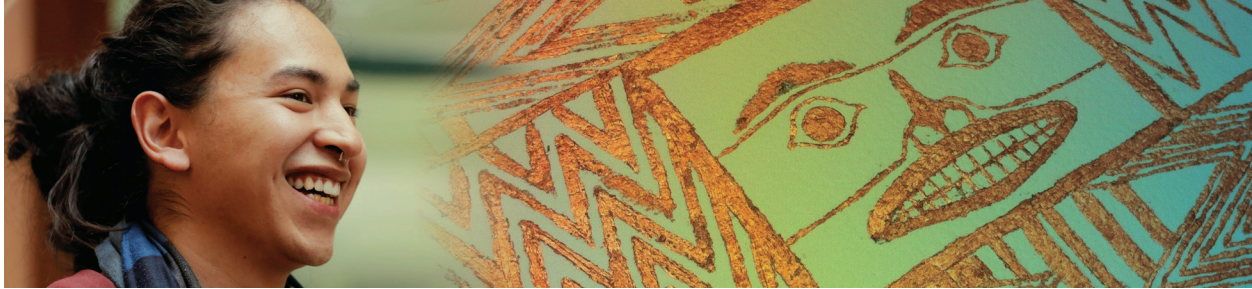




UNIVERSITY
of ALASKA
SOUTHEAST

Alaska Native Success Initiative



SECTION I

ATTRACTING AND RETAINING ALASKA NATIVE STUDENTS

Our Alaska Native students define diversity at the University of Alaska Southeast (UAS) as the primary population identified in general reporting (accreditation, enrollment reports such as IPEDs, and define partnerships, etc.). We acknowledge the historic impact on Alaska Native people with each opportunity to recognize the lands upon which this university sits. Racial implications, most recently, have been at the forefront of news, conflict, and politics. Alaska Native peoples are fully aware of the impact of race and desire a more reciprocal relationship with education systems that fully recognize the rich history and culture that shapes a worldview and expands horizons of learners. Alaska Native student engagement in higher education challenges a university system to learn from the past and pave the way by adapting to new perspectives to fully meet the expectations of the AN consumer. UAS, by recognizing the traditional lands on which it resides, is in place to further its relationship with tribes and tribal organizations for the benefit of its students.

In times of diminished enrollment Alaska Native Student Recruitment and Retention is even more critical, presents a challenge, and requires strategies to meet these challenges. Alaska Native students comprise 20% of the UAS student population. The University of Alaska Southeast has maintained the status of a Native American Serving Non-Tribal Institution (NSI defined [here](#)), one of less than 100 institutions of higher education with an American Indian/Alaska Native student population of 10% or above. A recent report, *WICHE Insights: An Analysis of Title III Funding in Support of Native American-Serving Nontribal Institutions' Strengthening of American Indian/Alaska Native Postsecondary Attainment* (May 2021) by Falkerstern and Roachat provided the following:

Key Findings

- Native American-Serving Nontribal Institutions have a deep commitment to American Indian/Alaska Native student academic success that is evident in special programming interventions and student support initiatives.
- These efforts are largely funded through U.S. Department of Education Title III funding, which is a vital financial resource to NASNTIs.
- Support of academic success is rooted in recognition of unique cultures and experiences of American Indian/Alaska Native students.
- Increases in American Indian/Alaska Native student retention and graduation rates are associated with factors such as student belongingness, cultural engagement, and cultural awareness opportunities in student support services and academic programs.

These findings are in line with the discussions and framing of ideas put forth by the ANSI committee.

