

***NEW DEGREE PROGRAM REQUEST***  
(UA Regulation 10.04.02)

**Ph.D. Program in Indigenous Studies**

Submitted to the  
University of Alaska Board of Regents

by the

Faculties of the University of Alaska Fairbanks

Graduate School  
College of Liberal Arts  
School of Education  
College of Rural and Community Development

April 28, 2008

**NEW DEGREE PROGRAM REQUEST**

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**I. COVER MEMORANDUM**

**A. Name of persons preparing request:**

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**B. Brief Program Overview**

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:

- 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 the state of Alaska

The Ph.D. program in Indigenous Studies is intended to directly address these and most other goals of the UAF 2010 Strategic Plan by offering an advanced program 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.

The proposed Ph.D. program in Indigenous Studies will draw and build upon long-standing academic and research capabilities at UAF. The program will offer an integrated course of advanced graduate study consisting of a common core curriculum that all students will complete, coupled with five thematic areas of emphasis from which students will choose a concentration:

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

Ph.D. candidates will participate in research activities across a variety of academic disciplines and applied fields at UAF. They will be encouraged to engage in comparative

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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 IGERT and Interdisciplinary Ph.D. model of academic assignment, students' home base will be in the School or College of their major advisor, who will also serve as an affiliate faculty for the program. The program itself will be administered through the UAF Graduate School.

### Program Objectives:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.

### C. Approval Signatures

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**Miho Aoki**  
**Chair, CLA Curriculum Council at UAF**

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**Anne Armstrong**  
**Chair, SOE Curriculum Council at UAF**

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**Ron Davis**  
**Dean, College of Liberal Arts**

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**Eric Madsen**  
**Dean, School of Education**

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**Jennifer Carroll**  
**Dean, College of Rural and Community Development**  
**Vice Chancellor for Rural, Community and Native Education**

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**Jon Genetti**  
**President, UAF Faculty Senate**

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**Lawrence Duffy**  
**Interim Dean, Graduate School**

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**Susan Henrichs**  
**Provost, University of Alaska Fairbanks**

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**Brian Rogers**  
**Interim Chancellor, University of Alaska Fairbanks**

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**Mark Hamilton**  
**President, University of Alaska**

## II. IDENTIFICATION OF PROGRAM

### A. Description of the Program

1. **Program Title:** Ph.D. in Indigenous Studies
2. **Credential Level of Program:** Doctor of Philosophy, Ph.D.
3. **Admission Requirements and Prerequisites**

Selection of Ph.D. applicants will be based on undergraduate and post-baccalaureate GPA, statement of academic interest and research intent, relevant community or professional experience, and three letters of reference. In addition to these criteria, applicants will be evaluated on their prior publications, professional presentations, and previous teaching and research experience. Most students applying for admission to the Ph.D. program should already have an advanced degree in a relevant field, though exceptional students with a bachelor's degree and extensive relevant experience may be considered for admission directly into the Ph.D. program. The Indigenous Studies Ph.D. admission process will be administered by a program-specific interdisciplinary admission committee established through the UAF Graduate School.

Applicants must comply with University requirements for a doctoral degree and admission to graduate studies as detailed in the UAF Catalog. Applicants must provide a statement of intent indicating why the student wishes to pursue a Ph.D. in Indigenous Studies at UAF, their research interests, and their professional goals and objectives. Applicants are to include a professional vitae and three letters of reference with their application, including at least one letter from a cultural/community organization.

4. **Course Descriptions (for required core and recommended elective courses)**

The core courses of the degree program are listed below, followed by the course descriptions and a presentation of elective courses by thematic area.

**Required Core Courses:** All Indigenous Studies Ph.D. students will be required to select, in collaboration with their graduate committee, a minimum of 12 core course credits from Table 1 (CCS 608 and CCS 690 are required), a minimum of 6 research credits, 12 additional credits of thematic electives, plus a minimum of 18 thesis credits. Course descriptions for the required and elective courses are included below. All courses listed are existing courses in the current UAF Catalog. No new courses are proposed for the Indigenous Studies Ph.D. program.

**Table 1. Course Offerings for the Ph.D. in Indigenous Studies.**

<b>CORE COURSE REQUIREMENTS (12 cr.)*</b>	
<b>Cross-cultural Studies courses</b>	CCS 602, Cultural and Intellectual Property Rights, 3 cr.
	*CCS 608, Indigenous Knowledge Systems, 3 cr.
	CCS/ED 610, Education and Cultural Processes, 3 cr.
	CCS/ED 611, Culture, Cognition and Knowledge Acquisition, 3 cr.
	CCS 612, Traditional Ecological Knowledge, 3 cr.
<b>CCS Pro-Seminar</b>	*CCS 690, Seminar in Cross-Cultural Studies, 3 cr.
<b>Rural Development courses</b>	RD 600, Circumpolar Indigenous Leadership Symposium, 3 cr.
	RD 601, Political Economy of the Circumpolar North, 3 cr.
	RD 651, Management Strategies for Rural Development, 3 cr.
	RD 652, Indigenous Organization Management, 3 cr.
<b>Resilience and Adaptation (RAP) courses</b>	ANTH/BIOL/ECON/NRM 647, Regional Sustainability, 3 cr.
	ANTH/BIOL/ECON/NRM 649, Integrated Assessment of Social-Ecological Systems, 3 cr.
<b>Education courses</b>	ED/LING 621, Cultural Aspects of Language Acquisition, 3 cr.
	ED 620, Language, Literacy and Learning, 3 cr.
	ED 616, Education and Socio-Economic Change, 3 cr.
	ED 660, Educational Administration in Cultural Perspective, 3 cr.
<b>Alaska Native Language courses</b>	ANL 601, Seminar in Language Revitalization, 3 cr.
<b>Anthropology courses</b>	ANTH/NORS 610, Northern Indigenous Peoples and Contemporary Issues, 3 cr.
	ANTH 631, Language and Culture Seminar, 3 cr.
	ANTH 646, Economic Anthropology, 3 cr.
<b>RESEARCH REQUIREMENTS (6 cr.)*</b>	
<b>Choose two courses from list</b>	CCS 601, Documenting Indigenous Knowledge, 3 cr., or RD 650, Community Based Research Methods, 3 cr., or ANTH 637, Methods in Ethno-historical Research, 3 cr., or ANTH 624, Analytical Techniques, 3 cr., or CCS/ED 603, Field Study Research Methods, 3 cr.
<b>Doctoral Dissertation</b>	*CCS 699, Thesis (18 cr. minimum)
<b>THEMATIC ELECTIVE REQUIREMENTS (12 cr.)*</b>	
<b>Choose one specialty area and responsible department</b>	Indigenous Studies/Research (CXCS/ANS) Indigenous Knowledge Systems (CXCS/ANS) Indigenous Education/Pedagogy (SOE) Indigenous Languages (ANLC/ANLP) Indigenous Leadership (ANRD)

\* Required

### Core Course Descriptions

In addition to the research and thesis requirements for the degree, students will be required to complete a minimum of 12 credits of core courses, including CCS 608, Indigenous Knowledge Systems, and CCS/ED 690, Seminar in Cross-Cultural Studies, the latter serving as a capstone course for all students. The remaining minimum of six core credits are to be selected from the specialty area in which the student is enrolled, along with any course prerequisites. Additional courses may be stipulated by the students graduate committee, depending on prior experience and particular research interests.

The research requirement consists of a minimum of six credits selected from the five courses listed, with consideration given to the nature of the dissertation research in which the student will be engaged. Additional research preparation may be required by the student's committee, depending on past research experience and research focus for the dissertation. Under the guidance of the respective committee, students may employ either qualitative or quantitative research methods, or a combination of methods appropriate to the research context. The core requirements, including the research courses, will address cultural issues on a local, national and international scale (e.g. U.N Permanent Forum on Indigenous Issues), and prepare students for work in any cultural context, though student interest in the program is expected to be concentrated in Alaska, Circumpolar and Pacific Basin settings. Students will be encouraged to enroll for a semester to a year of coursework at another indigenous-serving institution to acquire a cross-national and cross-cultural perspective on issues in the thematic area in which they are enrolled.

Following are the catalog descriptions for the required and elective core courses associated with the Ph.D. in Indigenous Studies..

**ANL 601 Seminar in Language Revitalization (3 Credits)** Language teaching and acquisition strategies appropriate to under-documented and less commonly taught languages. Students write an applied research proposal related to local language endangerment issues and strategies for improving teaching either at the school or community level. Emphasis on students' class presentation and research ideas. (Prerequisite: LING 450; ANTH 451 or LING 601.)

**ANTH/NORS 610 Northern Indigenous Peoples and Contemporary Issues (3 Credits)** This course examines a number of issues affecting northern indigenous peoples from a comparative perspective, including perspectives from Alaska, Canada, Greenland and the Soviet Union. Issues include the impact of the alienation of land on which these peoples depend; the relationship between their small, rural microeconomies and the larger agroindustrial market economies of which they are a part; education, language loss and cultural transmission; alternative governmental policies towards indigenous peoples; and contrasting world views. (Prerequisite: Graduate standing, or upper-division with permission of instructor.)

**ANTH 624 Analytical Techniques (3 Credits)** Classification, sampling, collection and analysis of anthropological data: parametric and nonparametric significance tests and measures of association, analysis of frequency data, estimating resemblance using multiple variables, computer simulations and analysis. (Prerequisites: Graduate standing in anthropology)

**ANTH 631 Language and Culture Seminar (3 Credits)** In-depth examination of the interrelation between language and culture in the context of the theories of human communication, semiotics and maintenance of cultural boundaries. In particular, the influence of the Sapir-Whorf hypothesis in anthropological thinking today and the field of ethnoscience will be examined, as well as language change in contact situations with emphasis on emergence of pidgin and Creole languages and effects of the introduction of writing. (Prerequisites: Graduate standing; previous credit in anthropological or descriptive linguistics, or permission of instructor.)

**ANTH 637 Methods in Ethnohistorical Research (3 Credits)** Students of anthropology are introduced to the methods of historical research, particularly the critical evaluation of written documents, problems of archaic language and paleography, and methods for assessing art and folklorist tradition as sources of history. Oral history and the data of language and archaeology are considered. (Prerequisites: Graduate standing in anthropology or permission of instructor.)

**ANTH 646 Economic Anthropology (3 Credits)** Relationships between economic and other social relations. Pre-industrial societies. Relevance of formal economics to small-scale societies and developing nations. Exchange, formal and substantive economics, market economics, rationality, political economy and the economics of development. (Prerequisite: Graduate standing or permission of instructor.)

**ANTH/BIOL/ECON/NRM 647 Regional Sustainability (3 Credits)** Explores the basic principles that govern resilience and change of ecological and social systems. The principles are applied at the level of populations, communities, regions and the globe. Working within and across each of these scales, students address the processes that influence ecological, cultural and economic sustainability, with an emphasis on Alaska examples. (Prerequisite: Graduate standing in a natural science, social science, humanities or interdisciplinary program at UAF, or permission of instructor.)

**ANTH/BIOL/ECON/NRM 649 Integrated Assessment and Adaptive Management (3 Credits)** Interdisciplinary exploration of theoretical and practical considerations of integrated assessment and adaptive management. Students survey concepts important in understanding societal and professional-level decision-making. Students work as individuals and as a team to undertake case studies with relevance to integrated assessment and adaptive management. Collectively, the class builds a portfolio of cases and conducts an integrated assessment. (Prerequisite: Graduate standing in a natural science, social science, humanities or interdisciplinary program at UAF or another university, or permission of instructor.)

**CCS 601 Documenting Indigenous Knowledge (3 credits)** A thorough grounding in the research methodologies and issues associated with documenting and conveying the depth and breadth of indigenous knowledge systems and their epistemological structures. Includes a survey of oral and literate data gathering techniques, a review of various modes of analysis and presentation, and a practical experience in a real-life setting. (Prerequisite: Graduate standing or approval of the instructor.)

**CCS 602 Cultural and Intellectual Property Rights (3 credits)** Examines issues associated

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with recognizing and respecting cultural and intellectual property rights with respect to the documentation, publication and display of knowledge, practices, beliefs and artifacts of cultural traditions. Appropriate research principles, ethical guidelines and legal protections will be reviewed for their application to cross-cultural studies. (Prerequisite: graduate standing or approval of the instructor.)

