

**CENTER FOR CROSS-CULTURAL STUDIES
ALASKA NATIVE KNOWLEDGE NETWORK**



CXCS PHD PROGRAM AND STUDENT OUTCOMES ASSESSMENT

**COLLEGE OF LIBERAL ARTS
UNIVERSITY OF ALASKA FAIRBANKS**

MAY, 2012



Center for Cross-Cultural Studies
Fairbanks, Alaska 99775
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INDIGENOUS STUDIES PhD PROGRAM AND STUDENT OUTCOMES ASSESSMENT

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Overview

Established in 1972, the Center for Cross-Cultural Studies is a teaching, research and development unit administered through the College of Liberal Arts, University of Alaska Fairbanks. It promotes programs that concentrate on the needs of Alaska's indigenous societies, with particular regard to educational needs and issues in rural Alaska.

Objectives of the Center are to offer academic degree programs and coursework in cross-cultural studies; design and conduct basic and applied research projects on cross-cultural issues; develop, conduct and evaluate alternative educational strategies for Alaska schools; and disseminate findings on current Alaska research in cross-cultural studies and rural community development.

CXCS is structured to provide technical support and information to school districts, social service agencies, Native corporations, tribal governments, community colleges and state and federal agencies in rural Alaska; to provide direction for the improvement of educational and professional development opportunities for rural Alaskans; and to provide a forum for the examination of cross-cultural and indigenous education and community development issues. Curriculum resources utilizing indigenous knowledge and Native ways of knowing are made available through the Alaska Native Knowledge Network (<http://www.ankn.uaf.edu>). The Center also sponsors various state, national and international seminars, conferences and exchanges to bring people together around issues of concern to Alaska, the circumpolar North, and indigenous people throughout the world.

The three most prominent activities administered through CXCS over the past five years have been the implementation of the M.A. program in Cross-Cultural Studies; the development and implementation of the new PhD in Indigenous Studies; and the successful completion of the Alaska Rural Systemic Initiative—a ten year school reform effort funded by the National Science Foundation. For purposes of this unit assessment, the following report will focus on the M.A. and PhD programs (assessment documents are attached).

PhD in Indigenous Studies

The most visible contributions of the Center for Cross-Cultural Studies are our graduate programs and the knowledge dissemination functions of the Alaska Native Knowledge Network. The Ph.D. program in Indigenous Studies (with 35 students currently enrolled), along with the CCS M.A. (with 16 students currently enrolled) draw and build upon long-standing academic and research capabilities at UAF. The programs offer an integrated course of advanced graduate study consisting of a common core curriculum that all students complete, coupled with five thematic areas of emphasis from which students choose a concentration:

- Indigenous Studies/Research
- Indigenous Knowledge Systems
- Indigenous Education/Pedagogy
- Indigenous Languages
- Indigenous Leadership
- Indigenous Sustainability

Ph.D. candidates participate in research activities across a variety of academic disciplines and applied fields at UAF (see attached assessment documents). They are encouraged to engage in comparative studies with other indigenous peoples around the world and to focus their dissertation research on issues of relevance to Alaska and the Arctic. Using the Interdisciplinary Ph.D. model of academic assignment, students' home base is in the School or College of their major advisor, who also serves as an affiliate faculty for the program. The program itself is administered under the authority of the UAF Graduate School in cooperation with the Center for Cross-Cultural Studies.

The Alaska Native Knowledge Network continues to reach a wide range of users through the ANKN web site (1.8 million hits per month), the publications clearinghouse, the curriculum data base, and the library of cultural resources that have been assembled. In addition, the ANKN Moodle web site provides essential support for the dissemination of our courses and distance delivered instructional programs. All of these functions work together to provide an integrated support structure that makes it possible to provide a full range of services to our students, faculty and affiliated programs throughout the state.

Attached to this report are the following documents that capture the status of the CXCS as we seek to achieve the mission and goals outlined above.