Attracting Alaska Native Students

Goals	Supporting Actions
<p>a. Identify key barriers to Alaska Native student recruitment. (e.g. location of recruitment events, outreach opportunity to engage with UAS personnel)</p>	<ul style="list-style-type: none"> • Assess the UAS enrollment plan to identify strengths and weaknesses of strategies for attracting a culturally diverse profile of Alaska Native students. • Increase AN student visibility in the UAS public profile in media campaigns and the UAS website. • Schools and Departments develop and report data measures of AN enrollment by degree programs. • Expand recruitment strategies with defined targets and assessment goals and strategies including outreach to Alaska Native organizations.
<p>b. UAS program supports promoted to attract diverse students</p>	<ul style="list-style-type: none"> • Develop measurable strategies to increase Alaska Native student academic interests for first-time freshman and adult learners. • Utilizing input and guidance from the Rural Admissions Counselor, identify rural, remote, and urban student differences in interests and needs to design targeted support strategies for a successful transition into higher education. • Expand outreach and rural strategies to include urban populations. • Create a position to coordinate dual enrollment initiatives with school districts and grants.
<p>c. Increase recruitment of AN students from an average 20% of the UAS population to 25% by 2025</p>	<ul style="list-style-type: none"> • Increase visibility through the website and launch a campaign to transform Alaska Native recruitment. • Increase Alaska Native community awareness of UAS higher education degree and certificate options by developing a targeted media promotion of AN engagement in UAS degree & certificate programs to communities with a high percentage Alaska Native population. • Increase personnel by adding an Alaska Native admissions counselor and advisor to work in concert with the Rural Admissions Counselor. • Assess the role of admission counselors based upon data and input to the current counselors to adapt the positions based upon recommendation to include transition to college and evaluate supports for new students.
<p>d. Establish a collaboration agreement with tribal organizations for the purpose of potential coordination of recruitment efforts targeting tribal members & routine consultation with tribes, tribal councils, and ANSCA leadership.</p>	<ul style="list-style-type: none"> • Investigate possible strategies for offering tuition-free opportunities for with Juneau, Ketchikan, and Sitka based tribal organizations • Alaska Workforce Trends include Alaska Native Tribal organizations. (e.g., identified employer needs/job market/training priorities of tribes) • Sealaska Heritage Corporation and Institute Tlingit Haida Central Council Sitka Tribes Ketchikan/Metlakatla

Retention and Attainment of Alaska Native Students

Dr. Walter Soboleff speaking on education said, *“When a student has made it this far, we will never let them fail.”* Key findings reference supportive components of Alaska Native students in Key Finding: Increases in American Indian/Alaska Native student retention and graduation rates are associated with factors such as student belongingness, cultural engagement, and cultural awareness opportunities in student support services and academic programs.

Retaining and Attainment of Alaska Native Students

Goals	Supporting Actions
<p>e. Provide stakeholder reporting of retention data/rates demonstrating progress toward maintaining status of an Alaska Native serving institution by increasing retention and attainment rates.</p>	<ul style="list-style-type: none"> • Action: increase visibility through the website and design and launch a campaign designed to transform Alaska Native retention and attainment. • Data review on progress; (e.g. Increase retention rates of AN students from ___ to ___ by ____.) • Website (public/transparent data) • Annual report to partners on student retention data. • Conduct exit surveys to assess reasons students leave and self-assess effectiveness of supports as interventions.(e.g. school climate, incident, family, financial) • Adjust plan annually, if needed to accommodate student input from exit survey results and Native Serving Institutions (NSI) successful practices model.
<p>f. Establish a collaboration agreement with tribal organizations for the purpose of coordination & consulting with tribes & tribal councils on retention and attainment.</p>	<ul style="list-style-type: none"> • Be intentional in working with tribes. • Tribal agreements (formalized) • Engage students with tribal organizations and services early each academic year. • Intersect with tribal programming, Title VII, Indian Ed, JOM - coordinate to support students transition and recruit • Employment, internships, mentoring. • Establish a network with community and tribal organizations to develop student engagement opportunities. • Practice subsistence with current students, local mentors, alumni, etc.
<p>g. Building a support COMMUNITY to develop community connections (belonging)</p> <p>h. *Increases in American Indian/Alaska Native student retention and graduation rates are associated with factors such as student belongingness, cultural engagement, and cultural awareness opportunities in student support services and academic programs.</p>	<ul style="list-style-type: none"> • Network to promote support for UAS students and establish a process of early tribal organization engagement with UAS. • Elder/Mentor (Aunt & Uncle), Alumni connection with responsibilities; student/peer mentor with stipend • Peer led study groups, study halls, tie to NRSC possibly. (food) • Explore work and mentor experiences within the community tied to AN programs e.g. Title VII, Indian Ed, Johnson O’Malley • Cultural place-based connections with technology • UAA uses MentorCollective and is very pleased with how the program works. I could set something up with Claudia Lampman (UAA) to discuss further.

