



UNIVERSITY *of* ALASKA ANCHORAGE

University of Alaska Anchorage Diversity and Inclusion Action Plan

2017-2022

Submitted by

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Preface

June 14, 2017

Dear UAA Community,

We are UAA – every student, faculty, staff, alumni and community member. No matter what you believe, where you come from, what you look like or what your abilities are, we are all Seawolves. UAA affirms its commitment to an inclusive learning and safe campus environment, as well as equal rights, tolerance and diversity – diversity of cultures, ideas, experience and perspectives.

I am pleased to present UAA's first Diversity and Inclusion Action Plan that will help ensure we effectively engage the challenges of diversity and inclusion as we work toward a vibrant and competitive future in our very diverse community and on the world stage.

This plan also directly contributes to our mission of student success and serving the needs of all Alaskans. Through development and commitment to the goals of this plan, UAA is engaging its leadership role within the UA system and in the economic and civic life of Alaska. By creating an environment that is welcoming and that supports the success of all of our students, staff, and faculty we become a model employer and a university of first choice that students know will effectively prepare them to live and work in diverse societies.

Developing and committing to a Diversity and Inclusion Action Plan is not only important for the very practical concerns of meeting our mission commitments and effectively preparing our graduates for their futures, it is also the right thing to do. Ensuring that we provide equal opportunity and support inclusive excellence is a moral imperative that all members of the UAA community should fully embrace.

In Fall 2015, I appointed three tri-chairs to develop and create UAA's first Diversity and Inclusion Action Plan: Robert Boeckmann (Psychology Faculty), Andre Thorn (Director of the Multicultural Center), and Maria Williams (Director of Alaska Native Studies). The Tri-Chairs have been reviewing and examining results from a variety of materials, including focus groups, feedback and research from the Diversity Action Council and the Faculty Senate Diversity Committee, subcommittee reports, IR data, qualtrics results, demographic information, and identifying best practices being used by institutions similar to UAA for the past eighteen months in order to make recommendations for the D&IAP.

Although UAA has identified areas that are in need of improvement and change, we also have a wonderfully diverse student body, a rich multicultural and international local community in the greater Anchorage area, and established initiatives that support diversity and inclusion. We support the meaningful work happening in all of the colleges and the community campuses that are enhancing UAA's goals of diversity and inclusion.

Many individuals have worked very hard on this report with a goal of purposeful integration of diversity on all levels, and I thank all the members of the Diversity Action Council, the Faculty Senate Diversity Committee and the members of the 11 subcommittees, as well as Interim Associate Vice Chancellor for Alaska Natives and Diversity Jeane Breinig.



Tom Case
Chancellor

University of Alaska Anchorage Diversity Statement

UAA recognizes and values the diversity of our unique location in Southcentral Alaska, the ancestral homelands of the Dena'ina Athabascan, Ahtna Athabascan, Alutiiq/Sugpiaq and Eyak peoples.

We honor diverse experiences and perspectives—including differences in ideas, religion, gender, gender identity, sexual orientation, ethnicity, race, culture, nationality, age, disability, veteran and socioeconomic status—and strive to create welcoming and inclusive learning environments where all are treated with respect.

At UAA, valuing diversity is integral to excellence. Diversity maximizes our potential for creativity, innovation, educational excellence and outstanding service to our communities.



EXECUTIVE SUMMARY

Diversity and Inclusion Action Plan

JUNE 26, 2017

For the past five years, UAA leadership has gone through a comprehensive process that focused on the need for a Diversity Action Plan. In Fall 2015, Chancellor Tom Case appointed three tri-chairs to develop and create UAA's first Diversity and Inclusion Action Plan (D&IAP). Provost Sam Gingerich and Interim Associate Vice Chancellor for Alaska Natives & Diversity supported and helped facilitate this year long process. This is a historic moment in UAA's history, and also for the entire UA system, as this is the first Diversity and Inclusion Action Plan that any unit in the UA system has undertaken.

UAA has many "points of pride" in the area of diversity and inclusion. UAA has a wonderfully diverse student body, a rich multi-cultural and international local community in the greater Anchorage area, and has established many initiatives that support diversity and inclusion. Moreover, stellar work has occurred at all of the colleges, student services and the community campuses. The following recommendations and action plan will enhance UAA's goals of improving diversity and inclusion.

The monumental task of assessing, reviewing, gathering data and discussions with constituent groups and stake holders have been incorporated into this report. It is not perfect and has not been an entirely cohesive project, due to the decentralized nature of UAA and lack of record keeping with regard to previous types of studies or research in this area. Nevertheless, it is a big step in the right direction and has the potential to create a major paradigm shift at UAA to one of *inclusion*, and *purposeful integration* of diversity on all levels, that will help UAA to move forward.

For the past eighteen months, the Tri-Chairs have reviewed and examined results from a variety of materials, including focus groups, feedback and research from the Diversity Action Council and the Faculty Senate Diversity Committee, subcommittee reports, data from Institutional Research, results of a Qualtrics survey, demographic information, as well as identifying best practices used successfully by institutions similar to UAA.

Overall, this document has key recommendations developed from a long and consultative process and have also identified seven key objectives with associated action items.

KEY OBJECTIVES

Objective 1: Create/Establish Policies and Procedures that Increase Diversity of Faculty, Staff, Administrators

Recommend Actions:

- a) Promote and support Equal Opportunity hiring efforts
 - develop and implement standardized “best practices” hiring process for HR, each College, and every major administrative unit
 - all hires should include open recruitment for all positions
 - re-think external search firms used for executive level positions
- b) Promote targeted recruitment efforts with special attention on underrepresented populations, especially Alaska Natives
 - Initiate efforts to establish Multicultural Post-Doctoral Fellows

Objective 2: Provide a Framework for Advocating and Managing Diversity

Recommended Actions:

- a) Enhance and coordinate executive positions dedicated to diversity.
 - Identify and support two additional positions (Chief Diversity Officer and Vice Chancellor for Alaska Natives) to coordinate with the Director of Equity & Compliance and Title IX so that diversity and inclusion is truly infused in all that we do and that will also help move the recommendations of this report forward.¹
- b) Diversity Action Council (DAC) reorganization revision and re-mission
 - Membership should include executive level presence, e.g. Chancellor/Provost representative(s), College Dean(s), and Faculty leadership positions, e.g. Faculty Senate President or Executive Board member, representation from IR, representation of Facilities, and University Advancement
- c) Develop a cohesive plan for integration of UAA’s diversity serving programs²
- d) Develop strong and dynamic training opportunities
 - National Coalition Building Institute (NCBI) should be a primary resource to provide trainings on a variety of diversity and inclusion topics
 - Develop a dynamic web presence for key diversity resources and training and orientation

¹ These two key positions will oversee and guide the D&IAP, and co-chair the Diversity Action Council (DAC);

² There is a need to guide and coordinate all diversity efforts (NCBI, FSDC, CAFÉ, DSS, NSS, Multicultural Center, Safe Zone, RRANN, etc.) to ensure cohesion and effectiveness.

- Collect baseline data regarding numbers of employees who participated in diversity training; from there, aim to increase this participation by 100 percent in the next three years

e) Robust Diversity & Multicultural Competency Training inclusive of UAA Executive leadership

- on-line module for all employees focusing on “Who We Serve”
- Require Executive Level Diversity Training (NCBI, etc.)

Objective 3: Develop a System of Accountability for the D&IAP

Recommended Actions:

- a) UAA Leadership needs to develop a detailed implementation plan for the D&IAP by 2018, including delegation of recommended actions to appropriate UAA units
- b) Produce and publish an annual progress report tracking D&IAP progress

Objective 4: Examine and Support UAA Student Success

Recommended Actions:

- a) Develop and implement a plan to address recruitment, retention, and graduation of students from historically under-represented groups: African American, Hispanic/Chicano, Pacific Island, and economically disadvantaged students
- b) Develop and implement another plan with a singular focus that will address Alaska Native recruitment, retention, and graduation (Alaska Natives/American Indians make up 10% of the UAA student body; but attrition rate is over 50% and less than 10% complete a degree program)
- c) Examine and recommend improved services for Veteran Students, including space needs and location of resources
- d) Examine and implement best practices for ensuring that students with disabilities are robustly served and UAA is 100 percent ADA compliant
- e) Establish an International office that supports International student, faculty and staff with important legal guidance, web resources, and information
- f) Develop a plan to ensure coordinated student success efforts across units, colleges and departments

Objective 5: Diversify Curriculum and Instructional Strategies

Recommended Actions:

- a) Assess current curriculum that engages diversity
- b) Develop and offer a diversity and inclusion GER
- c) Incentivize development of diversity and inclusion curriculum
- d) Support existing diversity and inclusion related programs and curriculum
- e) Develop and resource a Multicultural Post Doc program³

Objective 6: Focus on Space and Facilities Planning

Recommended Actions:

- a) Engage the Office of Facilities and Campus Services to conduct future planning that examines the institution through the perspective/lens of diversity and inclusion
- b) Recommend configurations to enhance diversity and inclusion such as a Hub for International faculty, staff, and students, multiple Safe Zone locations, NCBI and Veterans space needs, and DSS compliance.
- c) Review location of relevant and important administrative offices and relocate in an effort to help streamline overall student experience. Provide related map for students.

Objective 7: Include Community Campuses in the D&IAP

Recommended Actions:

- a) Examine and develop a strategy that includes Community Campus representation and participation in UAA Anchorage campus events
 - create a liaison position
 - increase the number of Community Campus representatives on UAA committees
 - develop a mechanism to recognize and publicize Community Campus successes⁴

³ The Multicultural Postdoctoral Fellows have the potential to diversify curriculum.

⁴ Acknowledge innovative programs and efforts, such as Elder-in-residence at KPC; Healthy Journey at MatSu; Job Corp partnership at Mat Su; Tribal Relations at KoC that clearly reflects their community needs.

b) Explore the possibility of each campus forming a Diversity & Inclusion Action Committee/Council at each site and increasing number of Campus representatives on the DAC,

c) Ensure senior leadership at each campus reviews and responds to the D&IAP recommendations and the Community Campus Subcommittee report.

KEY OBJECTIVE 1: CREATE/ESTABLISH POLICIES AND PROCEDURES THAT INCREASE DIVERSITY OF FACULTY, STAFF, AND ADMINISTRATORS

“Ethnic diversity is clearly an area where UAA needs to continue to focus attention. The diversity of UAA has increased, but only slightly.”

Ron Kamahele⁵

Recommend Actions:

- a) Promote and support Equal Opportunity hiring efforts
 - develop and implement standardized “best practices” hiring process for HR, and each College, and each major administrative unit
 - all hires should include open recruitment for all positions
 - re-think external search firms used in executive level positions
- b) Promote targeted recruitment efforts with special attention on underrepresented populations, especially Alaska Natives
 - Initiate efforts to establish Multicultural Post-Doctoral Fellows

Overview

Data on employee demographics from Human Resources and UAA Institutional Research have been incorporated into this report. One of the goals of the D&IAP is to increase diversity at UAA so that it is more reflective of our state, local community, and student demographic. Accordingly, it is advised that, in the next 3 years, UAA establish a *goal* or *target* to increase diversity.

Ron Kamahele, UAA’s Director of Human Resources provided a subcommittee report: “A Study of Recruiting Activity and Diversity at UAA from 2013-2016,” that examines the effectiveness of UAA’s recruitment in the area of diversity. The study is in the appendices of this report; parts of the report are also included in this section, which includes graphs and data.

Human Resources plays an integral role in all aspects of UAA employment and the recommendations in this category have the potential to create a paradigm shift regarding hiring policies at UAA in the area of inclusion. The demographics of each of the seven colleges at UAA illustrate the need for more diversification of both staff and faculty at UAA.⁶ This section has specific recommendations that will help UAA move more intentionally towards the process of a more diverse recruiting and hiring policies.

⁵ “A Study of Recruiting Activity and Diversity at UAA from 2013-2016” (2017)

⁶ Demographics of all seven colleges are at the end of this section.

Promote and Support equal Opportunity Policies and Open Recruitment

There are a few key takeaways from the 2017 Subcommittee report pertaining to diversity in the areas of gender, race and ethnicity for employees, executive positions, and faculty.

In regard to gender, the data indicates that females are underrepresented at the Executive level. For example, the female average for UAA’s Executive Positions is at 30% in comparison to the male average of 70%. In other categories, such as faculty, it is close to 50% for males and females – which is obviously more balanced. However, staff positions reflect almost the inverse of the Executive positions, averaging 65% female and 35% male.

Employee Gender by Job Type						
Year	Job Type	Female		Male		Total
		Count	%	Count	%	
Fall 2013		1084	59.6%	734	40.4%	1818
	Executive	10	33.3%	20	66.7%	30
	Faculty	362	51.9%	336	48.1%	698
	Staff	712	65.3%	378	34.7%	1090
Fall 2014		1066	59.2%	736	40.8%	1802
	Executive	8	30.8%	18	69.2%	26
	Faculty	349	51.5%	329	48.5%	678
	Staff	709	64.6%	389	35.4%	1098
Fall 2015		1026	58.8%	720	41.2%	1746
	Executive	7	26.9%	19	73.1%	26
	Faculty	336	51.9%	312	48.1%	648
	Staff	683	63.7%	389	36.3%	1072
Fall 2016		999	58.6%	707	41.4%	1706
	Executive	7	28.0%	18	72.0%	25
	Faculty	334	52.9%	297	47.1%	631
	Staff	658	62.7%	392	37.3%	1050

Develop and implement standardized “best practices” hiring process for HR and for each College; all hires should include open recruitment for all positions

a) For regular positions at UAA, university regulations allow managers to open vacancies to both external and internal applicants, OR post for internal applicants only. At UAA, managers should be *required* to post for both external and internal applicants because internal searches create missed opportunities to increase diversity. *Open recruitment* should be required for all positions, as this will further help diversify UAA. Exceptions to an open recruitment policy could be reviewed by UAA HRS and approved where compelling reasons exist to forego an open search, such as in situations where UAA HRS is endeavoring to find suitable employment for employees in layoff notice status.

b) Human Resource Services provides support in searches and play a vital role and can help increase the diversity of applicants that are invited for an interview. For example,

prior to approving interviews, the UAA Human Resource Service Consultants could review the demographics of the applicants and the quantitative scores from the Stage 2 Screening forms. From there, they could communicate if there are more people to interview. Often departments resist having to interview additional people, but this should become a *mandatory practice and a campus-wide policy*.

Stop Using External Search Firms for Senior Positions or Require Search Firms to Provide Data Sufficient to Assess Equal Opportunity.

An important recommendation of this report addresses the issue of Executive positions that do not reflect ethnic or gender diversity, which is relevant, especially since those positions are generally two-thirds white male. While it is common practice for Universities to use Executive Search Firms, they are not required to show UAA HR how they recruit applicants, or whether they use any rubric that focuses on diversity (gender or ethnic) in their searches. If UAA required the outside firms to use diversity (gender and ethnicity) as a rubric for their search, and also reviewed their search methodology – it could result in a much more diverse candidate pool for the Senior Executive leadership positions: “It is noted in this study that data for applicants to Executive positions was not available. This is due to the increasing practice of using external search firms to organize and conduct recruiting for not only Executive positions but also for some senior administrative faculty positions.”⁷ Therefore, UAA must establish a policy that requires such search firms to provide evidence of equal opportunity efforts and or avoid search firms that won’t comply with such a requirement.

Promote Targeted Recruiting Efforts with Special attention to Alaska Natives

“Promote targeted recruiting efforts with special attention to Alaska Natives: The level of representation of all diverse ethnicities is below what we expect based on the population demographics of Alaska, with Alaska Natives being the most dramatic difference. Generally, UAA needs to promote awareness of UAA positions among all diverse ethnicities, but particular attention needs to be paid to encouraging Alaska Natives to apply for UAA positions. The very low representation of Alaska Natives is directly attributable to the very low number of Alaska Native applicants.” (Kamahele, 2017:9)

While the report pointed out that UAA needs to increase the diversity of UAA in *all* categories, there were specific recommendations and a focus on Alaska Natives – in all levels of positions. The report indicated that most of the Alaska Native applicant pool members applied for staff positions. The report also indicated that in the past three years, UAA has been successful in increasing the number of Alaska Native hires – so we are heading in the right direction, but perhaps need to institute specific strategies that might propel the diversification of the faculty and staff more effectively.

⁷ “When a search firm is used the University receives no demographic data of the applicants. We have no way of assessing the effectiveness of these searches with respect to equal opportunity.” (Kamahele, 2017:11)

It should be noted Alaska Natives make up close to 20% of the state's overall population, and Alaska Native students are 10% of the overall student population, and are the largest minority student group on campus. Yet the Alaska Native faculty and staff make up only 3.9% of the UAA employee population. Although UAA has made significant inroads in this area, there is still an unacceptable gap that does not correspond to the state of Alaska's overall Native population. Ultimately, UAA has to be more intentional with regard to recruitment efforts for Alaska Native applicants. This includes both Faculty and staff positions. In 2015, UAA created an Interim Associate Vice Chancellor position for Alaska Natives and Diversity. This position has played a crucial role that supports Alaska Native programs, faculty, staff and students and was a contributing force with regard to the increase demographic in this area. However, the position was an Interim and ends on 6/30/2017. At the same time, this position is also the lead on the work for this Diversity and Inclusion Plan. It is advised that this position should become a permanent one, and remain at the Executive level – in the Provost and/or Chancellor's office. *One of the roles this office could and should focus on is in the area of recruitment and retention of Alaska Native faculty, staff and students.*

Demographic Data

Equally important, the following table from the report shows several things: Executive positions are over 80% White and also predominantly male. The UAA faculty averages 85% white (with close to a 50/50 gender balance). However, only 2.1% of the faculty are Alaska Native, even though UAA averages a 10% Alaska Native student population.

Alaska is a diverse state, as is the city of Anchorage. Therefore, UAA needs to be more conducive and sensitive to employee hires and searches that make more effort to reflect the local constituency. The following two graphs illustrates the State of Alaska's workforce by gender and ethnicity in comparison to UAA.

Employee Ethnicity by Job Type

Year	Job Type	Alaska Native		American Indian, not AK Native		Asian / Native Hawaiian / Other Pacific Islander		Black or African American		Hispanic		Not Disclosed		White		Total	Diversity %
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
Fall 2013		52	2.9%	17	0.9%	96	5.3%	49	2.7%	65	3.6%	67	3.7%	1472	81.0%	1818	15.3%
	Executive		0.0%		0.0%	4	13.3%	1	3.3%		0.0%		0.0%	25	83.3%	30	16.7%
	Faculty	15	2.1%	6	0.9%	42	6.0%	8	1.1%	13	1.9%	19	2.7%	595	85.2%	698	12.0%
	Staff	37	3.4%	11	1.0%	50	4.6%	40	3.7%	52	4.8%	48	4.4%	852	78.2%	1090	17.4%
Fall 2014		53	2.9%	16	0.9%	96	5.3%	52	2.9%	70	3.9%	66	3.7%	1449	80.4%	1802	15.9%
	Executive		0.0%		0.0%	2	7.7%	1	3.8%		0.0%		0.0%	23	88.5%	26	11.5%
	Faculty	13	1.9%	6	0.9%	41	6.0%	11	1.6%	14	2.1%	17	2.5%	576	85.0%	678	12.5%
	Staff	40	3.6%	10	0.9%	53	4.8%	40	3.6%	56	5.1%	49	4.5%	850	77.4%	1098	18.1%
Fall 2015		55	3.2%	14	0.8%	102	5.8%	50	2.9%	66	3.8%	67	3.8%	1392	79.7%	1746	16.4%
	Executive		0.0%		0.0%	2	7.7%	1	3.8%		0.0%	1	3.8%	22	84.6%	26	11.5%
	Faculty	14	2.2%	6	0.9%	41	6.3%	11	1.7%	11	1.7%	17	2.6%	548	84.6%	648	12.8%
	Staff	41	3.8%	8	0.7%	59	5.5%	38	3.5%	55	5.1%	49	4.6%	822	76.7%	1072	18.8%
Fall 2016		68	4.0%	14	0.8%	102	6.0%	51	3.0%	64	3.8%	57	3.3%	1350	79.1%	1706	17.5%
	Executive		0.0%		0.0%	2	8.0%		0.0%		0.0%	1	4.0%	22	88.0%	25	8.0%
	Faculty	19	3.0%	6	1.0%	39	6.2%	12	1.9%	8	1.3%	16	2.5%	531	84.2%	631	13.3%
	Staff	49	4.7%	8	0.8%	61	5.8%	39	3.7%	56	5.3%	40	3.8%	797	75.9%	1050	20.3%

Alaska - Adult Working Population

Year	White		Alaska Native or American Indian		Black or African American		Asian		Native Hawaiian or Other Pacific Islander		Two or More Races		Hispanic*		Total	Diversity %
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
2013	341,293	70.3%	65,757	13.5%	19,460	4.01%	29,258	6.0%	5,368	1.1%	24,370	5.0%	29,173	6.0%	485,506	29.7%
2014	338,261	69.8%	66,182	13.7%	19,473	4.02%	30,132	6.2%	5,600	1.2%	24,876	5.1%	30,400	6.3%	484,524	30.2%
2015	334,324	69.3%	66,457	13.8%	19,466	4.04%	30,859	6.4%	5,783	1.2%	25,215	5.2%	31,246	6.5%	482,104	30.7%

Category	SOA Adult Working Pop.	UAA
White	69.8%	80.4%
Alaska Native or American Indian	13.7%	3.9%
Black or African American	4.0%	2.8%
Asian/Native Hawaiian/Other Pacific Islander	7.4	5.5%

Faculty: Examples of targeted hires at UAA as a successful model

An important theme from the Focus groups, specifically student focus groups, was the lack of an ethnically diverse faculty – that is, a faculty that is more reflective of the student population. UAA has seven colleges and these include: College of Arts and Sciences (CAS); College of Business and Public Policy (CBPP); College of Education (COEd); College of Engineering (COE); College of Health (COH); Community & Technical College (CTC); and University Honors College.

Each of the colleges has ample opportunities to examine ways to diversify their faculty by adopting or adapting recruitment strategies. For example, UAA’s College of Engineering hired two Alaska Native faculty members in Fall 2015; both were tenure track positions, which was part an initiative from the Alaska Native Science & Engineering Program (ANSEP). ANSEP supports students from middle school academies, to college degrees in Engineering and Science, and has provided additional support and guidance for students that pursue Master’s degrees and PhD’s. ANSEP leadership worked with the College of Engineering to locate funding on a five-year time frame. Moreover, ANSEP picked up the first year’s salaries/benefits packages for the two new faculty. For each succeeding year the College of Engineering would pick up a greater portion, until year six where the positions would be completely covered by the College of Engineering. This enabled them to hire two Alaska Native faculty members in disciplines where they are largely unrepresented.

The Dean of the College of Arts and Sciences has also strived to institute more rigorous policies with regard to faculty searches to insure that there is a more diverse candidate pool. The Office of the Dean strategically invites at least one outside search committee member to all CAS searches, and if the candidate pool is not diverse enough, the Dean will request the search committees to revisit their search. This approach has enabled the CAS to hire two Alaska Native biologists in Fall 2015, and an African American person in Fall 2014. While those are modest inroads, they should be University-wide practices.

Establish a Multicultural Post-Doctoral Fellowship Program

This will help diversify faculty and also create new curriculum. The Multicultural Post-Doc Subcommittee has developed a strategic outline that should be implemented by UAA. The subcommittee report is in the Appendices of this report and has data, an outline of how this could be implemented, and evidence that this has been effective at other institutions: “The

goal of a Multicultural Postdoctoral Fellowship is to increase the diversity of faculty and at UAA and advance issues of diversity in research and teaching within academic programs...” The model is based on a three-year fellowship appointment and would be a competitive process out of the Office of the Provost. Ideally, at the end of the three year post-doctoral appointment, the candidate would have the opportunity to step into a tenure track position in the host department or program. Other institutions have used this very effectively to diversify their faculty ranks.

The recommendation of the subcommittee was to establish five Multicultural Postdoctoral appointments, but given the current budget constraints that the State of Alaska is experiencing the D&IAP recommends:

- a) that there be at least one Multicultural Postdoc in Fall 2018,
- b) two in 2019, and,
- c) three in 2020

If each of these appointments is three years – the cumulative effect could result in six multicultural postdocs by 2020. This plan should be re-examined in 2020 and either expanded, or at least maintained at two to three post-docs each academic year, each for three year appointments. The subcommittee report has a budget and outline of the costs of this program.

UAA’s Demographic Profile by College and of Residence Halls

The following graphs and data indicate the demographic make-up of the seven Colleges at UAA, and also of the Residence Halls. These clearly indicate that UAA needs to address some of the disparities, which were also in the Kamahele report as well.

Residence Life has just under 1,000 students in-residence each semester. The largest demographic of students are white, and make up close to 65%, and the second largest student demographic are Alaska Natives/American Indian which averages 25%. Residence Life has done an impressive job of meeting the needs of their student constituencies and have tracked their data very well.

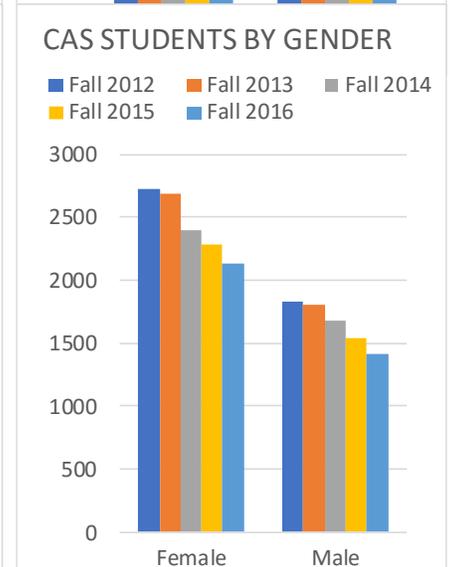
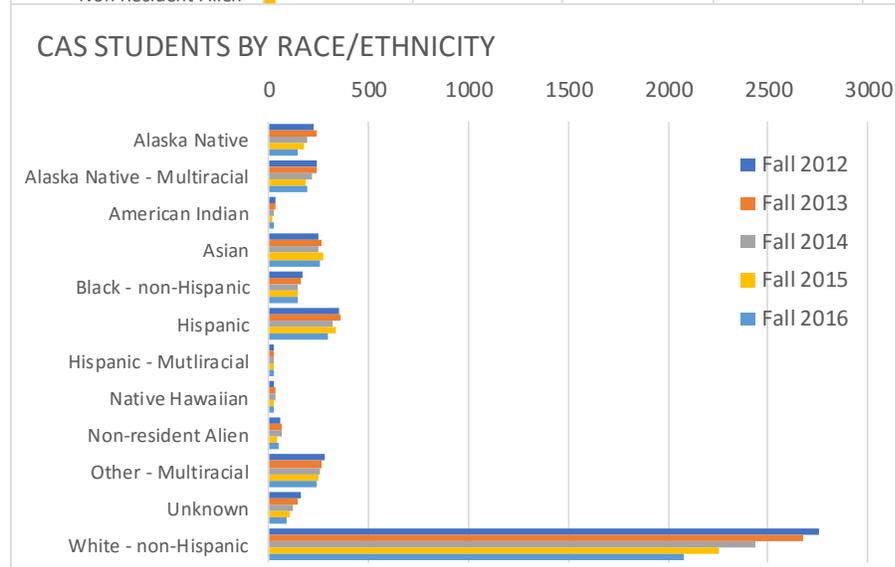
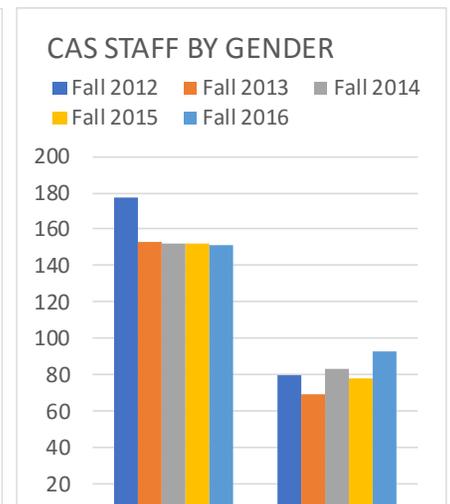
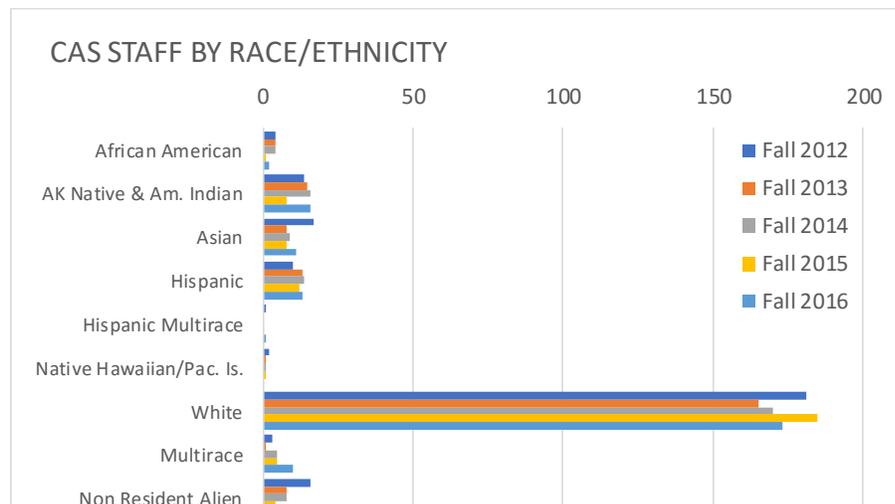
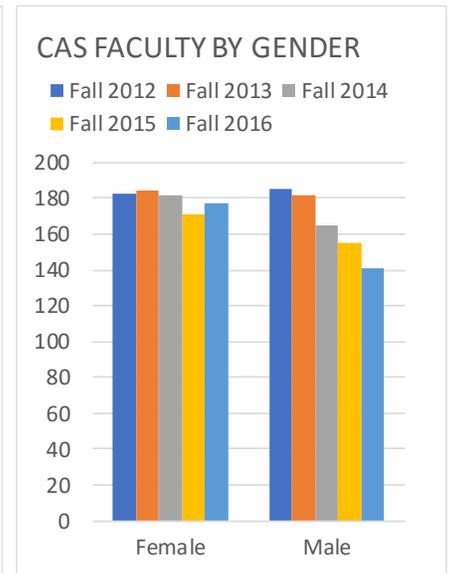
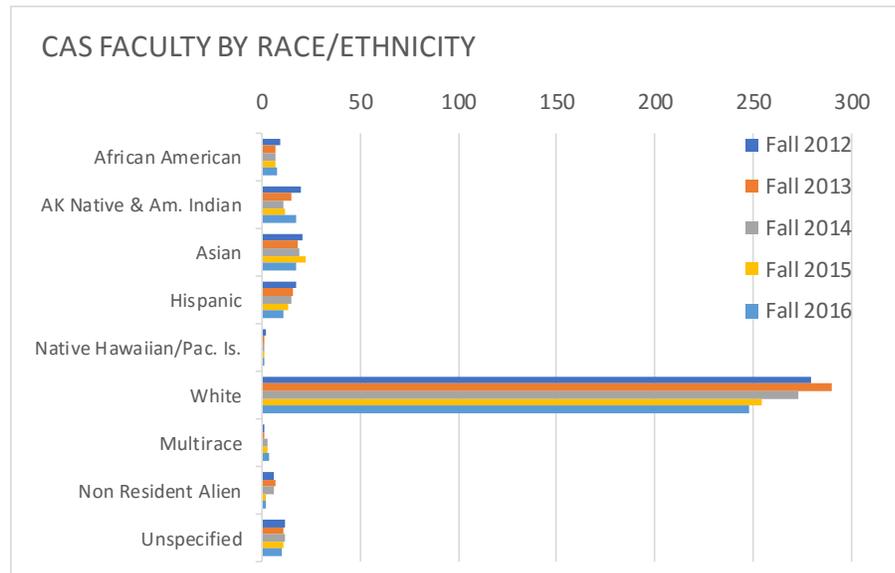
DEMOGRAPHIC OF RESIDENCE LIFE

Race - listed in Banner first	Alaska Native					115	106	150	127	137	103	141	99	123	84
	Black or African American					38	43	44	42	39	32	24	23	34	23
	American Indian (Not Alaska Native)					4	6	8	9	7	6	8	13	8	8
	Native Hawaiian or Pacific Islander					6	7	7	8	8	8	11	13	12	11
	Asian					52	52	51	46	53	54	65	51	58	49
	White					540	525	554	526	540	494	529	463	471	435
	Unspecified					55	49	48	44	61	40	42	30	35	25
Gender	Not specified					1	1	2	2	2	2				1
	Male					381	392	386	372	393	357	403	347	350	295
	Female					435	395	474	428	432	378	417	345	391	341
	Occupied	901	851	912	869	817	788	862	802	827	737	820	692	741	637
	Capacity	946	946	946	946	910	926	923	923	879	879	887	887	866	866
	Occupancy %	95%	90%	96%	92%	90%	85%	93%	87%	94%	84%	92%	78%	86%	74%
	Semester	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017

