Global Indigenous Nations Studies Program (GINSP) Highlights

- During the review period of FYs 2006-2010 as contrasted to the FYs 2003-2005, the Global Indigenous Nations Studies Program (GINSP) experienced an annual average increase in the number of M.A. degrees granted, the number of FTE faculty appointments, the number of students enrolled in GINSP courses, the number of credit hours taken at the graduate level, and the number of graduate course offerings. Time to degree for the graduate students averaged 3 years. Additionally during FY 2009 and 2010, new undergraduate courses were approved and taught, with an annual average of 191 students.

- During 2007-2009, one professor was successful in obtaining $500,000 of external funding: a National Science Foundation grant supporting the development of a Native American Science Curriculum for tribal colleges. Other grants are included in the list of awards below.*

- Faculty members have served as courtesy appointees in other KU departments as well as serving on numerous KU committees, task forces, and units of University governance, including the CLAS Academic Misconduct Panel, director/faculty search committees in Anthropology/Clinical Psychology/English/GINSP, English Department Advisory Committee, GINSP Executive Committee, GINSP Curriculum and Student Advising Committee, GINSP Recruitment Committee, Hall Center Proposal Writing Workshop, Hall Center Research Travel Grant Committee, Multicultural Scholars Program, and the University Press of Kansas Editorial Board. Additional faculty service to the community outside of KU includes: Fiction Writer (Search Committee Member), Haskell Indian Nations University RED Center Board (Member), and NEH Summer Stipend Nomination Committee.

- During FYs 2006-2010, faculty members have published articles, presented at conferences, received awards*, served as editors of journals, written book reviews, and authored other types of scholarship. Four of five faculty members with GINSP FTE appointments have recently finished or are currently at work on book-length manuscripts.

*Association of American University Women American Postdoctoral Fellowship
Finalist for Oklahoma Book Award
Franklin Research Grant
IDS Course Redesign Colloquium
Internationalizing the Curriculum Grant
Kansas University Keeler Family Intra-University Professorship
KU-UCR Partnership Award
Melon Fellow Future of Minority Studies Project (Cornell University)
Special Award of the Jury of the Gourmand World Cookbook Awards
Susan Kelly Power and Helen Hornbeck Tanner Fellowship (Newberry Library)
University of Kansas Center for Teaching Excellence
University of Kansas General Research Fund Grant
University of Kansas New Faculty General Research Fund Grant
W.T. Kemper Fellowship for Teaching Excellence
“What is curious is that when we meet to discuss planning you always speak in terms of resources whereas we speak in terms of relatives.” -- Oren Lyons, Onandaga Elder and Professor, SUNY Buffalo
I. Mission

The mission of the Global Indigenous Nations Studies Program at the University of Kansas is to foster and promote scholarship focused on understanding the experiences and improving the lives of Indigenous peoples around the world. The program accomplishes this goal by supporting faculty research, student training, and applied efforts. It promotes cross-cultural perspectives by encouraging critical thinking and the generation of new knowledge concerning issues such as globalization, decolonization, empowerment, tribal sovereignty, ethnic and legal identity, social injustice, traditional beliefs, languages, public health, environmental resource management, and human rights. The program prepares students for careers in education, research, and applied disciplines by providing them with an interdisciplinary perspective on the study of Indigenous peoples.

II. Background and History

The University

The University of Kansas (KU) is a major research and teaching university and serves as a center for learning, scholarship, and creative endeavor. The University mission encompasses teaching, research, and service, with an emphasis on international perspectives and humanitarian values. At KU, research and teaching are mutually reinforcing, with scholarly inquiry underlying and informing the educational experience of undergraduate, professional, and graduate students. The phrase, “Kansas roots, global reach,” captures KU’s dedication to discovering and creating local, national, and global connections.

The Carnegie Classification of Institutions of Higher Education deemed KU a research-extensive institution because of the breadth and depth of its graduate programs, particularly at the doctoral level. KU is viewed as the national public research university for Kansas because of the breadth and global impact of its research enterprise as well as its level of research funding; total annual expenditures in research, development, and training have risen more than 135 percent during the past 10 years, growing from $124 million in fiscal year 1996 to $292 million in fiscal year 2006.

The University of Kansas has two administrative units: The main campus and the Medical Center. There are four major campus locations. The main campus is in Lawrence, Kansas. The Edwards Campus in Overland Park, Kansas is considered part of the main campus and offers programs from many of the schools based in Lawrence. Additionally, the KU Medical Center has its main campus in Kansas City, Kansas and also maintains a campus for medical training in Wichita, Kansas. KU is led by Chancellor Bernadette Gray-Little, who initiated her term in Fall 2009. Acting Provost and Executive Vice Chancellor Danny Anderson—a former Acting Director of the GINSP program—serves as the Chief Executive Officer and the Chief Academic Officer of the main campus in Lawrence and the Edwards Campus in Overland Park. At present, all instructional activities in our program occur on the Lawrence campus.

The College of Liberal Arts and Sciences was organized in 1893 and is home to the largest number of students at KU – more than 17,300 enrolled in fall 2006 and over 1,900 bachelor degrees were awarded in spring 2006. The College offers degree programs in the humanities, the social sciences, and the natural sciences in over 50 different fields and included 579 tenured and tenure-track faculty in fall 2006. The College includes several top ten graduate programs as rated by the U.S. News and World Report. The College is led by Acting Dean Gregory Simpson.
The Global Indigenous Nations Studies Program is a unit of the College of Liberal Arts and Sciences at the University of Kansas, Lawrence campus. The program Director, John Hoopes, reports to the Dean of the College through William Tsutsui, Associate Dean for Interdisciplinary Programs.

**History of the Program**

The University of Kansas established the Global Indigenous Nations Studies Program (GINSP) in 1999 as an interdisciplinary master’s degree program that equips graduates to conduct theoretical and applied research and to develop innovative solutions to issues facing Indigenous communities. Through a rigorous program of study, GINSP prepares graduates to assume leadership and policy-making roles in a variety of professions. Collaboration with other departments and programs enriches the educational and developmental opportunities of GINSP students. GINSP possesses long-standing relationships with the Tribal Law and Government Center at the University of Kansas Law School and Haskell Indian Nations University. In addition, GINSP offers a World Indigenous Graduate Exchange program (WIGE) with University of Oulu, Finland, and University of Newcastle, Australia, to expose our students to global Indigenous issues.

The inaugural edition (Spring 2000) of the *Indigenous Nations Studies Journal*, edited by program Director Donald Fixico, can be considered the foundational document for the program. The titles of its first articles represent the program’s initial and ongoing concerns:

- “A Pan-Indigenous Vision of Indigenous Studies,” by Martina Masaquiza (Salasaka Kechwa) and Pak’al B’alam (Kaqchikel Mayan).
- “Renaming Ourselves on Our Own Terms: Race, Tribal Nations, and Representation in Education,” by Cornel Pewewardy.
- “Call for Native Genius and Indigenous Intellectualism,” by Donald L. Fixico.

The following extracts from the program’s original mission statement as adopted in Spring 1996 reflect a vision that continues to define its principal concerns and methods today:

**Aspirations** – The Indigenous Nations Studies Program at the University of Kansas aspires to facilitate the protection and strengthening of Indigenous sovereignty, self-determination, and self-sufficiency. Through a unique course of research, study, and practical experience, Indigenous and non-Indigenous students in the program are prepared for careers working to strengthen Indigenous communities of the Americas.

**Values** – The program is based upon the desire to revitalize Indigenous culture, values, and ways-of-life and to participate in academic and collaborative efforts with the Indigenous nations designed to help them realize their chosen future. This process is contingent upon an appreciation and respect for the interconnectedness of all things.

**Instruction** – Through graduate degree offerings, the program seeks to assist students in developing critical thinking and understanding of the cultural, economic, environmental, political, and social needs of Indigenous people. This focus affords students the opportunity to obtain the skills, knowledge, and sensitivity that they need in order to assist Indigenous communities in preserving their cultural identity. The program acknowledges that students must have an understanding of both Indigenous and non-Indigenous perspectives to protect and enhance dis-
distinct Indigenous communities. Therefore, educational methods and resources embracing both perspectives are utilized.

“Research” – The program embodies a wide-ranging research agenda based upon the utilization of both academic and traditional Indigenous scholars. Research and teaching are mutually reinforcing, both within the University and Indigenous communities.

“Service” – The program serves Kansas, the United States, and the World through teaching, research, and dissemination of knowledge regarding efforts to protect and strengthen the sovereignty of Indigenous nations.

“World Impact” – In the increasingly complex and global community, the threats to Indigenous existence continue to expand. Finding ways to preserve and strengthen Indigenous sovereignty against the backdrop of competing interests is a global problem in need of redress.”

Planning

Since 2001, the program has met numerous times for the express purpose of planning strategically for the future. The program’s last external review was conducted under Director Donald Fixico in 2002. Program retreats for discussing strategic planning were held by Director Michael Yellow Bird in Fall 2004 and Interim Director Danny Anderson in Fall 2007. At both times, the faculty developed drafts of strategic plans that outlined both general and specific goals. During the 2006-2007 academic year, Dean Joe Steinmetz initiated a strategic planning process. After consultation with all units in the College of Liberal Arts and Sciences, a twelve point plan was issued by the Dean and departments were invited to request initiatives that fit within this program.

