, environmental racism, honoring Federal Indian Boarding School survivors, Indigenous People's Day, and Native American Heritage Month. The organization has created opportunities to engage our larger community.

Our Viola Cordova Symposium celebrated its 18th event in April 2022. Each year, we bring together community members, alumni, and students to talk about pressing issues impacting tribal nations. These are opportunities for students to showcase their work. In the past, we've had poster presentations and distinguished authors speak on their works.

Our department offers internships for course credit. These internships, which have varied from working in schools, local non-profits, tribal and pueblo nations, museums, and the law school, offer students an opportunity to pursue an area of interest for their research work.

Criterion 7. Peer Comparisons

The degree/certificate program(s) within the unit should be of sufficient quality compared to relevant peers. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

7A: Analysis *Choose 3 peer departments from the Peer Comparison Template to contrast with the unit. After completing the Template for these departments, provide an analysis of the comparison. Please describe aspects of your program that are unique compared to these peers.*

- ▪ *The unit may choose to select an alternative peer institution designated by a relevant regional, national, and/or professional agency.*

The University of New Mexico Native American Studies Department offers outstanding degree programs, providing a strong variety of courses, dynamic learning options, and committed core faculty in relation to peer institutions nationally. The UNM NAS department is equally comparable to the nationally renowned programs/departments of the largest and closest peer institutions: Northern Arizona University, Arizona State University, University of Arizona, and University of Oklahoma. Of notable importance, UNM is the only other institution of this group to join the University of Arizona in offering a Ph.D. and the only one of the three institutions in the table below with NAS department status to offer a Ph.D.

In the table below is a comprehensive list of NAS programs in peer institutions throughout the country. The peer comparison institutions are listed first.

Name of Institutions and Location	*College and Program or Department*	*Minor/Major NAS: Native American Studies AIS: American Indian Studies, AIS: American Indigenous Studies* (online option highlighted in gray)	*Programs (as of Fall '22)*	*Number of Faculty (Joint and/or Full)*	*Staff*
Northern Arizona University – Flagstaff, AZ	Department of Applied Indigenous Studies in the College of Social & Behavioral Science	Minor in NAS B.S. &B.A.in AIS B.S. in Indian Country Criminal Justice, Grad Certificate	(8) programs: 1. Applied Indigenous Studies, 2. Interdisciplinary Indigenous Health Studies, 3. Native American Studies, 4. Tribal Public Admin and 5. Indigenous & Tribal Nation Bldg, Leadership, Mngt & Admin. 6. Indian Country Criminal Justice	(Chair + 6 faculty + 1 emeriti) 6 affiliated faculty	No listing

Arizona State University-Tempe, AZ	American Indian Studies program housed in the College Liberal Arts and Sciences	Major & Minor in AIS, Master's in AIS (2 concentrations.) (COED-online M.A.in Indg Education).	(4) programs: 1. Legal, policy, and community and economic development 2. Arts, language and culture, 3. Indigenous Rights & Social Justice and 4. Tribal Leadership and Governance	(7 faculty + 5 emeriti + 4 affiliate + 3 adjunct)	(3) Academic Success Specialist, Program Manager, Coordinator
University of Arizona	Undergraduate and Graduate programs in the College of Social & Behavioral Sciences	Major and Minor in B.A. in AIS; Concurrent J.D./M.A., {AIS Grad Cert in higher edu; Grad Cert in Native Nation Building; Grad Cert in Renew. Nat Res.}; Ph.D., Ph.D. Minor, Graduate Certificate in Indigenous Health	M.A.consists of four concentrations: American Indian law/policy; American Indian societies and cultures; American Indian literature and American Indian education	(Professor & Dept Head + 8 faculty)	(4) Senior Research Admin; Senior Program Coordinator; Academic Advisor; Business Admin.
University of Oklahoma. Norman, OK	Department (Native Amer. Studies) in the College of Arts and Science	Major and Minor in NAS M.A.degree in NAS, Dual degree of MA/JD. (only Law School offers online MLS in Indg Peoples Law)	Program is interdisciplinary: History & Culture, Native Languages, Indigenous Community Planning, and Tribal Governance & Leadership	(Chair + 14 faculty + 2 emeriti + 2 adjunct + 17 affiliate)	(3) Admin Coord, Undergrad Advisor, Grad Advisor (faculty)
University of Montana-Missoula, MT	Native Amer. Studies Dept. in College of Humanities & Sciences	Major, Minor and Undergraduate Certificates in NAS & Language Rejuvenation Certificate		(Chair + 3 faculty + 2 adjunct)	(2) Admin, Program Coord.
Montana State University-Bozeman, MT	Native Amer. Studies Department in College of Letters and Science	Minor in NAS M.A.degree in NAS, Grad Cert	Online Graduate Certificate program in NAS; may transfer towards M.A. in NAS	(Chair + 4 faculty + 2 emeriti)	(3) Staff member + AI/AN SS
University of Washington-Seattle, WA	Department of American Indian Studies housed in College of Arts & Sciences	Minor, Minor AIS, Minor in Oceania & Pacific Islander Studies, Graduate Certificate in AIS & Indigenous Studies, Summer Certificate in Business & Tribal Gaming/Hosp Mngt	Partnered program with Department of Community offers Master's of Communication; the Native voices documentary program	(Chair + 10 faculty + 10 adjunct/affiliate + 6 Emeriti)	(2) Admin Coord + Academic Counselor (part-time)
University of California-Berkeley, CA	Native Amer. Studies program housed in Coll of Letters & Sciences, Ethnic Studies	Major, minor in NAS. Interdisciplinary Ph.D. in comparative race and ethnicity	Grounded in the study of history, culture, language, law and policy.	(6 faculty)	(7) (for entire dept)
University of California Los Angeles	Amer. Indian Studies program housed in College of Social Sciences;	Major, Minor and Graduate Certificate in AIS; M.A.degree in NAS	Joint degree in J.D./M.A.in AIS	(17 faculty + 22 affiliated + 4 emeriti)	(3) Financial Manager, Office Manager, Student Services Advisor

	Interdepartme ntal program				
University of South Dakota-Vermillion, SD	Native Amer. Studies program housed in College of Arts & Sciences	American Ind Edu (undergrad cert) Minor in NAS. B.A.in NAS; B.A.in NAS Lakota Studies		(1) who is the Director, Institute of American Indian (all affiliated faculty)	No listing
Dartmouth College-Hanover, NH	Native American & Indigenous Studies in the "Faculty of Arts & Sciences"	Major and Minor in NA and Indigenous Studies	Provides visiting fellowships to doctoral/postdoctoral scholars. NAS library. Study program at IAIA in Santa Fe.	(7 faculty + 2 visiting)	(4) prog coordinator; Director of the Native Amer Prog; Assist Dir: Admin Assist.
University of Minnesota-Minneapolis, MN	American Indian Studies in College of Liberal Arts	Major and Minor in NAS, Graduate Minor in AIIS	Dakota & Ojibewa language and offers learning Abroad Center with the National Student Exchange	(Chair + 5 faculty + 8 affiliate + 3 emeriti + 4 teaching specialist languages programs)	(8) staff: Admin Manager, Program/Project specialist for events, academic advisor, community engagement coord, curriculum coord, exec accounts specialist, office manager, editor for languages
University of California (UC-Davis)- Davis, CA	Department of Native American Studies in the College of Letters & Science	Minor in NAS M.A.degree in NAS Ph.D. in NAS	C.N. Gorman Museum, Native American Language Center, and Indigenous Research Center of the Americas	(8 faculty + 5 Emeriti)	(3) Student Affairs Officer, Curator, Grad Prog Coord
University of Michigan- Ann Arbor, MI	Department of American Culture in the College of Literature, Science & the Arts	Minor in NAS; PhD in American Culture (Interdisciplinary)	Ojibwe Language Courses	(12 faculty + 1 adjunct + 2 Postdoc fellow)	(2) Student Serv Admin Assist; Academic Program Specialist
University of Wyoming	Native American & Indigenous Studies in the Native American Education & Research Cultural Center (NAIS is 'also' located in the School (dept) of Culture, Gender & Social Justice	Major and Minor in NAS and graduate minor degree	Has the High Plains American Indian Research Institute	(1 Director of School + 4 faculty)	(1) Affiliated staff member (program advisor)

	in the College of Arts & Sciences)				

One of the most distinguishing characteristics of UNM NAS is the amount of high-quality degree options we provide in relation to the numerical amount of faculty and staff that our department successfully operates with. In comparison to all four of peer institutions named above, UNM has the fewest amount of both faculty and staff. Nonetheless, UNM is the only department that provides such an extensive list of options in service to our communities: a minor, major, B.A./M.A. shared credit program, M.A., and remote degree options (online and Hyflex). Furthermore, as shared earlier, UNM will be the only other institution of this group to join the University of Arizona in offering a Ph.D. and the only one of the three institutions with NAS department status to offer a Ph.D. One area that UNM has not formalized, that peer institutions offer, is a joint M.A./J.D. degree. The NAS department has chosen to prioritize first building the new graduate degrees. The department will revisit this option, and engage in discussion with the Law School, as soon as resources allow.

We are distinct in the areas of concentration we offer our students.

A very unique and important attribute to recognize of UNM NAS is that all of the faculty members are Native Nations from southwest Native communities.

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 the M.A. and B.A degrees or minors in NAS.

Criterion 8. Resources & Planning

The unit should demonstrate effective use of resources and institutional support to carry out its mission and achieve its goals.

8A: Budget *Provide an analysis of the unit's budget, including support received from the institution and external funding sources.*

- *Include a discussion of how alternative avenues (i.e., summer bridge programs, course fees, differential tuition, etc.) have been explored to generate additional revenue to maintain the quality of the unit's degree/certificate program(s) and courses.*

The total allocated budget for NAS was $640,304 for the 2022-2023 academic year. Native American Studies operating and salary budget for teaching and administration is determined by UNM leaders and the Dean of the College of Arts and Sciences each academic year. That allocation is prioritized according to faculty salaries and program operations; they are fixed amounts.

The other funding resources administered by Native American Studies includes funding from New Mexico state legislative appropriations toward our Research and Public Service Projects (RPSP), our participation in the Accelerated Online program from which we receive a share of tuition revenue, research and other grants, and selected scholarship funds held in trust by the UNM Foundation that are released and distributed to NAS students when the funds have accumulated monies off their interest rates. We have recently received two endowments. One is from the New Mexico Legislative body for $2.5million. It will provide about $90,000 in annual interest to support NAS. The second endowment is from Bob Hitchcock and Melinda Kelly for $500,0000. This endowment is shared with the Department of Anthropology to support programming around Indigenous human rights and will generate about $20,000 - $25,000 per year. These funding sources will be available for use in the 2022-23 academic year.

RPSP
In FY 2021, NAS was selected as a UNM priority for Research and Public Service Projects (RPSP) funding from the state legislature. We were funded $200,000, but due to the pandemic and state budget cuts, our funding was cut to $188,000. In FY 22, we were awarded continued RPSP funding, but it was reduced once again to $182,700. For FY 23 (our current year), we asked for our reduced funding to be reinstated along with additional funding. We justified this request with our Ph.D. program, which begins in Fall 2023, and so that our RPSP funds can support additional faculty, graduate assistantships, student scholarships, and other program needs. We were awarded $250,000 for FY 23. The majority of these funds are used for B.A. and M.A. scholarships and graduate assistantships. Some RPSP funds will be used to partially support our 6th tenure-track faculty member's salary and related expenses for the first three to possibly five years years beginning in August 2023.

Online Revenue
NAS signed an MOU with UNM leadership to participate in the Managed Online Program (MOP), now Accelerated Online Program (AOP), where NAS receives 65% of the tuition generated from students who enroll in the program. NAS launched our AOP in Fall of 2017. That year, NAS earned about $32,500 in tuition revenue after the split with the Provost's office. For the next three years, enrollment steadily increased in the AOP courses. In the last two years, our enrollment was stable, including during the pandemic when enrollment across the university declined. We have graduated 12 AOP students since the program began. The online revenue has funded part-time instructors, primarily. It has also been used to pay for program costs not currently budgeted, such as support to student organizations, convocation expenses, guest speakers, and faculty research. AOP funds will be utilized to largely support our 6th tenure-track faculty member's salary and related expenses for the first three to possibly five years beginning in August 2023.