Goals	Supporting Actions
<p>i. Student Supports</p> <p>Identify models to maximize AN Student Services/ Rural Services. (Alaska Native Student. Council recommendation)</p> <p>Roles and relationships</p>	<ul style="list-style-type: none"> • On-boarding strategies prior to the start of the first term. • Create a space of belonging • Integrate student support services with Native & Rural Student Center strategies for student engagement, e.g., early services and outreach) and relationship supports through the Wooncheen student organization with outreach to Ketchikan and Sitka students. • Restructure Student Services to align services available to meet diverse Alaska Native students. • Welcoming access to community organizations to support a network of student services. (e.g. tribal support services, SEARHC, leadership opportunities). • Early engagement with families and the identified student support network(s)
<p>j. Academic supports & access</p> <p>Academics and Beyond</p> <p>Early Interventions</p> <p>See UAF Rural Student Services - e.g. advisors, peer mentors, admission counselors (one stop)</p>	<ul style="list-style-type: none"> • Activities and access. Inclusive of all • Create a support Network of staff and faculty • Further develop and support early learning opportunities • Summer readmission program with workshops, peer mentoring, credit recovery) safety net • Competition :-)
<p>k. Create a welcoming connection for/with students.</p> <p>Early identification of students - outreach and welcome</p>	<ul style="list-style-type: none"> • Establish and maintain an early connection with Alaska Native students within the campus and community to welcome and engage students. • Consider diversity among Alaska Native students, tribal, home, community, culture, size, etc. when designing supports and interventions. • First generation college attendance • E.G. cultural celebration. Annual Community event hosted by UAS to draw students and community together. Cultural annual event

UAS Data:

First-Time Full-Time Bachelor's Seeking Students – Degree Received

Total fall 2012-fall 2014 entering cohort of first-time full-time bachelor's seeking freshmen: 239, of which 60 received a bachelor's degree within 6 years and 89 received any degree within 6 years

Total fall 2012-fall 2014 entering cohort of Alaska Native/American Indian first-time full-time bachelor's seeking freshmen: 42, of which 2 received a bachelor's degree within 6 years and 6 received any degree within 6 years

UAS/UA Alaska Native Student Data & Resources

Kristen Handley, Institutional Effectiveness

AN Student Success Data.

Alaska Native first-time freshmen

[Alaska Native Student Data, First Time freshmen](#)

Beyond IPEDS

[Beyond IPEDS, All Students Data](#)

Alaska Native graduates in Education

(Fairbanks, Anchorage, and Southeast)

[Alaska Native Education Graduates](#)

UA Human Resources Information:

[AK Native Faculty Workforce Data](#)

UAS Retention Through Intervention (data report)

2021 (NEW - added 3/08/21)

[Retention Through Intervention \(ppt\) 2021](#)

UAS Enrollment

[IE Report](#)

Klein, Handley PPT: Retention Through Intervention & Enrollment Update

[Enrollment and Retention Project](#)

Haa Latseen: Strengthening Institutional Practices at the University of Alaska Southeast

[Presentation](#)

Student Enrollment Majors by Term

[IE Report](#)



SECTION II

ATTRACT AND RETAIN ALASKA NATIVE STAFF AND FACULTY

University of Alaska Southeast Institutional Effectiveness data document that UAS Alaska Native staff have been somewhat stable over time, with approximately 11% are Alaska Native/American Indian, while Alaska Native faculty have been documented at a lower rate of 7%. These percentages translate to small numbers. The UAS ANSI committee discussions centered on intentional efforts to engage Alaska Native employees at every stage of development, from initial outreach and on-boarding of hires to professional development as imperative to engage and retain employees. Employee hire for diversity is not uncommon for any organization. UAS will be challenged to compete by proactive efforts to be visible and viable as an attractive place of employment. Further, Alaska Native hire also will enhance Alaska Native student recruitment and retention efforts.