**CCS/ED 603 Field Study Research Methods (3 credits)** Focus on techniques for conducting both quantitative and qualitative field research. Particular emphasis on considerations for conducting field research in cross-cultural settings.

**CCS 608 Indigenous Knowledge Systems (3 credits)** A comparative survey and analysis of the epistemological properties, worldviews and modes of transmission associated with various indigenous knowledge systems. Emphasis on knowledge systems practiced in Alaska. (Prerequisite: Graduate standing or permission of the instructor.)

**CCS/ED 610 Education and Cultural Processes (3 credits)** Advanced study of the function of education as a cultural process and its relation to other aspects of a cultural system. Students will be required to prepare a study in which they examine some aspect of education in a particular cultural context.

**CCS/ED 611 Culture , Cognition and Knowledge Acquisition (3 credits)** An examination of the relationship between learning, thinking and perception in multicultural contexts. Particular emphasis will be on the implications of these relationships for schooling. Content will focus on cultural influences on perception, conceptual processes, learning, memory and problem solving. Content will also reflect concern for practical teaching problems. (Prerequisite: CCS 610 recommended.)

**CCS 612 Traditional Ecological Knowledge (3 credits)** Examines the acquisition and utilization of knowledge associated with long-term inhabitation of particular ecological systems and adaptations that arise from the accumulation of such knowledge. Attention will be given to the contemporary significance of traditional ecological knowledge as a complement to academic fields of study. (Prerequisite: graduate standing or approval of the instructor.)

**CCS/ED 690 Seminar in Cross-Cultural Studies (3 Credits)** Investigation of current issues in cross-cultural contexts. Opportunity for students to synthesize prior graduate studies and research. Seminar is taken near the terminus of a graduate program.

**CCS 699 Thesis (1 – 12 credits)** Thesis project for graduate students earning Ph.D. Enrollment is contingent on admission to the graduate program and permission of the graduate committee.

**ED 616 Education and Socio-Economic Change (3 credits)** An examination of social change processes, particularly related to the deliberate development of new institutions and resulting forms of new consciousness. Emphasis on role of education and schooling in this development dynamic.

**ED 620 Language, Literacy and Learning (3 Credits)** The relationships among language, culture and thinking as issues of literacy and learning. Specific areas of emphasis include linguistic relativity, discourse, role of context in communications, variant language learning strategies and styles, speech community, open and closed linguistic systems, cognitive styles, and literacy as a cultural and cognitive phenomenon.

**ED/LING 621 Cultural Aspects of Language Acquisition (3 Credits)** An expanded view of the ways in which individuals become socialized into particular patterns of first and second language and literacy. The ongoing acquisition of both oral and written language(s) from early childhood through adult life. Topics will include: the cultural dimensions of language development; the relationship between communication and culture; bilingualism; and the role of language in the transmission of sociocultural knowledge.

**ED 660 Educational Administration in Cultural Perspective (3 credits)** Issues related to the social organization and socio-political context of schools, administrative and institutional change processes and the changing role of administrators in education, using a cross-cultural framework for analysis.

**RD 600 Circumpolar Indigenous Leadership Symposium (3 Credits)** Symposium serves three goals: to build an integrated and lifelong learning community among new and continuing students in the Rural Development program, to explore the qualities of indigenous leadership in dynamic cross-cultural settings, and to incorporate the insights and wisdom of experienced rural development practitioners. (Prerequisite: Graduate standing or permission of instructor)

**RD 601 Political Economy of the Circumpolar North (3 Credits)** Interrelationships between rural communities in the circumpolar North and global socioeconomic, political and ecological systems. Includes major theoretical advances in our understanding of the development in the 20th century. Uses a comparative case study approach to understand rapid socioeconomically and cultural change in the north. (Prerequisite: Graduate standing or permission of instructor.)

**RD 650 Community-Based Research Methods (3 Credits)** Exploration of community-based research principles and practices. Emphasis on developing a thorough understanding of the community research process from conceptualization to implementation and evaluation. Includes skill development for both quantitative and qualitative research. (Prerequisite: Graduate standing or permission of instructor.)

**RD 651 Management Strategies for Rural Development (3 Credits)** Managing change and development among indigenous communities. Emphasis on rural development in the circumpolar North. Includes recent management strategies implemented in Alaska such as co-management of renewable resources, land management of Alaska Native corporations, cultural resource management, and the management of Alaska Native tribal governments, corporations and other organizations. Uses comparative case studies and effects of cultural and traditional values on management practices in different northern sociocultural environments.

**RD 652 Indigenous Organization Management (3 Credits)** Purposes, structure and methods of management of indigenous organizations with an emphasis on the North. Historical overview

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of Alaska Native organizations, including those established to pursue Native rights, land claims and government services. Case studies of corporations established under the Alaska Native Claims Settlement Act will be examined, as well as regional tribal organizations. Management of Alaska Native organizations is compared with formal organizations established by indigenous peoples throughout the circumpolar North. Western and indigenous organizational cultures and perceptions will be reviewed. (Prerequisite: Graduate standing or permission of instructor.)

### **Thematic Elective Course Descriptions**

Students are required to complete a minimum of four courses (12 credits) in their area of concentration, as outlined below and under the core electives. With committee approval, appropriate transfer courses from UAA, UAS or other institutions can be used as thematic electives.

### **Indigenous Studies/Research**

**ANTH 630 Anthropological Field Methods (3 Credits)** Concentration on the practical concerns and aspects of conducting anthropological field research. Includes the relevant literature and significant discussions on the different aspects of fieldwork. In addition, students will gain practical experience in the problems, techniques and methods of fieldwork involving people from similar or distinct cultural backgrounds. The preparation of research proposals is also given attention. (Prerequisites: Graduate standing in anthropology or permission of instructor.)

**ANTH 637 Methods in Ethno-historical Research (3 Credits)** Students of anthropology are introduced to the methods of historical research, particularly the critical evaluation of written documents, problems of archaic language and paleography, and methods for assessing art and folklorist tradition as sources of history. Oral history and the data of language and archaeology are considered. (Prerequisites: Graduate standing in anthropology or permission of instructor.)

**ANTH/BIOL/ECON/NRM 648 Integrative Modeling of Natural and Social Systems (3 Credits)** Provides a modeling approach to structuring knowledge from natural and social scientific disciplines so that relevant aspects of a complex societal problem are considered for the purpose of making management and policy decisions. Designed to help graduate students use models to integrate understanding about interactions among natural and social systems for the purpose of managing biological and human resources. (Prerequisite: STAT 200X or equivalent, graduate standing in a natural science, social science, humanities or interdisciplinary program at UAF or another university, or permission of instructor.)

**PSY 635 Field-Based Research Methods (3 Credits)** Methods used in doing cross-cultural research in community settings. Emphasis on formal descriptions of the interaction between people and their environments. The course will present a wide variety of designs, analyses and conceptual approaches appropriate to improving our general understanding of behavior in communities. Both quantitative and qualitative methods will be presented in the context of carrying out individual research projects. (Prerequisite: Admittance to the Community Psychology program or permission of instructor.)

**Indigenous Knowledge Systems**

**ANS/RD 401 Cultural Knowledge of Native Elders (3 Credits)** Study with prominent Native tradition-bearers in Native philosophies, values and oral traditions. Traditional knowledge elicited through the cultural heritage documentation process. Analysis of existing interactions between cultural traditions and contemporary American life as experienced by Native elders. (Prerequisites: HIST 110, ANTH 242 and upper-division standing.)

**ANS/ED 461 Native Ways of Knowing (3 Credits)** Focus on how culture and worldview shape who we are and influence the way we come to know the world around us. Emphasis on Alaska Native knowledge systems and ways of knowing. (Prerequisite: Upper-division standing.)

**ANTH/NORS 670 Oral Sources; Issues in Documentation (3 Credits)** Preparation for recording and use of oral resources. Examines how meaning is conveyed through oral traditions and personal narratives and the issues involved with recording and reproducing narratives. Includes management of oral recordings, ethical and legal considerations, issues of interpretation and censorship and the use of new technologies to access and deliver recordings. (Prerequisite: At least one undergraduate ANTH course and one undergraduate HIST course, or permission of instructor.)

**CCS/ED 611 Culture, Cognition and Knowledge Acquisition (3 credits)** An examination of the relationship between learning, thinking and perception in multicultural contexts. Particular emphasis will be on the implications of these relationships for schooling. Content will focus on cultural influences on perception, conceptual processes, learning, memory and problem solving. Content will also reflect concern for practical teaching problems. (Prerequisite: ED 610 recommended.)

**CCS 612 Traditional Ecological Knowledge (3 credits)** Examines the acquisition and utilization of knowledge associated with long-term inhabitation of particular ecological systems and adaptations that arise from the accumulation of such knowledge. Attention will be given to the contemporary significance of traditional ecological knowledge as a complement to academic fields of study. (Prerequisite: graduate standing or approval of the instructor.)

**PSY 602 Native Ways of Knowing (3 Credits)** Covers the appropriate and valid ways of describing and explaining human behavior by using the social context, culture and history of indigenous groups. Includes indigenous approaches to values, health, the interconnection of family and community; the nature of spirituality and indigenous healing; and the importance of elders and spiritual healers. Course will be video-conferenced between UAA and UAF campuses. The course will make use of Blackboard and E-res to support distance delivery. (Prerequisite: Admittance into the psychology Ph.D. program or permission of instructor.)

**PSY 606 Native Ways of Healing (3 Credits)** Explores healing from a variety of Native perspectives, particularly from an Alaska Native perspective. Emphasizes the preparation and education of healers, their roles and work and integration within the community. Students will have the opportunity to examine the possible integration of clinical and community psychology with indigenous approaches to healing. Course will be video-conferenced between UAA and

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UAF campuses. The course will make use of Blackboard and E-res to support distance delivery. (Prerequisite: Graduate standing in psychology or permission of instructor.)

### **Indigenous Education/Pedagogy**

**ANS/ED 461 Native Ways of Knowing (3 Credits)** Focus on how culture and worldview shape who we are and influence the way we come to know the world around us. Emphasis on Alaska Native knowledge systems and ways of knowing. (Prerequisite: Upper-division standing.)

**ED 606 Alaska Native Education (3 Credits)** School systems historically serving Native people, current efforts toward local control and the cross-cultural nature of this education. (Prerequisite: ANTH 242 or permission of instructor.)

**ED/CCS 610 Education and Cultural Processes (3 credits)** Advanced study of the function of education as a cultural process and its relation to other aspects of a cultural system. Students will be required to prepare a study in which they examine some aspect of education in a particular cultural context.

**ED/CCS 611 Culture , Cognition and Knowledge Acquisition (3 credits)** An examination of the relationship between learning, thinking and perception in multicultural contexts. Particular emphasis will be on the implications of these relationships for schooling. Content will focus on cultural influences on perception, conceptual processes, learning, memory and problem solving. Content will also reflect concern for practical teaching problems. (Prerequisite: ED 610 recommended.)

**ED/CCS 613 Alaska Standards for Culturally Responsive Schools (3 Credits)** Guidelines, rationale and resources for adapting educational policies, programs and practices to better address the cultural well-being of the students and communities they serve. Content will be grounded in the Alaska Standards for Culturally Responsive Schools, including standards for students, teachers, curriculum, schools and communities.

**ED 631 Small Schools Curriculum Design (3 credits)** Salient issues involved with the development of effective programs of instruction in small schools, including foundational design, conceptual models, organizational strategies, technical skills, current issues and trends, and their implications and application to the environment of rural Alaska.

**ED/NORS 680 Comparative Education (3 Credits)** Analysis of international systems of public education. Issues addressed include social context, ethnicity, gender, ideology, international power, level of development, current issues and problems, and efforts toward reform.

**ED 681 Place Based Education (3 Credits)** An examination of the relationship between local landscape and community, and the development of human perception. Emphasis on the importance of the development of ecologically appropriate community-based educational programs in rural and urban schools. Priority placed on project-centered programs lending themselves to experimental learning opportunities. Includes literature

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review, discussion, curriculum exploration and design, and on-site community exploration of active place-based educational programs.