Grants
NAS faculty have secured several research and educational grants that have supported summer research, graduate student assistantships, and programming over the last seven years. These grants include the Spencer Foundation Indigenous language immersion and Native American student achievement research study (2016-present); UNM Center for Regional Studies (3 grants since 2018); UNM Research Allocation Grants; UNM Teaching Allocation Grants; and a New

Mexico Public Education Department Diné language teacher institute grant (2020-present) with the College of Education & Human Sciences.

Scholarship
Scholarships 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

Endowments
NM Legislative Appropriation of $2.5 million
NAS plans to utilize the interest from this endowment for graduate student support as we embark on our new Ph.D. program. It will also be utilized to partially support the salary and other expenses for our 6th tenure-track faculty member's hire for the first three to five years.

Hitchcock and Kelly Fund of $500,000 (shared with Anthropology)
NAS has collaborated with Anthropology and the donors to establish a number of initiatives that this endowment will support. Those initiatives, which will alternate yearly, include a conference at UNM on Indigenous human rights, graduate student support, guest speakers, and instructor support for courses that work with Indigenous communities.

8B: Staff *Discuss the unit staff and their responsibilities (including titles and FTE). Include an overall analysis of the adequacy and effectiveness of the staff composition in supporting the mission and vision of the unit.*

Currently, NAS faculty and staff includes two full line Professors (including the Chair), three full line Assistant Professors, one Sr. Student Success Specialist, and one Program Coordinator for a total of five (5) faculty and two (2) staff members. NAS is undergoing a search for one additional tenure-track faculty member to start in Fall 2023.

To secure the new search underway now for our 6th tenure-track faculty member, A&S and the Provost agreed to approve on the condition that NAS paid for the new faculty member's salary for their first three years. NAS also pays half of the fringe expenses for the first three years and half of the start-up package costs for the new hire. NAS needs at least 8 tenured or tenure-track faculty to bring our degree programs into full fruition. By comparison, our peer institution the University of Arizona (UA) has 9 faculty members, including their Chair.

NAS is understaffed relative to the number of degree programs we offer and community-based initiatives we undertake. The NAS faculty is teaching to maximum levels of efficiency and capacity. Additionally, the mission of NAS is to serve our communities through our research, student internships, M.A. projects of excellence, and, soon, our Ph.D. students' dissertation research collaborations. NAS faculty is also called upon to share our perspectives and expertise

for various university departments, programs, and community, tribal, and national organizations. Our department is growing and remains a vital element of UNM's mission as it relates to service to New Mexico Native communities. NAS has 2 staff members and by comparison, UA has 4. All of these dynamics of a successful department highlight the eminent need for discussion of our budget, facilities, faculty, and staffing needs with UNM leaders.

8C: Advisory Board *If the unit has an advisory board, describe the membership, their charge, and discuss how the board's recommendations are incorporated into decision-making.*

NAS does not presently have an advisory board in place. We plan to ask individuals we have identified to serve on an advisory board. The individuals we have identified to ask include alumni, community and tribal leaders, professionals, and NAS academics. The advisory board will work in collaboration with NAS faculty and staff to establish their charge and how recommendations will be incorporated into decision-making.

Criterion 9. Facilities

The unit facilities should be adequately utilized to support student learning, as well as scholarly/research activities.

9A: Current Space *Provide an updated listing from UNM's current space management system of the spaces assigned to your unit (e.g., offices, conference rooms, classrooms, laboratories, computing facilities, research space, etc.). Discuss the unit's ability to meet academic requirements with current facilities.*

- *Explain if the unit has any spaces that are not documented in UNM's space management system.*
- *Explain the unit's unmet facility needs.*
- *If applicable, describe the facility issues that were raised or noted in the last APR. What were the results, if any?*

Our current space is located in Mesa Vista Hall, 3rd floor. In general, our space has met student needs but with the growth of student enrollment and degree programs and faculty, we have maximized our capacity in our current space. We will need more offices and a larger classroom moving forward. We have one office available for our new faculty hire, who will start in Fall 2023. However, we will then be left without office space for our graduate assistants and part-time instructors. We hope the new Humanities and Social Sciences Building (to be named) will include a space for NAS that fits our needs.

Description of space: Lobby area with three (3) adjacent offices, the library, and department classroom.

There is a desk unit at the main entrance in Lobby Room 3080. There is a Dell desktop computer, two screen monitors, telephone, and desk cabinets. NAS graduate student and/or work-study student employees are assigned to use. A Ricoh copy machine with fax capabilities is located in front of desk. Also in lobby area, there is a conference table, triangle table, six

chairs, and three cabinets. This area is for study space, meetings, activities, and events. There is a small refrigerator, microwave, and two wall storage cabinets for use by NAS employees. NAS faculty/staff/student mailboxes are located on the south wall on a cabinet.

Tiffany Lee, Chair and Professor of NAS, office is located west of lobby area room 3066.

The office has a standing desk, chair, Apple I-Mac, shelving, conference table, four chairs, couch, closet, and file cabinets.

Delia Halona, Program Coordinator, office is located south of lobby room 3075. The office has a desk, a Dell desktop computer with two screen monitors, chair, shelving, a round table, four chairs, and file cabinets. One bookcase holds NAS library reference books.

Catherine Montoya, Sr. Student Success Specialist, is located southeast of lobby room 3077. The office has a desk, Dell desktop with two screen monitors, I-Mac computer (used off-campus), shelving, file and wall cabinets, a small round table, three chairs, and a closet.

The department classroom is located east of Lobby Room 3082. The scheduling office determined a maximum of eighteen (18) people are allowed in the classroom. NAS courses offered for Fall/Spring/Summer are held in this room. The classroom has a Mac mini, one projector, one Apple owl, four (4) whiteboards, six (6) tables, and twenty (20) chairs. The majority of our M.A. courses are held in this space. It is not large enough to hold our lower division courses, but some of our upper division courses are held in this space.

The NAS Library is located east of Lobby Room 3079. The NAS library has a collection of 2,800 volumes of materials by and about Native Americans. There are books, journals, articles, research papers, video and audiotapes. However, NAS is not able to properly control use of the resources in the library. An inventory conducted by an undergraduate intern found many duplicate books.   We would like the UNM libraries support with documenting and possibly moving the collection to their controlled spaces. The library has two tables, eight chairs, shelving, file cabinets, a television, VCR, and record player.

Description of space: NAS faculty offices

Part-time Instructors are assigned to use Room 3090. There is a desk, chair, shelving, file cabinets and a closet. The office provides PTI space for meeting with students one-on-one, course preparation, exam grading, etc.

Maia Rodriguez, Assistant Professor, is assigned to Room 3092. The office has a desk, laptop computer, file cabinet, shelving, a closet, a table, and four chairs.

Wendy Greyeyes, Assistant Professor, is assigned to Room 3094. The office has a desk, laptop computer, bookcases, a closet, and two chairs.

Lloyd Lee, Professor, is assigned to Room 3095. The office has a desk, Apple I-Mac, shelving, file cabinets, and a closet.

Leola Paquin, Assistant Professor is assigned to Room 3093. The office has a desk unit, bookcase, three chairs, and a closet.

9B: Future Space Needs *Discuss any future space management planning efforts related to the teaching, scholarly, and research activities of the unit. Include an explanation of any proposals that will require new or renovated facilities and how they align with UNM's strategic planning initiatives.*

- *Explain the potential funding strategies and timelines for these facility goals.*

Our current space will be maximized by Fall 2023. We have one office left for our new faculty hire. However, we will be left without office space for part-time instructors and graduate students. Native American Studies will seek renovation of our facilities and current space, due to the need of the increased implementation and strengthen of the NAS Master's and Ph.D. degrees.

Native American Studies suggested moving all the NAS library materials out of Room 3079. NAS contacted the university's main library and the information has been relayed to the Director of Collections for University Libraries. We will discuss and prepare how to approach this project. NAS wants to make sure all the library materials go the Indigenous Library Program, Center for Southwest Research, or Indigenous section of the university's main library.

NAS wants to convert Room 3079 into a smart classroom with the all upgrades needed. This provides students with the opportunity to develop skills and explore the capabilities of the smart classroom to relevant learning and research opportunities. NAS students will utilize the classroom for special projects, research, presentations, etc. on issues related to education, ecology, community development, economics, law, politics, philosophy, sociology, and arts and literature.

Another needed initiative is to create a kitchen space with a sink, space for refrigerator, microwave, and storage cabinets. This would serve many uses by the department as well as the students and wider community it serves, such as student functions, meetings, classes and workshops, special events, and as a study and wellness space. NAS faculty, staff, and students will utilize the space to store items food and/or drinks in a safe and clean environment.

Native American Studies will seek university and outside funding for the new classroom space and kitchen area. NAS will work with UNM Facility Management team on the project description, justification, and desired completion date for the classroom and kitchen space. NAS will seek architectural assistance in designing the new space. The other option is to ensure NAS is given space to fit our needs in the new Humanities and Social Science building being planned now.

In addition to the renovation of the current library space, NAS will seek additional office space to accommodate at least two to three postdoctoral positions associated with the new Hitchcock-Kelly Fund for Human and Indigenous Peoples' Rights, a collaborative effort between the NAS

and Anthropology departments. Finally, once the library space has been appropriately reconfigured, NAS will also require dedicated space for NAS Graduate and Teaching Assistants, as well as other Graduate Assistants hired to support NAS faculty and their research. Currently, the only office space available for graduate assistants is the front desk, which only accommodates up to one person at a time. At minimum, a sufficient work area including desk space and access to technology will need considered.

Conclusion. Strategic Planning

Discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the quality of its degree programs (if applicable, differentiate between undergraduate and graduate). Address all criterion, including but not limited to: student learning outcomes, curriculum, assessment practices, recruitment, retention, graduation, success of students/faculty, research/scholarly activities, resource allocation, and facility improvement.

NAS has revisited our strategic action plan as needed. Moving forward, we have revised the plan for this report and for our department's goals as we move into launching our Ph.D. degree. This last year also came with new resources in endowments for NAS that are important for including in a new strategic action plan. We reexamine our student learning outcomes every year at our annual retreat thus those outcomes and assessment practices are current. Below is our current strategic planning efforts per goal area:

I. Increase enrollment in B.A., M.A., and Ph.D. program.
      a.   We will increase enrollment by continuing with and adding to our outreach and recruitment plan. We have hosted graduate roundtables to discuss our graduate program to interested students and Open Houses to discuss our entire department and program. Dr. Catherine Montoya has presented at college fairs at UNM, at UNM branch campuses, and at community colleges such as San Juan College and CNM. Develop Transfer Articulation Agreements, such as ones with have with CNM and San Juan College. Expand to other tribal colleges and universities.
      b.   Along with continuing the graduate roundtables, Open houses, and presenting at college fairs, we will create an outreach and recruitment plan to present at a variety of academic association conferences and annual meetings such as the American Indian Studies Association, Native American Indigenous Studies Association, National Indian Education Association, and others;
      c.   Advertise in Native media outlets such as tribal news outlets, *Tribal College* journal, Native American Studies academic journals such as *Wicazo Sa Review*, *American Indian Culture and Research Journal*, *American Indian Quarterly*; we will continue to strengthen financial assistance for students in the form of scholarships, fellowships, and assistantships; and we will continue to ensure our course delivery modalities are diverse and using the latest technology.
      d.   Share alumni and current student profiles on our website and social media

  II. Retain and graduate students.
      a. Continue to strengthen financial assistance for students in the form of scholarships, fellowships, and assistantships.

b.   Orientation and continuous mentorship of graduate students. Create our own mentor programs and integrate university resources for student support.

c.   Support housing opportunities for Native students similar to what the Navajo Nation did for Navajo students from 2018-2021.

d.   Advocate to UNM administration to develop the American Indian Learning & Leadership Center, which was proposed in 2008.

e.   Continue to offer courses in a variety of modalities such as in-person, online, hyflex, and hybrid.