Attracting and Retaining Alaska Native Staff and Faculty

Goals	Supporting Actions
a. Increase AN STAFF diversity hire with measures of progress.	<ul style="list-style-type: none"> • UAS articulates within its mission to increase Alaska Native hire and promote employment opportunities within the tribal communities...e.g., UAS is a great place to work, join us! articulated goals with measures reported
b. Increase AN FACULTY diversity hire with measures of progress.	<ul style="list-style-type: none"> • Diversity and inclusion goals defined and promoted. • Tribal agreements formalized. • Grow our own. (NOTE: PITAAS/SHI has supported four doctoral candidates with financial contributions toward courses, research, travel to date secure their terminal degree) • Collaboration with tribes: Coordination & Consulting with tribes & tribal councils • Promote Ph.D. attainment with tribal members
c. Human Resources Hiring Process	<ul style="list-style-type: none"> • Data Review (transparent) • Targeted Outreach to candidates • Improved HR Professional Development opportunities informed by place-based history and culture and orientation to the Alaska Native community and organizations

Goals	Supporting Actions
<p>d. Retention</p> <p>Opportunity for training and advancement</p>	<ul style="list-style-type: none"> • Data review needed. Data Review (transparent) note: review UAA inclusive hiring practices here:
<p>e. Professional Development</p> <p>Grow our own by creating a pathway for staff and faculty advancement.</p>	<ul style="list-style-type: none"> • On-boarding of new hires on Alaska Native cultures and history designed by departments e.g., via materials development inclusive of place-based knowledge, tailored training, including networking, mentoring, community engagement and drawing from expertise in targeted areas like STEM, teacher education, business, etc. • Collaboration with Student Services and Native & Rural Student Center support services in support of creating a space of belonging.

Resources

Affirmative Action Summary Report to the Board of Regents 2020

[Affirmative Action Report](#)

United Academics AAUP/AFT Local #4996

[UA Faculty Union - United Academics](#)

[United Academics Embrace Antiracism and Support Black Lives Matter](#)

Approved by UNAC Representative Assembly on 03 June 2020 – United Academics Guiding Principles Statement to the UA Board of Regents

[UAA Alaska Native Studies](#)

[UAA Hiring Best Practices](#)

[UAS Indigenous Programs](#)

Alaska Performance Scholarship 2021

[Alaska Performance Scholarship 2021](#)



SECTION III

INSTITUTIONAL CHANGE VISION, LEADERSHIP, AND MESSAGING

This section of the plan captures some discussion of how to improve the university system as an organization that welcomes growth and diversity in ways that are measurable and proactive.

Institutional Change	
Goals	Supporting Actions
<p>a. Identify and eliminate practices of institutional racism</p>	<ul style="list-style-type: none"> • Develop an articulated vision statement on anti-racism to establish an organization standard and assessment for continued growth. • Develop a process for reporting and investigating violations of standards. • Equity & Cultural Safety included in media, reporting, be visible
<p>b. Personnel Development</p> <p>UAS ensures that our populations of students, staff, faculty, and administration reflect the population of Southeast Alaska.</p> <p><i>Note the First Alaskan’s 2010 Census report lists 50% of AN population is under age 22.</i></p> <p><i>ANSC: Identify areas to recruit and hire AN faculty, beginning with areas left vacant from recent departures. (2019) ANSC: The University of Alaska establishes a goal of 10% AN faculty by 2025. (2019) -ANSC Appoint faculty as special advisors to the UA President</i></p>	<ul style="list-style-type: none"> • Develop and implement a mandatory training with an evaluation component for both new (on-boarding) and existing UAS personnel. (faculty and staff). • Identify commonly used terms and related resources for use by faculty and staff. • The current HR structure is housed in UA system-wide, with locally assigned staff without local autonomy to plan and implement a Southeast training and evaluation structure. • Data Review (transparent, annual report updates) • Statewide propose changes in co-governance structures with faculty senate, union, and staff council in support of training in a range of topics on culture and diversity. • Offer all Alaska Native languages at all three campuses. Encourage use of traditional languages in all print material and web development, signage, etc.