The most significant shift in the mission of the program came in July 2008, when College Dean Steinmetz announced an official change in the name of the program to Global Indigenous Nations Studies. The program had been named Indigenous Nations Studies at the time of its founding in 1999, at which time it was identified as the first such program in the U.S. to embrace a hemispheric approach (including the Latin America as well as the U.S. and Canada) in its approach to the study of Indigenous Nations. However, a concern with global issues was part of the program’s original mission statement. The United Nations Declaration of the Rights of Indigenous Peoples, adopted by the U.N. General Assembly on September 13, 2007, defined the individual and collective rights of Indigenous peoples, along with their rights to culture, identity, language, employment, health, education and other issues. It emphasized the rights of Indigenous peoples to maintain and strengthen their own institutions, cultures and traditions and to pursue their development in keeping with their own needs and aspirations. It also prohibits discrimination against Indigenous peoples and promotes their full and effective participation in all matters that concern them, and their right to remain distinct and to pursue their own visions of economic and social development.

The program’s name change in 2008 was in part an acknowledgement of the success by Professor Pierotti at developing a research program that included Indigenous issues and territories in Siberia as well as North America and an attempt to define a unique role for the program within an international context. Not all faculty members have been supportive of this change, especially because it was perceived as shifting the program’s emphasis away from Native American or American Indian studies. However, despite the expansion in scope, a focus on Native American content in teaching, research, and service remains strong.

Most program faculty agree that the program’s future should follow further development of its “global” scope together with a renewed commitment on behalf of the University to continue supporting diversity. This includes continued attention to the sometimes difficult transitions that students from tribal colleges and Haskell Indian Nations University—as well as Native students from other
colleges and universities—make to graduate studies at KU. Our future will require the continued admission of and support for both Native/Indigenous and non-Native/Indigenous students.

**Program Strengths**

The principal strengths of our program have been an emphasis on the recruitment, training, and mentoring of minority students, with a special emphasis on Native American and Indigenous graduate students. Our faculty have prided themselves on their ability to work closely with students to identify and encourage strengths while acknowledging weaknesses and approaching them with experience and compassion. One of the unstated missions of our program has been recognizing non-traditional abilities of students from minority academic experiences and cultural backgrounds. We have been successful at supporting many students who come from severely economically disadvantaged backgrounds with experiences of inequality, injustice, and discrimination. These students have special needs that are best handled with skill, compassion, and encouragement.

The principal academic strengths of our program at present are represented by the strengths of our current core and affiliated faculty as well as the experiences and knowledge of our students. These include: Native American nutrition and health, Federal Indian law and policy, cultural property law in the U.S. and abroad, Native American history, Traditional Ecological Knowledge (TEK) and the ecology of Native American territories, Native American women’s literature, Prehispanic cultures of Latin America, Native American religion, Indigenous cultures of Central Asia and Siberia, the geography of Indigenous peoples in the Americas, Asia, and the Pacific Rim, Indigenous language documentation and maintenance. An ongoing focus of at least one of our faculty members has been training Indigenous scholars in the fields of ecology and environmental studies. There is no other graduate program in the U.S. or Canada that has as strong an emphasis on Native science, environmental issues, and natural resource management.

In the recent past, research on museum collections and other cultural property had been a significant strength of our program. However, this ended with a change in the College’s willingness to support a separate track oriented towards professional training that was redundant with its existing Museum Studies program. The Spencer Art Museum has an extensive collection of Indigenous material under the supervision of the Curator of the Arts & Cultures of the Americas, Africa, and Oceania. These materials continue to represent a potential asset for study and training.
III. Multicultural Education

The University of Kansas has a strong commitment to promotion of diversity among the faculty and the student body.

Office of Multicultural Affairs and Sabatini Multicultural Resource Center

The Multicultural Resource Center at KU is currently oriented primarily towards the use of undergraduate students. However, it offers an excellent context for promoting awareness of our program among the undergraduate population. Its mission states:

“The Office of Multicultural Affairs in the Sabatini Multicultural Resource Center must have the common goal to collaborate with instructional and non-instructional departments in academic preparation, recruitment, retention, and programming for students of color. We must assist all students who are committed to the acceptance, appreciation, and understanding of diversity and multicultural issues. Our office must strive to articulate a strong sense of campus community among all students while promoting the academic mission of our institution. The fundamental role of our office must be to assist students of color in successfully participating in every level of the University experience and becoming successful graduates.”

The Office of Multicultural Affairs is committed to helping students make a successful transition into the educational environment of KU. Professor Sharon O’Brien, one of our core faculty members, has served as Social Science Director of the Multicultural Scholars Program, which focuses on the recruitment and support of undergraduate students from under-represented backgrounds.

Historically, our program’s focus has been on the recruiting and support of minority graduate students and on non-minority students with a strong interest in Indigenous issues. This emphasis would benefit from a stronger integration with KU’s resources for undergraduate students.

Global Indigenous Nations Studies Student Association (GINSSA)

Graduate students in the program automatically become members of the Global Indigenous Nations Studies Student Association (GINSSA). This is the official graduate organization of the program. It is organized and administrated by our students with the assistance of faculty advisor Professor Jay Johnson.


GINSSA sponsors student activities such as pot-luck dinners, film showings, and informal gatherings. It has a dedicated profile page on MySpace (http://www.myspace.com/ginssa), a social networking website with many subscribers among students and faculty at Haskell Indian Nations University and tribal colleges that serves as a central source of information for our program’s students.
IV. The Masters Program

Program Administration

The principal mission of the GINSP has been administration of a Master’s degree program. This mission is supported by several faculty and staff who have full- or part-time appointments in the unit. Their responsibilities include the following roles:

- **John Hoopes, Associate Professor (0.5 FTE Anthropology & 0.5 FTE GINSP)**, Director. Administrates program and provides an administrative link between GINSP and the College of Liberal Arts & Sciences. Core faculty member.
- **Sharon O'Brien, Associate Professor (0.5 FTE Political Science & 0.5 FTE GINSP)**. Associate Professor, Graduate Coordinator and Chair, Curriculum and Student Progress Committee. Principal contact for graduate students. Core faculty member.
- **Stephanie Fitzgerald, Assistant Professor (0.5 FTE English & 0.5 FTE GINSP)**. Chair, Admissions and Scholarships Committee. Core faculty member.
- **Devon Mihesuah, Professor (0.9 FTE GINSP & 0.1 CLAS)**. Core faculty member.
- **Raymond Pierotti, Associate Professor (0.5 FTE Ecology and Evolutionary Biology & 0.5 FTE GINSP)**. Core faculty member.
- **Betty Pickerel, Administrative Associate (0.75 FTE GINSP)**. Assists with daily operations of the program. Maintains communication and student records.
- **Marion Dyer, Administrative Associate, Sr. (0.5 FTE GINSP)**. Manages financial operations of the program, including payroll, budget, purchasing, accounts payable, and travel. Also maintains the program website.

The Executive, Admissions & Scholarship, and Curriculum and Student Progress Committees, comprised of program faculty, assist the Director in determining program requirements, admission of students and general program functions.

Goals and Objectives

Core Values and Principles for the GINS Program, Faculty, Staff, and Students

The Global Indigenous Nations Studies Program has identified the following core values and principles as important guidelines in the formulation, assessment, and future development of the Program’s personnel, teaching, and research. These values should also guide the GINSP community of faculty, staff, and students in their behavior, attitudes, and responsibilities towards one another.

- **Sovereignty**: To study, respect, and support the sovereignty of Indigenous peoples.
- **Justice**: To challenge all forms of injustice, especially those directed at Indigenous peoples.
- **Service**: To assist local, national, and global Indigenous communities with economic, political, and social issues through public service, education, and research.
- **Respect**: To behave in a respectful manner towards the communities and environments we inhabit. To show courtesy and respect to elders and future generations.
- **Responsibility**: To show accountability, maturity, and independence in one’s thoughts and actions.
Integrity  To behave in an honest and honorable manner in matters of academic presentation, ethnic identity, and interpersonal communication and relationships.

Diversity  To promote cultural and intellectual diversity. To value and learn from differences in experience, belief, perspective, and opinion.

Freedom  To understand and exercise both the rights and responsibilities of academic freedom.

Competence  To acquire and exhibit competence within individual areas of professional and cultural expertise.

Scholarship  To be educated and informed on issues relevant to Indigenous peoples in the U.S. and the global community.

Curriculum

All students are required to enroll in a minimum of 30 hours of coursework: Three core courses (9 hours), three specialized courses (9 hours), three elective courses (9 hours), and a minimum of three hours in thesis or non-thesis research. Graduation requires completion of an M.A. thesis or non-thesis option (3 hours). Students must successfully defend this project in a public presentation (this requirement also serves to meet the University requirement to pass a Master’s oral exam).

A normal, full-time enrollment is nine (9) credit hours per semester and six (6) hours for the summer session. Students who are enrolled full-time are expected to complete all of their requirements within two years of their admission. We rarely waive required courses. Students are permitted to transfer a maximum of six semester hours of graduate credit from other institutions.

Students must remain continuously enrolled in at least one (1) credit hour each consecutive Fall and Spring semester until graduation. They must also complete at least 60% of their course work at the 700-level or above. Requirements for courses and/or credit hours in effect at the time of a student’s admission remain in effect until they graduate.

