

## **Assurance Argument**

# **Institute of American Indian & Alaska Native Culture & Arts Development**

**Review date: 3/4/2024**

# 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1.A - Core Component 1.A

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The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

## Argument

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### 1.A.1 - The mission was developed through a process suited to the context of the institution.

[IAIA's mission](#) is to "empower creativity and leadership in Indigenous arts and cultures through higher education, lifelong learning, and community engagement."

Before 2006, IAIA's long-standing mission was "to serve as a multi-tribal center of higher education dedicated to the preservation, study, creative application, and contemporary expression of American Indian and Alaska Native arts and cultures." Upon his arrival in 2007, President Martin initiated an inclusive strategic planning process. The [President's 2012 Planning Circle](#) was established by the Board of Trustees (BOT) in October 2007. The group was tasked with creating a combined mission document and strategic plan, ultimately entitled Plan 2012. This inclusive process allowed the Planning Circle to schedule several retreats to discuss and develop IAIA's vision, mission, core values, and priorities. Drafts of Plan 2012 were presented to stakeholder focus groups. These focus groups allowed for different perspectives to be included in the process. This inclusive strategic planning process continues today. In August 2021, President Martin appointed IAIA representatives from faculty, staff, and students to serve on the Strategic Planning Committee 2025. He also invited one BOT member and one IAIA Foundation Board member to serve on the committee. Using the Planning Circle model, the [Strategic Planning Committee](#) (SPC) met regularly to revise the Vision, Mission, and Values statements and the Strategic Plan 2025. The SPC scheduled retreats in October and November of 2021 with the goal of producing a draft of the Strategic Plan ready to be presented to IAIA stakeholder groups. During the of Spring 2022, the SPC met with the President's Cabinet and scheduled several focus group presentations to the Faculty Council, Associated Student Government, the Staff Council, the BOT, and the Foundation Board. Some of the revisions made to

the Mission, Vision, and Values statements included:

- Replaced “Native American” with “Indigenous” to better reflect that IAIA serves not only people of Native American descent but also other native groups like Alaskan Natives, Native Hawaiians, First Nations, as well as other peoples with a shared identity.
- Replaced “outreach” with “community engagement” to reflect the reciprocity IAIA has with its stakeholders and community partnerships.
- The word “globally” was included in the vision statement.
- In the Values statement, Sustainability was replaced with Stewardship. And Leadership and Environment were added.
- Strategic Directions replaced Mission Objectives as a nod of respect to the Four Directions. The Four Directions in many Indigenous communities encompass a variety of sacred elements that reflect the interconnections of life and the natural world.

[Feedback](#) about these changes was gathered during the focus group presentations to all stakeholder groups in Spring 2022. Feedback from these stakeholder groups was incorporated into a new draft of the Strategic Plan that was presented to the President’s Cabinet and then to the Board of Trustees for approval. On May 12, 2022, the [Board of Trustees passed the resolution](#) adopting the IAIA Strategic Plan 2025.

**1.A.2 - The mission and related statements are current and reference the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.**

[IAIA's mission](#) is to *empower creativity and leadership in Indigenous arts and culture*. The IAIA academic programs provide a strong educational foundation for future leaders who will be prepared to utilize the power of art and culture to enrich their communities. All academic programs at IAIA strive to empower both creativity and leadership in our students. Some examples include the following courses:

- [All AFA and BFA programs](#) require students to take IDST150 Indigenous Communications and Leadership. This course allows students to practice the art of oratory in multiple contexts and through various technologies. Students explore Indigenous approaches to leadership through selected readings and research as well as the study of skillful speakers and practice in the art of effective oral communication and presentation.
- [JEWL290 Jewelry/Metals Internship](#)
- places students at host institutions and allows them to spend concentrated time with professionals in the area related to their art, education, or research.
- [MUSM190 Art & Exhibit Preparation](#) is designed for degree-seeking students. This course introduces the practical elements of preparing artwork for exhibition. Students learn to mat and frame two-dimensional art, prepare brackets, mounts, and pedestals for three-dimensional objects, and utilize cases, mannequins, and other forms of display for three-dimensional artwork. They also have an opportunity to participate in exhibit installation, gallery openings, and de-installation.

In all the degree plans, as students move into their upper-level coursework, they can engage in internships that require leadership skills. One example is the [Journey Home internship](#) available to

students in any degree program and enrolled in a tribe from the Pacific Northwest, Upper Midwest, Southwest, Idaho, or Montana. With this internship, students return to their tribal communities and engage in an experiential learning project.

Many BFA programs also require the students to take upper-level leadership courses. For example, a BFA in Performing Arts requires students to take [PERF440 Community Arts Leadership](#). This class aims to foster students' ability to apply the performing arts as a catalyst for change in their communities. The students will initiate empowerment workshops to inspire dialogue and explore academic disciplines in schools and communities.

A Principle of Practice at IAIA is that the classroom is “an environment in which multiple voices and viewpoints are encouraged; and students are safe to share their experiences, perceptions and creativity.” The General Education curriculum required by all degree-seeking students are designed to enhance the student's ability to “create and express new ideas and serve as the foundation” for the student's education by addressing [IAIA's core competencies](#). These core competencies include:

- Generate self-identity and appreciation for diverse knowledge.
- Apply critical and creative thinking to learning processes and course assignments.
- Acquire and employ academic skills necessary for student success.

The IAIA Museum of Contemporary Native Arts empowers creativity in Indigenous communities around the world by curating exhibits on contemporary Indigenous art.

IAIA's [Artist in Residence program](#) (A-i-R) provides opportunities for Indigenous artists to come to the IAIA campus to create artwork and teach IAIA students through their work.

Other Academic offerings such as Indigenous Business and Entrepreneurship, Indigenous Liberal Studies, Museum Studies, Native American Art History, and Cultural Administration provide our students with opportunities to explore and develop Indigenous knowledge for leadership and scholarship. For example, the [learning outcomes of the Indigenous Liberal Studies](#) program are based on a commitment to understand our relationship to our communities and place, Indigenous Knowledge, and its application in the 21st century.

There are extensive ways for students to take on leadership roles in co-curricular activities. One example of leadership opportunities for students at all levels can be found in the [Associated Student Government](#), where students take leadership roles in representing the many voices of our students. Another example can be found in the [Alpha Chi Honorary society](#), an organization that promotes leadership in academic excellence.

IAIA's Research Center for Contemporary Native Arts (RCCNA) was established to support IAIA's dedication to advancing scholarship, discourse, and interpretation of contemporary Native art for regional, national, and international audiences. RCCNA streamlines access to the Museum of Contemporary Native Arts (MoCNA) permanent collection and the IAIA archives by providing a “one-stop-shop” to students, artists, scholars, and community members. RCCNA patrons now have simultaneous online access to [MoCNA's 9000+ Contemporary Indigenous artworks](#) and the [IAIA Archival holdings](#) that document the activities of significant Native American artists and arts advocates. RCCNA will provide references, research support, workshops, internships, fellowships, artist residencies, exhibitions, and curriculum development, and has an active acquisition program for art and archival materials.

IAIA's mission is achieved through higher education, lifelong learning, and community engagement. These goals are achieved through the higher education coursework and co-curricular programs offered by IAIA. Lifelong learning opportunities are made available to students and local community members (including people living in New Mexico's Native communities) through [IAIA's Continuing Education](#) programming. Outreach to the community is a key component of many departments at IAIA but can most significantly be seen in the outreach conducted to the community and visitors to Santa Fe at the Museum of Contemporary Native Arts. Outreach is also a strong component of the [Land-Grant Programs](#). The Land-Grant works with Tribal Communities across the country and focuses on promoting healthy Native communities by providing agriculture education through culturally accepted outreach education programs. Through IAIA's Land-Grant outreach, community members can gain the skills and knowledge to successfully achieve their agricultural endeavors, ensure food security through sustainable practices, and enhance their health and wellness—becoming contributing and thriving members of their communities.

The institution's [enrollment profile](#) reflects its commitment to Indigenous Peoples. In Fall 2023, 79% of our undergraduate students identified as American Indian or Alaska Native, representing 94 Tribal Nations.

### **1.A.3 The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.**

Mission, Vision, and Values Statements describe the nature, scope, and intended constituents of the services provided by the institution. IAIA's Mission Statement expresses the institution's commitment to empower our students with "creativity and leadership in Indigenous arts and cultures through higher education, lifelong learning, and community engagement." Our Vision Statement declares our expectation to be the "premier educational institution elevating Indigenous arts and cultures globally." Our Values Statement embraces the scope of our mission by acknowledging that IAIA's faculty and staff value student success, uphold high academic standards, encourage bold expression in art and life, and foster an appreciation of cultures and identities.

The 2025 Strategic Plan translates these values into actionable points, with particular emphasis on the [Strategic Direction of Student Success](#): Using an Indigenous framework, the Institute of American Indian Arts will provide increased opportunities for our students to achieve their goals. The priority of this Strategic Direction is to build and strengthen instructional and non-instructional programs, services, and activities that support student achievement, as well as to Increase financial resources that will enable students to achieve their goals.

### **1.A.4 The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission**

IAIA's academic offerings, student support services, and enrollment profile are consistent with our stated mission to "empower creativity and leadership in Indigenous arts and cultures". This is evidenced by the degree programs we offer, which all focus on Indigenous arts and cultures.

The support services provided to our students are further proof that IAIA strives to empower our students in Indigenous arts and cultures. The following is a partial list of support services provided to

our students that are consistent with our mission:

- The Financial Aid department aids students who are seeking help with the completion of the FAFSA (Free Application for Federal Student Aid), scholarship applications, and other financial resources.
- The [Learning Lab](#) offers up to 7 days and over 40 hours per week of academic assistance and support to students.
- [Community Food and Clothing Pantry](#)
- The IAIA [Mentorship program](#) is designed to provide students with a mentor who encourages, supports, and helps guide their academic journey as they prepare for their career and/or life goals.
- The [Counseling](#) program offers an Indigenous Prevention, Expressive Arts & Traditional Healing Program, which encompasses the following components: expressive arts, art therapy, and individual and group support.

As stated in 1.A.2, our enrollment profile is consistent with the mission of the college and reflects our commitment to Indigenous peoples.

**1.A.5 The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.**

IAIA makes its [Mission, Vision, and Values Statements](#) available online and in print. The institution's website publishes these statements on the Mission and History webpage which can be found from the main page and every other page through the "About" drop-down menu at the top of each webpage. The Strategic Plan is posted in every IAIA building, and President Martin recites IAIA's Mission at the start of every community or public gathering. In addition, the Mission Statement is included in the signature of all employees and on business cards. A few examples of reports or publications that include the Mission Statement are:

- [College Catalog](#) (page 4)
- [Course Syllabus](#)
- [Student Handbook](#) (page 12)
- [Human Resources Policy Manual](#) (page 14)
- [The Master Plan](#) (page 5)

Stakeholders will find unit mission statements on the webpage or documentation of that unit, each supporting the College's mission. Some examples include:

- [Institutional Research's Mission Statement](#)
- [Museum of Contemporary Native Arts](#)
- [The Student Success Center](#)

Each academic program and the IAIA Library have a Guiding Statement published on their webpage and the college catalog.

## Sources

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- EVID\_2024 - 2016\_iaia\_asg\_constitution\_revised
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- EVID\_2024 - Counseling
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- EVID\_2024 - IAIA Archives
- Evid\_2024 - IAIA\_Strategic\_Plan\_2025
- EVID\_2024 - Land-Grant
- EVID\_2024 - Learning Lab
- EVID\_2024 - Mentoring Program Information Action Plan Agreement
- EVID\_2024 - MOCNA Collection Web
- EVID\_2024 - MOCNA Mission
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- EVID\_2024 - RCCNA\_Web
- EVID\_2024 - Schedule for Plan 2025
- Evid\_2024 - Strategic Plan Resolution 2022\_05\_12
- EVID\_2024 - Student Success Web
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- EVID\_2024 - TCU Program USDA Land Grant
- EVID\_2024 Alpha Chi Honor Society
- EVID\_2024 Plan 2012 Planning Circle
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## 1.B - Core Component 1.B

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The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

### Argument

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#### **1.B.1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.**

Many actions and decisions have been made through the years at IAIA that serve the public good and reflect IAIA's public obligation. The institution is actively involved with its community. Each year, IAIA offers several community education courses and activities. The [58 community education events](#) offered to the IAIA community and the public during the 2022-2023 academic year is published in the Fall 2023 *AIHEC American Indian Measures for Success* (AIMS) report. These community events were offered by IAIA's Academic departments, Student Life, Continuing Education, the Museum of Contemporary Native Arts (MoCNA), and IAIA's Land-Grant Program.

### Academic Program

The IAIA [Artist-in-Residence \(A-i-R\) Program](#) hosts artists for variable-length residencies taking place on the Institute of American Indian Arts (IAIA) campus in Santa Fe, New Mexico, during the Academic year. Each A-i-R program provides opportunities for Native and First Nations artists to travel to the IAIA campus for a meaningful period of artmaking and interaction with IAIA students, staff, and the Santa Fe arts community. The A-i-R welcoming and farewell events are advertised to the Santa Fe community through our social media accounts, email, and the local paper. These events are free and open to the public. Some A-i-R artists will offer workshops that are open to the public.

The IAIA Library provides services to non-student community members who visit IAIA. The Library is a member of the [New Mexico Consortium of Academic Libraries](#) (NMCAL). As a member of NMCAL New Mexico, students, faculty, and staff may directly borrow books and other material from other NMCAL participating colleges and universities around the state through [NMCAL's Passport Program](#).

As stated in 1.a.2, RCCNA supports IAIA's dedication to advancing scholarship, discourse, and interpretation of contemporary Native art for regional, national, and international audiences. MoCNA's permanent collection and the IAIA archives provide a "one-stop-shop" to students, artists, scholars, and community members.



## **Student Life**

This department is responsible for organizing IAIA's annual [Powwows](#) in early May and mid-October. These Powwows are open to the public and bring participants from throughout the western U.S. and Canada. During the Fall 2023 Powwow, IAIA held a vaccination clinic that was also available for the public.

## **Museum of Contemporary Native Arts**

The IAIA Museum of Contemporary Native Arts (MoCNA) is the country's only museum for exhibiting, collecting, and interpreting the most progressive work of contemporary Native artists. MoCNA is dedicated solely to advancing the scholarship, discourse, and interpretation of contemporary Native art for regional, national, and international audiences. MoCNA formation was mandated in IAIA's enabling legislation. It is located in the heart of downtown Santa Fe, across from the Cathedral Basilica of Saint Francis of Assisi. The museum publishes scholarly books and catalogs that advance the importance of contemporary Native arts. The most recent publication, "Making History: IAIA Museum of Contemporary Native Arts," was published in 2020 to coincide with IAIA's "[Making History: Celebrating 60 Years of IAIA and 50 Years of MoCNA](#)". MoCNA's exhibitions, programs and collection nurture and grow the Institute of American Indian Arts legacy, college community, and curriculum across academic and artistic disciplines. In 2022 the Museum had over 30,000 visitors.

## **Land-Grant Programs**

IAIA's Land-Grant program supports the IAIA Mission and Vision, and the mission of the USDA. As stated above the Land-Grant program provides agriculture education through culturally accepted outreach education programs to Tribal Communities across the country, as well as to IAIA students, faculty, and staff, through culturally appropriate outreach education programs. Through IAIA Land-Grant programs, community members gain the skills and knowledge to successfully achieve their agricultural endeavors, ensure food security through sustainable practices, and enhance their health and wellness—becoming contributing and thriving members of their communities.

One example of programs offered to the public was the Spring 2021 "[The 4 Directions Projections: Sharing Traditional and Contemporary Indigenous Knowledge to Nurture People, Revere Places, and Promote Purpose](#)" webinar series. This series featured 11 guest speakers sharing Traditional Ecological Knowledge (TEK) from coast to coast and was offered once a week for approximately one hour on Wednesday evenings. The topics covered included Seed Preservation and Protection, Restoration of Acoma Pueblo Food Systems, and Cedar as an Art Form.

## **Continuing Education**

IAIA Continuing Education (CE) is committed to providing comprehensive training and adult education for the advancement and growth in workforce skills, lifelong learning, and empowerment through community-based learning opportunities. IAIA CE works with Native organizations, tribal communities, and individuals around the country through our CE educational and training offerings. This can include many formats, including courses, workshops, training sessions, conferences and

symposiums.

IAIA CE formally recognizes learning by electronically issuing [Continuing Education Units \(CEUs\)](#) and [IAIA Badges](#) to participants as a record of non-credit educational and professional development activities. An example of course offerings can be seen in the [Fall 2023 Continuing Education Class Catalog](#).

### **1.B.2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

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IAIA's educational duties are the primary responsibility over all other purposes. As a public institution of higher education, IAIA's purpose is not to generate financial returns. It functions independently, and as such, has no investors. It does not remit funds to external constituents with regard to finances. Its responsibility is to taxpayers and its students. IAIA fosters relationships with external constituents to support its students and not for financial gain.

In his [report to the U.S. Senate's Special Sub-committee on Indian Education](#), Lloyd Kiva New (the founding president of IAIA) stated that the U.S. education system failed Native American students due "to the fact that Indian education, from its beginning, was based on a policy of coercive acculturation." (Lloyd, 1969) In order to give Native American students, the support needed to succeed the academic setting must honor the student's racial heritage and encourage the student to "turn his cultural wealth into negotiable assets. He must be encouraged to retain his Indian identity and be shown how to relate it in a constructive and productive way to the modern world." (Lloyd, 1969) Our Mission Statement reflects that we continue to provide an academic environment that honors each student's heritage and culture with the goal of empowering our students. We provide educational opportunities to students from many [tribal communities, states, and countries](#).

[The institution operates under the direction and control of the Board of Trustees](#), whose members are appointed by the President of the United States, as an autonomous, public university with no private investors or a parent organization.

### **1.B.3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.**

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IAIA is committed to understanding and responding to the needs of our external constituents. To this end, IAIA faculty, staff and administrators serve on community boards and are members of community organizations. A few examples are:

- IAIA President, Dr. Robert Martin is a member of the HLC Board of Trustees, a member of the Board for the Lensic Performing Arts Center, and a member of the American Indian Higher Education Consortium (AIHEC) Board.

- MoCNA Director, Patsy Philips is a member of the American Alliance of Museums Board of Directors
- Sara Quimby, Library Director, was named Vice-President Elect, to be President of the NM Consortium of Academic Libraries in 2023.
- Professor Stephen Wall spent 11 years with the Mescalero Tribal Court, serving as Prosecutor and as Chief Judge. In 2023, Professor Wall published the book *American Indian Tribal Governance: A Critical Perspective*

In 2021, IAIA's President began talks with [Nike](#) regarding a collaboration to expanding educational and employment opportunities for IAIA students through creative design coursework development and instruction, internships, mentoring, and enhancing career pathways for permanent employment. Furthermore, in May 2023, two students were awarded summer internship at Nike's Color Design and Jordan's 3D Design.

The Continuing Education (CE) program works with Native organizations, tribal communities, and individuals nationwide through our CE educational and training offerings. The Fall 2023 CE schedule can be seen [here](#).

The IAIA Museum of Contemporary Native Arts (MoCNA) is dedicated to increasing public understanding and appreciation of contemporary Native art, history and culture through presentation, collection, and acquisition, preservation, and interpretation. MoCNA is recognized as the preeminent organizer of exhibitions devoted exclusively to displaying of dynamic and diverse arts practices representative of Native North America. In 2023, MoCNA was named as one of the [top ten art museums](#) in the United States by USA Today Readers.

RCCNA is currently under construction and will soon provide a "one-stop-shop" for reference, research support, workshops, internships, fellowships, artist residencies, exhibitions, and curriculum development, and has an active acquisition program for art and archival materials.

The Dual Credit Program at IAIA allows New Mexico high school students to take college courses and earn both high school and college credit. Dual Credit students can enroll in courses that teach [elementary Navajo and other Tribal languages](#).

The [Alumni Association](#) extends access to the IAIA Library, the Holiday Art Market participation, and networking opportunities to its members. The 2022 Holiday Market, hosted by the Alumni Office featured 102 vendors consisting of 32 current IAIA students, 34 alums, 8 faculty or staff, and almost 30 additional Indigenous artists from outside the IAIA community. Approximately 1,400 visitors attended the market.

## Sources

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- EVID\_2024 – Enabling Legislation
- EVID\_2024 - Fall 2023 CE Class Catalog
- EVID\_2024 - IAIA 2023 Fall Fact Sheet
- EVID\_2024 - In Pursuit of Indian Education LKN to US Senate
- EVID\_2024 - MOCNA Making History
- EVID\_2024 - MoCNA Top Ten Museums
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- EVID\_2024 - NMCAL Membership
- EVID\_2024 - NMCAL Passport
- EVID\_2024 -Alumni Association

## 1.C - Core Component 1.C

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The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

### Argument

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#### 1.C.1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

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As stated above, IAIA was established to give Native American students the support needed to succeed in the academic setting and specifically to assist Native American students in turning their cultural wealth into negotiable assets. Developing a culturally appropriate curriculum and academic environment that supports our students' success requires implementing programs fostering community and cultural belonging. The sentiment expressed by President Kiva New continues to be the goal for our students. This is reflected in our mission statement, which aims to empower creativity and leadership in Indigenous arts and cultures through higher education. It is also reflected in our curriculum.

[IAIA offers internships](#) that place students in an existing organization to learn directly from fellow employees, volunteers, clients, and others. It also offers apprenticeships, allowing students to receive one-on-one mentoring with an elder, a master artist, or a cultural expert.

In 2022, IAIA administered the Strategic National Arts Alumni Project (SNAAP) survey. From the [SNAAP survey results](#), we learned that compared to graduates from other art schools, our graduates were generally more satisfied with their career preparation experiences at IAIA. For example, 58% of IAIA graduates were satisfied with their exposure to a broad view of career options, both in and out of the arts and design, compared to 29% of graduates from all other SNAAP schools. Sixty-seven percent of IAIA graduates were satisfied with the quality of their career advice, compared to 36% of graduates from all other SNAAP schools.

The graduates were also more satisfied with the experiences that helped them to become informed citizens. For example, 95% of IAIA graduates reported learning about matters of racial justice or social equity within their IAIA coursework. Eighty-one percent (81%) of our graduates reported working on a project in a role serving the local Community. The liberal arts-oriented courses taken at IAIA provide the foundational skills that helped them to become informed citizens, and the co-curriculum and experiential learning available at IAIA complement these skills and provide an opportunity to learn how to put them into action.

### **1.C.2.The institution’s processes and activities demonstrate inclusive and equitable treatment of diverse populations.**

IAIA is a multi-nation institution with Indigenous students representing [79% of our undergraduate students and coming from over 90 Tribal Nations](#). Each of the Tribal communities represented by our students is unique, and each has its own history and culture. Because we serve students from a variety of Tribal Nations, IAIA uses an Indigenous framework for teaching and learning. Developing a culturally appropriate curriculum and academic environment that supports our students' success requires implementing programs fostering community and cultural belonging. An Indigenous framework is an approach that allows for Indigenous values to be fused into our academic programs and student services.

IAIA values the diversity reflected in our community of students, faculty, and staff. We are committed to promoting tolerance and acceptance, and fostering a culture of inclusion and empowerment for all. This year, IAIA hired a Director of Inclusion, Equity, and Accessibility. The [IEA Director](#) serves as a resource for students, faculty, and staff regarding campus equal opportunity matters. The Director oversees the equitable intake, investigation, processing, final reports, and timely resolution of all student ADA, discrimination, harassment, and retaliation cases. The [Director will lead the college](#) in developing an equity plan that ensures IAIA does not discriminate based on race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, sexual orientation or any other current or future protected class.

Our [Strategic Plan](#) includes a values statement of diversity, equity, and inclusion. Equity and student success are part of the framework to conduct future equity work, increase the percentage of students who achieve their academic goals, and build upon IAIA’s work of cultural preservation and revitalization.

During the 2022-23 academic year we launched our [Master of Fine Arts in Cultural Administration](#) (MFACA). The MFACA is the first of its kind to focus on Indigenous Arts and Cultures nationally and internationally, and it is focused on social equity and the support of cultural community growth. The MFACA integrates administrative tools and techniques with socially engaged leadership by the blending of organization skills and community outreach programming.