### **Indigenous Languages**

Students enrolling in the Indigenous Languages thematic area are expected to acquire a degree of proficiency in an Indigenous language, as determined by the students graduate committee.

**ANL/LING 651 Topics in Athabascan Linguistics (3 Credits)** Graduate-level introduction to important topics in Athabascan linguistics, including both foundational literature and current research. Topics may include laryngeal features; tonogenesis; the syntaxmorphology interface; argument structure; lexical semantics and discourse. Course may be repeated once for credit with permission of instructor. (Prerequisites: LING 601 or equivalent; graduate standing. Recommended: LING 603 and LING 604.)

**ED 620 Language, Literacy and Learning (3 Credits)** The relationships among language, culture and thinking as issues of literacy and learning. Specific areas of emphasis include linguistic relativity, discourse, role of context in communications, variant language learning strategies and styles, speech community, open and closed linguistic systems, cognitive styles, and literacy as a cultural and cognitive phenomenon.

**ED/LING 621 Cultural Aspects of Language Acquisition (3 Credits)** An expanded view of the ways in which individuals become socialized into particular patterns of first and second language and literacy. The ongoing acquisition of both oral and written language(s) from early childhood through adult life. Topics will include: the cultural dimensions of language development; the relationship between communication and culture; bilingualism; and the role of language in the transmission of sociocultural knowledge.

**ED 669 Reading, Language and Culture (3 Credits)** Introduction to the foundations of psycholinguistic and sociolinguistic theories as they relate to oral and written language acquisition and development. Focus on issues of language and literacy education practices in the Alaska context. Topics include bi-lingual and bi-literacy education, school and community languages and literacies, and culturally responsive pedagogy. Emphasis on teachers/students developing the skills and dispositions to become researchers of culture, language and literacy in their communities.

**LING 602 Second Language Acquisition (3 Credits)** Central issues in second language acquisition research. Includes a critical review of SLA theories and research. (Prerequisites: LING 101 or LING 601; graduate standing; or permission of instructor.)

**LING 627 Introduction to Linguistic Description and Documentation (3 Credits)** General introduction to lexicography, field phonetics, grammatical documentation, investigation of narrative, other levels of linguistic documentation, the distinction between description and documentation and differences in structure and method between pedagogical and academic materials resulting from field work. (Prerequisites: LING 601 or equivalent, and demonstrated

background in phonology and morphology, or permission of instructor).

**LING 631/ANTH 632 Field Methods in Descriptive Linguistics (3 Credits)** Introduction to general issues in language field work and to issues specific to working with little studied and/or endangered languages in particular. Focus on introduction to writing systems, making records, computers and transcriptions, planning consultant sessions, working with consultants, interviewing, and ethics in the field. Projects include making transcriptions of familiar language, and later, working on unfamiliar language with a language consultant, selecting and carrying out a well-defined project, resulting in a term paper. (Prerequisites: LING 627, or permission of instructor.)

**LING 650 Language Policy and Planning (3 Credits)** Consideration of minority languages, including Alaska Native Languages, in light of their histories, current status and factors affecting future maintenance.

### **Indigenous Leadership**

**ANS 475 Alaska Native Social Change(s) (3 Credits)** Tradition and change in Native social institutions in contemporary society. Methods of identifying and analyzing significant Native social change processes for public understanding. (Prerequisite: ANTH 242 or permission of instructor.)

**ANTH 603 Political Anthropology (3 Credits)** Political systems and the law. Case studies from nonindustrial societies, developing nations and parapolitical systems or encapsulated societies, such as Native peoples in the U.S. Political structures and institutions; social conflict, dispute settlement, social control and the law, political competition over critical resources; and ethnicity. (Prerequisite: Graduate standing.)

**ANTH 607 Kinship and Social Organization (3 Credits)** Forms and function of family and household organization, kinship and marriage in diverse human sociocultural systems. Case studies from tribal and complex societies including contemporary United States. (Prerequisite: Graduate standing or permission of instructor.)

**ANTH 652 Research Design and Professional Development Seminar (3 Credits)** How to develop problem-based research in anthropology and prepare research proposals, grant proposals and publications along with critical evaluations of similar material. Topics include preparation of oral presentations for professional meetings, lectures and seminars; curriculum vitae preparation; and project budgeting. (Prerequisites: Upper-division anthropology course or permission of instructor.)

**ANTH 653 Current Perspectives in Cultural Resource Management (3 Credits)** Cultural resource management. Includes historic preservation and environmental law. Reviews pertinent legislation pertaining to the protection of historic properties and presents a series of real world problems confronted by archaeologists. Cultural resource management will be treated historically within a context of the development of American archaeology. Emphasis on practical aspects of career development. (Prerequisites: Graduate standing or permission of instructor.)

**ED 660 Educational Administration in Cultural Perspective (3 credits)** Issues related to the social organization and socio-political context of schools, administrative and institutional change processes and the changing role of administrators in education, using a cross-cultural framework for analysis.

**PSY/NORS 614 Human Adaptation to the Circumpolar North (3 Credits)** Patterns of individual and family adaptation to the stresses and opportunities of northern regions. Focuses on successful and unsuccessful responses to northern conditions--the arctic climate, the northern economy, cultural diversity, and the professional opportunities and stress factors of sparsely populated frontier settings. Students will complete an original research paper. (Prerequisites: Graduate standing or permission of instructor.)

**RD 600 Circumpolar Indigenous Leadership Symposium (3 Credits)** Symposium serves three goals: to build an integrated and lifelong learning community among new and continuing students in the Rural Development program, to explore the qualities of indigenous leadership in dynamic cross-cultural settings, and to incorporate the insights and wisdom of experienced rural development practitioners. (Prerequisite: Graduate standing or permission of instructor)

**RD 625 Community Development Strategies: Principles and Practices (3 Credits)** Strategies, principles and practice of community development in rural Alaska and throughout the circumpolar North. Topics explore how rural communities in diverse cultural, political and economic settings build on local assets, skills and capacities to improve the lives of indigenous and other Northern residents. (Prerequisite: Graduate standing or permission of instructor.)

**RD 651 Management Strategies for Rural Development (3 Credits)** Managing change and development among indigenous communities. Emphasis on rural development in the circumpolar North. Includes recent management strategies implemented in Alaska such as co-management of renewable resources, land management of Alaska Native corporations, cultural resource management, and the management of Alaska Native tribal governments, corporations and other organizations. Uses comparative case studies and effects of cultural and traditional values on management practices in different northern sociocultural environments. (Prerequisite: Graduate standing or permission of instructor.)

**RD 652 Indigenous Organization Management (3 Credits)** Purposes, structure and methods of management of indigenous organizations with an emphasis on the North. Historical overview of Alaska Native organizations, including those established to pursue Native rights, land claims and government services. Case studies of corporations established under the Alaska Native Claims Settlement Act will be examined, as well as regional tribal organizations. Management of Alaska Native organizations is compared with formal organizations established by indigenous peoples throughout the circumpolar North. Western and indigenous organizational cultures and perceptions will be reviewed. (Prerequisite: Graduate standing or permission of instructor.)

**PS/NORS 662 Alaska Government and Politics (3 Credits)** Alaska's government and politics, in the context of American state and local government, and politics and governments of circumpolar northern nations. Topics include political history, constitution, political parties, interest groups, elections, public opinion, governor, legislature, judiciary, administration and

## Indigenous Studies Ph.D. Program Proposal

local governments. Compares Alaska to the contiguous 48 states and subnational governments of the circumpolar North; examines how government institutions and processes respond to social, environmental and political changes of Northern communities.

### 5. Ph.D. Degree Requirements

1. Complete the general university requirements listed in the UAF catalog
2. Complete the Ph.D. degree requirements listed in the UAF catalog
3. Complete coursework as determined by the student's graduate advisory committee (completion of 18 UAF semester credits by distance or on-campus will constitute residency)
4. Required and Elective Elements of the Plan of Study
  - a. Coursework: All Indigenous Studies Ph.D. students will be required to complete a minimum of two research methods courses and select, in collaboration with their graduate committee, 12 credits from the core courses in Table 1 (including CCS 608 and CCS 690), plus a minimum of 12 credits in an area of concentration.
  - b. Advancement to Candidacy will occur when the student demonstrates mastery in understanding of the problems and theories of indigenous studies and in-depth knowledge of the student's dissertation research topic area. Requirements for Advancement to Candidacy are determined by the graduate committee of the student, and shall be consistent with the candidacy requirements for Ph.D. studies at UAF. The basis of the evaluation will be comprehensive written and oral exams.
  - c. Dissertation Defense Seminar and Oral Examination
  - d. Doctoral Dissertation (18 credits minimum)
5. Recommended additional academic experience
  - a. Students will be encouraged to enroll in a minimum of one semester of coursework at a partner institution with program offerings related to their area of specialization.
  - b. Students will be expected to make at least one formal academic presentation at a national or international meeting, as well as a community-level presentation in Alaska.
  - c. Students will be encouraged to study a language other than English, as appropriate for the thematic area in which they are enrolled. Students who select the Indigenous Languages specialty will be expected to acquire a minimum of nine credits in an appropriate indigenous language.

#### Three-Year Cycle of Course Offerings

Following is the cycle of core course offerings available for students enrolled in the Indigenous Studies Ph.D. program for academic years 2009-2010, 2010-2011 and 2011-2012.

#### 2009-2010

<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer Session</u>
CCS 601*	CCS 602*	CCS 608*
CCS 608*	CCS/ED 603*	CCS/ED 690*
CCS/ED 610*	CCS 612*	CCS 698/699*
CCS/ED 611*	CCS/ED 690*	Intensive Seminars
CCS 698/699*	CCS 698/699*	

## Indigenous Studies Ph.D. Program Proposal

RD 601*	RD 650*	
RD 652* (adw)	RD 651*	
Anth/Biol/Econ/NRM 647	Anth/Biol/Econ/NRM 649	
ED 616*	ED/Ling 621* (adw)	
ED 620*	ED 660*	
Anth/NORS 610	ANL 601* (adw)	
	Anth 631	
	Anth 637	

\* Courses offered by distance education

### 2010-2011

<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer Session</u>
CCS 601*	CCS 602*	CCS 608*
CCS 608*	CCS/ED 603*	CCS/ED 690*
CCS/ED 610*	CCS 612*	CCS 698/699*
CCS/ED 611*	CCS/ED 690*	Intensive Seminars
CCS 698/699*	CCS 698/699*	
RD 601*	RD 650*	
RD 652* (adw)	RD 651*	
Anth/Biol/Econ/NRM 647	Anth/Biol/Econ/NRM 649	
ED 616*	ED/Ling 621* (adw)	
ED 620*	ED 660*	
Anth/NORS 610	ANL 601* (adw)	
Anth 624/646	Anth 631	

\* Courses offered by distance education

### 2011-2012

<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer Session</u>
CCS 601*	CCS 602*	CCS 608*
CCS 608*	CCS/ED 603*	CCS/ED 690*
CCS/ED 610*	CCS 612*	CCS 698/699*
CCS/ED 611*	CCS/ED 690*	Intensive Seminars
CCS 698/699*	CCS 698/699*	
RD 601*	RD 650*	
RD 652* (adw)	RD 651*	
Anth/Biol/Econ/NRM 647	Anth/Biol/Econ/NRM 649	
ED 616*	ED/Ling 621* (adw)	
ED 620*	ED 660*	
Anth/NORS 610	ANL 601* (adw)	
	Anth 631/637	

\* Courses offered by distance education

## Indigenous Studies Ph.D. Program Proposal

### Preliminary General Catalog layout copy

#### **Ph.D. Program in Indigenous Studies**

UAF Graduate School, College of Liberal Arts, School of Education, and College of Rural and Community Development

#### **Ph.D. Degree**

Minimum requirement for Degree: 18 thesis credits

The joint Ph.D. program in Indigenous Studies draws and builds upon long-standing academic and research capabilities at UAF to 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

Ph.D. candidates will participate in research activities across a variety of academic disciplines and applied fields at UAF. 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, student's home base will be in the School or College of their major advisor, who also serves as an affiliate faculty for the program.