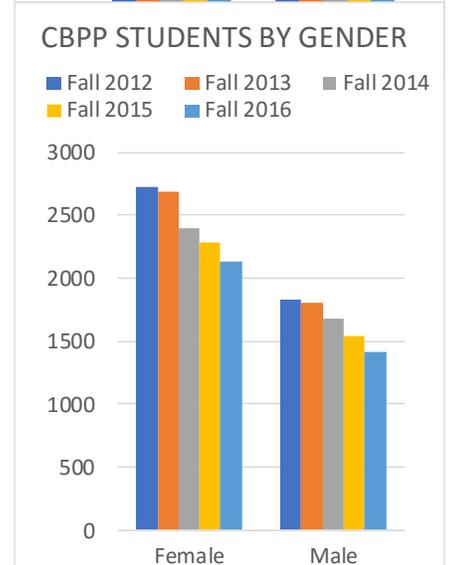
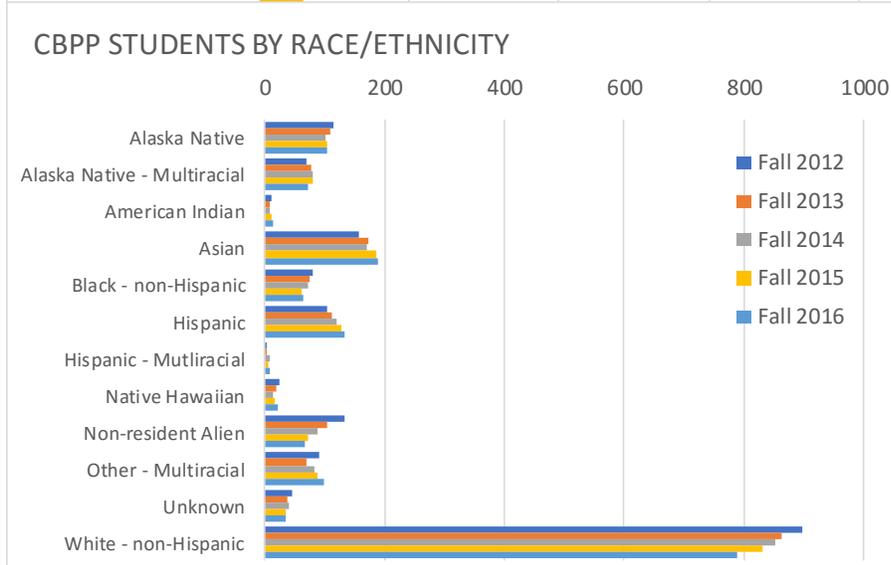
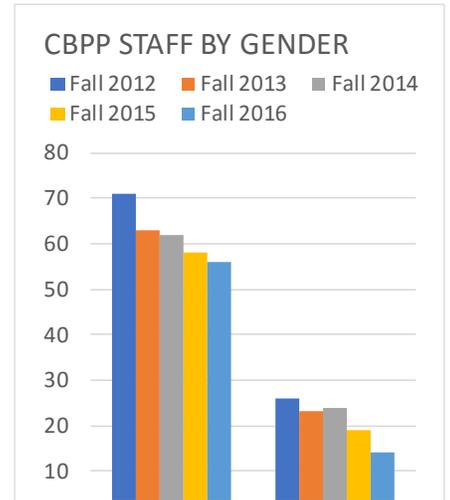
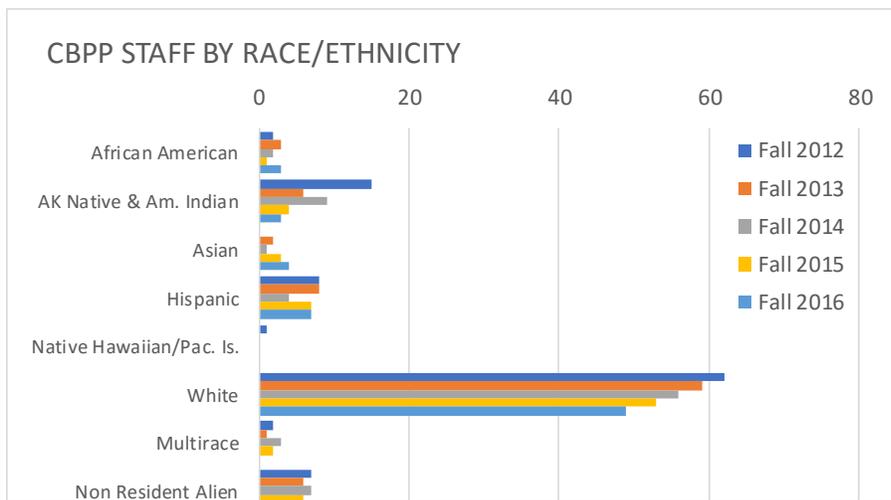
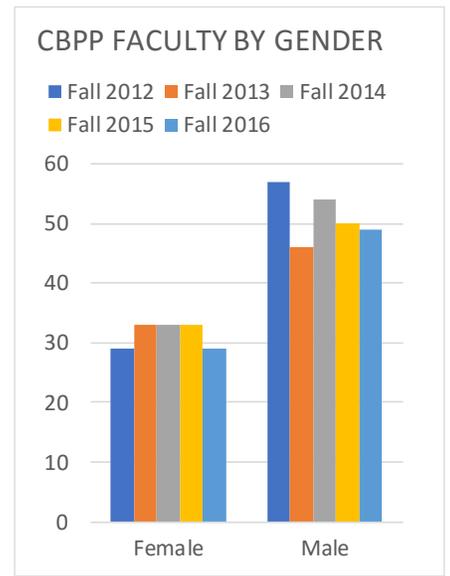
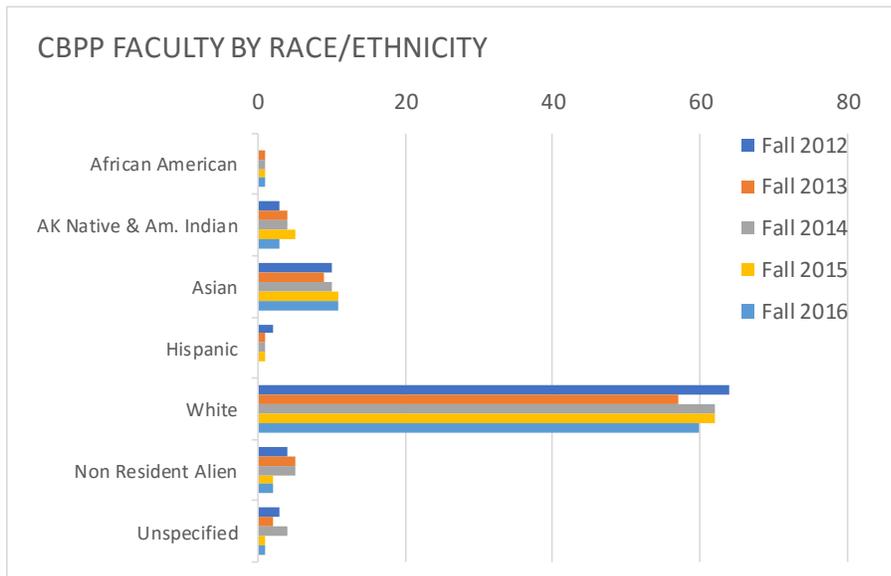
DEMOGRAPHIC OF UAA'S SIX COLLEGES

Examining the demographic make-up of the six main campus colleges separated by staff, students, and employees provides a unique perspective and supports the recommendations of this particular Objective.

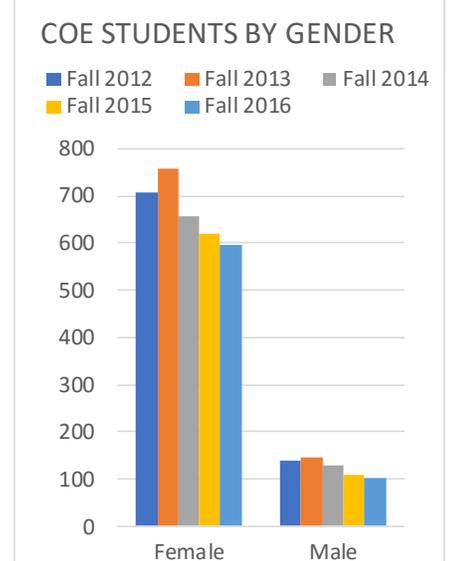
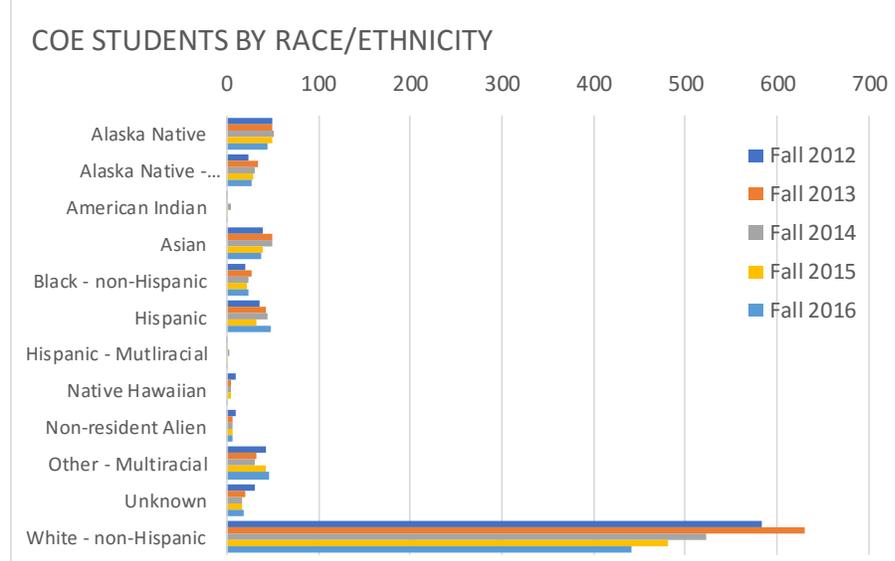
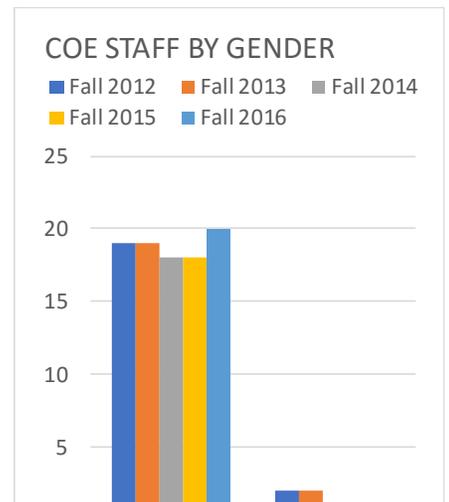
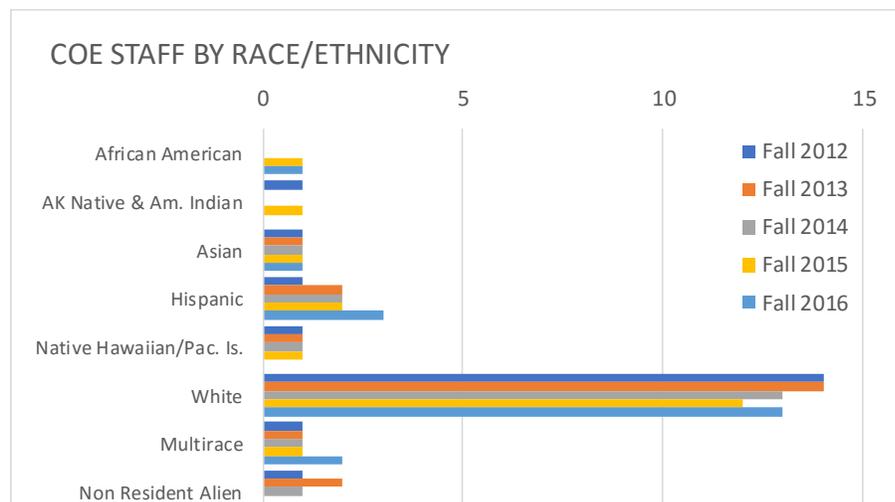
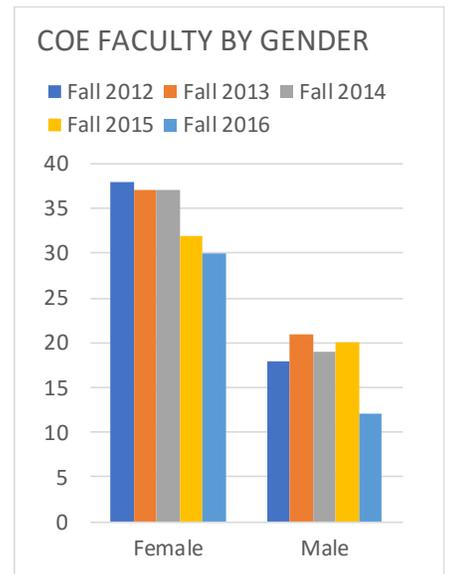
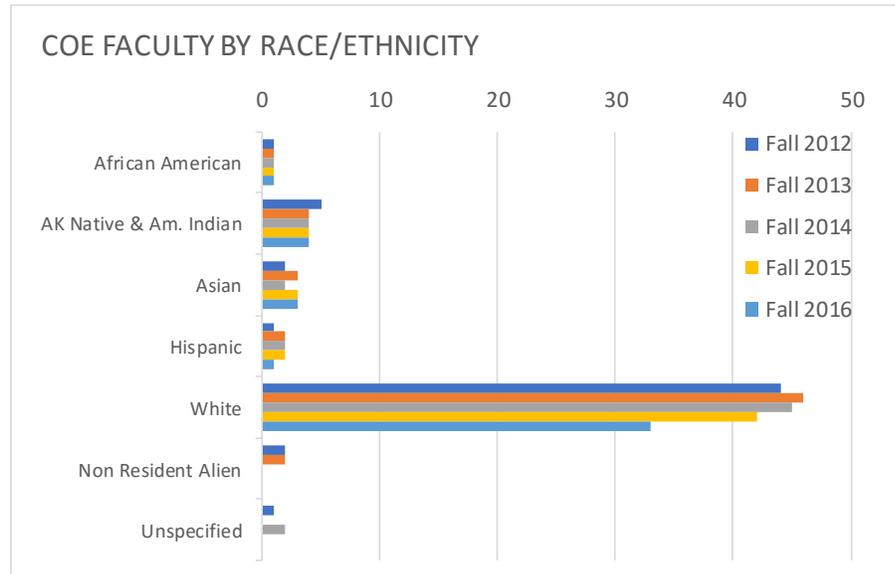
COLLEGE OF ARTS & SCIENCES



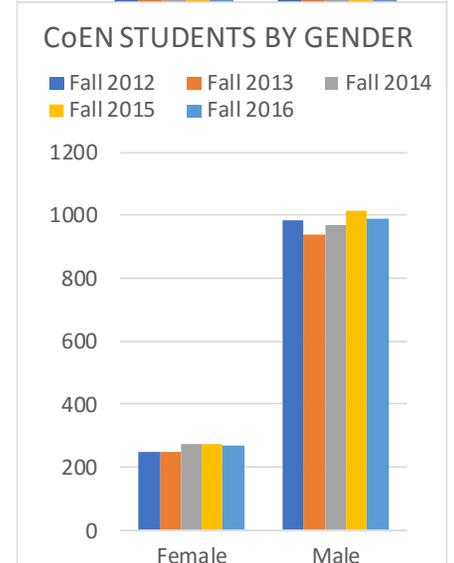
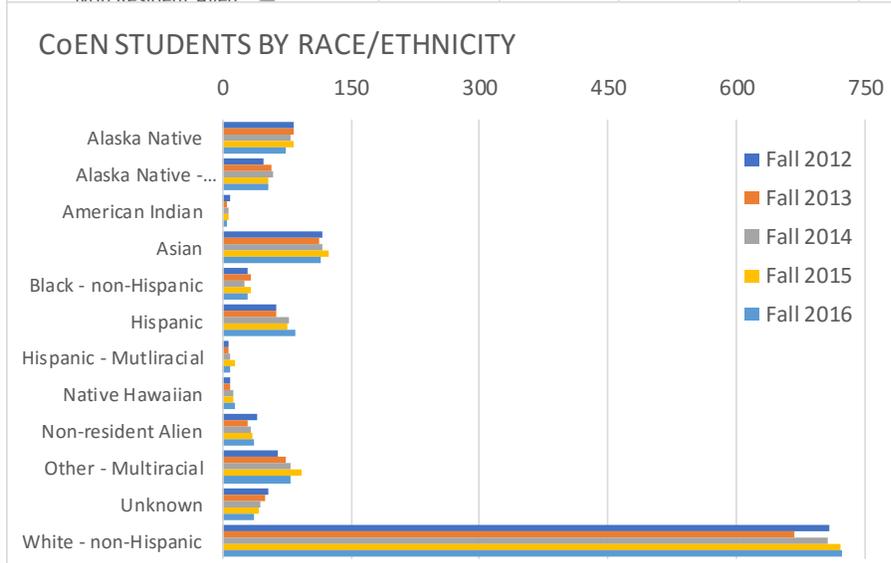
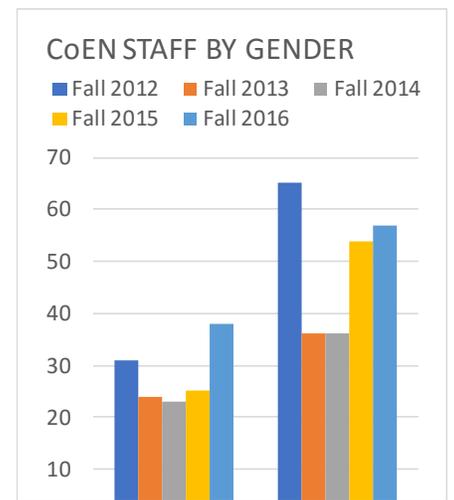
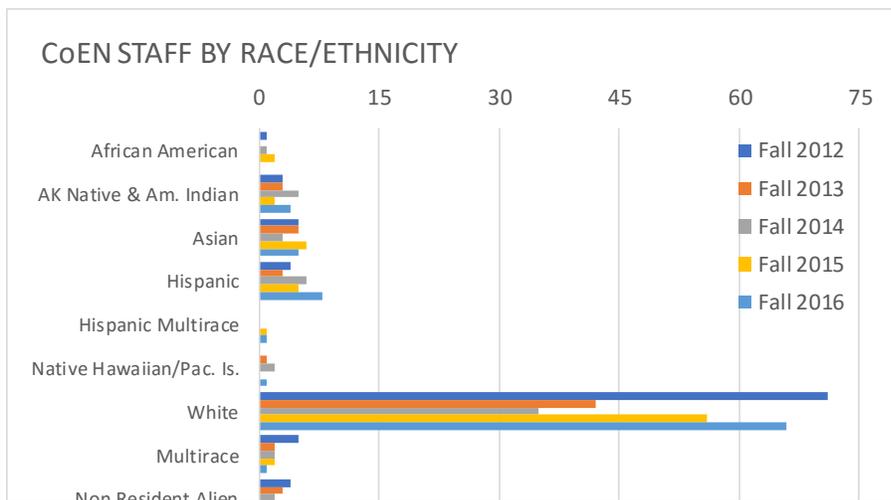
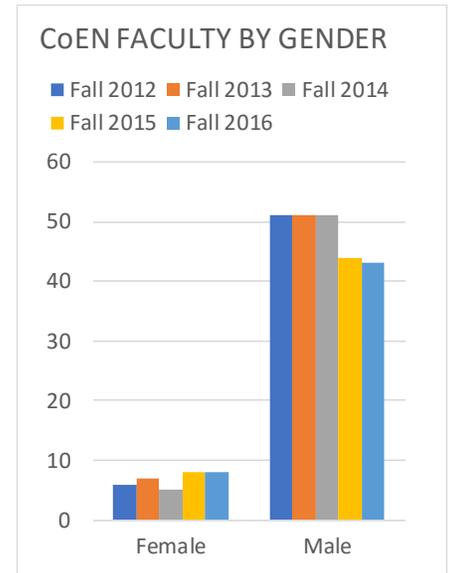
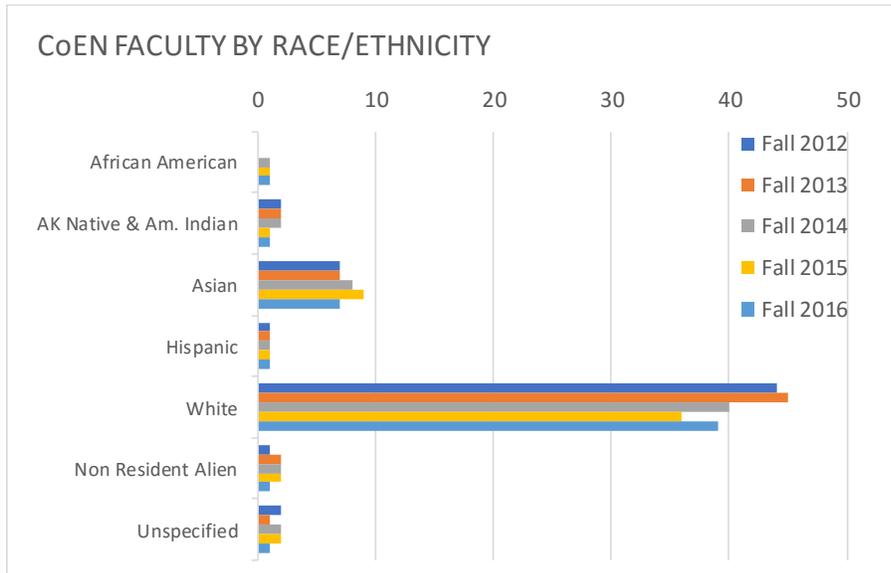
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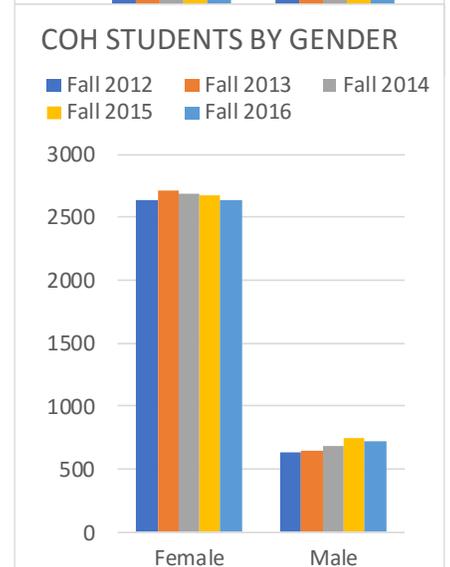
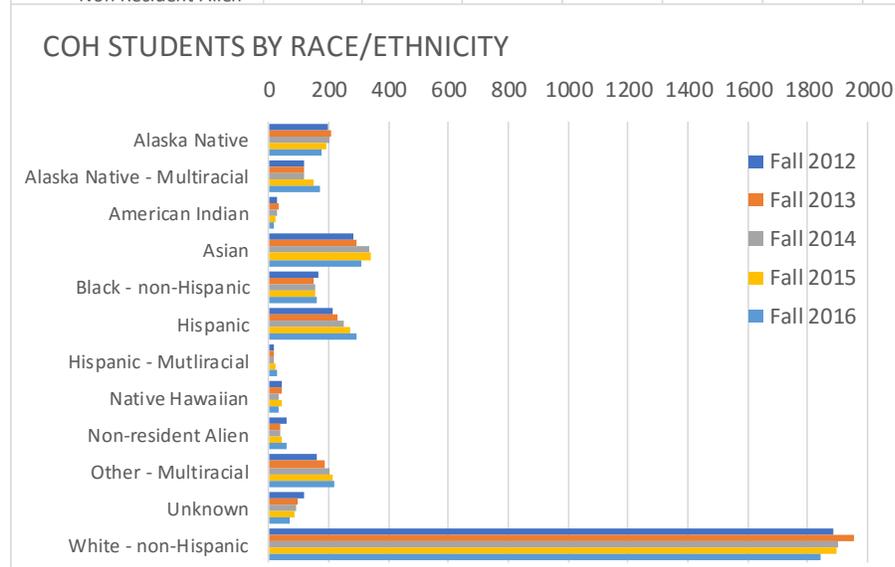
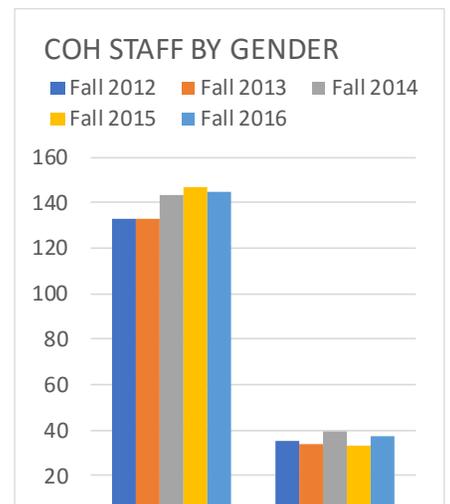
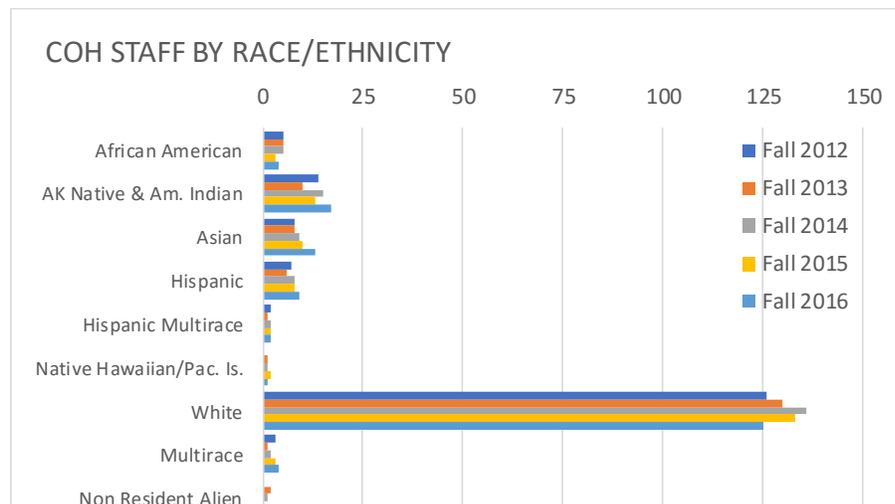
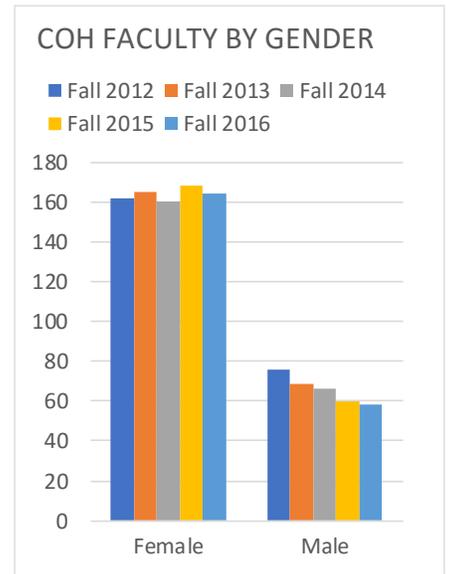
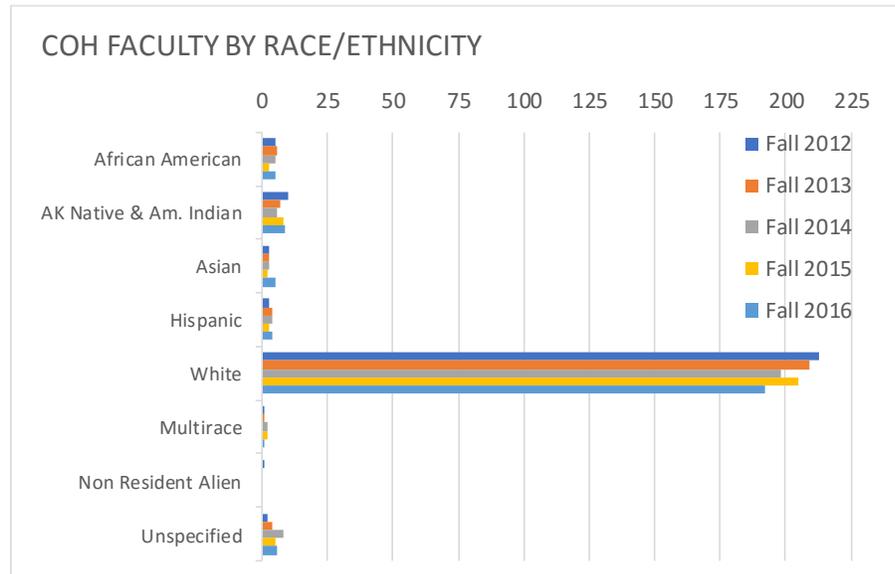
COLLEGE OF EDUCATION



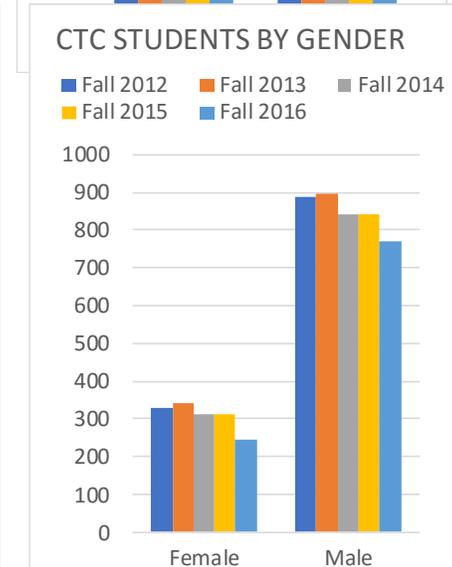
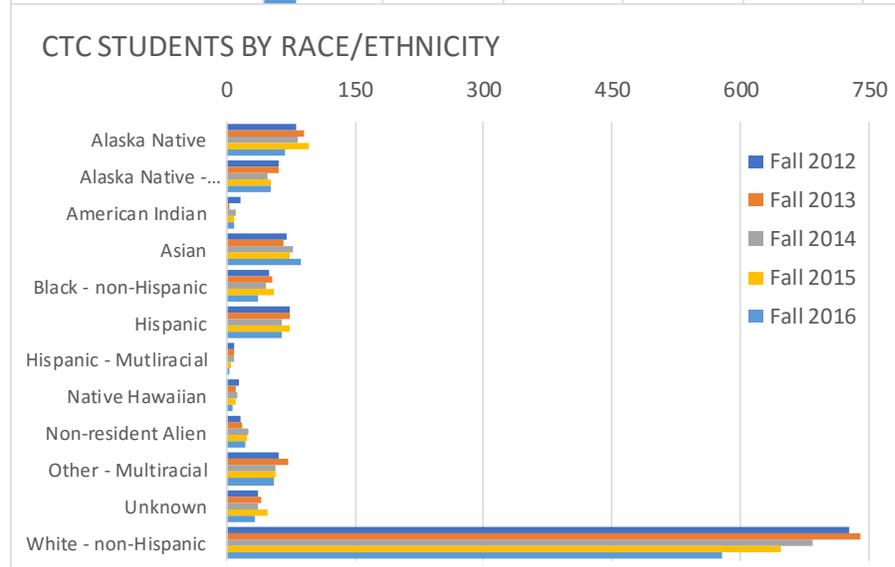
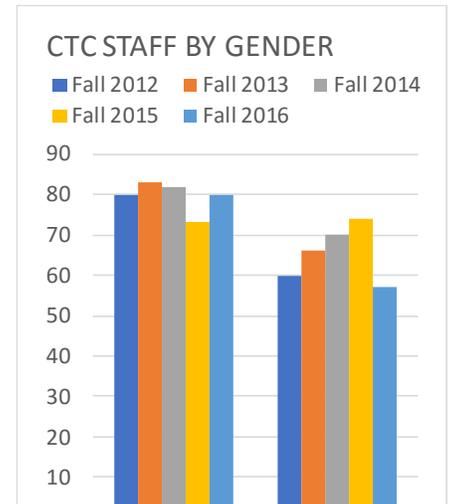
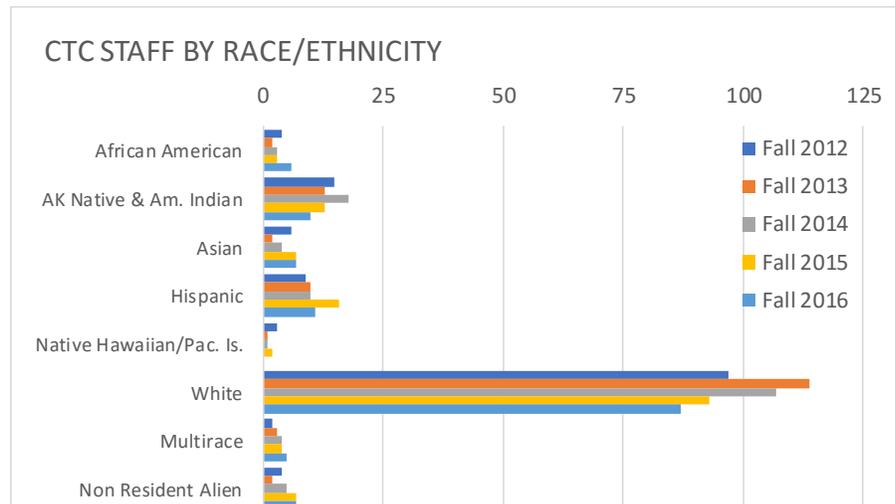
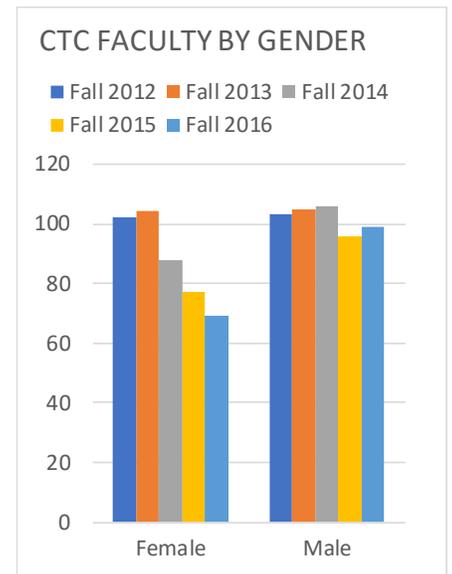
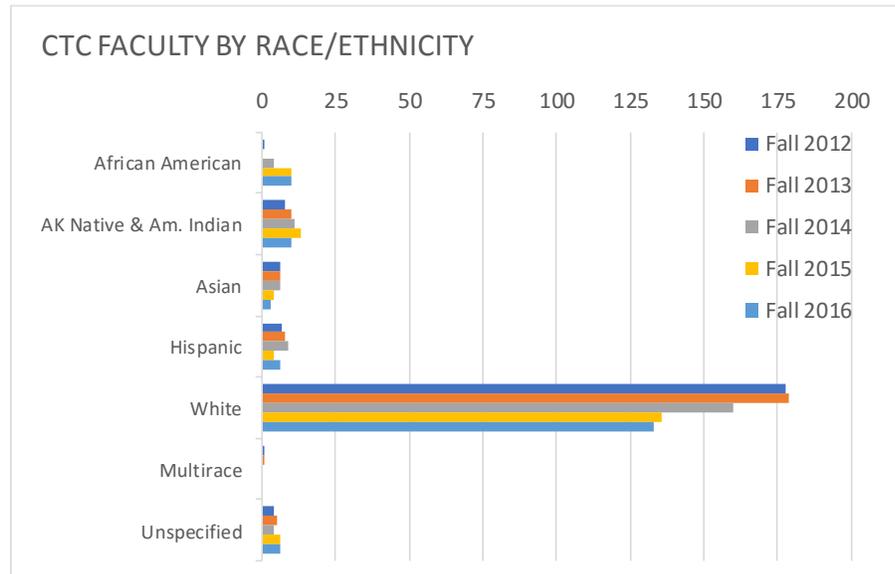
COLLEGE OF ENGINEERING



COLLEGE OF HEALTH



COMMUNITY & TECHNICAL COLLEGE



OBJECTIVE 2: Provide a Framework for Advocating and Managing Diversity

Recommended Actions

- a) Enhance and Coordinate Executive Positions Dedicated to Diversity
- b) Diversity Action Council reorganization, Re Vision, and Re Mission
- c) Develop a Cohesive Plan for Integration of UAA's Diversity Serving Programs
- d) Develop Strong and Dynamic Training Opportunities (Inclusive of UAA Executives)

Overview

In the review of best practices at comparator institutions regarding Diversity Action Councils, Diversity Leadership, and analysis of the recommendations from a variety of UAA stakeholder groups clearly indicate that the existing structure and purpose of the Diversity Action Council and its position within the organizational chart needs to be thoroughly reconsidered. The following analysis considers the following:

- the origins and original purpose of the DAC
- the current make-up and primary activities of the DAC
- integration of a range of responsibilities to address identified shortcomings in how diversity and inclusion programming is managed at UAA
- projections of the support needed to effectively implement the primary recommendations of the Diversity and Inclusion Action Plan.