IAIA’s role is to serve Native Americans and, at the same time, our larger multicultural society. The [ninety-four Tribal Nations](#) represented in the student population are evidence that within the Indigenous community, the institution is multicultural. To emphasize these dual roles, the [mission statement document](#) include the core value of respect: “Fostering an understanding of cultures, perspectives, and identities.” The College successfully collaborates with other higher education institutions to benefit our students. As a member of the American Indian Higher Education Consortium (AIHEC) and the American Indian College Fund (AICF), IAIA collaborates with other Tribal Colleges and Universities (TCUs) to increase awareness about the tribal college movement and the needs of Native students at the national level.

## **Sources**

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- EVID\_2024 - MFACA Announced
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## 1.S - Criterion 1 - Summary

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Summary

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The mission of the Institute of American Indian Arts (IAIA) is dedicated to empowering creativity and leadership in Indigenous arts and cultures through higher education, community engagement, and lifelong learning. Our mission statement is reflected in the diverse academic programs we offer. These programs are designed to emphasize Indigenous knowledge, critical thinking, and develop leadership skills.

Guided by the inclusive Planning Circle model, IAIA revised the mission, vision, and values statement through development of the Strategic Plan 2025, focusing on student success, instructional programs, and financial resources.

IAIA actively engages with communities through programs like Land-Grant, Continuing Education, and outreach initiatives, promoting cultural preservation and revitalization.

The institution values diversity and is guided by an Indigenous framework. IAIA appointed a Director of Diversity, Equity, Inclusion & Accessibility to oversee matters of equity and diversity.

IAIA collaborates with external organizations like Nike, participates in community events, and supports alumni through networking opportunities and access to resources. And the Institute combines academic excellence with community engagement, diversity, and a commitment to advancing Indigenous arts and cultures globally.

### Sources

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

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The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

### Argument

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#### 2.A.1 The institution develops, and the governing board adopts the mission.

IAIA's [mission](#), "to empower creativity and leadership in Indigenous arts and cultures through higher education, lifelong learning, and community engagement," was updated in 2022 as part of an institution-wide strategic planning process that produced IAIA's Strategic Plan 2025. The values and directions in the strategic plan were written with [input from faculty, administration, and the student body](#). Some of the strategic directions are reflected in the strategic plans of other IAIA units. For example, IAIA's Strategic Directions of "advancing contemporary Indigenous arts and cultures, and our unique role, through our academic, museum, and Land-Grant programs" is reflected in the [Board of Trustees goals of the Institutional Advancement Committee](#) increasing collaboration with the IAIA Foundation board and the Board of Trustees Museum Committee partnering with art collectors to enhance the museum's collections. On May 12, 2022, the [Board of Trustees approved](#) the "Strategic Plan 2025 for Advancing the Institute of American Indian Arts' (IAIA) Mission and Vision" to serve as the guide in the development of annual work plans and allocation of resources to ensure that IAIA accomplishes its mission.

#### 2.A.2 The institution operates with integrity in its financial, academic, human resources and auxiliary functions

IAIA acts with integrity and takes its ethical policies and practices seriously. Many published policies apply to all members of the community: Board members, students, faculty, and staff. Not only do those policies exist, but they are also followed and updated regularly to reflect changes in circumstances. Some of the documents that address integrity, as well as ethical and responsible conduct, include:

- [Americans with Disabilities](#)
- [Board of Trustees Handbook](#)
- [College Catalog](#)

- [Drug Free Campus Policy](#)
- [Enabling Legislation](#)
- [Faculty Handbook](#)
- [Family Housing Handbook](#)
- [Finance Office Policies & Procedures Manual](#)
- [Financial Aid Policy and Procedures](#)
- [Gift Acceptance Policy](#)
- [Human Resources Policy Manual](#)
- [Museum Policies and Procedures Manual](#)
- [Strategic Plan 2025 for Advancing the Institute of American Indian Arts' \(IAIA\) Mission and Vision](#)
- [Student Handbook](#)
- [Students Bill of Rights](#)

IAIA operates with financial integrity. IAIA's Board of Trustees has a standing Finance and Audit Committee whose duties under the Board of Trustees Bylaws include overseeing the financial resources of IAIA, assuring all books and accounts are accurate, providing an annual financial statement to the Board, and recommending investments, policy and plans to them.

IAIA's financial operations fall under the oversight of the Vice President of Operations (VPO). The VPO ensures transparent communication of IAIA's financial status to the college community and the Board of Trustees through regular community gatherings and formal board meetings. Annually, IAIA undergoes an external audit, and in the most recent audit for FY 2022 and the past 10 audits, the institution received clean, unmodified audit opinions with no material weaknesses. The Finance and Administration staff strictly adhere to the policies and procedures outlined in the Financial Services Policies and Procedures Manual.

IAIA is transparent with our applicants and students regarding the financial obligation of attendance. The Office of Financial Aid shares significant information regarding financial assistance on its [website](#). This includes Student Emergency Aid, Higher Education Relief Fund, Financial Aid Workshops, Federal Student Aid, and Scholarships.

The Financial Aid office staff regularly reviews financial aid policies. As required by the Department of Education, IAIA reports quarterly on its expenditure of [Higher Education Emergency Relief Funds](#) (HEERF) I, CARES Act funds, and HEERF II Coronavirus Response and Relief Supplement Appropriations Act (CRRSAA) since the acts' implementation ([see pages 38 of the FY22 Financial Statements](#)).

The Financial Aid office is also subjected to an annual audit, which has received clean, unmodified audit opinions with no material weaknesses for the past 3 years ([see pages 39-40 of the FY22 Financial Statements](#)). Their policies are listed in the [Financial Aid Policies and Procedures](#) manual, with an abridged version also listed in the [College Catalog](#). Students can see a full breakdown of the cost of attendance and the payment policy on the [Tuition and Fees website](#).

IAIA's administration also operates with fair and ethical policies and processes. The Finance and Administrative Services Committee is a venue for discussing and recommending administrative policies and procedures. For example, the committee recently approved [a background check requirement](#) for students living in on-campus housing and work-study students. This decision demonstrates IAIA's commitment to implementing its policies addressing ethical conduct.

The Information Technology (IT) department works with administrative and faculty departments throughout the college to create, maintain, and publicize policies related to acceptable use of IAIA resources such as the network and email. Faculty and staff follow the [Network, Computer, and Communications Device Acceptable Use Policy](#) and the [E-Mail Acceptable Use Policy](#). Students follow similar email-use and networking policies outlined in the [College Catalog](#) (see pages 79-81).

As evidenced by well-defined policies and procedures, personnel integrity and appropriate conduct for students, faculty, and staff are critical at IAIA. The Employee Conduct Policies appear in the [Human Resources Policy Manual](#) (HRPM) along with the [Harassment and Sexual Harassment, Equal Employment Opportunity and Non-Discrimination, Indian Preference, Americans with Disabilities Act \(ADA\) policies](#). The implementation of and adherence to these policies are supported by [whistleblower, grievance process](#) found in the HRPM, and regular faculty and staff training. Staff at the director level, as well as the Board or higher are sent a [conflict-of-interest policy](#) annually. These staff are expected to review the policy and retain a copy for their records. They are also given an [Acknowledgement and Financial Interest Disclosure Statement](#) and expected to disclose any interests and relationships that could give rise to a Conflict of Interest. In a [survey administered in Spring of 2023](#), 87% of IAIA employees agreed with the statement “IAIA administration, faculty, and staff conduct themselves in an ethical manner”.

IAIA operates with academic integrity. Developing clear policies and procedures and informing students about them has always been a priority. The [Student Rights](#) are presented in the [Student Handbook](#) and expressly include the student’s right to be free from discrimination and the right to freedom of expression (see page 14). The right to privacy under the Family Educational Rights and Privacy Act (FERPA). FERPA statements are presented in several places, including the [College Catalog](#) (see page 56), the Student Handbook (see page 47), the [Faculty Handbook](#) (see page 19), the [Right to Know webpage](#), and the [Advising Handbook](#). Student responsibilities and the Student Code of Conduct are also published in the Student Handbook (see page 16). Student policy violation procedures and appeals processes for violations are also described throughout the Student Handbook (see pages 71-74).

The faculty follow a code of Academic Freedom and Professional Ethics, as published in the [Faculty Handbook](#) (see pages 23-240). The Faculty Handbook states that “IAIA recognizes that excellence in teaching is the most important attribute of a faculty member,” and qualities that are considered in assessing effective teaching include the attributes of integrity, open-mindedness, respectful, and compassionate concern for the student as a person and as a future professional.

Training on Title IX of the Education Amendments of 1972 is offered regularly for students, faculty, and staff. Video resources on Title IX and how to report claims are available on the [Title IX Resources webpage](#). Every semester the Title IX Coordinator offers several sessions of [Title IX Training](#) to various groups at IAIA. To further the adherence to these policies and to support an ethical, non-discriminatory culture within the college, and in accordance with the Biden administration’s June 2021 executive order advancing Diversity, Equity, Inclusion, and Accessibility, IAIA recently appointed a Director of Inclusion, Equity, and Accessibility.

IAIA operates with integrity with respect to its auxiliary operations. Residence Center policies and procedures include housing community member responsibilities, the housing contract, housing policies, and a roommate bill of rights. The [Family Housing Handbook](#) outlines all policies and rights for residents of the family housing apartments on campus.

IAIA has a [written contract with Bon Appetit](#), the food services contractor, that clearly state the

service terms. An [Amendment for Extension](#) was signed in 2015 and an extension to that contract was signed in 2021.

IAIA's governing board, the Board of Trustees, maintains fair and ethical policies and processes. To ensure transparency and ethical conduct, all Board of Trustees members are required to sign a [Conflict-of-Interest Acknowledgement and Financial Interest Disclosure Statement](#). IAIA's [Enabling Legislation](#) mandates compliance with federal laws, including but not limited to the American Indian Religious Freedom Act, the Archeological Resources Protection Act of 1979, the Native American Graves Protection and Repatriation Act, the National Historic Preservation Act, and all federal criminal laws. Board members annually participate in training on Board matters, IAIA policies, and related subjects to uphold adherence to these policies and regulations. Criteria 5.A specifically addresses the Board Fiscal Fiduciary Responsibilities training.

## Sources

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- EVID\_2024 - Tuition and Fees Web
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- IAIA Advisor Manual - v3- 11.17.23
- IAIA BOT Orientation Materials 2023 Final
- Title IX training dates

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

### Argument

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#### **2.B.1: The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships**

IAIA presents itself clearly and completely to both internal and external stakeholders through electronic media, print documents, and other means of advertisement, such as television, radio, and social media advertising.

Public disclosure statements for students and the public include the [Right to Know](#) webpage which includes information related to the Student Right to Know and Campus Security Act of 1990s and other key information, including:

- Accreditation Information
- Alcohol and Drug Policy
- Campus Crime Statistics
- Campus Safety and Fire Safety Report
- Discrimination Harassment and Retaliation Policy
- FERPA Policy
- Cost of Attendance
- Financial Aid Policies and Procedures
- Gainful Employment Information
- Retention and Graduation Rates
- Title IX and Discrimination, Harassment, and Retaliation Policy
- Withdrawal Policy

IAIA provides consistent and accurate information about itself in its printed and online documents. Costs, tuition and fees, and admissions requirements are listed in the [College Catalog](#) and on the [Right to Know webpage](#). Financial aid policies are listed in the [Financial Aid Policies and Procedures Manual](#). Much of this information is also presented at the [New Student Orientation](#) for incoming students prior to the start of each semester.

Faculty at IAIA establish clear expectations for students by providing syllabi at the start of each semester. These syllabi serve as comprehensive documents outlining the expectations for coursework and class material, ensuring transparent communication of academic requirements. Examples of



syllabi include:

- [ARTH211 –Native American Art History I](#)
- [CADM580 - Focused Readings & Research](#)
- [CINE 330 – Documentary Theory](#)
- [ENGL 099 – Basic English II](#)

Academic programs and requirements are listed in the [College Catalog](#). These include policies on the withdrawal process, probation, attendance, grading, academic standing, and graduation requirements. Specific academic program requirements are listed by department and transfer credit policies are also listed under “Admissions.”

IAIA publishes a Faculty and Staff List in the [College Catalog](#) and on the IAIA website. A Directory webpage is kept up to date through the Human Resources and Communications departments.

The nature of IAIA’s governance structure is outlined in [Enabling Legislation](#) Public Law 99-498 Title XV, in the [Board of Trustees Handbook](#), and in the [Human Resources Policy Manual](#). These documents are available on the IAIA website. The history and structure of the institution is described on the [Mission and History webpage](#). The [Board of Trustees membership](#) can be found on the Board of Trustees webpage. The BOT webpage includes photos of members, short biographies, tribal affiliations, and contact information.

IAIA is accredited through the Higher Learning Commission (HLC) and the HLC’s Mark of Accreditation Status is available through the [Right to Know webpage](#).

IAIA’s [Committee Structure](#) provides an organized system and process to obtain advice and input from the various College stakeholders. Institutional Committees are representative and include membership from faculty, staff, administrators, and students who provide different points of view and a mechanism for achieving consensus regarding optimum approaches for policies and procedures formulation. Several committees are charged with reviewing and analyzing current policies and procedures and making recommendations to the appropriate decision-making body. For example, the [Student Services Committee](#) meets monthly during the academic year to provide a forum to strengthen student services and retention, will review, analyze, and provide policy and procedure recommendations for student services programs; student activities; student counseling services, housing, financial aid and student accounts, retention programs, and student appeal procedures. These recommendations are presented to the President for approval.

**2.B.2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.**

IAIA provides students with the co-curricular, experiential learning, and opportunities for employment that attract many of our students. For example, the [American Indian Higher Education Consortium](#) (AIHEC) is a network of tribal colleges representing 37 Tribal Colleges and Universities (TCUs) in the United States. Each year IAIA students, staff, and faculty attend the [AIHEC Conference](#) and compete in various categories of learning, skill, and athletics. AIHEC provides leadership opportunities to TCU students and sponsors annual student sports and knowledge competitions.

IAIA also helps students to gain important work and experiential learning through established internship programs with partners including the [Georgia O'Keefe Museum](#), [Walt Disney Imagineering Internships](#), and [Nike](#), as well as various paid internships at arts organizations through the [Ascendium internship program](#).

Experiential learning and community engagement is also fostered through IAIA's vibrant [Artists-in-Residence](#) (A-i-R) program, funded by a grant from Margaret A. Cargill Philanthropies. The A-i-R program invites 12 Indigenous artists to campus each year. The Artists-in-Residence have studio time and create work on campus, meet with students in their classes, invite the community into their studios for observation, and exhibit their work. While artists-in-residence have always been an important part of IAIA's curriculum, the A-i-R program has allowed over forty artists from tribes nationwide to work on IAIA's campus.

IAIA received a [12-month grant](#) (with the potential for 4 additional years of funding) from the Small Business Administration's Office of Native American Affairs to deliver a series of Continuing Education classes in small business development that are available to Indigenous communities across the United States. This initiative, known as the [Small Economic and Enterprise Development Program](#) (SEED Program), was launched in Fall 2023. The SEED Program allows IAIA to provide additional business, marketing, and entrepreneurship classes in a low-stress, online, and non-credit-bearing environment to students across the United States. Students do not have to leave their current jobs or homes to attend since most of the class offerings are online.

IAIA is designated as a [USDA 1994 Land-Grant](#) institution that provides agriculture education to Indigenous communities across the country, and to IAIA's students, faculty, and staff, through culturally appropriate outreach education programs. The Land-Grant supports the [IAIA Climate Action Plan](#) that was signed in 2010 by increasing the re-vegetation and tree planting activities on our campus, while providing students with experiential learning and community-building opportunities.

Other extra-curricular activities are organized by the [Associated Student Government](#) (ASG) with oversight by the Dean of Students, the support of the Student Activities Coordination, and guided by the ASG Constitution. ASG also supports various student clubs which provide students with opportunities to gain leadership experience and further develop rewarding relationships with their peers.

IAIA's commitment to empower creativity in Indigenous arts and culture is evident in the course offerings and degree programs at the institution. All degree offerings include coursework specific to Indigenous cultures, and IAIA's [general education courses](#) ensure that students have a background in Indigenous Studies.

IAIA's Museum of Contemporary Native American Arts (MoCNA) reaches out to communities and people well beyond the IAIA campus. MoCNA attracts visitors from around the world and exposes them to contemporary Indigenous art. In addition to learning opportunities for visitors through lectures, guided tours, and exhibits, MoCNA provides experiential learning opportunities to IAIA [Museum Studies Certificate](#) students in the MoCNA collection. MoCNA received a \$3 million gift from the MacKenzie Scott Foundation in 2021 and was identified by the foundation as one of the ["286 Teams Empowering Voices the World Needs to Hear"](#). This acknowledgment demonstrates MoCNA's success in implementing IAIA's values of leadership and its advocacy for contemporary Indigenous arts and culture.

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- IAIA BOT Orientation Materials 2023 Final
- IAIA Partners with Walt Disney Imagineering
- Right to Know Page w links

## 2.C - Core Component 2.C

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The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

### Argument

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**2.C.1: The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.**

As stated in the [BOT Bylaws](#), members of the Board of Trustees are appointed by the President of the United States and with the advice and consent of the Senate from individuals widely recognized in the field of Native American art and culture and who represent diverse political views. Voting members of the board serve 6-year terms. The Board of Trustees is strongly committed to the growth and success of the College. Their meeting minutes, in total, reflect their keen interest in and concern for the institution. Examples of recent meeting deliberations can be found in [recent board meeting minutes](#).

IAIA's [Enabling Legislation](#) authorizes the board to formulate the College's policies, direct its management, and make the bylaws and rules it deems necessary to operate as a board. The Board of [Trustee Bylaws](#) further outline the board's responsibilities, including appointing an IAIA President, evaluating the President, submitting the budget to Congress, and voting on the institution's new programs and centers. Board member appointments are staggered, and no member can be removed during a term of office except upon a finding of just and sufficient cause by most of the board members. At the [Summer BOT meeting](#), Board members hold a retreat that typically includes special presentations or training. See Criterion 5.A.1 and Criterion 5.B.3 & 4 for additional details about Board training. New BOT members receive the [Board Handbook](#) and orientation material prior to their induction. On July 14, 2023, the White House announced that President Biden would be appointing five individuals to the College of American Indian Arts (IAIA) Board of Trustees, including Johnpaul Jones (Choctaw and Cherokee), Madeline Fielding Sayet (Mohegan), Jane Semple Umsted (Choctaw Nation of Oklahoma), Rose B. Simpson (Santa Clara Pueblo), and Manuelito Wheeler (Navajo Nation).

### **2.C.2: The governing board's deliberations reflect priorities to preserve and enhance the institution**

IAIA's Board of Trustees set [goals for each committee annually](#). Examples of goals include strengthening the partnership with the IAIA Foundation Board, reviewing audit committee best practices as defined by NACUBO, receiving training on financial roles and responsibilities, and increasing involvement in distance learning as guest speakers.

The Board of Trustees values input from IAIA faculty, staff, and students. The board regularly hears from these internal constituents during lunches with faculty and students after each Board of Trustees meeting held on IAIA's campus. The President of the Associate Student Government (ASG) is a non-voting member of the Board of Trustees, as required by the college's enabling legislation, and the ASG president and the Alumni Council present at each Board of Trustees meeting to keep its members aware of issues important to the student body.

A [Board Book](#) is sent to each Board of Trustees member before each quarterly meeting, which includes each IAIA department's progress on their annual work plan and any special activities or initiatives.

### **2.C.3: The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations**

IAIA's Board of Trustees recognizes the importance of and pursues relationships with external organizations. Board [goals for the 2023-2024](#) year include the Institutional Advancement Committee enhance its partnership with the IAIA Foundation, the Museum Committee will create vital partnerships with art collectors to enhance the museum's collection, and the Academic Affairs Committee will send at least one member to the Higher Learning Commission Conference each year.

### **2.C.4: The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties**

IAIA's [Enabling Legislation](#) requires the College to be non-political in nature, and to this end, the Office of Institutional Advancement, responsible for fundraising, has developed a [Memo of Understanding](#) (MOU) with the IAIA Foundation, a nonprofit entity responsible for fundraising for IAIA, to prevent conflict-of-interest, as well a [Gift Acceptance Policies](#). These policies create a separation of responsibility and ensure that donors or gifts do not unduly influence IAIA leadership and Board of Trustees members of the college. As previously stated, all Board of Trustees members also sign a [Conflict-of-Interest Acknowledgement and Financial Interest Disclosure Statement](#).

### **2.C.5: The governing board delegates day-to-day management of the institution's administration and expects the institution's faculty to oversee academic affairs.**

The Board expects day-to-day management to be handled by the college's administration. The primary duties and responsibilities section of the [Board of Trustees Handbook](#) states: "In carrying out his/her duties, the president may collaborate with the Board, but the establishment of operational

policies, contracting authority and administration, and hiring decisions are not within the scope of the Board's authorities."

IAIA's current President, Dr. Robert Martin, assumed his role in 2007, and the institution's growth and stability are attributed to his extensive experience and expertise. Dr. Martin has served as President at four tribal colleges over the past 30 years, establishing himself as one of the most experienced Tribal College leaders in the country. The day-to-day administrative structure initiated by President Martin includes eight direct reports, including his Executive Assistant. The [Organizational Chart](#) designates each part of the institution under the direction of a Cabinet member. The President and his direct reports convene as the [President's Cabinet twice per month](#), engaging in discussions that cover important matters solicited from all members, exploring potential solutions, and reaching resolutions.

Many of the President's Cabinet members themselves [chair a standing committee of the administration](#), such as the Dean's [Academic Programs and Policies Committee](#) and the Vice President of Operation's [Finance and Administration Committee](#). These committees develop detailed policies and procedures, communicate issues of importance from their various departments, and collaborate on progress toward institutional goals. Standing committees meet monthly, while other committees meet on an ad-hoc or semi-permanent basis.

The Dean of Academics and Provost oversee the day-to-day issues involving academic departments. The Dean chairs the Academic Policy and Procedures Committee (APPC). The Dean attends [Faculty Council meetings](#) on behalf of APPC.

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## 2.D - Core Component 2.D

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The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

### Argument

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#### **2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning**

As an arts institution, freedom of expression and academic freedom are fundamental tenets of IAIA and are essential components of the student's educational experience, emphasized and discussed by faculty and guaranteed by several institutional documents.

The [Student Handbook](#) expressly enumerates student rights, stating, "Students shall have certain academic rights and freedoms to include freedom of expression and protection against improper academic evaluations and improper disclosure.

IAIA's [values](#) include creativity, encouraging fearless expressions in art and life, and integrity, demanding honesty, accountability, and responsibility to one's community, oneself, and the world at large.

The Principles of Practice for IAIA Teachers Statement found in the [College Catalog](#) (page 88) states "IAIA classroom promotes an environment in which multiple voices and viewpoints are encouraged, and students are safe to share their experiences, perceptions, and creativity. We support this principle by actively engaging with our students in critical and creative dialogues about art and artmaking."

These principles are further emphasized in the [Faculty Handbook](#) (pages 23-25) statement affirming the 1940 academic freedom statement of the American Association of University Professors "... encourage the free pursuit of learning in their students". [Article II of the Constitution of the Faculty Council](#) states the Faculty Council "provides leadership in the development, maintenance, and evaluation of academic programs and educational standards, in the protection of academic freedom, in the advancement of IAIA, and in all matters of importance pertaining to IAIA policy concerning faculty affairs and academic affairs."

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## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

### Argument

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#### **2.E.1: Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior, and fiscal accountability.**

IAIA supports basic and applied research in a professional manner. The IAIA [Institutional Review Board](#) (IRB) is responsible for reviewing and approving research projects involving human participants to comply with federal requirements, including, but not limited to, Department of Health and Human Services policies. Any member of the IAIA community conducting research with human participants or anyone outside of the College who wishes to conduct research with human participants associated with IAIA must get approval from the IRB before initiating the research. The IRB ensures that the rights and well-being of human participants are protected. The process is overseen by the Institutional Research Department and the Academic Dean.

As a Tribal College with both undergraduate and graduate degree programs, it is essential that the College use responsible research methods, particularly when working with Indigenous communities. This goal is especially important for student research projects in the Indigenous Liberal Studies and Museum Studies departments.

The course [MUSM320 - Research Methods](#) (page 229) is required for students completing the Indigenous Liberal Studies and Museum Studies degrees. This class explores the acquisition and interpretation of knowledge, emphasizing a special research project chosen by students to explore the uses of primary and secondary research materials. The curriculum examines Western scholarly approaches in art history, ethnography, autobiography, and oral history, drawing connections to Indigenous scholarly traditions.