In collaboration with the graduate committee, each student develops a program of coursework and research that produces a unique intellectual contribution to the applied fields associated with Indigenous Studies. Students elect to focus on one of the five thematic areas or they may choose in collaboration with their graduate committee to draw on multiple themes to develop their areas of knowledge and dissertation research.

#### **Graduate Program—Ph.D.**

Complete the admissions process and fulfill the following program requirements:

1. Complete the general university requirements listed in the UAF catalog
2. Complete the Ph.D. degree requirements listed in the UAF catalog
3. Complete coursework as determined by the student's graduate advisory committee (completion of 18 UAF semester credits by distance or on-campus will constitute residency)
4. Required and Elective Elements of the Plan of Study
  - a. Coursework: All Indigenous Studies Ph.D. students will be required to complete a minimum of two research methods courses and select, in collaboration with their graduate committee, 12 credits from the core courses in Table 1 (including CCS 608 and CCS 690), plus a minimum of 12 credits in an area of concentration.
  - b. Advancement to Candidacy will occur when the student demonstrates mastery in understanding of the problems and theories of indigenous studies and in-depth knowledge

of the student's dissertation research topic area. Requirements for Advancement to Candidacy are determined by the graduate committee of the student, and shall be consistent with the candidacy requirements for Ph.D. studies at UAF. The basis of the evaluation will be comprehensive written and oral exams.

- c. Dissertation Defense Seminar and Oral Examination
- d. Doctoral Dissertation (18 credits minimum)
5. Recommended additional academic experience
  - a. Students will be encouraged to enroll in a minimum of one semester of coursework at a partner institution with program offerings related to their area of specialization.
  - b. Students will be expected to make at least one formal academic presentation at a national or international meeting, as well as a community-level presentation in Alaska.
  - c. Students will be encouraged to study a language other than English, as appropriate for the thematic area in which they are enrolled. Students who select the Indigenous Languages specialty will be expected to acquire a minimum of nine credits in an appropriate indigenous language.

## **B. Program Goals**

### **1. Brief identification of objectives and subsequent means for evaluation (*in italics*)**

In addition to directly addressing the goals under the UAF 2010 Strategic Plan, as outlined under I.B and III.B.2, the Ph.D. in Indigenous Studies is intended to achieve the following Program Objectives (with accompanying indicators).

#### Program Objectives:

1. 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. (***Indicator: Annual survey of current students, faculty, graduates and employers to assess program effectiveness***)
2. 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. (***Indicator: Annual review of dissertation research topics***)
3. 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. (***Indicator: Follow-up survey of employment of program graduates***)
4. 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. (***Indicator: Annual review of events sponsored by the program and level of participation***)
5. 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. (***Indicator: Annual review of research production,***

*publications, presentations and citations of students, faculty and graduates)*

6. 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. (**Indicator:** *Annual survey of stakeholders to gauge program impact and effectiveness*)

## **2. Relationship of program objectives to "Purposes of the University"**

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 (including 14 currently active Ph.D. students), 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:

- 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 the state of Alaska

The Ph.D. program in Indigenous Studies is intended to directly address these and most other goals of the UAF 2010 Strategic Plan by offering an advanced program 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.

## **3. Occupational/other competencies to be achieved**

Businesses, government agencies, non-governmental organizations, policy institutes, Native organizations, academic institutions, and other groups of Alaska today need professionals who have competencies in a wide set of Indigenous issues, while also having the in-depth expertise in a specific problem area. The Indigenous Studies Program strives to meet these needs by training professionals with analytical skills for understanding human resource problems and cultural sustainability issues. The specific skill set of the graduate will depend on his or her research objectives, but may include quantitative analysis, scientific applications, qualitative research methods, research design and program management. The broad conceptual frameworks for understanding the social-cultural-ecological systems are covered in the Indigenous Studies program core courses.

## **4. Relationship of courses to the program objectives**

**Core courses:** Two courses (CCS 608 and 690) are required of all students in the Indigenous Studies Ph.D. program and have two major goals. First, they focus on fundamental concepts, frameworks, and analytical tools for understanding of indigenous issues as related to sustainability and change with an integrated cultural systems approach. The topics covered in these courses serve as overarching ideas that are related directly to, and integrated with, tools such as cultural analysis, community planning, social-cultural-ecological impact assessment, cross-generational effects, and institutional analysis. Other courses will allow students to

## Indigenous Studies Ph.D. Program Proposal

enhance their knowledge in their chosen specialty within the program.

Second, these courses provide a shared experience and point of reference for students within the program, giving them a basis for continued communication and collaboration across disciplinary lines during the course of their coursework and dissertation research. CCS 608 and 690 will make use of multiple modes of instruction, including intensive week-long seminars rotating through the regional campuses and bringing students together to form a cohort and provide face-to-face mentoring, similar to the RAP and SLATE programs. Funding to support such instructional retreats for the initial four years has been made available to UAF by the Andrew W. Mellon Foundation.

**Elective courses:** All of the courses described above are currently being taught at UAF and are included because of their clear and direct relationship to the program objectives. The list is not exhaustive or exclusive, however, as other course offerings at UAF and other UA MAU's may be deemed appropriate by the student and his/her graduate advisory committee

**Research credits:** As the Ph.D. is primarily an independent research degree, all students are required to complete a minimum of two research methods course as well as complete and present an independent thesis research project (18 credits minimum).

### **III. PERSONNEL DIRECTLY INVOLVED WITH PROGRAM**

#### **A. List of faculty involved in the program** [Amended 3/13/09 to reflect changes since 2008]

The following faculty will have opportunities to hold affiliate appointments in association with the Indigenous Studies Ph.D. program, including responsibilities as course instructors, program advisers, graduate committee members and research supervisors (along the lines of the IGERT/RAP model). As an indication of support for the proposed Ph.D., the Deans of the College of Liberal Arts, the College of Rural and Community Development and the School of Education have each committed to allocating an additional .25 FTE of faculty workload time dedicated to support students enrolled in the program. The faculty listed below have expressed an interest in and have expertise related to the program, and most have contributed to the discussions leading to the development of this proposal.

## Indigenous Studies Ph.D. Program Proposal

### *College of Liberal Arts (Alaska Native Studies Faculty)*

**Mike Koskey**, Assistant Professor, Alaska Native Studies  
Specializations: Traditional Knowledge; Informal Economy; Indigenous Cultures of North-eastern Siberia and Alaska; Sociocultural Change

**Jim Ruppert**, Professor of Alaska Native Studies and English  
Specializations: Native American Literature; Oral Narrative

### *College of Liberal Arts (Alaska Native Languages and Linguistics Faculty)*

**Larry Kaplan**, Professor of Linguistics, Director, Alaska Native Language Center  
Specializations: Alaska Native Languages; Linguistics

**Patrick Marlow**, Assistant Professor of Linguistics, ANLC/SLATE  
Specializations: Applied Linguistics; Language Policy and Planning with emphasis on Indigenous languages

**Gary Holton**, Associate Professor of Linguistics/Alaska Native Languages  
Specializations: Documentary Linguistics; Athabaskan Linguistics; Descriptive Linguistics

**Joan Parker-Webster**, Associate Professor of Linguistics, SLATE  
Specializations: Language Learning; Literacies

**Sabine Siekmann**, Assistant Professor of Linguistics, SLATE  
Specializations: Second Language Acquisition

### *College of Liberal Arts (Anthropology Faculty)*

**Craig Gerlach**, Professor of Anthropology  
Specializations: Food Systems in the Arctic

**Peter Schweitzer**, Professor of Anthropology, EPSCoR Director  
Specializations: Cultural Anthropology; Northern Studies; Ethnohistory; Kinship Studies; Climate Change Research

**David Koester**, Associate Professor of Anthropology/Northern Studies  
Specializations: Arctic Region Studies

**Kerrie Ann Shannon**, Assistant Professor of Anthropology  
Specializations: Social/Cultural Anthropology; Economic Anthropology; Ethnographic Methods; Canadian Arctic

## Indigenous Studies Ph.D. Program Proposal

### *College of Liberal Arts (Alaska Native Art Faculty)*

**Alvin Amason**, Associate Professor of Art, Department of Art (retired)  
Specializations: Alaska Native Art

**Da Ka Xeen Mehner**, Term Assistant Professor of Art  
Specializations: Alaska Native Art

### *College of Liberal Arts (Political Science Faculty)*

**Pia Kohler**, Assistant Prof. of International Relations, Department of Political Science  
Specializations: Institutions for Science Advice; Traditional Knowledge in International Environmental Law; International Environmental Agreements; International Relations in the North

### *College of Liberal Arts (Psychology Faculty)*

**Jerry Mohatt**, Professor of Psychology, Director CANHR  
Specializations: Clinical and Community Psychology; Rural Alaska Health and Behavioral Health; Prevention and Treatment; Individual and Community Resiliency; Rural Psychology

### *College of Liberal Arts (Justice Faculty)*

**David Blurton**, Professor of Justice, Chair, Department of Justice  
Specializations: Federal Indian Law; Procedural Law; Criminal Law

### *College of Liberal Arts (Cross-Cultural Studies Faculty)*

**Ray Barnhardt**, Professor of Cross-Cultural Studies  
Specializations: Native education; Indigenous Knowledge Systems; Leadership Development; Anthropology and Education; Cross-Cultural Analysis

**Oscar Kawagley**, Associate Professor of Cross-Cultural Studies (retired)  
Specializations: Indigenous knowledge; Native ways of knowing/Indigenous epistemologies

### *College of Rural and Community Development (ANRD Faculty)*

**Gordon Pullar**, Assistant Professor of Rural Development, Director of Department of Alaska Native and Rural Development  
Specializations: Rural Development; Indigenous Leadership; Alaska Native Political Issues; Alaska Native Organizations; Federal Indian Policy and Law; Ethnohistorical Research

## Indigenous Studies Ph.D. Program Proposal

### *Museum of the North Faculty*

**Kevin Winker**, Associate Professor of Biology, CNSM/IAB  
Specializations: Ornithology, Bird Curator

### *Rasmuson Library (Oral History Faculty)*

**William Schneider**, Professor of Library Science, Curator, Rasmuson Library  
Specializations: Oral History; Oral Narrative; Alaska History and Cultures

### *School of Education Faculty*

**Bryan Brayboy**, Visiting Presidents Professor of Education  
Specializations: Indigenous Higher Education; Native Teacher Education;  
Anthropology and Education

**Beth Leonard**, Assistant Professor of Education  
Specializations: Indigenous Language Learning; Alaska Native Education

**Eric Madsen**, Associate Professor of Education, Dean, School of Education  
Specializations: Cross-Cultural Education; Language Learning; Administration

**Carol Barnhardt**, Associate Professor of Education, Head, Elementary Education  
Specializations: History of Alaska Native Education; Alaska Teacher Preparation

**Melissa Rickey** Associate Professor of Education, Coordinator of Graduate  
Reading Program  
Specializations: Language and Literacy; Multicultural Literature; Qualitative  
Research

**Tony Strange**, Assistant Professor of Education, Chair, SOE Graduate Programs  
Specializations: Counseling

### *College of Natural Sciences and Mathematics Faculty*

**Lawrence Duffy**, Professor of Arctic Biology and Chemistry, Interim Dean,  
Graduate School  
Specializations: Biochemistry; Environmental Health; Community Based Research

### *Geophysical Institute Faculty*

**Hajo Eicken**, Associate Professor of Geophysics, Geophysical Institute  
Specializations: Ice physics

## Indigenous Studies Ph.D. Program Proposal

### *Institute of Arctic Biology Faculty*

**Terry Chapin**, Professor of Ecology, Department of Biology and Wildlife  
Specializations: Climate change effects on ecology and terrestrial subsistence resources in the North

### *Institute of Marine Sciences Faculty*

**Sue Hills**, Affiliate Assistant Professor, SFOS, and Outreach Director  
Specializations: Marine Mammals and Fisheries; Science Education and Outreach

**John Kelley**, Professor of Marine Science  
Specializations: Polar Oceanography; Coastal Processes; Contaminants; Fisheries Acoustics; Marine Mammals and Noise

### *School of Fisheries and Ocean Sciences Faculty*

**Michael Castellini**, Professor/Associate Dean, Fisheries and Ocean Sciences  
Specializations: Ocean Science

### *School of Natural Resources and Agricultural Sciences Faculty*

**Elena Bautista Sparrow**, Research Associate Professor, SNRAS/GLOBE  
Specializations: Soil Microbiology; Environmental/Earth Science; K-12 Science Education

**Gary Kofinas**, Associate Professor, IGERT/RAP  
Specializations: Resilience and Adaptation; Anthropology

**Jerry Lipka**, Professor of Education/Geography Program  
Specializations: Curriculum Development, Math in Cultural Context

In addition to the above UAF faculty, the program will benefit from academic expertise of faculty from the University of Alaska Anchorage and the University of Alaska Southeast, as well as from distinguished visiting faculty from an international array of partner institutions. Other UAF faculty are welcome to participate in the program as well.