In addition to this inward focused analysis we have also examined the development of Diversity Action Plans at comparator institutions including Portland State University, City University of New York, Georgia State University, and Brown University and the role that Diversity Action Councils play at these institutions. One of the primary messages emerging from analysis of these external sources is that UAA lacks a senior cabinet level position that addresses diversity and inclusion. While Equity and Compliance and Title IX are represented at this level there is a vacuum with regard to leadership that is proactive and advocacy oriented. Arguably such a position would guide our institution toward a culture where compliance issues were less of a regular concern.

Enhance and Coordinate Executive Positions Dedicated to Diversity at UAA

Currently the Chancellor's Cabinet does not include any position relating to diversity and inclusion. However, in examining the organizational chart, directly beneath the Chancellor there is a Director of Equity and Compliance and Title IX Coordinator. This is an important and strategic placement. However, the character of this office is to enforce and ensure compliance with federal guidelines regarding diversity. What is lacking in this position is advocacy for diversity and to responsibility to encourage exploration and appreciation of diversity in its many forms.

Vice Chancellor for Alaska Natives position. Examining the organizational chart further, on the academic side of house, there is the position of Interim Associate Vice Chancellor for Alaska Natives and Diversity. This position advocates for the value of diversity in our educational, research, and career endeavors. As the title suggests there is a unique emphasis on supporting diversity that highlights the Indigenous Peoples of Alaska in honor of their heritage as a context within which UAA pursues its mission of serving the people of Alaska. However, there is a concern with this position being an interim position. One of the key concerns identified at the Diversity Summit is the lack of sustainability of many of UAA's important initiatives in regards to diversity. Therefore, it is strongly advised that the Interim Vice Chancellor for Alaska Natives and Diversity become a permanent position. However, to clarify the unique focus of this position, the title *should be* Vice Chancellor for Alaska Natives and have responsibilities in line with that title. Models for this position can be seen at UAF and UAS.⁸

Chief Diversity Officer position⁹. In reviewing UAA's diversity resources, the analysis of focus group themes and subcommittee reports, have revealed a wide range of issues. However, a central and recurrent theme is a lack of awareness and coordination of diversity and inclusion efforts across UAA. This has created a number of issues including:

- under-utilization of diversity related programming and resources
- inefficiencies due to replication or near replication of efforts
- lost opportunities for collaboration and synergy in diversity and inclusion efforts

One important role for a Chief Diversity Officer (CDO) would be to coordinate diversity efforts at UAA. Examining best practices at comparator institutions has shown that these institutions and many others have a CDO or the like.¹⁰ At these institutions the CDO often reports to the Chancellor and the Provost and oversees the implementation of the Diversity Action Plans ensuring that their goals are effectively engaged and metrics are developed to ensure that progress can be monitored on meeting the plan objectives.

A core recommendation of UAA's Diversity and Inclusion Action Plan is that a nationwide search be made for a highly qualified position, such as a Chief Diversity Officer (CDO), who will appreciate and have experience with the types of unique challenges present in effectively enhancing UAA's culture to promote significant structural changes in the areas of diversity and inclusive excellence across all areas – students, faculty, staff, and administration. UAA's CDO would work in collaboration with the Vice Chancellor for Alaska Natives, and have a significant working relationship with the Director of Equity and Compliance and Title IX Coordinator.

In addition, the CDO should have primary responsibility for:

- leading the reorganized and repurposed Diversity Action Council

⁸ UAF has a Vice Chancellor for Rural, and Community and Native Education, and UAS has a Vice Chancellor for Enrollment, who is Alaska Native. <http://www.uaf.edu/rural/about/contact/vc/>

⁹ This high level executive position has a variety of titles at peer institutions and are housed in a range of units (eg. HR, Chancellor's office, Provost's office etc.)

¹⁰ for example, <https://www.pdx.edu/diversity/chief-diversity-officer-search>

- provide guidance, collaborate with, and coordinate the efforts of the Faculty Senate Diversity Committee, National Coalition Building Institute (NCBI), CAFÉ, Human Resources, Institutional Research, and Facilities Planning to ensure that UAA becomes a leader in diversity and inclusion within the state of Alaska.

While the primary role of the CDO is to guide UAA's efforts in achieving the objectives of the Diversity and Inclusion Action Plan, the CDO will also be responsible for holding the administration accountable if these efforts fall short, are inadequately resourced, or do not make timely progress.

Diversity Action Council Reorganization, Re Vision, and Re Mission

The DAC was established in 2000 with the stated mission of nurturing an environment where diverse cultures and beliefs of all people are acknowledged, diversity is respected, and all people are valued. The DAC is advisory to the Chancellor and also distributes an annual budget to a number of recipients of the Student Diversity Awards designed to recognize student contributions to diversity. The DAC also allocates funding to initiatives to support diversity on campus. In addition, in recent years the DAC has actively engaged its charge to develop a Diversity Action Plan for UAA.¹¹

The DAC is currently co-chaired by Interim Associate Vice Chancellor for Alaska Natives and Diversity, Dr. Jeane Breinig and Vice Chancellor for Student Affairs, Dr. Bruce Shultz. Membership consists of representatives from Human Resources, Native Student Services, the Multicultural Center, Disability Support Services, Club Council, USUAA, Staff Council, Community Campuses, and four representatives from Faculty Senate. The DAC has administrative support in the form of a part time commitment from administrative staff from the office of Student Affairs.

The DAC meets with the Chancellor twice per year. Once in a solo meeting and once in a joint meeting with the Faculty Senate Diversity Committee. These meetings appear to be primarily informational and to advise the Chancellor of how funding resources have been allocated to Student Diversity Awards and to grants to support diversity initiatives on campus. The frequency of these meetings should be increased and the advisory role of the DAC should be enhanced.

Our analysis of focus group comments, DAC best practices at comparator institutions, and first hand observations of UAA DAC operations has led to the following concerns and recommendations:

First, the DAC serves primarily as means of distributing institutional resources to maintain and enhance an environment that supports diversity at UAA. What is missing is a greater emphasis on advising the Chancellor and cabinet about diversity and

¹¹ It should be acknowledged that this is a welcome yet very tardy engagement of one of the primary aspects of the DAC initial charge that was established in 2000.

inclusion related policy, programs, and resourcing. This is particularly noteworthy given that the initial charge was for the DAC to “Advise and recommend to the Chancellor a course of action on campus wide diversity issues”. It is recommend that the DAC take a more *affirmative* position in regards to advising the chancellor and cabinet.

Second, the DAC appears to have no role in planning the assessment and analysis of diversity and inclusion related data. It is recommend that the DAC incorporate into its membership a high ranking representative from Institutional Research.

Third, it is not clear how the current DAC could hold the Chancellor and cabinet accountable for addressing lack of progress or shortfalls in meeting diversity and inclusion goals that are revealed by such analyses of diversity related data and benchmarks associated with the Diversity and Inclusion Action Plan objectives. It is recommended that a CDO, or similar position, could develop such mechanisms.¹²

The two previous points are particularly noteworthy because the initial charge included direction to “Design and oversee an assessment process to monitor progress on implementing the Diversity Action Plan”. The founding documents also contain advise to work with Campus Diversity and Compliance (OCDC) to “Integrate 2005 goals, 2001 priorities, and Key Performance Indicators into OCDC and DAC goals and planning”.

Fourth, the DAC does not appear to be regularly involved in efforts to coordinate diversity and inclusion initiatives and programing, nor is it involved in any efforts to broadly disseminate information about diversity and inclusion opportunities and resources. Many stakeholders in focus groups mentioned that they are unaware of major diversity and inclusion related opportunities, programs, and initiatives or only learn of them very late. A related concern is that DAC actions are not regularly or effectively transmitted to the campus community. Thus, it is recommended that the CDO work with the DAC and Advancement to develop a *dynamic* web presence and system for updating the campus on diversity and inclusion initiatives, resources, programing (including training and events), and annual updates regarding progress on D&IAP objectives.

Fifth, the DAC needs to take a greater role in ensuring facilities and instructional technology needs of our diverse students are met. This may require representation from Facilities planning and Instructional Technology.

Sixth, and finally, the level of institutional commitment to DAC service that implied by a lack of formal workload adjustments or job descriptions/responsibilities for members of the DAC is problematic. To address this, those with DAC leadership roles should have their job descriptions revised to reflect significant investment in the DAC responsibilities, that DAC members who are faculty have work load adjustments to reflect their responsibilities to DAC service, that DAC members who are staff have a revision to their job responsibilities to reflect their service to DAC, and finally that DAC student members be incentivized by providing tuition waivers to acknowledge the extent of their DAC service.

¹² Objective 3 has additional narrative on this as well.

In taking up these recommendations a close review of the original DAC charge should be made, and with the guidance of the new CDO and Chancellor the charge of the DAC should be restated and the DAC membership should be repopulated or substantially revised including the recommendations above.

Develop Strong and Dynamic Training Opportunities (Inclusive of UAA Executives)

Role of National Coalition Building Institute

NCBI is a key element in effecting long lasting and sustainable institutional change in the area of equity and inclusion. In 2008 UAA became an NCBI campus affiliate and they have made major inroads in the area of inclusivity and equity.¹³ The NCBI principles and success at UAA has helped provide momentum for this D&IAP and their role should be more centralized and highlighted in order for UAA to move forward in the area of Diversity and Inclusion.

Currently the UAA NCBI Steering Committee works in partnership with the Interim Associate Vice Chancellor for Alaska Natives & Diversity. The committee has monthly team meetings and plan an annual retreat to “discuss and implement strategies for growth and development, and to provide leadership for NCBI Strategic Leadership Teams through marketing, workshops, listening tables, and academic programs/administrative units.” (NCBI Subcommittee report, 2017:2).

The NCBI has training modules that have proven successful in orienting participants to establishing an inclusive environment in the classroom, office, organizational unit, etc. They have workshops that range from one hour to all day that address Social Inclusion and Equity. Their impact at UAA has been important, but in order for the D&IAP to move forward, the NCBI role(s) and workshops need to come to the forefront of UAA best practices and be more institutionalized. It is far better to address issues of social equity and inclusion in order to stave off potentially damaging events and/or confrontations. Our current national climate is one of intimidation and separation and the work of the NCBI is absolutely critical if UAA wants to create a welcoming, inclusive and positive place to be.

- a) the NCBI needs to be more infused/integrated at UAA, continuing their partnership with the Interim Associate Vice Chancellor for Alaska Natives and Diversity and the Diversity Action Council;
- b) all administrators (particularly Deans of respective Colleges), Faculty Senators and Leadership teams, and all members of UAA diversity-related committees and offices experience a full one-day NCBI workshop;
- c) NCBI needs to have a permanent office with at least a part-time administrator;

¹³ In 2013 the NCBI team was awarded the UAA Team Collaboration Award.

d) NCBI needs to be listed as a Campus Resource and have a web presence on the Chancellor's webpage and the Diversity webpage.

As UAA is moving forward in the area of equity and inclusion, the NCBI will play a critical role. The trainings, and workshops have proven effective.

The Residence Life Subcommittee report recommends specific training components that should be incorporated into the plan. Residence Life is a model in the area of diversity and inclusion training. Here is a brief overview of how Residence Life addresses diversity and inclusion. They ensure their staff and student workers are well trained. Residence Life includes five initiatives that illustrate their commitment to diversity and inclusion. Specific examples include:

1. SafeZone a campus-wide program designed to increase understanding/awareness of issues faced by GLBTQA+ and other marginalized persons. They offer "a visible message of inclusion, support, and advocacy" through trainings, called 'Ally Trainings.'" SafeZone has been a part of UAA since 2010 and have provided training and outreach to other UA campuses.
2. Diversity Collateral consists of committees of student staff members that work with departments across UAA to promote programming that align with the mission of Residence Life. They often work with the Multicultural Center and the Cama-i room to support diversity and inclusion programming across Anchorage, but specifically on the residential campus. They Diversity Collateral includes five to six student staff members and are advised by the professional staff of Residence Life.
3. Community Assistants (7 positions) are required to host one diversity/inclusion event each month
4. Extensive diversity/inclusion training for Residence Life student staff members
5. Cama-i Room and Alaska Native & Rural Outreach Program Coordinator. Alaska Native students average between 20-25% of the total Residence hall population. The ANROP coordinator assists the transition from rural Alaska to Anchorage and to UAA. There is pre- and post-arrival outreach, in addition to one-on-one contact, and referrals to resources.

Clearly, Residence Life deserves recognition for their proactive approach to diversity and inclusion and again, this provides a model that could be incorporated into other UAA units.

While engaging in the Diversity and Inclusion work over the past year-and-a-half, it has become quite evident that within the past few years, our student demographics at UAA has become older, less traditional, and diverse; complete with a full-compliment of intersectionality of identities including disability, age, gender identity, veteran status, religion, International, race, multi-racial, and student socio-economic status (just to name a few). Participants in the focus Groups could easily recite how Anchorage has some of the most diverse communities in the United States and how many languages were spoken in Anchorage School District, however

that same acumen for demographic statistics was not apparent when discussing UAA’s student demographics and how they have shifted over time. From the recent Northwest Accreditation Self Study, it was reported the following student demographic shifts since 2010 with respect to race and ethnicity:

	ALASKA			UAA SERVICE AREAS			UAA STUDENTS		
	2010	2015	% Change	2010	2015	% Change	Fall 2010	Fall 2016	% Change
TOTAL POPULATION	763,889	795,372	4.1%	494,820	519,336	5.0%	20,559	18,116	-11.9%
Alaska Native or American Indian	139,724	144,274	3.3%	56,800	60,517	6.5%	2,310	2,243	-2.9%
Black or African American	34,168	39,305	15.0%	25,734	28,948	12.5%	787	739	-6.1%
Asian	50,951	60,131	18.0%	37,079	44,131	19.0%	1,317	1,681	27.6%
Native Hawaiian or Pacific Islander	11,363	13,775	21.2%	9,340	11,101	18.9%	286	281	-1.7%
Hispanic Origin (of any race)	39,249	50,850	29.6%	28,348	35,860	26.5%	1,054	1,217	15.5%
Two or More Races	49,106	52,566	7.0%	32,203	35,201	9.3%	1,380	1,198	-13.2%
White	527,683	537,887	1.9%	365,866	374,639	2.4%	13,425	10,603	-21.0%
Minority Totals	324,561	360,901	11.2%	189,504	215,758	13.9%	7,134	7,359	3.2%
% Minority	42.5%	45.4%		38.3%	41.5%		34.7%	40.6%	

Data show the complexities of the changing demographics in UAA’s service area and enrolments. Data such as these¹⁴ need to be examined carefully and be used to guide investment in resources, programming, and trainings. For example, the far right column shows that 40.6% of our enrolments in 2016 were minority nearly matching the UAA service area, however, a closer analysis shows a surge in Asian and Hispanic enrolments and declines in other groups. What are driving these patterns and how might trainings enhance student success for these groups? Initial training and multicultural competency might begin by knowing *Diversity 101: Who We Are* and *Who We Serve* at UAA? All faculty and staff should be required to complete an online “Who We Serve” orientation training and revisit that training when it is updated.

Additional training modules could address issues such as NCBI training (One Day), Safe Zone, Diversity training for search committees, access to campus centers and departments that focus on diversity issues (Native Student Services, Multicultural Center, Veterans Center, Disability Support Services, Title IX, etc.). Currently there is no structured training/orientation that incorporates all of these programs and services into a streamline delivery of information for new students/staff or faculty.

When it comes to diversity work, there is a tendency to have a “one and done” type of attitude toward faculty and staff training and orientation. The facts of the matter are that UAA’s service area has changing demographics and that the issues around diversity are dynamic. Thus, it is important to revisit training and for UAA administration to assess and monitor faculty and staff

¹⁴ Other data such as graduation and retention rates by group should also be incorporated into planning trainings.

training as it does with FIRPA and Haven training. Specifically, with the guidance of the new Diversity Leadership UAA should:

Collect Baseline Data for Employees who participate in Diversity Training

It is recommended that a goal or benchmark of 100 percent employee participation with regard to diversity training go into effect within the next three years. This will greatly enhance UAA's approach to diversity and inclusion. The NCBI could also play a major role. Moreover, it is further recommended that during the first year of implementation of the D&IAP that all of UAA's executive leadership, including all Deans, participate in a mandatory one-day NCBI training. Year 2 will further expand this to all Chairs/Directors of programs, and to new faculty and employees. Year 3 will expand to all other employees. NCBI has a variety of trainings, which include full day and half-day trainings. This would also be enhanced with an on-line component, similar to Haven or the Title IX training.

Collect baseline data regarding number of materials and programs supporting diversity produced each year. Monitor program/event and aim to increase each year

UAA has a number of diversity and inclusion activities and programs. Those are not tracked very well and due to the decentralized nature of UAA they are often not coordinated between different units. In order to make diversity and inclusion efforts more cohesive and more effective, it is vital that such a baseline data be collected. Once such a mechanism is in place to collect the data, the next steps would be to assess the effectiveness of those various initiatives and/or programs. Not only will this will enable UAA to become more focused on the area of diversity and inclusion, but equally important, during times of budget resource shortages, this could be viewed as an opportunity to combine or pool resources.

OBJECTIVE 3: DEVELOP A SYSTEM OF ACCOUNTABILITY FOR THE D&IAP

Recommended Actions:

- a) UAA Leadership needs to develop a detailed implementation plan for the D&IAP by 2018, including delegation of recommended actions to appropriate UAA units
- b) Produce and publish an annual progress report tracking D&IAP progress

Overview

The recommendations of this report touch almost all facets of University life and the administration needs to identify and establish a detailed implementation plan by spring of 2018. Failure to develop and publicize a specific plan for action will undermine the legitimacy of the D&IAP process.

Leadership develops a detailed Implementation Plan

The D&IAP recommends that leadership at the Chancellor and Provost level, as well as the Faculty Senate identify specific ways in which to move the recommendations forward. Some of the recommendations include hiring new personnel, or repurposing and re-visioning committees, such as the DAC, and this will take at least two semesters. In addition to the budget implications associated with new personnel, UAA Leadership should develop estimates and make budgetary commitments for the implementation of the plan. Unfunded mandates are purely symbolic and will not effectively move UAA's culture of diversity and inclusion forward. A well-articulated plan is also key to a coordinated and cohesive strategy for moving UAA's culture of diversity and inclusion forward. UAA currently has many valuable and distinct yet uncoordinated efforts focused on diversity. A prime example of this lack of cohesion and coordination is the existence of several different official diversity statements and lack of clarity about how those statements came to be.

The key positions and players in the development of the implementation plan will include the Chancellor and his cabinet, the Provost, Faculty Senate, Staff Council, and the new Diversity Action Council. As recommended in Objective 2, the Vice Chancellor for Alaska Natives and the Chief Diversity Officer will work collaboratively and in coordination with the Director of Equity and Compliance and Title IX Coordinator to direct the execution of the implementation plan and monitor its progress. Leadership representing Governance (Faculty Senate and Staff Council) should also aid guiding the development and execution of the implementation plan. In addition, consistent with UAA's core values and core themes members of the broader Anchorage community should be consulted as the plan is developed. The Mayor's office is currently working on several initiatives that are congruent with UAA and "Welcoming Anchorage" played a role in the development of the D&IAP and expressed an interest in a greater partnership with UAA. Finally, one of our comparator institutions Portland State University regularly invites the Portland Community to comment on its Diversity Action Plan

objectives and progress.¹⁵ A more robust partnership with community stakeholders is likely to pay dividends in greater enrolments, financial investments in joint projects, and support from the legislature.

Produce and publish an annual progress report tracking D&IAP progress

A hallmark of the Diversity Action Plans that are in place at comparator institutions is the presence of specific metrics associated with their objectives and goals, regular collection of data on those metrics, analysis of data, and annual reporting that tracks progress toward achieving plan goals. Assessment is well established feature of UAA's culture and is key to efforts to ensure institutional effectiveness and is the basis for data driven change and improvement. Diversity leadership will work with Institutional Research and establish effective means of establishing baselines and assessing progress on the D&IAP objectives.

D&IAP recommendations indicate that accountability for such actions is of paramount importance. Essentially it is vital. Accordingly, it is also important to use systematic assessment and data analysis to produce and publish an annual report related to the progress of the recommendations. The D&IAP is an 'Action Plan' not just a study, and therefore an annual update and progress report will ensure that the necessary recommendations are actually put into action and also assessed. The annual progress report can address the accomplishments in meeting the recommendations of this Plan. Other peer institutions, such as Portland State have annual Progress Reports associated with their DAP's and this will help move the University forward on the recommendations.¹⁶ Coupled with the knowledge gleaned through careful assessments and analysis reported in progress reports, a strategy or mechanism for making the senior administration responsive to *unsatisfactory progress* must be developed. UAA Governance is one mechanism that could be used in this way.

The D&IAP has a shelf-life of about five to six years. In that period of time, the recommendations of this report should be manifested and institutionalized by the University. To ensure that the D&IAP becomes a central feature of UAA's culture the diversity leadership should develop a cycle of renewal for the D&IAP so as the current plan approaches its shelf life the university community is re engaged in a year-long dialogue to refresh the plan. The development of future Diversity and Inclusion Plans should be coordinated with the Accreditation cycle of the University so that the next iteration is completed in advance of the next accreditation report so that it could be incorporated into that report.

¹⁵ <https://www.pdx.edu/diversity/diversity-action-plan-0>

¹⁶ <https://www.pdx.edu/diversity/diversity-action-plan-0>

OBJECTIVE 4: EXAMINE AND SUPPORT UAA STUDENT SUCCESS

Recommended Actions:

- a) Develop and implement a plan to address recruitment, retention, and graduation of students from historically under-represented groups: African American, Hispanic/Chicano, Pacific Island, and economically disadvantaged students
- b) Develop and implement a plan to address Alaska Native/Indigenous recruitment, retention, and graduation (Alaska Natives/American Indians make up 10% of student body; attrition rate over 50%; less than 10% complete a degree)
- c) Establish an International office that supports International student, faculty and staff with important web resources and information
- d) Examine and recommend improved services for Veteran Students, including space needs and relocation of resources
- e) Examine and implement best practices for ensuring students experiencing disabilities are robustly served and UAA is 100 percent ADA compliant
- f) Develop a plan to ensure coordinated student success efforts across units, colleges and departments

Overview

There is something of a contradiction regarding UAA student experience. There are, indeed, remarkable stories of students that graduate and identify UAA as a great place to be, but there are also students that leave UAA with no degree or necessary certification. Equally important, those same students were unable to find a sense of community or sense of belonging and or network of support. The D&IAP has outlined solutions to try and ameliorate the more challenging aspects of student life at UAA. They have identified several vulnerable student groups that need additional support in order to be more successful and to also graduate. The underlying gist of this is that there is a lack of systematic communication that is readily available to students regarding important issues such as programs, resources, as well as advisement that might assist them towards completion of their various degree programs.

The Student Stories subcommittee have captured some of the remarkable and positive experiences of UAA graduates. Those same students also represent a diverse population that is unique to southcentral Alaska. The subcommittee report focused on the *UAAmazing Stories* and the *I AM UAA* profiles and analyzed the profiles that were most inspiring.

A common theme that occurs within many of these stories has to do with students reflecting upon their success at UAA. The students identify departments, organizations, or programs that contributed to their success in a variety of ways, from tutoring, academic advising, student employment

opportunities at the University, and scholarships received, to inspirational staff and faculty mentors, close mentor-student relationships with faculty, and emotional support. Others attributed their success to the inclusivity of programs and departments, with some students garnering a sense of identity and pride and feeling connected culturally. Many of the students capitalized on the unique opportunities that they received as student athletes or scholarship recipients and how, with this support, they successfully continued toward the completion of their degree.

Student Stories Subcommittee report

Develop and implement a plan to address recruitment, retention, and graduation of students from historically under-represented groups: African American, Hispanic/Chicano, Pacific Island, and economically disadvantaged students

One of the aspects of this report is to address several facets of inclusion. One of the facets of an inclusive university is to create a level playing field for *all* students, so they have equal opportunity at completing their various degree or certificate programs. Sociology Professor, Dr. Nelta Edwards conducted a spring 2017 research project on the relationship of socio-economic status (SES) and retention rates at UAA.¹⁷

The results from the study are astounding and clearly indicate that a significant number of UAA students walk a financial ‘razor’s edge’, which clearly impacts their ability to graduate. There are serious indicators of financial distress that can negatively affect a student’s ability to complete his or her degree program. In 2012, 27% of students stated the reason they left UAA were related to family and to finances, but in 2016, this increased to 41%. At the same time, the University has, due to serious budgetary constraints, increased tuition. Unfortunately, there is an alarming correlation between attrition and rising tuition. For example, Tuition in 2012 was \$165 per credit (lower division) and \$200 per credit (upper division), and in 2016 Tuition was: \$192 per credit (lower division) and \$232 per credit (upper division).

First year UAA students work off campus at significantly higher rates than other first year students at peer institutions (National Survey of Student Engagement (2016)). A recent survey of UAA students found that 31% experienced food insecurity and that freshman were more likely than seniors to be food insecure (Wintz and Chriest 2013)

There is also a great imbalance between the white students and the non-white students in the financial unmet need category. That is, there is an over-representation of non-white students in the financial unmet need category, and an over-representation of white students in the met need category.¹⁸

¹⁷ Dr. Edwards used data provided by UAA IR for five cohorts (2011-2015) of first time freshmen, the UAA ‘We Miss You Survey’ (2016), the National Survey of Student Engagement (2016), and study by Wintz and Chriest on food insecurity (2013).

¹⁸ The Financial aid office measures unmet financial need using a formula that budgets the cost of attending UAA (tuition, fees, books, living expenses) and subtracts from that total the expected family contribution.

Dr. Edwards examined data from 2011 to 2015 with a total of 10,123 first time freshman in five cohorts. She established four quartiles or categories on a scale of highest unmet financial need (9.7 to 23K) to need met (-25K-0). First generation students are much more likely to be from the highest unmet need category.¹⁹

2011-2015	Highest unmet need 9.7 to 25K	2nd Highest unmet need 3.2 to 9.7K	3 rd Highest unmet need 0 to 3.2K	Need Met -25K to 0
N=8468	2115 25%	2113 25%	2239 26%	2001 24%

First generation and unmet need

2011-2015	Highest	2 nd highest	3 rd highest	Need met
First gen	58%	54%	41%	28%

Looking at graduation rates for the students in the 2011 and 2012 cohorts, we can see that financial need makes a substantial difference. Only 8 percent of students who started out in the highest unmet financial aid category graduated, while 29 percent of those in the need met category graduated, which is at more than a *3 fold difference*.

Graduate?

Percentage of students in each need category who graduated.

2011-12	Highest	2 nd highest	3 rd highest	Need met
	8%	14%	14%	29%

The recommendation of the D&IAP is to provide this type of data to upper administration, and also to the UA Board of Regents, so they can clearly see the negative correlation between rising tuition rates and the lack of adequate financial aid for students that experience financial duress. This is an area that the various programs can also work on in terms of tracking and documenting such students before they fall “between the cracks.” This can include finding ways to provide better financial assistance and advise and also related financial education.

¹⁹ Edwards, Nelta “Social Class and University Retention Rates,” 2017.

Develop and implement a plan to address Alaska Native recruitment, retention, and graduation (Alaska Natives/AI make up 10% of the UAA student body; but their attrition rate is over 50%; equally importantly, less than 10% of those same students complete their various degree programs)

Alaska Natives are addressed in this section with specific attention to how they can be better served. The history, needs, and profile of Alaska Natives warrant a special category, and although they share many of the same needs as the students listed above, they have unique characteristics. It is important here to note that over 27% of all K-12 students in Alaska are Alaska Native. The Alaska Native population represents a young demographic. Just under 40% of the entire Alaska Native population is under the age of 19. The population is growing and the University must be able to meet the needs of the current AND future students.

Alaska Native students make up the largest minority student population at UAA. That is, Alaska Natives and American Indians make up 10% of the overall student body.²⁰ However, UAA has not been able to increase the Alaska Native student degree completion rates and or ameliorate the attrition rate, which is alarmingly high. More than 50% of new incoming Alaska Native students drop out in the first semester. While those statistics are grim, the Alaska Native students that do complete their studies appear to value their educational experience at UAA and truly love the institution. However, this does not lessen the harsh or unfortunate fact that only 10% of Alaska Native students graduate from UAA with a degree or certificate.

There are successful programs such as ANSEP, RRANN, and WWAMI that provide examples of mentoring and advisement for Alaska Native students. These programs provide direct support to Alaska Natives if the students are enrolled in specific STEM or health-related fields.²¹ The ANSEP (Alaska Native Science and Engineering Program), the RRANN (Recruitment and Retention of Alaska Natives into Nursing), the BUILD EXITO scholars program, and the WWAMI program provide exceptional models and have data that show they are critical to the success of Alaska Native students enrolled in their programs.²² These programs deserve special recognition and have proven successful in the area of retention of Alaska Native students. The Alaska Native Subcommittee report has more detail on all the Alaska Native serving programs at UAA and it is in the appendices of this study.

²⁰ Historically it has been challenging to track the number of Alaska Native/AI students because of the ethnic identification set-up in Banner. These have changed in 2017, making it more accurate.