Faculty members play an important role in research ethics. The Faculty Code of Ethics in the [Faculty Handbook](#) states, among other things, that Faculty are "...intellectual guides and counselors to their students." The Faculty Handbook also states that creative and scholarly work are criteria for career promotion.

The IAIA Library provides [Research Guides](#) for students in effectively using research and information sources through classroom library instruction while engaging in research and writing. They also provide student reference services to guide them one-on-one through their research process

In a [student survey](#) conducted in Spring 2023, 96% of students agreed with the statement that “IAIA provides guidance in the ethics of research and the use of informational resources”.

### **2.E.2: The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.**

Academic honesty and integrity are critically important to IAIA. Respect and Integrity are two values included in our [Values Statement](#). The [College Catalog](#) includes a statement of academic honesty and integrity (see page 55). All course syllabi include statements of Academic Integrity and Plagiarism of Written Source Material. See the syllabus for [MUSM320](#) as an example.

Students are held to a high ethical standard, and assignments are designed to prevent plagiarism or academic dishonesty. Whenever possible, instructors use class or open lab times to require students to produce work of their creation. For example, in **PHOT121**, students must shoot, develop, and print their film. Another example is in **ARTS200**, where students use studio time in class to construct books based on previously demonstrated designs.

The library staff at IAIA is dedicated to ensuring that students comprehend the [ethical use of information](#) to prevent plagiarism and uphold the integrity of research projects and scholarly practices. IAIA students, faculty, and staff on the library website can utilize over [70 research guides, tutorials, and a live chat tool](#). Additionally, library staff conduct sessions on information literacy and research skills within classes, offering online and in-person one-on-one sessions during regular library hours. These resources are crucial in helping students acquire skills for identifying, accessing, critically evaluating, and ethically using pertinent information resources.

### **2.E.3: The institution provides students guidance in the ethics of research and use of information resources.**

Ethical use of information resources is particularly important to faculty, staff, and students at IAIA. The library staff follow the [American Library Association Ethical Standards](#) which include respecting intellectual property rights and advocating balance between the interests of information users and rights holders. The [College Catalog](#) requires that all users of IAIA technology respect all copyrights, including software copyrights. IAIA's [Technology Acceptable Use](#) policy states that users shall not reproduce copyrighted work without the owner's permission.

As mentioned in 2.E.2, MUSM320 includes a section on the ethics of conducting research with Indigenous communities and on Indigenous protocols, as documented in its syllabus.

[MUSM110 - Introduction to Repatriation: Reclaiming our Culture](#) (see page 228) investigates the fundamental aspects of cultural repatriation, exploring its impact on museum collections policy, practices, and collaboration with tribes. It delves into the historical context, examining the laws affecting Native Americans before the 1990 federal legislation on repatriation, such as the Native American Graves Protection and Repatriation Act.

The Museum Studies course [MUSM410 Cultural Reclamation and Intellectual Property Rights](#) reviews the Native American Graves Protection and Repatriation Act (NAGPRA) of 1990 and explores repatriation issues not covered under NAGPRA such as Intellectual Property Rights (IPR)

vs. Indigenous Property Protection & Responsibility (IPPR), biopiracy and the patenting of various cultural properties.

#### **2.E.4: The institution enforces policies on academic honesty and integrity.**

The Student Code of Conduct, published in the [Student Handbook](#), includes requirements and standards for academic honesty.

The Academic Dean, who handles academic honesty issues, reports that there were two cases involving academic honesty during the 2021-2022 and none in the 2022-2023 academic year.

With the rise of generative artificial intelligence (AI) tools like CHATGPT, IAIA faculty have engaged in discussions about the advantages and challenges associated with students using these tools. The current policy governing students' use of generative AI in coursework is outlined in the syllabi template and includes the following provisions:

1. All generative AI content in student writings must be clearly quoted as such.
2. All generative AI content/quotations must be cited correctly. (See LibGuides example from OWL at Purdue University)

Instructors are also permitted to use electronic resources, such as the AI detector ZeroGPT Checker, to ensure the integrity of students' work. Furthermore, instructors may incorporate personalized course requirements, such as incorporating personal experiences, referencing live course lectures, and citing various source types (e.g., reference books, peer-reviewed articles, and websites) for assignments and papers.

## **Sources**

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- EVID\_2024 - 2024 Assurance Argument - Student Survey
- Evid\_2024 - IAIA\_Strategic\_Plan\_2025
- EVID\_2024 - institutional\_review\_board
- EVID\_2024 - Lib Research Guides
- EVID\_2024 - Library Ethical Standard
- EVID\_2024 - Library Resource Guide ENGL101
- EVID\_2024 - Network Computer Communications Acceptable Use
- EVID\_2024 - Syllabus MUSM320- SP23
- EVID\_2024 - Syllabus MUSM410-D1 Ryker-Crawford J - SP22
- EVID\_2024 - Syllabus Template SP2024

## 2.S - Criterion 2 - Summary

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The institution acts with integrity; its conduct is ethical and responsible.

### Summary

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IAIA acts with integrity and has systems and policies in place that ensure that the organization operates ethically and responsibly. Policies are reviewed frequently and updated as necessary.

IAIA communicates its programs, requirements, costs, and accreditation relationships clearly.

All of IAIA's departments have policies in place that ensure all members of the community are treated fairly and equitably. IAIA is committed to intellectual freedom in teaching and learning as outlined in the Faculty Handbook and College Catalog.

IAIA's Board operates autonomously, communicates with its constituents, and offers support that is appropriate to the Board's policies and the institution's mission. Day-to-day operations of the institution are run and managed by the IAIA administration, faculty, and staff, and IAIA continuously works to improve that management. The institution has policies in place that show its commitment to conducting ethical research, and syllabi document that faculty teach students about ethical research practices.

### Sources

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*There are no sources.*

## 3 - Teaching and Learning: Quality, Resources and Support

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The institution provides quality education, wherever and however its offerings are delivered.

### 3.A - Core Component 3.A

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The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### Argument

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#### 3.A.1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.

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IAIA courses and programs are current with published information available in the College Catalog, the [Degree Programs](#) website, and within the Student Information System, Empower. Courses are level appropriate within the student classification system and are identified by the department prefix and numbering system, ranging from developmental courses 000 through 400 level courses for undergraduate certificate, Associate, or [Bachelor's](#) programs and from 500-600 level for [graduate programs](#). Each associate degree plan requires the same general education curriculum of 24 credits across all majors and 30 credits for all bachelor's degree plans. All degree programs require their major course requirements. Bachelor's degree requirements allow for an easy transition for associate degree graduates to move into higher-level programs. With 60 of the 120 credits required for a bachelor's degree fulfilling the 60 credits required for the associate degree. An example is the Associate of Fine Arts and Bachelor of Fine Arts block schedule plan on [page 167 of the College Catalog](#).

Program level admissions requirements are appropriate as listed in the [College Catalog on pages 16-20](#). Each MFA program requires its own admissions requirements for graduate study in their major. The admissions requirements for the MFA in Creative Writing are found on [page 111](#), on [page 125](#) for the MFA in Cultural Administration, and on [page 172](#) for the MFA in Studio Arts.

IAIA's course offerings and degree programs are regularly discussed and updated as needed by the Curriculum Committee. The committee uses the Curriculum Mapping system developed for each major to ensure that proposals align with the program's learning outcomes and goals. The Curriculum Committee's duties include reviewing and recommending new courses, certificates, and degree programs. An example of the committee's involvement in creating a new program can be seen

in the [September 28, 2021, Curriculum Committee minutes](#) where the committee discusses the creation of the master's degree in Cultural Administration.

The assessment tool used by the committee is the Curriculum Mapping [template developed for each major](#) to ensure proposals are aligned with program's learning outcomes and program goals. Courses are proposed, examined, discussed, approved, or rejected by the Curriculum Committee and, if approved, sent to the Faculty Council for their consideration and approval and finally to the Academic Dean for final approval. An example of this discussion can be seen in the [Curriculum Committee Minutes on April 4, 2023](#), where the committee discusses course changes.

All faculty members are involved in student assessment through classroom grading, departmental assessment projects, and formal assessment reporting to the [Academic Program and Policies Committee](#) (APPC). Department assessment meetings are part of every faculty in-service at the beginning of each semester. For a recent example, see the [In-Service agenda and schedule for Fall 2022](#). A full description of the institution's assessment activities can be found in 4.B.

### **3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.**

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Each of the seven academic programs has identified its student learning outcomes in relationship to the core competencies for every IAIA graduate. Learning outcomes are the primary way a department or program communicates its curricular priorities to their students. The program learning outcomes are published in the program description for each academic department/program on our website, the IAIA College Catalog, and in each syllabus. For example, [on page 95 of the 2023-2024 catalog](#), the learning outcomes for Cinematic Arts are:

- Create Meaningful Stories  
*In creating meaningful stories, students will use the tools and techniques of effective storytelling to share meaningful personal or community-based stories which have the power to connect with a wider audience.*
- Show Technical Proficiency  
*In showing technical proficiency, students will demonstrate a fundamental competency in the usage of cinematic technology in a production environment to facilitate a smooth transition into the professional world.*
- Practice Ethical Behavior  
*In practicing ethical behavior, students will employ the protocol, etiquette, roles and responsibilities of working collaboratively in creative and technical settings, while also showing an awareness of a production's environmental and community impact.*
- Recognize Cinematic Concepts and History  
*In recognizing cinematic history and concepts, students will express knowledge of cinematic history and theory, from a larger, world scale to specific Indigenous communities.*

Differences between certificate, associate, and baccalaureate degrees are in the course level. Students earning certificates or associate degrees take the introductory courses in each department/program and are identified as 100-200 level courses. Students earning bachelor's degrees are also required to take the 100-200 level courses and the series of the 300-400 upper-level courses. Each department's/program's curriculum map outlines the required certificate courses, associate degree



courses, or baccalaureate degree courses with levels of work and intellectual engagement moving from introductory to advanced levels consistent with Bloom's taxonomy.

All associate degrees offered at IAIA are linked to baccalaureate degrees. In this way, associate degrees are seen as the first level of a four-year degree. The design allows students to move fluidly from the AA/AFA into the BA/BFA programs and utilize all their classes and classroom experiences to inform them as they move from introductory level courses toward graduation. To see an example of how an AFA degree flows into a BFA degree, see the block schedule for the Creative Writing AFA and BFA degrees on [page 108 in the College Catalog](#).

The [Curriculum Committee's charge](#) is to ensure that proposed courses address the Departmental Learning Outcomes and fit within the Departmental Curriculum Map. Special attention is given to ensuring that no courses remain in a degree program that does not directly serve student learning outcomes. Similarly, attention is given to ensure that learning outcomes are addressed at multiple levels in the curriculum and that there is not a learning outcome without an associated course. The process of connecting course outcomes with department/program learning outcomes allows the Curriculum Committee to have a better understanding of departments/programs. It has required departments to consider every course considering the established learning outcomes. Examples of Departmental Curriculum Maps can be viewed here:

- [Native American Art History Certificate](#)
- [Cinematic Arts BFA](#)
- [Creative Writing BFA](#)
- [Indigenous Liberal Studies BA](#)
- [Museum Studies BA](#)
- [Studio Arts MFA](#)
- [Cultural Leadership MFA](#)

Students earning an MFA in Creative Writing, Cultural Administration or Studio Arts have specific learning outcomes that are different from undergraduate students. These outcomes are articulated in the College Catalog. For example, the learning outcomes for the Studio Arts undergraduate program are ([see page 163](#)):

**Students in Studio Arts will be able to:**

- Demonstrate an understanding of the fundamental concepts of art and design.
- Analyze works of art within a historical, contemporary, or cultural context.
- Develop works that demonstrate personal expression.
- Demonstrate competencies in a chosen medium.
- Develop professional practices towards a studio arts career.

While the learning outcomes for the MFA in Studio Arts states ([see pages 171-172](#)):

**Students in the MFA in Studio Arts program will be able to:**

- Demonstrate enhanced critical understanding of their work within a multidisciplinary Indigenous context,
- Practice self-directed learning and self-defined research projects.
- Apply professional studio arts practices toward a fine arts career.



The course descriptions, grading criteria, and attendance requirements for MFA students at IAIA differ from undergraduate requirements. MFA Creative Writing and MFA Studio Arts students are required to attend two on-campus residency programs per year, while MFA Cultural Administration students participate in one annual on-campus residency program. These residency programs, outlined in detail in the [College Catalog](#), serve as credit-bearing experiential learning opportunities. During these residencies, MFA students have the opportunity to connect with peers, faculty, and mentors, enhancing their educational experience at IAIA.

**3.A.3 The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).**

IAIA affirms that program quality and learning goals are consistent across all modes and locations of delivery, including online and Dual Credit classes. The overarching process to ensure consistency with different modes of delivery for courses occurs first by using the syllabus template. Faculty submit their syllabi to the Department Chairs where it is reviewed and approved or sent back for revision to confirm consistency of the learning objectives and goals. If approved, the Dean’s Office then does a final review and if approved, the syllabus is then stored in the Canvas platform. [Pass-rate comparison across different modes of delivery](#) is used to assess if differences between the academic performance of face-to-face and online students is a given course. A similar comparison is done with courses offered to [Dual Credit students and those taught at the IAIA campus](#).

IAIA’s main campus is situated on 140 acres overlooking some of the most inspirational land in Santa Fe. The buildings are designed with current technology trends integrated into the infrastructure. Technology and custom designed spaces for IAIA’s contemporary needs all lead to effective teaching and student learning.

The pandemic in March of 2020 required all in-person courses to move into an online format. In order to ensure instruction would continue, all students were given a Zoom account to continue their coursework. IAIA supported students with travel costs, Wi-Fi access and laptops through awarded [HEERF funding](#). As we transitioned out of the pandemic and returned to in person class meetings, our online course offerings and enrollment remained higher than our pre-pandemic offerings. Prior to the pandemic, only 9% of our course offerings were online compared to 45% in Fall 2022.

IAIA Course Sections by Delivery Type			
Semester	In Person Sections	Online Sections	Total Sections
18FA	91%	9%	169
19FA	91%	9%	175
20FA	24%	76%	159

21FA	42%	58%	176
22FA	55%	45%	176
23FA	65%	35%	189

*Note: Hybrid Flexible included in In-Person Sections*

The IAIA provides course offerings in-person, online, hybrid flexible (hyflex) and with a “Low-Residency” format in the Master of Fine Arts degree programs and are defined on [page 185 of the College Catalog](#). Faculty teaching in-person, online and hyflex provide the same information, services, and rigorous expectations and a syllabi template is used and approved by department chairs, to ensure department learning outcomes, student learning objectives and assignments are defined. The learning goals for a course are the same and examples are listed here for three distinct types of delivery: in-person, online, and hyflex. Additionally, the IAIA statement on Academic Integrity, the attendance policy, and the grading policy are part of the syllabus template.

The IAIA Dual Credit program began in 2009 with a Full-Time Enrollment (FTE) of 2.5. In Fall 2019, the [Dual Credit FTE](#) was 54.3 and five years later, in Fall 2023, the Dual Credit FTE was 113.8. Since the academic year 2017-2018, a total of [67 Dual Credit students have matriculated](#) into degree programs in IAIA.

Our Dual Credit students can enroll in some of the [same courses](#) offered to our degree-seeking students such as the Studio Arts 2-D Fundamentals and Introduction to Printmaking, but they are also offered unique courses that include Tribal Language Study courses, and Ethnobotany of the Southwest.

The Dual Credit classes are offered tuition free, and textbooks and supplies are provided by the student’s high school. Students who participate must be a junior or senior and have a minimum cumulative GPA of 2.0 or a waiver if they do not meet the stated criteria. A parent or legal guardian must also approve of the student’s participation.

Faculty members teaching Dual Credit courses may be regular faculty on the IAIA campus or adjunct faculty at remote locations. Adjunct faculty are hired with the approval of the corresponding discipline IAIA department chair and are required to hold the same credentials or alternative credential justification as full-time faculty. Dual Credit course evaluations are conducted using the same means as the regular courses taught at IAIA and Dual Credit courses are evaluated using the same Faculty Council approved evaluation criteria and questionnaire. Between 2009 and 2023 the Dual Credit program was administrated under the Department of Admissions and Recruitment, by the Outreach Coordinator with the Outreach Coordinator Assistant added in 2021. Since 2020 there has been increasing coordination between the Outreach Dual Credit staff and the Academic Dean including inviting Dual Credit faculty to in-service orientation and trainings, greater mentorship opportunities with respective department chairs and peers. In Fall 2023 the decision was made to [transition administration of the Dual Credit program under the Academic Dean](#) and to keep Dual Credit enrollment flat for the next several years. This transition will facilitate greater integration of Dual Credit offerings, increased alignment of academic assessments, including scheduling future course outcomes assessments and planning a College Pathways Program for students to enter IAIA certificate or terminal degree program after completing the secondary diploma. Currently, the Dual

Credit students have a pathway to complete the Business & Entrepreneurship Certificate, and in Spring 2023, we had our second [high school student complete](#) this certificate.

The IAIA does not currently offer credit-bearing courses through any consortia or contractual arrangement.

## Sources

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- EVID\_2024 - APPC Charge 2016
- EVID\_2024 - BA ILS Curriculum Map
- EVID\_2024 - BFA Cinematic Arts Curriculum Map
- EVID\_2024 - BFA Creative Writing Curriculum Map
- EVID\_2024 - BFA Museum Studies Curriculum Map
- EVID\_2024 - BFA Studio Block Schedule
- EVID\_2024 - BFA Studio Degree Plan
- EVID\_2024 - CARES\_HEERF Student Funding
- EVID\_2024 - CC Meeting Minutes 9.28.21
- EVID\_2024 - CURR COMM 2023\_04-04-23 minutes
- EVID\_2024 - Degree Programs Website
- EVID\_2024 - Dual Credit Graduate
- EVID\_2024 - Dual Credit Sections Fall 2023
- EVID\_2024 - Fall 2022 In-Service Agenda Schedule
- EVID\_2024 - MFA Studio Arts
- EVID\_2024 - MFA Studio Degree Plan
- EVID\_2024 - MFACA Curriculum Map
- EVID\_2024 - Studio Arts Dual Credit Workplan
- EVID\_2024 -Curriculum Committee Charge
- EVID\_2024 -IAIA Ten Year Enrollment Report
- EVID\_2024 -MUSM Curr Map
- EVID\_2024 -Native Am Art History Cert Curr Map
- IAIA Courses Pass-rates Taught as F2F and Online by AY
- UG DC Course Pass-Rates by Academic Year

## 3.B - Core Component 3.B

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The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

## Argument

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**3.B.1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.**

IAIA clearly outlines the purpose, content, and learning outcomes of its [General Education Program](#) in the annual College Catalog, specifying the 24 credits required for the Associate Degree General Education Course and the 30-credit requirements for all terminal undergraduate degrees. Traditionally, the management of the General Education curriculum alignment with IAIA's [mission](#) and degree levels fell under an academic department called "Essential Studies." However, recognizing the need for a more integrated and indigenized approach, the Faculty Council, Academic Dean, President, and IAIA Board made [the decision in 2017 to dissolve the Essential Studies department](#). This move aimed to distribute General Education curriculum and faculty across IAIA's degree departments, fostering collaboration and better alignment with the institution's overall goals and mission. (i.e., Gen. Ed. learning outcomes) of:

1. Generating self-identity and appreciation for diverse knowledge's
2. Applying critical and creative thinking to learning processes and course assignments
3. Acquiring and employing academic skills necessary for student success

As articulated in the IAIA catalog, IAIA's [Gen. Ed. curriculum is intended to](#) "provide students with skills essential to both college and lifelong learning". However, pre-2017 Gen. Ed. class evaluations frequently indicated that students did not encounter Gen. Ed. lessons that were applicable to their degree programs nor to what they projected would be their lives and careers after college. Math and English courses for instance were anecdotally regarded as "hoops" that student would be required to jump through but with no relationship to their artistic interests and goals. Gen. Ed. curriculum is designed to provide "perspectives and skills that help academic writing, quantitative reasoning,

scientific discovery, health, and wellness, and enhances students' ability to create and express new ideas". However, pre-2017 Gen. Ed. class evaluations remarked on the "Western-ness" of some Gen. Ed. curriculum such as the LIBS103 – Creative and Critical Inquiry. Subsequently, LIBS103 was integrated under the Indigenous Liberal Studies (ILS) department in 2017 and has undergone continuous assessment, improvement and indigenization including an Indigenous Assessments in [2018-2019](#) and 2020-2021 that resulted in a re-naming to [LIBS103 – The IAIA Experience](#) and increased curricular focus on the history, impact, and possibility of higher education from an Indigenous perspective.

Since 2017 Indigenous Assessment of Gen. Ed. course content and learning outcomes has been integrated into the regular annual work plan driven Indigenous Assessment projects engaged by each degree department. For example the Indigenous Liberal Studies (IDST) department leads Indigenous Assessments of Gen. Ed. Math, [Science](#) and History courses. Creative Writing (CRWR) leads [Indigenous Assessments of English courses](#) and our six undergraduate degree departments leads Indigenous Assessment for their respective Gen. Ed. elective courses. The Ad. Hoc General Education Committee is convened as needed to support the degree departments in addressing Gen. Ed. Course and curricular needs including:

- Developing, reviewing, and making recommendations on general education requirements, courses, and credits.
- Ensuring general education aligns with IAIA's mission, the strategic plan, and HLC accreditation standards.
- Reviewing and analyzing assessment data from general education courses in collaboration with APPC and the Education Standards Committee as needed.
- Holding curricular conversations, helping reach decisions and helping resolve issues related to the structure of Gen. Ed.

The 2016 shift of Gen. Ed. from its own department under Essential Studies to its new diffuse and interdisciplinary status resulted in a uniquely appropriate re-alignment of Gen. Ed. To better serve IAIA's Mission and become more responsive to both college and student goals, interests and needs.

In Fall 2022, the Ad Hoc General Education Committee began collaborating with the Indigenous Liberal Studies (ILS) department to review [TECH101 - Technology Basics for College](#). The aim was to assess if the course could be better situated under a more technology-intensive department, such as Studio Arts. Recognizing the need for input from a Computer Science perspective, and lacking specialized faculty in this field, the Faculty Council, Academic Dean, and Provost amended an American Indian College Fund Grant renewal. This amendment included provisions for [hiring a Computer Science Faculty](#) member who, among other responsibilities, would contribute to the Ad Hoc General Education Committee. The hired faculty member would provide expert recommendations on the future of TECH101 and the integration of additional Computer Science courses into the General Education curriculum. The Ad Hoc General Education Committee is also actively collaborating with degree departments, the Faculty Council, the Education Standards Committee, and the Academic Dean's office on the ongoing implementation of Gen. Ed. – Math and English "1Up" courses, representing IAIA's evolving solution to developmental education course placement.

Over the previous ten year, [91% of incoming students placed into remedial Math or English](#).

Research suggests that for minority and BIPOC students enrolled in developmental coursework feel more discouraged about their academic progress and are more likely to drop out before they can enroll in credit bearing courses. To address and overcome this issue IAIA adopted and eventually



adapted our own iteration of the Carnegie Math Pathway Program. In Fall 2021 IAIA launched the Math 1UP initiative which builds upon the Carnegie model and our work with Achieving the Dream (ATD) to allow students who place on the upper cusp of MATH99 developmental Math to enroll in a college credit bearing 1UP course. The 1UP course provides students 4 hours a week of extra support, tutoring and counseling. The first cohorts of 1UP students received free course tuition and were able to accelerate their progress and graduate within 4 years.

In Spring 2022 the Math 1UP initiative was operationalized and in Fall 2022 the 1UP model was replicate and applied to ENGL99, creating an ENGL 1UP course.

According to [analysis done by the Office of Institutional Research](#), typically about 17% of Freshmen will complete the gateway Math course (MATH102, MATH104, or MATH106) during their first year. Similarly, around 56% of freshmen will typically complete the gateway English during their first year. However, the 1UP Program Freshmen have shown significantly higher completion rates.

For the 2022-2023 academic year, 88% of Math 1UP participants completed their gateway Math and 74% of 1UP English students for the same academic year completed the gateway English during their first year. These outcomes highlighting the program's effectiveness in supporting students through their gateway courses ([see page 6 of the ATD Annual Reflection](#)).