III. Publicize and build awareness of NAS undergraduate and graduate programs at national, regional, local levels

a.   NAS will enhance promotional materials

b.   NAS will continue to host hybrid Open Houses (in-person and online) on all academic programs

c.   NAS will continue to maintain and share on Social Media platforms (i.e. Instagram, Facebook, Twitter, website, etc.)

d.   NAS will continue the annual Viola F. Cordova Memorial Symposium

e.   NAS will host a summit for Native leaders and communities to showcase our academic programs, students, research, and projects

f.   Develop and promote that the PhD program has two pathways – academic professorship pathway and community and policy development pathway

IV. Increase faculty lines to 8 and staff lines to 3

a.   We have 6 tenured/tenure-track faculty. With the addition of our new Ph.D. program, we need at least 8 - 10 faculty to meet the capacity required to deliver our programs and to maintain a strong department.

b.   We also only have 2 staff members.   Given the growth of our department, adding 1 to 2 such as a graduate coordinator and department administrator is warranted.

V. Continuous assessment on academic rigor of our program.

a.   Student learning outcomes assessment

b.   Other course – based assessments

c.   Exit interviews or surveys

d.   Alumni survey

e.   Indigenous communities survey

VI. Continuous assessment of funding goals and needs

a.   Annual review of endowment spending to meet needs of the department

b.   Annual review of financial assistance for students

VII. Continuous demonstration of NAS as an educational resource for the state and community.

a.   Projects and research collaboration with tribal communities, tribal colleges, organizations, and state entities

b.   Alumni profiles on our website and social media

VIII. Increase research funding and initiatives

      a.   For PhD students and training

      b.   Heightened national awareness of UNM NAS in an R1 institution

IX. Continue and increase community-based initiatives

      a.   Faculty projects

      b.   Graduate students POEs and dissertations

In conclusion, NAS would like to restate our major needs to support our growth and development and UNM. They include:

1. Faculty - we have 6 and need at least 8
2. Staff - we have 2 and need at least 1 more graduate coordinator and department administrator
3. Graduate/Teaching/Research Assistantships for graduate students – currently we have 4, 3 of whom are funded by entirely by our department
4. Space – with our faculty hire this year, we will have no more office space. We need offices for graduate students and parti-time instructors. We also need a community space with kitchen facilities for community events.

As our NAS degree programs attract and recruit more students, our work with communities will also grow and flourish. Supporting the department with more faculty, staff, graduate assistantships, and space will help to ensure our success.

APPENDICES

Appendix A: NAS Organizational Chart
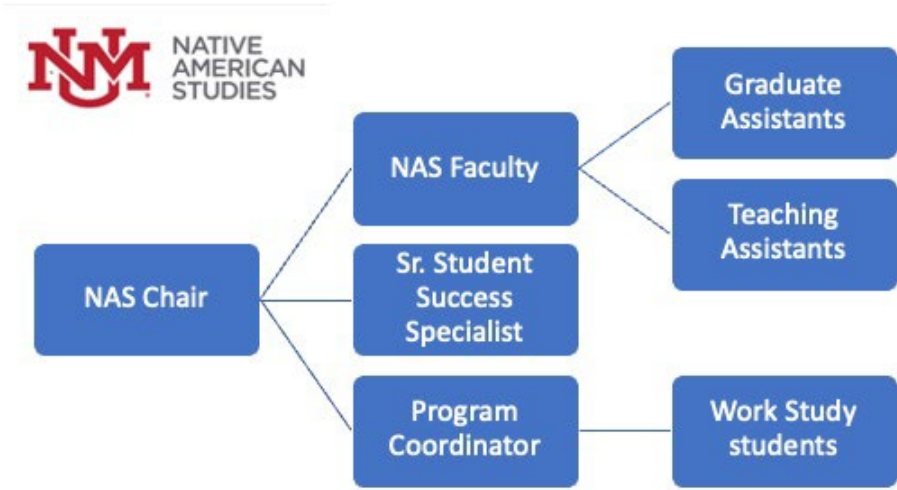
Appendix B: NAS B.A. degree concentration requirements

The B.A. degree in NAS requires 12 credit hours in one of the selected NAS concentrations:

- o Leadership and Building Native Nations (LBNN)
- o Indigenous Learning Communities (ILC)

Leadership & Building Native Nations
Courses in the LBNN concentration focus on issues related to leadership, governance, social and environmental justice, activism, and Indigenous human rights.

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 an 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 423/523. Self-Determination and Indigenous Human Rights (3)
Analyzes the emerging norm of self-determination and its impact on indigenous peoples in the international legal system. Colonization, liberation, and the political futures of culturally distinct peoples are examined from inter-disciplinary perspectives.

NATV 424/524. Principles of Leadership in Indigenous Contexts. (3)
Will gain a critical understanding of theoretical concepts and frameworks of leadership from Western and Indigenous perspective. Examine both historical and contemporary tribal leadership (including global) and address issues impacting their communities.

NATV *436. Environmental Ethics and Justice in Native America (3)
Complex ways in which Native peoples form relationships with their environment are examined. Differences and similarities between Native and dominant cultural conceptions of the environment and environmental justices are considered within an inter-disciplinary context.

NATV 445/545. Politics of Identity (3)
Examines Native identities in law, biology, culture, and via self-identification within an inter-disciplinary context. Discussion will focus on federal intrusions, misappropriations, and adaptations that strengthen the sovereignty of Native Nations. Restriction: junior or senior standing.

NATV *450. Topics in Native American Studies
Topics courses taught by faculty from the University of New Mexico and the surrounding community which vary according to the instructor's expertise.

NATV *480. Building Native Nations: Community Revitalization, Culture, Decolonization, and Indigenous Thought (3)
This course critically engages Indigenous community revitalization dynamics and its relationship to culture, Indigenous thought, decolonization. Principals relating to political sovereignty, cultural self-determination, economic viability, social and economic justice, and strategic planning underlie the notion of Nation Building for Native people. Restriction: junior or senior standing.

Indigenous Learning Communities

Courses in the ILC concentration focus on issues in education, language, worldviews, and community-based learning.

CCST 2110. Introduction to Chicana and Chicano Studies (3)
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 2315. Indigenous Language Revitalization and Community Renewal (3)
Examines Indigenous language change from the boarding school era to current trends in language planning and revitalization. Special emphasis placed on the importance of language to culture and on community renewal efforts by Indigenous people.

NATV 305. Indigenous Self-Determination in Education (3)
Examines the roles 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 385. Indigenous Worldviews (3)
This course offers an interdisciplinary 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.

NATV 402/502. Education, Power and Indigenous Communities (3)
How economic, political and social power influences the education of indigenous youth is the emphasis of the course. Topics include who defines the concept of an "educated person" and in what contexts.

NATV *450. Topics in Native American Studies
Topics courses taught by faculty from the University of New Mexico and the surrounding community which vary according to the instructor's expertise.

NATV *461. Community-Based Learning in Indigenous Contexts (3)
Explores the meanings of "Indigenous education" through current scholarship and through active participation in a community-based setting. Examines Indigenous educational traditions and their

applications for contemporary practices while engaging in community-based learning and service.

NATV *462. Native American Oral Tradition and Language Reclamation (3)
Native American stories function much like food for the soul. Students will learn an interdisciplinary context how ancestral and contemporary stories, oral and written, continue to represent the thoughts, values and life ways of Native people.

Appendix C: New Native American Studies Mission and Program Rubric for the B.A. and M.A. Degrees

NATIVE AMERICAN STUDIES, UNIVERSITY OF NEW MEXICO - MISSION
We will honor Indigenous experiences and the strengthening of Native Nations and sustainable communities through academic excellence.

- Honor-facilitation of ethical perspective, respect for experiences, sense of place, varieties of communities and community processes
- Indigenous experiences-Indigenous as a sense of place and a way of life; individual, community, and national levels of experiences; local, national, international
- Strengthening of Native Nations-through explorations and research of governance, policy, and leadership; self-determination
- Sustainable communities-a strengthening process in developing a sense for community, community education as building of community from within
- Academic excellence-critical thinking skills, Indigenous methodological approaches, research skills, presentation skills, communication skills, collaboration, mastering of content, rigorous approach, application skills, creative thinking skills, writing skills, privileging Indigenous knowledge

NATIVE AMERICAN STUDIES RUBRIC

		Exceptional	Proficient	Apprentice	Discovering
1. BA 1150 SLO A.1 MA 590 SLO A.1	Honor Indigenous Experiences	Embodies ethical perspectives, respect for experiences, and a sense of place. Connects knowledge to varieties of communities and community processes. Understands Indigenous as a sense of place and a way of life. Distinguishes between individual, community,	Demonstrates, values, appreciates, and recognizes Indigenous perspectives and knowledges of others and self. Engaged in ethical concepts that respect Indigenous experiences and place.	Analyze and critique hegemonic ideologies, processes, and existing educational experiences. Awareness of the breadth of Indigenous experiences and knowledge.	Begin to identify Indigenous experiences across tribes and disciplines. Begin to deconstruct and unpack hegemonic ideologies, processes, and existing educational experiences.

		national, and international levels of experiences. wisdom			
SKILLS FOR CAREERS	Comprehensive understanding of community, history, and Native peoples at national and international levels; Self-motivation; Respect for community protocols & processes; Value for reciprocal partnerships				
2. BA 2110 SLO A.2 MA 590 SLO A.1 B.2	Strengthening of Native Nations	Pursuit of continuous engagement, reflection, and praxis through explorations and research of governance, policy, leadership, and self-determination.	Applying comprehensive knowledge of Native Nations in creating strategies for self-determination.	Understanding complexities of Native Nations and their strengths and challenges.	Identify Native Nations histories, governance, law, policy.
SKILLS FOR CAREERS	Expertise in historical and contemporary Indigenous issues; Advanced research skills in relevant topics; Skills in application of knowledge; Demonstrated leadership and collaborative relationship-building skills; Honor core values (i.e., trust, respect, honesty, reciprocity, relationships…)				
3. BA 474 SLO A.3 MA 590 SLO A.1 B.1	Sustainable Communities	Foster and maintain ongoing relationships in a strengthening process to develop sustainable communities.	Illustrate a synthesis of knowledge to create a plan that encompasses community engagement.	Comprehending the maintenance of communities in all areas including physical, social, spiritual, and emotional.	Recognizing what is community, community building, and sustainability.
SKILLS FOR CAREERS	Intergenerational communication and teamwork skills; Demonstrates ethical behavior; Facilitation skills in continuous community engagement				
4. BA 300	Academic Excellence	Expresses systematic critical	Investigating mastery of critical	Exploring application and meaning of	Beginning decolonization process of

SLO A.4 MA 590 SLO B.2		thinking skills, Indigenous methodological approaches, research skills, presentation skills, communication skills, collaboration, mastering of content, writing skills, privileging Indigenous knowledge and ethics	thinking skills, Indigenous methodological approaches, research skills, presentation skills, communication skills, collaboration, mastering of content, writing skills, privileging Indigenous knowledge and ethics	critical thinking skills, Indigenous methodological approaches, research skills, presentation skills, communication skills, collaboration, mastering of content, writing skills, privileging Indigenous knowledge and ethics	the meaning of Indigenous education and knowledge. Identifies academic excellence in the context of NAS.
SKILLS FOR CAREERS	Problem-solving; Independent thinking; Critical reading and writing skills; Ability to design and complete projects; Presentation and effective communication skills; Strong technological navigation skills				

Appendix D: BACHELOR OF ARTS IN NAS ASSESSMENT PLAN – 2019-2022

<div align="center">

Academic Program
Plan for Assessment of Student Learning Outcomes
College of Arts and Sciences
The University of New Mexico

</div>

A. **College, Department and Date**

    1. College: *College of Arts & Sciences*
    2. Department: *Native American Studies*
    3. Date: *December 3, 2019*

B. **Academic Program of Study***
    B.A. in Native American Studies

C. **Contact Person(s) for the Assessment Plan**
    Tiffany Lee, Chair, tslee@unm.edu

D. **Broad Program Goals & Measurable Student Learning Outcomes**
    £ *[Attach Cover Sheet for Student Learning Outcomes and associated materials.]*

    OR

    [List below:]

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

    A. Students will honor Indigenous experiences and the strengthening of Native Nations and sustainable communities through academic excellence.