²¹ **WWAMI** is a collaborative medical school among universities in five northwestern states, [Washington](#), [Wyoming](#), [Alaska](#), [Montana](#), and [Idaho](#) and the University of Washington School of Medicine

²² <https://www.uaa.alaska.edu/academics/college-of-health/departments/school-of-nursing/rrann/>
<https://www.uaa.alaska.edu/academics/college-of-health/departments/wwami/>
<https://www.uaa.alaska.edu/academics/college-of-health/departments/ACRHHW/acrh-ahec/healthcareerswebsite/camps-and-internships/ansep-university-retention.cshtml>
<https://www.uaa.alaska.edu/students/native-student-services/>

Alaska Native Students at UAA
Alaska Native/Alaska Native Multirace/American Indian

Year	AN/AI	Total UAA campus enrollment
2011	2,021	20,699
2012	1,973	19,825
2013	1,961	19,629
2014	1,852	18,649
2015	1,849	18,116
2016		

Incoming new Alaska Native Students by year and attrition rate

Year	Student #	Attrition
2010	227	50.7%
2011	247	53.8%
2012	195	51.8%
2013	185	53.3%
2014	194	51.0%
2015	184	

Alaska Native Awards and Degrees

Year	total	AA	BA	Cert.	PhD	MA	Licensure
2010	149	62	56	5		12	12
2011	136	57	56	5		10	8
2012	162	62	69	7		7	16
2013	167	77	66	2	2	9	10
2014	206	84	75	4		13	26
2015	190	69	87	1		15	14

Challenges

The Alaska Native subcommittee hosted two Alaska Native student focus groups and two for Alaska Native Faculty. They noted the challenges new incoming Alaska Native students face, which include:

- Limited number of advisors and constraints on outreach
- Limited Alaska Native faculty (4.3% as of Fall 2016)
- Low Alaska Native student retention – focus groups referenced multiple reasons including:
 - Campus commute
 - Current focus on 4-year timeline that’s not practical for students who work and attend school part-time

- Enrollment challenges
- Financial aid constraints
- Homesickness
- Housing costs
- Lack of childcare
- Racism in the Anchorage community
- Students being 'singled out' and being labeled as 'too quiet' by faculty
- Students 'discouraged' (by advisors) from pursuing STEM fields, education or other majors – being told they are not 'smart enough'
- Students feel like they 'have to choose' between their major and courses of interest in Alaska Native Studies (this applies more widely to other diversity-focused minors)

Alaska Native students, similar to many students that newly arrive at UAA are often initially overwhelmed with the size of the campus and the related bureaucracy. This is further complicated by the various, often distant locations important administrative offices are from each other. For example, students must deal with the office of Admissions, Financial Aid, Registrar's office, Advisement, and the Residence Life office (if they live on campus). The University Center, which is located several miles away from the main campus houses the cashiering, and Admissions offices. However, in 2016-2017, the Dean of Students, Vice Chancellor for Student Affairs, and Advisors were moved to the main campus. As a result, students must coordinate between those various administrative units. This results in the fact that students need quite a bit of time, as well as a vehicle or some form of transportation to negotiate their necessary enrollment, advisement as well as other related issues. It should further be noted that during the long, cold winter months, this can be even more difficult to traverse and therefore more inconvenient for those students to readily organize their subsequent studies.

While the Admissions Office and Student Affairs does offer many and varied support systems and guidance for new incoming students to assist them with the steps that they must take to complete enrollment, the student journey is still often unnecessarily complicated. Moreover, the students are sometimes unclear as to relevant academic deadlines, such as getting their financial aid in order, add/drop deadlines and adequate access to necessary resources and support systems. Moreover, once they start classes, they have to learn how to use UAONLINE, Blackboard, and other internet based platforms to succeed at UAA.

Currently, UAA has Native Student Services and also the ANROP Coordinator who is also the head of the Cama-i room. The ANROP Coordinator is located in Gorsuch Commons by the dormitories. They assist with helping the Alaska Native students feel welcome. It should be noted Alaska Native students make up 25% of the residence hall populations and the single ANROP coordinator – who is also the Director of the Cama-i room is clearly in need of at least one additional full-time staff member. Likewise, Native Student Services has a Director, an office Manager, and two Student Success Coordinators. However, the population of Alaska Native and American Indian Students at the UAA main campus averages between 1,800-2,000 students. This could easily result in students who wait to see an NSS advisor, but give up

because of the long line and or other time constraints. Clearly two student advisors in NSS are not enough.

Alaska Native Resources

- Alaska Native Bridge to Success Freshman Program (beginning Fall 2017) & Orientation Video (Fall 2016)²³
- Alaska Native 101 on-line courses (Alaska Native Studies program)
- Alaska Native language classes
- Native Student Services provides critical support through a number of activities; also described as ‘open’ to both Native and non-Native students.²⁴
- Build EXITO scholar program initiated in 2015 engages and supports Alaska Native Students²⁵
- Department of Resident Life
 - Cama-i Room
 - Native Early Transition program (serving about 30 students a year)
- UAA Native Student Council, the student club, has multiple activities that are key for student support and retention. Examples of Native Student Council activities include:
 - Formation of a UAA Student Dance Group
 - Indigenous Healing Gathering
 - Reasons to Live Walk
 - Travel to the Alaska Native Studies Conference in Fairbanks (NSC arranged free lodging for students)

- Students also commented there are a ‘good range of course options available for Alaska Native and ‘non-traditional’ students’.

Students and faculty had a number of excellent recommendations – the first priority was to increase the number of advisors, as well as the overall quality of advising for Alaska Native students. With that in mind, UAF’s Rural Student Services could be used as a model for providing comprehensive advising on housing, financial aid/scholarships, and academic advising. UAF established Rural Student Services in 1969 via Legislative mandate (House Bill). They have five full time advisors, one outreach coordinator, and an office manager. UAF main campus has on average 600 Alaska Native students and they have mandatory advisement with RSS staff. This means that each RSS Advisor has on average between 100-130 students. If we compare this to NSS, with two advisors and an average of 1,700 students on the UAA *main campus* that is 850 students. It is clear that there is a severe deficit in this area.²⁶

²³ <http://akns.akinnovations.studio/> and <https://www.uaa.alaska.edu/academics/college-of-arts-and-sciences/departments/alaska-native-studies/>

²⁴ <https://www.uaa.alaska.edu/students/native-student-services/>

²⁵ <http://greenandgold.uaa.alaska.edu/blog/49760/build-exito-uaa-student-opportunity-apply-feb-28/>

²⁶ In 2015 UAF main campus had a total of 696 AN/AI students and UAA had a total of 1,842. (*UA In Review 2016*)

UAA has two types of International Students. Those include students with an F1 visa, which means they are enrolled in a degree program and will be at UAA for two-five years. Students with J1 visas are exchange students and are at UAA for one or two semesters. The bulk of our recommendations is for the students with F1 visas; although the recommendations will benefit J1 visa holders as well.

The Internationalization Subcommittee recognized the need for more intentional information for International students, faculty and staff, especially in light of the current political situation in Washington D.C.

International Student demographics at UAA 2012-2017

Fall 2012 197	Spring 2013 151	Fall 2013 144	Spring 2014 133
Fall 2014 150	Spring 2015 149	Fall 2015 140	Spring 2016 132
Fall 2016 125			

Due to lack of needed and or necessary, as well as cohesive support, it is clear from IR data that there has been a considerable drop of enrollment for International students at UAA. This drop is close to 45%. It is advised that the University address those falling student numbers. As international students do pay additional tuition and bring much needed revenue, which is exceedingly relevant especially during times of budget duress. Specifically, Alaska residents pay \$6,892 in tuition, and fees while non-resident students pay \$22,150. It would be a substantial economic benefit to support current International students and perhaps try to increase their numbers. According to the Internationalization subcommittee, the national data on economic benefits to U.S. Universities is substantial, yet UAA is not actively engaged in recruiting or supporting International students, even though this could result in a substantial economic benefit.

“The economic benefits from international students and their families studying in American institutions of higher education have been significant..... In 2015/2016, a total of 1,043,839 international students brought benefits of \$32,000,000,000 to American economy. In the course of ten years, the economic benefits to American economy increased by **137%**. On the other hand, the economic benefits from international students to the economy of the state of Alaska increased from \$8,800,000 to \$12,600,000, representing an increase of a mere **43%** while the number of international students increased by 64, from 424 to 488, during the same time period. With stronger internationalization efforts, UAA can benefit from the untapped potential of the economic benefits from international students.”

Benefits from International Students to American Institutions of Higher Education						
	2005/2006		2015/2016		Change in 10 years	
	Number	Economic Benefits	Number	Economic Benefits	Number	Economic Benefits
US	564,766	\$13,491,000,000	1,043,839	\$32,000,000,000	479,073	\$18,509,000,000 137% (+)
State of Alaska	424	\$8,800,000	488	\$12,600,000	64	\$3,800,000 43%(+)

Sources:
http://www.nafsa.org/ /File/ /econvalue2016_natl.pdf (accessed 2/20/2017)
<http://www.nafsa.org/ /File/ /eis2006/usa.pdf> (accessed 2/20/2017)

The Internationalization subcommittee has recommended establishing an International Office or hub that could provide better, more cohesive support for those students. More information such as a working list of who is an International faculty, staff or student would be a great start – perhaps even a list serve or a link on a website. There should be events that bring the constituencies together. Also HR information on F1 Visas is critical in light of changing National policies, and healthcare. It would take very little additional funds to establish a small to medium size space with at least one full time and one part-time staff and perhaps work study students that are also International students.

International Faculty and Staff

“Our interviews with new and mid-career international faculty at the University of Alaska Anchorage have convinced us over and over again that we fail our international faculty by not offering them full support on the long and bumpy road to obtaining renewal of work visa or becoming a permanent resident card holder.”
 Internationalization Subcommittee Report

International Faculty at UAA represent a broad array of disciplines across the University. However, there is also a similar lack of cohesion with regard to providing vital information regarding legal status, employment status and little to no communication network. Accordingly, it is of great importance to create a better information hub or central office for International students, faculty and staff, which would solve a number of dilemmas and also improve communication. This would also improve overall cohesion of the various support systems.

As of Fall 2016 there are 1,706 International Faculty and staff. This is a substantial number.

2016 UAA International Faculty and Staff

25 Executive

631 Faculty

1050 Staff

The Internationalization Subcommittee examined how other Universities support them. A dedicated web page is crucial and the establishment a tab on UAA’s home page dedicated to *International Faculty, students, and Staff Services* is an excellent first step.²⁷ Other universities provide valuable information for their international constituencies.

²⁷ University of Wisconsin-Madison <https://www.ohr.wisc.edu/ifss/>; Montana State <http://www.montana.edu/international/isss/h1b-visainformation.html>; University of Oregon <https://isss.uoregon.edu/faculty-scholars>

Examine and recommend improved services for Veteran Students, including possible space needs and relocation of resources

UAA is recognized as a Military friendly campus, and has a significant student Veteran and Military population that averages 12% of the overall student body. Alaska has the highest per capita Veteran population (77,000) in the United States. In fall of 2012, UAA opened the Veteran Resource Center and in July of 2015, they consolidated resources in order to better serve the students. This office is located in the Student Union Building. In terms of staff, they have three full time employees, one who is funded completely by the Veteran’s Administration. The VA also funds work study students. There are also two school certifying officials housed at the University Center, who should be co-located with the other Veteran Resource Staff. The Office of UAA’s Military and Veteran Student Services is located in the Student Union building. UAA leadership established the office in 2015, their space which is just over 500 square feet, and houses three full time staff and several work study students.

<https://www.uaa.alaska.edu/students/veterans/index.cshtml>

An important indicator from the data illustrates that Veteran student numbers are growing at a high rate. For example, in Fall 2012 there were 316 Veteran students, in Fall 2016 there were 513, which is close to an 80% increase. Some of this is due to better tracking of Veterans at UAA, but the numbers clearly illustrate the increasingly higher number of Veteran students that are coming to UAA. The Veteran Resources Office supports active Military as well as Veterans and average over 1,200 students per semester.

UAA Demographics

	Fall 2012	Spring 2013	Fall 2013	Spring 2014
Military	615	619	649	609
Veteran	316	312	452	487
	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Military	593	557	563	516
Veteran	456	494	536	519
	Fall 2016			
Military	534			
Veteran	513			

The staff includes two full time staff in the office in the Student Union Building, and two staff at the UC. The office provides one computer for students that are working on their VA Financial Aide and other VA/GI Bill education related activities, but this often results in a bottle neck, due

to the increase in the Military and Veteran student population. The size of the current office is not really adequate. The two School Certifying Officials who are currently at the UC, should be housed with the main Veteran Student Resource office. For example, students at focus groups complained of having to go to the UC, then to the Student Union Building where the Veteran Resource Center is, and then out to the main Veterans Administration office at Tikahtnu. If the two UC staff could be co-located with the Veterans Resource office – it would greatly ease the stress of students.

There is a need to increase the space to provide for a welcoming area, at least three computer workstations, and a gathering or meeting room for students, in addition to the office space for the three full time employees. See Space needs section for more details. There is great potential for UAA to receive more outside funding from various sources that could offset some of the expenses of creating a larger space.

Examine and implement best practices for ensuring students experiencing disabilities are robustly served and UAA is 100 percent ADA compliant

The Disabilities Support Services Office (DSS) at UAA serves on average 486 students per academic year. They provide accommodations in over 762 classrooms across the campus. The mission of DSS is to, “empower, support, and advocate for students who experience disabilities by partnering with the University community in the provision of equal access to all curricular and co-curricular programs, facilities, services, and activities.”²⁸

At this point in time, the DSS office consists of a Director, a full-time staff person. They provide a variety of support for students, as well as faculty captioning requests, American Sign Language interpreters, note taking assistance, testing accommodations, trainings and workshops, and provide information on Universal Design, and other web resources. The DSS Subcommittee report recommended that UAA develop mandatory disability awareness trainings for faculty, students and staff. There also appeared to be levels of frustration due to lack of braille on campus for restrooms, and classrooms, and having all buildings and classrooms on campus meet the American with Disabilities Act standards.²⁹

The DSS Subcommittee recommended that UAA follow the Council for the Advancement of Standards in Higher Education (CAS).

Develop a plan to ensure coordinated student success efforts across units, colleges and departments

We can recognize we have great resources in place to help students, but we also know a disproportionate number of students from diverse backgrounds enter our university compared to the number who ultimately graduate. Perhaps one of the key takeaways from studying these student stories has to do with this notion that we don’t do enough to inform, advise, and introduce students

²⁸ <https://www.uaa.alaska.edu/students/disability-support-services/>

²⁹ Some aspects of these recommendations will also appear in the Space section of this report.

to these very organizations and programs we know to be successful. A more systematic and systemic effort maybe be needed to ensure the discovery of such essential and successful programs isn't accidental.

Student Stories Subcommittee Report

However, once again, there appears to be a lack of a systematic communication with students regarding programs, resources, advisement, and financial aide. Those efforts should be delivered and made available in a more coordinated effort. In developing a better system of communicating to students the many resources available to them, it will greatly enhance student success.

As mentioned in previous parts of this report, UAA is a somewhat decentralized institution yet, there are also examples of wonderful UAA initiatives, such as SafeZone that are based on a few dedicated individuals that strive to create a better space and place for our students. Those efforts should be acknowledged, and properly resourced.

On aspect of student life that is exceptional in the area of diversity and inclusion training is Residence Life.³⁰ Residence Life at UAA has done a stellar job of providing a safe and welcoming environment that emphasizes inclusivity and community. The staff and assistants at Residence Life deserve recognition for the success they have had in this area.

³⁰ In Spring 2017 UAA housed 743 students. The students come from very diverse backgrounds and include a large percentage of Alaska Native Students, International students.

Objective 5: Diversify Curriculum and Instructional Strategies

Recommended Actions

- a) Assess current curriculum that engages diversity
- b) Develop and offer Diversity and Inclusion GER
- c) Incentivize development of Diversity and Inclusion curriculum
- d) Support existing Diversity and Inclusion related programs and curriculum
- e) Develop and Resource Multicultural Post Doc program³¹

Overview

Diversity and inclusion interface with curriculum and instruction in many ways. Curriculum and higher educational needs of Alaska's diverse people through discovering and disseminating knowledge by teaching, research, engagement and creative expression. As an open access institution that is committed to inclusive excellence and the success of all students, a keen focus on how diversity and inclusion is manifest in curriculum and instruction is key.

This section is informed by the work of several subcommittees and consultative reports. Specifically, it incorporates insights from the Diversifying the Curriculum Subcommittee, the Multicultural Postdoc Subcommittee, the Disability Support Subcommittee, and recent UAA faculty research on student support needs and Women and Gender Studies, and finally consultations regarding ESL instruction. This section also reflects concerns and ideas expressed in focus groups, critical examination of best practices at peer institutions, and trends in this area demonstrated in universities nationwide.

The Diversifying the Curriculum Subcommittee (DCS) began their work by noting the UAA mission statement(s), and studying the diversity statements presented to the public on the Chancellor's website and in the UAA Catalog. As a foundation of their work they chose to define diversity primarily in terms of the diversity statement found in the catalog:

UAA recognizes and values the diversity of our unique location in Southcentral Alaska, the ancestral homelands of the Dena'ina Athabascan, Ahtna Athabascan, Alutiiq/Sugpiaq, and Eyak peoples.

We honor diverse experiences and perspectives—including differences in ideas, religion, gender, gender identity, sexual orientation, ethnicity, race, culture, nationality, age, disability, veteran and socioeconomic status—and strive to create welcoming and inclusive learning environments where all are treated with respect.

³¹ The Multicultural Postdoctoral Fellow(s) have the potential to diversify the curriculum.

*At UAA, valuing diversity is integral to excellence. Diversity maximizes our potential for creativity, innovation, educational excellence, and outstanding service to our communities.*³²

Based on this definition they asserted that diversifying the curriculum must adhere to three principles:

- A basic knowledge of Alaska and its indigenous peoples;
- Respect and understanding of diverse groups that make up our school and our state through teaching, learning, service, research, and creative activity; and
- Equal access and opportunity to learn about and participate in the diverse groups to which we belong.

They further assert that diversifying the curriculum is “...not just about learning and practicing diversity within the walls of this campus, but rather a lifetime appreciation of diversity in all its forms in the respective communities, neighborhoods, and workplaces of its students and faculty.”

Similar sentiments are seen in the learning outcomes for diversity general educational requirements at Portland State University which include the following:

Successful students will:

“Creatively and comprehensively demonstrate an understanding of the personal, institutional and ideological issues surrounding diversity in a scholarly fashion, using concrete examples,”

And

“Demonstrate broad awareness of how the self appears from the greater perspective of human experience, question own views in light of this awareness, and contemplate its implications for life choices in personal and public spheres.”³³

In addition, the DCS notes that UAA’s Diversity statement falls short in failing to make reference to social justice and examination of privilege such as seen in University of Washington’s Diversity Statement. Learning outcomes from Portland State University’s GERs also speak to this issue with student success in this area defined as:

The ability to “...creatively and comprehensively articulates approaches to ethical issues and social responsibility in a scholarly manner, citing specific evidence. Demonstrates an ability to view multiple sides of these issues, ... “

And

Demonstrate the ability to present “ well-developed ideas on the role of ethical issues and social responsibility in both private and public life.”³⁴

³² <https://catalog.uaa.alaska.edu/aboutuniversity/>

³³ <http://sinq-clusters.unst.pdx.edu/sinqcluster-learning-outcomes>

³⁴ <https://www.washington.edu/uaa/advising/academic-planning/general-education-requirements/diversity/>

Finally, much of the previous is synthesized in the University of Vermont's rationale for their GER Diversity Requirement:

"UVM's Diversity requirement is intended to provide undergraduate students with the awareness, knowledge, and skills necessary to function in a complex global society, by fostering an understanding of and respect for differences among individuals and groups of people. The Diversity requirement is based on the recognition that graduates will increasingly need to engage with issues arising from various dimensions of human diversity such as race, age, disability, ethnicity, gender, language, religion, sexual orientation, and social class." And that this prepares students "for responsible citizenship in an increasingly pluralistic and diverse society".³⁵

Diversifying the curriculum at UAA means engaging the three principles through a range of mechanisms identified by the DCS and also noted in focus groups and observed in best practices at peer institutions. These include the following:

- 1) Assessing the current status of diversity in the curriculum at UAA and the latent capacity UAA has for goals implied by the three principles.
- 2) Enhance current efforts to assess how UAA curriculum addresses diversity and inclusion
- 3) Propose and develop a diversity and inclusion GER (also indicated by feedback in student and faculty focus groups, examples of best practices at peer institutions, and national best practices as indicated by the Association of American Colleges & Universities' LEAP initiative)
- 4) Fund diversity initiatives related to Curriculum
- 5) Ensure curricular support, such as library services, and meeting the needs of a diverse curriculum and student body. Support is also needed to ensure that faculty and staff are well equipped to meet the needs of students who are differently abled in face to face on campus instruction as well as in online environments.

Assessing UAA's Curriculum that Engages Diversity

UAA 2017 Priority A calls for UAA to increase its efforts in internationalization and intercultural programming to prepare our students to think, work, and serve in a world being transformed by integration and globalization. Currently UAA has made no systematic assessment of our curriculum's capacity to address the three principles and a life time appreciation of diversity for graduates identified by the Diversifying the Curriculum Subcommittee. However, there has been an incomplete and informal database created by Dr. Gabe Garcia. Dr. Garcia created this database while co-chair of the Faculty Senate Diversity Committee. He polled faculty who

³⁵ <http://www.uvm.edu/provost/diversitycourse/>

voluntarily self-reported the extent to which they taught courses or conducted research relating to diversity. While this is a laudable effort and a valuable source of information, it falls short of formal assessment and in its current form is not available to students to inform their decisions about choosing coursework that could enhance their appreciation, knowledge, and skill set regarding diversity and inclusion in a diverse and global society.

Ideally a systematic effort should be made to formally assess the extent to which existing course work articulates with diversity and inclusion principles. Care would need to be taken to ensure that designating a course as diversity and inclusion relevant would follow from an application of a rigorous set of standards and a review of CARs and CCGs prior to designation. Typical review procedures such as the UAB and GAB could ensure these standards be addressed. To facilitate the communication to students and advisors about the relevance of courses to diversity and inclusion the CIM could be modified to include check boxes to indicate relevance to the diversity principles spelled out here.

Additional guidance for this evaluation process could come from the Value Rubrics from AAC&U's LEAP³⁶ initiative for GERs which include a section on Personal and Social Responsibility – specifically addressing Civic Engagement at Local and Global Levels and Intercultural Knowledge and Competence.

For example, the rubric for Civic Engagement at Local and Global Levels could guide assessors to examine the extent to which the CAR or CCG indicates a course will enable students to:

“Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity”

Or

The rubric for Intercultural Knowledge and Competence could guide assessors to examine the extent to which the CAR or CCG indicates a course will enable students to:

“Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.”

“Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

and

“Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.”

³⁶ <http://www.aacu.org/leap/essential-learning-outcomes>

Develop and Offer Diversity and Inclusion General Education Requirement Curriculum

In addition to assessing and evaluating the extent to which UAA course offerings address the diversity principles identified by CDS, UAA faculty should also be encouraged to propose and develop Diversity and Inclusion GERs. By integrating a Diversity and Inclusion GER into all of our 4 year degrees, UAA would express an institutional commitment to the value of these principles in our educational goals. Examination of many other comparator institutions reveal that many diversity related courses are offered to students to help them meet their needs to be prepared for work and civic life after graduation. Particularly outstanding examples are California State University Chico and Georgia State University. Cal State Chico has more than 65 courses that aid students in meeting the graduation requirements to take two diversity related courses - one focusing on US Diversity and one focusing on Global Culture³⁷. Georgia State encourages their students to earn a “GSU Diversity Passport” by engaging and developing a portfolio of diversity related courses and presentations from their offerings.³⁸ The rationale for and recent development of an Alaska Native GER within the UA system is also consistent with the principle identified by the CDS and broader principles behind developing Diversity GERs at UAA.

The Alaska Native Studies Council (ANSC) which is a UA ad hoc organization that represents the Alaska Native and Indigenous Faculty worked with UA Statewide and the GER committee to develop an Alaska Native GER. This was presented to the UA Board of Regents in Fall of 2015 and was endorsed by all of the Student Governance structures at UAS, UAA and UAF. Additionally, each respective Faculty Senate also endorsed this, along with Faculty Alliance. This will be implemented in Fall 2018. Each respective separately accredited academic unit (UAF, UAA, UAS) have a number of Alaska Native themed courses. At UAA, many of these courses are already GER’s and cross various disciplines (Humanities, Arts, Language, History, Education, etc.). So, rather than creating one course, students have the ability to choose a course that reflects their particular area of study.

Incentivize Development of Diversity and Inclusion Curriculum

To ensure timely development of high quality Diversity and Inclusion GERs UAA should incentivize the development of these courses through workload adjustments, summer course development workshops or contracts, following the example of the Technology Fellows or Difficult Dialogues programs in the past has been used to encourage integration of new technologies and pedagogical approaches at UAA. It is also critical that the newly created Chief Diversity Officer marshal the development of these courses and with the aid and support of the Vice Chancellor for Alaska Natives, the DAC, the FSDC, and UAB and GAB hold UAA accountable for offering these types of courses.

Support Existing Diversity and Inclusion Related Programs and Curriculum

UAA has a small but vibrant Women’s Studies program. UAA’s Program Prioritization process identified the course offerings in this program as serving GER needs and generally having robust enrolments. Program Prioritization also identified this program as a priority for enhancement,

³⁷ <https://catalog.csuchico.edu/viewer/GENED/DIVRNONEUN.html>

³⁸ <http://odaa.gsu.edu/diversity/gsu-diversity-passport/>

including specifying the need for a full-time director or chair for the department and investment in the program. We also note that a discussion forum held by the Faculty Senate Diversity Committee examined the student and community perspectives on women and gender studies and found keen interest in the issues among students and community members. It became apparent here and in other discussions that it would be beneficial to expand the focus of Women's Studies to Gender Studies. A working group in 2016 -2017 examined a wide range of information and issues and concluded that the current Women's Studies program be enhanced and address three imperatives:

- 1) Rename the department as "Women and Gender Studies";
- 2) Hire a full time tenured director;
- 3) pursue develop a Women and Gender Studies major.

In addition, the working group's survey of women studies alumni revealed that they responded affirmatively to themes identified as important diversity related learning outcomes such as feeling empowered to create inclusive environments in their workplaces, communities, volunteer engagements, and home environments. In addition, the respondents noted that their Women's Studies classes increased their awareness of sexual assault, harassment, domestic violence, and discrimination. These results are powerful reminders of how the curriculum at UAA can not only aid the institution in meeting Title IX objectives, but also serve the needs of Alaska in terms of aiding in the reduction of exceptionally high levels of sexual assault and domestic violence. We strongly recommend that UAA administration attend to the recommendations of the Program Prioritization Report, the findings of the Women's Studies working group, and the Faculty Senate resolution (12/6/2016) in support of hiring a full time director of Women and Gender Studies.

Support of inclusive excellence and ensuring student success at UAA also means assisting students in being prepared to successfully engage their courses at UAA. UAA enrolls a majority of its incoming freshmen from the Anchorage School District. It is widely known that the Anchorage school district is home to more than 100 languages and that the Anchorage community is comprised of many immigrants and refugees from around the world. In addition, UAA currently recruits international students. These two groups of students reflect considerable language diversity and require support in reading, writing, aural comprehension, and oral expression in English to successfully engage the majority of our course offerings. Traditionally, ESL courses have been offered to provide such support. Efforts are currently underway to support these students through other means such as non-credit bearing course work in an English Language Learning Institute that could offer low cost courses to local student and summer English Language Intensives to international students. In addition, English Language Learner (ELL) students can be more fully integrated into coursework that will meet graduation requirements with co-curricular support in special writing classes and appropriate levels of extra-curricular support in writing and oral expression. This approach follows national models that have been examined by working groups at UAA. In addition, well supported integration into courses meeting degree requirements is responsive to critiques expressed by the Complete College American organization which finds the remedial classes can serve as an expensive impediment to completing college degrees. In addition, such courses can be

discouraging and stigmatizing further reducing students' motivation to advance toward graduation requirements.³⁹ We recommend that UAA continues to develop strategies to support the success of students with these needs. We also expect that the CDO will collaborate with IR to assess and evaluate the effectiveness of these strategies.

Develop and Resource Multicultural Post-Docs program

Under the leadership of the Faculty Senate Diversity Committee, a subcommittee examined how other institutions have diversified their faculty through providing financial support to post doctoral research and instructional staff from diverse backgrounds. The Multi-Cultural Post-Doc Subcommittee examined how such a program could be put in place at UAA. Faculty bring the totality of themselves to their scholarship in teaching, research and creative activities. At their best these activities are also collaborative – integrating the unique backgrounds of faculty and students. Research demonstrates that diversity of background and perspectives is associated with generation of novel and effective problem solving, more through learning, and enhanced performance.⁴⁰ Thus, diversity in the leaders of our classrooms, laboratories, and creative spaces enhances the diversity of perspectives shared and expressed through our curriculum and scholarly activities. Students from under-represented groups also report feeling more inspired by and encouraged to engage faculty similar to themselves. The impact of a multicultural post doc program strategy on diversifying the faculty is emphasized in Objective 1. Implementing and funding Multi-Cultural Post Doc committee recommendation is also an effective strategy for bringing diverse perspectives and experiences to our classrooms, laboratories, and creative spaces.

³⁹ <https://www.insidehighered.com/news/2016/01/22/new-complete-college-america-data-remediation-show-progress>

⁴⁰ K. Leung, S. Ang, & M.L. Tan (2014). Intercultural Competence. *Annual Review of Organizational Behavior*. 1, 489-515. Y.R.F. Guillaume, J.F. Dawson, L. Otaye-Ebede, S. A. Woods, M. A. West (2017). Harnessing demographic differences in organizations: What moderates the effects of workplace diversity? *Journal of Organizational Behavior*, 38. 276-303.

OBJECTIVE 6: FOCUS ON SPACE and FACILITIES PLANNING ISSUES

Recommended Actions:

- a) Engage the Office of Facilities and Campus Services to conduct future planning that examines the institution through the perspective/lens of diversity and inclusion
- b) Recommend configurations to enhance diversity and inclusion such as Hub for International faculty, staff, and students, multiple Safe Zone locations, NCBI and Veterans space needs, and DSS compliance
- c) Review location of relevant and important administrative offices and re/co-locate in an effort to help streamline overall student experience. Provide related map for students.

Engage Space and Facilities planning to examine institutions through the lens/perspective of diversity and inclusion

One of the themes that has emerged from the focus groups, subcommittee reports, and data is the need to examine space, especially in regard to specific constituencies. Space decisions should include the perspectives/lens of inclusion and diversity, as well as be more transparent and also take into consideration constituency groups

UAA is the largest unit in the entire UA system and the total student headcount, including UAA main and community campuses was 26,210, with 20,229 on the main campus. Employees including faculty (648) and staff number (1,098), which culminates with a grand total of 27,956 for main and community campuses. Main campus total was 21,714 people (UAA Factbook 2015-2016).

The UAA Facilities Office do an exceptional job at balancing safety, planning, maintenance, and numerous other vital aspects of everything facilities related, including shuttles, sustainability and also are responsible for the community campus facilities as well ⁴¹

Recommend configurations to enhance diversity and inclusion such as Hub for International faculty, staff, and students, multiple Safe Zone locations, NCBI and Veterans space needs, and DSS compliance

This section of the report is not a critique with regard to how things have been handled, but provides recommendations where space considerations need to be prioritized in order to solve existing dilemmas with certain constituencies at UAA. At the same time, the Facilities team has had to balance numerous priorities and they do an excellent job.

The **Facilities Master Plan**, sections 6.2, clearly indicates that UAA is under resourced in the area of Student study space and the Student Union in comparison to other similar institutions.

⁴¹ UAA has over 71 buildings encompassing over 2,8 million gross square feet.

<https://www.uaa.alaska.edu/about/administrative-services/departments/facilities-campus-services/>

The following graph illustrates the gap is considerable. The Student Union space benchmark average per student is 6 square feet, and UAA has 2 square feet per student – this indicates the SUB is only *one-third* the size that is needed to serve the number of students that UAA has. Perhaps this is one of the issues of why UAA cannot shake the ‘commuter’ campus status. If there were an adequate size Student Union, it could accommodate the constituency needs identified in this report.

6.2 :: PEER SPACE BENCHMARKING

In conjunction with the Master Plan update, a space benchmark study analysis was performed to provide a comparison of academic and support space of UAA to its peers. Space benchmarking provides a broad estimate of space needs for master planning purposes. However, once specific building programming begins, space analysis should shift to a detailed room-by-room programmatic needs required for each specific program to be housed. Space benchmarking methodologies:

- Space per faculty by department.
- Space per student which was computed in both FTE (full-time equivalent) and space per total full-time plus part-time student headcount.
- In addition to the above methodologies, each benchmarked academic and support site was further broken down into National Center for Education Statistics (NCES) Room Codes. Please see Bibliography for additional information.

The following academic and support spaces were included:

- College of Arts and Sciences
- College of Business and Public Policy
- College of Education
- College of Health
- School of Engineering
- Library
- Study Space
- Indoor Recreation
- Student Center/Union

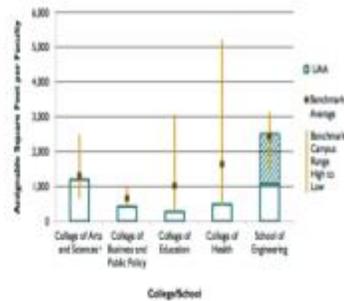
The following academic spaces were not included in the study based on available data from benchmark campuses or they were concluded to not have significant space needs:

- UAA Community and Technical College (CTC)
- Honors College
- Graduate School

The six comparative institutions in the study include:

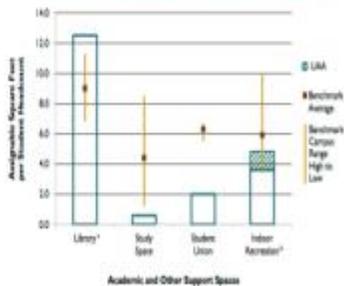
- Idaho State University (ISU) Idaho Falls, Idaho
- Southern Connecticut State University (SCSU) New Haven, Connecticut
- University of Nebraska-Lincoln (UNL) Lincoln, Nebraska
- University of Nevada, Reno (UNR) Reno, Nevada
- University of North Carolina at Greensboro (UNCG) Greensboro, North Carolina
- University of North Dakota (UND) Grand Forks, North Dakota

Space Comparison of ASF per Faculty, University of Alaska Anchorage vs. Benchmark Institutions



Source: Ho Yik and Associates, PC
 4. Some of the benchmark campuses have College of Arts and Sciences, others have separate College of Liberal Arts and College of Science. In these instances, the data from the separate college was combined to create a hybrid College of Arts and Sciences for benchmark purposes.
 Includes only the existing Engineering building at UAA.
 Includes both the existing Engineering building and the new Engineering and Industry Building at UAA.