#### **B. Administrative and coordinating personnel**

The following faculty represent the academic departments most directly associated with each of the thematic areas in the Ph.D. in Indigenous Studies. They (or their successors) will serve collectively as a Steering Committee for the program as well as the Admissions Review Panel to recommend applicants for admission to the Dean of the Graduate School. They will also help identify affiliate faculty with appropriate expertise to serve on student graduate committees, drawing upon but not limited to the faculty members identified above.

**Ray Barnhardt**, Professor of Cross-Cultural Studies, *Indigenous Knowledge Systems*

**Bryan Brayboy**, Visting Presidents Professor of Education, *Indigenous Education Coordinator* (Dr. Brayboy remains a very active, part-time participant in the program but the administrative aspects will be taken over by another education faculty member to be named).

**Michael Koskey**, Assistant Professor of Native Studies *Indigenous Studies/Research Coordinator*

**Larry Kaplan**, Professor of Alaska Native Languages, *Indigenous Languages Coordinator*

**Gordon Pullar**, Associate Professor of Rural Development, *Indigenous Leadership Coordinator*

C. **Classified personnel**

**Jeannie Creamer-Dalton**, Administrative Assistant (1.0 FTE)

**Sean Topkok**, Information/Media/Technology/Distance Education Specialist (1.0 FTE)

IV. **ENROLLMENT INFORMATION**

A. **Projected enrollment/present enrollment**

Based on current staffing levels and resource commitments, the program can accommodate six new students each year for an average total enrollment of approximately 20 students spread over three to four years. This is assuming an average of 1-2 new students each year in each of the five thematic areas, and a minimum of three FTE dedicated faculty workload time available (including program coordinators) to serve as committee chairs and provide research supervision in collaboration with other affiliated faculty.

For the past five years we have supported an average of four doctoral students at any one time who were enrolled in an Interdisciplinary Ph.D. program with an Indigenous/Cross-Cultural Studies emphasis. We had one Ph.D. graduate in 2007 and will have two graduates in 2008, along with three continuing students and three new applicants as of April, 2008. Despite these increasing enrollment figures however, the overall graduation rate for indigenous students under the INDS has been less than 50%, which can be largely attributed to the lack of a coherent program and an institutional support network to guide students along the way (see attached student survey results). Most of the recently admitted indigenous students under the INDS program have expressed the intent of shifting to the new Indigenous Studies program once it is available.

**B. How determined/who surveyed/how surveyed**

In October, 2007 UAF hosted a two-day “Indigenous Ph.D. Planning Workshop” in Fairbanks in conjunction with the Alaska Federation of Natives Convention and funded by the Andrew W. Mellon Foundation. We invited 55 Alaska Natives (out of a list of over 100) with a Master’s degree who had expressed an interest in pursuing a Ph.D. or were currently enrolled in a Ph.D. program (at UAF or elsewhere), to provide input into the planning of the proposed Ph.D. in Indigenous Studies. Following the workshop a survey form was sent to all the participants to obtain a more systematic picture of the level of interest and the conditions under which students would enroll in a Ph.D. program (a summary of the 46 responses we received to the survey are included in Appendix A). The survey responses have served as the basis for many of the elements and structure of the proposal that is being put forward. As will be noted, the level of interest in the program is high, provided there is a strong Indigenous core emphasis, multiple avenues for access to the program (on-campus, distance education, intensive seminars, etc.) and sufficient fellowship funding for financial support. In addition, an extensive array of potential research topics of relevance to Alaska were identified by survey respondents.

**C. Minimum enrollments to maintain program for years 1, 2, 3, 4, and 5**

The Ph.D. in Indigenous Studies can be sustained with a minimum of 12 active students spread across the five thematic areas, starting with three students in year one and adding 2-3 students each year thereafter.

**D. Maximum enrollment which program can accommodate**

If faculty resources remain at the current level and sufficient fellowship funding is available, the program can accommodate a maximum of 24 active students at any given time. Based on the student survey responses, we anticipate an average of 5-10 doctoral students from other Ph.D. programs enrolling in Indigenous studies courses and participating in seminars and related program activities as well.

**E. Special restrictions on enrollments**

There are not special restrictions for enrollment in the program beyond those outlined in the admissions criteria and the on-going level of dedicated faculty workload available for the program.

**V. NEED FOR PROGRAM**

**A. Required for other programs**

The proposed Ph.D. is not a requirement for any other degree programs, though it does offer a compatible doctorate option for students who have completed a masters degree in cross-cultural studies, Alaska Native languages, education or rural development.

**B. Employment market needs**

The need for a Ph.D. in Indigenous Studies is rooted in the long history of colliding world views going back to the earliest days of traders, missionaries and teachers entering the homelands occupied by Alaska's indigenous peoples. With this influx of "outsiders" came a different way of understanding and relating to the world, along with different institutions, cultural practices and diseases which together up-ended the world as known and lived by the Native peoples. The traditional knowledge systems, ways of knowing and world views were largely displaced as the new institutions and governing practices were established to manage the affairs of the resident indigenous populations. The alienation that grew out of this cultural estrangement has led to a culture of despondency and dependency which is reflected in the high level of negative social indicators for Native peoples that persist throughout the state, the long term effects of which are only beginning to be understood.

The most promising antidote to this cycle of dependency is the direct engagement of Native people in all of the decision-making arenas that impact their lives so they are in a position to shape and assume responsibility for their own future. Such a shift toward local control and self-determination has been slowly evolving since the early 1970's when the Alaska Native Claims Settlement Act was enacted and rural school districts were established, each placing Native people in new decision-making positions. Today these transformations are evident in new structures such as co-management regimes, tribal courts, language immersion programs and tribal health clinics, all of which are intended to reconcile traditional ways with western ways. However, for these new, innovative and promising practices to succeed, they must be accompanied with culturally appropriate training programs that prepare people (Native and non-Native) with the knowledge and skills to contribute effectively to such institution- and community-building initiatives. It is to this capacity-building function that the proposed Ph.D. program in Indigenous Studies is directed, to address the acute shortage of high-end professional, technical and leadership skills needed by communities and institutions throughout Alaska, as indicated by the following statistics.

In 2002, the Alaska Federation of Natives/Alaska Rural Systemic Initiative conducted a statewide survey to identify all the Alaska Natives who had earned a Ph.D. (30), J.D. (32) or M.D. (12). They also identified two DDS and one DVM. Of the 30 Alaska Native Ph.D.'s at the time, three had earned their degree from the University of Alaska, with one more graduating in 2007. The dearth of Alaska Natives with advanced degrees has meant a paucity of Native perspective in upper level leadership and professional roles, including as university faculty members, where at UAF they currently constitute 3% of the faculty but 16% of the students. Most often, upper-level expertise has to be imported from outside Alaska to fill advanced professional and technical positions in the state. In the field of Indigenous Studies itself, in 2008 the U.S. Bureau of Labor Statistics listed 6240 postsecondary positions across the country with the designation, "Cultural Studies" (<http://www.bls.gov/oes/current/oes251062.htm>). While this indicates there is a market for such expertise nationally, it does not specifically address the needs within Alaska.

While “Indigenous Studies” on its own may not show up very often as a job title, the expertise associated with the degree is applicable to many professional and technical fields of work in Alaska, especially in the five thematic areas that have been outlined. The need for such expertise is also reflected in the recommendations from a 2002 report on the *Graduate Research Fellowship* program at the National Science Foundation, in which NSF called for the development of “joint strategies to boost the numbers from underrepresented minorities” in all STEM-related areas (pg. 70). In April, 2008, the *Alaska Economic Trends* report published by the Alaska Department of Labor and Workforce Development reported that fully 86% of total employment in Alaska is in the service sector (pg. 11), nearly all of which impacts Native people on a daily basis. Accordingly, in 2004 the Alaska Federation of Natives annual convention unanimously passed a resolution calling for “Advanced Graduate Opportunities for Alaska Native Scholars and Leaders” (see Appendix B). The proposed Indigenous Studies Ph.D. program is intended to address the above outlined disparities with a “grow-your-own” initiative that brings experienced Alaskans, Native and non-Native, into the professional, research and leadership arenas throughout the state (see accompanying letter from UA President Mark Hamilton in Appendix C).

## VI. OTHER

### A. International collaborations

The University of Alaska Fairbanks has had a long history of collaborative relationships and joint initiatives with indigenous-serving programs and institutions on a national and international level. Lacking a Ph.D. program of our own to further enhance UAF’s capacity to field advanced expertise in areas of indigenous concern, we have had to enter into joint arrangements with select institutions to support the preparation of Alaska Native Ph.D.’s. An example of such an arrangement is a Memorandum of Understanding between UAF and the University of British Columbia that was entered into in 1990 to provide targeted support for Alaska Native doctoral candidates. The preamble of the MOU stated the intent as follows:

Because the State of Alaska has few Alaska Native people with advanced degrees, and only limited opportunities for doctoral level study are available within the State, the University of Alaska Fairbanks (UAF) and the University of British Columbia (UBC) Faculty of Education wish to enter into an arrangement that would facilitate graduate study for Alaska Native students. Both institutions share a commitment to encourage and support the efforts of indigenous peoples to participate in higher education programs and each also has developed areas of academic emphasis and expertise of particular interest to First Nations members. Sharing of resources, organizing symposia and conferences, and encouraging collaborative research endeavours already occur. Through this cooperative venture, Alaska Native students will be encouraged and supported in their pursuit of doctoral level study, and the University of Alaska Fairbanks’ faculty will gain experience that may be applied toward building the capacity to offer doctoral programs in education and cross-cultural studies in the future (see Appendix D for the full text of the MOU).

Over the course of the past 20 years UAF has played a leadership role in advancing our understanding on a wide range of indigenous issues and has received considerable recognition for these contributions. Most recently, Oscar Kawagley, one of the first Alaska Natives to receive his Ph.D. under the UAF/UBC MOU and now a retired UAF faculty member, was honored on March 27, 2008 with a national award from the American Educational Research Association for his “distinguished contributions to research in indigenous education.” With five graduates of the UBC program and an equal number of graduates under the UAF Interdisciplinary Ph.D. program over the past 15 years, UAF has now built up the capacity to offer our own doctoral programs, as stipulated in the UAF/UBC MOU.

**B. International Network of Indigenous Research Institutes**

Following is a list of indigenous-serving programs, institutes and institutions with which UAF has had associations in recent years, all of which contribute to an international network of scholars, scientists and researchers who are in the process of advancing Indigenous Studies as a rich field of academic endeavor. UAF’s role in this undertaking is reflected in the numerous publications that have been generated over the past 20 years addressing issues related to indigenous and cross-cultural studies, including several that are regularly cited as seminal contributions to the field (copies of many of these publications can be viewed at <http://www.ankn.uaf.edu> and <http://www.uaf.edu/anlc/> ).