**3.B.2 The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.**

IAIA's [General Education Program](#) (Gen. Ed.) is founded on the philosophy that it cultivates "perspectives and skills essential for academic writing, quantitative reasoning, scientific discovery, health, and wellness, enhancing students' ability to create and express new ideas." The program is structured around foundational courses in English, Math, Liberal Studies, Science, and Health/Wellness, complemented by various classes offered by multiple degree departments. This interdisciplinary approach forms the educational foundation for all of IAIA's Associates and Baccalaureate programs. The philosophy and framework of Gen. Ed. align with the IAIA mission of "empowering creativity and leadership in Indigenous arts and cultures through higher education, lifelong learning, and outreach." This ensures that students gain a diverse range of knowledge, skills, and intellectual concepts crucial for their academic and personal development as Indigenous scholars and future leaders in their communities and industries.

IAIA's General Education (Gen. Ed.) curriculum places a distinctive emphasis on Indigenous-specific requirements, particularly the [IDST101](#) and [IDST150](#) courses. These courses not only impart essential skills and knowledge deemed crucial for every college-educated individual but also integrate lessons on Indigenous values like community, collaboration, and reciprocity. These values, deeply rooted in Indigenous communities for generations, form the ethical and generous foundation for nurturing Indigenous professionals and tribal citizens. Historically, Indigenous people have endured centuries of paternalism, undermining their agency and self-determination. Through the IAIA Gen. Ed. program, the institution contributes to reinstating self-determination in the next generation of leaders in Indigenous arts and cultures. IAIA aims to empower its students to embrace their agency, fostering personal growth and positively impacting their communities.

### **3.B.3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.**

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IAIA embraces the importance of global human and cultural diversity in alignment with its mission, vision, and values, particularly emphasizing "Creativity: Encouraging bold expression in art and life." This commitment is evident across all academic programs, showcasing a dedication to fostering creativity and critical thinking among students. Here are examples of how IAIA incorporates growth opportunities and celebrates diversity in various programs:

- **Cinematic Arts and Technology Program:**
  - Offers a [Journalism Certificate](#) focusing on the importance of Native people telling their stories across various mediums, emphasizing ethical responsibilities and responsible media coverage.
- **[Museum Studies Program](#):**
  - Guides students to learn techniques, methods, and critical thinking needed to assist Indigenous communities in maintaining their cultures through museums.
  - Addresses Indigenous cultural concerns in areas such as collections management, preservation, repatriation, and representation in museum exhibits.
- **Studio Arts Program:**
  - Requires BFA majors to complete [ARTS301 - Writing About Art](#), emphasizing writing from analytical, theoretical, historical, personal, and multi-cultural perspectives.
- **[Indigenous Liberal Studies Program](#):**
  - Aims to develop a strong sense of cultural identity and community service in students.
  - Encourages knowledge, appreciation, and respect for worldwide Indigenous arts, cultures, and ways of life through the study of Tribal languages, contemporary Tribal governments, and Native American literature.
- **[Creative Writing program](#)**
  - Provides writers with a background in multi-ethnic and world literature, maintaining a strong base in IAIA's commitment to Indigenous knowledge.
- **[BFA in Performing Arts](#):**
  - Requires students to explore musical contributions by Native Americans and their influence on music in the U.S.
  - Involves designing historical and modern Native American regalia drawing upon ancient traditions.
- **[Master of Fine Arts Cultural Administration Program](#):**
  - Includes a community-based research service-learning component, requiring students to engage in native community-based research projects with tangible outcomes benefiting the community.

### **3.B.4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.**



The Mission of IAIA is focused on creativity and leadership, and it reflects our goal of empowerment through education, economic self-sufficiency, and expression and enhancement of artistic and cultural traditions.

The Studio Arts Program faculty work closely with senior students to demonstrate student learning outcomes of the Studio Arts program in the senior courses [ARTS 451 Senior Project I](#) and [ARTS 452 Senior Project II](#). Through these courses, faculty work one on one with seniors to develop senior projects, supplies, concepts and resources.

### **ARTS451 SENIOR PROJECT I (5 CREDITS)- Course Description**

Senior level students will work with the Sr. Project Coordinator and faculty advisors to define and create a body of work that is refined, unified, and personal, and which demonstrates significant artistic growth in technique and vision. This course provides a foundation for the development of the student's final written project statement, exhibition, and public presentation. This class will be hybridized, taking place both in person and online. (Prerequisites: 300 level studio courses in emphasis area, all required FUND courses, fourth-year standing.)

### **ARTS452 SENIOR PROJECT II (5 CREDITS) Course Description**

Senior students will work with the Sr. Project Coordinator and faculty advisors to establish a thesis body of work that demonstrates a culmination of acquired technique, research, and personal artistic growth. Each student must be motivated, self-directed, focused, disciplined, and determined to pursue a capstone-level body of work. Requirements: a written project statement, 20 hours a week of studio work, public presentation, and participation in individual and group critiques. The student must participate in the group senior thesis exhibition at the end of the semester. This class will be hybridized, taking place in person and online. (Prerequisite: ARTS451)

The 2022-2023 Bachelor of Fine Arts Exhibition senior exhibition was entitled "Beyond Reflections". Students presented on a variety of mediums capturing the students' exploration of identity, mental health, social activism, culture and curiosities. Students shared their creative work working closely with faculty. Senior exhibitions were presented at the IAIA Museum and presentations were provided to campus on their research. You can see their collective work in the [2022-2023 BFA Senior Exhibition Catalog](#).

In 2019 the [Disney Imagineer Internship program](#) selected students enrolled in the SCUP233.B - Imagineering Courses to participate in the Summer Imagineer Program in California and Florida. The Internship Program provides students with paid college credit hands-on experience in a creative work environment. "A previous group of IAIA interns were able to participate in "Pandora: The World of Avatar," where they had the opportunity to work with the project's sculptors and painters and to build artificial foliage. The interns learned how to create textures and artwork with epoxy, cement, and paint. Disney Imagineer Zsolt Hormay co-taught the SCUP233 Imagineering Course and oversaw the internships as site supervisor. His work with the students exposed them to all the steps in the process to create a theme park, which was a fantastic opportunity for that group.

A partnership with Nike was developed into a multi-year internship partnership providing students a summer internship opportunity to work with Nike in Beaverton, Oregon. In Fall 2022, Nike representatives met with IAIA staff and faculty to develop the internship partnership and meet with prospective interns. Two IAIA students were selected for the inaugural summer internship program for Summer 2023 and worked with [Nike Color Design](#) and the Jordan 3D Design teams.

The IAIA Museum of Contemporary Native American Art has an exhibit [“The Stories We Carry”](#) curated by Assistant Professor and alum, Brian Fleetwood. “The exhibition explores the extraordinarily diverse recent history of Indigenous jewelry and its enduring relationship with IAIA. Many of the works were made by IAIA students, faculty, alumni, and artists-in-residence presenting another side to the IAIA’s rich story.”

Faculty Amber-Dawn Bear Robe curated the first fashion collection for the IAIA Museum. She curated twenty leading Indigenous contemporary designers from Canada and the United States titled [“The Art of Indigenous Fashion”](#). A virtual 3D experience was created and can be viewed until 2033.

IAIA established the [Research Center for Contemporary Native Arts](#) (RCCNA) to support IAIA’s dedication to advancing scholarship, discourse, and interpretation of contemporary Native art for regional, national, and international audiences. RCCNA streamlines access to the IAIA Museum of Contemporary Native Arts (MoCNA) permanent collection and the IAIA archives by providing a “one-stop-shop” to students, artists, scholars, and community members. RCCNA patrons now have simultaneous online access to MoCNA’s 9000+ Contemporary Indigenous artworks and the IAIA Archival holdings that document the activities of significant Native American artists and arts advocates.

RCCNA provides reference, research support, workshops, internships, fellowships, artist residencies, exhibitions, curriculum development, and has an active acquisition program for art and archival materials. Artistic practice and scholarly activity are usually treated as separate endeavors within Western philosophy, with intellectual pursuits more highly valued than creative practices; however, within Indigenous knowledge systems, physical “making” is integral to knowledge production. The RCCNA hosts Artists-in-Residence and Scholarly Fellowships, with overlapping approaches for each.

Faculty and Academic Staff are regular contributors to research and scholarship in their field, for example

- Dr. Jonah-Winn Lenetsky has written and edited for two major journals in the field Theatre and Performance Studies on the theme of Environmental activist performance. He has also served as acting guest Co-Editor for a special issue of Performance Research (a peer-reviewed journal out of the UK) on Dark Ecologies in performance.
- Dr. Jessie Ryker-Crawford was invited to present her research “Theoretical Museology in the U.S and Tribal Context as keynotes speaker at the keynote speaker; 2020 International Council of Museums (ICOM) conference.
- Dr. Thomas Antonio “On the Edge: Listen to Your Plants” research published in the “The Nature of Desert Nature” - edited by Dr. Gary Paul Nabhan - The University of Arizona Press.
- Dr. Rocha’s article, “Wisdom of Blood, Striations of Beauty” was published in the *Center for Sustainable Practice in the Arts Quarterly* (CSPA), Q35: “Decolonizing Eco-Art”.
- Professor Daisy Quezada Approved to co-wrote a chapter for *Othering the North: Latinx-Canadian Film, New Media and Visual Arts*. edited by Dr. Gabriela Aceves Sepúlveda, Dr. Analays Alvarez Hernandez and Dr. Zaira Zarza
- Professor James Lujan His play “Kino and Teresa,” was published in The Bard in the Borderlands, an anthology of Shakespeare appropriations.
- Online Learning Director, Russel Stolins Published an article in the AAEEBL ePortfolio Review *AI Corner: AI-Originated Definitions and Concepts of ePortfolio*. The article utilized generative AI to explore ways of understanding current ePortfolio practice.

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## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

### Argument

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#### **3.C.1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.**

IAIA strives to ensure that the overall composition of faculty and staff reflects the diversity of our students and the community we serve. IAIA's [Enabling Legislation](#) authorizes the college to extend preference to Natives in employment. The [Fall 2023 Fact Sheet](#) reports 51% our full-time faculty, 37% of our administration, and 48% of our staff were Native American. The [Fall 2023 Enrollment Report](#) states the student body is represented by 94 Tribal Nations, and our students come from 38 states and 3 foreign countries. It is IAIA's [policy to further equal employment opportunity](#) (EEO) (see page 20) for all applicants and employees. All activities related to employment, including recruitment, hiring, and selection shall be administered in a manner consistent with the EEO policy. Sole authority of hiring faculty is left to the President, who also utilizes the recommendation of the Academic Dean, Provost, and search committee.

IAIA seeks professional, experienced artists and scholars as faculty members. IAIA may give notice of employment opportunities in national publications and follow regular procedures in the evaluation of faculty applicants. Faculty and staff at the institution come from various personal and professional backgrounds that help ensure students are provided with shared experiences from all stakeholders.

#### **3.C.2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum**

**and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.**

IAIA faculty have the capacity to deliver effective, high-quality academic programs and services by employing and maintaining qualified faculty.

Hiring credentialed and qualified faculty is a high priority at IAIA. Faculty are hired who meet the credentialing requirements stated in HLC's Assumed Practices B.2. Faculty Roles and Qualifications. Faculty must provide evidence that they possess a terminal master's degree, generally an MFA which is considered the terminal degree in the arts and many culture fields. Each faculty's academic degree must be relevant to what they are teaching or in instances when an individual who does not hold a terminal graduate degree, the faculty must demonstrate that they possess professional qualifications and alternative credentials via an assessment of their years of relevant and applicable experience.

In Fall 2022 IAIA had [25 full-time faculty members, and 49 adjunct faculty](#) members with a [student-to-faculty ratio of 9 to 1](#). The average length of service of the current faculty is 6.7 years. As a part of Program Review, each undergraduate and graduate department may make recommendation for additional full-time faculty to the Academic Dean, Provost, and President. Considerations of expanding faculty are generally based upon demonstrated increases in enrollment, program expansion and/or the creation of endowed positions which creates operational under-spending that may be re-allocated to additional faculty or other departmental needs.

Faculty members actively participate in IAIA's governance structure through [membership](#) on the Faculty Council, Academic Policy and Procedures Committee, Education Standards Committee, Rank and Promotions Committee, General Education Committee and/or Curriculum Committee.

Faculty are required to teach 18 credit hours each academic year with 9 instructional load credits per semester (see page 36 of the [Faculty Handbook](#)). Full time faculty may also teach additional classes or develop classes in excess of their required load credits as needed or desired. Faculty who teach over their instructional load credits are provided additional compensation.

**3.C.3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings**

In conjunction and coordination with Human Resources, the Academic Dean and Department Chairs work to ensure that all full-time faculty members hired by the College have the appropriate credentials prior to the start of their start date or a negotiated arrangement for completing credentials. IAIA seeks professional, experienced artists and scholars through job descriptions that outline qualifications and required degrees.

All full-time and adjunct faculty are expected to have terminal graduate degrees, however, there are instances when an individual who does not hold a terminal graduate may be hired if they demonstrate they possess professional experiences and qualifications equivalent to what is required to teach specific classes (see pages 29-30 of the [Faculty Handbook](#)). These faculty must demonstrate professional accomplishment through their years of expertise, ability, and skills validated through their artistic catalogue, publications, exhibitions, screenings, training, and/or mentoring. As an institution with an Indigenous centered mission and history, IAIA supports the hiring of adjunct faculty who demonstrate experience related to traditional Indigenous knowledge, arts and languages. The process of [alternative credentialing](#) traditional experience and knowledge is initiated by the Undergraduate Department Chair or MFA Director and reviewed/ approved by the Academic Dean

or Provost. Alternative Credential approvals are entered into the Adjunct Faculty HR files for future reference. Refer to this link for an example of an approved [alternative credential](#).

The Dual Credit Program works directly with Department Chairs and Programs to identify appropriately credentialed faculty to teach in high schools (see page 29-38 of the [Faculty Handbook](#)).

### **3.C.4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.**

IAIA faculty are evaluated on an annual basis by the Department Chair. Evaluations are based on:

- faculty's effectiveness in teaching
- principles of practice
- activities in creative, scholarly, and professional areas
- service to the institution, department, students, and broader community.

Evaluations for reappointment also include a [Faculty Self-Appraisal Form](#) allowing for details of academic and professional service.

Students evaluate all regular and adjunct faculty members at the end of each semester in order to help faculty improve and revise course content. These evaluations consider the instruction provided throughout the semester for each class the student was enrolled in. Once grades have been submitted by faculty, they have access to the student course evaluations. Department Chairs review students' evaluations as part of each full-time faculty member's annual evaluation and are recorded to file in the Human Resources office. (See the [in-person](#) and [online](#) Student Evaluations)

The Academic Dean's office coordinates an annual evaluation (see page 20-23 of the [Faculty Handbook](#)). All faculty are evaluated by their Department Chair as part of the reappointment process. To facilitate this review, faculty members complete the Faculty Self-Appraisal Form detailing all professional, academic, and service activities for the year. The Department Chair evaluates the faculty member by addressing teaching effectiveness, creative and scholarly work, professional activity, service to IAIA and the community and future goals.

Evaluations of Department Chairs are conducted by the Academic Dean and respective departmental faculty. Annual Chair evaluation includes a Chair Self-Appraisal, Faculty Evaluations and Academic Dean's Evaluation to appraise administrative effectiveness of the Chair.

Reviews of credentials, portfolios, application materials, and professional accomplishments are made by the Rank and Promotions Committee and submitted to the Academic Dean and IAIA President for consideration of promotion in rank.

General recommendations regarding faculty evaluation processes and forms are made by the Faculty Development & Concerns Committee. This Committee is comprised of at least five faculty members selected by the Faculty Council.

### **3.C.5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.**

IAIA encourages its faculty to participate in professional growth and enrichment and provides \$1,500 to each full-time faculty member within the department budget. In 2022-2023, 17 of the 25 full-time faculty used their funds. The President and the Provost also provide additional resources for faculty



development activities.

IAIA recognizes that sabbatical leave is one of the most important ways to strengthen academic programs. Regular full-time faculty members are eligible for sabbatical leave after 6 years of continuous teaching (see pages 61-62 of the [Faculty Handbook](#)). Sabbatical leave is used to pursue creative activities, scholarly research, or professional development. Typically, 2 to 3 sabbatical requests are granted to faculty members each year. Faculty members on sabbatical receive their full salary for one semester or one-half salary for one year.

Full-time faculty are eligible to take up to five days of paid leave per academic year for purposes of professional development (see page 52 of the [Faculty Handbook](#)).

IAIA faculty teach or participate in required in-service activities 2 weeks a year. Topics covered during in-service activities have included advising, assessment, strategic planning, teaching excellence, and general education. For an example of an in-service schedule see the [Fall 2022 Faculty In-Service Agenda](#), and finally faculty have the opportunity to take one class at IAIA each semester free of charge.

### **3.C.6. Instructors are accessible for student inquiry.**

Central to IAIA's commitment to student success is the accessibility and availability of instructors to students. With a 9 to 1 student to faculty ratio, both students and faculty recognize that the small community allows students a unique opportunity to work with faculty beyond class and required office hours.

Full-Time Faculty must maintain at least 3 office hours a week over a minimum of 2 days. Adjunct faculty members must maintain at least 1 office hour for each three-credit course they teach. Faculty cannot schedule their regular office hours during mealtimes, ensuring that students do not have a regular conflict accessing faculty for meetings outside of class. Hours must be posted on the faculty member's office and in their syllabi (see page 18 of the [Faculty Handbook](#)).

Full-time faculty serve as academic advisors to students within the department throughout the academic year with special attention to pre-registration and registration dates for fall and spring semesters (see page 18 of the [Faculty Handbook](#)). Faculty may also engage with students by participating in the American Indian Higher Education Consortium (AIHEC) either as an advisor, attendee, or chaperone (see page 23 of the [Faculty Handbook](#)).

### **3.C.7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.**

IAIA prioritizes the recruitment of qualified staff members with credentials and experience aligned with their job responsibilities, as indicated in job descriptions. Each department's budget allocates funds for professional development opportunities, including attendance at conferences like the annual Achieving the Dream Conference and mandatory annual training for Title IV Federal Financial Aid, [Title IX](#) and [FERPA](#) training.

The [Learning Lab](#) (Tutoring Center) provides extensive academic support, open seven days a week, with Learning Specialists (tutors) holding at least a master's degree in a relevant field and experience in teaching or tutoring, along with familiarity with American Indian and Alaska Native culture.



The [Library Director](#) has been with IAIA for 15 years and holds a Masters of Library and Information Science. The RCCNA Archivist has been at IAIA for 17 years and holds a Master's degree in Museum Studies. All these positions regularly write and present on Indigenous -focused topics that reflect and support our community. The Instruction and Reference Librarian participates regularly in subject-specific conferences and listservs.

Most co-curricular activities are managed by the [Dean of Students](#), who holds a master's in education and has over 25 years of higher education experience. The activities are carefully planned and programs are evaluated through the [Strategic Enrollment Management Plan](#). The Student Activities Director holds a master's in sports science and has 30 years of experience as a sports and fitness specialist.

IAIA Counseling Team are mental health counselors licensed (LMHC or LPCC) through the NM Counseling and Therapy Practice Board. The [lead Counselor](#) is an independently licensed counselor (LPCC) with a supervisor designation by the NM Counseling and Therapy Practice Board. IAIA counselors obtain 40 continuing education credits for the two-year licensing cycle, including 12 continuing education credits in ethics.

The Financial Aid department, led by a [Director](#) with almost 30 years of experience, collaborates to assist students with FAFSA completion, scholarship applications, and accessing financial resources. The team ensures that students have comprehensive support in navigating their financial aid options.

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## 3.D - Core Component 3.D

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The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

## Argument

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### 3.D.1 The institution provides student support services suited to the needs of its student population.

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IAIA uses its resources to support student learning through programming in the Student Success Center, Freshman Summer Bridge program, the Financial Aid Office, Library Services, and Online Support.

The [Student Success Center](#) (SSC) at IAIA serves as a multifunctional space, offering students a comfortable environment for various needs. It features a welcoming living room equipped with couches, chairs, a kitchen, and a spacious dining table, fostering a communal atmosphere for shared meals and study sessions. Within the SSC, the Learning Lab (Tutoring Center) provides professional tutoring services at no cost to students.

In addition to academic support, the SSC extends its services to include disability assistance, financial aid guidance, emergency aid, financial literacy programs, internship opportunities, job search assistance, work-study programs, early alert services, Veteran enrollment services, and a Food Pantry. The center also hosts a weekly Talking Circle with dinner, providing a safe and healing environment for the community to gather and share thoughts and feelings about their week. The SSC is designed to be a comprehensive resource hub supporting various aspects of student well-being and success.

The [Learning Lab](#) serves as a specialized environment for students seeking free tutoring in subjects such as math, writing, business, and accounting. Staffed by up to five Learning Specialists each semester, all holding Master's level degrees, the lab operates seven days a week, with extended hours during midterms and finals week. Students can access support through various avenues, including scheduling one-on-one appointments, setting up recurring sessions, or utilizing the walk-in option. Recognizing the diverse needs of its student body, IAIA extends its tutoring services to online students through Zoom sessions, providing a flexible and accessible option for those preferring virtual assistance. The Learning Lab is designed to foster academic success by offering tailored

support and resources to enhance students' understanding and proficiency in key subject areas.

The [Mentorship program](#) is structured to connect students with mentors from the IAIA community, fostering support, guidance, and encouragement throughout their academic and career journeys. Each participating student is paired with a mentor, creating a valuable relationship that contributes to a positive and memorable IAIA experience. The program not only benefits students but also provides mentors with opportunities to enhance leadership qualities, refine communication skills, and demonstrate effective facilitation. During the 2022-23 academic year, the program thrived with the active participation of 12 faculty and staff members who mentored 27 students. This initiative reflects IAIA's commitment to creating a supportive community where mentorship plays a pivotal role in the holistic development and success of its students.

Student Success Advisors play a crucial role in providing comprehensive support to students, addressing both academic and personal needs. Throughout the semester, they proactively connect students with various campus resources, including academic, mental health, and disability services, ensuring a successful and balanced personal and academic journey. In addition to managing [Individual Student Success Plans](#), they oversee programs like [Food & Community Nights](#), [Blue Corn Mornings](#) during mid-term and final exams, the [Early Support Program](#), and the [Pantry](#), contributing to a robust support system for IAIA students.

The Counseling department at IAIA offers a comprehensive range of programs in Wellness, Indigenous Prevention, Expressive Arts, and Traditional Healing, including art therapy, individual and group support. These services are accessible on the [Mental Health Resources](#) website. A [satisfaction survey](#) conducted in Spring 2023 indicated highly positive feedback from students. In Fall 2022, IAIA collaborated with [UWill](#) to enhance mental health support, with 48 faculty, students, and staff benefiting from the service thus far.

Addressing mental health support as a core priority, IAIA engaged in a three-year Achieving The Dream (ATD) Initiative, receiving a [JED Campus scholarship](#) in Summer 2022. This scholarship supports IAIA's participation in a national program by JED, guiding schools through a collaborative process to enhance mental health, substance use, and suicide prevention efforts, tailored to the institution's specific needs.

The SSC and [Land-Grant](#) program collaborated to present the [New Freshman Summer Bridge](#) (NFSB) program, aiming to empower incoming freshmen with no prior college experience by cultivating college readiness, leadership, and creativity skills. Summer 2021 saw improvements with a heightened focus on mental health awareness, creating a welcoming and inclusive environment. In support of this effort, Land-Grant program staff partnered with IAIA faculty to revamp and offer a three-credit course, fulfilling general education requirements for both Associate and Baccalaureate degrees. The participants' daily [schedule](#) runs from 8:00 a.m. to 6:00 p.m., including [assignments](#) and optional [Independent Navigation](#) workshops.

The Financial Aid Office is dedicated to supporting students in funding their education. It conducts [workshops](#) to guide students through the financial aid application process, including the completion of the FAFSA or renewal applications. Collaborating closely with the Student Accounts office, the Financial Aid office aims to help students maximize their aid to minimize their tuition balance. In a significant change in 2021, the Student Success Center streamlined the scholarship process, requiring only one application per year instead of per semester. This has alleviated the burden on students and provided earlier access to financial aid packages, facilitating better planning.

The Library and RCCNA Archives at IAIA play pivotal roles in providing access to information resources and fostering welcoming spaces for intellectual exploration. The Library aligns with the curriculum by addressing the educational and research needs of students, faculty, and staff across various disciplines such as Creative Writing, Indigenous Liberal Studies, Cinematic Arts, Museum Studies, Performing Arts, and Studio Arts. The Library's robust [resources cater to online learners](#), offering collections of eBooks, online chat support with librarians, and tailored research resources for specific courses. Simultaneously, the Archives Department is dedicated to collecting, preserving, interpreting, and granting access to the documentary history of IAIA, the contemporary Native art movement, and American Indian education. Serving as the official collecting repository, the archives safeguard all permanent and historically relevant records created by IAIA.