Space Comparison of ASF per Student Headcount, University of Alaska Anchorage vs. Benchmark Institutions



Source: Ho Yik and Associates, PC
 5. Student FTE and student headcount for UAA also include student FTE and student headcount for the adjacent Alaska Pacific University (APU). UAA and APU share the Consortium Library on the UAA campus.
 6. Includes for UAA and associated booths, surrounding circulation space, one bank of elevators.
 Includes intended recreation space in the new UAA Sports Arena.

International Office

The Internationalization Subcommittee stated a need for a central office that could support International faculty, students and staff. In AY 2016/17 there were 125 International students, 1,706 International Faculty and staff. This is a substantial number.

2016 UAA International Faculty and Staff and Students

25 Executive

631 Faculty

1050 Staff

126 students

The Internationalization subcommittee recommended establishing an International Office or hub that could provide better support. Information on a working list of who is an International faculty, staff or student would be a great start – perhaps even a list serve or a link on a website. Events that bring the constituencies together, HR information on F1 Visas is critical in light of changing National policies, and health care. It would take very little additional funds to establish a small to medium size space with at least one full time and one part-time staff and perhaps work study students that are International students.

“Our interviews with new and mid-career international faculty at the University of Alaska Anchorage have convinced us over and over again that we fail our international faculty by not offering them full support on the long and bumpy road to obtaining renewal of work visa or becoming a permanent resident card holder.”
Internationalization Subcommittee Report

International Faculty at UAA represent a broad array of disciplines across the University. Similar to the International students, there is a lack of cohesion in providing vital information regarding legal status, employment status, and little to no communication network. Creating a better information hub or central office for International students, faculty and staff would solve a number of those dilemmas.

Military and Veteran Student Services

The Military and Veteran Student Services is located in the Student Union Building and is just under 600 square feet and houses three full time staff, in addition to several work study students. The area is in an excellent location in terms of access to the students they serve, but needs to be double in size. There are two other full time employees at the UC who do the Certification for the students receiving VA benefits. They need to be co-located with the rest of the staff in the SUB. It is challenging for students to go from the main campus to the UC in order to do their paperwork. Therefore, it would be more convenient to have all of the staff in one area, which would provide a more positive experience for the students.

Most other Veteran Resource Centers or Veteran Student Support services have a waiting area, a small computer lab (with at least 3 computers), and a meeting space that can accommodate at least 6-8 students for meetings, discussions and planning. The current office is too small. As a result, students have to discuss personal information with the staff that might be overheard by others. The Student Veterans of UAA is also a very active student club.

There is the possibility of accessing outside funding that can assist with the remodel. There are several Veteran related funding sources, including a program that Home Depot sponsors that can leverage up to \$25,000 with regard to funding.

Here is a breakdown of UAA students using VA Benefits over the last two Academic years. These are the numbers of students that used benefits each term. These are unique

beneficiaries for each term but if added together you would have repeat beneficiaries for the year in that sum:

2015 Summer = 1133

2016 Fall = 1097

2016 Spring = 418

2016 Summer = 1109

2017 Fall = 1081

2017 Spring = 391

Here are the numbers of students that used DoD Tuition Assistance over the last two academic years. The processing of these benefits makes it hard to capture by term so I have them together for the entire year. These are unique recipients:

15/16 = 338

16/17 = 445

SafeZone

SafeZone is a campus wide program that provides trainings, and events that increase awareness of relevant issues that gay, lesbian, bisexual, transgender, queer/questioning, allies and other marginalized persons often face. Their core mission is inclusion. UAA SafeZone started in 2010 and provided trainings, and resources throughout southcentral Alaska. It is an all-volunteer organization consisting of dedicated staff and students. Currently it is part of the Residence Life. While they do not have an office or space, it would be better if they had access to such a space on the main campus.⁴²

Safe Zone is another impressive model that provides support for students, staff, and family members in the LGBTQ community. This organization provides activities, weekly gatherings and has proven to be a high functioning and much needed. The issue of resources was addressed, as this is an organization, similar to NCBI that is all volunteer. The current UAA staff member that coordinates Safe Zone is leaving for a position out-of-state. This is an organization that has bloomed under highly engaged and energetic leadership. The presenters mentioned the need of a space for their membership, to gather in an informal environment, and that could also host their more formal gatherings and meetings.

Diversity Summit Final Report 2016

SafeZone is highly effective and engaged with the local UAA community as well as the greater Anchorage and southcentral community. If they had access to a space on the main campus for their events, or weekly meetings, it would be of great benefit for their constituencies. Given

⁴² <https://www.uaa.alaska.edu/students/dean-of-students/safezone/index.cshtml>

our current national climate of bullying and hate speech, this type of program must be given additional resources, even if it is not a dedicated space – but perhaps a space they can have access too. It could also be a shared space with the NCBI. It is not the goal of this report to provide the final solution, but to make the recommendation.

NCBI

The National Coalition Building Institute is a national organization and UAA has been a campus affiliate since 2008. The NCBI team started out with seven and now has over thirty people that consist of students, staff, faculty and administrators. They do trainings, workshops, train-the-trainer events, and have a long standing commitment to diversity and to inclusion. The NCBI is also in another section of this report, under Structural Change. In that section the report recommends that the NCBI be provided with central administrative support, a permanent office, and at least one part-time administrative assistant. The following are the necessary steps that would make NCBI sustainable:

The core principles of NCBI include:

- Every Person and Every Issue Counts
- Personal Stories Change Attitudes
- Eliminating Mistreatment Means Ending Oppression
- It takes a Team Effort to Change Institutions

In sum, the work of NCBI — its mission, its workshops and trainings, and its network of resources as a team--maintains a standing commitment to long-lasting institutional change for social inclusion and equity throughout UAA and access to a permanent office and administrative support will be required.

Disabilities Support Services

The Disabilities Support Office is currently in the Rasmuson Hall. They are in the process of expanding their space, and are working with the Facilities Team. In addition to the current additional space they occupy, the DSS subcommittee recommended that the UAA campus provide more braille signs (for bathrooms, classrooms, and other locations across the campus). There are also some limitations in UAA buildings for individuals with mobility issues, and the need to insure that all buildings on the UAA campus are ADA compliant is necessary.

Review location of relevant and important administrative offices and re/co-locate in an effort to help streamline overall student experience

As previously mentioned, students have been challenged with moving between various offices that are quite a distance from on another, e.g. Veteran/Military Support. An examination of centralizing similar student services and ensuring they are co-located or even relocated to suitable space is paramount to student success. It was noted during focus groups that students have experienced great distress when they have to travel from the main campus to the UC and

then back to the main campus again. Even though UAA provides a shuttle service, which greatly helps, UAA leadership should examine how to improve in this area.

UAA is a large university and the main campus in and of itself has many buildings, and the need for better, larger and more clear maps would assist students, visitors, faculty and staff when they have to travel from one building to another. Maps, similar to ones found at Malls would be extremely helpful and make people much more comfortable when looking for a destination.



OBJECTIVE 7: Include Community Campuses in the DA/IP

Recommended Actions:

- a) Examine and develop a strategy to include Community Campus representation and participation in UAA Anchorage campus events
- create a liaison position
 - increase the number of Community Campus reps on UAA committees
 - develop a mechanism to recognize and publicize Community Campus successes

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b) Explore possibility of each campus forming a Diversity & Inclusion Action Committee/Council at each site and increasing number of Campus representatives on the DAC

c) Ensure senior leadership at each campus reviews and responds to the DAIP recommendations

Examine and develop a strategy to include Community Campus representation and participation in UAA Anchorage campus events

UAA has four community campuses that are located in Southcentral Alaska. Those include Prince William Sound College located in Valdez; Kodiak College located on Kodiak Island, Mat-Su College in Palmer, Alaska, and the Kenai Peninsula College in Kenai. Each of these respective community campuses have developed programs that are reflective of the unique needs of their regional communities and as a result, they all have very distinct profiles.

The Subcommittee for Community Campuses compiled a thorough and thoughtful report that is in the Appendices of this document that has information on local demographics, programs they offer, and their distinctive characteristics.

UAA and Community Campus student Demographics⁴⁴

	2011	2012	2013	2014	2015
Anchorage	16,205	15,718	15,640	14,754	14,357
Kenai	2,784	2,550	2,523	2,716	2,485
Kodiak	755	841	796	793	804
Mat-Su	2,134	1,990	1,914	1,844	1,899
PWSC	957	753	834	681	779

⁴³ Acknowledge innovative programs and efforts, such as Elder-in-residence at KPC; Healthy Journey at MatSu; Job Corp partnership at Mat Su; Tribal Relations at KoC that clearly reflects their community needs.

⁴⁴ UA In Review 2016

The Tri-Chairs visited the Mat-Su College, the Kenai Peninsula College, and had a one-day video conference with leadership and members of the Kodiak College. Dr. Robert Boeckmann visited the Prince William Sound Campus. All the site visits are in the appendices of this report.

The Tri-Chairs were impressed with the vibrant programs and the dedicated staff and faculty at each of the community campuses and also noted a high level of student engagement. While UAA main campuses have a larger demographic, it was a privilege to be on campuses that were more intimate and smaller. Each community campus provided detailed information on their programs, demographic, student population, their unique programs, and their respective relationships with their local communities.

Liaison

The main recommendations for the D&IAP in relation to the Community campuses is the need for a *liaison* between the main campus and the outlying campuses. The Campus site visits provided a unique opportunity to see the physical campus and have face-to-face conversations. It is apparent that there are missed opportunities on various levels of exchange/sharing that could be addressed if there were such a liaison position – an individual that can let the ‘right hand know what the left hand is doing’. For example, Mat-Su has the new Glenn Massey Theatre, which could accommodate UAA music, dance and theatre events or performances. It is a state of the art theatre was recently hosted one of the ‘Stalking the Bogeyman’ presentations that were a joint UAA Theatre and Psychology program series of presentations and discussions.⁴⁵ It was noted during the discussions that the community campuses read the Green and Gold every day in order to learn about main campus activities, special events, guest presenters, conferences, and the myriad of activities that occur in order to stay better connected. Several community campus staff and faculty commented that they would like to be able to invite some of the guest speakers/presenters that come to the UAA main campus and if they had known in advance they could have covered the travel expenses and provided a local venue. Although the campus Directors participate in administrative meetings, the types of activities, performances, conferences and guest scholars presents an avenue of future exchange if there were a Liaison position that could help identify and plan in advance. Perhaps the Green and Gold could have a special section for Community campus events/activities to establish a better two-way announcement of events.

Explore possibility of each campus forming a Diversity & Inclusion Action Committee/Council at each site and increasing number of Campus representatives on the DAC

Community campus faculty and staff participate in some of the larger UAA committees, such as the Diversity Action Council, and of course the Campus Directors participate in regular meetings with the Provost and Chancellor at UAA. For larger searches, such as for a Chancellor or Provost, there is usually at least one community campus member. The subcommittee report suggested that perhaps there be more community campus representation on other UAA committees, so the community campus ‘voice’ is not lost.

⁴⁵ <https://www.uaa.alaska.edu/academics/college-of-arts-and-sciences/departments/theatre-and-dance/stalking-the-bogeyman/index.cshtml>

Points of Pride

The Tri-chairs were thoroughly amazed at some of the activities taking place on the community campuses. For example, the Kenai Peninsula College has an Elder-in-Residence that lives in the dormitory. It should be noted they have a high percentage of Alaska Native students that come from rural villages that live in their residence hall. Having an Alaska Native Elder present has made a big difference with regard to achieving and maintaining a positive sense of community for those students.⁴⁶ Mat Su Community College received a Healthy Impact Grant and developed a program called 'Healthy Journey – which is holistic in nature and emphasizes wellness and resilience for student success. The program helps students locate and utilize existing resources and includes an ABC approach.⁴⁷ The program has several components, including free Yoga and Tai Chi classes on campus. The Kodiak College has a strong, positive relationship with the local Alaska Native community and also to Alaska Native organizations and they host one to two meetings per year on their campus that bring representatives from the Kodiak Area Native Association, local Village Corporations and Alaska Native Health organizations together. This is impressive and has helped launch a new Occupational Endorsement Certificate in Alutiiq Cultural Orientation, which was something that local Native community helped shape. There are numerous wonderful programs and activities to mention here, but are found in the Appendices of this report under Community Campus Site Visit Reports.

Ensure senior leadership at each campus reviews and responds to the DAIP recommendations Community Campuses and Diversity Action Council

Currently there is one community campus representative on the Diversity Action Council. In the future, there should be at least two Community Campus members on the DAC. The Subcommittee report for the Community campuses had a suite of recommendations and they also included the recommendation that each Community Campus form their own Diversity Action Council. In the Subcommittee report, in the section *Diversity Needs and Issues* (page 10) it noted that there is a lack of knowledge or awareness of Diversity and Inclusion initiatives; and that there was interest to collaborate across community campuses in the area of Diversity and Inclusion. If each campus had a DAC or something similar, it would help ensure better connectedness and awareness.

In conclusion, the Subcommittee report was one of the most thorough of all the D&IAP subcommittee reports and each respective community campus had sections in which they identified their assets, using a marvelous Asset Map diagram, along with recommendations specific to each community campus, as well as their overall recommendations for the D&IAP. The tri-chairs recommend that each of the Directors of the Campus review and respond to the Subcommittee report, as there are valuable information items, as well as recommendations.

⁴⁶ <http://greenandgold.uaa.alaska.edu/blog/54927/visiting-elders-add-student-support-kenai-peninsula-college/>

⁴⁷ Awareness of good mental health for self and others; Balance between school, work, family and self-care; Connection to campus, community, friends and family

Chapter 3 PROCESS AND METHODOLOGY

Time Frame of the Planning Process for the D&IAP

- ▶ Tri-Chairs appointed in November 2015
- ▶ Diversity Summit in February 2016
- ▶ Analysis of DAP's and D&IAP's at other similar institutions
- ▶ Asset Mapping
- ▶ DAC is brought in to assist in the process August 2016
- ▶ FSDC provides subcommittee research and reports 2016-2017
- ▶ Focus Groups in Fall 2016 and spring 2017
- ▶ Qualtrics spring 2017
- ▶ Formation of subcommittees fall 2017
- ▶ Initial recommendations and Open Forums late April and early May 2017
- ▶ Final Report June 2017

On November 2015, the Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig, helped identify three tri chairs. They included Dr. Robert Boeckmann, Professor (Psychology), Dr. Andre Thorn (Director, Multicultural Center), and Dr. Maria Williams (Director, Alaska Native Studies Program). Accordingly, the tri-chairs, along with the Interim Associate Vice Chancellor established an 18-month time frame that involved three major phases. Phase I included initial research into existing DP models; assessing or identifying what diversity initiatives existed at UAA, which resulted in a Diversity Summit in February 2016. This phase also included the development of a broad framework that included focus groups, examination of institutional research data, reaching out to community campuses, etc. Phase II started in August 2016, which established a larger working committee that included the Diversity Action Council and is co-chaired by Jeane Breinig and Vice Chancellor Bruce Schultz. This is a large committee under the Chancellor's office that has 18 staff, faculty and student members. The DAC was tasked for the 2016-2017 academic year to assist the tri-chairs in developing subcommittees that worked with specific constituencies, to help with focus groups, and reporting on data. Additionally, the Faculty Senate Diversity Committee, co-chaired by Dr. Jervette Ward and Dr. Gabe Garcia, also assisted in establishing subcommittees based on the needs for the Diversity and Inclusion Action Plan. Phase II activity included all of the focus groups, campus site visits, and data gathering. Phase III marks the timeframe in which the tri-chairs assemble the final objectives and goals and recommendations.

The Tri-chairs began doing research on existing Diversity Plans, Diversity Action Plans, and Diversity and Inclusion Action Plans at other institutions that had a similar profile to UAA.

Three institutions had DP's that resonated with the current needs of UAA and those include Brown University ; City College New York, and Portland State University.⁴⁸

The tri-chairs noted that it was challenging to locate any previous research or activity that UAA has done in the past five years with regard to the realm of institutional diversity planning, or any activity related to assessment of diversity at UAA. As a result, it led the tri-chairs to host a Diversity Summit at UAA in order to highlight the variety of work that has been done at UAA.

Diversity Summit

The first Diversity Summit was held in the Gorsuch Commons on Friday February 12, 2016. The Summit focused on gathering relevant information about the various groups, centers, programs that have diversity as a core theme at UAA. The presentations provided a excellent platform to learn about a variety of activities and programs, including two of the community campuses (Kenai Peninsula College and Mat-Su College). The presentations included:

- Academic programs (ANCAP, RRANN)
- Student Services Support programs (TRIO, NSS, ANROP/Cama-i room, New Student Orientation)
- Nationally organized programs (NCBI, Safe Zone)
- Community campus activities (Mat Su Community College and Kenai Peninsula College)
- UAA Faculty Senate committee activities (FSDC)
 - International Faculty
 - Mentoring
 - UAA courses that incorporate Diversity
- Diversity Action Council (DAC) reports and recent recruitment video
- Individual Faculty Presentations
 - Dr. Pam Bowers (Transgender needs)
 - Tara Smith (Language diversity)

The Diversity Summit Report is the appendices of this document. The presentations illustrated the variety and depth of programs across the University of Alaska system and also revealed several weak areas, especially in the area of LGBTQ, Mentoring, and International Faculty support/orientation. There were also many points of pride that UAA can be proud of that include ongoing efforts to create an inclusive and supportive climate.

⁴⁸ <https://www.brown.edu/about/administration/institutional-diversity/pathways>
<http://www.cuny.edu/about/administration/offices/ohrm/diversity/DiversityActionPlan.html>
<https://www.pdx.edu/diversity/diversity-action-plan-0>

Focus Group Activity

Starting in Fall 2016 the tri-chairs hosted over twenty-two focus groups that targeted constituent groups and stakeholders. The Focus group notes are in the appendices of this document, and in a later section the major themes are addressed.

Date	Constituency	Number of Participants
9/19/16	Faculty , Staff, Students	3 students; 4 staff; 1 faculty
9/23/16	Faculty	5 faculty
09/26/16	Student	24 students, 1 faculty
10/06/16	Students – Multi-cultural	7 students from diverse ethnic groups
10/10/16	Staff	11 Staff
10/12/16	Students Res Life/Cama-i rm	16 students, 2 Res Advisors, 1 staff
10/20/16	Staff	
10/28/16	Faculty	4 faculty
11/03/16	Staff	5 Staff
11/07/16	Student	15 students
11/10/17	Mat Su	faculty, staff, students
11/18/16	Faculty	6 Faculty
11/15/17	Student Affairs	17 Student Affairs Staff
11/17/16	Staff	5 staff
11/28/16	Student	6 students
12/01/16	Faculty, Staff, Students	25 total (Faculty, Staff, Students, & Provost & Chancellor
12/07/16	Dean and Directors	17 Deans and Directors (1 Provost)
12/08/16	Community	30 community members
01/20/17	Chris Turtles Staff	18
03/03/17	Veteran Students	14-16
03/10/17	International Students	7 International students
03/10/16	UA Student Governance	18 students
Total #		979 participant voices

Site Visits to Community Campuses

Kenai Peninsula College April 20, 2016 (All tri-chairs present)

Mat-Su Site Visit November 10, 2016 (All tri-chairs present)

Kodiak Site Visit January 23, 2017

Flight was cancelled – so we had an all-day video conference. Sandy Gravely, Diane Taylor helped convene, along with the three tri-chairs (Williams, Thorn, & Boeckmann)

Prince William Sound Site visit – due to budget issues only Dr. Boeckmann travelled to Valdez.

Online Diversity and Inclusion Survey

A Qualtrics survey was created for this study and had more than 900 participants representing, UAA, Kodiak Campus, Kenai Peninsula College, Prince William Sound, UAA Students, Alumni, Faculty, staff and administration. Only 68% disclosed their ethnicity. 62% White, 7% Alaska Native, 6% Hispanic, 3.2% African American, 3% Filipino, 1.1% American Indian, .2% Middle Eastern, 10.7% Other. The Qualtrics survey had detailed questions on how participants felt about UAA in terms of diversity and inclusion and the detailed analysis is in Chapter 6 of this report.

Subcommittee Reports

There were a total of eleven subcommittee reports. The Subcommittee reports were generated from DAC members who took leadership roles in establishing subcommittees on area relevant to UAA's D&IAP planning process. The work of the subcommittee members must be acknowledged as they have put in many hours of research and discussion, as well as a synthesis of data.

Alaska Native – Beth Leonard, Jordan Lewis, Edna Matthew, Willy Templeton

Community Campus – Diane Taylor, Sandy Gravely

Disability Support Services – Karen Andrews, Mande Micek

Diversifying the Curriculum – Nelta Edwards, Gabriel Garcia, Amber Christensen, Beth Leonard, Christine Ericson, Toby Widdicombe, Virginia Miller, Wei Hsiao, Emily Madsen

History of Diversity Action Council – Johnnie Templeton, Jr.

Human Resources: Recruiting Analysis– Ron Kamahele

Internationalization Subcommittee – Natasa Masanovic-Courtney, Songho Ha

Multicultural Postdoctoral Fellowship – Erin K.S. Hicks, Heather Adams, Robert Boeckmann, Songho Ha, Erin hicks, Kathy Kelsey, Emily Lescak, Jervette Ward

NCBI Subcommittee – Diane Taylor, Patricia Fagan, Kimberly Pace, and Theresa Lyons

Residence Life – Ryan Hill

Student Stories – Dan Rearden, Natasa Masanovic-Courtney

Additional Diversity Assets and Concerns

In addition to subcommittees, there were contributions and research carried out in several other areas. Those include:

Linguistic Diversity – Tara Smith

Socio-economic status of students in relationship to Attrition – Nelta Edwards

All of these reports are in the appendices of this document.

RUBRIC FOR RECOMMENDATIONS

Via the process of synthesizing all of the information, data, focus group materials and subcommittee reports, the tri-chairs established a set of basic criteria with regard to making final recommendations. The basis of recommendations included the following:

- IR Data
- Subcommittee Reports and Recommendations
- Analysis of best practices at comparator institutions
- Focus Group Input
- Demographic Analysis
- Qualtrics Analysis

The tri-chairs identified seven broad objectives with associated action items that need to be addressed in the final D&IAP, which is in the first section of this Executive report. They include Human Resources Policies, Structural Changes in the area of the DAC, the need for at least two positions dedicated to diversity and inclusion; more focus on Student success, the need for curricular diversity, finding a pragmatic way to involve the Community Campuses in the DA/IP process and finally address relevant and also pragmatic issues related to space and facilities in light of the needs of the constituent groups.

Chapter 4 History and Context

Brief History of Diversity Efforts at UAA

Concerns with diversity have been with UAA since its earliest days. After the ACC/UAA merger in 1987 UAA was established in its present form. Native Student Services was also established in 1987 with a mission to do outreach and support activities specifically for Alaska Native students. In 1990-91 Chancellor Donald Behrend designated multiculturalism as the theme of UAA's first ever faculty convocation, and the College of Arts and Sciences formed the Multiculturalism Committee.

By 1993 UAA had six committees devoted to diversity issues across the following areas: Student recruitment, development, and retention; Faculty recruitment, development, and retention; Administrative recruitment, development, and retention; Curriculum development and teaching/learning models; Campus climate; and Educational outreach/community partnerships. In this time period Roy Pool was appointed as Special Assistant to Chancellor for Cultural Diversity. In addition, the first Chancellor's Advisory Committee on Alaska Native American/Indian Education was established. One of the initiatives-- the Alaska Native Summer Scholar program resulted in the 1994 hire of UAA's first two Alaska Native tenure-track faculty⁴⁹. Vera Allen Jones was hired to lead Multicultural Student Services in 1994, later MSS was renamed AHAINA (African American, Hispanic, Asian/Pacific Islander, International and Native American students). In approximately 2011, AHAINA became one of the programs served within the Multicultural Center.

The Faculty Senate Diversity Committee (FSDC) was established in 1997 with the charge to "... initiate and review all policies affecting diversity in faculty and student populations, including community outreach..." and has been active in diversity initiatives and programming and has worked in collaboration with the Diversity Action Council, senior Administration, and CAFÉ. Examples include the FSDC Co-Chairs Robert Boeckmann and Dave Fitzgerald advising Chancellor Maimon to hire a Director of Diversity and to raise the rank, salary, and authority of that position above the level of the Director of Diversity and Compliance position exited by Charita Franklin in 2005. These FSDC Co-Chairs also worked with CAFÉ, Provost Driscoll and the new Director of Diversity and Compliance Marva Watson to fund the NCBI Train the Trainer workshops to UAA in 2006-2007. In addition, Marva Watson and FSDC and grant monies from the Diversity Action Council were used to create and publish the Diversity Resource Guide a comprehensive list of diversity resources at UAA.

⁴⁹ Alaska Native adjuncts and term positions existed prior to this, but no tenured or tenure-track Alaska Native faculty until this time.

In 2000 the Chancellor established the Diversity Action Council (DAC) and gave it the following charge:

- Develop and implement a Diversity Action Plan that includes specific steps to support UAA 2005 goals.
- Design and oversee an assessment process to monitor progress on implementing the Diversity Action Plan.
- Advise and recommend to the Chancellor a course of action on campus wide diversity issues.
- Promote activities throughout the campus effectively addressing issues related to diversity.
- Recognize and honor exemplary actions that contribute to a supportive campus climate.

The Role of the DAC Co-Chairs was to establish agendas and conduct meetings, keep the DAC focused on goals of a diversity action plan, integrate information from key performance indicators into diversity planning, and report to Chancellor on progress toward goals. The DAC was originally scheduled to have three required meetings with the Chancellor per year with additional meetings called as needed by the Chancellor. The work of the DAC and the impact of its awarding grants and awards is reflected in some of the highlights of the Points of Pride section of this report. For example, Safe Zone was established at UAA by a grant to send several UAA students and staff to a train the trainer workshop and they brought this concept and set of skills back to UAA, enhancing our skill set to create a safe and welcoming environment for members of the LGBTQ community at UAA.

Working with the FSDC, DAC, and Director of Diversity and Compliance, diversity consultant Patricia Arrendondo produced two separate reports for UAA (2002, 2006) and in both recommended UAA institute a diversity initiative.

Call for a Diversity Action Plan

The initial steps to develop a diversity initiative came in 2014 with a call for interested faculty to nominate co-leaders for UAA's first Diversity Action Plan (DAP). Because the university was undergoing a prioritization process the DAP was put on hold. In 2015, the Director of Diversity and Compliance, Marva Watson retired and senior leadership, acting on previous diversity recommendations, separated Compliance from Diversity. In 2016, Bridget Dooley was appointed Interim Director of Equity and Compliance & Title IX Coordinator and Jeane Breinig was appointed Interim Associate Vice Chancellor for Alaska Natives & Diversity. After reviewing previous leadership nominations and interviewing several candidates, Breinig helped identify three co-leaders: Andre Thorn, Director of the Multicultural Center, Maria Williams, Director of Alaska Native Studies, and Robert Boeckmann, Professor of Psychology. Work on the DAP project began in earnest in spring semester 2016, and the team re-named their project the Diversity and Inclusion Plan (D&IAP).

D&IAP and Coordination with other Major Initiatives at UAA

Since the launch of the UAA Diversity and Inclusion Action Plan in Fall 2015, there were multiple parallel institutional and UA system wide initiatives occurring simultaneously including: The institutional self-study for accreditation by the Northwest Commission on Colleges and Universities, UAA 2020, and the UA Strategic Pathways.

NCCU Self Study: This process examined our five core themes: 1) Teaching and Learning, 2) Research, Scholarship and Creative Activity, 3) Student Success, 4) UAA Community and 5) Public Square and assessed how well we adhered to our institutional mission, and the progress we have made to achieve our goals. The final self-study will be submitted in August and a delayed site visit by the NCCU is scheduled to occur in 2018.

UAA 2020: This process articulated three (SMART) goals for the next three years. They include: 1) Advance a culture of Institutional Excellence that inspires and enables student, faculty and staff success. 2) More students persist and complete their educational goals. And 3) Graduate more students to fill Alaska's workforce needs. The UAA 2020 document asks the question "How will all the concurrent processes work together?" The tri-chairs sometimes felt that the ongoing work of the DA/IP process was not adequately infused into the other initiatives, but as UAA moves into implementing the DA/IP it is clear that the plan will be a significant resource to attaining 2020 goals. Many of our recommendations offer multiple viable strategies to assist the institution in achieving excellence, and graduating more students to meet Alaska's workforce needs. In February 2017, the Faculty Senate voted to include Diversity and Inclusion into the Core Values of the UAA 2020 initiative.

UA Strategic Pathways: This UA system wide process aims to re-focus each of the universities of on their unique set of strengths, capabilities, advantages and opportunities. The UAA DA/IP is outside the purview of Strategic Pathways, but it does provide a useful model in moving the UA system forward.

These initiatives represent an innovative opportunity to change institutional culture by infusing diversity and inclusion practices into the strategic planning processes within the institution. Moving forward, the UAA 2020 and UA Strategic Pathways should embrace diversity and inclusion in word and in deed.

University of Alaska Anchorage

UAA 2020 Values Statements

Assumptions

1. UAA is an open access university: UAA has a broad mission of awarding academic credentials from occupational certificates to doctoral degrees, meeting the needs of a service area larger than most states.
2. *UAA's mission explicitly commits our institution to serving the diverse people of our community and creating a rich, diverse, and inclusive environment. Rather than being a distinct value, **Diversity and Inclusion** form the foundation all our other efforts build upon, and ensures our success as an institution based in one of the most diverse areas of the United States.*

In order to fulfill our mission to students and the state of Alaska, we affirm the following values as central to UAA's role in the state. Specific attributes or examples of each value are included to serve as a guide to understanding and measurement, not as a complete inventory.

Student Success: UAA serves students through

- assisting students in defining, revising, and meeting their academic and personal goals;
- ensuring learning opportunities occur throughout the institution, and awarding and celebrating the achievement of academic credentials and the acquisition of knowledge; and
- *creating a respectful campus environment open to all ideas and schools of thought in which all individuals feel safe and healthy.*

Excellence: UAA serves its constituents through

- integrity, professionalism, creativity, and high standards of scholarship in all that we do;
- *ensuring a diverse faculty and staff that reflect Alaska's and the world's unique cultures;*
- engaging with partners in the public and private sectors; and
- striving to be a national benchmark institution in our teaching, research, and service missions and services.

Access: UAA provides student support through

- *creating a welcoming and inclusive environment respectful of the diversity of all students;*
- reducing barriers and providing multiple pathways to instruction throughout our service area;
- providing a robust suite of services and resources for all students; and
- working with K-12 partners and businesses to help students envision, educate and prepare for a college environment.

Affordability: UAA ensures an affordable college experience through

- innovation in the dissemination of information and the creative use of resources;
- simplifying our business processes and the scheduling and sequencing classes and services to meet the needs of students; and
- providing good stewardship of the resources of the state through the efficiency and effectiveness of our operations.

<https://www.uaa.alaska.edu/about/initiative/uaa-2020/index.cshtml>

CHAPTER 5 ASSET MAPPING

Submitted by E. Andre Thorn Ph.D.

June 11, 2017

Throughout the year and a half work with the D&IAP Process, throughout our many focus groups, and open forums with faculty, staff, students and community groups at all UAA campuses, including the community campuses, we have discovered the following list of institutional assets: Note: this is not an exhaustive listing, just a sampling.

- Increasingly diverse students entering into our institution. This student diversity roughly mirrors the population of the Anchorage Bowl area of Alaska.
-

	ALASKA			UAA SERVICE AREAS			UAA STUDENTS		
	2010	2015	% Change	2010	2015	% Change	Fall 2010	Fall 2016	% Change
TOTAL POPULATION	763,889	795,372	4.1%	494,820	519,336	5.0%	20,559	18,116	-11.9%
Alaska Native or American Indian	139,724	144,274	3.3%	56,800	60,517	6.5%	2,310	2,243	-2.9%
Black or African American	34,168	39,305	15.0%	25,734	28,948	12.5%	787	739	-6.1%
Asian	50,951	60,131	18.0%	37,079	44,131	19.0%	1,317	1,681	27.6%
Native Hawaiian or Pacific Islander	11,363	13,775	21.2%	9,340	11,101	18.9%	286	281	-1.7%
Hispanic Origin (of any race)	39,249	50,850	29.6%	28,348	35,860	26.5%	1,054	1,217	15.5%
Two or More Races	49,106	52,566	7.0%	32,203	35,201	9.3%	1,380	1,198	-13.2%
White	527,683	537,887	1.9%	365,866	374,639	2.4%	13,425	10,603	-21.0%
Minority Totals	324,561	360,901	11.2%	189,504	215,758	13.9%	7,134	7,359	3.2%
% Minority	42.5%	45.4%		38.3%	41.5%		34.7%	40.6%	

- There is an un-tapped opportunity for Diversity Post-Doc Programs that our institution should leverage. This is evidenced by the Subcommittee report conducted by Dr. Erin Hicks on the success of Multicultural Post-Doc programs and how they can be used to address the lack of racial and gender diversity among the faculty.
- Mat-Su College: Healthy Impact Grant, emphasizes a holistic approach to wellness and resilience. This grant helps students utilize existing resources and provide a foundation for success for the rest of their lives. **ABC** approach: **A**wareness of good mental health for self and others, **B**alance between school, work, family and self health, and **C**onnection to campus, community, friends and family.
- KPC- Elder-In-Residence program invites Elders from various native villages to live in-residence to teach AKNSA 101, Alaska Native culture and language classes (in Ahtna and Dena'ina). The Elder-In-Residence assists students (especially those from rural villages) with their language and cultural transition to life at KPC.
- Community Campus representation on Diversity Action Council is inclusive and strong. There has been on-going, continuous support from representatives from many of the community campuses.
- Best Practices from a Diversity Perspective
 - MCC Seawolf Success Program moved the needle on retention Underrepresented Minority (URM) students participating in their Mentoring

Program this academic year with a 77% Satisfactory Academic Progress and 86% students enrolling in 6 or more credits from Fall 2016 to Spring 2017 semester.