Areas of Specialization

The program was initially successful in offering four concentrations: one in Tribal Policy and Governance and three in Preservation and Management of Indigenous Resources. The latter were Cultural Preservation Management, Environmental Science and Resources Management, and Language Documentation and Revitalization. The content of these specialized concentrations is still represented in course offerings, but the curriculum has been modified for the purposes of: 1) reducing the total number of credit hours required for degree completion (from 34 to 30), and 2) insuring adequate flexibility for students to complete their degrees in a timely fashion. (With changes in faculty, many of the courses that students were required to complete in these individual concentrations were not being offered on a regular basis.)

In Fall 2008, the program initiated a program based on Areas of Specialization (AS), in which students work together with faculty advisors to develop specific curricular plans that best suit their individual needs and goals. This strategy was adopted as an initiative to encourage students to consider a more global perspective, to enroll in courses with Indigenous content offered by other units, to take advantage of a wider range of courses that could be completed in a timely fashion, and to consider academic concentrations that had not been previously identified. Given the program’s new global emphasis, students are encouraged to review a wide variety of offerings listed in International Area Studies programs and other units within the College. While this has created significant potential for multidisciplinary and multicultural learning, one of our program’s most significant challenges is keeping abreast of the wide array of courses offered annually by other units.
During their first semester of enrollment, students begin assembling a three-member faculty committee to design an Area of Specialization (AS) plan or individualized curriculum. The AS plan is an outline of classes that they, in consultation with their Faculty Advisor and Faculty Advisory Committee, design to ensure that their coursework is academically and methodologically suited to their educational and career objectives. The AS plan must be justified in advance as a concentrated area of study and expertise.

Students work with a committee of at least three faculty members, representing their Faculty Advisory Committee (FAC) to develop an Area of Specialization (AS). All FAC members must have Graduate Faculty status in the University. Two members of the Faculty Advisory Committee must be from the GINSP Regular or Affiliated Faculty, one of whom serves as Chair. Both the FAC and the GINSP Curriculum and Student Advising Committee must approve the AS plan.

All students must complete a minimum of 30 graduate credit hours. This curriculum must include:

- At least three GINSP Core Courses (a minimum of 9 hours).
- At least three courses that serve as specialized electives (minimum of 9 hours).
- At least three additional electives (minimum of 9 hours).
- GINS 899 Master’s Thesis or GINS 898 Non-Thesis Master’s preparation (minimum of 3 hours).

Approved directed readings, distance learning courses, internships, study abroad courses, internships, and transfer credits may be included in this individualized Area of Specialization.

**Core Courses**

All students are required to complete each of the following three core courses, ideally within their first year:

**GINS 800 - Research Methods and Indigenous Peoples (3)**

The principle objective of this course is to introduce students to qualitative and quantitative research methods of investigation and analysis used in the discipline of Global Indigenous Nations Studies. The nature of data sources, methods of data collection, the logic of social scientific inquiry, and key methods of data analysis are emphasized. In addition, the course examines the social and educational interpretations, validity, and implications of this multi- and interdisciplinary area of study.

**GINS 801 - Indigenous Peoples of the World (3)**

More than 350 million Indigenous peoples around the world confront threats against their populations, lands, resources, and cultures through the imposition of external economic, political, and social controls. To address these threats, Indigenous peoples are organizing at community, national, regional, and global levels to seek recognition for and legal protection of their rights. The course examines how different Indigenous communities around the world perceive and strive to preserve, improve, and develop their land rights, economies, health, and political sovereignties.

**GINS 803 - Introduction to Indigenous Nations Graduate Studies (3)**

This course has two goals: 1) the development of academic writing skills, and 2) the development of professional skills necessary to a successful completion of the M.A. degree. This course introduces students to the academic discipline of Global Indigenous Nations Studies, its debates and contours, history, methods, and resources. The course analyses key discipline words, terms, and theo-
ries; focuses on critical thinking, reading, writing, and research skills; and emphasizes academic and professional development. Guest lectures from GINSP faculty members, KU librarians, informational technology staff, and members of the Writing Center complement and broaden class assignments and discussions.

**Directed Readings Credit**

Students may enroll in 1-3 hours of **GINS 806: Directed Reading** credits with the consent of a faculty member with whom they will work and approval of the planned research by the Curriculum and Student Progress Committee. Students may not enroll in Directed Reading credits during their first semester in the program.

**Internships**

Depending upon their Areas of Specialization, students may be advised to undertake internships with individuals and institutions either within or outside the University of Kansas. Students assume responsibility for developing an Internship Contract in consultation with their faculty supervisors. These contracts must be completed on standardized forms and approved by the Curriculum and Student Progress committee. Students enrolled in internships receive one credit hour in “Internship in Indigenous Nations Studies” (GINS 807) for each 60 hours of contact during the internship. Internships may be taken for between three and six hours of course credit.

**Study Abroad**

With the approval of their committee, students may attend study abroad programs that will provide them with a broader and comparative knowledge of Indigenous issues and worldviews, enhance cross-Indigenous cultural understanding, and increase career opportunities in Indigenous specialty areas. These include all KU Study Abroad programs. Another option is the World Indigenous Graduate Exchange Program (WIGE), which includes the GINSP, the Wollotuka School of Aboriginal Studies Newcastle, Australia, and Giellagas Institute, Department of Saami Studies, Oulu, Finland. WIGE is a collaborative program that offers students from each university an opportunity to develop a comparative understanding of the Indigenous peoples of North America, Australia, and Saami territory in Europe. The program allows students to engage in an initial core program of study at their home institution, attend classes at one or more of the currently affiliated institutions, and complete a comparative research project on a topic of choice.

**Joint Degree Program in Law and GINSP (JD/MA)**

In 2005, KU established a joint (dual) degree program in Law and Indigenous Nations Studies (now Global Indigenous Nations Studies). The program is overseen by Professor Stacy Leeds of the School of Law. KU is one of only three universities in the United States offering such a program, unique for its focus on the survival, strengthening, self-sufficiency, and mutual support of the more than 350 million Indigenous peoples around the globe.

Students who successfully complete this unique program will earn a **Juris Doctor** degree (J.D.) and the Masters of Arts degree (M.A.) in Global Indigenous Nations Studies. This program is well-suited for anyone who intends to become a leader and policy-maker for Indigenous communities. In addition, the joint J.D. /M.A. program provides students the opportunity to participate in the Tribal Law Certificate Program, the Tribal Judicial Support Clinic, and to attend the annual Tribal Law and Government Conference.
Thesis and Non-Thesis Options

Students are required to complete either a Master’s thesis or a non-thesis Master’s project representing a similar level of scholarship and effort. These are completed under the supervision of a faculty advisor and a committee comprised of both core and affiliated faculty. Any faculty member in the program (core or affiliate) is permitted to chair a Master’s thesis or non-thesis project.

Master’s Defense

All Master’s thesis and non-thesis projects must be presented at a formal defense that is open to the University community and other interested parties. At present, the Master’s examination is completed at the time of this oral thesis or non-thesis defense.

Student Support

Orientation

All students start their academic careers in the program with an orientation. This has varied from a multi- to a single-day event over the past several years. The typical agenda for orientation includes:

- A welcome from the Director.
- Introductions to core and affiliated faculty members.
- Presentations by both core and affiliate faculty members concerning student responsibilities, with special emphasis on ethics, professionalization, and highlights from the Graduate Student Manual (GSM).
- An introduction to library services at Watson Library (led by Nikhat Ghouse).
- An introduction to the services of the KU Writing Center.
- Informal presentations by current students about their experiences in the program, with tips for success.

Graduate Student Manual (GSM)

All students are presented with a copy of the Graduate Student Manual (GSM), a document that provides necessary information on program expectations and requirements in a complete and organized form. The GSM is available in its entirety as a series of PDF documents that are available on the Program website. Any changes and additions are sent to students via email and made available to all program members via updates to the website documents.

Advising

Students are encouraged to meet with their advisors on a regular basis, establishing clear agendas for discussing course selection, academic progress, and specific plans for internships and M.A. thesis- or non-thesis-related research and writing. Faculty members are available to assist with personal and professional issues, as needed, and to provide career counseling.

Financial Aid

Financial aid is offered to all qualified incoming and enrolled graduate students. 84% of students in our program receiving financial aid are minorities. A minimum GPA of 3.0 is required to qualify for internal GINSP scholarships that administrated by the Admissions and Scholarships

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1 Please refer to the Academic Information Management System (AIMS) tables for detailed information.
Committee on the basis of specific applications from students. In FY 2009, 55% of our graduate students received loans for tuition and expenses.

**Student Employment**

The program annually employs 4-5 GINSP graduate students and in recent years 1-3 non-GINSP graduate students at the rate of $10/hour for an average of between 12-16 hours each (for a total between 37 and 65 student work hours/week). Employment of work/study students is especially advantageous to the program, so most student employees are ones who qualify for this benefit. We give strong preference to employment of students enrolled in our program, considering office employment as a form of financial aid, but are not able to meet our needs with only GINSP students.