The [Online Learning Department](#) supports the use of technology in our in-person and hybrid courses and supports remote access to many services. These remote services include:

- Online Learner Course that helps build skills for successful online learning.
- Online Learning Lab experts who are familiar with the curriculum and assignments in our English and math courses.
- Technology Tutors who are available for 1-on-1 tutoring for a variety of technology skills.
- Media Checkout Services.

### **3.D.2 The institution provides learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.**

IAIA's commitment to student success is demonstrated in the support offered from the moment a student expresses interest in attending until the student earns the desired credential or accomplishes their academic goal.

IAIA provides [Math, English and Technology placement tests](#) in advance of each semester to ensure that incoming students, without applicable transfer credit, are appropriately placed in foundational writing, math and technology courses required at the Associates and Baccalaureate level. Placement tests are designed, reviewed, updated, proctored and graded by faculty to ensure that tests appropriately assess proficiency in learning objectives and outcomes of developmental, 1UP and regular credit bearing Math, English and Technology courses.

[College attendance among Native Americans](#) continues to be notably low. In Fall 2021, Native American students made up 0.7% of all postsecondary enrollment. And among American Indian or Alaskan Native residents aged 25 or over, only 16.8% had earned a bachelor's degree or higher. At IAIA, a significant number of incoming freshman students lack generational college experience. To address this, IAIA has implemented an extensive week-long pre-semester freshman orientation program. The purpose of this orientation is to demystify the college experience and provide comprehensive support to both students and their families as they embark on their college journey. IAIA recognizes the importance of furnishing information and support to facilitate a smooth transition.

The [orientation activities](#), spearheaded by the Student Success Center staff and trained student Orientation Leaders, aim to cover various aspects. These include meetings with advisors and support staff, campus tours, sessions on campus technology and financial literacy, placement testing, and a practical introduction to campus life and housing. By offering such a thorough orientation, IAIA endeavors to bridge the gap for students entering college without prior family experience and

enhance their overall college experience.

The Library offers [online research guides](#) to direct students to specific and relevant resources as they engage in the research process. Guides are created in consultation with teaching faculty and are designed to help students with specific research projects. One example of a resource guide is the [ENGL101 - Evaluating Current Events: Evaluating Media Sources](#), which teaches the student about Ethical journalism and how to recognize “fake news”.

In Spring 2023, IAIA hired a Director of Diversity, Equity, Inclusion and Accessibility. The [DIEA is responsible](#) for discrimination, harassment and retaliation compliance; development, delivery and oversight of disability programs as well as protected class discrimination and harassment programs for students, providing culturally based training, and oversight for compliance with federal and state laws

In 2023, the Indigenous Pathways to Success (IPS) Committee, previously known as the Indigenous Student Success Committee, underwent a restructuring process. The committee shifted its focus to establish an Indigenous framework for evaluating student success, as outlined on page 11 of the [Annual Reflection](#). The committee's [mission](#), as stated in the reflection, is "To collaboratively empower students to meet their goals, by generating opportunities and eliminating barriers." Additionally, its [vision](#) is "Celebration, center, and connect diverse Indigenous Cultures at IAIA."

Adopting a culturally sensitive approach, the IPS committee identified initiatives that align with IAIA's objectives to support students in achieving their academic goals. In response to the committee's initiatives, the Student Success Center (SSC) took the initiative to track and report student attendance and participation in various student-centric events, including Blue Corn Mornings and Talking Circles. The Institutional Research office conducted a [preliminary analysis](#) of the impact these events had on our degree-seeking students. Results of this analysis found that 92% of students who participated in the SSC events returned in Spring 2022, while 82% of those students who did not participate returned. This collaborative effort aims to enhance the overall academic experience of Indigenous students at IAIA.

The Financial Aid Office is dedicated to helping IAIA students graduate debt-free as IAIA does not participate in the federal student loan program. Through financial awards based on demonstrated financial eligibility, except when funds are specified for recognition of special talents and performance, every effort is made to meet the financial assistance needs of students. For the [2021-22 academic](#) year, 34% of all of our undergraduate students received at least one grant or scholarship. Of our first-time, full-time degree-seeking students, 97% received at least one grant or scholarship.

### **3.D.3. The institution provides academic advising suited to its offerings and the needs of its students.**

A strong network of student advising is key to retention and encouraging student persistence. IAIA has a strong academic advising system that provides academic information, mentoring, and strong discipline and career-specific advising.

In Fall 2018 advising activities and the Office of the Registrar were moved from the Student Success department to the Department of the Academic Dean. Bringing Academic Advising and Registration under the Academic Dean has allowed for more direct communication with faculty about advising issues and has provided opportunities for the Registrar's Office to work with faculty and students in the advising process including making full use of the advising functions in the Empower system. All



Academic Advisors are IAIA faculty and Academic Staff and are assigned based on department.

[Students engage with the Academic Advisors](#) through regular in-person and virtual advising meetings including required advising meetings during the pre-registration and add/ drop periods of each semester. Academic Advisors not only provide support in class and program selection but also in establishing academic and career goals and providing industry and discipline connections for internships, apprenticeships and special topics classes.

Since Spring 2021 Academic Advisors have received live and recorded advising training as part of the in-service activities and through the advising tab of the IAIA [Canvas Faculty HUB](#). An [Academic Advising Handbook](#) was created by the Academic Dean in Spring 2021 and has subsequently been revised 2 times to include advising improvements and changes. This handbook is available to the advisors through the IAIA Canvas Faculty HUB along with other valuable Advising information such as a back catalog of Degree Plans, instructions on setting up virtual advising calendars, a link to important advising and registration forms, and a quick reference guide to other available student support services and personnel.

MFA Directors serve as academic advisor to their respective MFA students and work with the students to ensure satisfactory progress in their MFA program of study. MFA Directors meet regularly students and MFA faculty on student progress and assist in providing professional connections and recommendations.

**3.D.4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).**

Infrastructure at IAIA is planned around the needs of students and how to best support their learning.

IAIA [classroom and studio facilities](#) are located across the IAIA campus. The Academic Building and the Allan Houser Haozous Sculpture and Foundry are home to our primary studio spaces including the Jewelry Studio, Ceramic Studio, Printmaking Studio, Photography Studio, Painting Studio, Drawing Studio, Broadcast Studio and Exhibition Preparation Lab. The West Academic Building houses the Conservation Lab, Fabrication Lab and Science Lab. The Sculpture and Foundry Building houses the Wood Shop, Stone Shop, and Metal Shop. The Science and Technology Building houses the MoCNA Collection a Classroom, Reading Room, Digital Dome and Motion Capture Studio. The Library and Technology Center houses the 250 seat Auditorium, Lecture Hall, two Computer Classrooms, Create Writing Lab, several small group breakout rooms and the tutoring center. The Center for Lifelong Education houses the primary Distance Learning Classroom, two video conference rooms, two conference rooms and several breakout rooms as well as the CLE commons where we host a MFA residencies and continuing education classes. The Performing arts and Fitness Center houses the gymnasium, weight room, dance studios, costume shop and Black Box theater. And finally, IAIA's campus was founded with the construction of a two-level Navajo style hogan that continues to serve as a classroom for many community-based and interdisciplinary classes.

IAIA has five campus galleries that support the curation and display of student and community artwork and projects: The [Balzer Contemporary Edge Gallery](#), the [Foundry Sculpture Gallery](#), the [MoCNA Collection Gallery](#), the Welcome Center Alumni Gallery and the Performing Arts Center Hallway Gallery. Use of the Balzer and Sculpture galleries is managed by the Museum Studies



Department which uses the spaces to provide hands-on experience in exhibition design, construction, curation and technique for Museum Studies students. In particular the Balzer Gallery is managed by a Museum Studies faculty who uses the gallery as a classroom for the [MUSM190 – Art and Exhibition Preparation](#) class and works with students in that class to mount 6-8 community exhibitions a year.

In addition to our indoor spaces, IAIA's campus is blessed with many [outdoor classrooms and learning spaces](#) including the Performing Arts Amphitheater, Foundry Courtyard, Hogan Path Classroom, Dance Circle, and Campus Gardens these areas are also used for many community-based events including powwows, performances, and community gatherings. As of April 2023, [IT has added 4 additional exterior wireless access points to the campus](#). These access points were installed at some of the most heavily used outdoor spaces at IAIA, including the foundry courtyard, the academic building east courtyard, and the dance circle.

The IAIA Library and Archives preserves college, museum, and personal materials that document the operation and changes of IAIA and Indian arts education. The [Archives](#) serve as an educational resource for the study of the contemporary Native arts movement and encourages scholarly research in its collections by faculty, staff, students, and the general public. The Archives also serve as an educational and training center for IAIA students interested in pursuing archives careers. The [Library](#) houses several breakout rooms and in Spring 2024 the former Archives within the Library will be renovated to be a multi-purpose classroom for Library related course delivery, computer science classes and student club meetings.

[Library staff members are available to help students with their research needs](#) 6 hours, 6 days a week. Librarians offer 50-60 custom-designed library instruction lessons each semester. The library holds a collection of material that is specific to the curriculum at IAIA. The [Library's webpage](#) provides access to Research Guides, A-Z Databases, Library Instruction and Tutorials. Professional librarians offer research assistance to students 57 hours a week. The library has 28 computers allowing students to conduct research and write papers with the help of library staff.

The Information Technology and Online Learning departments support a network, software suite, and computer hardware appropriate to a 21<sup>st</sup> Century campus. Elements of our technology infrastructure and resources include:

- Internet connectivity extends throughout the campus, including student living spaces.
- Students have access to laptop computers they can check out for entire semesters, there is also a 24/7 access Academic Computer Lab with modern desktop computers.
- IAIA provides students and faculty with industry-leading software applications such as Microsoft Office 365 and the Adobe Creative Cloud suite.
- Online teaching and learning are supported through our Canvas LMS and integrated apps such as Zoom Pro.
- All these campus technology resources are supported by dedicated IT and Online Learning staff who are accessible and responsive.

For more information on the support provided by IT and OL, please refer to the document [Teaching Infrastructure and Resources](#).

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## 3.S - Criterion 3 - Summary

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The institution provides quality education, wherever and however its offerings are delivered.

### Summary

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IAIA provides a high-quality education with appropriate rigor according to the different levels of the degree programs as outlined in the degree requirements and through the course numbering system. Learning goals are articulated for certificate, undergraduate and graduate programs by the department and listed in the college catalog.

All programs have learning outcomes and are assessed with Departmental Curriculum Maps. Program quality and learning goals are consistent through the different modes of delivery by ensuring the same systems and mechanisms for every course syllabus and course evaluation regardless of the delivery mode.

The general education program is grounded in a philosophy that it builds “perspectives and skills that help academic writing, quantitative reasoning, scientific discovery, health, and wellness, and enhances students’ ability to create and express new ideas”. The educational programs provide opportunities for growth and celebrate human and cultural diversity.

Faculty are properly credentialed and are professionally engaged in current scholarship and creative work. Faculty are actively engaged in the governance structure and are evaluated annually. Full-time faculty have sabbatical opportunities to support their professional development.

Staff members providing student support services are credentialed and have training within their fields and are supported by the college with professional development opportunities.

IAIA provides student support services directly related to assist with the needs of our Indigenous student population through the Student Success Center, the Freshman Summer Bridge program, Financial Aid, library services and online support. Retention programs aim to build community and a sense of belonging.

IAIA provides learning support and preparatory instruction to address student needs through the Learning Support Center, the New Freshman Summer Bridge, and the 1-Up program.

Academic advising is designed to allow students to have a direct relationship with their faculty advisors in support of classwork, career goals and by providing industry and discipline connections for internships.

Infrastructure at IAIA is planned around the needs of students and how to best support their learning and the facilities.

### Sources

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*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

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The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

### Argument

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#### 4.A.1. The institution maintains a practice of regular program reviews and acts upon the findings.

The IAIA Academic Division conducts tri-annual [Academic Program Reviews](#) (APR). Involving the chairs and directors for each Academic Department, the Academic Dean, and as of 2023-2024 the Provost, the APR prompts the departments to address the:

1. History, development, and expectations of the program,
2. Demand for the program,
3. Quality of the program outcomes,
4. Impact, justification, and overall essentiality of the program,
5. Opportunity analysis of the program's future.

The APR is a foundational planning document for the Academic Division and Academic Department's annual departmental work plans. The Academic Department develops yearly work plans that include one assessment project and one program development/ refinement project. Work

plans refer to APR and to the IAIA Strategic Plan to validate the selected assessment and development projects. Work-plan progress is discussed regularly in the Academic Policy and Procedures Committee and Department Meetings and reported quarterly to the dean, provost, and IAIA Board.

The Office of Institutional Research (OIR) provides each academic department and the Dean with four years of [metrics](#). These metrics include student credit hours, number of majors, persistence, retention, and success data. These metrics help academic departments identify needs and opportunities based on recent quantitative data added to the qualitative experiences and observations of the faculty and academic staff. Each department presents its APR to the Academic Dean and Provost for compiling, editing and the addition of a Dean's abstract. The APR is then submitted to the President who provides comments and uses the APR to help inform IAIA Strategic Planning, fiscal year budgeting. The [2017-2018 Program Review](#) helped support many initiatives across the Academic Division, including curricular advancement, faculty and staff growth, and also provided a foundation for the establishment of IAIA's newest MFA programs in Studio Arts and Cultural Administration.

Although IAIA was not initially slated for another APR until the 2021-2022 school year, in Fall 2020, the Academic Dean initiated a modified APR to aid academic departments in crafting 2-year work plans tailored to address immediate pandemic-related changes and adaptations. An example is the [2020 Museum Studies Program Review](#), which addressed industry needs arising from the pandemic, leading to a curriculum update. This modified APR departed from the traditional compiled format and took the shape of a dynamic working document for each department. Its purpose was to encourage reflection on program history and significance, particularly in light of current and anticipated industry changes due to the pandemic.

Departments were urged to establish specific 1-2 year goals, communicating them to the Dean for support through activities like budgetary adjustments, faculty professional development, technical support initiatives, and pursuit of targeted grants or funding. This process enabled faculty engagement in an agency-led activity during a period of uncertainty that caused discomfort and frustration for faculty, staff, and students. The APR served as a reminder of the value of their work and allowed for projections into the immediate future. It helped the community understand that overcoming immediate challenges was possible while continuing to plan for the future. Some outcomes from the 2020 modified APR include:

1. [Curricular adjustment to develop online synchronous/ asynchronous, hybrid and hyflex](#) versions and sections of courses that customarily met as in-person only.
  - This often included the development of "kits" that were assembled and mailed to students so they had appropriate materials to engage in remote lessons.
  - Courses also incorporated pandemic-related lessons and curriculum to inform students about real-time industry impacts and teach new skills that could be applied to pandemic-related conditions.
2. [Secured funding to support expansion of online and remote](#), hybrid and hyflex course delivery.
  - This included acquiring equipment for the transformation of all IAIA classrooms and studios into smart classrooms with remote delivery capacity.
3. [Increased Online Learning Technology training](#) to grow and maintain faculty proficiency with online, hybrid and hyflex course delivery.
  - This included the establishment of a new online Learning Management System (LMS) use standards, resource and learning page in the Canvas Faculty HUB, and the

establishment of ongoing paid [faculty workshops](#) to develop and improve faculty proficiency in online learning

4. [Secured funding to establish new courses that address industry needs](#) for remote technology proficiency, including in areas of online publishing, virtual environment building, broadcast technology, and virtual exhibition development.
5. [Transitioned the in-development Animation and Gaming minor](#) to a hybridized format with online delivery of selected classes.
6. [Secured funding and began implementation of Indigenous Liberal Studies lessons](#) and curriculum across all departments and in online and hybrid delivery formats.
  - This 2020-2021 APR activity began as a medium-term planning project in the 2017-2018 ILS APR and is now continuing under the 2023-2024 APR and 2023-2024 ILS Work Plan

As of January 2024, the Academic Dean has reviewed the academic department's [2023-2024 APR](#) and is compiling and creating their abstract. The academic departments have begun to include mention of the 2023-2024 APR in their 2023-2024 departmental work plans in preparation for approval and implementation in the 2024-2025 school year.

**4.A.2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.**

[IAIA defines a credit hour](#) (see pages 68-70) as an established equivalency or standard that approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each week. IAIA holds 16-week semesters in fall and spring and one 8-week semester in summer. Summer sessions are shorter, and contact time is more intensive. However, the credit hour definition remains the same regardless of the length of the semester. IAIA courses may be classified as fully online, hybrid, studio, or lecture/discussion format.

[Experiential courses, such as internships and apprenticeships, or lab classes](#) (see pages 68-70) will have increased contact hours so that one credit hour is awarded for every three hours of contact time over the 16-week semester. For Internships, Apprenticeships, and Labs, students will meet for three hours per week for each credit awarded for 16-weeks. A three credit Internship or Apprenticeship will meet for 120 hours, or eight hours per week, with 15 hours of reflection, or one hour per week, for a total of 135 hours of student work. Reflection can include keeping a journal, meeting with the faculty supervisor for an hour each week, or other strategies.

For three credit Studio classes, students will meet for 5 hours per week, typically in two periods of two-and-a-half hours each, with four hours each week to complete out-of-class assignments, for a total of 80 hours of instruction with 64 hours of out-of-class time to complete assignments for a total of 144 hours of student work.

For three credit Lecture/Discussion classes, students will meet for three hours per week, typically in two periods of one-and-a-half hours each, with six hours each week for reading, writing, research, small group projects, field trips, etc..., for a total of 48 hours of instruction with 96 hours of out-of-class assignments for a total of 144 hours of student work.

For three credit synchronous online classes, students must engage in online interaction as required by



each course. Direct contact with the online instructor can range from 48-80 hours per semester or three to five hours per week. Time to complete required assignments can range from four to six hours each week for a semester total of 144 hours of student work. For three credit asynchronous online classes, students must engage in asynchronous online interaction as required by each course. Recorded lectures and supplemental instruction with the online instructor can range from 48-80 hours per semester or three to five hours per week. Time to complete required assignments can range from four to six hours each week for a semester total of 144 hours of student work.

For each credit of independent study, the faculty must oversee a total of 48 hours of student work. Faculty must meet with students for face-to-face reviews of student progress toward agreed-upon learning outcomes for a minimum of one hour per week for each credit of independent study.

The Registrar's Office is responsible for evaluating transcript quality and credit. The Registrar works with the Academic Dean/Chief Academic Officer and the Department Chairs in reviewing transcripts and utilizes the Empower Degree Audit System to assist. IAIA does not accept any form of credit outside of regular transfer credits, such as life experience credit equivalency... however, we do engage in a number of Transfer Credit Articulation Agreements, including with the [Santa Fe Community College](#) (SFCC) and the [University of Alaska Southeast](#) (UASE).

[Experiential learning](#), in the form of internships, apprenticeships, and independent study, is established via an internship form that formally contracts the student, faculty member, and external supervisor outlining required activities, contact hours, and locations and times of work. A three-credit internship or apprenticeship requires 120 total contact hours with the site supervisor per semester and 120 hours of in and out-of-class work for independent study.

#### **4.A.3. The institution has policies that ensure the quality of the credit it accepts in transfer.**

The IAIA Registrar's Office ([see page 17 of the College Catalog](#)) assures the quality of the credits accepted through transfer. Only credit from accredited institutions, with a "C" or better grade, as presented on an official transcript, is accepted. Individual course transfers completed at other accredited institutions can satisfy course requirements in degrees if they are consistent with IAIA's academic standards.

IAIA's student information system, Empower, now includes a degree audit function. Students can now view their progress, including how transfer credit is applied to their IAIA degrees. Academic Advisors also received training on the Empower Degree Audit System in 2018 and 2019 and the process was also included in the [Academic Advising Manual](#), first published in Spring 2022, revised in Fall 2022, and Fall 2023.

#### **4.A.4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.**

Faculty, Department Chairs/ Directors, the Academic Dean, the Academic Programs and Policies

Committee (APPC), and Faculty Council governance committees share responsibility for the quality of academic programs. Course prerequisites are listed in the IAIA catalog and Empower, which provides automatic notifications and enforces holds when students register for a course without the appropriate prerequisites. Course level student learning outcomes are listed in each syllabus and degree program-level outcomes are listed in the catalog. Regular Indigenous Assessment of learning outcomes takes place, which is discussed in more detail in core component 4.B.1.

Individual instructors, under the supervision of the Department Chair/Director and the Academic Dean, play a crucial role in maintaining course rigor. This is achieved through ongoing [course evaluations](#) and [Indigenous Assessments of Learning Outcomes](#). Academic departments facilitate monthly meetings, while Chairs/Directors convene regularly through the APPC.

When a department identifies the need for changes at the course or degree program level to enhance outcomes and increase rigor, they initiate a [course](#) or program change request. This request is then submitted to the Curriculum Committee and the Faculty Council for approval. Upon approval by both bodies, the proposal undergoes further review and approval by the Academic Dean.

Additionally, the ad hoc General Education Committee collaborates with departments to review and recommend updates, particularly concerning Core Competencies in the General Education curriculum. These competencies underpin many of the General Education course outcomes and objectives, assessed at the department level through the Indigenous Assessment process.

Following the ad hoc General Education Committee's recommendations, the relevant academic department responsible for the specific General Education class conducts a thorough review ([see pages 91-92 of the College Catalog for General Education classes](#)). If the academic department finds merit in the General Education Committee's suggestion, they typically bring the proposed change to the APPC for discussion.

In the APPC, all department chairs/directors have the opportunity to voice potential impacts the change may have on their degree programs. If a consensus is reached, the concerned department follows the standard process of submitting a course change request to the Curriculum Committee, Faculty Council, and the Academic Dean for the final approval of the proposed modification.

An abundance of learning resources are available throughout the institution. The [Library](#) has access to over 200K physical and digital books, over 5k media, 300+ serials, and subscribes to nearly 100 online databases. Students also have library access to any New Mexico institution of higher education through inter-library loan. The institution has a dedicated [Learning Lab](#) staffed by tutors, adjunct faculty, and student workers who assist with various courses, including developmental and 1-Up English and mathematics courses. Computer labs and printers are available 24 hours per day, and computers across all labs and classrooms were updated to the latest models in 2020-2021 under an AICF Technology Grant described in 4.A.1.

IAIA adheres to the faculty qualification guidelines set by the HLC (Higher Learning Commission). The institution actively offers dual credit courses for local, state, and tribal high schools, with dedicated staff including a Dual Credit Coordinator and Outreach Assistant to support dual credit students, faculty, and administrators.

In Fall 2023, IAIA offered 27 [Dual-Credit courses](#) across seven high schools. The Dual Credit Coordinator collaborates with partnering Dual Credit high schools to organize classes and instructors, providing credentials to IAIA Department Chairs for instructor approval. Instructors

receive [master course syllabi](#) as templates to ensure consistency in academic requirements and learning outcomes with on-campus courses. The courses with the [greatest enrollment of Dual Credit students](#), include BUSN101 *Money, Wealth, and Personal Finance*, NAVJ101 *Elementary Navajo I*, and FUND1012-*D Fundamentals*.

To maintain quality, course-level evaluations are conducted each semester, and results are shared with the respective Department Chair. This process helps assess instructor and course delivery quality, offering improvement feedback to dual credit faculty when necessary. The Office of Institutional Research also furnishes a [course pass-rate report](#), allowing Department Chairs to compare the success of dual credit students to undergraduate students in specific courses.

In Fall 2023, the Provost, in collaboration with the Dean of Students and Associate Academic Dean, initiated the relocation of the Dual-Credit program and its staff under the Academic Division. Traditionally housed within the [Admissions and Recruitment Department](#), the considerable surge in the Dual Credit program's popularity and the growing number of Dual Credit students transitioning into our degree programs, including the noteworthy achievement of two [Dual Credit students graduating with our Business and Entrepreneurship Certificate](#), underscored the necessity for closer integration with the Academic Division. Over the preceding six years, a total of [sixty-seven former Dual Credit students](#) have returned to IAIA as degree-seeking students.