2.   List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program [Your program should have at least 3 and these should be aligned with the program Goals (as indicated by A, B, C, etc.) and UNM's broad learning goals]

    A.1. Students will articulate Indigenous experiences as a sense of place and way of life at individual, community, national, and international levels. (NATV 1150)

    UNM Goals (_X_ Knowledge   ___ Skills _X__ Responsibility)

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* 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.).

A.2 Students will demonstrate an understanding of Native Nations' governance, policies, leadership, and self-determination as they affect Indigenous peoples. (NATV 2110)

UNM Goals (_X__ Knowledge ___ Skills _X__ Responsibility)

A.3. Students will apply their sense of relationships to sustainable Indigenous community development. (NATV 474)

UNM Goals (___ Knowledge _X__Skills _X__ Responsibility)

A.4. Students will utilize appropriate theories and Indigenous-based methodologies in designing and conducting original research projects. (NATV 300)

UNM Goals (_X__ Knowledge _X__ Skills _X__ Responsibility)

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes and report annually and to measure all program outcomes at least once over a three-year review cycle.

1. **Timeline for Assessment**

In the table below, briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. List when 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.)

NOTE: The timeline begins in 2019-20 as this is a new plan for our department

Year/Semester: 2019-20 thru 2021-22	Assessment Activities
Year 1, Fall - 2019	SLO A.1: NATV 1150 – discuss results and revise at year end retreat in May
Year 1, Spring – 2020	SLO A.1: NATV 1150 – discuss results and revise at year end retreat in May
Year 2, Fall - 2020	SLO A.2: NATV 2110 - discuss results and revise at year end retreat in May
Year 2, Spring - 2021	SLO A. 2: NATV 2110 - discuss results and revise at year end retreat in May
Year 3, Fall - 2021	SLO A.3: NATV 474 - discuss results and revise at year end retreat in May
Year 3, Spring - 2022	SLO A.4: NATV 300 - discuss results and revise at year end retreat in May

2. **How will learning outcomes be assessed?**

A. <u>What</u>:

  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?*

  ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, contact assessmentas@unm.edu for clarification. You should have **both direct and indirect measures** and at least **half of the assessment methods/measures program wide will be direct** measures of student learning.*

  iii. *Briefly describe the **criteria for success** related to each direct or indirect measures 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, include them as appendices.*

    The NAS rubric was constructed jointly by NAS faculty in Spring 2019. Each line in the rubric is aligned with each SLO A.1-4. It is based on our mission and degree program goals for our students.

A.1. Students will articulate Indigenous experiences as a sense of place and way of life at individual, community, national, and international levels. (NATV 1150)

NAS will assess SLO A.1. through an essay assignment, an oral presentation or a project-based learning assignment and rubric line 1 (Honor Indigenous experiences) in NATV 1150: Introduction to Native American Studies. The faculty teaching NATV 1150 use essays, oral presentations, and project-based learning activities as the primary means of assessments in the course. The assignments and activities are designed to support students in meeting the criteria in the rubric. Faculty teaching this course will align these assignments with SLO A.1 and rubric line 1. At the end of the semester, the course instructor will compute student competencies according to the rubric criterion. The course instructors will compile their student data to share at our annual faculty retreat at the end of the academic year. Faculty will review the data and if 80% or more of the students do not achieve the SLO, faculty will make improvements on course curricula and pedagogy so 80% or more of the students achieve the SLO the following year. NAS considers this assessment a direct measure of student learning.

A.2 Students will demonstrate an understanding of Native Nations' governance, policies, leadership, and self-determination as they affect Indigenous peoples.

NAS will assess SLO A.2 through an exam or final project and rubric line 2 (Strengthening of Native Nations) in NATV 2110: Sociopolitical Concepts in Native America. Following the same process as described for SLO A.1, faculty will

compile student data. A criterion for success will be that at least 80% of the students achieve a grade of C (73%) or better on the assignment as assessed with the rubric. NAS considers this assessment a direct measure of student learning.

A.3 Students will apply their sense of relationships to sustainable Indigenous community development.

NAS will assess SLO A.3 through a research paper and oral presentation and rubric line 3 (Sustainable Communities) in NATV 474: Applying Traditions of Native American Philosophy. Following the same process as described for SLO A.1, faculty will compile student data. A criterion for success will be that at least 80% of the students achieve a grade of C (73%) or better on the assignment as assessed with the rubric. NAS considers this assessment a direct measure of student learning.

A.4 Students will utilize appropriate theories and Indigenous-based methodologies in designing and conducting original research projects.

NAS will assess SLO A.4 through a final research paper and oral presentation and rubric line 4 (Academic Excellence) in NATV 300: Research Methods in Native American Contexts. Following the same process as described for SLO A.1, faculty will compile student data. A criterion for success will be that at least 80% of the students achieve a grade of C (73%) or better on the assignment as assessed with the rubric. NAS considers this assessment a direct measure of student learning.

B. <u>Who</u>: *State explicitly whether the program's assessment will include evidence from all students in the program or a sample. When possible, it is best to study the entire population of students in your program. However, in larger programs it may be more pragmatic to study a sample of the students instead. This is acceptable if 1) the sample of students is chosen in a way that ensures representativeness of all of the students, and 2) the sample is large enough to achieve reasonable margins of error (confidence intervals) of the assessment measurements. If you wish to avoid calculating confidence intervals, sampling at least 30 students should be acceptable, provided the sampling is representative. To ensure the representativeness of your sample, either chose your sampled students purely at random, and/or select by courses or milestones that they all pass through. Analysis that looks at subgroups within your student population or that uses multivariate methods may require larger samples.*

A.1

NAS teaches 4-5 sections of NATV 1150 each academic year. We plan to include evidence from all students in the courses for that academic year.

A.2

NAS teaches 2 section of NATV 2110 each academic year. We plan to include evidence from all students in the courses for that academic year.

A.3

NAS teaches 1-2 sections of NATV 474 each academic year. We plan to include evidence from all students in the courses for that academic year.

A.4

NAS teaches 1-2 sections of NATV 300 each academic year. We plan to include evidence from all students in the courses for that academic year.

3. **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).

   NAS faculty teaching the respective courses will gather the student evidence and prepare an analysis, interpretation, and preliminary recommendations to share at the annual NAS faculty retreat meeting at the end of the academic year. NAS faculty will discuss the findings, analysis, and interpretations and jointly decide upon the recommendations and revisions to the courses.

   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.

   Based on the student evidence, NAS faculty teaching the respective courses will individually make recommendations to change the assessment mechanisms, curriculum, or pedagogy. These recommendations are preliminary and will be presented at the annual retreat meeting. NAS faculty will decide at that meeting what recommendations to include in the interest of improving student learning.

   3. How, when, and to whom will recommendations be communicated?

   This plan begins implementation in 2019-20. Our first set of student data will be analyzed in May 2020 at the end of the academic year.

   Individual faculty teaching the respective courses being assessed will create preliminary recommendations based on their findings. These recommendations

will be shared at the annual NAS faculty retreat, which is planned at the end of each academic year. NAS faculty as a whole will decide upon recommendations to include and revisions to courses.

**Appendix E: MASTER OF ARTS IN NAS ASSESSMENT PLAN
- 2022-23, 23-24, 24-25**

**Part I: Cover Page
UNM Academic Programs/Unit Combined Assessment Plan and Report Template
The University of New Mexico**

SECTION I-1

College, Department and Date:
      College/School/Branch Campus: College of Arts and Sciences
      Department: Native American Studies
      Date: 12/15/2022
      Active Plan Years (select the three-year cycle that applies):
               ☒AY 22/23-24/25

Academic Program of Study:*
      Degree or Certificate level: M.A.
      Name of the program: Native American Studies

Note: *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.).*

Contact Person(s) for the Assessment Plan (include at least one name, title and email address):
      Tiffany S. Lee, Chair, tslee@unm.edu

Dean / Associate Dean / CARC Approval Date: Click to Select Date*
* By selecting the date above, you acknowledge that your respective Dean/Associate Dean/or CARC has reviewed and approved this plan.

**Part II: Assessment PLAN Body
UNM Academic Programs/Unit Combined Assessment Plan and Report Template
The University of New Mexico**

SECTION II-1

Please identify at least one of your program goals:

Program Goal #1: Provide advanced educational foundation in leadership in Native American Studies preparing students to build and sustain relationships and practices in Native communities and Nations.

Program Goal #2: Students will become practitioners in Indigenous-based research for community building and self-determination.

Please use the grid below to align your program goals to your student learning outcomes and assessment plans:

Student Learning Outcomes (SLOs) *For each row in the table, provide a SLO. If needed, add more rows. A SLO may be targeted by or aligned with more than one program goal. If a program awards more than one degree (i.e., B.S., M.A. etc.), the SLOs for graduate and undergraduate must be different. Graduate degree SLOs must be different (Master ≠ Doctorate). For additional guidance on SLOs, click here.*	Program Goal # *Please list the Program Goal(s) that the SLOs are aligned under. Use the numbering system (1,2,3..) assigned above.*	UNM Student Learning Goals *Check as appropriate: K=Knowledge; S=Skills; R=Responsibility*			Assessment Measures *Provide a description of the assessment instrument used to measure the SLO. For additional guidance on assessment measures, click here.*	Performance Benchmark *What is the program's benchmark (quantitative goal/criteria of success for each given assessment measure)? State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO (i.e., At least 70% of the students will pass the assessment with a score of 70 or higher.)*	Student Population(s) *Describe the sampled population, including the total number of students and classes assessed. See note below.*
1.a Students will demonstrate an understanding of leadership and how to address current challenges across Indigenous communities.	#1	K ☒	S ☒	R ☒	NAS will assess this SLO through a written research or essay assignment, an oral presentation or/and a project-based learning	A criterion for success will be that at least 80% of the students achieve a grade of B (83%) or better on the assignment as assessed	We plan to include evidence from all students in the courses for that academic year. The courses for this SLO

					assignment using rubric line 1 (Honor Indigenous experiences), line 2 (Strengthening of Native Nations), line 3 (Sustainable Communities) and line 4 (Academic Excellence) in NATV 590: Project of Excellence. The faculty teaching NATV 590 use essays/literature review, oral presentations, project-based learning activities, and the final research POE paper as the primary means of assessments in the course.	with the rubric.	includes NATV 590.
2.a Students will develop the skills necessary to contribute to the sustainability of healthy Native communities.	#2	K ☐	S ☒	R ☒	NAS will assess this SLO through a written research or essay assignment, an oral presentation or/and a project-based learning assignment using rubric line 1 (Honor	A criterion for success will be that at least 80% of the students achieve a grade of B (83%) or better on the assignment as assessed with the rubric.	We plan to include evidence from all students in the courses for that academic year. The course for this SLO include NATV 590.

					Indigenous experiences), line 2 (Strengthening of Native Nations), and line 3 (Sustainable Communities) and line 4 (Academic Excellence) in NATV 590: Project of Excellence. The faculty teaching NATV 590 use essays/literature review, oral presentations, project-based learning activities, and the final research POE paper as the primary means of assessments in the course. The assignments and activities are designed to support students in meeting the criteria in the rubric.		
2.b Students will explain a practical and theoretical grounding in Indigenous	#2	K ☒	S ☒	R ☒	NAS will assess this SLO through a written research or essay assignment, an oral	A criterion for success will be that at least 80% of the students achieve a grade of B	We plan to include evidence from all students in the courses for that

community building.					presentation or/and a project-based learning assignment using rubric line 2 (Strengthening of Native Nations), and line 4 (Academic Excellence) in NATV: 590: Project of Excellence. The faculty teaching NATV 590 use research papers, essays, and oral presentations and project-based learning activities in NATV 590 as the primary means of assessments in the courses.	(83%) or better on the assignment as assessed with the rubric.	academic year. The courses for this SLO include NATV 590.