**Scholarships**

Since 2001, a total of $30,000 per year has been available from two sources: The Bowlus Fund ($15,000/year), administrated by the KU Endowment Association, and the College of Liberal Arts & Sciences ($15,000/year). The average award for successful applicants has averaged $3800/year (ranging as high as $6000/year). Bowlus Fund scholarships are expected to expire in 2010. Continued scholarship support from the College of Liberal Arts and Science is subject to budgetary approval. While $30,000 in annual scholarships has made a substantial contribution to student financial aid, this level of support is not guaranteed in the future. Students have occasionally received other Graduate Studies or CLAS scholarships, including the Melik Fellowship.

**Tribal Support**

Many GINSP students receive support from their tribes for KU tuition, fees, and expenses. The amount and time period supported varies from tribe to tribe as do student qualifications and application requirements. In FY 2009, 44% of our graduate students received institutional grants and scholarships. The average amounts of awards were $6189 for Kansas residents and $5500 for non-residents. ²

**Graduate Research Assistant (GRA) and Graduate Teaching Assistant (GTA) Support**

Over the years, several students have been supported as Graduate Research Assistants (GRAs) through external grant funding. These have been funded through National Science Foundation (NSF) grants to Professor Pierotti. In the past ten years, only one student (in 2006-07) has been appointed as a Graduate Teaching Assistant (GTA) in a special program for diversity by the College. It is hoped that increased enrollment in undergraduate courses in our program, especially GINS 101 and GINS 305, will help us to justify the creation of more regular GTA appointments. These are essential for students who are seeking post-graduate teaching positions.

**Placement**

Over its ten year history, the program has developed a network of support from alumni and others who provide opportunities for paid internships and employment to KU GINSP graduates. Additionally, faculty advisors help graduates from previous years use the extensive KU alumni network to find other positions. There is no formal GINSP placement service provided for students, who are encouraged to take advantage of resources in KU libraries and the University Career Center (UCC) [http://www.ucc.ku.edu](http://www.ucc.ku.edu). Most of our students learn about employment opportunities through their tribes and professional contacts. Students who have received financial aid from their tribes will often

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² See Academic Information Management System (AIMS) tables.
return to work in tribal councils, tribal governance and tribal administration. However, the Director and faculty are all available to help any students who ask for advice on career changes.

**Tracking and Measuring Student Progress**

**First Year Students**

The Chair of the Admissions and Scholarships Committee is responsible for tracking students during their first semester at KU. Part of this responsibility is obtaining an accurate assessment of students’ strengths and weaknesses so as to provide them with encouragement and individually tailored advising. After their admission to the program and before they begin regular semester classes, students are required to take a writing assessment. The current instrument has been developed and administered by Graduate Support Services (GSS). Students who demonstrate a need for focused writing instruction are required to enroll in four hours of specialized writing instruction administered by the AEC during their first semester at KU. Incoming students are also assigned a temporary advisor who reviews with them course requirements and initiates the process of developing an Area of Specialization design (see below) for approval.

**Second Year Students and Beyond**

The Graduate Coordinator, who also serves as the chair of the Curriculum and Student Progress Committee, is responsible for working with individual faculty advisors to track student progress after their first year. This is based upon a system of forms, some of which serve as “contracts” between the students and the program for outlining and clarifying expectations. These include selection of each student’s advisor and committee, a required Area of Specialization plan, Directed Reading (GINS 806) if proposed, internships, thesis and non-thesis proposals, and plans for M.A. defenses. Areas of Specialization are developed based upon the individual student’s strengths, interests, and stated career goals.

**Annual Reviews**

From its inception, the program has sought to support and encourage students whose academic background and cultural experience is usually very different from that of other KU graduate students. It is probably fair to say that there has long been an attitude that GINSP students are demonstrating success by remaining enrolled and making even modest progress towards completion of their degrees. To date, the program has not been consistent in its administration of annual reviews of current graduate students, leaving much of this responsibility to the Graduate Coordinator and individual advisors. However, new College and Graduate School requirements necessitate a more formal process for classifying student status, for which new procedures are being developed. Future students will be subject to greater scrutiny. It is essential for our students’ success that probationary status and other warnings not be interpreted as discouragement or punishment.

**Evaluations of Student Progress**

Student success is evaluated by the Curriculum and Student Progress Committee. The GINSP provides for and expects the completion of the M.A. in two years of full time study. Students are required to submit a standardized form at the beginning of each semester to the Administrative Associate, the Graduate Coordinator, and their Faculty Advisor.

No more than seven (7) years are permitted between initial enrollment and completion of all requirements for the degree. This seven-year maximum time limit for completion of the degree does not include leaves of absence or periods during which a student has withdrawn from the program prior
to readmission. In cases in which compelling reasons or circumstances recommend a one-year extension of the normal seven-year limit, the College of Liberal Arts & Sciences (CLAS), on recommendation of the department/committee, has authority to grant a one-year extension. If students request more than a total of eight years, the appropriate appeals body of the College and/or School of Law (in the case of the joint degree program) will consider petitions for further extensions and, where evidence of continuous progress, currency of knowledge, and other reasons are compelling, may grant further extensions.

**Probation**

The College of Liberal Arts & Sciences (CLAS) automatically places students on probation if their cumulative graduate grade point average (GPA) falls below a B (3.00). If a student is placed on probation, they are subject to dismissal from the program if they do not raise their GPA above 3.00 in the following semester. To date, no students have been dismissed from the program due to academic probation. However, there is a concern that this is the result of accommodations and a failure to hold students to expectations of academic rigor.

CLAS permits units to define additional criteria for placing students on academic probation. At present, the GINSP has no other official criteria for placing students on probation due to unsatisfactory progress towards the degree.

**Failure to Enroll Policies**

Students are expected to remain enrolled during the Fall and Spring semesters until the completion of their Master’s degree. Students who do not plan to enroll in a succeeding Spring or Fall semester must notify the GINSP Graduate Coordinator in writing of their intention as soon as possible. Students who cannot enroll for two consecutive semesters must obtain permission from GINSP and CLAS to take a Leave of Absence. Students who fail to follow this procedure are subject to dismissal. To date, no students have been dismissed from the program due to a failure to enroll or excessive Leave of Absence. However, this year a special effort was made to inform students about the necessity of declaring accurate enrollment status. As a result, several students who had been absent from the program made the decision to withdraw.

**Reactivation After Voluntary Withdrawal**

Students who voluntarily withdraw from GINSP must petition for reactivation. To do so, they must provide the Graduate Coordinator with a letter that includes: 1) an explanation of the reasons for having voluntary withdrawal, 2) an explanation why they are requesting reactivation, 3) a timeline for completion of the Master’s program, and 4) new letters of recommendation, if required by the Graduate Coordinator. Reactivation requires approval of the GINSP Executive Committee. To date, no students who have petitioned for reactivation have been refused.
V. Faculty

Faculty Composition

The present composition of the faculty well positions the GINSP to deliver balanced, high quality programs at all levels. In terms of their collective teaching, research, and professional engagement, the faculty members cover the major knowledge bases required in such a program: history and development of public administration, organization and management theory, budgeting and finance, public policy analysis, law, and research and analytic skills. The faculty members are diverse in their methodological approaches and research interests, active in the academy and dedicated to excellence in teaching. Six faculty members are tenured and seven hold tenure-track appointments.

Core Faculty

As of Fall 2010, the Department has five core faculty whose appointments cumulatively represent a total of 2.9 FTE in GINSP, these are:

- **John W. Hoopes**, Ph.D., Director and Associate Professor, Anthropology (0.5 FTE)
- **Devon A. Mihesuah**, Ph.D., Cora Lee Beers Price Teaching Professor in International Cultural Understanding, GINSP (0.9 FTE)
- **Raymond Pierotti**, Ph.D., Associate Professor, GINSP and Ecology and Evolutionary Biology (0.5 FTE)
- **Sharon O’Brien**, Ph.D., Associate Professor, GINSP and Political Science (0.5 FTE)
- **Stephanie Fitzgerald**, Assistant Professor, GINSP and English (0.5 FTE)

Evidence of the widely varied backgrounds, interests, and scholarly research of these affiliated faculty can be found in their *curriculum vitae*. At present, all but Fitzgerald are tenured faculty members. Fitzgerald is currently undergoing a required third-year review of progress towards tenure.

Affiliated Faculty (CLAS)

As of Fall 2010, the Program has nine affiliated faculty whose commitment to the program is voluntary. These are:

- **Arienne Dwyer**, Ph.D., Associate Professor, Anthropology
- **Jay T. Johnson**, Ph.D., Assistant Professor, Geography
- **Paul T. Kelton**, Ph.D., Chair and Associate Professor, History
- **Kelly Kindscher**, Ph.D., Courtesy Associate Professor, GINSP, and Senior Scientist, Kansas Biological Survey
- **Stacy L. Leeds**, J.D., Professor, School of Law
- **Brent Metz**, Ph.D., Assistant Professor, Anthropology
- **Gerald E. Mikkelson**, Ph.D, Professor, Center for Russian, Eastern European, and Eurasian Studies
- **Clifton L. Pye**, Ph.D., Associate Professor, Linguistics
- **Michael Zogry**, Ph.D., Assistant Professor, Religious Studies

Evidence of the widely varied backgrounds, interests, and scholarly research of these affiliated faculty can be found in their *curriculum vitae*.
Other Faculty (non-CLAS)

At present, the program has only one (unofficially) affiliated faculty member who is not in the College of Liberal Arts & Sciences:

- **Lizette Peter**, Ph.D., Assistant Professor, Curriculum & Teaching, School of Education

Affiliated Professionals

As of Fall 2010, the Program has three affiliated University professionals. These are:

- **Nikhat Ghouse**, MLIS, Librarian
- **Patricia Wakolee**, M.A., Senior Coordinator, University Advising Center
- **Dawn P. Tallchief**, M.A., Assistant Director, Graduate Studies

Additional Instructors

The Latin American Studies program hires two instructors who offer courses in Quichua and Kakchiquel, two Native languages of South America and Central America, respectively. These are:

- **Nina Kinti-Moss** (Salasaka Quichua), Instructor (Quichua language), Latin American Studies Program.
- **Emily Tummons**, Instructor (Kaqchikel Mayan language), Latin American Studies Program.