#### **4.A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.**

In 2019, IAIA discontinued its accreditation with the [National Association of Schools of Art and Design](#) (NASAD) due to a lack of alignment between NASAD and IAIA's culturally rooted values and practices. Despite this official discontinuation, IAIA independently maintains many NASAD standards including much of NASAD's Facilities, Equipment, Technology, Health, and Safety Standards that were implemented during our time with NASAD and have been maintained through the regular operations of our academic departments and annually reviewed and updated by the IAIA Safety and Security Committee (HSS).

#### **4.A.6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.**

IAIA assesses the success of its graduates both informally through professional networking facilitated by faculty, staff, and administrators, and formally through surveys and the National Student Clearinghouse. IAIA uniquely evaluates graduate success through an indigenous lens. Unlike many institutions that view success as graduates establishing independent careers away from their home communities, IAIA considers graduates returning to their home communities as a pinnacle of success. Many students choose IAIA not only for personal and professional growth opportunities but also to enhance their ability to contribute to their communities. Indigenous communities entrust their youth and future to IAIA, and the institution takes pride in educating and empowering the next generation of Indigenous leaders, helping students achieve their goals, and supporting the sovereignty, preservation, and perpetuation of native art and cultures.

IAIA surveys its graduates on a three-year cycle. Our most recent survey of graduates was

administered in 2022 using the [Strategic National Arts Alumni Project](#) (SNAAP) survey. Some highlights of that survey include:

- 90% of our alumni said their overall experience at IAIA was excellent or good (equal to that of other small institutions and a 6% increase from the 2017 survey)
- 71% of respondents obtained full-time work within one year or pursued further education after graduating from IAIA.
- 83% of respondents who obtained full-time work reported that work was related to their education at IAIA.
  - 61% work in an arts or design occupation, including teaching and management positions in arts-related fields.
  - 89% reported that having a degree in art or design was important to advancing their career.
  - 89% reported that their career is related to their IAIA field of study.

The SNAAP survey provides crucial quantitative data on the success and career engagement of our Alumni, but as a tribal college, IAIA also defines Alumni success in ways that are more complicated to quantify. Native students entering post-secondary education often carry historical trauma inflicted under the boarding school system. Native communities retain the memory and trauma of the forced removal of youth and the devastating inter-generational impact of assimilation-based education policies. While most tribal communities today maintain connection with their K-12 youth through reservation-based school systems, post-secondary education remains an opportunity for separation and assimilation and, as such, is still regarded by Native communities with suspicion and mistrust.

Tribal colleges such as IAIA were designed to bridge the gap between Native communities and post-secondary education. IAIA's curriculum is deliberately responsive to Native concerns and needs and we take great pride in delivering an education that emphasizes continued connection with Native community and culture. For IAIA and our mission of empowering Native American artists and leaders, an Alumni's choice to return to their community rather than enter the larger American workforce can be one of the greatest indicators of success. Surveys like SNAAP often apply western definitions to success that cannot account for all that our Alumni are doing, and so IAIA supplements the quantitative metrics of success with qualitative impacts and stories of our students and their work within their communities to preserve, protect and perpetuation of their cultures, arts, and Native lifeways.

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## 4.B - Core Component 4.B

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The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

### Argument

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#### 4.B.1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

IAIA uses an assessment process known as [Indigenous Assessment](#) to assess student learning and to achieve learning goals across the IAIA Academic Division, including Dual Credit and Co-Curricular offerings. Indigenous Assessment evolved from a community concern over IAIA's historical use of a Western quantitative-based assessment model. By 2016 the Western model was increasingly seen by the IAIA community as ineffectual and focused too strongly on structure and the assembling of incomplete quantitative data instead of meaningful inquiry that leads to positive change to the IAIA curriculum, programs, and community.

In her book *Decolonizing Methodologies: Research and Indigenous Peoples*, Linda Tuhiwai Smith criticizes research serving external interests and advocates for methods rooted in Indigenous values and cultures. Indigenous communities prioritize research that meets their unique requirements, guided by three principles: addressing community needs, integrating cultural values, and involving the community in the research process. IAIA's Indigenous Assessment methodology recognizes IAIA's distinct identity as an Indigenous-rooted art school and utilizes a decolonizing approach that meets our community's needs, integrates our community's indigenous-centric values, and ensures active faculty, staff, and student participation in every Indigenous Assessment project. This approach underscores the commitment to respecting IAIA's identity and values in our chosen assessment methodology. Taking inspiration from Smith's book, IAIA Faculty Emeritus Dr. Stephen Wall developed IAIA's Indigenous Assessment as a culturally responsive and inclusive assessment model that is capable of holistically and effectively assessing both programmatic and course-level outcomes and goals through 5 steps:

1. Form an Indigenous Assessment Review Committee and elect a committee leader.
  - The Indigenous Assessment Committee is made up of rotating community members from across IAIA faculty, staff, and students, and the leader is a community member who has already participated in at least two Indigenous Assessments
2. Collect Artifacts and Distribute to the Committee
  - Artifacts are most commonly student work from several semesters of a single class or multiple classes that share the same or related learning outcomes and goals. Artifacts may also include course evaluations, surveys, and art created in or inspired by



coursework.

### 3. Dialogue

- The Indigenous Assessment Committee leader secures a space on campus for the committee to meet and record their discussion of the artifacts.
- A transcription of the recording will be used later by the Transcription Review Sub-Committee
- The committee meets in one uninterrupted session where they focus on sharing their observations about the artifacts and how they demonstrate indigenous knowledge, lived experience, and knowledge gained through the IAIA curriculum.

### 4. Honoring

- Though honoring the time and perspectives of the Indigenous Assessment Committee happens throughout the process, special attention is also paid to honoring the student work and the expression of lived Indigenous experience, indigenous talent, and the burgeoning knowledge that the work represents.
- The Indigenous Assessment Committee is encouraged to find and reflect on the positive elements of learning visible in the student work and consider ways they may honor student achievements through their own respective roles, such as committing to the investment of resources to support student learning (time, space, funding).

### 5. Improving Together

- A Transcription Review Sub-Committee reads the Assessment Committee's meeting transcripts. This Transcript Review sub-committee can include some of the same members as the initial Indigenous Assessment Committee, but it is ideal to bring in some new group members, too. This is a meta-assessment of the transcript that produces additional and compounding ideas that are compiled into a final Indigenous Assessment report which is provided to the respective department chair/ director or administrator overseeing the assessed course/ program.

Indigenous Assessment takes significant time and dedication to complete and so starting in 2018 it was incorporated as a requirement for departments to include in their annual departmental work plans. Between 2018 and 2020 Indigenous Assessment projects evolved into highly productive day-long Indigenous Assessment Committee retreats which often included meals and planned outings to walk around campus and engage in informal conversations. The momentum towards retreat style Indigenous Assessments was greatly obstructed by the COVID-19 pandemic, and between 2020 and 2022 Indigenous Assessment meetings turned from enjoyable and productive occasions for interdepartmental, inter-generational, and intercultural dialogue into hours long zoom meetings that stifled the sort of meaningful interaction that produce the best outcomes from Indigenous Assessment.

#### **4.B.2. The institution uses the information gained from assessment to improve student learning.**

Since 2018, IAIA has actively utilized information obtained through Indigenous Assessment to enhance student learning, prompting updates to course curricula, programmatic adjustments, and the expansion of academic services. The Academic Division has undertaken 19 Indigenous Assessment projects, resulting in notable improvements and innovations.

In 2020-2021, the Cinematic Arts (CINE) department conducted an Indigenous Assessment to evaluate the impact of a year of online course delivery on the quality of student work. The assessment

involved [analyzing artifacts](#) in the senior screening and awards ceremony, comparing pre- and post-pandemic work to gauge quality and recommend improvements. Additionally, the committee quantitatively assessed the total awards received by students before and during the pandemic. The assessment findings indicated that despite the shift to online delivery, there was no noticeable decline in the quality of student work or the quantity of awards won between 2019 and 2021. As a result, the CINE department has continued to expand online, hybrid, and hyflex course delivery, providing flexibility for students who prefer remote work and creating new opportunities for off-campus projects and industry training initiatives.

In 2020-2021, the Academic Dean's office conducted an Indigenous Assessment focused on the six undergraduate BFA Curriculum Maps. While learning outcomes were already present in departmental catalogs and individual course syllabi, this assessment aimed to centralize these outcomes in a curriculum map for quick reference and new faculty training. Existing curriculum maps were gathered, compared, and the assessment led to the creation of a Curriculum Map Template. This template was designed to assist departments with unclear, incomplete, or outdated maps. The templates were finalized in Fall 2021.

- [Cinematic Arts and Technology](#)
- [Creative Writing](#)
- [Indigenous Liberal Studies](#)
- [Museum Studies](#)
- [Performing Arts](#)
- [Studio Arts](#)

In 2021-2022, the Library conducted an Indigenous Assessment to evaluate the impact of information literacy education on learning outcomes in foundational courses, including [ARTS101](#). The assessment outcomes led to the immediate integration of an information literacy lesson into the 23SP.ARTS101.01 course. Additionally, a "[Library Quick Links](#)" module was developed and embedded in the Canvas home page for every IAIA course. The success of the Libraries' Information Literacy lesson was showcased at the ARLIS/NA conference in Mexico City in April 2023, reaching an international audience of information literacy experts.

In a unique example of multi-year research and assessment, in 2021-2022, the Indigenous Liberal Studies (ILS) department initiated a review of the [MATH104 – Numbers and Society](#) course due to student frustrations expressed in evaluations and anecdotal conversations. Students highlighted concerns that the math courses heavily relied on western, non-indigenous concepts, excluding possible indigenous-based math concepts and examples. In response, during the summer of 2022, Math Faculty Andrea Otero undertook research on Indigenous architecture, pottery design, sculpture, basketry, beadwork, quill work, Seminole patchwork, astronomy, and star quilts. The MATH104 curriculum was then redesigned to incorporate culturally relevant examples, embracing cultural ways of learning through "watching and doing." This redesign involves bringing artists and elders to share their experiences and provide applicable real-world examples.

Professor Otero is currently leading a [2023-2024 Indigenous Assessment](#) project focused on examining artifacts of student learning in the redesigned 2022 – 2024 MATH104 course offerings at IAIA. The project includes interviews with faculty from various disciplines to understand how they incorporate math in their coursework. Additionally, it involves researching equivalent math requirements at other Arts colleges and universities. The outcomes of this Indigenous Assessment will inform further course refinements, updates to placement tests, and guide future math Indigenous Assessments. This comprehensive investigation aligns with ILS's commitment to decolonizing

IAIA's math curriculum, aiming to create a fluid, contemporary, and relevant Indigenous math curriculum that recognizes and celebrates Indigenous voice, knowledge, and learning styles. An [IAIA newsletter article](#) highlighting this decolonizing effort has sparked increased student interest in the MATH104 course and drawn attention from other Tribal Colleges interested in implementing similar Indigenous-centric math courses at their institutions.

Since emerging from the Covid-19 pandemic, and the ability to return to our crucial in-person Indigenous Assessment methodology, departments have increased their rate of Indigenous assessment, and in the 2023-2024 academic year, there are seven Indigenous Assessments underway, including the Dual Credit assessment mentioned in 3.B.1. Several departments outside of Academics have also begun to train on using Indigenous Assessment, including the Counseling, Internship & Career Services, Housing, and Student Activities Departments.

#### **4.B.3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.**

Our Indigenous Assessment processes and methodologies were initially designed to involve all IAIA faculty and staff in a rotating manner. As outlined in 4.B.1, the Indigenous Assessment process is rooted in an Indigenous community-centric model, emphasizing face-to-face gatherings and dialogues. However, the onset of the COVID-19 pandemic necessitated a shift to virtual Indigenous Assessment gatherings, leading to challenges that impacted the productivity and generative nature of the assessment.

Several significant challenges arose during the pandemic-modified Indigenous assessments, including issues related to internet connectivity, technology, and burnout resulting from the continuous reliance on online classes and meetings. Despite our customary practice of including students on Indigenous Assessment committees, their active participation became particularly challenging due to the reasons mentioned above. Additionally, after returning to their home communities, students often found themselves engaged in various responsibilities such as assisting their families, acting as runners for extra-community shopping, delivering meals to elders, and providing on-call tech support for elementary age students continuing their online schooling.

Consequently, the period between 2020 and 2022 witnessed a reduction in student involvement in Indigenous assessments. Reports tended to reflect faculty and staff perspectives to a larger extent, highlighting the unique challenges posed by the pandemic and the resulting adjustments in assessment methodologies.

IAIA has made substantial strides in assessment since our comprehensive visit in 2014 and the Assurance Review in 2018. In the fall of 2015, IAIA joined [HLC's Assessment Academy](#), and in 2018, we implemented our Indigenous Assessment as the official method of assessment. This incorporation marked a significant step forward, with Indigenous Assessment becoming an integral part of our Program Review, Work Plans, and Strategic Plan.

In Fall 2023, the Provost extended the adoption of Indigenous Assessment to student services and student life departments and committees. By embracing Indigenous Assessment across the institution, we commit ourselves to a community-centric process that fosters open dialogue and transparency, while respecting the perspectives of every community member. The Indigenous

Assessment process is designed to be inclusive, welcoming participation from all community members, regardless of their expertise in the area being assessed. This approach reflects a deep respect for every individual's perspective, empowering all IAIA community members to contribute to a better understanding of our strengths and areas for improvement.

The Indigenous Assessment at IAIA is rooted in an Indigenous consensus model that prioritizes interaction and community building through dialogue about teaching and learning. Guided by the values of community, dialogue, honoring, and respect, our [assessment model is conceptualized as a spiral](#), mirroring the symbolism associated with the four directions. Participants in the process can explore and draw connections between different parts of the spiral, reflecting the interconnected nature of the assessment. This Indigenous Assessment process is envisioned as a journey in the form of a descending spiral, moving from the surface to the core. The spiral, a powerful inter-Indigenous symbol, directs attention and intentions toward central goals and values while providing a path to achievement.

An early and enduring application of the Indigenous Assessment process involves approaching artifacts blindly, without a rubric for evaluation. This method consistently yields dynamic and immediately applicable outcomes, as described in the examples of 4.B.2. By doing so, the assessment reveals specific interests and needs expressed by students, faculty, and staff in the work and assessment process. This approach allows for enhanced observation of interdisciplinary learning and prevents the obscuring of insights that might arise from a prescribed outcome.

The ultimate goal of Indigenous Assessment aligns with any assessment system: to enhance student learning and improve the programs and services supporting student success. IAIA has successfully conducted numerous Indigenous Assessments since adopting the model in 2018. Post-pandemic, interesting trends and parallels have emerged in the way departments interpret and respond to their respective Indigenous Assessment reports. For instance, the Indigenous Liberal Studies (ILS) department is currently working on Indigenousizing their mathematics classes in response to assessments indicating a lack of identifiable connections between traditional Math offerings and indigenous-centric learning outcomes. Similarly, the Performing Arts department (PERF) reached a similar conclusion post-assessment in 2020-2021, prompting an infusion of Indigenous concepts into the PERF curriculum to help students relate culturally and artistically to performance.

Dr. Sheila Rocha in collaboration with Dr. Jonah Winn-Linetsky have begun to implement an [Indigenous Performance Framework](#) (IPF) across the PERF courses to incorporate:

- Elements of “Peoplehood” which is described as a collective identity and shared sense of belonging among a group of people. It goes beyond individual identity to encompass a broader sense of community and connection based on shared culture, history, values, and often a common geographic location.
- Ceremonial praxis, which is the practical aspects and behaviors associated with ceremonies, rituals, or formalized practices within a specific cultural, religious, or social context. It involves the actual performance or execution of ceremonies and the behaviors and actions that constitute these rituals.

The IPF model used by Dr. Rocha is a self-evaluative process that applies an Indigenous way of knowing (Indigenous epistemology) to the performances and how the performer approaches it.

All academic programs have developed degree program-level student learning outcomes published in the college catalog and course learning outcomes listed in the course syllabi. In addition,

curriculum maps have been developed for the degree programs that show where learning outcome related knowledge is introduced, applied, and synthesized.

- [Cinematic Arts and Technology](#)
- [Creative Writing](#)
- [Indigenous Liberal Studies](#)
- [Museum Studies](#)
- [Performing Arts](#)
- [Studio Arts](#)

IAIA has a well-established process for setting and changing learning outcomes via a course/program proposal and change request process as described in 4.A.4. Indigenous Assessments of program and course learning outcomes are initiated as part of required annual academic department work plans. Assessment progress is discussed during monthly APPC meetings. Indigenous Assessment progress is officially reported to the Dean, Provost, President, and IAIA Board, quarterly. Between 2020 and 2022 Indigenous Assessments were conducted primarily via zoom due to the social distancing requirements of the pandemic and a remote Indigenous Assessment format was implemented with regrettably condensed community dialoged portions.

## Sources

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- EVID\_2024 – 23FA.MATH.104.01 Syllabus
- EVID\_2024 – ARTS BFA Curriculum Map
- EVID\_2024 – ARTS101 Assessment Report
- EVID\_2024 - BFA Cinematic Arts Curriculum Map
- EVID\_2024 - BFA Creative Writing Curriculum Map
- EVID\_2024 – CINE BFA Curriculum Map
- EVID\_2024 – CRWR BFA Curriculum Map
- EVID\_2024 – IAIA Decolonizes Math Article
- EVID\_2024 – ILS BA Curriculum Map
- EVID\_2024 - Indigenous Assessment Process
- EVID\_2024 – Indigenous Assessment Spiral Diagram
- EVID\_2024 – Indigenous Math Assessment Workplan
- EVID\_2024 – Library Quick Links
- EVID\_2024 - MFACA Curriculum Map(2)
- EVID\_2024 – MUSM BFA Curriculum Map
- EVID\_2024 – PERF BFA Curriculum Map
- EVID\_2024 - Rocha IPF Model
- EVID\_2024 – Student Showcase Film Links
- IAIA Assessment Academy Application Final
- Indigenous Assessment poster

## 4.C - Core Component 4.C

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The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Argument

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**4.C.1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.**

IAIA has defined targets for student enrollment, retention, persistence, and completion. Targets are set as part of the strategic planning process and included in the Strategic Enrollment Management Plan and revised post-COVID in the Defined Goals for Enrollment, Retention, and Completion identifies specific student success targets that align with IAIA's [mission](#) to empower our students.'

As a small Tribal College dedicated to serving a predominantly Indigenous population, IAIA confronts a distinct challenge in establishing student retention, persistence, and completion goals without the guidance of comparable state and national metrics. [Retention](#) and [graduation rates](#) for Indigenous students rank among the lowest of all BIPOC groups in the United States. The [low enrollment numbers](#) of Indigenous students pose challenges in data analysis, frequently leading to their exclusion from both national and institutional reports. This exclusion complicates the search for research-based best practices in supporting Indigenous students to achieve their academic goals for colleges and universities serving this population. This phenomenon, so prevalent in postsecondary research, has been coined the "American Indian research asterisk" ([Garland, 2007](#)).

As a member of the American Indian Higher Education Consortium (AIHEC), IAIA does have access to data on retention, persistence, and completion strategies from fellow Tribal Colleges and Universities (TCUs). However, being one of the few heavily inter-tribal TCUs and the only one with a focus on Indigenous arts and cultures, we grapple with challenges related to the applicability of this data to our unique status, mission, student population, and educational offerings.

In the face of these challenges, IAIA has set initial enrollment, retention, and completion goals outlined in the [Strategic Enrollment Management Plan](#). Subsequently, the institution revisited and



revised these goals in response to the impacts of COVID-19, documenting the changes in the supplemental report of the Strategic Enrollment Plan. As these objectives are reassessed, pertinent departments such as Admissions and Retention, Student Services, Financial Aid, and Counseling collaboratively craft annual [work plans](#). These plans feature activities and outcomes specifically designed to bolster IAIA's efforts in achieving its retention, persistence, and completion goals.

While many institutions opted for broad, one-size-fits-all solutions to address the challenges posed by the Covid-19 pandemic, IAIA adopted a more personalized Indigenous approach. This involved conducting [phone interviews with all 282 students](#) who had to leave our campus due to the pandemic. These interviews uncovered that 41% of responding students encountered difficulties transitioning to online classes, primarily due to inconsistent or problematic internet access, outdated equipment, and a lack of software.

In response, IAIA collaborated with students, drawing on their community-specific knowledge to identify locally available internet providers. The institution funded the establishment of internet connections or enhanced speeds for those facing issues. In cases where internet access was nonexistent, IAIA covered cell phone data plans, allowing students to tether to their computers, and purchased internet hotspots for those without smartphones. Additionally, for students facing challenges related to outdated equipment or a lack of software, IAIA provided laptops and software licenses.

These phone conversations also unveiled other significant challenges students were grappling with, including food security, safe housing, reliable transportation, and mental health struggles. This valuable data enabled IAIA to allocate [Higher Education Emergency Relief Fund](#) (HEERF) and Emergency Aid Funding to address their real-time needs effectively.

IAIA's Indigenous-Centric approach to holistic support proved to be ambitious yet highly appropriate and successful, as demonstrated by our remarkable achievements. There was a notable twenty-two percentage point increase in retention and a stable graduation rate from Fall 2020 to Fall 2021. These success rate increases not only met but exceeded our most ambitious goals for retention, persistence, and completion. While these accomplishments were aided by a significant influx of state, federal, and private pandemic funding, this period of great success underscored how IAIA's holistic and Indigenous-based approach resonated with our population in a way that other more generic higher education approaches did not.

The success also prompted us to further grow and establish new initiatives aimed at supporting retention, persistence, and completion. These initiatives include:

- IAIA [Student Benefit Emergency Aid Fund](#)
  - Funding for housing, childcare, food, transportation...
  - Provides emergency funding to student who are facing resolvable crises that impact their retention and persistence such as:
  - Consists of continued operational funding, staff and faculty contributions, and outside donors.
- [IAIA Pantry](#)
  - Includes items purchased through continuing operational funding, donations by community members and donations from outside supporters.
  - Provides supplemental perishable and non-perishable food and household items to students living on or commuting to campus.
- IAIA [Mixed Use Housing Building](#)

- Represents a substantial investment by IAIA in the expansion of on-campus housing to help alleviate seasonal student housing insecurity and support services
- Expanded [Mental Healthcare Services](#)
  - A new Mental Health Resource Page with links to on-campus, virtual and telehealth services and hundreds of additional links to videos, forums, and programs covering everything from mindfulness exercises to
- [The Early Support System](#)
  - The Early Support system provides a centralized place for faculty and staff to notify IAIA support staff that a student may be struggling academically or personally. The system is used when a faculty or staff feels that a student may need additional support from a student success advisor, a counselor, the ADA office or other support services including emergency funding to support housing, food and or transportation insecurity.
- [Indigenous Pathways to Success Committee](#) (IPS) - (formerly the Indigenous Student Success Committee and Pathways Council)
  - Helping the ILS and CRWR departments advocate for 1Up program expansion.
  - Helping to implement ATD priorities around the expansion of campus Mental Health services.
  - Helping the student life department hold culturally relevant events such as Blue Corn Mornings and Food and Community Nights.
  - IAIA's 1Up Program allows students who place into developmental Math or English courses to enroll concurrently in the gateway college-level courses. 1Up student receive expanded tutoring and support services and assignments are designed to provide more opportunities to reflect and integrate their experiences and art into assignments.
  - The IPS was formed in the summer of 2021 and is charged with identifying, recommending, and implementing initiatives that address student success needs and help build a cultural community to make students feel more at home on campus. The IPS committee is currently:
  - The 1UP Program for Math and English

The establishment of IAIA's inaugural Provost position in 2023 signifies a strategic move aimed at bolstering the institution's capabilities in addressing retention, persistence, and completion. In Spring 2024, the Provost initiated the formation of the Provost's Council, comprising IAIA's Deans. Among its various responsibilities, this council will coordinate efforts related to enrollment, retention, persistence, and lead revisions to the Strategic Enrollment Management Plan.

Working collaboratively with the IPS committee and directors from the Student Services department, the Provost's Council will play a pivotal role in establishing future retention, persistence, and completion goals. Additionally, the council will ensure that the allocation of institutional resources and personnel for each relevant department aligns appropriately with IAIA's overarching goals and ambitions. An integral aspect of their responsibilities includes tracking and potentially publishing IAIA's retention, persistence, and completion data, along with successful strategies employed by the institution.

The intent is that this data will not only benefit IAIA and its fellow Tribal Colleges and Universities (TCUs) but also extend its utility to other institutions serving Indigenous populations that contend with the challenges associated with the "American Indian Asterisk".