World Indigenous Nations Higher Education Consortium (International)  
American Indian Higher Education Consortium (U.S. Tribal Colleges)  
Center for Hawaiian and Indigenous Education (U. of Hawaii Manoa)  
Hawaiian Studies doctoral program (U. of Hawaii Hilo)  
International Research Institute for Maori & Indigenous Education (U. of Auckland)  
Indigenous Education Institute of Canada (University of British Columbia)  
Halau Wanana: Native Hawaiian Center for Higher Learning  
Center for Indian Education (Arizona State University)  
American Indian Studies (U. of Arizona)  
Native American Studies (U. of New Mexico)  
Center for Native American Studies (Montana State University)  
Circumpolar Indigenous Ph.D. Network (University of the Arctic)  
Indigenous Studies Ph.D. Program, (University of Tromso, Norway)  
Saami University College (Kautokeino, Norway)  
Native Science Academy (U.S. & Canada Consortium)  
First Nations University of Canada (Saskatchewan)  
First Nations House of Learning (University of British Columbia)  
University College of the North, Indigenous Graduate Study (U of Manitoba)  
University of Alberta First Nations Doctoral Program  
Indigenous College of Education and Research (U. of South Australia)  
Kumbari/Ngurpai Lag Higher Education Centre (Griffith University, Australia)  
Indigenous Studies Centre (Deakin University, Australia)  
Center for Global Indigenous Studies (Olympia, WA)

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Northwest Indian Applied Research Institute (Evergreen College, WA))  
 Indigenous Math and Science Institute (Salish-Kootenai College, Montana)  
 Institute of Arctic Education (Ilisimatuarfik, U. of Greenland)  
 National Indigenous Higher Education Network (Australia)  
 Nga Pae o te Maramatanga (New Zealand)  
 National Institute for Research Excellence in Maori Development and Advancement  
 International Institute for Indigenous Studies (UK and India)  
 Interinstitutional Consortium for Indigenous Knowledge (Pennsylvania State Univ.)  
 Center for Border & Indigenous Educ. Leadership (New Mexico State, Las Cruces)  
 Center for Indigenous Knowledge in Agriculture and Rural Develop. (Iowa State U.)  
 National Indigenous Knowledge Centre (Griffith University, Australia)  
 Clear Sky Institute (U. of Wisconsin-Milwaukee)  
 Center for Ainu Research (Hokkaido University of Education)  
 Hokkaido University Research Center for Ainu and Indigenous Peoples  
 Center for World Indigenous Studies <http://www.cwis.org/index.htm>  
 Aotearoa Network of Indigenous Health Knowledge and Development Trust  
 Australia National Indigenous Higher Education Network (NIHEN)

### VII. RESOURCE IMPACT

#### A. Budget (Resource Commitment Form attached)

Table 2:  
**RESOURCE COMMITMENT TO THE  
 PROPOSED DEGREE PROGRAM**

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)*	2 @ \$90,000 each	.25 @ \$13,536		\$193,536
Adjunct Faculty (FTE's & dollars)	2 @ \$3100 ea			\$6200
Grad. Fellowships (headcount)	2 @ 20,106 ea	2 @ \$15,000 ea (Grad. School)	4 @ \$30,000/yr each (Mellon Fdn)**	\$190,212
Instructional Facilities (in sq. footage)	800 sq ft OUP 1800 sq ft Brk			4400 sq ft
Office Space (Sq. footage)	2600 sq ft OUP/Brk/Gruen			1000 sq ft
Lab Space	N/A			N/A

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(sq. Footage)				
Computer & Networking (dist ed) (in dollars)	\$1600			\$1600
Research/ Instructional/ office equipment (in dollars)	\$8000	\$2000	\$3000 (Mellon Fdn)	\$13,000
Support Staff (FTE's & dollars)	.25 @ \$18,756	.5 @ \$37,535 .5 @ \$50,000	.5 @ \$45,000	\$127,534
Supplies (in dollars)	\$2000	\$2000	\$3000	\$7000
Travel (in dollars)	\$5000	\$5000	\$20,000 (Mellon Fdn)	

\* Faculty costs are estimated for an average associate professor range

\*\*On June 13, 2008 UAF was notified that it has been awarded a \$700,000 grant from the Andrew W. Mellon Foundation to help support four indigenous Ph.D. students per year with a \$30,000 fellowship plus tuition/fees, travel and mentoring support for four years, with the possibility of further funding if the program is successful.

Signature \_\_\_\_\_  
Ron Davis, Dean, College of Liberal Arts

\_\_\_\_\_ Date

Signature \_\_\_\_\_  
Eric Madsen, Dean, School of Education

\_\_\_\_\_ Date

Signature \_\_\_\_\_  
Bernice Joseph, Dean, College of Rural and Community Dev.

\_\_\_\_\_ Date

Signature \_\_\_\_\_  
Larry Duffy, Interim Dean, Graduate School

\_\_\_\_\_ Date

Signature \_\_\_\_\_  
Susan Henrichs, UAF Provost

\_\_\_\_\_ Date

**B. Facilities/space needs**

Sufficient office, work and instructional space is currently available in Old U Park, Brooks and Gruening Buildings on campus to accommodate the needs of the proposed program. Additional student work and meeting space will be available beginning in 2009-10 in Old U Park when two current grants are completed. Since the program will be available both on- and off-campus, we anticipate the space needs of faculty and students to vary from

## Indigenous Studies Ph.D. Program Proposal

semester to semester as we rotate intensive seminars and other program activities among facilities on rural campuses throughout the state, as well as on the UAA and UAS campuses. While the program will be housed and administered through UAF, courses will originate in and be delivered to multiple locations whereby students will have access to expertise on a statewide basis and become acquainted with issues as they are manifested throughout the state and beyond. A similar distributed instructional model is in use by the Resilience and Adaptation Program as well as the MA's in Rural Development and Cross-Cultural Studies.

### **C. Credit hour production**

The proposed Ph.D. in Indigenous Studies can be sustained with a minimum of 12 active students spread across the five thematic areas, who if enrolled full-time (9 cr. hrs. per semester) will generate 108 credit hours per semester. If faculty resources remain at the current level and sufficient fellowship funding is available, the program can accommodate a maximum of 24 active students at any given time, who will generate a total of 216 credit hours per semester.

### **D. Faculty**

The proposed Ph.D. program will draw upon existing faculty from across the campus as outlined in III.A above. The only additional faculty resources anticipated to implement the program are to increase the Program Director position from nine months to twelve months to provide support for the program and students throughout the summer when intensive seminars and research activities will be underway.

### **E. Library/Media materials, equipment and services**

UAF currently houses one of the most extensive collections of polar and indigenous resources related to the five thematic areas to be addressed under the proposed Ph.D. program that is available anywhere in the Arctic. No new library resources are anticipated beyond the usual updating of new materials and capabilities as they become available. The impact of the proposed program on library resources has been discussed with Karen Jensen, the Library Collection Development Officer, who responded as follows: "I've looked at the courses and subject matter covered by this program, and these are all areas in which we are actively adding materials to the collection, and will continue to do so."

## **VIII. RELATION OF PROGRAM TO OTHER PROGRAMS WITHIN THE SYSTEM**

### **A. Effects on enrollments elsewhere in the system**

We do not anticipate any adverse effects on enrollments elsewhere in the system, other than a few additional students each semester in the courses associated with the Ph.D. program.

To the extent that the INDS Ph.D. has been the main route to doctoral studies in the areas associated with Indigenous Studies, there may be a slight decline in INDS enrollments as students apply to the new program.

**B. Does it duplicate/approximate programs anywhere in the system?**

Since UAF is the only doctoral granting institution in Alaska, there are no competing programs in the UA system. In addition, UAF has been the lead institution in the UA system for advanced studies related to indigenous issues over the past 30 years, so there is no duplication of offerings at the UAA and UAS campus.

**C. How does the program relate to research or service activities?**

**1. Contributions to research or service**

The Indigenous Studies Ph.D. program is built around preparing students to engage in original research in their field of study. As such the basic and applied research performed by the students will contribute directly to the research and service mission of the University of Alaska, particularly with respect to the following elements of the Goals outlined in the 2010 Strategic Plan:

- \* Increase research programs that address the Arctic and its indigenous people
- \* Link research discoveries with teaching, service and community engagement
- \* Expand and improve both applied and collaborative research ventures
- \* Increase the proportion of students and faculty engaged in research and scholarly activities
- \* Document and disseminate indigenous knowledge
- \* Generate innovative and useful applications of research that benefit the state of Alaska

**2. Benefits from research or service activities**

The University of Alaska Fairbanks is currently involved in several funded national initiatives that directly complement the goals of the proposed Indigenous Studies Ph.D. program. The *Resilience and Adaptation Program* at UAF is funded by NSF-IGERT through 2011 and is focused on supporting Ph.D. education and training in the integration of social and natural science to address questions related to the sustainability of social-ecological systems in a rapidly changing North. Several of the students currently participating in the RAP program are enrolled under UAF's INDS Ph.D. program — similar students are likely candidates for the Indigenous Studies Ph.D in the future. A second IGERT-supported program focusing on *Marine Ecosystem Sustainability in the Arctic and Subarctic* is in final stages of review at NSF, with the goal of “preparing professionals to solve problems arising at the interface between dynamic environmental and social systems.” To the extent that both IGERT programs are addressing issues impacting social and ecological systems in Alaska, there is a natural research synergy with the issues of concern in the Indigenous Studies Ph.D. program.

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The recently funded *EPSCoR* (Phase 3) addressing “Resilience and Vulnerability in a Rapidly Changing North” is underway for the next three years with a focus on building the research capacity at UA to integrate social, biological, and physical sciences to address issues of resilience and vulnerability. The proposed Indigenous Studies Ph.D. will provide an important educational complement to that effort as well. Some of the other current initiatives and research projects that include a focus on indigenous issues and provide funding support for indigenous Ph.D.’s are the following:

- The UAF International Polar Year effort includes “Indigenous Knowledge Systems” as one of the seven thematic areas being addressed, with one of the Coordinators of the proposed Indigenous Studies Ph.D. program serving as the IKS Team Leader.
- UAF is partnering with the WGBH Educational Foundation to implement an NSF-funded program, “Engaging Alaska Natives in the Geosciences,” which includes support for an Alaska Native graduate student to provide research guidance on the interface between indigenous knowledge and western science (he participated in the recent PolarPalooza in Utah).
- UAF is a subcontractor with the Association of Interior Native Educators for a USDOE-funded project aimed at carrying out research and professional development on implementing learning styles teaching strategies in Interior Alaska schools.
- The UAF Alaska Native Knowledge Network is one of several partners funded by NSF to establish a new Center for Ocean Science Education Excellence to promote improved education in the coastal and ocean regions of Alaska. The grant includes fellowship funding for an Alaska Native graduate student.
- UAF has entered into a Cooperative Agreement with the National Park Service to implement the “Takahula Lake Wilderness Symposium” in the Gates of the Arctic National Park, with support for graduate student participation.
- UAF’s Alaska Native Language Center has received funding from the USDOE to support four Ph.D. students in research related to Alaska Native languages and linguistics.

### **IX. IMPLEMENTATION/TERMINATION**

#### **A. Date of implementation**

The Indigenous Studies Ph.D. program is projected to begin recruitment during the 2009 spring semester, with official startup in fall semester, 2009.

#### **B. Plans for recruiting students**

Once approved, all information related to the Indigenous Studies Ph.D. will be posted on

## Indigenous Studies Ph.D. Program Proposal

the Alaska Native Knowledge Network web site, including a link to the UAF Graduate School web site. The ANKN website will provide program details, faculty contacts, research themes, course schedules and syllabi, funding opportunities and an on-line application. As a recruitment tool, the website will provide all the necessary information prospective students will need to apply to the program. The ANKN web site receives nearly one million hits per month, so the Ph.D. program information will be widely linked and accessible internationally.

Additional recruitment tools to be developed include the following:

- \* Program brochures will be distributed broadly, including to the international indigenous research network described under VI.B.
- \* Program information will be distributed to a list of over 100 Alaska Natives who have completed a master's degree program and have expressed an interest in pursuing a Ph.D..
- \* Program information will be distributed at statewide and regional cultural events as well as at national and international meetings, including professional associations and the National Indian Education Association annual convention.
- \* Recruitment materials will be distributed through circumpolar institutions with programs in relevant fields of study via the University of the Arctic.
- \* Multiple listservs will be utilized to distribute a variety of program information to external and internal audiences on a regular basis.

### C. **Termination date (if any):**

UAF reviews the viability of Ph.D. programs on a 5-year cycle.