Goals	Supporting Actions
c. Coordination & Consulting with tribes & tribal councils	<ul style="list-style-type: none"> • Tribal agreements (formalized) • Proactively explore a UAS Tribal College and college of Alaska Native Languages, Studies, Arts with a Co-governance model
d. Explore the feasibility of a Diversity, Equity office/ officer	<ul style="list-style-type: none"> • Position responsibilities include developing and maintaining a process for issues that come up, including data reports related to race and diversity. • Work with tribes and AN organizations. • Link with faculty professional development (CELT) and HR to design and implement Individual/small group conversations with faculty to learn/ expand content knowledge of Alaska Native peoples and identify further learning through opportunities → guest speakers → co-instructors → (adjunct → term → asst. prof) • With budget support, Integrate cultural safety training within the Learning Center and Native & Rural Student Center, and Student Services.
e. Academic Inclusivity Work in concert with Faculty Senate and Faculty Alliance in support of review of content of courses and programs in support of diversity and inclusion of Alaska Native peoples, histories, organizations, and languages.	<ul style="list-style-type: none"> • Deans and Directors of programs and departments receive UA and UAS guidance and training on how to develop inclusivity plans and reviews. • UAS develop an annotated bibliography of materials all students should encounter. • Adapt Student Learning Objectives (SLO's) to be inclusive of Alaska Native knowledge with support through CELT and professional development opportunities to review and strengthen design of student learning outcomes. • Curriculum/instructional support position specializing in culture and diversity added to provide support for faculty, research, curriculum development and course integration – e.g. Canada has this model in many higher ed institutions.

Resources

Affirmative Action Summary Report to the Board of Regents 2020

[Affirmative Action Report](#)

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[UA Faculty Union - United Academics](#)

[United Academics Embrace Antiracism and Support Black-Lives Matter](#)

Approved by UNAC Representative Assembly on 03 June 2020 – United Academics Guiding Principles Statement to the UA Board of Regents

Race and Ethnicity in Higher Education

[Supplemental Report 2020](#)

Native Serving Institutions (Lumina Foundation & Western Interstate Commission for Higher Education)

[Native Serving Institutions Initiative](#)

[Wiche Native Serving Institutions Initiative](#)

Race and Ethnicity in Higher Education

[Report](#)

Sound Practice: Audio Exercises for Equity

[Stanford Sound Practice](#)

High Country News, Education, Land-grab universities

[Land-grab Universities](#)



*The University of Alaska Southeast extends
gratitude to the Alaska Native Student
Success Initiative members for their
willingness to serve, their valuable insights,
and commitment to the highest
expectations of systems improvement.*

— CHANCELLOR CAREY

ALASKA NATIVE ORGANIZATION REPRESENTATIVES

Gloria Burns, Tribal Council President, Ketchikan Indian Community

Dionne Cadiente-Laiti, Tribal Education Programs Director, Douglas Indian Association

Joseph Nelson, Chairman of the Board, Sealaska Corporation, (also on UA steering committee)

Richard Peterson, President, Central Council Tlingit and Haida Indian Tribes of Alaska

UAS REPRESENTATIVES

Louise Brady, UAS Sitka staff, Title III, Sitka Campus

Ronalda Cadiente Brown, Associate Vice Chancellor

Dannielle Carlson, Rural Admissions Counselor

Mischa Jackson, Faculty, Alaska College of Education, Master of Arts in Teaching, Secondary

X'unei Lance Twitchell, Faculty, Alaska Native Studies and Alaska Native Languages

STUDENT REPRESENTATIVES

Joe Hillaire, Nang Sk'at' áas, student

Lauryn Framke, student

Sarah Peele, student

Ch'áak' Kootéeyaa (Eagle Totem Pole), carved by Haida brothers and artists Joe and T.J. Young, was raised during a large community celebration on April 24, 2010. Wooch.een, a UAS native student group, helped select the crests depicted and helped promote and raise funds for the project. The UAS Juneau campus is located on the ancestral land of the Áak'w Kwáan Tlingit people.



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