While IAIA has consistently prioritized higher student enrollment, persistence, completion, and overall success, the establishment of the Provost position represents a strategic move towards

enhancing the institution's capabilities in studying, defining, and setting goals in these domains. In Spring 2024, the Provost will initiate the formation of a Dean's Council. This council aims to streamline and coordinate various efforts related to enrollment, retention, persistence, and completion within the Academic and Student Services Division. Collaborating with the IPS committee, the Dean's Council will contribute to the revision of strategic objectives, ensuring the allocation of resources and personnel to support continuous improvement in these crucial areas.

#### **4.C.2. The institution collects and analyzes information on student retention, persistence and completion of its programs.**

The IAIA Office of Institutional Research (OIR) plays a pivotal role in maintaining and disseminating metrics and data related to student retention, persistence, and completion. Academic departments receive regular annual data through a [Tableau dashboard](#), supporting program reviews and annual reporting for Academic chairs, directors, and the Academic Dean. Additionally, OIR extends its data services to the Office of Admissions & Retention, Dean of Students, various governance committees, and department/division heads. The metrics provided by OIR are instrumental in the Academic Dean's routine planning activities, influencing decisions on aspects such as class size limits, instructor course assignments, and board reports. OIR also conducts surveys and facilitates focus groups to gather information crucial for college-wide decisions, exemplified by initiatives like the [Strategic Plan surveys and focus groups](#). The Indigenous Pathways to Success (IPS) committee leverages OIR's data to assess the impact of student-centered initiatives on student success, contributing valuable insights to the [Annual Reflections](#) report for Achieving the Dream.

#### **4.C.3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.**

During the registration months for the Fall 2022 semester, the OIR provided Student Success Advisors with a list of students who were enrolled during the current or previous semester but had not yet registered for Fall 2022 classes. This list served as the foundation for a more intrusive calling campaign, where Student Success Advisors reached out to students more frequently during the registration period.

Before the implementation of the more intrusive calling campaign in Summer 2022, the previous five Fall cohorts, 2016 to 2020, each had a fall-to-fall retention rate between 43% and 51%. However, after the Summer 2022 calling campaign [we attained a 72% retention rate](#) (see pages 8-9). This significant increase suggests that an intrusive calling campaign will contribute positively to IAIA retaining students.

Additionally, the data collected from this calling campaign has helped IAIA track and address evolving student needs. We postulate that the increase seen between Fall 2020 and Fall 2021 was due in large part to our ability to use HEERF funding to meet the funding needs of a larger portion of our students. Although we no longer have access to HEERF funding, IAIA continued to use its operational funding and grant opportunities to support the commonly identified student needs that are impediments to retention such as housing insecurity, food insecurity and lack of transportation. To meet those continued needs IAIA has invested in:

1. The construction of a new multi-million dollar [Mixed-use housing facility](#) that includes a dozen new double suite apartments which will allow an increased number of students to stay on

- campus over holiday breaks when they may have no other place to live.
2. The expansion of the on-campus [food pantries](#) to help support students facing food insecurity and to provide essential toiletries.
3. The continuation of the [IAIA Emergency Fund](#) to support a variety of student needs including but not limited to car repairs, emergency transport and rental assistance.

IAIA has an [average six-year graduation rate of 27%](#). Although similar to the [average graduation rates for 4-year TCU Institutions](#), we are committed to improving our student graduation rates via targeted initiatives and community events including. Some of those initiatives are described below.

### **1UP Program:**

The 1Up Program at IAIA enables students who place into developmental Math or English courses to enroll concurrently in gateway college-level courses. Additionally, these students receive additional resources to support their progress in the gateway courses (as outlined in 3.B.1.). The program has demonstrated a positive impact on students completing their gateway Math or English course within their first year at IAIA.

According to data from the Achieving the Dream [Project Success Key Performance Indicators](#), about 17% of freshmen will complete the gateway Math during their first year. Similarly, around 56% of freshmen will typically complete the gateway English during their first year. However, the 1UP Program has shown significantly higher pass rates for participants.

For the 2022-23 academic year, 88% of 1UP Math students completed the gateway Math during their first year, indicating a substantial improvement over the general pass rates for students in remedial math. Likewise, 74% of 1UP English students for the same academic year completed the gateway English during their first year, highlighting the program's effectiveness in supporting students through their gateway courses ([see page 6 of the ATD Annual Reflection](#)).

### **New Freshman Summer Bridge (NFSB):**

The New Freshman Summer Bridge was developed in 2018 to aid the transitional process for new freshmen and to provide a head start on earning credits by having them take a for-credit course (see 3.D.2 for additional details) Improvements made to the [NFSB program have had a positive impact on the participants](#) (see page 7). For example, the Fall-to-Spring persistence rates have improved for NFSB students going from 64% for the 2018 cohort to 91% for the 2021 cohort. The Fall-to-Fall retention rates have also improved from 36% for the 2018 cohort to 68% for the 2021 cohort.

In addition to these new initiatives, IAIA has also continued several impactful initiatives that have demonstrated improvement in retention and persistence including:

- Increased Institutional Scholarships - compounded in Fall 2022 by state expansion of the New Mexico Opportunity and Lottery Scholarships.
- “15 to Finish”, formerly “4 for 3” - introduced to students during orientation, explained during the new Freshman Summer Bridge program and described in the Academic Advising Manual so advisors can discuss it with their first-year advises.
- Emergency Aid Program - helps students who encounter unexpected financial impediments. We introduce this program to students with flyers, emails, and community announcements,

including links and directions to apply. This Aid program was expanded in 2020, 2021, and 2022 with HEERF Funding

- Academic Advising Program – revised in 2022 to include a new training module in the faculty hub of our Canvas learning management system (LMS) a more extensive training manual, and video tutorials on best advising practices. This was also coupled with a new student advising resource module in the student hub of our canvas, LMS with an Advising Q&A.

[Ninety-two percent \(92%\) of first-year, full-time students who participated in the Fall 2021](#)

[Community Events returned in Spring 2022](#) (see page 4), while 82% of first-year students who did not participate returned. Similarly, 60% of participants persisted for Fall 2022, compared to 48% of non-participants persisted in Fall 2022. Finally, students who participated in the events completed 86% of their attempted credit hours in the Fall 2021 semester, compared to non-participants who completed 82% of their credit hours.

#### **4.C.4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice.**

IAIA is dedicated to data-driven decision-making, emphasizing the importance of evidence in supporting arguments and justifying resource allocation. The Office of Institutional Research (OIR) at IAIA adheres to IPEDS guidelines and definitions for calculating retention and graduation rates, both for first-time/full-time students and transfer-in students. The IPEDs definitions are:

- Retention Rate - A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.
- Graduation Rate - The rate required for disclosure and/or reporting purposes under the Student Right-to-Know Act. This rate is calculated as the total number of completers within 150% of normal time divided by the number of students entering the institution as full-time, first-time degree or certificate-seeking students in a particular year (cohort).

OIR publishes these results through Tableau visualizations, accessible to the IAIA community and the public on the OIR webpage. Additionally, specific reports are prepared by OIR staff as requested. A few examples include:

- [IAIA Fact Sheet](#)
- [Ten Year Enrollment Report](#)
- [New Student Placement](#)
- [ATD Annual Reflection](#) and [KPIs](#)
- [Academic Program Review](#)

IAIA uses external data sources to establish benchmarks by which it can compare itself to peer institutions. External data sources include:

- IPEDS
- National Student Clearinghouse

- New Mexico Higher Education Department
- Strategic National Arts Alumni Project (SNAPP)
- Achieving the Dream Network

## Sources

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- AICF What Tribal College Data Tell Us Graduation
- Comparison of Retention Rates
- EVID\_2024 - 2023 ATD Annual Reflection IAIA
- EVID\_2024 - 2023 Project Success KPI Report
- EVID\_2024 - 2025 Strategic Enrollment Management Plan - 2.4.24.pdf
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- EVID\_2024 - Early Support Form
- EVID\_2024 - IAIA 2023 Fall Fact Sheet
- EVID\_2024 - IAIA Pantry
- EVID\_2024 - IAIA Quality Initiative Report 2023 Final Updated
- Evid\_2024 - IAIA\_Strategic\_Plan\_2025
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- EVID\_2024 -IAIA Ten Year Enrollment Report
- EVID\_2024 -IAIA Ten Year Math English Placement
- EVID\_2024 -IPEDS Data Fall Enrollment
- EVID\_2024 -Serving NAm Students Garland 2007
- IAIA Six Year Graduation Rate Over Time
- IPEDS Indicator 20\_ Undergraduate Enrollment
- IPEDS Indicator 23\_ Postsecondary Graduation Rates



## 4.S - Criterion 4 - Summary

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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### Summary

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IAIA, as a Tribal College (TCU), has developed and continually refined a model of Indigenous Assessment and Indigenous Research that aligns with our mission, values, and tribal identity. Our adept use of Indigenous Assessment enables the comprehensive evaluation of academic programs, initiatives, curricula, and learning outcomes, reflecting our commitment to excellence. Additionally, IAIA employs its Indigenous Research methodology in collaboration with the Office Institutional Research (OIR) office to conduct community-wide research and information gathering. Our approach emphasizes a reciprocal and transparent research ethos, fostering the active involvement of all community members.

In [comparison to full-time retention rates](#) at Baccalaureate Colleges and other Tribal Colleges and Universities (TCUs), IAIA demonstrates a retention rate that closely aligns with its TCU peers and slightly lags behind Baccalaureate Colleges. This assessment acknowledges the distinctive challenges encountered by Native American students, who consistently contend with the lowest retention and completion rates among BIPOC groups in the United States. Despite these formidable challenges, IAIA maintains unwavering dedication to continuous improvement endeavors.

This commitment to continuous enhancement is evident through our annual work plans, Indigenous Assessments, Program Reviews, and active participation in Higher Learning Commission (HLS) and Achieving the Dream (ATD) improvement academies. IAIA's dedication to refining its educational offerings underscores our pledge to providing an exceptional and supportive environment for our students.

### Sources

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- Comparison of Retention Rates

## 5 - Institutional Effectiveness, Resources and Planning

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The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### 5.A - Core Component 5.A

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Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

### Argument

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#### 5.A.1 - Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

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IAIA practices shared governance and engagement at all levels, including board members, administration, faculty, staff, and students. IAIA's [Enabling Legislation](#) states that the college is under the direction and control of the Board of Trustees (BOT). The board is comprised of 13 voting members appointed by the President of the United States, as well as 6 non-voting members (2 members from the House of Representatives, 2 members from the Senate, the President of IAIA, and the President of IAIA's Associated Student Government). As established in the enabling legislation of the college, the board's duties are:

- To formulate the policy of the College
- To appoint the President
- To direct the management of the College
- To make such bylaws and rules as it deems necessary for the administration of its functions under this chapter, including the organization and procedures of the Board.

Eleven of the 12 current Board members are Indigenous, as are both ex-officio members. The board has [several committees](#) organized to carry out the work of the Board of Trustees. Each committee is chaired by a board member and a member of the President's Cabinet is a committee member. The

BOT committees include:

- Executive Committee
- Academic Affairs Committee
- Audit Committee
- Finance Committee
- Museum Committee
- Institutional Advancement Committee

The BOT conducts four meetings per year, with both committee meetings and a plenary session taking place. Meetings are open to members of the IAIA community and the public. Minutes are recorded by the President's Executive Assistant, and the President's office maintains all documentation. Minutes are distributed to the President's Cabinet members, who share them with their units.

Examples of recent Board Books and BOT Meeting Minutes can be found here:

- [2023 03 Board Book \(Winter Meeting\)](#)
- [2023 05 Board Book \(Spring Meeting\)](#)
- [2023 08 Board Book \(Summer Meeting\)](#)
- [2023 11 Board Book \(Fall Meeting\)](#)

At the Fall, Winter, and Spring BOT meetings, the committees meet on the first day, and the full Board meets on the second. Most BOT members attend all committee meetings, even if the Board member is not a member of a committee. The Board holds a retreat at the summer meeting, and only the full BOT meets formally. The annual board retreat typically includes special presentations or training. For example, during the [August 2022 Retreat](#), students who were invited to attend a summer program in Venice with Marist College and another student who was invited to attend L'école des L'image in Paris spoke with the Board about their experiences in Europe (see page 3). These student presentations were followed by a training on Board Fiscal Fiduciary Responsibilities and a review of the Board Goal for 2023-24.

As required by the [Enabling Legislation](#) the President of the College serves as the chief executive officer IAIA and is subject to the direction of the Board and the general supervision of the Chairman of the Board. Each year, a formal review process is followed, including asking the President questions about the institution.

Each year, the BOT is responsible for [submitting a budget proposal](#) (see Section 4422. Reports) to Congress on behalf of IAIA. Subject to full Board approval, the Finance and Audit Committees are responsible to:

- Review the quarterly financials.
- Select an auditor, approve the audit plan, and receive and monitor the audit results.
- Establish investment policy guidelines and review investments quarterly.
- Approve personnel policies and procedures and receive quarterly updates on personnel actions.
- Approve and monitor all maintenance and construction at the museum and on the campus.

As an example of the work of these committees, see the [Finance Committee Minutes on page 16-18](#) in the March 2023 Board Book.

To ensure IAIA's academic policies and practices are meeting the Board's legal and fiduciary responsibilities, the Board of Trustees has established the Academic Affairs Committee. The [Academic Affairs Committee is responsible](#) to:

- Provide policy and budget oversight to issues affecting Academics, Enrollment, Museum, and Student Life.
- Offer advice as requested to the President of IAIA in any of these areas.
- Work collaboratively with all other board committees on issues affecting any of these areas.

An example of the work done by this committee is presented in the [Academic Affairs Committee Meeting Minutes](#) in the May 2023 Board Book on pages 16-17.

Our [Committee Structure](#) provides evidence to IAIA's commitment to shared governance in the formulation of policies and procedures. The Committee Structure outlines an organized system and process to obtain advice and input from the various college stakeholders. The Committee Structure includes institutional standing committees and Ad Hoc committees. Institutional standing committees reflect the organization and structure of IAIA as well as functions and priorities informed by the IAIA's Strategic Plan. These standing committees include members who provide many points of view and a mechanism for achieving consensus regarding optimum approaches for the formulation of policies and procedures. Ad Hoc committees are appointed by the President for a specified time to work on a specific limited purpose. Both committee types include membership from faculty, staff, administrators, and students who have an interest and/or knowledge and experience in the assigned area of the committee. IAIA's Strategic Plan assists in determining the working priorities for all committees.

These committees make recommendations for new policies or procedures or any modifications that may be needed. These recommendations are presented to the appropriate Dean or Director, who then forwards those recommendations to the senior administrative leadership decision-makers or the BOT.

Some of the standing committees include:

- President's Cabinet comprises the president and the seven individuals who report directly to the President. Cabinet members oversee all areas of the institution, and each member meets one-on-one with the President on a regular basis. The Cabinet also meets as a body at bi-weekly meetings. The purpose of the Cabinet is to facilitate campus-wide updates, discuss policy matters of interest, and implement the college's strategic plan. Here is an example a President's Cabinet meeting [agenda](#) and [minutes](#) on April 24, 2023.
- The President's Advisory Council (PAC) exists to promote institution-wide communication about any matters of concern and is comprised of employees at the sub-cabinet level, representing a broad range of departments throughout the college, including individuals who report to cabinet members and the chairs of faculty and staff council, with the President serving as the Council Chair. The purpose of the PAC is to share cross-departmental information and developments from the President's Cabinet and the Board of Trustees. The PAC meets monthly (see [President's Advisory Council Minutes](#))
- The Associated Student Government at IAIA (ASG) establishes ASG as an association of students providing a forum for student representation in matters of concern to the college. The Student Body President is an ex-officio, non-voting member of the BOT and is responsible for attending quarterly Board meetings. The ASG is comprised of elected officers and student body representatives. [The ASG Constitution](#) outlines instructions for officer duties, meetings, elections, and budgeting.

- The Curriculum Committee reviews and recommends changes to meet the mission, accreditation standards, and department program goals. The committee also reviews new courses, plus certificate and degree program criteria.
- The IAIA Faculty Council, as sanctioned by The Board of Trustees and the President, recognizes the primacy of the faculty in the areas of curriculum, teaching, research, creative work, faculty rank, salary, and employment. The faculty formulates and recommends educational programs and policies of the Institute of American Indian Arts for approval. Faculty Council develops and maintains curriculum, recommends degree requirements, encourages and supports faculty creative and scholarly activities, creates an environment that facilitates teaching and learning, supports the professional development of the faculty, and develops and recommends policies pertaining to faculty status ([Faculty Constitution](#)).
- IAIA's Staff Council exists to partner with IAIA Faculty and Students in providing input into the decision-making process of IAIA. The council serves to ensure staff representation, recognition, and retention. It is made up of all non-student and non-faculty staff. The group meets regularly to share information, discuss institution-wide concerns, develop solutions, and advise the administration ([Staff Council Bylaws](#)).

Other standing committees that the Cabinet and the President rely on to advise and assist with decision-making include:

- Academic Program and Policy (Academic Dean)
- Advancement (Advancement Director)
- Emergency Management Planning (Leadership Rotates)
- Finance and Administrative Services (Vice President of Operations)
- Health, Safety, and Security (Leadership Rotates)
- Museum (Museum Director)
- Student Success (Dean of Students)
- Student Life (Dean of Students)
- Diversity, Equity, Inclusion & Accessibility (DEIA) (Director EIA)
- Indigenizing Pathways to Success Committee
- Scholarship Committee
- Ad Hoc Committees- including Strategic Planning Committee and Accreditation Steering Committee.

IAIA follows a governance structure with shared decision-making at every level and allows for all stakeholders to contribute to a collaborative and engaged governance approach.

### **5.A.2 - The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.**

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IAIA uses data to make informed strategic and operational decisions in many areas of the college, but most demonstrably in the academic, budgetary, and student support areas. The Office of Institutional Research (OIR) provides data and analysis for enrollment and student success activities and the Finance Office provides data related to institutional budgeting and priorities. Additionally, IAIA utilizes [Strategic National Arts Alumni Project](#) (SNAAP) to gather information about IAIA alumni.

The Strategic Plan initiative was an institution-wide endeavor over a 10-month period that incorporated feedback collected from students, alumni, faculty, staff, the Board of Trustees, and the Foundation Board. A series of professionally facilitated [meetings](#) were held where ideas were shared and considered by stakeholders from across the college community, culminating in the 2025 Strategic Plan that was [approved by the BOT and adopted by IAIA in May 2022](#).

In 2017 and 2022, IAIA participated in the [SNAAP](#) survey of IAIA alumni. The survey aimed to gather insights into alumni's careers, lives, and perspectives on the quality of their educational experience at IAIA. The results of these surveys have been shared with the President's Cabinet and other groups so that these findings can be used to address changes that the institution might make to improve how IAIA can support the success of our students.

During the 2021-2022 academic year, the Indigenizing Pathways to Success (IPS) Committee (formerly Indigenizing Student Success Committee) worked with Student Services to begin reframing student success from an Indigenous perspective. Events were offered to students where they could enjoy a home-cooked meal and share conversation with other participants in a safe space. In the Fall of 2022, OIR reported that the persistence rate of students who participated in at least one ISP event was 92%, compared to 77% of those who did not participate in any of the events. As a result, the quantity and frequency of IPS events have been expanded. The success of the IPS Committee initiatives is detailed in the IAIA [HLC Quality Initiative Report](#).

In November 2021, IAIA enlisted the services of an external agency, MABU, in collaboration with IAIA's Communication Director, to formulate a Strategic Communications Plan. MABU conducted a comprehensive marketing assessment of IAIA's marketing program and plans, organized discovery meetings with IAIA's Communications Director, and interviewed key members of IAIA's leadership team to identify marketing and communications issues, areas for improvement, and specific communication needs. The agency also analyzed documents and data related to IAIA's performance in student enrollment, museum support, advancement initiatives, and media analytics. The research findings served as the foundation for IAIA's [2022 Strategic Communications Plan](#). Following the release of the plan, the Communications department revamped the IAIA website navigation, aligning it with the Strategic Communications Plan to enhance user-friendliness and contemporaneity.

As part of the college's annual budgeting procedures, departments are invited to participate in the Strategic Priorities submission process. The [Strategic Priorities process](#) allows departments to bring forward initiatives deemed critical in the college's strategic plan but outside the yearly operating budget. This exercise involves setting aside a portion of the college's operating funds for the purpose of funding non-recurring initiatives. The process is important because it encourages departments to be forward-looking by transforming forecasted projects into proposals. All proposals must include supporting materials and demonstrate a tie back to one of the college's strategic directions. Proposals are reviewed by the Strategic Priorities Committee, where supporting data are considered, and decisions are made about [forwarding proposals to the President](#) for final approval.

### **5.A.3 The institution's administration ensures that faculty and, when appropriate, staff, and students are involved in setting academic requirements, policy and processes through effective collaborative structures.**



The Faculty Council is a representative body by which the faculty share and participate in governance of academics. All faculty are invited to meetings. According to the General Statement on Faculty Governance, the Faculty Council is sanctioned by the Board of Trustees and the President. It formulates and recommends educational programs and policies for approval. Policy and programmatic changes requiring action by the Board of Trustees are first presented to the Academic Dean and then to the President. Final approval for all decisions regarding educational programs and policies rests with the Board of Trustees ([see page 1 of the Faculty Handbook](#)).

Faculty Council has standing subcommittees that pursue policies and procedures and planning initiatives. These [subcommittees](#) include Curriculum Committee, Educational Standards Committee, Faculty Development and Concerns Committee, and Promotions Review Committee. Issues discussed within these committees include but are not limited to policies on plagiarism, curriculum changes and development, review of promotion of faculty, and general education development. Summaries of the initiatives and decisions reached within these subcommittees are reflected in faculty minutes. More information is given below.

The [Curriculum Committee](#), a sub-committee within the Faculty Council, regularly meets to discuss new and changing curriculum, in addition to general education requirements. They are a recommending committee to the Faculty Council that evaluates the discontinuance, redirection, or addition of a program or department necessary to achieve the educational goals of IAIA. The voting membership includes all department chairs, directors of the three MFA programs, and the Library Director.

The Educational Standards Committee ([see page 13 of the Faculty Handbook](#)), a sub-committee within the Faculty Council, regularly meets to develop, review, and make recommendations on academic policies regarding student academic standards, admissions, retention, probation, grade challenges, dismissal and readmission. The membership comprises at least five faculty selected by the Faculty Council. All initiatives approved by the Educational Standards Committee are brought to Faculty Council for vote, and then to the Academic Dean.

The [Academic Programs and Policies Committee](#) (APPC) is responsible for reviewing and developing proposals concerning the academic policies at IAIA. The academic dean works collaboratively with APPC to implement and plan for changes in current procedures for academic success. Members of the committee include each academic department chair, directors of the three graduate programs in Creative Writing, Cultural Administration, and Studio Arts, the Library director, and staff representatives from Academic Technology, Institutional Research, the Registrar, and Student Success.

The charge for this committee outlines the following: assessment of Student Learning Outcomes, reviewing, analyzing, and making recommendations to Faculty Council committees for curriculum development. The committee recommendations and Faculty Recommendations requiring institutional approval are forwarded by the Academic Dean to the President.

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## 5.B - Core Component 5.B

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The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

### Argument

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#### 5.B.1 The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

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IAIA is staffed with credentialed, qualified, and trained personnel hired through a thorough recruitment process overseen by Human Resources. Detailed job descriptions are created and updated for each position and applicants are screened to ensure they have the required education, competencies, and experience prior to being offered an interview. A search committee is formed to review qualifications and conduct thorough interviews with the top candidates. Candidates must also successfully complete a background check before being offered employment. Once hired, staff and faculty must meet the performance standards of their position during a probationary six-month New Hire Period.

Staff are trained in their positions, attend conferences, seminars, or specific training to maintain professional expertise or certifications, as necessary.

IAIA faculty are qualified and must remain current in their field of expertise. Eligibility for sabbatical leave is described on [page 61 of the Faculty Handbook](#). Faculty are encouraged to publish, engage in research, attend conferences, and participate in grants. [Sabbatical leave](#) is available for faculty to further their professional development, and faculty are evaluated each spring semester in accordance with the process stated in the Faculty Handbook and explained in 3.C.4.

A tuition waiver is a benefit of employment at IAIA and is described on page 38 of the [Human Resources Policy Manual](#). This benefit allows for an IAIA employee to enroll in one credit course each semester. Staff who have completed 6 months of service and faculty who have completed one semester are encouraged to take advantage of the tuition waiver benefit. According to the OIR, seven IAIA employees were enrolled in at least one academic course in Fall 2023.