SECTION II-2

*Note: State explicitly whether the program's assessment will include evidence from **all** students in the program or a **sample** (by student, by course section, by milestone). When possible, it is best to study the entire population of students in your program. However, in larger programs it may be more pragmatic to study a sample of the students instead. If sampling, please describe the course sections and/or the milestones. If you have questions about appropriate sampling, please contact your unit's assessment representative or the Office of Assessment at assess@unm.edu or (505) 277-4130.*

Please use the area below to elaborate on your assessment plans:

Assessing and analyzing student learning outcomes.

Please describe the student artifact/performance that you will use to gather your assessment data:

NAS teaches 1 section of NATV 590 in Fall and Spring. However, individual students enroll with various faculty to guide them, like an individual study. We plan to include evidence from all students in the courses for that academic year.

Does your program assess all SLOs every year, or are they assessed on a staggered, three-year cycle? If staggered, please describe which SLOs will be assessed for each year. If a table better describes your response, insert it here:

Year/Semester: 2022-23, 2023-24, 2024-25	Assessment Activities from the following courses
1.a Year 1, Fall - 2022	NATV 590 - discuss results and revise at year end retreat
1.a Year 1, Spring - 2023	NATV 590 - discuss results and revise at year end retreat
2.a Year 2, Fall - 2023	NATV 590 - discuss results and revise at year end retreat
2.a Year 2, Spring - 2024	NATV 590 - discuss results and revise at year end retreat
2.b Year 3, Fall - 2024	NATV 590 - discuss results and revise at year end retreat
2.b Year 3, Spring - 2025	NATV 590 - discuss results and revise at year end retreat

a. What is the process you will use to review, analyze and interpret your assessment data?

Based on previous reviewer recommendations, we have modified our M.A. assessment plan to focus on assessing our SLOs through our capstone course, NATV 590: Project of Excellence. This capstone course is the culmination and demonstration of their learning throughout the NAS M.A. program. NAS faculty teaching the course will gather the student evidence and prepare an analysis, interpretation, and preliminary recommendations to share at the annual NAS faculty retreat meeting at the end of the academic year. We have created a template form on MS Excel to make reporting this data systematic and easier for faculty collecting the data. Faculty redact names of the samples of student assignments. NAS faculty will discuss the findings, analysis, and interpretations and jointly decide upon the recommendations and revisions to the course. We review the spreadsheets, the samples of student work, the faculty shares their thoughts (either in person or prior from notes they took). Based on this discussion, we decide if the course content and assignments are effective for

facilitating students in achieving the SLO. If not, we make revisions to the content and/or assignments.

b. What is the process you will use to communicate and implement your assessment results?

We document our data on the excel spreadsheet along with notes about the course and SLO assessment. We also document on this spreadsheet our decisions of any changes based on the data and our discussion. This document is shared with all faculty. At the beginning of the following academic year, we review the changes we planned to make.

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

A. **College, Department and Date**

1. College: *College of Arts and Sciences*
2. Department: *Native American Studies*
3. Date: *December 2, 2019*

B. **Academic Program of Study**
Ph.D. in Native American Studies

C. **Contact Person(s) for the Assessment Plan**
Tiffany S. Lee, Professor, tslee@unm.edu
Lloyd L. Lee, Professor, triplel@unm.edu

D. **Broad Program Goals & Measurable Student Learning Outcomes**

1. **Broad Program Learning Goals for this Degree/Certificate Program**
   A. Provide advanced educational foundation in leadership in Native American Studies preparing students to build and sustain relationships and practices in Native communities and Nations.
   B. Students will become practitioners in Indigenous-based research for community building and self-determination.

2. **List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program**
   a. Students will acquire an understanding of leadership and how to address current challenges across Indigenous communities.
   b. Students will develop the skills necessary to contribute to the sustainability of healthy Native communities.
   c. Students will demonstrate a practical and theoretical grounding in Indigenous community building.

E. **Assessment of Student Learning Five-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.
1. Students will acquire an understanding of leadership and how to address current challenges across Indigenous communities.	X	X	X	
2. Students will develop the skills necessary to contribute to the sustainability of healthy Native communities.		X	X	
3. Students will demonstrate a practical and theoretical grounding in Indigenous community building.	X	X	X	

2. **How will learning outcomes be assessed?**
   A. <u>What</u>:
   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?*
   SLO #1 will be measured by the successful completion of NATV 570 *Indigenous Thought and Ethics*, NATV 665 *Applied Indigenous Critical Theory* and NATV 699: *Dissertation*
       a.   Evaluating written work and oral presentations in NATV 570 and NATV 665.
       b.   Evaluating completed Dissertation by each student's NAS faculty committee.

   SLO #2 will be measured by the successful completion of NATV 550: *Indigenous Nations and Sustainable Communities Seminar*; NATV 560: *Research Methods and Practice in Indigenous Scholarship,* and NATV 699*: Dissertation.*
       a.   Evaluating written work and oral presentations in NATV 550 and 560
       b.   Evaluating completed Dissertation by each student's NAS faculty committee.

   SLO #3 will be measured by the successful completion of *NATV 670: Comparative Indigenous Studies Across Disciplines* and NATV 699: *Dissertation.*

     a. Evaluating written work and oral presentations in NATV 670.

     b. Evaluating completed Dissertation by each student's NAS faculty committee.

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 dissertation are direct measures of the SLOs listed.

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 who complete each NATV core course (550, 560, 570, 665, 670, additional methods course) will score a B or higher on their final assignments. Rubrics/scoring sheets will be created. These rubrics will identify the specific qualities of work that constitute mastery of the respective SLO's.

b. At least 80% of the students who complete Dissertation hours will receive "pass." A scoring sheet for the course research project and presentation will be created.

c. The student self-evaluations within their dissertation will provide more in-depth understanding of how the students rate their achievement on the SLOs. In quantified terms, 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 core courses. 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, 2009-20010, 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.)]

One SLO will be assessed each year (for three years), starting with SLO 1.

SLO 1 will be measured once the 1st cohort of Ph.D. students have completed NATV 550 and NATV 665. SLO 2 and 3 will follow each year thereafter respectively once the 1st cohort of students have completed the courses associated with those SLOs.

At the end of each academic year, 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.

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 will designate two members to chair the overall assessment activities in two-year increments. The Assessment Chairs will be responsible for ensuring all data needed is collected and saved immediately upon completion of courses and the dissertation.

   2.   NAS faculty who teach the Ph.D. core courses 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.

   3.   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.

   4.   The recommendations will be shared with NAS faculty, students, and selected Native community leaders or an Advisory Council.

   5.   A summative assessment document will be provided to the College Assessment office by the deadline determined by the College 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.

Appendix G: BACHELOR OF ARTS IN NAS ASSESSMENT REPORT – 2020-2021

A&S College Assessment Review Committee Program Assessment Rubric

	Exemplary Evidence	Developmental Evidence	Introductory Evidence	No Evidence	Rating
	3	2	1		
SECTION II-1					
Goals[1]	The plan has stated goals for the program			No goals are provided	3
Grid	Grid is completed with <u>clearly</u> stated requested information	Grid is mostly complete	Grid is only partially complete	Grid is not completed	3
SLOs	All SLO statements are clearly measurable, demonstrate how students learn	Most SLO statements are clearly measurable, demonstrate how students learn	Some SLO statements are clearly measurable, demonstrate how students learn	Minimal or no SLO statements are provided	2
Comments[2]	SLO A1 and A2 contain some vague or unmeasurable language; SLO 3 and 4 are quite clear and measurable. "demonstrate an understanding" for A2 is the same as will understand, but understand is not outwardly measurable; A1 contains multiple levels—perhaps it is as simple as changing "and" to "and/or"				
SECTION II-2 NARRATIVE					
Student Assessment Tools[3]	Assessment tools, instruments, and/or student work used in assessment is described			Student tools, instruments and/or student work is not described	3
Assessment Time Cycle	Reporting cycle is described			Reporting cycle is not described	3
Process of Reviewing, Analyzing, Interpreting Data	Process for reviewing and analyzing/ interpreting data is <u>clearly</u> explained	Process for reviewing and analyzing/ interpreting data is mostly explained	Process for reviewing and analyzing/ interpreting data is partially explained	Minimal or no explanation is provided	3

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[1] For scoring purposes, allow for a subset of goals to be listed.
[2] Please provide encouraging comments alongside suggestions for how to improve on rubric measure.
[3] For scoring purposes, do not penalize departments/programs if they have not provided a description for student artifacts and put "n/a" in the rating column.

Communication of Results	Means of sharing information within department is described			Means of sharing information within department is	3
Comments	Be aware that the artefacts described in Section II-2 do not match the grid in Section II-1. Please align these. For example, describe the exam in the narrative portion; similarly, the narrative describes discussion posts, but discussion posts are not indicated in the grid as an artefact used for assessment of this goal and its related SLOs				
SECTION III-1 REPORT					
Program Changes	Program changes are <u>clearly</u> described as a result of last year's report OR If no program changes were implemented, and this is indicated	Some program changes are described as a result of last year's report	Program changes are provided without previous year context or without connection to report	Minimal or no program changes are provided	3
Assessment Process Revisions	Revisions to the assessment process are <u>clearly</u> described in response to last year's report OR If no assessment process changes were implemented, and this is indicated	Revisions to assessment process changes are described in response to last year's report	Revisions to assessment process are provided without previous year context or without connection to report	Minimal or no program changes are provided	3
Grid	Grid is totally complete	Grid is mostly complete	Grid is only partially complete	Grid is not completed	3
Elaboration on Report	<u>Clear</u> reflection on findings in grid are provided			Minimal or no discussion is provided	3
Discussion of SLOs that do not meet benchmark	<u>Clear</u> discussion of data for SLOs that do not meet benchmarks OR If all SLOs met benchmarks, and this is indicated	Discussion of data for SLOs that do not meet benchmarks	Discussion of data but not contextualized in terms of grid, benchmarks etc.	Minimal or no discussion is provided	3
Comments					

SECTION III-2 REPORT					
Participants	Relevant participating faculty in assessment are identified			Minimal or no description provided of relevant participating faculty	3
Data Analysis	Analysis and/or strategies for improvement are actionable, specific, and aligned with SLOs.	Analysis and/or strategies for improvement lack specificity and/or alignment with SLOs.	Analysis and/or strategies for improvement are broad or generalized.	No analysis or strategy for improvement provided.	3
Program Recommendations	Recommendations for program are clearly identified in light of on-going assessment efforts (current and most recent)	Recommendations for program are identified in light of some assessment efforts	Recommendations for program are provided but without contextualization/ rationale	Minimal or no recommendations are provided	3
Anticipated changes to assessment process	Recommendations for assessment are clearly identified in light of on-going assessment efforts (current and most recent)	Recommendations for assessment are clearly identified in light of some assessment efforts	Recommendations for assessment are provided but without contextualization/ rationale	Minimal or no recommendations are provided	3
Communication of Recommendations	A clear procedure for communicating recommendations is indicated			Minimal or no communication procedure provided	3
Comments	Indirect measures are no longer required from the Office of Assessment if you would like to focus on direct measures. Thank you for addressing past reviewers' comments (when indirect measures were an expectation of program assessment), and thank you for your work on program assessment.				

Appendix H: MASTER OF ARTS IN NAS ASSESSMENT REPORT – 2020-2021

NOTE: As stated earlier, NAS revised our M.A. plan after this report to assess the SLOs in our capstone course, NATV 590. Project of Excellence.

A&S College Assessment Review Committee Program Assessment Rubric

	Exemplary Evidence	Developmental Evidence	Introductory Evidence	No Evidence	Rating
	3	2	1		
SECTION II-1					
Goals[4]	The plan has stated goals for the program			No goals are provided	3
Grid	Grid is completed with <u>clearly</u> stated requested information	Grid is mostly complete	Grid is only partially complete	Grid is not completed	3
SLOs	All SLO statements are clearly measurable, demonstrate how students learn	Most SLO statements are clearly measurable, demonstrate how students learn	Some SLO statements are clearly measurable, demonstrate how students learn	Minimal or no SLO statements are provided	2
Comments[5]	SLO A1 states that "Students will acquire an understanding" which is not measurable since it is largely synonymous with "students will understand". Please provide an outwardly measurable/actionable verb in next year's report.				
SECTION II-2 NARRATIVE					
Student Assessment Tools[6]	Assessment tools, instruments, and/or student work used in assessment is described			Student tools, instruments and/or student work is not described	3
Assessment Time Cycle	Reporting cycle is described			Reporting cycle is not described	3

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[4] For scoring purposes, allow for a subset of goals to be listed.