Incoming Affiliated Faculty

In 2010, the Department of Geography successfully completed the new hire of **Margaret Pearce**, Ph.D. a Native American cartographer, in the position of Assistant Professor. Pearce has expressed a strong interest in affiliation with our program and will be alternating with Professor Johnson in teaching one of our core courses, “Indigenous Peoples of the World” (GINS 801).

In Spring 2010, the Department of Anthropology received approval to recruit and hire a specialist in Linguistic Anthropology. At present, all of the potential candidates conduct research on Indigenous languages and the majority of them have an Indigenous identity. Once filled, it is expected that this position will also be a major asset to our program.

**Laura Mielke**, Ph.D., Associate Professor, English, will become a member of the affiliated faculty in Fall 2010 (upon returning from leave).

Former Faculty

The program’s history has had the participation of a number of individuals who are no longer at the University of Kansas. Among those who were active in program success and graduate advising were:

- **Donald Fixico**, Ph.D., former Director and Professor, History (Core Faculty)
- **Michael Yellow Bird**, Ph.D., former Director, Indigenous Nations Studies (Core Faculty)
- **Bobbi Rahder**, M.A., former Instructor, Indigenous Nations Studies (Core Faculty)
- **Angelique EagleWoman**, J.D., former Visiting Assistant Professor, GiNSP (Affiliated Faculty)
Diversity
The Program has traditionally taken diversity goals in the recruitment of faculty members very seriously. The recruitment process for faculty is well-defined by the University and administrators are held responsible for results. In addition to the regular processes to attract minority candidates the program has utilized a direct hire strategy for minority faculty. Of the five core faculty, three are women and two (Mihesuah and Fitzgerald) are enrolled members of Federally-recognized Native American tribes. Of the affiliated faculty and professionals, three (Leeds, Wakolee, and Tallchief), are enrolled members of Federally-recognized Native American tribes. Other faculty members with self-identified Native American ethnic identities include affiliated faculty members Kelton and Johnson.

Promotion and Tenure
The promotion and tenure of the Global Indigenous Nations Studies Program is a shared responsibility of GINSP, the home departments of faculty with joint appointments, and the College of Liberal Arts and Sciences. Promotion and tenure decisions at the University of Kansas are governed by the policies of the Kansas Board of Regents. The Provost recommends promotion and tenure and the Chancellor decides promotion and tenure. The Chancellor then reports the outcomes to the Board of Regents. The GINSP has a strong record of advancing its faculty members through the promotion and tenure process.

Teaching
The University of Kansas expects excellence in teaching as well as in scholarly research and publication. Commitment to high quality teaching is a deeply held and widely shared institutional value. As a testament to this commitment, the University established a Center for Teaching Excellence (CTE) in 1997 with a mission to make teaching a rewarding experience for all faculty members and to enrich student learning. The CTE serves as a valuable resource for faculty at every rank in the GINSP, but particularly for junior faculty who utilize CTE services for situation-specific consultations, innovative teaching technologies, and for developing an understanding of how to secure students’ investment in their educational experience. The current GINSP liaison to the CTE is Gerald Mikkelson.

The value the University places on high quality teaching creates a culture that encourages active student engagement and stimulating intellectual dialogue between students and faculty. The University’s commitment to teaching excellence is embraced and promoted by all of our faculty, who place special emphasis on their role as mentors to Native American and other Indigenous students. Our commitment to teaching is evident in the nominations and awards to a number of our faculty have received for their teaching.

To measure our effectiveness in teaching, the GINSP participates in University-wide course evaluation system at the end of each semester. Faculty members solicit regular feedback from students using personal appointments, email, and the web-based Blackboard™ online course system. They regularly adjust their teaching and/or courses in response to this feedback, making adjustments in required readings, assignments, and course activities in response to student needs and evaluations.

- Robert Porter, J.D., former Professor, School of Law (Affiliated Faculty)
- Cornel Pewewardy, former Associate Professor, Teaching and Leadership (Affiliated Faculty)
- Bud Hirsch, Ph.D., former Associate Professor, English (Affiliated Faculty)
Faculty members also improve their teaching through the use of guest presentations. The core courses, in particular, are ones in which the instructors seek participation and input from other faculty members. Most of our faculty have taught sessions in each others’ courses and have provided input and support for the development of each others’ course content. Given the nature of the subject matter we address, faculty strive to make their courses relevant and up-to-date through the incorporation of pertinent case studies and reference to current events.

Our faculty members regularly demonstrate their dedication to improving teaching by fostering an atmosphere in which varying opinions are respected and welcome, even when they differ widely. In keeping with our stated core values, faculty members strive to honor diversity of experiences, knowledge, and concerns, recognizing that not all students will be equally comfortable with or adept at the same didactic strategies.

**Teaching Load**

The normal teaching load for a regular KU faculty member is four courses a year, offered as two each semester. GINSP faculty members with joint appointments (with the exception of the Director) teach at least two courses a year that are either wholly listed or cross-listed in the program. It is expected that these courses will have significant enrollment by GINSP graduate students.

**Research**

The GINSP faculty members have active and highly diverse research agenda on issues relevant to our program’s mission. During the last four years, our core faculty have published books, journal articles, book chapters, encyclopedia entries, book reviews, technical reports, and service publications. They have been especially active in the dissemination of research via the World Wide Web, creating and maintaining resources in several different areas. Published articles and book chapters have covered a range of academic topics, ranging from Choctaw history to Native American women’s literature to tribal government to hunting practices and Traditional Ecological Knowledge (TEK).


All of our faculty have recently finished or are currently at work on book-length MSS. Some examples of recent and current book projects are:

- **Devon Mihesuah** – *Choctaw Crime and Punishment* (University of Oklahoma Press, 2009 – Recipient of the Outstanding Book on Oklahoma History Award for 2009 presented by the Oklahoma Historical Society) and *Recovering Our Ancestors’ Gardens: Indigenous Recipes and Guides to Diet and Fitness* (University of Nebraska Press, 2005.)
- **Stephanie Fitzgerald** – *Land Narratives: Native Women’s Histories of Land and Law* (in prep.)
- **John Hoopes** – *Ancient Central America* (in prep.)
Among the notable websites our faculty have created and maintained are Professor Mi-
hesuah’s American Indian Health and Diet Project http://www.aihd.ku.edu.

Funded Research

Core faculty members have maintained a solid level of funded research from both internal and
external sources, including grants from the Kansas University General Research Fund, State of Kan-
sas agencies, the National Science Foundation, and the American Philosophical Society. In recent
years, these has included: Professor Pierotti’s multi-year NSF grant for development of a Native
American science curriculum for tribal colleges and support for Native American students in envi-
ronmental science; Professor Fitzgerald’s postdoctoral fellowships from the Association of American
University Women and the Newberry Library for research on Native American women’s literature;
Professor Mihesuah’s Keeler Intra-University Professorship for research on Native American nutrition
and ecology; Professor O’Brien’s grants for curriculum development; and Professor Hoopes’
grants from the American Philosophical Society and KU’s Office of International Programs for ar-
chaeological research in Costa Rica.

Program Journal

Under the sponsorship of the program, KU published the Indigenous Nations Studies Journal
from spring 2000 to spring 2008. The Director of the program, Donald Fixico, was the founding edi-
tor and remained so through the Spring 2004 issue, producing a total of nine issues. After Professor
Fixico departed KU, journal publication was sporadic. Professor Yellow Bird and Professor Hirsch of
KU, together with Julia Good Fox of Haskell Indian Nations University, co-edited one issue for
Spring 2006. At that time, the journal was renamed Indigenous Studies Today. In Spring 2008, the
next issue was published under the title Indigenous Nations Journal with Professor Leeds as editor for
a total of eleven issues. In 2008, a decision to terminate the journal was made by the faculty under the
direction of Acting Director Danny Anderson. By Fall 2009, sales of the final issue of the journal and
requests for back copies dropped off considerably. Unfulfilled subscriptions for seven planned but
unpublished issues have been refunded. The journal has been digitized in its entirety and is now
available online through KU ScholarWorks: http://kuscholarworks.ku.edu.

Service

KU expects significant faculty service to the University, various communities, the nation, and
the world. The individual curriculum vitae of both core and affiliated faculty provide detailed infor-
mation about their specific interests and accomplishments.