- Positive comments from student focus groups of those who participated in diversity programming this year. This is evident from both the student focus groups and open forums.
- Support for Alaska Native students (Net Program, Native Student Services, Native Student Council, Alaska Native Studies program).
- NCBI Training Programs (focuses on Social Inclusion and prejudice reduction) has done an outstanding job with awareness and training to identify and reduce/eliminate the insensitive comments occurring on college campuses.
- Safe Zone Training and support of LGBTQIA+ students: With there being no institutional support for Safe Zone, the program operates from a closet within the Residential Life Office and have no specific staff to support this effort. This initiative exists only through the commitment and leadership from individuals within the Residential Life area.
- Targeted hires help increase diversity (ex. College of Arts and Sciences, College of Engineering: ANSEP Program)
- Diversity Action Council sponsored Recruitment Video assists with inclusion of diverse perspectives of Alaskan faculty. <https://vimeo.com/140108716>
- The Department of Residence Life (DRL) operates several collaterals, which are committees of student staff members that work with departments across campus to promote programming in areas that align with the values of DRL. The Diversity Collateral works with the Multicultural Center to support diversity and inclusion programming across Anchorage, but specifically on residential campus. The Diversity Collateral includes approximately 5-6 student staff members and is advised by a DRL professional staff member.
- Perhaps there needs to be better coordination of efforts designed to map and support students from marginalized groups to make the experience an integrated, welcoming and seamless one.

CHAPTER 6
FOCUS GROUP ACTIVITIES AND QUALTRICS FINDINGS

Starting in Fall 2016 the tri-chairs hosted over twenty-two focus groups that targeted constituent groups and stakeholders. The Focus group notes are in the appendices of this document, in addition to a detailed coded study.

The focus groups used the UAA Diversity Statement as a platform to ask a series of questions. Those questions are at the end of this section. We had almost 1,000 participants.

Date	Constituency	Number of Participants
9/19/16	Faculty , Staff, Students	3 students; 4 staff; 1 faculty
9/23/16	Faculty	5 faculty
09/26/16	Student	24 students, 1 faculty
10/06/16	Students – Multi-cultural	7 students from diverse ethnic groups
10/10/16	Staff	11 Staff
10/12/16	Students Res Life/Cama-i rm	16 students, 2 Res Advisors, 1 staff
10/20/16	Staff	
10/28/16	Faculty	4 faculty
11/03/16	Staff	5 Staff
11/07/16	Student	15 students
11/10/17	Mat Su	faculty, staff, students
11/18/16	Faculty	6 Faculty
11/15/17	Student Affairs	17 Student Affairs Staff
11/17/16	Staff	5 staff
11/28/16	Student	6 students
12/01/16	Faculty, Staff, Students	25 total (Faculty, Staff, Students, & Provost & Chancellor
12/07/16	Dean and Directors	17 Deans and Directors (1 Provost)
12/08/16	Community	30 community members
01/20/17	Chris Turtles Staff	18
03/03/17	Veteran Students	14-16
03/10/17	International Students	7 International students
03/10/16	UA Student Governance	18 students
Total #		979 participant voices

The overall themes from the various focus group are numerous, and in many ways were specific to the stakeholder group. However, there were general themes from all focus groups that rose to the top. Most participants were happy that UAA had a diversity statement, and had visible public celebrations, such as Black History Month, Civil Rights Month, Alaska Native and Native American History month, etc. In the process, it became apparent that UAA has TWO diversity statements – one on the Chancellors webpage and one in the Catalog. This illustrates disconnectedness of diversity activities, and the need to bring diversity responsibility out of silos and make everyone responsible.

The focus groups had a note taker and used the following template with a series of questions. The UAA Diversity Statement was read, in addition to having a larger poster size image, and was also handed out to each attendee. Major themes and illustrative examples are provided here, full detail for the focus group coding can be found in appendix.

Diversity and Inclusion Action Plan Focus Group Major Themes

- Student/Faculty Training and Conduct
- Diverse curriculum
- Hiring Practices
- UAA student support services
- UA Administration
- Community Involvement
- Harassment and Discrimination

I. Student/Faculty Training and Conduct

For example, the need for faculty and staff training was mentioned frequently by students, faculty, and staff. The basis for this training need was linked to observations of people engaging in offensive conduct on campus. Suggestions were made that repeat offenders should be held accountable and that NCBI and Safe Zone trainings were mentioned as good training examples.

II. Diverse Curriculum

For example, many students and faculty stated that they want a diverse curriculum that includes a diversity GER and courses that include diverse topics, discussions, etc. African American studies, queer studies, women's and gender studies were cited by students as contributing to a diverse curriculum.

III. Hiring Practices

For example, students, faculty, and deans all expressed the need for a more diverse faculty. Students want faculty who represent ethnically and racially diverse groups and for all faculty to demonstrate multicultural competence – including such groups as race, sexual orientation and gender identity, and SES. Hiring practices need to be adopted that ensure these outcomes.

IV. UA Student Support Services

For example, student support services for disabled students, veterans and international students were all cited as necessary to support the betterment of the student body. In addition, issues with ADA compliance were frequently mentioned and it was noted that disabled students were frequently denied services or access to accommodations. In a focus group featuring military students, veterans noted that there is too much bureaucracy regarding tuition waivers. They also noted “Veterans need a communal place – a study area – we only have one computer in the VA office – that is not enough.” In a focus group featuring international students, students noted they need greater support, especially concerning visas, adjusting to a different country and navigating UAA. International Student Services needs more staffing.

V. UA Administration

For example, concerns were often expressed about the UA administration having too little communication between both campuses and students. Budget concerns were also mentioned in relation to differential funding of departments. Concerns were also expressed about the lack of diversity in the UAA administration. Administration is not representative of the diverse student body and that hiring practices should be used to ensure a more diverse administration.

VI. Community Involvement

For example, focus groups with students, faculty, and community members expressed a desire to have more involvement in the community from UAA. A focus group participant stated that, “Creating and highlighting – engaging the community. It really helped to make the students feel welcome and their attendance increased.” Many stated that the UA administration needs to be more engaged in the community to improve student retention rates. The need for better coordination among elements / departments within the UAA community was also noted.

VII. Harassment and Discrimination

For example, students, faculty and staff mentioned various experiences of harassment and discrimination occurring with other students and faculty. Concerns were expressed that tenured faculty feel “untouchable” and can be disrespectful. Critiques about UAA’s lack of holding offenders accountable were made several times.

Diversity and Inclusion - Online Qualtrics Survey

To compliment the in-put we received from focus group discussions we conducted an online survey which included responses from 970 participants. This was done first to ensure that stakeholders who could not attend a scheduled focus group would have an opportunity to share their views. Secondly, the online survey allowed us to more efficiently capture demographic characteristics and document the extent to which we heard from particular demographics and roles at UAA. Third, the survey allowed us to assess attitudes and experiences in a quantitative way and provide general summaries as well as break these summaries down. For example – do Alaska Native students feel as respected at UAA as non-Alaska Native students? We also included select questions that have been asked of UAA students before so that we might compare the current results to previous results. Finally, an online survey provides respondents with a degree of anonymity that may allow them to provide more frank responses to open ended questions than they may provide in a public forum like a focus group.

After the majority of focus groups had been conducted recruitment for the online survey began (Spring 2017). The general recruitment strategy was to send emails out to students, faculty, staff, and administrators via email list serves. The invitation to participate described the UAA Diversity and Inclusion Action Plan initiative and that we wished to hear their reactions to the UAA Diversity Statement, their experiences relating to diversity and inclusion at UAA, and finally solicit their views on what UAA should be doing moving forward. In many respects the first part of the survey mirrors the questions asked at the focus groups. The entire text of the survey is available in the appendices of this report. Select analyses will be provided here. However, interested parties may request additional analyses or the anonymized data from Dr. Robert Boeckmann. Sample characteristics are described in a series of tables that follow the descriptions of responses to select diversity indicators.

The following are descriptive statistics for key diversity related questions. The general strategy is to report the patterns of responding for the sample as a whole and then in some instances to disaggregate response patterns by key demographic characteristics.

Select Diversity Climate Indicators	Strongly disagree (1)	Somewhat disagree (2)	Neither (3)	Somewhat Agree (4)	Strongly Agree (5)
Considering your overall experience at UAA, please rate the following:	% respond				
UAA is committed to the goals of the UAA Diversity Statement ⁵⁰ (mean = 3.92)	3	5.4	13.9	28.6	26.5
UAA is an inclusive environment that supports everyone in their learning and career goals. (mean = 3.88)	3.5	8	10	28	27.2
UAA is supportive of members of the LGBTQ community. (mean 3.87)	3	4	30.9	27.2	34.9
UAA is supportive of students who have less than enough financially. (mean 3.54)	6.7	14.4	24.8	26.6	27.5
UAA is supportive of International Students (mean= 3.89)	2.6	5.1	26.3	32.6	33.4
UAA is accessible to students who experience disabilities. (mean 3.92)	3.5	8.7	16.6	35	36.2
UAA is supportive of active military personnel and veterans (mean 4.16)	4.2	3.1	14	30	48.3
UAA is respectful of differing religious perspectives (mean 3.76)	4	8.2	27.5	28.4	31.9
UAA is respectful of differing political perspectives (mean 3.52)	7.2	11.3	28.3	29	24.2

The general take away from this overall snap shot of the sample is that the majority of the respondents feel UAA is doing a good job in its commitment to diversity. All means are on the side of “Agree Somewhat” with more than 25% responding “Strongly Agree” to all indicators. The lowest mean among the group is for the statement: “UAA is supportive of students who have less than enough financially” Suggesting UAA may have more work to do to support student with low SES. The section of this report examining the success rates of students with LOW SES support this observation. It is also the case that there is a lower mean and greater disagreement with the statement “UAA is respectful of differing political perspectives” than with the other statements.

Witnessed and Experienced Discrimination

Entire Sample

I have witnessed discriminatory behavior on campus: **19.7 % YES 80.3 % NO**
I have experienced discriminatory behavior on campus: **12.7 % YES 87.3 % NO**

⁵⁰ In contrast, the statement “I’m tired of hearing about diversity” had a mean of 2.72 – disagree somewhat.

Responses Disaggregated by White / Non White

White

I have witnessed discriminatory behavior on campus: **19.1 % YES** **80.9 % NO**

I have experienced discriminatory behavior on campus: **10.5 % YES** **89.5 % NO**

Non White

I have witnessed discriminatory behavior on campus: **17 % YES** **83 % NO**

I have experienced discriminatory behavior on campus: **13.7 % YES** **86.3 % NO**

The general take away here is that it is encouraging that more than 80% of people report neither witnessing nor experiencing discrimination. However, it is troubling that fairly high percentages of people respond “yes” to these questions.

It is important to examine responses to these questions for groups who may be particularly at risk for discrimination on campus.

Responses for Disaggregated Groups with Lowest Retention

Alaska Natives

I have witnessed discriminatory behavior on campus: **15.3 % YES** **84.7 % NO**

I have experienced discriminatory behavior on campus: **16.9 % YES** **83.1 % NO**

African American

I have witnessed discriminatory behavior on campus: **12.5 % YES** **87.5 % NO**

I have experienced discriminatory behavior on campus: **0 % YES** **100 % NO**

Hispanic

I have witnessed discriminatory behavior on campus: **20 % YES** **80. % NO**

I have experienced discriminatory behavior on campus: **14 % YES** **86 % NO**

Asian

I have witnessed discriminatory behavior on campus: **15.4 % YES** **84.6 % NO**

I have experienced discriminatory behavior on campus: **15.4 % YES** **84.6 % NO**

(yes - the same % for both questions)

Here the take away is again generally positive but it is troubling that so many of our community are reporting witnessing or experiencing discrimination. Alaska Natives are the group who have the highest percent reporting that they have experienced discriminatory behavior on campus.

Responses by Gender

Female

I have witnessed discriminatory behavior on campus: **20.1 % YES** **79.9 % NO**

I have experienced discriminatory behavior on campus: **11.8 % YES** **88.2 % NO**

Male

I have witnessed discriminatory behavior on campus: **18.1 % YES** **81.9 % NO**

I have experienced discriminatory behavior on campus: **12.6 % YES** **87.4 % NO**

Other Gender Identifications – these patterns were not reported due to the sample being so small. However, responses were generally suggesting a lack of experience with discrimination.

The general take away here is similar to previous analyses. Generally positive, but with room for improvement.

Efforts to Enhance Diversity

The following are survey responses that attempt to determine what people believe UAA should be working harder at to meet its diversity goals.

	Strongly disagree (1)	Somewhat disagree (2)	Neither (3)	Somewhat Agree (4)	Strongly Agree (5)
UAA should make a greater effort to...	% respond				
Recruit and retain students from diverse backgrounds (mean = 3.78)	5.3	5	29.7	26	33.9
Recruit and retain faculty from diverse backgrounds (mean = 3.85)	5.2	5.2	26.2	26.1	37.3
Recruit faculty that represent the diversity of its student body. (mean 3.78)	4.7	6.7	27.9	27.2	33.5
Recruit and retain staff from diverse backgrounds (mean 3.82)	5.3	4.1	28.4	27.7	34.4
Offer curriculum and courses that reflect the lives, perceptions, and contributions of people from diverse backgrounds (mean 3.92)	5.2	4.8	22.6	28.1	39.3

The general take away here is that there is a clear trend across statements that respondents would like UAA to do more to diversify the student body, faculty, and staff. The two stand outs are the high means and high percentages for “Strongly Agree” for the statements calling for UAA to diversify the faculty and to offer curriculum that reflects the lives of diverse people. Objectives 1 and 2 reflect these concerns as well and are justified in part by these data.

The survey also encouraged people to type in responses to some questions. The next section offers a rough accounting of the types of responses what were observed in response to the following questions:

What is one thing you like about diversity on this campus?

What is one thing that disappoints you about the climate of diversity on this campus?

If UAA could do just one thing to the campus climate to make students, staff, and faculty feel more included and supported, what would it be?

Please provide a short list of Diversity and Inclusion related programs, activities, or services you have experienced personally at UAA.

What is one thing you like about diversity on this campus?

Common responses to this question include the diversity of our student body. In addition, diversity events (speakers) and diversity related centers (MCC, NSS) are frequently mentioned. These opportunities offer challenges for developing new perspectives and preparing for life in the broader and diverse community. There are also many comments about how there is a welcoming and supportive environment and that faculty, staff, and administration are generally supportive of diversity.

What is one thing that disappoints you about the climate of diversity on this campus?

Comments suggest UAA needs for better representation of Alaska Natives in student body and faculty. Faculty also need to be more diverse in general “We are not close to having a faculty that represents the diversity of our student population”. Although there are a lot of positive comments about NCBI there are also comments that there is an over reliance on NCBI and there should be other diversity related training. There are also many comments about UAA faculty being intolerant of politically conservative view points. There are comments about how some diversity groups are recognized and celebrated more than others – and that all groups should be given respect. Finally a number of comments critique UAA for not providing more support to poor students and that “UAA caters to the upper class individuals”.

If UAA could do just one thing to the campus climate to make students, staff, and faculty feel more included and supported, what would it be?

Many comments call for additional “campus wide” social and cultural events to provide opportunities for students and other UAA community members to get to know each other and learn more about each other. Comments also call for additional trainings and for diversity awareness and respect to be expanded beyond the typical subjects and groups. There is also a call for greater depth and challenge in diversity events and training – to address how to have difficult conversations and real world issues such as “immigration, language preservation, opportunities to better understand Islam” and “political diversity”. Finally, there were a number of comments that suggest that there needs to be better communication between UAA leadership and the UAA community and more authentic involvement in decision making.

Please provide a short list of Diversity and Inclusion related programs, activities, or services you have experienced personally at UAA.

Many unique programs, activities, and services were mentioned. The following list includes those that were mentioned more frequently: NCBI trainings, AHANIA, DSS, MCC, Confucius Institute, Martin Luther King Lunch, Black History Month, General – Food and Culture events, Alaska Native – ANSEP, RRAN, NSS, Native Elder presentations, Alaska Native Oratory, Native Giving Thanks, Safe Zone & Lavender Lunch, CAFÉ “dialogue” events, & Title IX training.

Sample Characteristics⁵¹

Table 1 below summarizes the profile of respondents with regards to their role at UAA.

Table 1.

Respondent Type	Total	Anchorage	Mat Su	KPC	Kodiak	PWSC
Student	357	235	49	10	58	5
Alumni	38	32	2	1	0	3
Community Member (non student non employee)	2		1		1	
Faculty	135	86	13	22	12	2
Classified Staff	89	28	17	28	7	9
APT Staff	36	18	3	7	1	7
Senior Administrator	5	4		1		

Demographic Characteristics of the Sample

Table 2a -2? below summarizes information about ethnicity, gender, age, and other important demographic differences.

Table 2a Ethnicity

Ethnicity	Frequency	% of Sample
Alaska Native Inupiaq, Yup'ik, Siberian Yup'ik, Cup'ik, Aleut/Unangax, Alutiiq/Sugpiaq, Athabaskan, Tlingit, Haida, Eyak, & Tsimshian	61	6.4
American Indian	1	< 1
Asian Chinese, Japanese, Vietnamese, Other Asian	79	8.2
Asian Indian	2	< 1
Black – Non Hispanic	21	2.2

⁵¹ Note: Due to missing data, tables may not sum to the raw total for the sample (970 participants).

Table 2a continued		
Filipino	20	2.1
Hispanic Mexican, Mexican American, Chicano, Puerto Rican, Cuban, Latino/a, Other Hispanic	46	4.8
Middle Eastern	1	< 1
Pacific Islander Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander	5	.5
White (although not provided any options many respondents typed in variations such as Irish, Italian, Greek, French, Russian, Slavic, etc.)	414	43
Other or Unspecified	308	32.2
Missing	12	12.5
Total	958	

Table 2b Gender & Sexual Orientation

Category of Identification	Frequency	% of Sample Responding
Gender		
Female	401	61.4
Male	212	32.5
Trans Female to Male	1	< 1
Trans Male to Female	0	0
Gender Queer / Gender non conforming	3	.5
Different Identity	12	2
Prefer Not to Respond	24	4
Missing / No Response	317	32.6 (of total sample)
Sexual Orientation		
Heterosexual	497	78.8
Homosexual	16	2.5
Bisexual	34	5.4
Other	12	1.9
Prefer Not to Say	72	11.4
Missing / No Response	339	34.9 (of total sample)

Table 2c Military Status

Category of Identification	Frequency	% of Sample Responding
Active Military	7	1.1
Reservist	7	1.1
Veteran	99	15.8
Spouse, Partner, or Dependent of Military	84	13.4
Non-Military	428	68.5
Missing / No Response	345	35.6 (of total sample)

Table 2d Student Related Demographics

Student Characteristic	Frequency	% of Sample Responding
Enrolment Status		
Full Time	230	64.1
Part Time	129	35.9
Missing / No Response	611 (note many non-students in sample)	
Mode of Delivery		
Primarily Face to Face	332	58.8
Primarily Online	100	17.7
Equal Mix Face to Face & Online	133	23.5
Class Standing		
First Time Freshman	20	5.5
Freshman	43	11.8
Sophomore	74	20.3
Junior	80	22
Senior	88	24.2
Exchange	0	0
Graduate – First time	18	4.9
Graduate Other	21	5.8
Non Degree / Other UA Program	20	5.5

Table 2d continued		
Residency Status		
In State	326	89.8
Out of State	30	8.3
International	7	1.9
English is Primary Language at Home?		
Yes	409	84
No	78	16
First Generation College Student?		
Yes	149	40.9
No	189	51.9
I don't know / prefer not to say	26	7.1
Origin and Locale in Alaska		
Urban	175	54.3
Rural	77	23.9
Equal Time Living in Urban & Rural	70	21.7

UAA DIVERSITY AND INCLUSION ACTION PLAN
Appendices

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APPENDIX A
SUBCOMMITTEE REPORTS

Alaska Native

Community Campus

Diversifying the Curriculum

Disability Support Services

History of the Diversity Action Council

Human Resources Recruiting Analysis

Internationalization

Multicultural Postdoctoral Fellows

NCBI

Residence Life

Student Stories

Social Class and Student Retention by Socio-Economic Status

Diversity and Inclusion Action Plan
Alaska Native Subcommittee Report
Beth Leonard and Edna Matthews – Co-Chairs
March 2017

Recommendations for advising, curriculum and professional development are based on student (2) and faculty (1) focus groups, and conversations with faculty and staff. Maria Williams arranged two student focus groups in December 2016, and we held one faculty/staff focus group in January 2017. There is some overlap with Edna Matthew's report as she also provides recommendations for recruitment and retention of Alaska Native students.

Alaska Native and American Indian Students make up the highest percentage of minority students at UAA, averaging 10%. Historically it has been challenging to track the number of Alaska Native/AI students because of the ethnic identification set-up in Banner. These have changed making it more accurate.

UAA COE Alaska Native faculty were unable to participate in Native Programs meetings and focus groups due to other commitments. Specific recommendations for Alaska Native teacher preparation should come from COE faculty Agatha John-Shields and Paul Ongtoog k.

Asset-mapping

- Alaska Native Bridge to Success Freshman Program (beginning Fall 2017) & Orientation Video (Fall 2016)
- Alaska Native 101 on-line courses
- Alaska Native language classes, including Inupiaq (added Fall 2017)
- Build EXITO scholar program – this was mentioned in the faculty focus group but not sure of engagement/impacts for Alaska Native Students
- Department of Resident Life
 - Cama'i Room activities organized by Karla Booth
 - Native Early Transition program (serving about 30 students a year)
- Native Student Council activities are key for student support and retention. Members of the student focus group mentioned NSS activities as providing critical support through a number of activities; also described as 'open' to both Native and non-Native students. Examples of NSC recent activities include:
 - Formation of a UAA Student Dance Group
 - Indigenous Healing Gathering
 - Reasons to Live Walk
 - Travel to the Alaska Native Studies Conference in Fairbanks (NSC arranged free lodging for students)
- Students also commented there are a 'good range of course options available for Alaska Native and 'non-traditional' students'

Challenges

- Limited number of advisors and constraints on outreach
- Limited Alaska Native faculty (4.3% as of Fall 2016)
- Low Alaska Native student retention – focus groups referenced multiple reasons including:
 - Campus commute
 - Current focus on 4-year timeline that's not practical for students who work and attend school part-time
 - Enrollment challenges (online?)
 - Financial aid constraints
 - Homesickness
 - Housing costs
 - Lack of childcare
 - Racism in the Anchorage community
 - Students being 'singled out' and being labeled as 'too quiet' by faculty
 - Students 'discouraged' (by advisors) from pursuing STEM fields, education or other majors
 - Students feel like they 'have to choose' between their major and courses of interest in Alaska Native Studies (this applies more widely to other diversity-focused minors)

UAF – Rural Student Services vs Native Student Services at UAA

UAF established Rural Student Services in 1969 via Legislative mandate (House Bill) They have five full time advisors, one outreach coordinator, and an office manager. UAF main campus has on average 600 Alaska Native students and they have mandatory advisement with RSS staff. This means that each RSS Advisor has on average between 100-130 students. If we compare this to NSS, with two advisors and an average of 1,700 students on the UAA *main campus* that is 850 students. It is clear that there is a severe deficit in this area.¹

Subcommittee Recommendations

Students and faculty had a number of recommendations – the first priority being increasing numbers of advisors, and quality of advising for Alaska Native students. UAF's Rural Student Services could be used as a model for providing comprehensive advising on housing, financial aid/scholarships, and academic advising.

Our committee needs specific data on Alaska Native faculty and staff including those with key advising roles; also reference to coursework and teaching incorporating diversity and Alaska Native knowledge[s] (see Faculty Senate Curriculum Diversity Subcommittee Report). Alaska Native programs, faculty and initiatives are in many parts of the institution, but lack a method

¹ In 2015 UAF main campus had a total of 696 AN/AI students and UAA had a total of 1,842. (*UA In Review 2016*)

of cohesion in terms of communicating our various initiatives and being able to work more ‘in-step’ with one another.

Student recommendations:

- Adding diversity to the campus context, for example, more Alaska Native languages on signs, and Native art around campus. For example, UAF’s Troth Yeddha’ Park is framed as “a permanent and culturally expressive place that honors Alaska Native heritage and offers a cultural centering point for all Alaska Native students, staff and faculty on the UAF campus... Troth Yeddha’ Park dedicates open space on the UAF campus to Alaska Native history and culture and confirms the University’s commitment to incorporating indigenous culture into higher education while also addressing their aspiration to develop a model of how cultural diversity strengthens a university and society (University of Alaska Board of Regents Official Minutes 2008, p. 13-14).
- At least one of the campus ‘kick-off’ events be focused on diversity
- Expand outreach to Alaskan schools
- Faculty and advisors receive an orientation to diversity and continuing professional development in this area, including specifics around Alaska Native students’ communication/learning styles (required professional development as opposed to voluntary)
- More support for UAA Native Student Council in light of their critical role in supporting students and engaging with community
- Students want more opportunities to learn about financial aid and scholarships

Faculty focus group

- Acknowledge faculty efforts toward freshman cohorts (workloads) and provide support for more freshman cohorts, e.g. Sharon Lind’s idea for an Alaska Native Business Minor 1-credit class for high school students w with campus stay
- Consider full-year college orientation
- Creation of a tribal consultation policy/liason position similar to other universities – responding to Clinton’s 2000 executive order “Consultation and Coordination with Indian Tribal Governments” (The University of Arizona Executive Office of the President, Native American Advisory Council, 2013, p. 6)
- Develop classes or other venues for AN faculty to share research and course information
- Establish a UAA Alaska Native foundation
- Expand student recruitment to small schools’ tournaments and NYO
- High school students receive credit for visits to UAA (supported by ANCSA non-profit foundations)
- Incorporate Alaska Native Knowledge[s] across the curriculum (see Shaping Alaska’s Future and UAA Faculty Senate Diversifying Curriculum Subcommittee Report)

Recommendations for Recruitment of Alaska Native Students

- Develop a recruitment strategy that specific to Alaska Native students.
 - The strategy should delineate between rural and urban Alaska Native students since the preparation of these students differ.
 - The effectiveness of this strategy should be measured on an annual enrollment basis.
 - The target goals can be measured based on the number of Alaska Native graduates available for recruitment, from both rural school districts and urban school districts. See example of target numbers below.
 - Anchorage School District Alaska Native graduates (FY 2017): 328
 - Statewide enrollment of 12th grade, Alaska Native students as of 10/1/16: 2052
 - <https://education.alaska.gov/stats/#>
- Develop recruitment literature designed for the Alaska Native student.
 - The recruitment material should be culturally appropriate and communicate information pertinent to a rural student coming to Anchorage for college. There should be a new student checklist that provides clear direction to the student.
 - Establish a rapport with the Anchorage School District employees that work with Alaska Native students.
 - Establish a rapport with Alaska Native Corporation scholarship, and tribal scholarship entities and non-profits such as, Cook Inlet Tribal Council.
 - Create a student success brochure to showcase past successful Alaska Native students.
- Assign the Alaska Native recruitment responsibility to one recruiter, this will allow rapport building with the outreach efforts.

Recommendations for Retention of Alaska Native Students

- Create a comprehensive plan that works to dissolve barriers to success for Alaska Native students.
- The barriers include: lack of knowledge on required college preparation, college processes and access to college information; academic preparation; lack of access to information technology; financial resources; social support; and academic support. See a list of barriers and solution listed below.

Student Barriers	Recommended Solutions
1. Lack of knowledge on required college preparation, college processes and access to college information.	Develop an outreach program that begins in middle school and continues through high school. This program should be educational in nature and build rapport with the students and the school district employee. A bridging program should supplement the outreach program. The bridging program should bring high school students to the UAA campus for instruction on college readiness and develop the student's knowledge and confidence on the possibility of attending college.
2. Academic preparation.	The bridging program should provide courses in English, math and college readiness.
3. Lack of access to information technology.	Students can learn to use computers at the bridging program.
4. Financial Resources.	Educate high school students on the cost of college and how to apply for FAFSA, and scholarships. Train UAA staff to assist Alaska Native students on Native scholarship applications. Create a resource booklet to hand out to students and have as a staff guide.
5. Social Support.	Students will meet UAA staff at the bridging program and then work with the same staff at UAA Native Student Services. Allow funding for NSS to have adequate staffing to host appropriate student support and 1x a semester cultural event.
6. Academic Support.	Provide monies for tutoring at Native Student Services.
7. Lack of student persistence.	Track retention of Alaska Native students annually. Develop an advising model that is comprehensive between the student social support and academic requirements. Ensure Alaska Native students have a clear understanding of college expectations, campus resources and degree requirements.

UAA Factbook
Alaska Native Students
 Alaska Native/Alaska Native Multirace/American Indian

Year	AN/AI	Total enrollments
2011	2021	20,699
2012	1973	19,825
2013	1961	19,629
2014	1852	18,649
2015	1849	18,116

Incoming new Alaska Native Student's by year and attrition rate

Year	Enrolled	Attrition	Total UAA incoming Freshman
2010	227	50.7%	
2011	247	53.8%	2,380
2012	195	51.8%	2,187
2013	185	53.3%	2,073
2014	194	51.0%	2,005
2015	184		1982

UAA Alaska Native Student Graduates by Degree

Year	total	AA	BA	Cert.	PhD	MA	Licensure
2010	149	62	56	5		12	12
2011	136	57	56	5		10	8
2012	162	62	69	7		7	16
2013	167	77	66	2	2	9	10
2014	206	84	75	4		13	26
2015	190	69	87	1		15	14

Alaska Native populations in Residence Hall

Race - listed in Banner first	Alaska Native					115	106	150	127	137	103	141	99	123	84
	Black or African American					38	43	44	42	39	32	24	23	34	23
	American Indian (Not Alaska Native)					4	6	8	9	7	6	8	13	8	8
	Native Hawaiian or Pacific Islander					6	7	7	8	8	8	11	13	12	11
	Asian					52	52	51	46	53	54	65	51	58	49
	White					540	525	554	526	540	494	529	463	471	435
	Unspecified					55	49	48	44	61	40	42	30	35	25
Gender	Not specified					1	1	2	2	2	2				1
	Male					381	392	386	372	393	357	403	347	350	295
	Female					435	395	474	428	432	378	417	345	391	341
	Occupied	901	851	912	869	817	788	862	802	827	737	820	692	741	637
	Capacity	946	946	946	946	910	926	923	923	879	879	887	887	866	866
	Occupancy %	95%	90%	96%	92%	90%	85%	93%	87%	94%	84%	92%	78%	86%	74%
	Semester	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017

Alaska Native Programs at UAA

The most well-known Alaska Native program at UAA is ANSEP (Alaska Natives in Science and Engineering Program).

ANSEP

<https://www.uaa.alaska.edu/academics/college-of-health/departments/ACRHHW/acrh-ahec/healthcareerswebsite/camps-and-internships/ansep-university-retention.cshtml>

ANSEP began in 1995 as a scholarship program and has since evolved into a large multi-partner/owner organization that includes support and input from corporations and non-profits, federal and state agencies, universities, middle and high schools. Programmatic components include the Middle School Academy, Career Exploration, Acceleration Academy, Summer Bridging Program, University Success Support and the Graduate Success Program. The 2015 summary evaluation by the Urban Institute reports “164 ANSEP scholarship recipients graduated from the UA system with bachelor’s degrees in STEM fields” (p. 11); the full evaluation reports Alaska Natives as comprising the majority of participants across program components, ranging from 73- 88% (p. 67).

http://www.ansep.net/documents/ANSEP_Brief_07December_ReaderSpreads_v3.pdf

http://www.urban.org/research/publication/evaluation-alaska-native-science-and-engineering-program-ansep/view/full_report

Native Student Services

<https://www.uaa.alaska.edu/students/native-student-services/>

Native Student Services website lists outreach and support activities, including educational outreach through school and community visits (it’s my understanding that funding has been an issue in providing these outreach activities); postsecondary and vocational guidance, including financial aid/scholarship information, and internship assistance; a computer lab, tutorial and study group space; support for cultural activities, Native student clubs, and student success achievement celebrations; residence hall outreach; and community partnerships. Additional information would be helpful for determining needs, including lists of specific activities, numbers of students who access NSS, and how student advising and outreach to schools might be strengthened. In the late 1970s, Anchorage Community College (ACC) was awarded a grant targeted to provide services to Alaska Native students. The services were modeled on the Fairbanks program named Student Orientation Services (SOS) and Elaine Abraham helped lead the efforts. In the ACC and University of Alaska, Anchorage merger (1987) Native Student Services (NSS) was established and Abraham was named its first coordinator. In approximately 1990, Minority Student Services (MSS) was established with Franklin Barry named as its first director and NSS was one of its programs. In 1993 the programs administratively were separated. Abraham moved to the College of Arts and Science to develop the Alaska Native Studies program and Helen Andon was hired to head NSS.

WWAMI

<https://www.uaa.alaska.edu/academics/college-of-health/departments/wwami/>

Washington, Wyoming, Alaska, Montana, Idaho (WWAMI) and the Washington School of Medicine collaborate in a standardized curriculum in the basic and clinical sciences, providing access to a “regional medical school”. The Alaska WWAMI program began in 1971 (was moved to UAA in 1989) and provides support and training for “physicians who will return to practice in Alaska.” Program strands include an Indian Health Pathway, a Global Health Pathway, and an Underserved Pathway (<https://www.uaa.alaska.edu/academics/college-of-health/departments/wwami/current-students/pathways.cshtml>). Website information doesn’t provide numbers of Alaska Natives currently served, or how many Alaska Natives have graduated.