The IAIA [physical infrastructure](#) is sufficient to support IAIA's current needs yet continues to expand its capabilities. The Academic Building houses classrooms, art studios, faculty offices and the Balzer

Contemporary Edge Gallery. In 2022, an open courtyard attached to the building was enclosed and remodeled, creating space for a fabrication lab, science lab, conservation lab, and additional faculty offices. The Allan Houser Haozous Sculpture and Foundry Building holds studio space for metal works, wood and stone carving, and classrooms. The building was remodeled and expanded in 2023, creating additional capacity. The Library and Technology Center houses the library, computer labs, classrooms, and a 260-seat auditorium. The Center for Lifelong Education (CLE) includes the bookstore, cafeteria, distance learning classrooms, conference rooms, and office space. The Commons space in the CLE is used for smaller conferences, community gatherings and events. The Performing Arts and Fitness Center (PAFC) opened in 2018 and houses a multipurpose studio, black box theater, costume shop, gymnasium, fitness center and offices.

The Barbara and Robert Ells Science and Technology Building includes the full dome theater, Barbara and Robert Ells Family Collections Gallery, office space, classrooms, and the climate-controlled collections space. In 2022 and 2023, the building was remodeled and now houses the Research Center for Contemporary Native Arts (RCCNA).

The [CLE Residence Center](#) has 77 dorm rooms and can accommodate up to 154 students. Each floor of the residence center has a laundry, kitchen, and a large common area for watching television, playing games, relaxing, and holding meetings or study groups. The Family Housing Complex Casitas were available to families and couples prior to Summer 2023. There were 24 casitas, each with two bedrooms, a living area with a kitchenette, and a bathroom. In [Fall 2023](#), work began on a new [Mix Use Building](#) which will replace the Casitas. The [mix-use building](#) will be a single-story building that may include flexible space for classrooms, study rooms, and studios as well as housing units that can be used for single students or students with children. The dedicated studio spaces will reduce the need for students to transport artwork that is in progress.

The IAIA IT department is continuously upgrading [technology and data security, and improving campus internet access and capability](#). For example, in April 2023, IT added 4 additional exterior wireless access points to the campus. These access points were installed at some of the most heavily used outdoor spaces at IAIA, including the foundry courtyard, the academic building east courtyard, and the dance circle. Another example is the installation of a remote management system, Jamf Pro, that allows flexible remote maintenance of Macintosh computers throughout campus.

To protect critical data, [IAIA servers use a virtual infrastructure](#) co-located at off-site data centers. All servers are constantly replicated to the data centers to prevent loss in the case of an on-campus data disaster. All servers are also backed up to a local piece of hardware in the campus data center. In 2020, a natural-gas-powered backup generator for the IAIA Data Center was purchased and installed to further enhance data protection redundancy.

In 2020, the [fiber cabling](#) for the dorms, Academic Building, Library and Technology Center was upgraded from 1 gigabit (1000 megabits) to 10 gigabit (10000 megabits). Eighty new Dell laptops were also purchased for loan to students lacking computers.

In 2021, the [IT department began a college-wide internet equipment replacement and upgrade](#). A new network core switch was installed. All 25 endpoint switches across campus were replaced, as well as 55 Wi-Fi access points. In 2022, IT added a mass storage device for the new Research Center onto the IAIA network. IT also increased campus internet accessibility during this period by adding 10 exterior access points across campus. The Land-Grant Garden and Dance Circle as well as other outdoor areas now have expanded Wi-Fi access. The college contracted with Jaynes and Communications Diversified (CDI) in 2022 to install conduit and fiber from the Welcome Center to

the Hogan and from the Facilities building to the Greenhouse to bring them onto the IAIA network. Campus internet service bandwidth was also doubled, from 1 gigabit (1000 megabits) to 2 gigabits (2000 megabits).

[Online Learning \(OL\) maintains in-house online knowledge bases](#) for faculty, staff, and students that clearly explain common tasks and where they can find their own answers to technical problems. OL also provides individual training sessions to faculty and with up-to-date software and equipment to support their teaching. OL staff assist faculty using an in-house developed approach to the creation of courses that are visually engaging and easy to navigate.

OL also provides desktop video applications and streaming video platforms to Faculty who wish to record and share lectures via videos. Faculty who record their lectures can work with IAIA's campus videographer to develop and integrate their own instructional videos into courses.

Faculty receive a Zoom Pro license to support online class sessions and allow access to students who may be unable to attend in-person due to illness. Many classrooms are equipped with Meeting Owls, which transform the learning space into a video classroom. Access to classroom video is directly integrated into our Canvas LMS.

A [review of financial audits](#) shows an exemplary outcome year over year and confirms that IAIA is fiscally sound. The majority of IAIA's revenue comes from a federal appropriation from Congress and most of the institution's expenses are spent on the college's education programs.

The college has maintained consistent funding levels with this federal appropriation and in 2017 the college was successful in securing 75% forward funding from Congress. This allows IAIA to receive 75% of its subsequent year's funding a year ahead of time and provides continuity of operations during times of disruption to federal funding. Forward funding also provides an ability to prepare as needed for the fall semester when cash flow is often at its lowest ebb. Being able to count on forward funding further strengthens IAIA's financial position.

Along with its federal appropriation, IAIA has seen an increase in tuition and contribution revenue streams:

[FY19 Tuition & Fee revenue per audit: \\$2,072,711](#)

[FY22 Tuition & Fee revenue per audit: \\$2,098,494](#)

[FY19 Contribution Revenue per audit: \\$1,418,751](#)

[FY22 Contribution Revenue per audit: \\$4,738,948](#)

[Capital assets for FY22 increased significantly from FY21](#) due to new capital projects outpacing the effects of annual depreciation, while long-term investments also posted moderate gains.

FY21 Capital assets: \$55,494,648

FY22 Capital assets: \$56,399,792

IAIA works diligently to acquire and maintain the personnel and infrastructure, both physical and

financial, to support its operations wherever and however they are delivered. This is demonstrated in the documents [Communication with Those Charged with Governance](#) and the [FY22 Financial Statements](#)

## **5.B.2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.**

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The [Mission Statement and Strategic Directions](#) are realistic because they were created with IAIA's culture, resources, opportunities, and challenges in mind.

IAIA's President and Vice President of Operations present information on the federal appropriation and available resources as the first step in a multi-layered and collaborative allocation process. The next step involves all areas of the college including academics, administration, and staff, who communicate and set priorities consistent with the Strategic Plan Directions for resources, culminating in ultimate approval of a recommended budget by IAIA's Board of Trustees. ([EVID\\_2024 - 2022\\_08 Board Book](#), [EVID\\_2024 - 2023\\_11 Board Book](#), [EVID\\_2024 - FY22 Budget Narrative](#), [EVID\\_2024 - FY23 Budget Narrative](#)).

Departments allocate their own [budgetary resources](#) based on the institution's mission and annual work plans. Departments are also encouraged to propose initiatives that are considered critical to the college's strategic plan but fall outside of the yearly operating budget through the annual [Strategic Priorities process](#). This collaborative approach to evaluating and distributing resources is well understood and popular with staff and faculty. The items requested typically do not recur every year, but still must be planned for and accommodated. Examples of funded proposals include:

- Funding for student mentorship program that includes student honorariums, food, mentor stipends, and supplies.
- Purchase of two servers and one hard drive array to replace existing network server infrastructure hardware.
- Update computer hardware and software in the digital dome

As discussed in 5.B.2, Cabinet members may each submit up to three [Strategic Priority proposals](#), on behalf of their departments. Proposals must include a budget, timeline, narrative about the project, and an explanation of how the project ties to the strategic plan. A [Budget Action Team](#) is then formed to review the proposals. The team has representatives from across the campus including faculty, staff, and students. Most of the representatives are at the sub-director level, helping to encourage a more open dialogue between members on an equal footing. The team discusses the merit of each proposal and how they relate directly to the strategic plan. Proposals are then assigned a score and are either approved or not approved by the team. The team is also allowed to modify the proposal or the associated amount of the request.

The [Finance and Administration Services Committee](#) (FASC) reviews and provides policy and procedure recommendations for Human Resources, Information Technology, Facilities and Financial Management programs. As with the Strategic Priorities Budget Action Team, the FASC is made up of representatives from staff, faculty, and students. Proposals are submitted to the FASC on a wide



range of policy and procedure topics. Some recent examples include proposals for student worker wage increases, extending employee tuition waivers to the MFA programs, allowing pepper spray to be carried on campus, and allowing an exception to the employee-dependent tuition waiver program for the child of a faculty member who had tragically and unexpectedly passed away.

Once the FASC has reviewed and discussed a proposal, the committee sends a [recommendation](#) to the President. Recommendations approved by the President are then implemented.

### **5.B.3 - The institution has a well-developed process in place for budgeting and for monitoring its finances.**

### **5.B.4 - The institution's fiscal allocations ensure that its educational purposes are achieved.**

The Finance office has established policies and procedures that require multiple levels of accountability. The office's budget and payment policies and procedures are all outlined in the Finance Office Policies and Procedures Manual. [EVID\\_2024 - Finance Policies and Procedures Manual](#). The Finance office is committed to being a proponent of transparency and effective stewardship in all the College's fiscal dealings.

The finance office assists departments with tracking both their departmental and grant budgets so that department chairs and program directors are empowered to make sound financial decisions. Budget managers have access to Financial Edge, the accounting software managed by the Finance department. Financial Edge allows budget holders to monitor budgeted accounts and grant expenditures. The finance department assists budget managers with understanding and navigating the system. The "dashboard" portion of Financial Edge organizes information into an easy-to-access snapshot of expenditure and budgetary information. From the dashboard, it is easy to drill down into account details and view the budget to actuals, account activity, and payments. For examples of the types of information available to budget holders in Financial Edge see the [example of IT's first quarter budget](#) in Financial Edge.

IAIA's Board of Trustees (BOT) is charged with the overall fiscal fiduciary responsibility for the college. To keep the BOT well-informed, training sessions of the college's fiscal position are presented on a quarterly basis by the VPO at regularly scheduled meetings. These training topics cover:

- [The Board's Role as Fiscal Fiduciary](#)
- [IAIA's Budget Cycle and Formulation Process](#)
- [Understanding the Yearly Audit Results and the Financial Statements](#)
- [Assessing Enterprise Risk Management](#)

Additional, presentations to the BOT are also made by IAIA's Facilities Director, Stores Manager, and HR Director. By having a well-informed board, the college ensures that the administration can be held accountable for sound financial practices.

IAIA's financial resources are allocated through a collaborative and well-established process that has been refined over the years. The President and the Vice President of Operations (VPO) prepare [budget requests for the upcoming fiscal year](#) and submit those requests to The Office of Management and Budget (OMB), as well as Congress. [Testimony](#) is then prepared and delivered in front of a Congressional subcommittee in support of those requests. The college community and the Board of

Trustees are informed about the level of funding requested for core appropriations funding, both through community gatherings and formal board meetings. Next, the allocation effort involves communication and priority setting from all areas of the college, including academics, administration, and staff. Proposed [budgetary frameworks are distributed](#) to all cabinet members, accompanied by an invitation to meet for further discussion. Instructions for participation in the college's Strategic Priorities process are also included in this communication. After these collaborative sessions have concluded, a final budget draft and a [Budget Narrative](#) document are prepared and submitted to the [Board of Trustees for formal approval](#), at their August meeting.

All departments, through their internal processes, can allocate their own budgetary resources based on the institution's mission and annual work plans. Additionally, through the Strategic Priorities process, departments are encouraged to identify initiatives that are deemed critical to the mission of the college but are non-recurring and fall outside the yearly operating budget. See 5.B.2. for additional information.

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- EVID\_2024 - Sample departmental budget - IT
- EVID\_2024 - Teaching Infrastructure and Resources
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## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

### Argument

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#### 5.C.1 The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

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IAIA submits an [annual budget request and justification to Congress](#) each year. The college ensures that these requests are carefully considered and in alignment with the mission and most recent draft of the strategic plan. Concerning the college's internal budget allocation process, Academic programs consistently make up the single largest line item in the college's [yearly operating budget](#) representing 55% of the budget. This number is even larger when departments related to student success, learning resources, student life, and academic technology are included.

Additional Strategic Priorities funding is requested every budget year. Strategic Priorities proposals must also align with the mission and the campus [Strategic Plan 2025](#). The Strategic Priorities process is designed to address mission-critical needs that are non-recurring and outside of the regular operating budget. A full description of the budgeting and Strategic Priorities processes can be found in section 5.B.2 and 5.B.4.

Recruiting and retaining the best-qualified faculty is essential to furthering the mission of the college. To ensure that the college can remain competitive in the higher-ed marketplace and to foster the highest level of transparency, IAIA utilizes a compensation approach Faculty Rank and Step Schedule. The [Faculty Rank and Step Schedule](#) has a progression that involves four ranks - Instructor, Assistant Professor, Associate Professor, and Full Professor. Instructors, holding bachelor's degrees, focus on undergraduate teaching and can be promoted to Assistant Professor upon obtaining a relevant graduate degree. Assistant Professors, with graduate degrees, demonstrate competence in teaching, creative/scholarly work, and service. They may apply for promotion to Associate Professor after six years. Associate Professors, with a graduate degree, show successful

teaching, accomplishment in creative/scholarly work, and service, and can apply for promotion to Full Professor after six years. Full Professors, holding terminal degrees, have an excellent overall record, significant contributions to education, and sustained growth since promotion to Associate Professor. Each category employs a systematic increase schedule for professors if they fulfill all requirements for satisfactory promotion ([see pages 41-42 in the Faculty Handbook](#)). In addition to having systematic rank and step increases built in, the schedule also is adjusted each year for any cost-of-living increase that is [approved by the Board of Trustees](#) in the prior year. This ensures that faculty compensation remains in line with the regional higher-ed markets.

### **5.C.2 - The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.**

IAIA practices integrated planning, linking assessment, effectiveness, budgeting, and planning.

IAIA assesses student learning using [Indigenous Assessments](#) of Learning Outcome. Designed by IAIA faculty and staff, Indigenous Assessment is guided by the perspective that *"Assessment is done to evaluate student learning and create positive change, as immediately as possible, for the community. We learn from each other and build community through dialogue about teaching and learning."*

Assessment of student learning is directly tied to both the academic enterprise and the evaluation of operations and planning, as it incorporates community members within each assessment. The end results in an action plan that closes the loop by incorporating participants' suggestions in the Indigenous Assessment meetings and integrating them into the planning and budgeting processes if specific resources are noted. The meetings are based on student learning found in student work. Student work is presented to a group of community members and that work is discussed within terms of what learning is found. Several programs use Indigenous Assessment as part of the academic program planning. Core component 4.B.1 provides a more in-depth discussion of IAIA's Indigenous Assessments of Learning Outcome.

Another Indigenous Assessment that links budgeting, planning, and student learning was done for the [Business and Entrepreneurship Core Classes](#). The name of the assessment group was the *Business & Entrepreneurship Certificate Program Core Class Indigenous Assessment*. This assessment was conducted in 2023 and built upon the 2021 findings for core Business classes. The assessment aimed to gather community feedback on learning objectives, directing the application of new funding from the Johnson Scholarship Foundation & IAIA Endowment and a federal Minority Business Development Agency (MBDA) grant.

Community groups, including students, alumni, staff, faculty, and adjuncts, analyzed student work from BUSN101, BUSN220, and BUSN240. Key takeaways included the need for increased program promotion, the identification of a lack of permanent faculty as a weakness, and an interest in HR-specific course development. The assessment will guide new funding, with the endowment focusing on hiring a program coordinator and supporting permanent faculty and marketing. The MBDA grant is allocated for course development, particularly in HR. The Museum Studies department will internally assess the FY24 budget based on the Indigenous assessment results to support program needs.

Furthermore, an assessment of operations via program reviews that involve student learning in

specifically designed learning environments, the [Digital Dome](#) and the [Balzer Gallery](#), have warranted changes in job description and planning. In the Balzer Gallery, by a program review and examination of the space, the position of the Balzer Gallery Curator was changed to a faculty position. Another program involved an assessment of the Digital Dome that resulted in a fully functional documented space that was able to support increased student access and use.

During the first year of the pandemic, IAIA recognized the need to offer more distance learning courses. In the Fall of 2020, IAIA received a grant of \$150,000 from the American Indian College Fund (AICF) and the Mellon Foundation ([see page 46 of the 2020 11 Board Book](#)). These funds allowed IAIA to increase technical support to IAIA faculty, staff and students during the Covid-19 pandemic and make vital infrastructure updates for the expansion and execution of high quality online and hybrid courses. This project included increasing the number and hours of IT and Distance Learning staff who provide technical assistance and support to IAIA faculty, staff and students. This project also allowed for the upgrade, expansion and replacement of classroom and studio-based hardware and software, essential to effective and integrative online and hybrid course delivery.

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### **5.C.3 The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.**

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The [Strategic Plan 2025 planning committee](#) was convened in August 2021 by the President, with the charge of updating the college's strategic plan. A complete review of IAIA's mission, vision, and strategic directions was conducted while taking into consideration information received from focus groups of IAIA community stakeholders. The committee was comprised of faculty, staff, Board of Trustees members, Foundation Board members, alums, and students. The sessions were led by the college's consultant, Dr. Susan Murphy. Based on robust discussion and idea sharing, the committee decided to make modifications to all areas of the strategic plan. An updated mission statement, strategic directions, and institutional priorities were developed and communicated to members of the college community. The [Strategic Plan 2025](#) was [approved by the Board of Trustees in May 2022](#). The participation of IAIA's many stakeholder groups confirm a process that engaged both internal and external constituents.

The [Campus Master Plan](#) was updated in 2020. An array of campus community stakeholders, including faculty, staff, students, and board members, participated in two planning charrettes, in late 2019. The charrettes were led by IAIA's architecture firm, who presented two initial concepts to the stakeholder group, based on the 2010 Campus Master Plan, as well as IAIA's comprehensive [Solar Master Plan](#). During the charrette, many ideas were captured, and this spurred the creation of three additional concepts. At the conclusion of the process, a final design was selected and the 2020 Campus Master Plan was formally [approved by the IAIA Board of Trustees in May 2020](#).

### **5.C.4 The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.**

Seventy-five percent of IAIA's annual budget comes from a congressional appropriation. The college



has a strong record of achieving increases in this appropriation from year to year. And because IAIA achieved [full forward funding in 2017](#), the college's exposure to adverse federal action, such as shutdowns and operating under continuing resolutions have been greatly diminished. Full forward funding provides IAIA with 75% of its annual appropriation a year in advance, allowing the institution to provide seamless operations between fiscal years. Securing forward funding was a collaborative effort between IAIA's administration, The American Indian Higher Education Consortium, and the Congressional delegation from New Mexico.

Because 25% of the college's operating budget is made up of revenues other than its federal appropriation, monitoring and working to increase revenues from tuition, contributions, and auxiliaries is critically important. At the outset of the pandemic, IAIA anticipated that [enrollment](#) could suffer. As a proactive measure, an Ad Hoc workgroup named the "Recruitment and Retention Action Team" was established to keep students engaged and enrolled. The workgroup developed a multi-faceted retention and recruitment plan, branded "[Many Nations, One Family](#)". A logo was developed, along with a menu of initiatives that targeted current students. Through these efforts and the faculty's ability to quickly pivot to an online learning environment, IAIA experienced minimal enrollment attrition due to the pandemic.

To monitor and maximize revenues from auxiliary operations, IAIA Stores closely monitor sales data and adjust purchasing, marketing, and staffing based on their observations. These sales data are prepared for administration and board review on a quarterly basis. The [Conference Services](#) office also solicits business throughout the year to maximize summer conference rental revenue. Although this enterprise suffered during the pandemic shutdown, activity has resumed, and the college is once again planning for fully booked summer seasons. IAIA's Office of Institutional Advancement is constantly working on new and larger sources of gift revenue for general purposes, endowments, and scholarships. The largest gift in the college's history was received in 2020; a [\\$5M unrestricted contribution from Ms. MacKenzie Scott](#).

The net effect of these positive changes on the college's diversified revenue streams has been profound. IAIA has achieved a steadily increasing Net Position over the past 10 years, resulting in an increase of over \$42M during that time period. Additionally, the college's total assets were [\\$118,372,700 at the end of fiscal year 2022](#), compared to [\\$62,716,012 just a decade earlier](#), at the conclusion of fiscal year 2012. Finally, the college's quick ratio, which compares liquid current assets to certain current liabilities and is a measure of liquidity, has risen from 0.97 in 2012 to 2.29 in 2022. A ratio greater than one is considered a healthy amount of liquidity. The college intends to maintain these ratios.

### **5.C.5 - Institutional Planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.**

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IAIA has adopted a standard of upgrading or enhancing network infrastructure every 10 years for the basic network backbone and associated technologies. By improving network technology, we have enhanced the learning experience and improved IAIA's operational efficiency. We continue to evaluate the needs of the institution and implement solutions that meet those needs while staying within budget constraints. Between the years 2019 and 2021 [major upgrades](#) were made to our

network infrastructure. These upgrades include the following:

- Upgrade to network infrastructure: We invested in upgrading the network infrastructure to provide faster and more reliable internet connectivity by replacing all network switches and replacing our older 1gb network fiber cabling with newer 10gb cabling where necessary.
- Upgrade to wireless networks: We have adopted wireless networks that can support a range of devices, including laptops, smartphones, and tablets. Students, faculty, and staff are able to stay connected using multiple devices and improved access to course materials from anywhere on campus, including outdoor spaces.
- Provide remote access: We provide remote access to our local network resources and offsite hosted resources allowing for students, faculty, and staff to access these resources and applications from off-campus locations. Remote access has been especially useful for online classes, research, and collaboration.
- Enhanced network security: To address potential security threats to our network several measures have been employed to protect our IT systems from attacks and data breaches. These include firewalls and intrusion detection systems, and regular testing of IAIA employees through a security awareness program.
- Adopting cloud-based solutions: IAIA takes advantage of cloud-based solutions to improve network efficiency and flexibility. This includes a virtual server infrastructure and a remote data center for business continuity.
- Provide informational technology support: We provide students, faculty, and staff with resources that allow the use of network technology effectively. The use of an open and inviting help desk area for students, faculty, and staff.
- Managed Services: We contract with a long-time technology partner to provide network-managed services. These services include network security monitoring, patch management, and continuous uptime monitoring.

We continue to evaluate the institution's needs and implement solutions that meet those needs while staying within budget constraints.

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### **5.C.6 -The institution implements its plans to systematically improve its operations and student outcomes.**

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Student learning outcomes are created for each department. Indigenous Assessments and Program Reviews are used to plan new curriculum, improving upon existing curriculum. For example, two program reviews were conducted as part of the process in creating a new minor. The [Cinematic Arts](#) assessed the need for a Gaming minor, and [Creative Writings](#) assessed the need of a Graphic Narratives minor. With respect to the Gaming minor in Cinematic Arts, the program received a [computer science grant from AICE-TCU](#) (see page 14) to support developing and upgrading the gaming courses and purchase additional faculty recording equipment.

Another example for system review to improve student outcomes would be the [Library Indigenous Assessment](#) that occurred in 2021-2022. Library learning outcomes examined were as follows: students will be able to choose and search appropriate databases to fit their information needs; students will be able to brainstorm keywords that describe their topic in order to search for relevant

sources. In the first round of Indigenous assessment, the library conducted a broad survey of the student learning that surrounds these outcomes and then held a community forum (an Indigenous Assessment) around them to improve and expand upon them. The result was a collaboration between the Student Success Center and an Expansion of our Embedded Librarian Program. The results included a set of brochures for the tutors working with a [Summer Bridge program](#). It also gave the students multiple sessions increasing exposure to the library over time.

## Sources

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## 5.S - Criterion 5 - Summary

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The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### Summary

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IAIA's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

IAIA's educational offerings, budgeting, and planning are aligned with the institution's mission. The college continues to have a strong financial position and positive audit results. Since the 2014 Self-Study, IAIA has secured federal forward funding and has diversified and strengthened non-appropriation revenue streams. The college is continually engaged in systematic and integrated planning. Collaborative decisions about the allocation of Strategic Priorities program funding are made in alignment with Plan 2025. The institution has the appropriate policies and procedures in place to guide board members, faculty, staff, and students, always ensuring effective stewardship of the college's assets. Administration, faculty, and staff regularly engage in review, reflection, and planning with the goal of continuous improvement.

### Sources

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*There are no sources.*