Our program’s faculty members represent an especially diverse range of professional associ-
ations, including the American Society for Ethnohistory, the Organization of American Historians, the
Western History Association, the Association for the Study of American Indian Literatures, the Mod-
ern Language Association, the Native American and Indigenous Studies Association, the Society of
Early Americanists, the Ecological Society of America, the Society for American Archaeology, the
American Anthropological Association,

Faculty members regularly review grant proposals, manuscripts, and books. They have served
as editors and members of editorial boards of the American Indian Quarterly, the book series “Con-
temporary American Indian Issues” (University of Nebraska Press), the Indigenous Nations Studies
Journal and have edited special issues of Studies of American Indian Literature and the American In-
dian Culture and Research Journal.

Faculty members have served on numerous committees, task forces, and units of University
governance. These have included the Multicultural Scholars Program, the CLAS Academic Miscon-
duct Panel, search committees in GINS, English, and Anthropology and the committees of the Hall Center for Humanities.

Beyond their service to the University and respective professions, GINS faculty members are engaged intensively and intimately with a variety of community service and outreach activities, as represented on individual curriculum vitae.
VI. Students

Current Students

At present, there are a total of 15 students currently enrolled in our Master’s program. Of these, eight are women and seven are men. The majority of these students have self-identified Native American ancestry and many are enrolled members of Federally recognized tribes. Student interests range from environmental studies as they affect issues of tribal sovereignty, natural resources, and even the gaming industry to Native language education and maintenance.

Student Recruitment

The GINSP has had an active recruitment program for graduate students. We recruit locally, nationally, and internationally. Our principal local recruiting activities occur during job fairs at Haskell Indian Nations University. Faculty members also carry program information with them to undertake informal recruiting during visits to other campuses and at professional meetings of organizations such as that of the Native American and Indian Studies Association (NAISA).

Our principal recruiting tool is the program website, http://indigenous.ku.edu. It is regularly updated with information about faculty and student activities, campus events, and relevant news items. Faculty, staff, current students, and alumni assist in the recruitment effort. We utilize our extensive alumni network to refer students both in the region and nationally.

The program strives to maintain student diversity. Our efforts to increase applications from and enrollment of minority students include:

- Sustaining a profile of national and international academic scholarship.
- Maintaining a regular relationship with Haskell Indian Nations University.
- Seeking to develop relationships with tribal colleges across the U.S.
- Offering students scholarships and assistance with obtaining financial aid.
- Increasing our visibility to interested minority undergraduate students at KU.

We do not currently have an adequate budget for running advertisements in magazines such as the Tribal College Journal or newspapers like Indian Country Today, but these would be appropriate venues for recruiting potential applicants.

There has been an external perception that admissions from HINU dominate our admissions pool. HINU is the main source of new GINSP graduate students. However, only a slight majority (52%) of the students admitted to our program are HINU graduates. The rest come from other colleges and universities.

Incoming Students

At present, four new students have been granted admission to the program for Fall 2010. There are five applications pending approval. Of these nine applicants, five are women and four are men.

Student Profile

Throughout its 10 year history, the program has been successful at recruiting Native American students. The program has had some international students, including ones from Finland (of Saami ethnicity), but none have been full-time students or have completed our degree program. The current
“global” emphasis of the program should attract more international graduate students, either with Indigenous identities or a strong interest in Indigenous peoples. To date, graduate students with a strong interest in Latin America have enrolled in KU’s Latin American Studies Program.

Program Alumni

Since 2000, a total of 49 students have completed the M.A. program in Indigenous Nations Studies (or Global Indigenous Nations Studies since Fall 2008). The Alumni section provides a list of program graduates with information about their Master’s thesis and non-thesis projects and (when available) about their post-KU activities.

One of the issues of some concern in the program has been that of time to degree. A majority (57%) of 45 graduates for whom accurate information was available have finished their M.A. degree within 3-5 semesters of admission. Less than a third (27%) have finished within 6-8 semesters, 7% have finished in 9-10 semesters, and 9% have taken as long as 11-15 semesters.
VII. Administration

Leadership

The program has had a total of five different leaders since its inception in 1999. This has included three Directors and two Interim Directors: **Donald Fixico** (Director, January 1999-August 2004), **Michael Yellow Bird** (Director, December 2003 – August 2006), **Stacy Leeds** (Interim Director, August 2006 – August 2007), **Danny Anderson** (Interim Director, August 2007 – July 2007), and **John Hoopes** (Director, August 2008 – Present).

Hoopes’ appointment by Dean Steinmetz followed two successive years (in 2006-07 and 2007-08) of national searches for a program Director that did not result in hires.

Staffing

The GINSP has two part-time administrative staff with a total of 1.25 FTE appointments: These individuals report to the Director.

- **Betty Pickerel** (Administrative Associate, 0.75 FTE) holds a M.A. in Communication Studies and has been a staff member at KU for twenty years. Pickerel serves as scheduling officer, is responsible for managing the GINSP application and admissions processes, maintains student records, and serves as secretary to the Director. She manages and serves as a focal point for communications among program faculty, students, staff, and the University.

- **Marion Dyer** (Administrative Assistant, Sr. 0.5 FTE) holds a B.A. in Anthropology and has been a staff member at KU for eight years. Dyer administrates the GINSP budget, orders our equipment, handles accounts payable, travel reimbursements, payroll, personnel, and maintains the program website. She also administrates accounts and grants made to program faculty, with special attention to research funds used by Professor Mihesuah. Dyer has also served as the principal contact for the **Indigenous Nations Studies Journal**.

The GINSP also has had the resources for supporting part-time student employees for at least 37.5 hours each week. Student hourly employees help answer the phones, provide assistance to Pickerel and Dyer, assist faculty with course and research material duplication as needed, and undertake any other task assigned by the program staff.

Facilities

The Department utilizes space in 6 Lippincott Hall. The principal offices are in a space that was newly renovated by the University for occupation by the program in January 2009. This space houses offices for Hoopes, Pickerel, and Dyer as well as offices shared by, respectively, O’Brien and Fitzgerald and by Pierotti and Johnson for the purposes of meeting with students. These offices are scheduled as needed for other purposes at times when they are not being used by faculty. The main office also includes a reception area, a conference room, a work area with desks for students, secure storage for program records, a photocopier, coffee machine, and storage of equipment and supplies. An additional office is dedicated to student use. It has two computers and a printer as well as a refrigerator used by faculty, staff, and students.
Faculty members maintain principal offices in other campus buildings. Professor Mihesuah has offices for herself and a student employee in Bailey Hall, Professor O’Brien has an office in Blake Hall, Professor Hoopes has an office in Fraser Hall, Professor Pierotti has an office and laboratory in Haworth Hall, and Professor Fitzgerald has an office in Wescoe Hall. Affiliate faculty members have offices in these and other campus buildings.

Financial Resources

College of Liberal Arts & Sciences Funding
The Department operates with two sources of money. First, State of Kansas resources are used for approved expenditures including salary and benefits and normal operating expenses. Second, the KU Endowment Association maintains several funds from which expenditures can be made for student support.

Annually, the Dean of the College of Liberal Arts and Sciences invites departments to submit requests for non-salary state-funded budget operating expenses including ongoing, new, and temporary funds. The Dean’s allocation is announced in the spring for a budget year that begins annually on July 1. State support for FY 2010 through the College totaled $381,881 base funding. The majority of this funding goes to pay faculty and staff salaries. It is important to note the structure of the budget with respect to individual faculty salaries, especially given that four of the five core faculty—including the program Director—have only half-time (0.5% FTE) appointments in the program.

Faculty can apply to the College for travel grants, currently limited to two per year. They are also eligible to compete for grants through the General Research Fund (GRF), which encourages research by new and untenured faculty while also supporting faculty research for more senior scholars.

Additional support has been provided for student labor, including both student hourly employees and a Graduate Research Assistant (GRA) for the Director.

KU Endowment Accounts
The program has KU Endowment (KUEA) spendable funds totaling $5700. This money is used primarily to support graduate student and program activities. A new Global Indigenous Nations Studies graduate scholarship was endowed by Professor Bud Hirsch in the amount of $63,500 for graduate students in our program. The scholarship is currently “underwater,” with a value of $53,000 and will be awarded for the first time in Fall 2011. Our program could potentially benefit from pledge drives (annual giving) and bequests administered through the KUEA.

Student Scholarships
Many of the Native American students in our program receive financial support through sponsorship by their individual tribes. The program takes its responsibility to these tribes very seriously and seeks to train students so that they will help accomplish the goals of these organizations.

KU Center for Research, Inc.
KU faculty compete for external funding through grants administered by the KU Center for Research, Inc. (KUCR), a not-for-profit research foundation that operates for the benefit of the university under the administrative jurisdiction of the KU office of Research and Graduate Studies (RGS). KUCR is the entity responsible for submitting all proposals for external support of research, instructional and service projects. In addition, KUCR helps research investigators by negotiating contracts, providing proposal and post-award services, administering compliance oversight, managing
and constructing research facilities, and handling financial services, including investment of corporation resources. KUCR is governed by a Board of Trustees that includes university and public members. The elected officers of the Board are KU administrators. The Vice Provost of Research and Graduate Studies (RGS) serves as the President and Chief Operating Officer of KUCR. An Executive Committee meets quarterly and, in the absence of the trustees, has oversight of the budget and general operation of the corporation. A Finance and Audit Committee meets quarterly to review the investments and operations of the corporation and reports to the Executive Committee.