Interviews with Drs. Elise Pletnikoff and Ted Wright:

<https://www.youtube.com/watch?v=S40iyKlxE80>

Recruitment and Retention of Alaska Natives into Nursing

<https://www.uaa.alaska.edu/academics/college-of-health/departments/school-of-nursing/rrann/>

RRANN began in 1998 with federal grant funds to recruit and mentor Alaska Native/American Indian students to pursue nursing degrees. Since 1998, RRANN has helped over **250 AN/AI** students graduate from the UAA School of Nursing. RRANN currently assists over 300 nurse majors and pre-majors on University of Alaska campuses statewide by offering tutoring services, material lending, group meetings to help students connect with peers, and Student Success Facilitators that offer career, connections within the internal and external partners and personal advice to aid nursing and pre-nursing students in successfully completing the UA Nursing program.

The UAA school of Nursing has programs in 15 different sites around the state. The RRANN program has majors or pre-majors in 14 of the 15 sites across Alaska.

<https://www.uaa.alaska.edu/academics/college-of-health/departments/school-of-nursing/rrann/documents/RRANN-Fast-Facts.pdf>

The Alaska Native Studies Program

The Alaska Native Studies Program is a unique academic program that currently offers a minor. The program offers Indigenous-based pedagogy that emphasizes a holistic worldview. The goal of the minor is to provide new ways of understanding our world. For example, Indigenous languages such as Yup’ik are gender neutral and have elaborate kinship terms that do not have an English-equivalent. Courses such as the Cultural Knowledge of Native Elders highlight long-term intergenerational knowledge based on Traditional Ecological Knowledge (TEK) and art forms that are deeply tied to the environment. AKNS courses such as Tribes, Nations & People provide legal frameworks to understand issues of land claims, sovereignty, and Native corporations. These are unique course offerings at UAA. Students who graduate with a minor in AKNS are poised for future careers in education, Alaska Native business, policy positions, and graduate programs.

AKNS, on average, places ten students year in Internships. The program was started in 1993, and the minor created in 1997. The program houses the Alaska Native language course offerings, and a suite of other course offerings that provide a language and/or policy emphasis. Historically, there has been only one full time faculty in the program, with adjuncts and part-time Term instructors. In 2016 an additional full time faculty member was added, and this has provided an opportunity for growth and development.

Directors 1993-2017

1993-96	1997-99	2000-2003	2006-2011	2011-2017
Elaine Abraham	Michael Jennings	Jeannie Eider	Nancy Furlow	Maria Williams

The AKNS program initiated the establishment of the Alaska Native Studies Council – which is a UA system wide ad hoc organization of Alaska Native faculty. The Alaska Native Studies Council was formed in spring of 2012 and has resulted in the annual Alaska Native Studies Conference which was hosted at UAA in April 2013. The Conference was hosted by UAS in spring 2014, and at UAF in 2015 and at UAA in 2016 and at UAF in 2017.

AKNS courses are valuable to many other programs across the campus, especially those in which some knowledge of Alaska Native people/culture/language/arts is important. AKNS has cross listed courses with Music, Theatre/Dance, Political Science, and Anthropology. AKNS has also sponsored and co-sponsored activities with the Art Department, the College of Business and Public Programming, and established the Alaska Native Undergraduate Research Symposium in Fall of 2012. The AKNS Undergraduate Research Symposium is unique to the UA system, and is part of the November Alaska Native/Native American Heritage month activities. The symposium program features research of students enrolled in the AKNS minor and 2016 marked the fifth annual event.

AKNS GER courses have robust enrolments, and the Alaska Native language courses have the highest enrollments across the UA system. The AKNS minor has two capstone courses – Alaska Native Perspectives and Cultural Knowledge of Native Elders.

There is a language focus, and also a Policy focus for the minor. The Policy focus addresses contemporary Legal issues, land claims, health issues, and Indigenous methodological frameworks. These courses address the unique legal standing of Alaska Native and Native Americans in the United States.

In terms of research, creative activity, and service, the AKNS faculty assist in planning a number of campus wide activities including November’s Alaska Native/Native American Heritage Month, and has partnered with numerous other departments on campus to bring in speakers and guest presentations.

**Diversity and Inclusion Action Plan Report
for UA Community Campuses
February 2017**

Submitted by Diane Taylor, Kenai Peninsula College; Sandy Gravley, Mat-Su College; Ana Hinkle, Prince William Sound College; and Libby Eufemio, Kodiak College

Edited by Lisa Burkhart

This report includes Community Campus reports from Prince William Sound College, Kodiak College, Mat-Su College, and Kenai Peninsula College. Each campus has identified their Diversity Assets, Diversity Needs and Issues, Diversity Recommendations, and an asset map which illustrates how individual programs on each campus currently support diversity and inclusion efforts.

Introduction

In October 2016, a Community Campus Subcommittee was formed at the request of the Diversity and Inclusion Action Plan Tri-Chairs, Dr. Robert Boeckmann, Dr. Maria Williams, and Dr. Andre Thorn. Diane Taylor, Learning Center Director at Kenai Peninsula College and Sandy Gravley, Student Services Director at Mat-Su College agreed to co-chair the committee and were joined by Ana Hinkle, Director of Student Affairs at Prince William Sound College, and Libby Eufemio, Assistant Professor of Alutiiq Studies at Kodiak College. The committee met via audio conference every other week from November 2016 through February 2017 to coordinate planning and research efforts on diversity and inclusion issues at each campus and their extended sites.

The subcommittee's charge was to identify campus strengths and weaknesses pertaining to diversity and inclusion and recommend improvements the University should consider. Two activities became central to this effort: a "mind mapping" exercise to describe diversity strengths, and coordinated visits from the Tri-Chairs to each campus.

Each subcommittee member worked with their campus communities to develop a visual representation, or mind map, of programs, people, resources, and initiatives that improve or support diversity and inclusion. Drafts of the mind maps were shared with faculty and staff to elicit comments and identify additional assets. Creating a visual representation led naturally to recognizing what is lacking in creating a supportive environment for diverse students.

Additionally, the Tri-Chairs met with college personnel and students, first at Kenai Peninsula College in April 2016 and at the Mat-Su campus the following November. Kodiak College arranged a face-to-face visit in January 2017, but due to weather, flights were cancelled and the interviews were conducted via audio-conference. Finally, a combined face-to-face and audio-conference was conducted with Prince William Sound College's faculty, staff, and students in February 2017. Transcripts of these visits appear in the Appendix. In addition to gathering information about the state of each location's diversity and inclusion efforts, these visits helped set the stage for further collaboration by highlighting the importance of diversity and inclusion in moving the University toward its goals, and by informing the community campuses about efforts underway at the Anchorage campus.

This report compiles what was learned through this process, provides a brief description of each campus, outlines assets and needs, and makes recommendations for future action. Recommendations include consolidated items based on shared findings as well as more specific

suggestions that pertain to individual campuses. This reflects the fact that community campuses share many characteristics and common concerns, but are also very different due to their home communities and history. Thus, future efforts to improve diversity and inclusion need to honor the unique culture of individual campuses. Nevertheless, a few shared themes emerged while researching this topic on each campus, notably the desire to maintain the student-centered atmosphere found at each institution and to establish a well-defined leadership structure that guides diversity and inclusion efforts throughout UAA and that includes the community campuses.

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Community Campus Snapshot

Prince William Sound College

Prince William Sound College (PWSC) is a one-of-a-kind institution of higher education located in Valdez, Alaska. The main campus and its extension sites in Cordova and Glennallen are set amidst some of the country’s most breathtaking scenery and rich cultural history. Besides a general studies degree, PWSC offers associate degrees and occupational endorsement certifications not readily available elsewhere, such as Millwright, Safety Management, and Outdoor Leadership.

PWSC’s workforce and professional training provides industrial and safety training for a wide range of industries. Courses offered on a regular basis include HAZWOPER, Confined Space Awareness, First Aid and CPR, computer software, and office skills training, as well as customized trainings opportunities.

In addition, PWSC supports Alyeska Pipeline Service Company to conduct annual oil spill response training under the SERVS Vessel of Opportunity Program. We train Tier I and Tier II fishing vessels and their crews across six ports. Additionally, the department maintains a cadre of adjunct instructors and staff ready to provide Tier III training in response to a major oil spill event.

Campus Demographics

Campus Demographics

				Staff -		FT Faculty -		PT Faculty -	
				Regular, temp, and term-funded		Regular and term-funded		Temporary	
Fall 2016									
African American				0	0.0%	0	0.0%	0	0.0%
AK Native & Am Indian				0	0.0%	0	0.0%	0	0.0%
AK Native & Am Indian Multirace				2	5.4%	0	0.0%	0	0.0%
Asian				1	2.7%	0	0.0%	0	0.0%
Hispanic				1	2.7%	0	0.0%	1	4.2%
Native Hawaiian/Pac. Is.				0	0.0%	0	0.0%	0	0.0%
Multirace				1	2.7%	0	0.0%	0	0.0%
Unspecified				2	5.4%	0	0.0%	0	0.0%
White				30	81.1%	6	100.0%	23	95.8%
				37		6		24	

Kodiak College

Kodiak College offers numerous academic credit courses including BA's in Education, AA's in at least 7 areas including business, nursing & accounting, and certificates in at least 9 different areas including welding, office support, and certified nursing assistant.

Students also have additional learning opportunities through Kodiak College's Alutiiq Studies Program and the Maritime Workforce Development Program. The Kodiak Regional Adult Basic Education (ABE) Program offers adults the opportunity to develop skills and knowledge for education, employment, and citizenship with free Career, College & GED Prep. Kodiak College also provides outreach services to the U.S. Coast Guard, Kodiak Senior Center, local schools and the rural communities of Kodiak.

Campus Demographics

	Staff -		FT Faculty -		PT Faculty -	
	Regular, temp, and term-funded		Regular and term-funded		Temporary	
Fall 2016						
African American	1	3.6%	0	0.0%	0	0.0%
AK Native & Am Indian	2	7.1%	0	0.0%	0	0.0%
AK Native & Am Indian Multirace	1	3.6%	0	0.0%	1	5.6%
Asian	1	3.6%	0	0.0%	0	0.0%
Hispanic	1	3.6%	0	0.0%	0	0.0%
Native Hawaiian/Pac. Is.	0	0.0%	0	0.0%	0	0.0%
Multirace	1	3.6%	0	0.0%	0	0.0%
Unspecified	0	0.0%	1	7.7%	0	0.0%
White	21	75.0%	12	92.3%	17	94.4%
	28		13		18	

Mat-Su College

Mat-Su College is a regionally accredited community campus of UAA, offering associate of arts and associate of applied science degree programs, undergraduate certificates, and occupational endorsement certificates. Programs unique to Mat-Su College include refrigeration and heating technology, computer systems technology, and veterinary assisting. A growing and increasingly vibrant campus featuring state-of-the art technology, Mat-Su College meets student needs through a rigorous curriculum combined with exceptional support services.

Campus Demographics

	Staff -		FT Faculty -		PT Faculty -	
	Regular, temp, and term-funded		Regular and term-funded		Temporary	
Fall 2016						
African American	2	4.0%	0	0.0%	0	0.0%
AK Native & Am Indian	1	2.0%	0	0.0%	2	2.4%
AK Native & Am Indian Multirace	3	6.0%	0	0.0%	2	2.4%
Asian	0	0.0%	0	0.0%	1	1.2%
Hispanic	2	4.0%	0	0.0%	4	4.7%
Native Hawaiian/Pac. Is.	0	0.0%	0	0.0%	1	1.2%
Multirace	0	0.0%	0	0.0%	0	0.0%
Unspecified	2	4.0%	0	0.0%	1	1.2%
White	40	80.0%	29	100.0%	74	87.1%
	50		29		85	

Kenai Peninsula College

Throughout the last 50 years, Kenai Peninsula College has grown from a small organization offering a handful of classes to local students to a multi-campus system serving more than 2,600 students each semester. As part of the community campus system of the University of Alaska Anchorage, our college is comprised of the Kenai River Campus in Soldotna, Kachemak Bay Campus in Homer, Anchorage Extension Site and Resurrection Bay Extension Site in Seward. We pride ourselves on small classes (14:1), outstanding student service, personal attention from our faculty and staff and a warm family-like atmosphere.

Campus Demographics

	Staff -		FT Faculty -		PT Faculty -	
	Regular, temp, and term-funded		Regular and term-funded		Temporary	
Fall 2016						
African American	0	0.0%	0	0.0%	0	0.0%
AK Native & Am Indian	4	4.6%	0	0.0%	2	2.4%
AK Native & Am Indian Multirace	5	5.7%	1	2.7%	2	2.4%
Asian	1	1.1%	2	5.4%	2	2.4%
Hispanic	4	4.6%	0	0.0%	2	2.4%
Native Hawaiian/Pac. Is.	1	1.1%	0	0.0%	0	0.0%
Multirace	0	0.0%	0	0.0%	0	0.0%
Unspecified	6	6.9%	2	5.4%	3	3.5%
White	66	75.9%	32	86.5%	74	87.1%
	87		37		85	

(Note: Faculty and Staff data pulled from UAA Institutional Research SharePoint site. Faculty Staff tab, Faculty Staff Tabular, Official – UAA Employee Demographic – PowerView, page 6/9.)

Headcount by Characteristics and Campus

UAA – Fall Closing 2015 9 March 2, 2017 10 March 2, 2017

	UAA Total	% of Total	Anchorage Campus	Kenai Peninsula	Kodiak College	Mat-Su College	PW Sound College
UAA Total	18,116	100.0%	14,357	2,485	804	1,899	779
Admission Type							
New	3,643	20.1%	2,586	418	136	466	296
Continue	10,580	58.4%	8,685	913	232	762	165
Returned	3,893	21.5%	3,086	1,154	436	671	318
Class Standing							
First-time Freshman	1,982	10.9%	1,535	99	38	152	2
Freshman	2,275	12.6%	1,691	138	37	164	41
Sophomore	2,480	13.7%	1,919	129	40	153	29
Junior	2,228	12.3%	1,913	66	11	58	12
Senior	3,589	19.8%	3,258	86	10	29	5
Graduate First-time	162	0.9%	162				
Graduate Other	710	3.9%	708				
Non-Degree / Other UA Prog	4,690	25.9%	3,171	1,967	668	1,343	690
Full-time							
Graduate	245	1.4%	244				
Undergraduate	7,324	40.4%	5,685	328	53	396	40
Total	7,569	41.8%	5,929	328	53	396	40
Part-time							
Graduate	678	3.7%	669	9	1	2	4
Undergraduate	9,869	54.5%	7,759	2,148	750	1,501	735
Total	10,547	58.2%	8,428	2,157	751	1,503	739
Gender							
Female	10,607	58.6%	8,448	1,506	577	1,197	360
Male	7,509	41.4%	5,909	979	227	702	419
Race							
African American	582	3.2%	541	55	21	33	6
Alaska Native	1,028	5.7%	789	136	51	89	83
Alaska Native Multirace	712	3.9%	608	81	40	80	11
American Indian	109	0.6%	74	19	6	18	9
Asian	1,254	6.9%	1,151	79	71	46	8
Hispanic	1,192	6.6%	1,047	111	68	102	20
Hispanic Multirace	80	0.4%	71	3	4	11	1
Native Hawaiian / Pac Is	138	0.8%	127	14	3	5	1
White	10,512	58.0%	8,305	1,460	445	1,292	363
Non Hispanic Multirace	966	5.3%	837	103	57	100	15
Non Resident Alien	292	1.6%	269	19	11	1	9
Not Reported	1,251	6.9%	538	405	27	122	253

	UAA Total	% of Total	Anchorage Campus	Kenai Peninsula	Kodiak College	Mat-Su College	PW Sound College
Age							
0 - 17	732	4.0%	315	160	39	91	137
18 - 18	1,425	7.9%	1,068	181	48	191	32
19 - 19	1,476	8.1%	1,207	179	42	183	15
20 - 24	5,680	31.4%	4,862	735	256	608	105
25 - 29	3,015	16.6%	2,505	450	143	284	81
30 - 39	2,979	16.4%	2,387	426	143	286	135
40 - 49	1,444	8.0%	1,127	183	51	138	89
50 - 59	944	5.2%	660	112	38	75	123
60 & Over	419	2.3%	226	59	43	43	61
Not Reported	2	0.0%			1		1
Residency Origin							
In State	16,425	90.7%	12,906	2,286	728	1,812	694
Out of State	1,357	7.5%	1,144	178	64	85	74
International	292	1.6%	269	19	11	1	9
Not Reported	42	0.2%	38	2	1	1	2
Degree Level							
Certificate	220	1.2%	152	21	2	14	4
Associate	3,773	20.8%	2,165	497	134	542	85
Bachelor	8,531	47.1%	7,971				
Master's	729	4.0%	727				
Doctorate	31	0.2%	31				
Graduate Certificate	106	0.6%	106				
Post Baccalaureate Cert	30	0.2%	28				
Non-Degree / Other UA Prog	4,696	25.9%	3,177	1,967	668	1,343	690
Attempted Credit Hours							
0 - 2.9	1,837	10.1%	1,269	141	100	83	399
3 - 5.9	3,177	17.5%	2,609	1,359	518	799	232
6 - 8.9	3,135	17.3%	2,484	461	92	378	83
9 - 11.9	2,554	14.1%	2,225	195	41	243	25
12 - 14.9	4,820	26.6%	3,671	236	48	333	27
15 & Over	2,593	14.3%	2,099	93	5	63	13

Source: UA Statewide IR Decision Support Database (DSD) data system at semester closing.

Notes:

1. UAA Total includes Anchorage, Kenai, Kodiak, Matanuska-Susitna, and Prince William Sound College. Headcount is unduplicated. Students who enrolled in multiple campuses have been counted only once in UAA Total.
2. Included are students enrolled in credit courses at the 050 level and above, including auditors.
3. Percentages may not add to 100% due to rounding.
4. See Definition of Terms for meaning of First-time Freshman.
5. Non-Degree/Other UA Programs = Non-Degree seeking students or Other University of Alaska program degree seekers.

Prince William Sound College

Diversity Assets

The Asset Map is a representation of the efforts made at Prince William Sound College (PWSC) in support of the diversity and inclusion initiatives at UAA. These efforts include programs, events, and community partnerships that demonstrate PWSC's commitment to create a diverse, inclusive environment. These strengths include services and support for non-traditional students, strong relationships with local high schools, career and technical training opportunities, and valuable partnerships with community organizations such as Copper River Native Association (CRNA), Eyak Corporation, Ahtna, Inc., Valdez Job Center, BLM – Glennallen Field Office, Providence Valdez Medical Center, and the City of Valdez to name a few.

Diversity Action Council leader, Dr. Robert Boeckmann, visited PWSC on February 8, 2017 to meet with representatives of the campus constituencies including students, staff, faculty, administrators, and members of the Valdez community who rely on Prince William Sound College.

Diversity Needs and Issues

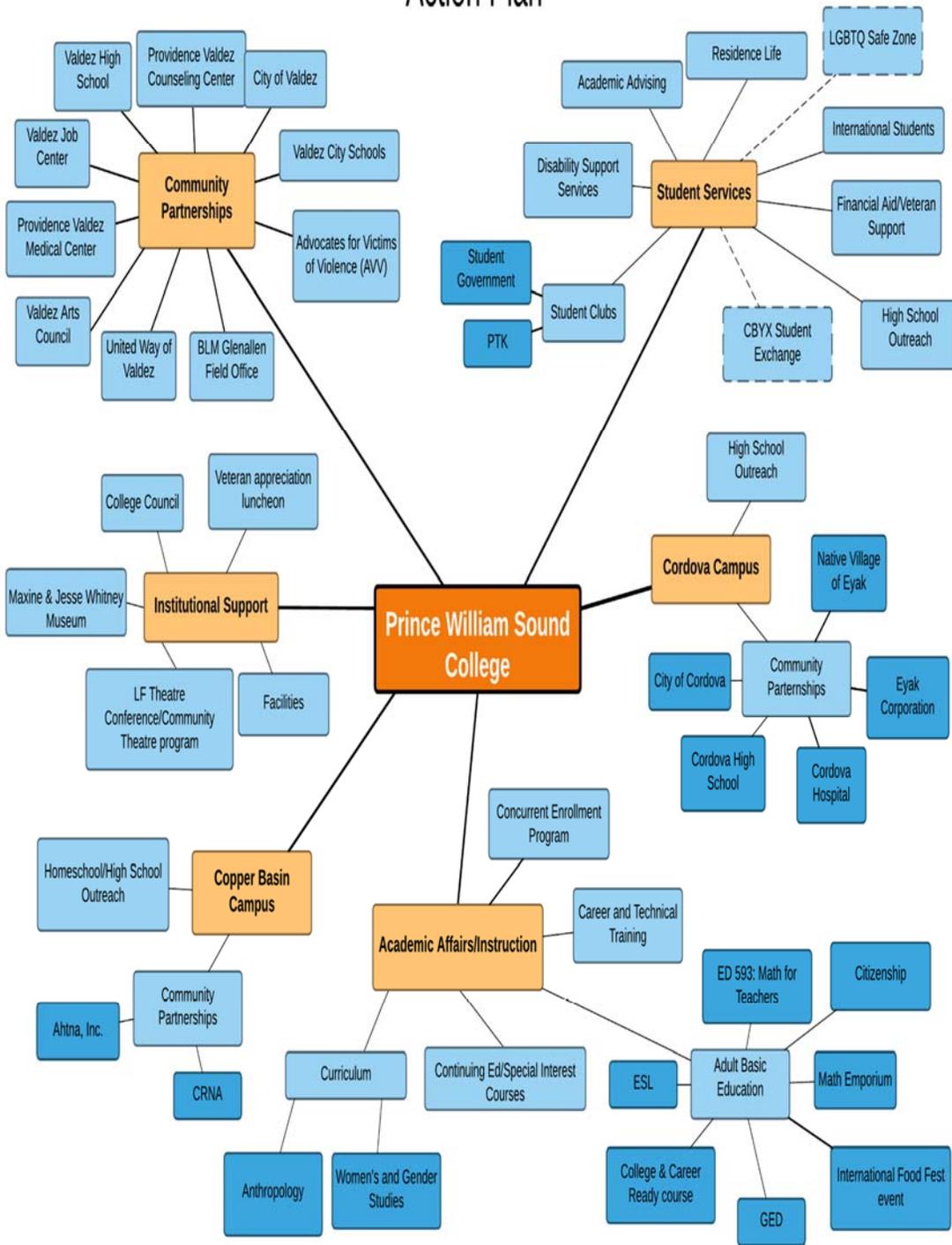
- Diversity and Inclusion initiatives at PWSC are typically lead by Student Services or ABE. Lack of knowledge or awareness of initiatives in other areas of the College.
- Lack of consistency or connection to strategic goals. Some programs or events are led by staff who are passionate about the topic and may not have a plan for continuation or a connection to the strategic direction. Programs or events may come and go with staff turnover.

Lack of buy-in or leadership support to the DAP initiatives. Some of this stems from not knowing what exactly is expected or how to support the initiatives.

Diversity Recommendations for Prince William Sound College

- Opportunities for collaboration with other community campuses to discuss what is being done to support DIAP on each campus and what programs, initiatives, or events can be duplicated on other campuses.

Prince William Sound College Asset Map in Support of Diversity and Inclusion Action Plan



Kodiak College

Diversity Assets

Kodiak College (KoC) is a diverse institution in many ways, with a student body that reflects this diversity; ethnically our students identify as 41% Ethnic Minority and 12% Alaska Native. Nearly two-thirds (72%) are women, and over half are of non-traditional age (57%). Many are first generation college students, with 83% of students as non-certificate/degree seekers, while 25% are USCG or related (active duty, retired, or dependents).

Learning opportunities are varied at KoC. Kodiak City is the third largest fishing port in the nation, and KoC offers classes that meet the needs of our local workforce. The Maritime Workforce Development Program offers classes in vessel repair, maintenance, and other fishing related topics. The Applied Technology Department's Welding program is delivered in a new state-of-the-art facility. KoC also periodically offers a Private Pilot Ground School.

KoC offers varied curriculum in other essential services to our island community, including, in the health care field, degrees as Certified Nursing Assistants, OEC's in Medical Office Coding, and an AAS in Nursing. KoC has a strong Associate of Arts degree program, and AAS degrees in General Business and Accounting. KoC also delivers an OEC in Computer Information and Office Systems. Education majors at Kodiak College can earn an AAS in Early Childhood Development, or Bachelor of Arts degrees in Early Childhood Education or Elementary Education without leaving home. Additionally, the Alutiiq Studies Program offers classes in Kodiak's Indigenous culture & language, an Alutiiq Language OEC and dual credit Alutiiq language opportunities for high school students. KoC is presently developing a Community Education Department that will offer a wide range of non-credit courses such as computer skills, yoga, art, and other topics of community interest.

KoC strives to support student success in many ways; on campus the Learning Center offers in person and online trained tutors, and technology with accessible software is available, while the Library also offers tutoring. The Student Coaching program serves many, while the College Preparatory & Developmental Studies (CPDS) program provides reading, writing, math and college success courses, along with the SMART Start Program and the Companion Course Program. The Math Department offers a free Fast Track Math program to assist students in brushing up skills, often preparing them for higher level courses. The Adult Basic Education (ABE) program offers a plethora of free classes in ESL, Math, GED prep, and Career & Workforce Development (WIOA), as well as Citizenship. Student Government provides inviting student activities and services. As well, small class size and a small campus contribute to a more personalized college experience, while artwork and signage represent varied languages and cultures, particularly Alutiiq.

Educational opportunities are offered in a variety of mediums to best suit individual needs of students including traditional face-to-face classes, eLearning and blended formats. As well, non-

credit Continuing Education classes are another way KOC offers educational opportunities in a non-traditional format, with classes ranging from jewelry making to gillnet construction.

Finally, KoC has a diverse body of active community partners, including the Kodiak Island Borough School District, Providence Kodiak Island Medical Center, the United States Coast Guard, the Arts Council, the Alutiiq Museum, Kodiak Regional Housing Authority, KANA, as well as private businesses, to name only a few.

Diversity Needs and Issues

Kodiak is a town deeply affected by the seasonal nature of fisheries – cannery schedules and fishing openings, for example, influence student attendance and participation. Our location is also an issue. Kodiak Island and its six remote villages are isolated, located on an island accessible only by air or boat (10 hour ferry ride). There are a lack of services and opportunities as well as a very high cost of living. There is a lack of affordable housing in Kodiak and KoC has no on-campus housing.

A large percentage of Kodiak College students, particularly first-generation students, face obstacles to their educational success. These often include a lack of knowledge of the system, lack of family help in navigating school, as well as language barriers.

Obstacles faced disproportionately by non-traditional students at KoC also include;

- childcare issues
- transportation problems
- various home-life difficulties which keep students from attending and successfully completing classes
- lack of funding (scholarships & other resources) for many part-time students

Funding cuts have impacted the Learning Center, Library and Student Services hours, while some staff positions have been lost and not filled. Sufficient funding is always a concern, which impacts hiring new faculty and staff and affects efforts to implement new programs. For example, the Alutiiq Studies Program currently is funded in part by a grant ending September 2017. The position of Native Student Advocate is empty, and further funding is not currently available.

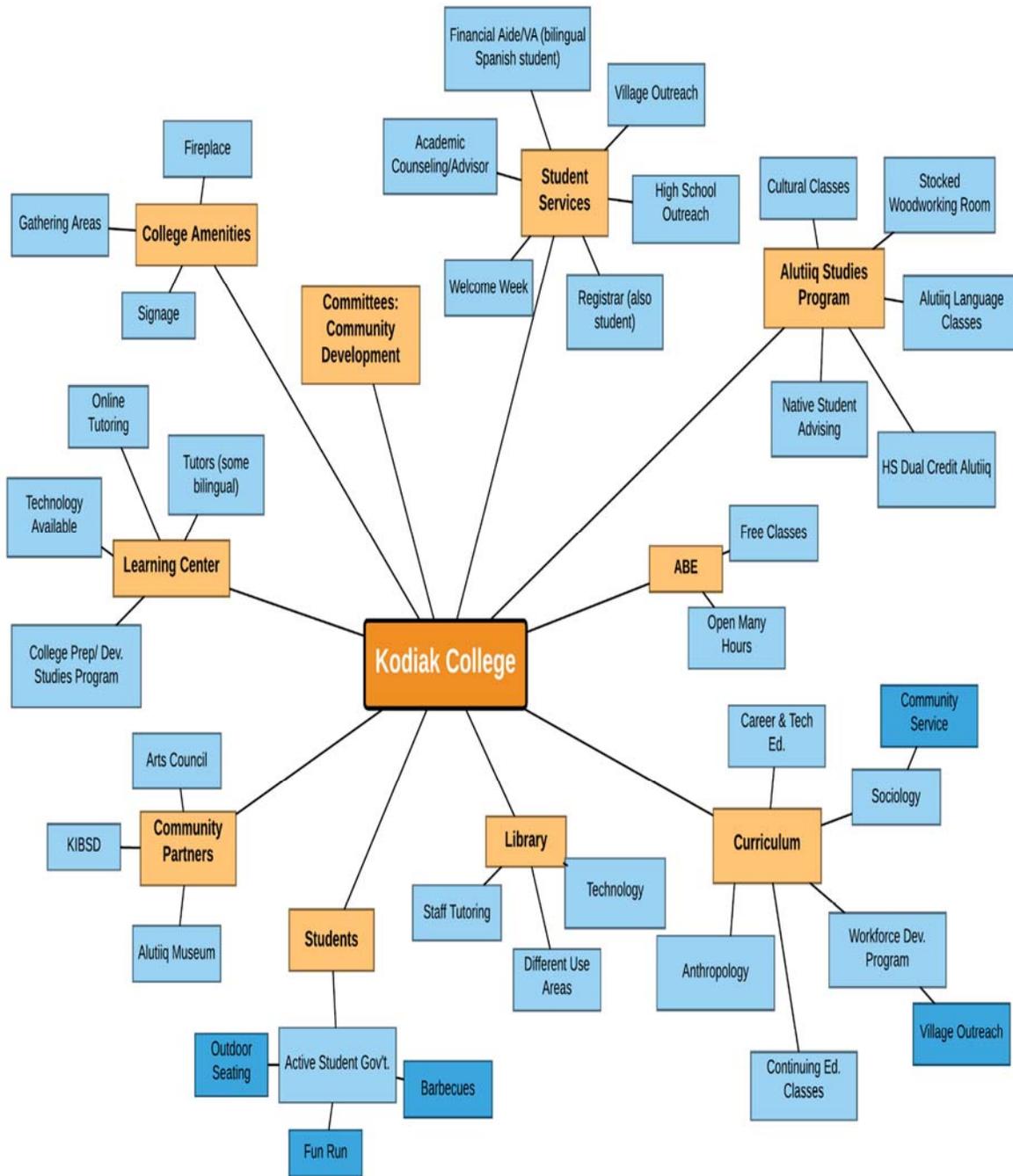
While the campus grounds and buildings exhibit many visible examples of art and & language of the Alutiiq people, more are needed to reflect other proportionally large ethnicities in Kodiak, particularly Filipino and Hispanic cultures.

Finally, while the student body is diverse, faculty and staff generally are not. Recruiting new positions can be challenging due to remote Kodiak's location and local lack of academic credentials for higher level positions.

Diversity Recommendations for Kodiak College

- Redefine methods of measuring “success” at Kodiak College, realizing that the completion of even one class might be enough for a student to become employable, or help substantially improve their quality of life. Degree completion should not be the only measure of success.
- Rebrand Kodiak College, and perhaps the entire UA system, from a “Culture of Higher Education”, to a “*Culture of Continuing Education*”.
- Staff has expressed the need for a Student Advocate or Student Success Advisor, as well as access to a mental health counselor or life coach, to assist students in maintaining college success.
- Establish a Diversity Committee on campus of faculty, staff and student representatives, to research and promote diversity strengths and weaknesses and to implement Diversity Action & Inclusion Plan initiatives.
- Continue to support current efforts in diversity building; promoting academic programs such as Alutiiq Studies and Education, and hands-on learning such as Maritime Workforce Development and Career & Technical education, while implementing new efforts targeting other groups.
- Develop new programs and efforts aimed at including additional ethnic minority groups in Kodiak, such as Filipino and Hispanic populations, in the culture of Kodiak College.
- Continue to develop short-course format, certification programs and training opportunities in subjects which meet the needs of the Kodiak community.
- Encourage the formation of student groups or clubs which foster diversity.
- Seek out new opportunities for establishing community partnerships and strengthen those that already exist.
- Provide continuing training for faculty and staff in cultural competency and Universal Design.
- Continue to offer and become a true focal point for community events and education, emphasizing civil discourse.
- Apply the Kodiak College Strategic Directions plan in all aspects of future development.

Kodiak College Asset Map in Support of Diversity and Inclusion Action Plan



Mat-Su College

Diversity Assets

The Mat-Su College Asset Map in Support of Diversity Action and Inclusion Plan which follows this section was developed by eliciting feedback from faculty and staff to help identify factors that can be considered assets to diversity and inclusion. As demonstrated by the Asset Map, the entire campus shares in the task of fostering diversity and inclusion. Faculty who participated in the asset mapping process emphasized their efforts to create an inclusive classroom environment for students and small class sizes as key strengths, and many noted that the curriculum includes subjects that explore diversity and multiculturalism. Student Services provides a number of programs that help support students at risk of failing college due to social factors as well as support for military veterans and students experiencing disabilities. Likewise, programs formed with community organizations such as the Alaska Job Corps' ACT program, NineStar's on-campus ESL and GED test prep, and Mat-Su Health Services' on-campus counseling help with inclusion and retention efforts for special populations of students. The Glenn Massay Theater provides a venue for events that celebrate diversity and creative thought. Theater personnel aim to "push the barriers" and support productions that encourage deep discussion and cultural and personal growth. Finally, student groups, notably, the Alaska Native Cultures Club, provide diversity-related programming and create a sense of belonging by encouraging students to engage in campus activities.