- Introduction and Overview
- Status Report, October 1, 2011
- M.A. and PhD Student Learning Outcomes Assessment Plan
- M.A. and PhD Current Student Enrollment Roster
- M.A. and PhD Graduate Employment
- CXCS Student Publications
- Cultural Indicators for Graduate Skills and Knowledge

CXCS STUDENT OUTCOMES ASSESSMENT INDICATORS
Based on Alaska Cultural Standards and Indicators for Program Graduates

M.A. AND INDIGENOUS STUDIES PHD PROGRAM GRADUATE INDICATORS

A. Program graduates are well grounded in the cultural heritage and traditions of their community.

Graduates who meet this standard are able to:

- 1) assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member;
- 2) recount their own genealogy and family history;
- 3) acquire and pass on the traditions of their community through oral and written history;
- 4) practice their traditional responsibilities to the surrounding environment;
- 5) reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;
- 6) live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.
- 7) determine the place of their cultural community in the regional, state, national and international political and economic systems;

B. Program graduates are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

Graduates who meet this standard are able to:

- 1) acquire insights from other cultures without diminishing the integrity of their own;
- 2) make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
- 3) make appropriate choices regarding the long-term consequences of their actions;

- 4) identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

C. Program graduates are able to actively participate in various cultural environments.

Graduates who meet this standard are able to:

- 1) perform subsistence activities in ways that are appropriate to local cultural traditions;
- 2) make constructive contributions to the governance of their community and the well-being of their family;
- 3) attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being;
- 4) enter into and function effectively in a variety of cultural settings.

D. Program graduates are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

Graduates who meet this standard are able to:

- 1) acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
- 2) participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
- 3) interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;
- 4) gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;
- 5) identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems;
- 6) engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

E. Program graduates demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Graduates who meet this standard are able to:

- 1) recognize and build upon the inter-relationships that exist among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
- 2) understand the ecology and geography of the bio-region they inhabit;
- 3) demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
- 4) determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
- 5) recognize how and why cultures change over time;
- 6) anticipate the changes that occur when different cultural systems come in contact with one another;
- 7) determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;
- 8) identify and appreciate who they are and their place in the world.

INDICATORS FOR GRADUATE SELF-ASSESSMENT

Indicator:	Evidence of Standard in Practice:	Rating (1=weak, 5=strong)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



**Center for Cross-Cultural Studies
Fairbanks, Alaska 99775
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October 1, 2011

To: Johnny Payne, Dean
College of Liberal Arts

From: Ray Barnhardt, Director
Craig Gerlach, Professor
Center for Cross-Cultural Studies

Subject: Reflections and Projections for CXCS

The following narrative along with the attached documents constitutes an assessment of the current status and future aspirations of the Center for Cross-Cultural Studies/Alaska Native Knowledge Network as an R&D, knowledge dissemination and academic program unit housed in the College of Liberal Arts at UAF.

Who are we?

We are the current manifestation of a 40 year effort aimed at providing academic programs and support services that address the educational and cultural needs of Alaska Native people's and communities throughout Alaska. The enclosed "Rural Milestones" time line provides a chronicle of the internal and external events that have shaped the role of UAF as the "Flagship" institution for rural, Native and distance education since the first distance education B.Ed. degree program was offered to students throughout Alaska in 1970.

How do we contribute to the UAF mission and strategic plan?

Alaska Native people constitute 18% of the Alaska population and are the fastest growing ethnic group within the state, making up nearly 25% of the K-12 student population. At UAF, Alaska Natives make up 16% of the student enrollment, but only 3% of the faculty. In May, 2007 UAF awarded a Ph.D. to the fourth Alaska Native to receive such a degree in the University's history. To begin to address these disparities,

the UAF 2010 Strategic Plan includes the following goals to which CXCS's efforts are directed:

- Increase Alaska Native enrollment in graduate programs by 50%
- Increase the representation and retention of women and minorities in staff and faculty positions
- Increase research programs that address the Arctic and its indigenous people
- Document and disseminate indigenous knowledge
- Generate innovative and useful applications of research that benefit Alaska

CXCS Program Objectives:

- To provide the programmatic infrastructure for advanced, in-depth, interdisciplinary graduate studies and research in academic fields related to the role of indigenous knowledge and ways of knowing in the contemporary world.
- To prepare graduates who are capable of conducting basic and applied research on social, political, educational, economic and cultural issues of concern to people and communities in the circumpolar north, with a particular emphasis on Alaska.
- To expand the pool of knowledgeable and highly skilled Alaskans who can assume leadership and technical positions with public and private sector organizations, including universities, school districts, social service agencies, Native corporations, tribal governments, and state and federal agencies in Alaska and beyond.
- To provide a venue to sponsor state, national and international seminars, conferences, exchanges and comparative research programs that bring people together around issues of concern to Alaska, the circumpolar north, and indigenous people throughout the world.
- To contribute to and tap into newly emerging bodies of academic scholarship that address the role of indigenous knowledge systems in fields such as ecological studies, natural resources management, health care, education, language revitalization, community development, social services, justice, and Native studies.
- To achieve economies-of-scale that put existing university resources and capabilities to more effective and efficient use in addressing issues of concern to all Alaskans.