### D. **Plans for phasing out program if it proves unsuccessful**

If the program is unsuccessful in attracting sufficient enrollment to maintain viability, enrolled students will be allowed to complete their degree requirements as the program is phased out.

### E. **Assessment of the program: Student Outcomes for Indigenous Studies Ph.D.**

**Mission Statement:** The Ph.D. in Indigenous Studies is committed to providing quality graduate education through student-faculty-community collaboration in research and scholarly endeavors.

**Goal Statement:** The Ph.D. in Indigenous Studies will 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. Graduates will have a strong fundamental understanding of the role of indigenous knowledge systems in applied fields such as ecological studies, natural resources management, health care, education, language revitalization, community development, social services, justice, and Native studies, as well as an in-depth understanding of the principles and complexities that guide the design and execution of

high-quality research in culturally diverse settings. Graduates will be able to teach and to communicate cultural and scientific issues to the general public.

Table 3: Assessment of Student Outcomes

<b>I. Intended Student Outcomes/Objectives</b>	<b>II. Assessment Criteria and Procedures</b>	<b>III. Implementation</b>
<p>1. Graduates will be competent independent researchers in Indigenous Studies.</p> <p>2. Graduates will be prepared to teach Indigenous Studies at the University level.</p> <p>3. Graduates will have broad knowledge of research needs and standards in the field of Indigenous Studies, such that they can be competent leaders in their chosen professional or technical field.</p> <p>4. Graduates will have strong oral and written communication skills.</p> <p>5. Graduates will be satisfied with the skills and employability acquired from the IS Ph.D. program.</p>	<p>1. All students must pass a written and oral Comprehensive Exam, which assesses broad interdisciplinary knowledge, the ability to apply that knowledge to real-world problems, and in-depth knowledge of the field of specialization. [for all outcomes]</p> <p>2. Students are required to prepare a dissertation interpreting the results of original research. [for all outcomes]</p> <p>3. Students are required to pass an oral defense of the dissertation, including a public presentation. [for outcomes 2 and 4]</p> <p>4. 80% of graduates seeking employment in Indigenous Studies or related fields relevant to their education will succeed within one year of graduation. [for all outcomes]</p> <p>5. 80% of graduates will be satisfied, overall, with the education they received through the IS Ph.D. program. [for all outcomes]</p>	<p>1. The written and oral Comprehensive Exams will be evaluated collectively by the faculty. Every three years, the program coordinators will look for trends in performance on exams from the past five years.</p> <p>2. The program coordinators will assess research competence and written communication skills by reviewing all Ph.D. dissertations submitted.</p> <p>3. The chair of each student committee will prepare an evaluation of the student's communication skills and the academic content of the oral dissertation defense. These evaluations will be reviewed by the program coordinators.</p> <p>4. IS program coordinators will compile information on graduates' first employment following graduation. Every three years, the faculty will examine the data for trends in employment success and type.</p> <p>5. One and three years after graduation, the program coordinators will ask graduates to complete a questionnaire addressing their job search, employment, and satisfaction with the education received through the IS Ph.D. program.</p>

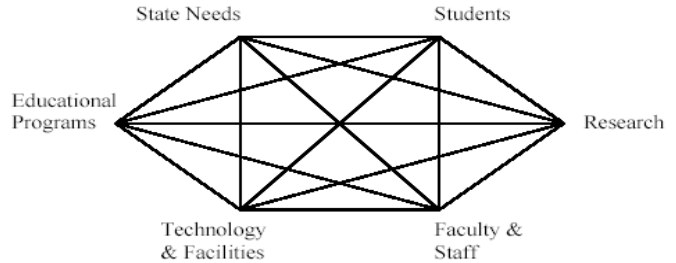
**X. REGENT GUIDELINES**

Following is a two-page summary of this proposal for purposes of Board of Regents review.

**University of Alaska Board of Regents**

New Program Approval Summary Form

MAU: University of Alaska Fairbanks  
Title: Ph.D., Indigenous Studies  
Target admission date: Spring, 2009



1. How does the program relate to the **Education** mission of the University of Alaska and UAF?

The Ph.D. program in Indigenous Studies will directly address the following goals of the UAF 2010 Strategic Plan by offering an advanced program of graduate study focusing on issues that are deeply rooted in Alaska’s past and are destined to be a vital part of Alaska’s future.

- Increase Alaska Native enrollment in graduate programs by 50%
- Increase the representation and retention of women and minorities in staff and faculty
- 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 the state of Alaska

The proposed program was developed by faculty in the UAF College of Liberal Arts, School of Education and College of Rural and Community Development in response to a growing need for “advanced graduate opportunities for Alaska Native scholars and leaders,” as expressed in a 2004 resolution of the Alaska Federation of Natives. Details of the program grew out of a two-day “Indigenous Ph.D. Planning Workshop” hosted by UAF in conjunction with the 2007 Alaska Federation of Natives Convention and funded by the Andrew W. Mellon Foundation. We invited 55 Alaska Natives (out of a list of over 100) with a Master’s degree who had expressed an interest in pursuing a Ph.D to provide input into the planning of the proposed Ph.D. in Indigenous Studies. Following the workshop a survey form was sent to all the participants to obtain a more systematic picture of the level of interest and the conditions under which students would enroll in a Ph.D. program. The survey responses have served as the basis for many of the elements and structure of this proposal. The level of interest in the program is high from both Native and non-Native potential doctoral candidates, provided there is a strong Indigenous core emphasis, multiple avenues for access to the program (on-campus, distance education, intensive seminars, etc.) and sufficient fellowship funding for financial support.

2. What **State Needs** will be met by this program?

In 2002, the Alaska Federation of Natives conducted a statewide survey to identify all the Alaska Natives who had earned a Ph.D. (30), J.D. (32) or M.D. (12). Of the 30 Alaska Native Ph.D.’s at the time, three had earned their degree from the University of Alaska, with one more graduating in 2007. The dearth of Alaska Natives with advanced degrees has meant a paucity of indigenous perspective in upper level leadership and professional roles, including as university faculty members, where at UAF they currently constitute 3% of the faculty but 16% of the students. Most often, upper-level expertise has to be imported from outside Alaska to fill advanced professional and technical positions in the state. Businesses, government agencies, non-

## Indigenous Studies Ph.D. Program Proposal

governmental organizations, policy institutes, Native organizations, academic institutions, and other groups in Alaska today need professionals who have competencies in a wide set of Indigenous issues, while also having the in-depth expertise in a specific problem area. The Indigenous Studies program strives to meet these needs by training professionals with analytical skills for understanding human resource problems and cultural sustainability issues.

### 3. What are the **Student** opportunities, outcomes and enrollment projections?

The proposed Ph.D. program will draw and build upon long-standing academic and research capabilities at UAF to offer an integrated course of advanced graduate study consisting of a common core curriculum that all students will complete, coupled with five thematic areas of emphasis from which students will choose a concentration: indigenous research; indigenous knowledge systems; indigenous education; indigenous languages; and indigenous leadership. The specific skill set of the graduates will include quantitative analysis, scientific applications, qualitative research methods, research design and program management, along with broad conceptual frameworks for understanding the dynamics of social-cultural-ecological systems. Based on current staffing levels and resource commitments, the program will accommodate six new students each year for an average total enrollment of approximately 20 students spread over three to four years.

### 4. Describe the **Research** opportunities:

Ph.D. candidates will participate in research activities across a variety of academic disciplines and applied fields at UAF and with an international network of partner institutions. They will be 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.

### 5. Describe the **Fiscal Plan** for development and implementation:

The faculty resources for implementation of the program will be drawn from reallocation of existing workload in cooperating departments across the campus, with the only additional funding being to support program operations during the summer. Facilities and equipment of the Center for Cross-Cultural Studies will be utilized to house the administration of the program. These existing institutional resources will be augmented by funding from the Andrew W. Mellon Foundation to provide doctoral fellowships and student support services.

Appendix A

Indigenous Ph.D. Student Survey Results

**STUDENT SURVEY FOR PROPOSED INDIGENOUS PH.D. PROGRAM**

**Compilation of 46 Responses as of 2/07/08**

**Section I: Program**

**Directions:** A new Ph.D. program in Indigenous Studies is being proposed at the University of Alaska Fairbanks. Please review the attached program outline and then respond to the following questions.

- 1) What is your current academic standing? (Please Check Most Appropriate Item)  
     2 Undergraduate Student  
     7 Masters Student in \_\_\_ CCS (2), RD (1), Ed (3), Anth (1) \_\_\_ Program  
     16 Completed Masters in \_MEd (7), RD (5), MAT (3), CCS (1) Program  
     11 Considering Applying to \_\_\_ Indig. Studies (10)\_\_\_ Program  
     5 Ph.D. Applicant for \_IDS (2), RAP (1), Alberta (1)\_\_\_ Program  
     7 Ph.D. Student in \_IDS (2), Ed (3), RAP (1), SLATE (1)\_ Program  
     2 Other ( \_\_\_BA (2), B.Ed. (1)\_\_\_\_\_ )
  
- 2) Would you consider applying to a Ph.D. program in Indigenous Studies if one was available at UAF? (Please Check Appropriate Item)  
     38 Yes      2 No     Why? \_\_\_Need a masters first\_\_\_\_\_
  
- 3) If you are currently pursuing a Ph.D. and the proposed program in Indigenous Studies had been available when you enrolled would you have considered applying to the proposed program? (Please Check Appropriate Item)  
     18 Yes      No     Why? \_\_\_\_\_
  
- 4) Which specialty areas would be of interest to you in an Indigenous Studies program? (Please Check All That Apply)  
     24 Indigenous Studies  
     24 Indigenous Knowledge Systems  
     31 Indigenous Education  
     16 Indigenous Languages  
     27 Indigenous Leadership  
     8 Other (Indig. Dev. (2), IKS (3), Research (2), Pedagogy (1))
  
- 5) Which enrollment options would you prefer? (Please Check All That Apply)  
     8 Full-time on campus in Fairbanks  
     11 Full-time by distance education only  
     23 Full-time by distance ed. with week-long intensive seminars each semester  
     5 Part-time on campus in Fairbanks  
     16 Part-time by distance education only  
     20 Part-time by distance ed. with week-long intensive seminars each semester  
     11 One-year residency on campus in Fairbanks  
     21 One-semester or year-long residency at partner institution

## Indigenous Studies Ph.D. Program Proposal

6) List some of the kinds of topics you would be interested in pursuing for your doctoral dissertation research.

Do Natives have higher cancer rates in Alaska and why?  
What is it about the urban high school systems and dropout/pushout rates? (3)  
How does a high teacher turnover rate affect the student's ability to learn?  
Development of alternative fuels for villages  
Fire hazard reduction around rural and urban communities  
Suicide prevention  
Drug & alcohol abuse  
Development of dust abatement programs in urban communities  
Development of better landfill systems for Interior Alaska villages  
Air quality problems  
Development of sewage lagoon systems for Alaska that work  
Make use of historical records and documents in national and state archives  
Language instruction in schools  
Language planning and revitalization (5)  
Cultural studies in schools (2)  
Parent/community involvement in education  
How does Indigenous policy and research support community needs?  
Compare AI/AN student achievement from state to state, tribe to tribe  
Development of Indigenous evaluation standards and processes  
Role of Indigenous men in education  
Local knowledge systems and vocational education  
Development of Indigenous knowledge (2)  
Cross-generational learning  
Indigenous curriculum development (4)  
How Indigenous spirituality contributes to science and discovery  
Research that contributes solutions to issues facing Indigenous people (3)  
Indigenous literature (3)  
Oral traditions, folklore, life narrative (5)  
Hermeneutics, spirituality, sacred in post-modern world (3)  
Cultural revitalization and self-determination  
Protecting history, heritage  
Traditional ecological knowledge (2)  
Subsistence (3)  
Indigenous cultural documentation (2)  
Indigenous genealogical studies (2)  
Teacher education  
Old village site history  
Experience of contemporary Inupiat in an urban environment  
Indigenous cultural atlas development worldwide  
Indigenous decolonizing theory and decolonizing research methodologies (3)  
Participatory action research  
Critical theory/pedagogy

## Indigenous Studies Ph.D. Program Proposal

- Constructivist theories
  - Indigenous sovereignty/policy (2)
  - Efficacy of culturally relevant math/science curricula
  - Practices contributing to preparing culturally responsive teachers (2)
  - Incorporating Indigenous ways of knowing in education (4)
  - Connections between cultural practices, languages and world views (2)
  - Indigenous narrative analysis
  - Indigenous women's traditional roles as parents and teachers within communities
  - Role of traditional midwifery within our communities
  - Alaska Native cosmology
  - Healing indigenous communities
  - Traditional forms of indigenous leadership (2)
  - Role of Elders vs. tradition bearers
  - Maintaining cultural practices in urban setting
  - Relationship between orality and written text
  - How do we root our educational systems firmly within cultural foundations?
  - How do we transmit traditional knowledge to today's young people?
  - How are Native urban children learning subsistence and land-based practices?
  - Strengthening Native identity (3)
  - Delivering quality Indigenous education in rural communities (2)
  - Develop resource materials for rural schools
  - Impact of generational FAS
  - Native students in special education
  - Education for community revitalization
  - Economic development for rural communities (3)
  - Indigenous economies
  - Maintaining local identity in global economy
  - Policy issues impacting Native communities
  - Native leadership styles/practices (2)
  - Gerontology
  - Rural sustainability
  - Arctic health, wellness (2)
  - Reindeer-based knowledge systems (Sami)
  - Indigenous infrastructure in higher education
  - Indigenous foundational document for Indigenous initiatives in higher education
- 7) What conditions would be necessary for you to be able to enroll in a Ph.D. program (funding, timeframe, location, etc.)?