[5] Please provide encouraging comments alongside suggestions for how to improve on rubric measure.

[6] For scoring purposes, do not penalize departments/programs if they have not provided a description for student artifacts and put "n/a" in the rating column.

Process of Reviewing, Analyzing, Interpreting Data	Process for reviewing and analyzing/ interpreting data is <u>clearly</u> explained	Process for reviewing and analyzing/ interpreting data is mostly explained	Process for reviewing and analyzing/ interpreting data is partially explained	Minimal or no explanation is provided	3
Communication of Results	Means of sharing information within department is described			Means of sharing information within department is	3
Comments	Please make sure that the description of assessment artefacts matches the grid. It is agreed that your assessment plan is onerous and that you should focus on one SLO per year. Because of small numbers, it might be advisable to collect data every year for each SLO, but only report on one SLO each reporting cycle.				
SECTION III-1 REPORT					
Program Changes	Program changes are <u>clearly</u> described as a result of last year's report OR If no program changes were implemented, and this is indicated	Some program changes are described as a result of last year's report	Program changes are provided without previous year context or without connection to report	Minimal or no program changes are provided	3
Assessment Process Revisions	Revisions to the assessment process are <u>clearly</u> described in response to last year's report OR If no assessment process changes were implemented, and this is indicated	Revisions to assessment process changes are described in response to last year's report	Revisions to assessment process are provided without previous year context or without connection to report	Minimal or no program changes are provided	3
Grid	Grid is totally complete	Grid is mostly complete	Grid is only partially complete	Grid is not completed	3
Elaboration on Report	<u>Clear</u> reflection on findings in grid are provided			Minimal or no discussion is provided	

Discussion of SLOs that do not meet benchmark	<u>Clear</u> discussion of data for SLOs that do not meet benchmarks OR If all SLOs met benchmarks, and this is indicated	Discussion of data for SLOs that do not meet benchmarks	Discussion of data but not contextualized in terms of grid, benchmarks etc.	Minimal or no discussion is provided	3
Comments	The described changes appear to be very student-centered and demonstrate continuous attention to program improvement. Thank you for your attention to past reviewers' comments. The community members' feedback must be useful data for assessing student performance. Be aware that a grade of A on an assignment can reflect more than the SLOs and that SLOs should be assessed independently of the work as a whole. It appears that this may is happening at your end-of-year meeting, but it may be worth formalizing in a rubric.				
SECTION III-2 REPORT					
Participants	Relevant participating faculty in assessment are identified			Minimal or no description provided of relevant participating faculty	3
Data Analysis	Analysis and/or strategies for improvement are actionable, specific, and aligned with SLOs.	Analysis and/or strategies for improvement lack specificity and/or alignment with SLOs.	Analysis and/or strategies for improvement are broad or generalized.	No analysis or strategy for improvement provided.	3
Program Recommendations	Recommendations for program are <u>clearly</u> identified in light of on-going assessment efforts (current and most recent)	Recommendations for program are identified in light of some assessment efforts	Recommendations for program are provided but without contextualization/ rationale	Minimal or no recommendations are provided	3
Anticipated changes to assessment process	Recommendations for assessment are <u>clearly</u> identified in light of on-going assessment efforts (current and most recent)	Recommendations for assessment are clearly identified in light of some assessment efforts	Recommendations for assessment are provided but without contextualization/ rationale	Minimal or no recommendations are provided	3
Communication of Recommendations	A clear procedure for communicating recommendations is indicated			Minimal or no communication procedure provided	3

Comments	Thank you for your detailed and reflective report and your commitment to program assessment.

Appendix I: Native American Studies Master of Arts Application Rubric

FOCUS	4 CRITICAL ENGAGEMENT WITH NAS Applicant demonstrates articulation in Native Studies	3 STRONG RELATIONALITY TO NAS Applicant clearly and accurately presents an understanding of NAS concepts.	2 DEVELOPING STRENGTHS IN NAS Applicant understands NAS and relevancy to communities.	1 EARLY BUILDING TOWARD NAS Applicant is beginning to articulate NAS and relevancy to personal experiences.
CURRICULUM STUDIES 25% (6.25)	Applicant far exceeds GPA requirement of 3.0 in overall course of studies as an undergraduate (or in post-bach work). Student coursework in Native Studies or related focus in Native Studies is strong with outstanding grades (mostly A's). Student has a major in NAS or very closely related field.	Applicant exceeds GPA requirement of 3.0 in overall course of studies as an undergraduate (or in post-bach work). Student coursework in Native Studies or related focus in Native Studies is apparent with earned grades of mostly B's or higher. Student has a minor in NAS or very closely related field.	Applicant just meets GPA requirement of 3.0 in overall course of studies as an undergraduate (or in post-bach work). Student coursework in Native Studies or related focus in Native Studies is apparent with earned grades of mostly B's or higher. Student has earned at least 15 hours in NAS or very closely related fields.	Applicant meets GPA requirement of 3.0 in their last two undergraduate years and in their major field. Student coursework in Native studies or related focus is not apparent and/or is less than 15 hours.
WRITING SAMPLE 20% (5)	Arguments demonstrate critical thinking in creative ways. They are organized in a manner that is clear and responsive the to the thesis, research question, or purpose of paper. Arguments are based primarily on cited evidence. If applicable, course readings, class discussion, or other observations in the context of the topic are used to support the analysis. Sample demonstrates potential commitment to critical engagement with NAS. Meets 10-15 page requirement.	There are strong arguments demonstrating critical thinking. Arguments are effectively organized and strong evidence to support claims. Meets 10-15 page requirement.	There are few arguments demonstrating critical thinking. Arguments are somewhat organized and with some evidence to support claims. Meets 10-15 page requirement.	There is little to no argument demonstrating critical thinking. Arguments are unorganized and no evidence to support claims. Does not meet 10-15 page requirement.
PERSONAL STATEMENT 20% (5)	Personal statement addresses educational goals, professional plans, interest in the M.A.degree program, and background in NAS or Indigenous communities. Applicant positions self as a contributing member of his/her tribal nation or of Native communities to which they are committed. Applicant utilizes	Personal statement addresses educational goals, professional plans, interest in the M.A.degree program, and background in NAS	Personal statement partially addresses educational goals, professional plans, interest in the M.A.degree	Personal statement does not address educational goals, professional plans, interest in the M.A.degree program, and background in NAS

	NAS values to articulate their academic and career goals. Quality of statement is engaging, original, creative, and free of grammatical errors.	or Indigenous communities. Applicant clearly and accurately presents an understanding of NAS concepts.	program, and background in NAS or Indigenous communities. Applicant demonstrates an understanding of NAS and relevancy to communities.	or Indigenous communities. Applicant is beginning to articulate NAS and relevancy to personal experiences and goals.
EXPERIENCE (CV/RESUME) **%20** **(5)**	Applicant demonstrates an excellent and direct history of research experience, networking in the field, and commitment to Native Nation Building.	Applicant has strong work and research experience related to NAS. There is strong evidence of commitment to Nation Building.	Applicant has some work and research experience related to NAS. There is some evidence of commitment to Nation Building.	Applicant has minimal work and research experience related to NAS. There is little evidence of commitment to Nation Building.
FACULTY LETTER OF REC **5%** **(1.25)**	Letter is from an NAS instructor who clearly knows and strongly supports the applicant. The overall recommendation speaks extremely well to the qualities of the applicant in NAS.	Letter is from an instructor who clearly knows and supports the applicant.	Letter reflects some relationship between applicant and recommender. There is some evidence of relevancy to NAS.	Letter reflects very little relationship between applicant and recommender. There is little to no evidence of relevancy to NAS.
SECOND LETTER OF REC **5%** **(1.25)**	Letter is from an NAS-oriented instructor, professional, or community invested leader who clearly knows and strongly supports the applicant. The overall recommendation speaks extremely well to the qualities of the applicant in NAS.	Letter is from a recommender who clearly knows and supports the applicant.	Letter reflects some relationship between applicant and recommender. There is some evidence of relevancy to NAS.	Letter reflects very little relationship between applicant and recommender. There is little to no evidence of relevancy to NAS.
THIRD LETTER OF REC **5%** **(1.25)**	Letter is from an NAS-oriented instructor, professional, or community invested leader who clearly knows and strongly supports the applicant. The overall recommendation speaks extremely well to the qualities of the applicant in NAS.	Letter is from a recommender who clearly knows and supports the applicant.	Letter reflects some relationship between applicant and recommender. There is some evidence of relevancy to NAS.	Letter reflects very little relationship between applicant and recommender. There is little to no evidence of relevancy to NAS.
OVERALL QUALITIES THAT ENRICH THE APPLICATION	Comments:	Comments:	Comments:	Comments:
TOTAL POINTS				

Native American Studies Master of Arts Application Rubric

Appendix J: Faculty Credentials Template

Directions: Please complete the following table by: **1**) listing the full name of each faculty member associated with the designated department/academic program(s); **2)** identifying the faculty appointment of each faculty member, including affiliated faculty (i.e., LT, TTI, TTAP, AD, etc.); **3**) listing the name of the institution(s) and degree(s) earned by each faculty member; **4)** designating the program level(s) at which each faculty member teaches one or more course (i.e., "X"); and **5)** indicating the credential(s) earned by each faculty member that qualifies him/her to teach courses at one or more program levels (i.e., TDD, TDDR, TBO or Other). Please include this template as an appendix in your self-study for Criterion 5A.

Please add rows as necessary
Name of Department/Academic Program(s): Native American Studies

Full First and Last Name	Faculty Appointment <u>Continuing</u> · Lecturer (LT) · Probationary/ Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP) · Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP) · Prof. of Practice (PP) <u>Temporary</u> · Adjunct (AD) · Term Teacher (TMT) · Visitor (VR) · Research Faculty (RF)	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s) (e.g., University of New Mexico—BS in Biology; University of Joe Dane— MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018) **Only Terminal Degree is Necessary**	Program Level(s) (Please leave blank or provide "N/A" for each level(s) the faculty <u>does not</u> teach at least one course.)		Faculty Credentials · Faculty completed a terminal degree in the discipline/field (TDD); · Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR); · Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR · Other (Explain)
1. Tiffany Lee	TP	Stanford University—PhD in Sociology of Education	Undergraduate	X	TDDR
			Graduate	X	
			Doctoral		
2. Lloyd Lee	TP	University of New Mexico—PhD in American Studies	Undergraduate	x	TDDR
			Graduate	x	
			Doctoral		
3. Leola Paquin	TTAP	University of New Mexico—PhD in Language, Literacy, and Sociocultural Studies	Undergraduate	x	TDDR
			Graduate	x	
			Doctoral		

4.	Wendy Greyeyes	TTAP	University of Chicago—PhD in Sociology	Undergraduate	x	TDDR
				Graduate	x	
				Doctoral		
5.	Maia Rodriguez	TTAP	University of California, Berkeley—PhD in English Literature	Undergraduate		TDDR
				Graduate	x	
				Doctoral		
6.	Maria Yolanda Teran	AD	University of New Mexico—PhD in Language, Literacy, and Sociocultural Studies	Undergraduate	x	TDD
				Graduate	x	
				Doctoral		
7.	Bennie Francisco	AD	University of Tulsa—MJ in Indian Law	Undergraduate Graduate Doctoral	X X	TDD
8.	Mary Bowannie	AD	University of Colorado—MA in Journalism; University of Colorado—MS in Education, Communication, & Technology	Undergraduate Graduate Doctoral	X X	TDD

Appendix K: NAS Promotion and Tenure Guidelines

TENURE AND PROMOTION
IN THE DEPARTMENT OF NATIVE AMERICAN STUDIES
AT THE UNIVERSITY OF NEW MEXICO

GUIDELINES

Tenure and Promotion for the Native American Studies (NAS) faculty, like other faculty on campus, is determined by the following four criteria: *teaching, scholarly work, service, and personal characteristics.* All decisions regarding tenure are guided by policies set forth in the University of New Mexico (UNM) Faculty Handbook. In NAS, we recognize and honor contributions in teaching, scholarly work, and service equitably.