The M.A. and Ph.D. programs in Cross-Cultural/Indigenous Studies are intended to directly address these and most other goals of the UAF 2010 Strategic Plan by offering advanced programs of graduate study focusing on issues that are deeply rooted in Alaska's past and are destined to be an integral part of Alaska's future.

What are we doing?

The most visible contributions of the Center for Cross-Cultural Studies are our graduate programs and the knowledge dissemination functions of the Alaska Native Knowledge Network. The Ph.D. program in Indigenous Studies (with 28 students currently enrolled), along with the CCS M.A. (with 16 students enrolled) draw and build upon long-standing academic and research capabilities at UAF. The programs offer an integrated course of advanced graduate study consisting of a common core curriculum that all students

complete, coupled with five thematic areas of emphasis from which students choose a concentration:

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The Alaska Native Knowledge Network continues to reach a wide range of users through the ANKN web site (1.8 million hits per month), the publications clearinghouse, the curriculum data base, and the library of cultural resources that have been assembled. In addition, the ANKN Moodle web site provides essential support for the dissemination of our courses and distance delivered instructional programs. All of these functions work together to provide an integrated support structure that makes it possible to provide a full range of services to our students, faculty and affiliated programs throughout the state.

Where are we going?

As we enter the third year of the PhD program with 28 active students and cope with the loss of one of our founding faculty members, we are concentrating our efforts on building up a well-rounded complement of faculty and support staff to put our programs on secure footing. Of particular interest is to reopen discussion on the idea of consolidating Native-serving programs from across UAF and forming an International Institute of Indigenous Studies (see the enclosed proposal). Discussions are also underway to form a sixth thematic area with an emphasis on "Indigenous Sustainability." In addition, we have been encouraged by the Provost to consider changing the title of our unit from Center for Cross-Cultural Studies to Center for Indigenous Studies. We anticipate tabling a set of recommendations before the appropriate Curriculum Councils and Faculty Senate during the current academic year.

How are we going to get there?

The most critical need for moving the CXCS programs forward toward the goals and objectives outlined above is to secure stable funding for a well-rounded cohort of faculty and support staff equipped to offer strong academic programs delivered to students throughout

Alaska and beyond. As a first step toward that end, we have received permission to begin advertising for an assistant/associate professor position, as indicated by the following communication from the Provost:

To Ray/Burns/Larry:

July 13, 2011

In addition to the budget request Indigenous Studies is slated to get \$75 K this year as a PBB allocation. Pat will allocate the funds to CLA. The intent is that this will allow you to go ahead in recruiting a new faculty member. But since the hire will probably (?) not occur right away, you may be able to use this for other program costs initially. I have another \$75K of PBB on the request list for next year but it is not guaranteed at this point. If the legislative request is funded most likely it would replace rather than add to the PBB allocation but I will try to keep both. Susan

The original rationale for the FY13 budget request is attached. We are currently advertising for this position with the goal of having a new faculty member on board for spring semester, 2012.

In addition to the need for additional faculty, we are currently seeking funding to regain full support for CXCS staff and are listed in the FY13 legislative funding request for an additional \$250,000. This is intended to support an additional faculty position and bring Sean Topkok's and Sandra Soren's support to a full funding level (currently a portion of Sean's funding is covered by the NSF COSEE grant, which will be completed in another year, and Sandra is on a 9-month contract). Since the M.A. and PhD programs are offered on a year-round basis, it is essential that the support functions are available to assist students in their academic and research pursuits throughout the year.

Further resources are being sought to provide additional support for graduate students and programs through Fund 2 initiatives, the most recent being a \$300,000 proposal request submitted to the National Endowment for the Humanities in July. Coupled with all of the above, CXCS is experiencing a chronic shortage of office and work space, which will be especially acute when the new faculty positions are filled.

Finally, it is likely that the current director of CXCS (Ray) will be moving toward at least partial retirement in the coming year, which will necessitate recruitment for an additional faculty position, one of which will need to assume leadership responsibilities for CXCS.