- Adequate funding to support self, family (37)
- Adequate time for studies and research (3)
- Childcare available
- Access to Alaska Native professors
- Significant number of Alaska Native peers, cohort (6)
- Financial support for conferences, summer research, publishing (3)
- Mentoring from Indigenous Ph.D.'s

## Indigenous Studies Ph.D. Program Proposal

Opportunities to mentor master's level students or undergraduates  
Support for research and writing throughout the program (3)  
Convenient location near home community (5)  
Opportunity to continue subsistence practices, cultural sustenance (2)  
Distance education availability (including intensive courses (11)  
Be able to continue to work in my community in some way (9)  
Opportunity to serve as a faculty member  
Quality and relevant coursework  
Clear detailed program requirements  
Teaching, writing and research fellowship opportunities (4)  
Ready access to respected and connected scholars (2)  
Opportunities to participate in program decision-making  
Dissertation research funding  
High standards for research and dissertation  
Partnerships with Indigenous-serving institutions in other places (2)  
Affordable family housing, childcare and healthcare  
Opportunity to have positive impact on communities  
Appropriate employment opportunities upon completion (2)  
Convenient timeframe  
Flexible curriculum structure  
Access to statewide resources/issues (2)

### **Section II: Demographics**

- 8) Gender (Check Appropriate Item)  
    \_\_7\_\_ Male            \_\_39\_\_ Female
- 9) Current Age: 20-29 (5), 30-39 (9), 40-49 (16), 50-59 (11), 60+ (3)
- 10) Ethnicity: Alaska Native (7), Athabascan (3), C/Yup'ik (8), Alutiiq/Aleut (10), Inupiaq (8), Tlingit/Tsimshian (6), Sami (2), Japanese-American (1), Unangax (1)

Appendix B

2004 Resolution of the Alaska Federation of Natives

# Indigenous Studies Ph.D. Program Proposal

ALASKA FEDERATION OF NATIVES, INC.

2004 ANNUAL CONVENTION

## RESOLUTION 04-25

TITLE: Advanced Graduate Opportunities for Alaska Native Scholars and Leaders

WHEREAS, one of the most critical educational needs in the State is the preparation of Alaska Natives to assume professional leadership roles so as to bring continuity and cultural sensitivity to the decision-making arenas that impact Native peoples, including those associated with the creation of a knowledge-based economy that is grounded in the knowledge indigenous to Native communities; and

WHEREAS, Alaska Native people have taken an active role in developing cultural strategies, policies and resources that address the unique educational and cultural needs of Native communities; and

WHEREAS, Indigenous people throughout the world are assuming a more active role in higher education arenas through the development of Indigenous-serving programs and institutions and the preparation of Indigenous scholars to assume leadership roles as researchers, faculty, administrators, etc.; and

WHEREAS, the Maori people of New Zealand are well on their way to achieving the goal of preparing 500 new Maori Ph.D.'s in five years, while at the same time there are a minimum of 40 Alaska Natives who have completed a masters degree and have expressed an interest in pursuing further graduate study; and

WHEREAS, the University of Alaska has a responsibility to extend its services to all people of the State, and has a special responsibility to address those areas of educational need that are not likely to be addressed by institutions outside Alaska, especially Alaska Native education; and

WHEREAS, the University of Alaska Fairbanks has the authority and capacity to provide Interdisciplinary Ph.D. programs tailored to the special needs of the State and interests of the students, while at the same time Alaska Native faculty members at all Alaska colleges and universities are in a chronically short supply; and

WHEREAS, a strong, cohesive and coherent effort is needed to draw university and other private and public resources together in a coordinated and targeted initiative to prepare a cohort of Alaska Native scholar/leaders with the in-depth knowledge and skills needed to address the special needs of Alaska, and to link those efforts to the educational developments of other indigenous peoples;

NOW THEREFORE BE IT RESOLVED by the delegates to the 2004 Annual Convention of the Alaska Federation of Natives, Inc. that the Board of Directors of AFN request a joint meeting with the Board of Regents of the University of Alaska to discuss the role of higher education in rural Alaska; and

BE IT FURTHER RESOLVED that the University of Alaska, in collaboration with the Native community, be called upon to draw together all financial resources and support structures available to focus on the preparation of a cohort of at least 25 Alaska Native people with advanced degrees and leadership skills in areas of greatest need in the State; and

BE IT FURTHER RESOLVED that the University of Alaska increase undergraduate and graduate degree opportunities focusing on indigenous knowledge systems and utilizing the expertise of

## Indigenous Studies Ph.D. Program Proposal

Alaska Native Elders and educators, with strong and stable leadership under the direction of a Native Education Council made up of Native and rural members; and

BE IT FURTHER RESOLVED that the University of Alaska work closely with the Alaska Federation of Natives to develop a comprehensive plan to provide higher education services that respond to the unique needs of Native people and rural communities throughout Alaska.

SUBMITTED BY: Alaska Native Education Association

COMMITTEE ACTION: DO PASS, EDUCATION, TIER 1

CONVENTION ACTION: PASSED OCT. 30, 2004 [AFN Seal]

Appendix C

Letter from UA President Mark Hamilton to Andrew W. Mellon Foundation

# Indigenous Studies Ph.D. Program Proposal

Mark R. Hamilton, President  
Phone: (907) 450-8000  
Fax: (907) 450-8012  
EMAIL: [sypres@alaska.edu](mailto:sypres@alaska.edu)



UNIVERSITY  
of ALASKA  
*Many Traditions One Alaska*

202 Butrovich Building  
910 Yukon Drive  
P.O. Box 755000  
Fairbanks, AK 99775-5000

April 14, 2008

Dr. Lydia English  
Program Officer and Director  
The Andrew W. Mellon Foundation  
140 East 62nd Street  
New York, NY 10065

Dear Dr. English:

I strongly support the University of Alaska Fairbanks proposal to The Andrew W. Mellon Foundation, *Dissertation Fellowship Program for Alaska Native Scholars and Others Committed to the Advancement of Indigenous Alaskan History and Culture*. This is a high priority for the University of Alaska Fairbanks and the UA system. I view this as a wonderful opportunity for the University to strengthen its relationship with Alaska Native communities while fostering an important relationship with the Mellon Foundation.

The proposed project will be led by UAF faculty and administrators that have a track record of research and personnel preparation in doctoral studies that focus on the humanistic social sciences. This project will not only allow the university to strengthen its relationship with Alaska Native communities but will also build our own capacity and develop scholars of highest distinction by funding dissertation-writing activities for some of the best minds in Alaska.

The project fits well with our current efforts to, "Grow our Own" and will allow the University of Alaska to produce the next generation of scholars and educators, thus allowing us to intersect with Mellon's goal of creating a legacy of qualified and gifted scholars to underrepresented communities.

I look forward to discussing this exciting and highly worthwhile project with you at your earliest convenience. Thank you for your utmost consideration of the proposed project.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark R. Hamilton".

Mark R. Hamilton  
President

cc: Steve Jones, UAF Chancellor  
Judyth Wier, UAF Associate Vice Chancellor  
Bryan Brayboy, President's Professor ✓  
Bernice Joseph, UAF Vice Chancellor

Appendix D

UAF/University of British Columbia Memorandum of Understanding, 1990

**MEMORANDUM OF UNDERSTANDING**  
**Between**  
**UNIVERSITY OF ALASKA FAIRBANKS**  
**College of Rural Alaska**  
**and**  
**UNIVERSITY OF BRITISH COLUMBIA**  
**Faculty of Education**

**PREAMBLE**

Because the State of Alaska has few Alaska Native people with advanced degrees, and only limited opportunities for doctoral level study are available within the State, the University of Alaska Fairbanks (UAF) and the University of British Columbia (UBC) Faculty of Education wish to enter into an arrangement which would facilitate graduate study for Alaska Native students.

Both institutions share a commitment to encourage and support the efforts of indigenous peoples to participate in higher education programs and each also has developed areas of academic emphasis and expertise of particular interest to First Nations members. Sharing of resources, organizing symposia and conferences, and encouraging collaborative research endeavours already occur. Through this cooperative venture, Alaska Native students will be encouraged and supported in their pursuit of doctoral level study, and the University of Alaska Fairbanks' faculty will gain experience that may be applied toward building the capacity to offer doctoral programs in education and cross-cultural studies in the future.

**OPPORTUNITIES**

The following opportunities for exchange would be encouraged by this Agreement:

1. Alaska Native graduate students interested in doctoral study will be encouraged to pursue admission to UBC and will receive guidance in this endeavour from UAF and UBC faculty members.
2. Research problems pertinent to Alaska and indigenous peoples will be identified as possible topics for UBC graduate students, subject to student interest and expertise and the agreement of the supervisor.
3. Research, publications and various forms of media and technology addressing issues of concern to indigenous peoples will be shared between the two institutions for the benefit of all faculty and students.
4. Faculty from UBC and UAF will be encouraged to pursue opportunities for exchanging teaching responsibilities and entering into collaborative research endeavours in areas which relate to the needs and concerns of indigenous peoples.

5. Opportunities will be sought for NITEP students to do certain undergraduate courses at UAF as stipulated by UBC and UAF Native and undergraduate students to take courses at UBC.
6. Opportunities will be sought for Ts'kel graduate students from UBC to take specified courses at UAF, as approved by their committees, and for NARA and other Native graduate students at UAF to take appropriate courses at UBC.

## **AGREEMENT**

1. UAF and UBC hereby agree that each will seek to take such action as will promote the objectives listed under the heading OPPORTUNITIES.
2. This Agreement will terminate as of June 30, 1996, but UAF and UBC may agree to continue it thereafter upon such terms and conditions as they may agree.
3. When the Agreement terminates, each institution will ensure that any collaborative programs which may be in place are terminated in an orderly fashion, and acknowledge that such termination may require continuing the program beyond the termination date of this Agreement. Students enrolled at either institution will be entitled to complete the scheduled program in accordance with the rules and regulations of the institutions, even though this may require them continuing beyond the termination date of the Agreement.
4. UAF and UBC agree that this Agreement is a statement of their mutual intentions, but that it is not intended to have any binding legal force and effect in any legal jurisdiction.

With this Agreement we hope to create a climate of interest, respect and cooperation between the two institutions and among the respective students that is beneficial to the development of indigenous peoples.

Dated this 19<sup>th</sup> day of November, 1990

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Daniel R. Birch  
Vice President Academic & Provost  
and

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Gerald V Mohatt  
Dean, College of Rural Alaska  
UNIVERSITY OF ALASKA FAIRBANKS

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William A. Webber  
Associate Vice President, Faculty Relations  
for the UNIVERSITY OF BRITISH COLUMBIA