Since NAS is interdisciplinary, some of the expectations are more encompassing than those of faculty in a specific discipline. The process for tenure usually occurs over a period of six years. During the probationary period candidates for tenure and promotion will be evaluated annually with a mid-probationary review in the third year. Under special circumstances an early tenure decision may be requested.

NAS highly values work with communities and prioritizes Community-Engagement and Community-Based Scholarship. Community Engagement can occur across teaching, scholarship, and service and is rooted in reciprocity, respect, relationships, and relevance. Community engaged teaching, scholarship, and service benefits and impacts communities in transformative ways. Community-based scholarship extends from community engagement by directly involving community collaboration in research and produces scholarship that directly benefits community, organizations, or entities. NAS defines this type of work as community-based scholarship. Community engagement and Community-based scholarship are highly valued and privileged in NAS as they respond to needs and interests among Indigenous peoples. Candidates should clearly demonstrate in their dossiers where community engagement and/or community-based scholarship is represented.

Ratings consist of Excellent or Effective. Excellence in either teaching or scholarly work constitutes the chief basis for tenure and/or promotion. Faculty are also required to be rated as Effective in the remaining criteria. In NAS, the rating of Excellent can be applied to the remaining criteria as well.

TEACHING

Section B.2.2.1 of the UNM Faculty Handbook defines teaching as follows:

(a) Due to the variety of subject matter and student populations at the University, teaching occurs in various settings and via a diversity of forms of instruction, such as didactic lecturing, small group seminars, problem-based learning, and clinical practicum. The term teaching as used here includes, but is not restricted to, regularly scheduled undergraduate, graduate, post-graduate, and professional instruction, and the advising, direction and supervision of individual undergraduate, graduate, postdoctoral, and professional students. Library faculty, in the discharge of their professional duties, shall be regarded as engaged in teaching. Teaching also includes the direction or supervision of students in reading, research, internships, residencies, or fellowships. Faculty supervision or guidance of students in recognized academic pursuits that confer no University credit should also be considered as teaching.

(b) Effective teaching is one of the primary qualifications for promotion and tenure. The educational experience provides a student with an increased knowledge base, an opportunity to develop thinking and reasoning skills, and an appreciation for learning. An effective teacher is best characterized as an individual who successfully promotes these goals. Although individual teachers bring to bear different sets of talents in pursuit of these goals, an effective teacher, at a minimum, should:

- Demonstrate effective communication skills
- Show evidence of strong preparation
- Present material that reflects the current state of knowledge in the field

Teaching is an essential component of the NAS Tenure and Promotion process, given the mission of NAS to provide interdisciplinary and relevant education for undergraduate and graduate students.

NAS follows the requirements set by the College of Arts and Sciences for candidates in the area of teaching. The College requires candidates to develop a teaching portfolio to include with their dossier. This teaching portfolio should be 5-10 pages, with tables, evaluations, syllabi, etc. added as appendices to the portfolio. This should be a reflective document, not just a list of courses taught. The items below reflect both the College and NAS requirements for faculty undergoing a milestone review. See the details for the teaching portfolio requirements on the College's website: https://artsci.unm.edu/for-faculty/faculty/promotion-tenure.html

Considerations for Excellence in Teaching in NAS:

In addition to the above qualities for effective teaching, considerations for a rating of excellent can include, but are not limited to, the following:

- Candidate clearly articulates a philosophy of teaching and learning that is illustrated by example materials and peer reviews.
- Candidate provides evidence that students have opportunities to reflect on own learning as it unfolds.
- Candidate clearly demonstrates community-engagement where applicable and the nature of the relationship to communities in their teaching
- Candidate demonstrates careful consideration of comments from peer reviews and students.
- Candidate demonstrates a clear commitment to quality advisement of students, including serving on or chairing graduate examinations, theses, and dissertations, both within and outside of the department.
- Mean and median student evaluation scores are consistently high or have a trajectory of growth that has led to higher student evaluations in all categories.
- Data from students is analyzed and informed by candidate's philosophy of teaching, as well as the context and substance of the course.
- General agreement among faculty reviewers and students is that the candidate's teaching is excellent, outstanding, memorable, etc.
- Candidate demonstrates innovation in instructional approaches, content, curricula, course development, delivery, and/or assessment.

SCHOLARLY WORK

The UNM Faculty Handbook defines Scholarly Work in the following way:

The term "Scholarly Work," as used in the Policy, comprises scholarship, research, or creative work. Scholarship embodies the critical and accurate synthesis and dissemination of knowledge. The term "research" is understood to mean systematic, original investigation directed toward the generation, development, and validation of new knowledge or the solution of contemporary problems. "Creative work" is understood to mean original or imaginative accomplishment in literature, the arts, or the professions.

The criteria for judging the original or imaginative nature of research or creative work must reflect the generally accepted standards prevailing in the applicable discipline or professional area. To qualify as scholarship or creative work, the results of the endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field in question.

Publications, exhibits, performances, or media productions may be "supplemented by evidence of integration of the faculty member's scholarly work and teaching." (B1.2.2)

To achieve the rank of Associate Professor, the Candidate "shall have demonstrated a basic general understanding of a substantial part of their discipline and have an established reputation within and outside the University in their fields of scholarly work." (B2.2.2)

To achieve the rank of Professor, the Candidate are individuals "who have attained high standards in teaching and who have made significant contributions to their disciplines may be considered for this faculty rank. They shall also have developed expertise and interest in the general problems of university education and their social implications and have shown the ability to make constructive judgments and decisions. It is expected that the professor will continue to develop and mature with regard to teaching, scholarly work, and the other qualities that contributed to earlier appointments." (B2.2.3)

Scholarship, as a foundation for teaching and to expand the knowledge base of NAS, is an essential part of a candidate's tenure and promotion dossier.

Candidates for tenure and promotion in NAS may reflect the most recent trends in research and practice being undertaken by Native scholars. These trends in Native scholarship have given rise to an emphasis on alternative modes of representation. This is to say that candidate's work can reflect the **"application of scholarship"** which leads to scholarly activities, products and service to the broader Native community. These forms of "*application of scholarship*" are inclusive of traditional, alternative, and creative forms of scholarship, such as:

- Participation in seminars, symposia and other forums for the purpose of developing research agendas;
- Creation of specific research agendas to meet social, political, or legal goals of a particular Native community;
- Creation of curricula materials or publications and training programs that are drawn from the research of the candidate and that is designed to disseminate a Native perspective to other professional groups or to provide training within Native communities;
  - (This item is included in the scholarly work section because it specifically draws upon the candidate's research work to inform the curricula materials or training program.)
- Participation in programs integrating various bodies of knowledge and a range of cultural values within academic knowledge and teaching praxis;
- Creation of visual, print, audio or digital curricular materials.

Dossier Content:
1. The candidate is expected to provide a comprehensive but concise statement of scholarship. The statement should include a description of the contribution they believe their research has made to the evolving discipline of Native Studies. Scholarship will be evaluated on quality and relative impact of research to the field of Native Studies.

2. It is important to stress quality rather than mere quantity. There are various ways to

fulfill this criterion with traditional and non-traditional forms of publication. A dossier may include both forms. It is the view of NAS that the inclusion of non-traditional forms of scholarship in no way diminishes the importance of traditional scholarship but rather enhances and extends it. Both forms are valued.

3. Appropriate material may include:

   a. Scholarly Book(s) (related to Native American Studies or candidate's discipline);
   b. Articles in peer reviewed journals related to an area of Native American studies and with a high reputation in Native professional contexts or the candidate's specific discipline;
   c. Book chapters that are published from academic sources and/or have undergone peer review;
   d. Creative work(s) (novels, short stories, poetry, visual or sculptural artwork, film, video, musical or theatre productions, etc.);
   e. Grants (awarded or applied for related to candidate's work in Native Studies);
   f. Presentations (professional conferences or other similar settings in Native contexts or in the candidate's discipline);
   g. Community-based and organization-based projects (government reports, presentations, contracts, resolutions, briefings, papers, newspaper articles);
   h. Reviews of grant proposals or manuscripts

Criteria for Excellence of scholarly work in NAS can include but are not limited to—

- **Coherence:** Candidate's body of work has a well-explained coherence. It is clear 1) how current work builds on, or differs from, previous work and contributes to future research, and 2) how it "embodies the critical and accurate synthesis and dissemination of knowledge." (B1.2.2)

- **Dissemination**: Candidate's work has been "disseminated and subject to critical peer evaluation in a manner appropriate to the field in question." (B1.2.2) Candidate clearly identifies peer reviewed publications and presentations on the Curriculum Vita, and the accompanying Scholarly Work Statement explains the candidate's research paradigm, why the level of review is appropriate for the completed work, collaborations, and other important aspects of the context for the work. Senior faculty and outside reviewers, who are members of the candidate's discipline or professional area, consider the work excellent, given "generally accepted standards prevailing in the applicable discipline or professional area" (B1.2.2). Dissemination and recognition within and across Indigenous Nations is considered as part of a nationally and internationally disseminated body of work. Community-based scholarship is clearly indicated on the Curriculum Vita and described in the Scholarly Work Statement.

- **Quantity:** NAS values wide dissemination and stringent peer review, and considers it an academic responsibility to publish in high quality peer reviewed national and international journals as part of the scholarly work. No exact number of publications and presentations is required to achieve excellence.

- **Impact**: Candidate's work has meaningful impact on communities, scholarship, and/or practitioners, and may include acting as a primary investigator or participating on externally funded grants. Candidate clearly explains the rationale for presented scholarly work, including the importance of the venue or forum for publication. Tenured faculty and outside reviewers consider the work as excellent, thoughtful, innovative, well theorized, meaningful, important, etc.

- **Integration**: Candidate's scholarly work is integrated with teaching (B1.2.2) and service. Candidate explains the relationship between scholarship and other aspects of their position. Tenured faculty recognize the integration.

- **Collaboration:** NAS recognizes and values collaborative scholarship because of its reciprocal nature. Collaborative scholarship includes co-authoring and co-creating scholarly work with scholars, professionals, students, community members, and organizations.

SERVICE

Service contributions to NAS, the College of Arts and Sciences, the University of New Mexico, the State of New Mexico, and National and/or International Indigenous communities are the priority of this category. Service can include a range of activity such as direct work with non-profit organizations that contribute to Native communities, community projects, community and university service, program development and or research or grant writing that directly benefits constituent communities. This type of service is recognized as community-engaged. It also includes service to the profession, such as serving as a reviewer, conference coordinator, editor, and professional organizational leadership roles.

The UNM Faculty Handbook defines Service in two broad categories: professional and public.

 (1) Professional service consists of those activities performed within the academic community that are directly related to the faculty member's discipline or profession. Within the University, it includes both the extraordinary and the routine service necessary for the regular operation of departments and colleges and the University as a whole, including, for example, facilitating the day-to-day operations of academic life, mentoring students and colleagues, and, in the Health Sciences Center, providing patient care. Universities, and their component colleges and departments, rely to a great extent for their operation and advancement on the active participation of faculty members in their administration and governance. Although service is not weighted as heavily as teaching and research or creative works, "service" is an essential element of faculty performance and duties. Faculty members, particularly senior faculty members, have a responsibility to contribute to the government of the University through timely participation on committees and other advisory groups at the department, college, and University levels. Beyond the University, professional service includes service to professional organizations and other

groups that engage in or support educational and research activities.

(2) Public service consists of activities that arise from a faculty member's role in the University. These activities normally involve the sharing and application of faculty expertise to issues and needs of the civic community in which the University is located.
Service to the University, to the faculty member's profession and to the local, national, and international communities beyond the University is reviewed in this category. Evidence of performance in this area includes committee work at the University, college and department levels, and participation in professional organizations of the discipline and in the community in the faculty member's professional capacity.