Professor Pierotti has been the most successful member of the core faculty in obtaining external funding, including a National Science Foundation grant supporting Native Americans in Environmental Sciences (2002-2006, $504,000) and development of a Native American Science Curriculum for tribal colleges (2007-2009, $500,000).
VIII. Outreach

The program feels a strong sense of responsibility for outreach to the University, national, and international communities, with a special emphasis on Indigenous communities in the U.S. We have made increasing use of the Internet to cultivate and sustain networks of online contacts and to provide detailed information about our program and about KU. This has been pursued through development of an attractive and informative website.

Haskell Indian Nations University

From the time of its inception, the Indigenous Nations Studies Program (now GINSP) has sought to sustain a strong relationship with Haskell Indian Nations University (HINU), also located in Lawrence. The Director of the program maintains informal contacts with faculty and administrators at HINU and meets annually with a Haskell/KU Task Force organized by the Office of the Provost.

Websites

Program Website

The program website, http://indigenous.ku.edu, serves as a source of information not only to GINSP students, faculty, and staff, but to many larger communities. It provides brief profiles of our faculty and students, news items, notices of upcoming events, and links to both KU and non-KU resources.

IPKRC Website Hosting

Through the assistance of Professor Jay Johnson (Geography), KU hosts the website of the Indigenous Peoples Knowledges and Rights Commission of the International Geographic Union (IPKRC) at http://indigenous.ku.edu/IPKRC/. This organization has as its mission:

“To create a network within geography which allows Indigenous and non-Indigenous geographers working with and for Indigenous communities to share their research and experiences with each other and the discipline as a whole. To encourage and mentor young scholars, particularly Indigenous scholars, in pursuing geography as a career. To encourage and foster geographic research for and with Indigenous communities with the long-range goal of bringing the research needs of these communities to the attention of the discipline.”

Social Networking Sites

Facebook

In Fall 2009, the program initiated—with KU approval and according to KU guidelines—a Global Indigenous Nations Studies page on Facebook. As of March 2010, the page has 156 “fans” that include both current students and alumni, as well as other interested community members. Entries are posted to the Facebook page by Hoopes and Dyer, though the resource was also maintained by a student worker for most of Fall 2009.

MySpace

As noted above, GINSSA maintains a page on MySpace, another social networking site.
IX. Future Objectives

Capital Campaign

In Spring 2009, the College asked units to submit requests for Capital Campaign initiatives. The program submitted three items:

- An endowed professorship - $1,000,000
- Endowed graduate fellowships - $500,000
- Endowed fund for faculty and student travel - $250,000

We believe that targeted fundraising of a total of $1,750,000 for GINSP program support is a reasonable goal to pursue from corporate and private donors. However, these targeted goals are subject to College approval and prioritization.

Graduate Certificate

In Fall 2009, the faculty approved a plan for a Graduate Certificate in Global Indigenous Nations Studies that is designed for students seeking degrees in other graduate departments and programs. It is hoped that this plan will encourage more diverse interdisciplinary enrollment in our core and other courses and foster mutually beneficial exchanges between students in our program and other graduate programs at KU.

Undergraduate Degree Program

For several years, program faculty have been discussing the development of an undergraduate major in Global Indigenous Nations Studies. At the time of this program’s inception, there was concern that an undergraduate major at KU would compete with a nascent American Indian Studies degree being developed at HINU. However, the international and comparative global approach adopted by KU in 2008 represents a distinct trajectory. Given the different missions of our respective institutions, faculty at HINU do not see KU’s program as competing with theirs for Native student enrollment.

Most of our courses, even those not yet formally designated as such, have the potential to fulfill the KU undergraduate general education requirement for courses in “Non-Western culture.” We also have several new or proposed courses that may qualify as “Principal Courses” to satisfy KU undergraduate general education requirements. (These latter often have high enrollments and encourage students to seek additional, upper-level courses in the subject matter.)

To “test the waters” for undergraduate interest, GINSP has been developing a higher profile in the undergraduate program. One of the steps in this direction has been the development by Professor Mihesuah of GINS 101, “Introduction to Indigenous Nations Studies,” a course designed primarily for freshmen and sophomores. This course was taught for the first time in Fall 2008 and was taught a second time in Fall 2009. Mihesuah has also developed two additional courses, GINS 510 and GINS 530, that are open to enrollment by upper-level undergraduates as well as graduate students. Other contributions in the direction of undergraduate education have included a renumbering of ten 800-level courses at the 600 level to encourage enrollment by undergraduate Juniors and Seniors. (We are currently wrestling with how to deal with students who have taken our core courses at the 600-level as undergraduates but seek to apply to our graduate program.)
Professor Fitzgerald is currently developing a new survey course, GINS/ENG 305, “World Indigenous Literature,” for which approval will be sought to offer as both a Principal Course and a course in Non-Western culture qualifying for CLAS general education requirements. It is hoped that this course will attract sufficient enrollment to justify creation of at least one Graduate Teaching Assistant (GTA) position for which some of our students would be qualified.

Our faculty have expressed reservations about whether the value of a GINSP undergraduate major would be acknowledged by potential employers or by graduate programs. One approach might be to encourage students to consider an undergraduate GINSP major as a double-major in combination another related discipline, such as English, Sociology, History, or Environmental Studies.

**Doctoral Program**

At present, the faculty do not feel there is the interest or energy to develop or sustain a doctoral program in GINSP at the University of Kansas. We would prefer to focus on a long-term strategy that emphasizes undergraduate (B.A.) and M.A.-level education, encouraging qualified Master’s-level graduates to pursue admission to Ph.D. programs in recognized disciplines.

**Faculty Recruiting Needs**

The program will benefit from two current hires in other departments: A Native American cartographer in Geography Department and a specialist in Indigenous languages in the Anthropology Department. Both of these will be 1.0 FTE appointments in those other units, but these individuals are expected to become members of our affiliate faculty.

Other program needs include additional faculty with specialization on Indigenous peoples and issues. Among the recommended priorities for hires are:

- An expert in policy as it relates to Indigenous peoples in a global context (including, for example, aborigines in Australia, Maoris in New Zealand, First Nations in Canada, Indigenous peoples of Latin America.)
- An expert on laws regarding Indigenous peoples, with expertise in the United Nations Declaration on the Rights of Indigenous Peoples, the United Nations Human Rights Commission, etc.
- A specialist in a Native language of the United States, such as Ojibway, Choctaw, Comanche, Cherokee, or Kiowa. (At present, no Native languages of North America are offered in the KU curriculum.)

These hires could be made either as joint appointments or as full-time appointments in other units of the College. However, there is an intimate relationship among recruitment, enrollment, and faculty. Current graduate enrollments make it difficult to justify additional hires by our program, but stronger faculty offerings are expected to have a positive effect on future recruiting and enrollment.

**Program Director**

Professor Hoopes was appointed Director of the program for a three-year term (2008-09 to 2010-11) by Dean Joe Steinmetz after two years of unsuccessful national searches. The faculty agree that the program would benefit from the leadership of a director well-versed in the field of American Indian Studies or Indigenous Studies with strong academic networks in related fields of study. However, they also agree that the program has suffered from a lack of continuity in leadership.
Other Strategies

Invited scholars, especially individuals who could provide “master workshops” with students, would help raise the program’s profile on campus. Ideally, they would represent a combination of international and national expertise in Indigenous issues.

The program would like to initiate an “elder-in-residence” program that would support the presence of Indigenous elders at KU to provide advice and counsel to students, staff, faculty, and administrators, contribute to the curriculum, and enhance the strengths of our academic and social networks for recruiting, placement, research, outreach, and to sustain our mission of improving the lives of Indigenous people. Because the credentials of Indigenous elders are different from those used in the academy, this will require an innovative administrative structure.
X. Conclusion

Building on Strengths

The Global Indigenous Nations Studies Program has a number of strengths which we wish to build upon. These strengths include the following:

- A unique approach to research and teaching that has as its focus Indigenous peoples and cultures within a global arena. This is distinct from Native American Studies or American Indian Studies programs that focus on the experiences of North American populations in the United States and Canada.
- A wealth of graduate students representing not only significant minority populations but a wide range of diverse identities and experiences.
- A diverse core faculty whose areas of expertise represent the principal CLAS divisions of Natural Sciences, Social Sciences, and Humanities.
- A wide range of affiliated faculty throughout the University with specific expertise in Indigenous peoples of Latin America, Central and East Asia, and Russia.
- Strong relationships with KU’s International Area Studies Programs: Latin American Studies, Russian, East European, and Eurasian Studies, East Asian Studies, and African Studies.
- Support from other KU research units, including the Biodiversity Institute and the Spencer Art Museum.
- A large number of successful alumni who have close relationships with Native communities in the United States.
- A history of cooperation with Haskell Indian Nations University.
- Strong ties by individual faculty with institutions such as Northern Arizona University, the University of Alaska, Tyumen State University (Russia), and the University of Costa Rica.
- A strong record of external grant funding for studies of ecology and environmental issues affecting Indigenous peoples in the U.S., Asia, and elsewhere.
- An atmosphere that fosters active exchanges of ideas, opinions, and experiences.

Future Aspirations

In the future, we hope to build on our vision of a global and international approach to Indigenous Studies by expanding our relationships with international universities, including efforts to:

- Explore an active exchange with Tyumen State University, the largest institution of higher education in Siberia.
- Build upon the successful and long-term collaborative relationship between KU and the University of Costa Rica.
- Strengthen our existing relationship with the World Indigenous Graduate Exchange (WIGE) for Finland, Australia, and other parts of the world.
- Increase our and others’ awareness of Indigenous peoples and their experiences in Central Asia, China, Africa, and other regions of the globe.
- Take greater advantage of visiting scholars with expertise in Indigenous issues.
Initiatives with other units at KU include:

- Development of an Indigenous Studies track in the Latin American Studies Program.
- A proposal to devote a year of the Latin American Studies Seminar at the Hall Center for the Humanities to the issue of Indigenous identities in homelands and diasporas.
- Promotion of programs focusing on the cultures and languages of Uigurs, Tibetans, and other Indigenous populations of China.

We would like to use these opportunities to compete for external grant funding to increase our ability to support faculty and student research.

**Challenges and Advice**

We seek feedback on other organizational arrangements or needs which the reviewers might identify as standing in the way of achieving our goals and maintaining the excellence of our programs and/or arrangements that might enhance our ability to accomplish these goals. With the self-study occurring at this juncture in our development, the Department seeks, in particular, advice and counsel on the following challenges:

- Resolving acute and ongoing conflicts among present faculty, which remain a debilitating issue for the program and its improvement. It is imperative that all students, faculty, and staff are guaranteed a working environment in which they feel safe and confident.
- Acknowledging differences in experiences, values, and goals of traditional non-Indigenous higher education and those of Indigenous peoples while seeking ongoing reconciliation that is ultimately to the benefit of both.
- Assuring our faculty that the program has the ongoing support of upper administration while at the same time fostering an open dialogue for the articulation of serious concerns and the search for solutions to acute problems.
- Improving recruiting efforts aimed at increasing the number of students in our graduate program, with a special emphasis on students who have a high potential for success. We would like to continue to recruit Native American and other Indigenous students whose areas of strength and academic potential are different from those of non-Indigenous students, and doing whatever is possible to insure their success in graduate study at KU while at the same time sustaining rigorous academic standards and expectations.
- Evaluating the thrust of our core courses and the “area of specialization” approach. Some faculty suggest that core courses place further emphasis on: 1) U.S. Indian treaty law, 2) international laws affecting Indigenous peoples, 3) the history of colonization, and 4) decolonization in theory and practice. Others emphasize the importance of emphasizing familiarity with methods of the natural and social sciences. Yet others focus on the critical need to develop basic research, analysis, and writing skills.
- Strengthening our curriculum, made ever more complex by the challenge of keeping up-to-date on course offerings with Indigenous content by a large range of affiliated and other faculty. It is impossible to cross-list all relevant courses and extremely difficult to advise students in an an effective fashion, especially given the global scope and flexibility in individual areas of specialization.
• Improving external funding from both public and private sources to strengthen recruitment and support of high quality students and to sustain additional faculty and student research.

• Developing and sustaining an undergraduate major in Global Indigenous Nations Studies without placing undue burdens on limited staff and faculty resources. Enrollments in GINSF courses remain low while general interest level among students in Indigenous peoples, their histories, and their experiences grow.

• Promoting a national and international profile that will attract capable graduate students with a diverse range of interests. Our program is currently heavily occupied with providing advice and special attention to students who are making difficult cultural and educational transitions. Our limited funding makes it difficult for us to compete with other, better funded programs for high quality Native American students. The value of our unique global approach is not well understood by prospective students.

• Promoting diversity among KU faculty. While we have been successful at attracting minority students, neither our core nor our affiliated faculty represent the level of diversity that is expected in a program such as ours. Two of the program’s previous Directors and one Acting Director have been Native Americans. The University must develop an effective strategy for identifying and hiring a Director with a national reputation as an Indigenous scholar.

• Clarifying University policy on Native identity. At least one faculty member insists that the program abide by the American Indian and Alaskan Native Professors’ Association Statement on Ethnic Fraud. However, there is not a universal consensus on this issue.

• Defining strategies for obtaining additional scholarship funds to attract and support both Indigenous and non-Indigenous graduate students.
Mission
The mission of the Global Indigenous Nations Studies Program (GINSP) is to foster and promote scholarship focused on understanding the experiences and improving the lives of indigenous peoples around the world. GINSP accomplishes this goal by supporting faculty research, student training, and applied efforts. It promotes cross-cultural issues such as decolonization, empowerment, environmental resource management, ethnic and legal identity, globalization, human rights, languages, public health, social injustice, traditional beliefs, and tribal sovereignty. The program prepares students for careers in education, policy and decision-making, research, and applied disciplines by providing them with an interdisciplinary perspective on the study of indigenous peoples. The program offers one Master’s degree.

Faculty
The Global Indigenous Nations Studies Program is one of the most diverse multidisciplinary programs at the University. Its affiliated KU faculty represent the following departments:

- Anthropology
- Ecology & Evolutionary Biology
- English
- Environmental Studies
- Geography
- KS Biological Survey
- Linguistics
- Political Science
- History
- Religious Studies
- School of Law
- Russian/East Europe/Eurasian Studies
- School of Law
- Turkic-Mongolic-Sinitic-Tibetic language contact with cooperative documentation/archiving projects

The faculty is experienced in the following areas:

- Native American/world Indigenous literatures, intersection of gender/land/law in Native communities
- Archaeology; ceramic analysis, cultural ecology, method and theory; computational linguistics; cross-linguistic study of language acquisition; language processing; Mayan and Mixe-Zoquean linguistics; Mesoamerica, South America, Central America
- Early American history, including Indigenous responses to colonialism and environmental change
- Ethnicity/languages of Central Asia and China, discourse analysis, endangered language documentation/multimedia annotation/archiving, ethno-poetics, language loss/revitalization, language resources/technology, linguistic field methods and data processing, Turkic-Mongolic-Sinitic-Tibetic language contact with cooperative documentation/archiving projects
- Federal Indian law/policy, international law, tribal governments
- First Nations/Native American religions; performance and play in the study of religions; ritual studies; theory and method in the study of religions; U.S. religious history
- Hawai’i Indigenous self-determination with particular focus on areas of resource management and political activism
- History (Kansas and U.S.) of gender/race in African American and Native American education
- Indigenous knowledge and science, environmental justice, evolutionary ecology and population biology, indigenous methods of natural resource management
- Indigenous history in the U.S. and Latin America, activism, Choctaw history and culture, indigenous women, repatriation, stereotyping, traditional indigenous sustenance
- Plant communities, conservation and native plants and their uses throughout the Great Plains/Kansas/Midwest/Rocky Mountain states, prairie and wetland restoration
- Property law, Indian law, natural resource lands, western U.S. ethno-botany and plant communities
- Representation of place in map design, historical geography, indigenous cartographies
- Slavic languages and literatures, Russian area studies, Russian literature
Master’s Degree
The Master’s degree has placed special attention on acknowledging the expertise of students from minority academic experiences and cultural backgrounds, which may have included discrimination, inequality, injustice, and severe financial disadvantages. As the external review report of April 2010 states, “the GINSP has a unique standing among American Indian/Native American Studies programs throughout the United States, that is, the presence of Haskell Indian Nations University in the same community and its past relationships with Haskell.” This program represents a unique opportunity to build bridges for students from both Haskell Indian Nations University (who represent up to 50% of GINSP graduate students) and the University of Kansas. It also states “the program represents only one of two programs at the University of Kansas that focus on U.S. ethnic communities.” The program prepares graduates to assume leadership and policy-making roles in a variety of professions as well as to pursue further graduate study.

The GINSP M.A. program collaborates with the School of Law at the University of Kansas in offering a joint degree with the Tribal Law and Government Center (School of Law). It also offers a World Indigenous Graduate Exchange program (WIGE) at two locations: University of Oulu, Finland and University of Newcastle, Australia. Currently, the program collaborates with many KU departments, including indigenous presenters’ series and faculty lectures/visits. It also collaborates with the Center of Latin American Studies and the Hall Center for the Humanities.

Changes as a Result of the Review Process
In response to the April 2010 external review, the College of Liberal Arts and Sciences is undertaking a major restructuring of the program. It is doing so on the recommendation of two task forces. The first of these will propose new program-governing methodologies and curriculum enhancements. These may include an undergraduate minor or major, a graduate certificate for students in other departments, and collaboration with Haskell Indian Nations University for a new, pre-graduate program at the Haskell campus. A second task force will make recommendations aimed at better serving the non-academic needs of Native American and other Indigenous graduate students across the entire KU spectrum of educational units.

Overall Evaluation
This program has made significant contributions to the diversity of the graduate student body at KU, with special emphasis on Native American and Indigenous students. The program is in transition but has a solid future. Because of KU’s experience in research and teaching expertise oriented to Indigenous peoples, this program has been strengthened by related, recent KU undertakings in the areas of Indigenous studies, faculty hires, and grants received. In the past few years, KU has increased its number of faculty with Indigenous expertise to include recent tenure-track appointments in the departments of Anthropology, English, and Geography. The Department of History has recently hired a tenure-track faculty member whose research emphasizes race and ethnicity in Colonial Latin America, imperialism in the Atlantic world, the African diaspora, and African-Indigenous relations. The work of the two current task forces will be critical for charting a future course for the ongoing success of this program.