Considerations for Excellence in Service in NAS can include but are not limited to:

- Taking on leadership roles or developing initiatives, particularly with Indigenous communities, organizations, or people;
- Demonstrated impact with communities and/or organizations;
- Service work leads to significant change in policy or programs (i.e., new funding to the organization, creation of new positions, increased participation from organization's constituents…);
- Recognition from the community, organization or people for one's service work.

PERSONAL CHARACTERISTICS

Professionalism, collegiality, cooperation, commitment and leadership relative to the work of a candidate in NAS are the key evaluative criteria used in this segment of the evaluation for tenure and promotion. These characteristics are very important in the smooth operation of a department and therefore have a direct bearing on the overall evaluation for tenure and promotion. Candidates are encouraged to include a statement in their dossier that addresses this area.

The UNM Faculty Handbook defines these criteria as:

This category relates to the personal traits that influence an individual's effectiveness as a teacher, a scholar, researcher, or creative artist, and a leader in a professional area. Of primary concern are intellectual breadth, emotional stability or maturity, and a sufficient vitality and forcefulness to constitute effectiveness. There must also be demonstrated collegiality and interactional skills so that an individual can work harmoniously with others while maintaining independence of thought and action. Attention shall also be given to an individual's moral stature and ethical behavior, for they are fundamental to a faculty member's impact on the University. Information used in the objective appraisal of personal traits may be acquired from peer evaluations (e.g., letters of recommendation for new appointees, or written evaluations prepared by colleagues for promotions or for other departmental reviews) and must be handled with great prudence. By necessity, the category of Personal Characteristics requires flexibility in its appraisal.

Considerations for Excellence in Personal Characteristics in NAS can include but are not limited to:

- Clear evidence demonstrated by the candidate of professionalism, collegiality, cooperation, commitment and leadership relative to the work of candidate

Candidates are encouraged to discuss these criteria and the development of their dossier for tenure and promotion with the NAS Chair, the Dean of the College of Arts and Sciences, or colleagues who have recently completed the process

Procedure

All NAS Faculty at a rank above the candidate can vote on the candidate's dossier. These definitions will be included in all materials distributed to those preparing for tenure and promotion to Associate Professor and promotion to Full Professor. The criteria will be included in materials used by departments, outside reviewers, the Arts & Sciences Promotion and Tenure Committee, and the Dean to guide their written evaluation of any tenure track faculty seeking promotion and/or tenure. The criteria will not be used as a rubric or checklist; instead, all reviewers should use the definitions contained in this document to guide their writing of a holistic evaluation.

Revised and approved by the NAS Department on January 19, 2023

Appendix L: NAS Workload Policy

Academic Workload Policy – Department of Native American Studies – College of Arts & Sciences

I. OVERVIEW

The workload policy for the Native American Studies (NAS) department reflects its unique and anomalous position as an academic unit. Its faculty members (with lines in the unit) are primarily responsible for teaching the core courses in the Native American Studies graduate and undergraduate degrees. The typical administered teaching load for tenured and tenure-track faculty members in NAS is six credit contact hours in one semester and six credit contact hours in the other semester. Each faculty member is also expected to keep a minimum of two office hours per week. Teaching activities will typically constitute 33 percent of a tenured or tenure-track faculty member's standard workload over the course of the academic year.

Original scholarship that enhances high quality undergraduate teaching is a significant component of faculty workload. Publication and presentation of this scholarship in professional journals, monographs, and books and at conferences and meetings or for community-based organizations is an important component of research activity and constitutes evidence of fulfillment of this area of the workload. Additionally, NAS faculty produce community-based and community-engaged research reports, curriculum, or other publications that constitute original scholarship in this criteria. Research activities will typically constitute 34 percent of a faculty member's standard workload.

The program views service to the University (at the department, college, and university levels) and to local, regional, national and international communities and groups as a critical component of the workload. Indeed, NAS faculty members are highly sought after members of university and local communities for the diversity that they bring and NAS faculty members perform meaningful mentoring services to students and members of the wider community alike. Service activities for NAS faculty will typically constitute 33 percent of standard workload.

The Department of Native American Studies recognizes all three elements of bargaining unit member's work to be teaching, scholarship, and service. This workload policy is to document workload per faculty member. It is not to be used as part of the annual review. The Chair will use the following scales for each category when determining workload units for faculty members who hold 1.0 FTE appointments in Native American Studies
.
Research: 0-17 per semester, or 0-34 per calendar year.
Teaching: 0-16.5 per semester, or 0-33 per calendar year.
Service: 0- 16.5 per semester, or 0-33 per calendar year.

Each of these categories are described below:

Teaching

Teaching is understood to include all Activities associated with the instruction of students. Teaching duties extend outside of the classroom and include, but are not limited to: instruction in courses with assigned credit hours and instructional assignments, such as thesis, dissertation, seminar, and special problems supervision; course preparation including syllabus preparation/revision, group or individual office hours, evaluation of student learning objectives, grading, mentoring of students, writing letters of recommendation, workshops, trainings, and assessment of departmental and state-wide learning objectives.

- For each 3-credit hour course taught, a faculty member will earn = 5 units.

- A faculty member will earn additional units in Teaching for the following:
  1 unit per teaching duty that extends outside the classroom as those described above and below in mitigating factors and those not listed here but described on each individual faculty's workload plan.

Scholarship

Scholarly work (also referred to as scholarship or research) is understood to include any work carried out and documented by bargaining unit members to produce and disseminate new knowledge or creative works. This can include any effort founded on the expertise and training of the bargaining unit member, and examples of this production and dissemination include: laboratory or archival based research; community-based scholarship; pedagogical research; publication; development and sharing of creative works, both artistic and literary; exhibitions; grant writing and principal investigator (PI) duties; mentoring of research students; and conference presentations/panels.

One scholarly publication accepted to any of the types mentioned above = 15 units
One scholarly publication submitted to any of the types mentioned above = 10 units
Research activity (grant submission, data collection, IRB submission, meet with community partners to outline research goals….) = 5 units per activity

Service

Service is understood to include any activity performed by the member that does not fall into the definitions of teaching and scholarship, and whose completion is oriented towards supporting the full and effective functioning of the department, institution, or academic discipline or academic community more broadly, as well as effort to serve the public and broader community beyond the academy. These activities include, but are not limited to: participation in shared governance; participation in department-, campus- and system- wide committees; advising of students; provision of mentoring of students and colleagues; participation in Masters or PhD committees; participation in branch campus faculty assembly meetings; participation in departmental meetings; participation in graduation ceremonies; participation in recruitment activities for students; participation in recruiting and hiring activities for faculty and staff; participation in tenure and promotion panels; advising or providing expertise to UNM initiatives; community, regional, national, or global service engagements; activity in national and international societies in the academic field of the member; organization of conferences; peer review of scholarly

works; acting as a journal editor; jurist for creative works exhibition; and organization or participation in community outreach events.

1 hour of service work = 1 unit

II. Workload Norms (by title and rank)

Lecturer (I, II, or III)
Teaching	Four courses per semester or eight courses per academic year. Courses taught, without additional compensation, during the winter and summer sessions count.
Scholarship	No scholarship is expected.
Service	Service units at 10 units per academic year. Service units are defined above. Typically this would be university service, such as a department committee.

Senior Lecturer (I, II, or III)
Teaching	Three courses per semester or six courses per academic year. Courses taught, without additional compensation, during the winter and summer sessions count.
Scholarship	No scholarship is expected.
Service	Service units at 10 units per academic year. Service units are defined above. Typically this would be university service, such as a department committee.

Principal Lecturer (I, II, or III)
Teaching	Three courses per semester or eight courses per academic year. Courses taught, without additional compensation, during the winter and summer sessions count.
Scholarship	No scholarship is expected.
Service	Service units at 10 units per academic year. Service units are defined above. Typically this would be university service, such as a department committee.

Assistant Professor
Teaching	Two courses per semester or four courses per academic year, not including winter intersession and summer. (20 units)
Scholarship	Research activity and/or scholarly publication at 20 units for the academic year. Research activity is defined above.
Service	Service units at 20 units per academic year. Service units are defined above.

Associate Professor

Teaching   Two courses per semester or four courses per academic year, not including winter
                intersession and summer. (20 units)

Scholarship   Research activity and/or scholarly publication at 20 units for the academic year.
                Research activity is defined above.

Service   Service units at 20 units per academic year. Service units are defined above.

Professor
Teaching   Two courses per semester or four courses per academic year, not including winter
                intersession and summer. (20 units)

Scholarship   Research activity and/or scholarly publication at 20 units for the academic year.
                Research activity is defined above.

Service   Service units at 25 units per academic year. Service units are defined above.

III. Mitigating (Modifying) Factors

A. Newly hired faculty factors
Tenure track assistant professors will have a reduced course load in their first year after they are
hired. They will teach 1 course in the Fall and 2 courses in the Spring (or vice versa if
preferred).

B. Administrative duty factors
Faculty performing the following intensive administrative duties will receive course releases
according to the following schedule. Partial course releases can be accumulated and converted to
full course release in a semester negotiated with the unit chair.
a) Graduate Program or Curriculum Committee Chair - 1.0 course per academic year
b) Undergraduate Program or Curriculum Committee Chair – .5 course per academic year
c) Other NAS Programming Committee Chair – 0.5 course release per academic year
…

C. Other factors
Faculty performing the following activities will accrue course release credit according to the
following schedule:
a) Teaching undergraduate class >50 students – 0.25 course per academic year
b) Serving as a PhD committee chair – 0.1 course per academic year
c) Editing a journal – 0.5 course per academic year
d) Directing a UNM center within or external to NAS (e.g., IfAIR, IAIE, CRS….) – 0.5 course
per academic year
…

Course release credits can be accumulated for up to four semesters.

This workload policy recognizes and incorporates the College research-funded course buyout policy.

IV. Teaching Overload Compensation

In alignment with the CBA Article 13 and relevant University policies, a faculty of a particular rank teaching more than the normal workload for that rank will be considered teaching an overload. Teaching overloads will be compensated at the TPT rate per course. Overload compensation will be paid from unit funds and will not be provided by the College directly or through the TPT allocations, unless approved by the Dean. If the unit cannot offer pecuniary compensation, the faculty member may be compensated in-kind by adjusting workload as specified in the treatment of mitigating factors.

V. Special Administrative Components (SAC)

The Special Administrative Component (SAC) policy of the College of Arts and Sciences is incorporated into this workload policy. All SACs paid to faculty by the unit will be consistent with the College SAC policy for Category B appointments. Category B SACs are paid out of unit funds and will not be provided by the College. If the unit cannot offer pecuniary compensation, the faculty member may be compensated in-kind by adjusting workload as specified in the treatment of mitigating factors.

VI. Annual Review of Workload Expectations

Each year, in the spring semester and before May 1, the department chair will undertake a review of each bargaining unit member's workload expectations in accordance with the parameters set out in this policy. The review will include a system of accounting for work done during the academic year.

The annual review has two components:
a) review of work done consistent with the previous year's expectations established in the previous review, and
b) review the current expectations and establish revised expectations for the next review cycle.

An accounting of total workload will sum to 100 points. Each bargaining unit member will, by agreement with the chair and in accordance with this policy, allocate their workload, based on rank norms and applicable modifying factors, to sum to 100 points. Points are recognized to reflect all dimensions of workload and may vary from the NAS allocation of 33/34/33 assigned to teaching/scholarship/service of tenured and tenure-track faculty.

The department recognizes faculty member's interests and focus can change over time, which may be reflected in flexibility in the distribution of workload between teaching, scholarship, and service. It is during the annual workload review that each faculty member can express a desire to alter the distribution of workload across these categories within reason. As examples, teaching may be reduced for one or two semesters with a corresponding increase in scholarly workload, however this cannot persist beyond two semesters. Similarly, a faculty member may wish to

substitute more teaching for less scholarship, however any teaching above the norm established in section II will not be considered a teaching overload.

In the spirit of transparency and accountability, the workload expectations accounting for each bargaining unit member will be made available to any bargaining unit member in the department each year upon request.

Bargaining unit members should be aware that as this workload policy is established as required by Article 13 of the Unit 1 CBA, any part of this policy is grievable under Article 17 of the CBA.