Diversity Needs and Issues

As the population of the Mat-Su Borough has grown, it has become more ethnically diverse. In 2000 the population was 59,322 and 87.6% of the population identified as "white alone". In the next 15 years the population grew by 70% to 101,095 and the percentage of "white alone" residents dropped to 83.4%. (www.census.gov/quickfacts). Thus, while the population is still largely white, the Mat-Su Borough gained many more residents who belong to ethnic groups. State demographic researchers point to migration from rural Alaska as one driver of this growth. Likewise the Mat-Su campus has become more ethnically diverse with more than 26% of its student body identifying as a member of an ethnic minority. An increase in residents from rural Alaska and a more diverse campus suggest a growing need for changes at the campus in terms of curriculum, services, and campus engagement activities. Currently, most forms of support provided by the college are intended for all student rather than targeted groups although support services may have special benefit for students traditionally underrepresented on college campuses. While not inherently bad, this does highlight the fact that Mat-Su College lacks a centralized office, program, committee, or position responsible for campus diversity efforts. This shortfall makes it difficult to sustain efforts or respond effectively when problems arise.

Other issues related to diversity and inclusion include the following:

- Mat-Su College lacks any designated space on campus to support diversity activities

and there are no visual representations of diversity in art, architectural features, or signage.

- Curriculum related to diversity is limited to a smattering of courses in anthropology, languages, and an occasional course in women's studies. Foreign language instruction ends at the introductory level, and no Alaska Native language classes are available on campus.
- Little is known about the linguistic diversity of Mat-Su College students, in particular those from Russian-speaking households although they are obviously a presence in the local community and on campus.
- English as a second language courses are not taught on campus and ESL instruction provided through NineStar is workplace oriented rather than academic enough to provide students a foundation for attending college.
- Training in Universal Design, a method that supports students who experience disabilities while benefiting everyone, took place several years ago, but many new faculty have been hired since then and may not be aware of its benefits.
- Student attendance at cultural events and theater productions is limited.
- There is little information available that helps us understand how the diversity-related needs of Mat-Su College students are being met. Although data received during fall 2016 indicate that a positive environment exists, it is unlikely that this is always the case.
- Students sometimes form clubs in response to current needs, but without sustaining support from faculty and staff, clubs usually fade away as key members graduate. The LGBTQ student organization is a good example of a club that had a strong presence for several semesters and then went dormant.
- Demographics of faculty and staff suggest that the percentage of ethnic minorities among employees does not reflect the changing demographics of the region. Faculty and staff from minority groups help provide role models and mentors to a wider range of students.
- Mat-Su College plans to integrate a Middle College program beginning fall 2017. This partnership with the Mat-Su Borough School District could increase the number of ethnically diverse students on campus and will likely impact the existing campus culture.
- The current budget situation for the UA system puts initiatives at risk and makes it difficult to anticipate hiring additional staff or faculty or adding new programs or curriculum.

In summary, Mat-Su College is a small campus with many fine faculty and staff who are dedicated to providing a nurturing academic environment for every student. One student during a focus group described how a comment about a transgender individual resulted in a good conversation and a teachable moment. Ideally, this happens every time in every class. However, what is more likely is that as the campus grows, particularly if it continues to become more diverse, the support needs of students and faculty will change. An understanding of the campus climate and how students perceive they are welcomed and accepted will be needed. It is likely that it will become more and more important to include diversity-related programming and academics to meet the needs of a changing student body.

Diversity Recommendations for Mat-Su College

Short-term goals, 1 – 3 years

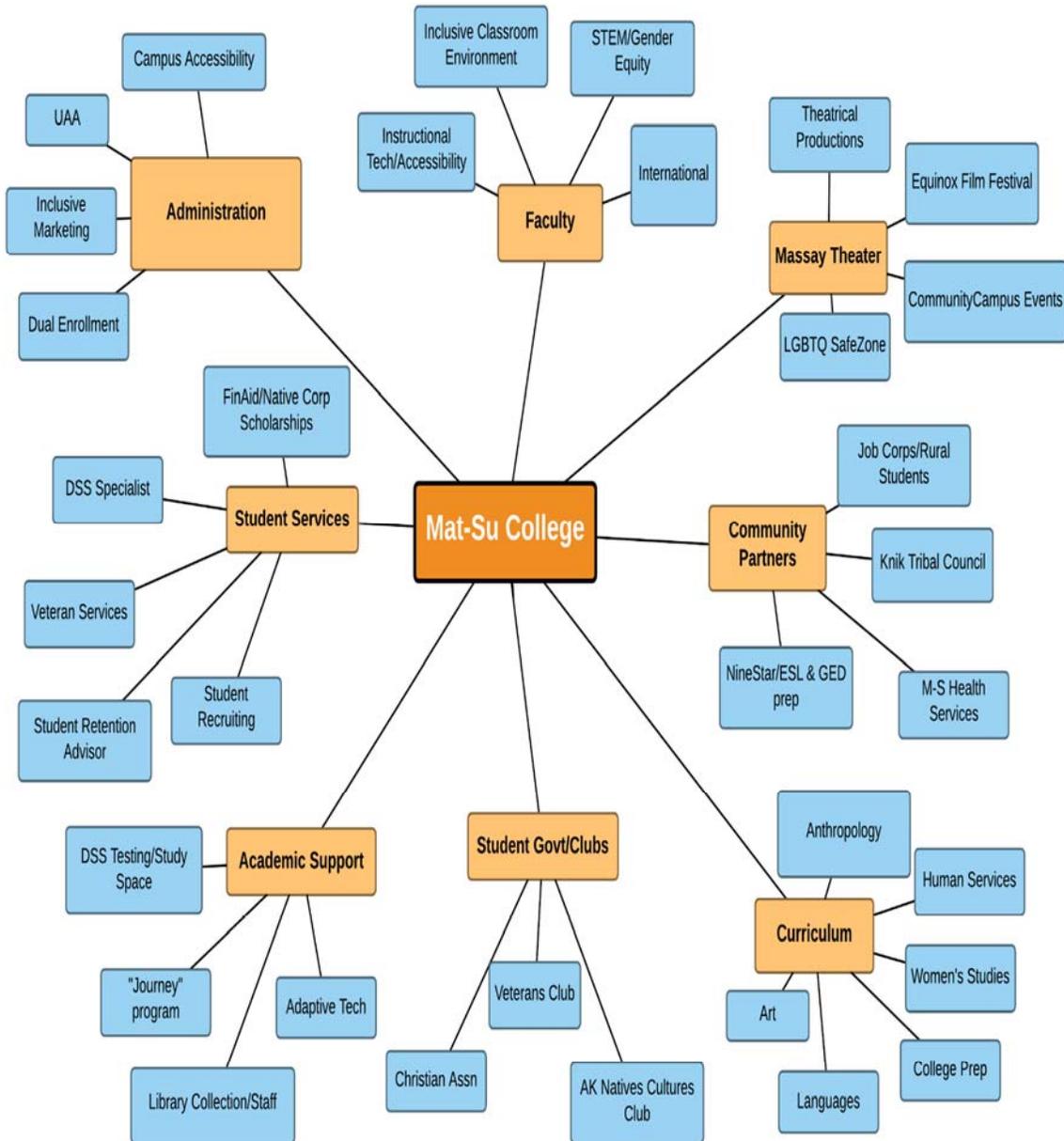
- Establish a faculty-led standing committee to further research diversity strengths and needs and promote diversity and inclusion plan initiatives
- Continue to support current efforts such as hosting the Equinox Film Festival and other events that celebrate and recognize how embracing diversity strengthens our community.
- Establish a student group led by an assigned staff member to support diversity and inclusion programming on a peer-to-peer basis. Provide student leadership training and development
- Implement diversity-related protocols used by other UAA colleges for recruiting and hiring of faculty and staff
- Identify diversity-related curriculum available through eLearning and promote with interested students
- During campus events such as graduation and convocation, invite local representatives of Alaska Native groups to participate. Their presence can help the campus community recognize the historical and cultural significance of Alaska Native peoples
- Provide cultural competency training for faculty and staff in LGBTQ issues
- Take advantage of UAAs National Coalition Building Institute (NCBI) training in Social Inclusion and Equity
- Maintain and nurture relationships with community partners related to diversity and support for special populations (Knik Tribal, City of Palmer/Sister City program, Mat-Su Health Services, Job Corps, Mat-Su Health Foundation)
- Improve communication about special events, inclusion activities, and performances related to diversity. Improved communication can increase participation.
- Leverage our connection to UAA to provide resources, expertise, communication, joint activities and speakers

Medium term goals (3 - 5 years)

- Establish enrollment and retention goals and strategies for increasing ethnic diversity on campus and the completion rate of first-generation college students

- Conduct student surveys to evaluate the campus climate related to diversity
- Identify best practices used currently to promote inclusion in the classroom
- Deliver training in Universal Design to faculty
- Provide recognition for faculty and students who strengthen diversity and inclusion
- Emphasize civil discourse through speaker engagements, community events
- As plans for new or remodeled buildings are developed, include plans for visual and architectural representations in support of diversity and inclusion (art work, historical/pictorial time lines, signage, etc.) and dedicated space on campus for multicultural student activities
- As plans for new positions are developed, include a student activities coordinator position with assigned duties to promote diversity-related programming and activities.
- Promote international exchange and develop exchange opportunities for Mat-Su College students

Mat-Su College Asset Map in Support of Diversity and Inclusion Action Plan



Kenai Peninsula College: Kenai River Campus and Kachemak Bay Campus

Diversity Assets

The Asset Mapping for KPC was an effort to provide a brief overview of the current initiatives, programs, and events surrounding diversity and inclusion on this campus. Kenai Peninsula College assets, related to efforts to create an inclusive and welcoming campus climate (represented on the Asset Map), appear strong in several departments-- particularly in Student Services, The Learning Center, and Res. Life. In addition, many of these assets were mentioned in the *Kenai Peninsula Trip Report and Notes*, submitted by Dr. Maria Williams, after she along with Dr. Robert Boeckman and Dr. Andre Thorne completed their on-site campus visit at KPC in April 2016. Additional strengths for KPC also include the strong relationships built with our community partners such as: Kenaitze and Seldovia Indian Tribes, Department of Labor and Workforce Development, the Kenai Peninsula Borough School District, a multitude of non-profit helping agencies, etc.

Diversity Needs and Issues

Some of the questions resulting from this process include:

- *What are KPC's short and long-term goals to ensure diversity and inclusiveness within the institution? (This would include students, faculty, staff, and the local community.)
- * How do we assess/measure the effectiveness of our current or future efforts, for ensuring diversity and inclusiveness?
- *If *and/ or how* do current efforts to welcome diversity and inclusion, work together across the campus? Do the same people lead and participate each time?
- *What *accountability* is in place for quality and sustainability of a proposed DAP? Who is responsible for addressing concerns?
- *What efforts are being made on this campus in terms of diversity and inclusion represented in curriculum, hiring, retention and completion for underserved student populations (Perhaps this information will be reflected in some of the other subcommittees such as HR, DSS, etc.)

Diversity Recommendations for Kenai Peninsula College

- *Implement a core-training program for all staff, faculty, and student employees in

order to help ensure that all employed members of the campus community know how to engage with others in ethical, legal, and welcoming ways that promote inclusion and respect of diversity

*Establish a standing committee at the community campus level, with diverse representation from across the campus, to provide oversight with the charge of the UA DIAP

*Incorporate diversity into the strategic planning for each academic and support unit on campus

*Establish accountability for implementing the UA DIAP at the Deans and Director's level, at each campus 21 March 2, 2017 22 March 2, 2017

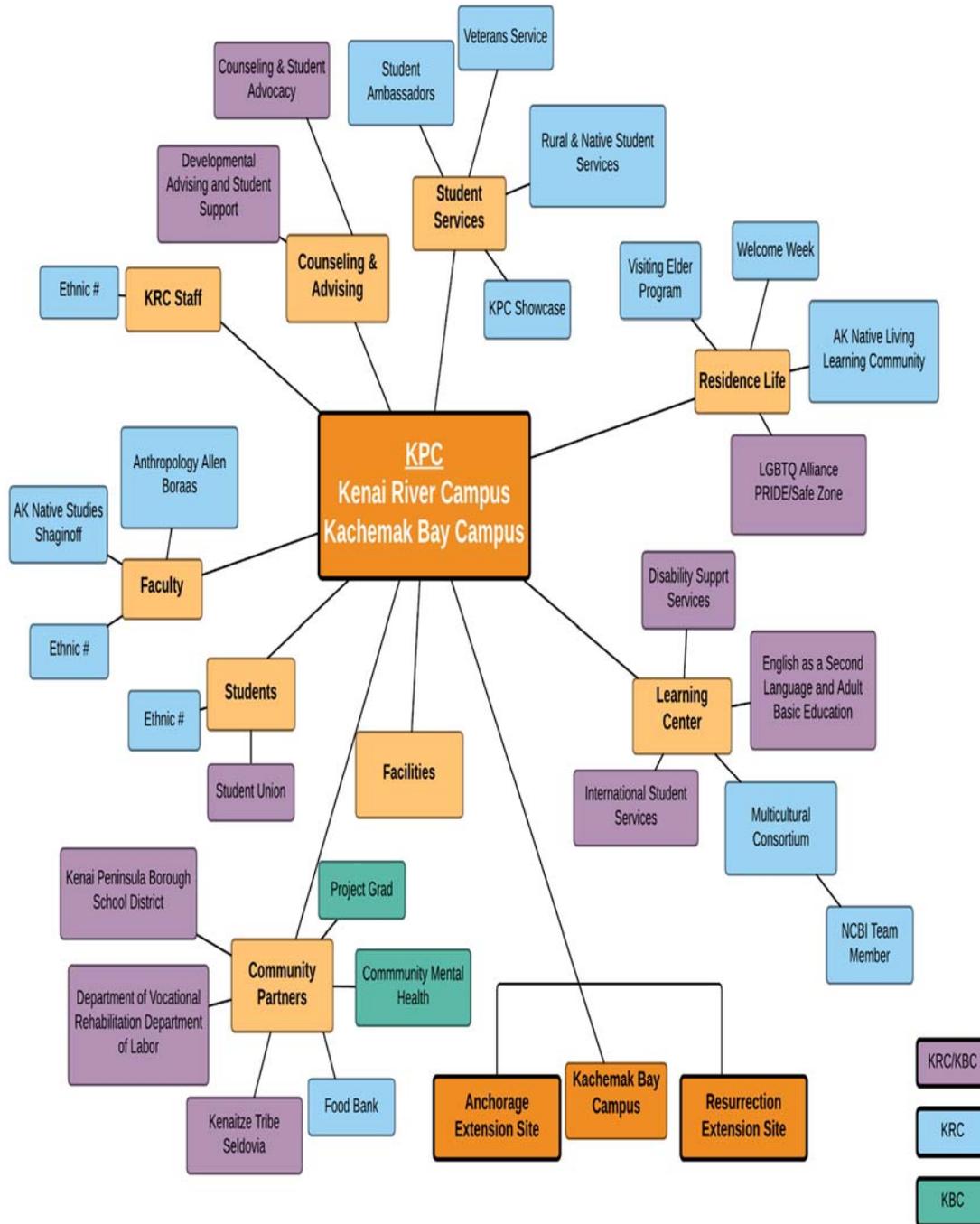
Diversity Recommendations

The Community Campus Sub-Committee recognizes that this initiative on diversity and inclusion is occurring during difficult financial times for the University and the State of Alaska, and we recommend that potential low cost strategic and innovative solutions continue to be addressed. However, in order to sustain and improve diversity and inclusion efforts throughout the UAA system, funds will need to be allocated to directly impact and support diversity initiatives. The payback will be greater recruitment and retention of students, faculty, and staff from all backgrounds and walks of life.

We recommend the following:

- Create a Director of Diversity position at the Anchorage campus of UAA. This position would report to the Chancellor and be responsible for implementing the Diversity and Inclusion Action Plan. The Director of Diversity would offer guidance and resources for community campuses and departments at UAA.
- Form a Diversity and Inclusion Action Committee/Council at each community campus. Membership would be made up of faculty, staff, students, and stakeholders/community partners. These committees would work in partnership with the UAA Director of Diversity and UAA diversity committees.
- Allocate funding to each community campus to support hiring a Diversity Coordinator position at KPC, Mat-Su, KoC, and PWS. The Diversity Coordinator for each community campus would lead the Diversity and Inclusion Committee at each campus and act as the liaison between the campus committee and the Director of Diversity at UAA. The position could be either a faculty or staff position and either full or part-time depending on the needs of the campus.
- Develop ongoing training and continuing education programs that support the diversity initiatives. Trainings need to be made available to each campus.
- Commit fully to fostering the growth of Alaska Native language and cultural instruction at each campus and through eLearning.
- Continue activities of the Diversity Action Council, perhaps renamed to **Diversity and Inclusion Action Council (DIAC)** and include a representative on this council from EACH community campus, rather than just one community campus.
- Continue the Chancellor's Diversity Award that recognizes individuals and departments representing best practices in implementing the Diversity and Inclusion Action Plan.

KPC Asset Map in Support of Diversity and Inclusion Action Plan



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Report from the Diversifying the Curriculum Subcommittee

Nelta Edwards, Gabriel Garcia, Amber Christensen, Beth Leonard, Christine Ericson, Toby Widdicombe, Virginia Miller, Wei Hsiao, Emily Madsen

UAA serves a diverse student body and has made explicit commitments to diversity and inclusion in its public-facing diversity statements. Yet are these commitments represented in the form and content of courses that are taught in UAA classrooms? This subcommittee tasked itself with assessing the current status of diversity in the curriculum at UAA, thinking through how we can ensure that the rhetoric of the diversity statements is carried out in the spirit of our studies. As we investigated this idea, we realized there were several interrelated tasks we needed to pursue:

1. To define how UAA describes diversity in order to operationalize a standard of diversity for curriculum purposes.
2. To assess the current status of diversity in the curriculum at UAA.
3. To think about how we might increase the effectiveness of these current curriculum assessments regarding diversity.
4. To ensure that curricular support, such as library services, are meeting the needs of a diverse curriculum and student body.
5. To propose a diversity and inclusion GER that would allow the university to express institutional support for diversity in the curriculum at the core level.
6. To fund diversity initiatives related to curriculum.

1. Defining Diversity at UAA

Before we can begin to address how to diversify curriculum at UAA, it is important to first define diversity as defined by our institution. Interestingly, UAA has two slightly different diversity statements. On the UAA Diversity website (<https://www.uaa.alaska.edu/diversity/>), the diversity statement is written as follows:

With freedom of speech being at our core, UAA strives to create an inclusive, respectful campus community that promotes and embraces our individual differences. We unite in our belief that diversity includes understanding and respecting differences in ideas, religion, gender, ethnicity, race, sexual orientation, gender identity, disability, age, and socioeconomic status. We celebrate diversity in all of our educational and employment endeavors.

On the other hand, the diversity statement found on the 2016-2017 UAA Catalog (<https://catalog.uaa.alaska.edu/aboutuniversity/>) reads:

UAA recognizes and values the diversity of our unique location in Southcentral Alaska, the ancestral homelands of the Dena'ina Athabascan, Ahtna Athabascan, Alutiiq/Sugpiak, and Eyak peoples.

We honor diverse experiences and perspectives—including differences in ideas, religion, gender, gender identity, sexual orientation, ethnicity, race, culture, nationality, age, disability, veteran and socioeconomic status—and strive to create welcoming and inclusive learning environments where all are treated with respect.

At UAA, valuing diversity is integral to excellence. Diversity maximizes our potential for creativity, innovation, educational excellence, and outstanding service to our communities.

We chose to define diversity as written in the catalog as opposed to what is written on the diversity website for several reasons. It acknowledges Southcentral Alaska's indigenous roots; it recognizes veteran status as a unique group that adds to the diversity on campus; and it views diversity as more than just a concept to be celebrated, but rather as an important part in achieving excellence in teaching, learning, research, and creative activity. Based on the catalog's diversity statement, we view the concept of diversifying curriculum to adhere to the following three principles:

- A basic knowledge of Alaska and its indigenous peoples;
- Respect and understanding of diverse groups that make up our school and our state through teaching, learning, service, research, and creative activity; and
- Equal access and opportunity to learn about and participate in the diverse groups we belong.

Based on these principles, we believe that diversifying curriculum is not just about learning and practicing diversity within the walls of this campus, but rather a lifetime appreciation of diversity in all its forms in the respective communities, neighborhood, and workplaces of its students and faculty.

2. Assessing Diversity in the Curriculum at UAA

We considered what resources are currently available that would allow us to ensure that our curriculum is reflecting these three principles, as well as fostering a lifetime appreciation of diversity beyond the boundaries of UAA. One member of our subcommittee has created and maintained a Faculty Diversity Database that tracks faculty members who teach courses engaged with diversity or conduct research in diversity (see other attachment), but the entries

in this database are the result of self-selected and self-reported responses to a voluntary survey, and are thus not comprehensive.

Where else could we look to determine whether courses or faculty are offering diversity in terms of topic or content? Diversity principles could be reflected in the overall Student Learning Outcomes for a course, the course title, or the course description, but diversity-supporting material might also be more subtly located in a course reading list or even the course calendar. While it would be possible to create a searchable file of the UAA Course Catalogue and search for terms such as “diversity,” “inequality,” “ageism,” or “racism,” for example, this would be a time-consuming process and would also result in a partial list.

It might be possible to arrange for interns from a few Departments on campus to engage in a similar process with CARs and CCGs on file: these student interns could comb the documents for references that would indicate a commitment to diversity, diverse authors and texts, or a teaching style geared towards diverse populations. This would again be a lengthy process, require support from the Departments supplying interns, and would rely on the skills of these student workers to achieve a comprehensive list. In addition, it’s not clear from CARs and CCGs whether courses are currently being offered, so this would again not necessarily supply an accurate and current snapshot of diversity in the curriculum.

What is clear from these possibilities for assessing diversity in the curriculum is that there is currently no systematic way of doing so.

3. Suggestions for How to Systematize an Assessment of Diversity in the Curriculum

UAA has recently transitioned to a new online Curriculum Inventory Management (CIM) system. This could be a powerful tool that would allow for a) faculty to self-identify their courses as engaging with diverse topics/material and b) observers to systematically search and compile those courses that have been identified as engaging with diverse topics/material.

How would this work? Our subcommittee believes the best solution would be to add a box on either the CAR, CCG, or both that would ask faculty to answer: “Does this course have a diversity focus or component?” If faculty clicked yes, they would then be prompted to click a further series of sub-boxes that would allow them to identify which categories of diversity the course engages with (for example, “Alaska Native, Race, Class, Age” etc.).

The Registrar acknowledges that such a box could be added to either of these forms. It would need to be arranged with the third-party vendor who oversees CIM and related documentation. In order to approve the addition of the box to the forms, the proposal would not to pass through the Faculty Curriculum Committee, the GAB and UAB, and the Faculty Senate. As this is a lengthy process with room for roadblocks, we recommend that a strong central figure be appointed to shepherd the changes through.

The addition of the diversity box raises the question: how can we make sure that faculty who are checking this box meet the standards of what qualifies a course as diverse? Some courses might spend only a unit on a topic like Veteran's affairs, while others might be wholly consumed by that same topic. Would both classes qualify as focused on diversity? We recommend that this be determined at the institutional level, with the Faculty Senate Diversity Committee acting as the determining body. After faculty initiate or update courses, the CAR and CCG should be passed by the FSDC for confirmation of its relevance to diversity in the curriculum. The FSDC would sign off on the paperwork, in a process that mirrors how the Library signs off on the paperwork currently.

4. Valuing the Contributions and Support of our Library Resources

The American Library Association maintains a set of Diversity Standards that promote cultural competency for academic libraries (www.ala.org/acrl/standards/diversity). In the words of the document, "these standards are intended to emphasize the need and obligation to serve and advocate for racial and ethnically diverse constituencies." The standards include "cultural awareness of self and others," "development of collections, programs, and services," "language diversity," and "research."

Faculty and librarians at UAA should work together to make sure that these standards are being met for student populations. Our committee suggests that when faculty touch base with their library liaison as they fill out their CCG, the conversation should include a discussion of diversity/cultural competency on both sides of the equation. Librarians would be an excellent resource for faculty hoping to increase student exposure to diversity related offerings from the special collections, archives, or main collection; faculty can assist librarians in determining where diversity-related gaps in the Library collections might exist.

5. A Diversity and Inclusion GER

Our subcommittee strongly believes that UAA's commitment to diversity and inclusion suggested by its diversity statement should be institutionalized with a Diversity and Inclusion GER. Students would be required to consider this factor as they select courses for their GER, and if there were an easy, systematic way to identify courses that qualify as engaging with diversity (such as the FSDC approval process outlined above), it would assist students in selecting courses that could satisfy the requirement. For those who might be concerned about this adding to student course-loads, the subcommittee points out that this diversity GER could be combined with other GER. For example, a course that satisfies a Fine Arts GER could also be applied towards satisfying the Diversity GER. In fact, any course that satisfied a different GER could also count as a Diversity GER as long as it had been identified as diversity-related in its CAR/CCG.

Our subcommittee is not alone in recognizing the need for and timeliness of this kind of requirement. The student governments at UAF, UAA, and UAS have all voted to include Alaska Native culture as a requirement. While our subcommittee's recommendation is for a more

general Diversity and Inclusion GER, we would wholeheartedly support an Alaska Native culture GER and can envision its implementation mirroring the process we've described above.

Here is a potential draft for the GER:

General Education Requirement Classification List

Tier 1: Basic College-Level Skills

Classification

Credits 3

4. Diversity

Diversity courses emphasize creating, exploring, respecting, nurturing, or promoting our individual differences in ideas, religion, gender, ethnicity, race, sexual orientation, gender identity, disability, age, and class. These courses come from many disciplines and provide students with the skills needed to articulate, discuss, and write about the positive values that stem from our respect for the different cultures and belief systems of all people as well as the negative results that occur from a facile acceptance of homogeneity.

6. Funding Diversity Initiatives Related to Curriculum

Our subcommittee has also developed several recommendations that incentivize and support diversity-related curriculum development and representation on campus. These recommendations grew out of a discussion regarding the value of a Diversity Officer, a position that the university is currently conducting a search for. In a time of budget cuts and reductions, we wondered whether adding another administrative position was the most effective use of the university's funds. Keeping in mind that the position, with salary and benefits, might run UAA approximately \$100,000-120,000, we thought about other ways that monetary commitment might be allocated, which would support diversity-related development at a granular level.

First, we recommend that the university allocate the money as a Diversity Curriculum Development grant, which would support the faculty we already have and incentivize the development of new courses that pursue diversity-related content and instruction. Faculty could apply for these funds and receive a course release as they work to develop new diversity-related curriculum.

Second, we recommend that the money be used as scholarships for students from diverse backgrounds. In Central's "We Miss You" campaign research about UAA's recurring issues with delayed graduation or high drop-out rates, the number one factor cited by students who have left UAA is "family or financial-related issues." Monetary support for working students, student parents, or military students from diverse backgrounds could make a crucial difference in these students' lives, UAA's graduation rates, and the diversity of the student body on campus.

Third, we recommend that the money be allocated as grants that can support either undergraduate or graduate students who are in search of research funding for diversity-related projects.

Conclusion

In conclusion, any of these recommendations would need to be followed up by a strong oversight and assessment effort. We recommend that one of two existing bodies, the DAIC, or the FSDC, be tasked with this oversight and assessment. It makes especial sense for the FSDC to be involved, as it is built into existing Faculty Senate structures and could be engaged in review that parallels GERC's review of proposals before they are sent on to the UAB, for example. Regardless of FSDC's role in the unfolding process, we recommend that the DAIC be given greater institutional power, with increased financial support and an ability to pursue these kinds of solutions and innovations.

Given the short time frame of our investigation, we were unable to conduct focus groups with faculty or students, but we imagine the findings of the DAIC focus groups might add useful support to the recommendations found here.

As a last note, we discovered that our discussion of what diversity in the curriculum might look like at UAA was limited by the way UAA defines diversity. Other universities, such as the University of Washington, specifically reference social justice and the examination of privilege as institutional goals related to diversity. UAA should decide, going forward, whether it wants to embrace this explicitly action-oriented approach to diversity, and we would strongly recommend and support the inclusion of social justice and recognizing/examining privilege as a next step to strengthening the visible commitments UAA makes to diversity.

Disabilities Support Services

Subcommittee Report for the Diversity Action and Inclusion Plan

Subcommittee Chair: Karen Andrews, Director of Disability Support Services
Subcommittee Members: Mandeel Mlcek, ADA Coordinator

University of Alaska Anchorage
March 31, 2017

Subcommittee Chair Opening Statement

As a member of the Diversity Action Council, I was assigned to be the Diversity Action and Inclusion Plan Disability Support Services (DSS) chair. It has always been my belief that DSS should not have a separate committee. It should be a vital component and consideration of each DAIP subcommittee. DSS related diversity, action, and inclusion will only happen when it is a matter of who we are as UAA, not just something that we talk about or do. It will require a complete paradigm shift and redefinition of our campus culture and must come from and be practiced by the University of Alaska senior leadership as well.

Karen L. Andrews, M.Ed.
Director, Disability Support Services
University of Alaska Anchorage
March 31, 2017

Introduction

The Diversity Action Council (DAC) at UAA has been given the charge to write a Diversity Action and Inclusion Plan (DAIP), including multiple subcommittees. This is the report for the DSS subcommittee which maintains that those who experience disabilities must be included under the umbrella of diversity. Disability is considered under the broader term of “diversity” in today’s social justice model, not a medical model that says the person who experiences a disability is “broken” and must be fixed. “Striving for dignity is at the core of social justice movements” (Loewen & Pollard, 2010, p. 5) and those students who experience disabilities have a right to an education without discrimination just as every other marginalized people group (2010).

The Americans with Disabilities Act and Section 504 of the Rehabilitation Act specifically state that it is unlawful to discriminate based solely on disability (United States Department of Justice Civil Rights Division, 2017). Disability is part of one’s identity and each and every intersection of disability should be considered in the provision of fair, full, and equal participation (PaperClip Communications, 2016).

Those who experience disabilities have a right to participate, without discrimination, in all societal realms (PaperClip Communications, 2016). The Social Justice Model focuses on creating a culture of inclusion that makes full access and accessibility a top priority of any institution of higher education (2016). Disability is diversity and diversity is disability. Cantor (2013) stated the following:

Working across difference is a learned skill, yet it isn’t modeled or even appreciated in our anomic, zero-sum, frayed polity. This is where educational leaders and social scientists would point to at least a decade of evidence that students of all backgrounds do not come prepared to care about each other, to leave their implicit biases behind, or to positively leverage their diversity. They would tell us how crucial it is to understand education as a deeply entwined social endeavor, that we cannot disentangle race, class, language, gender, nationality, ability, and sexuality. And they would tell us that’s why it is so important to take a nuanced, multi-dimensional, holistic perspective on social identity, ensuring through critical mass that individuals’ multiple identities get rendered in all their embedded complexity. (p.2)

As the work for this subcommittee progressed, it became more and more evident that UAA has a long way to go when it comes to meeting the needs of students who experience disabilities and to understanding that disability is diversity. This paper includes feedback from students, faculty, and staff as well as citations from the literature to support this conclusion.

Current DSS Mission, Structure, and Services

The vision for Disability Support Services is to be an exemplary model of compliance and best practices in the provision of accommodations and services for students in higher education who experience disabilities (Andrews, 2017). The mission of Disability Support Services (DSS) is

to empower, support, and advocate for students who experience disabilities by partnering with the University community in the provision of equal access to all curricular and co-curricular programs, facilities, services, and activities (UAA Disability Support Services, 2017).

Currently DSS serves an average of 486 students yearly representing accommodations in nearly 762 classes across academic disciplines (DSS Staff, 2017). The number of students currently being served is small in comparison to national demographic data. Here is what the national numbers indicate. According to the United States Census Bureau (2012), in 2010 nearly one in five in the USA experienced disabilities. Adults, age 21-64, who experience disabilities had a median monthly earnings of \$1,961 when compared to \$2,724 for those without disabilities (2012).

When considering the numbers for disability and higher education, 11% of undergraduates in 2011-2012 experience a disability (National Center for Educational Statistics, 2016). NCES also included information that students 15-23 have a 9% rate of reported disabilities and students 30 and over have a 16% rate of disabilities with the rates being evenly distributed among males and females (NCES, 2016).

Data that Supports this Report

Information to support the information in this report was gathered from a number of sources. They include, but are not limited to, the UAA Fact Finder for 2016, qualitative data from panel discussions, BOR policies, the Student Affairs Policy Book, the 2014 Consultant's Report from Tom Thompson, current UAA space studies, the ADA Coordinator's Report, the CAS Standards, and the University of Washington Do-It Center model.

Input from Students, Faculty, and Staff

During the course of the subcommittee's work, input was taken from a number of sources. There were two panel discussions and conversations with DSS staff and selected faculty/staff members. Students also filled out an anonymous questionnaire/survey regarding diversity in March 2016.

Quotes from student surveys/DAC questions:

How do you define diversity and inclusion?

- Where each and every person is accepted and welcomes for who they are
- Allow equal access to all, regardless of identity or nationality

What is your perception of diversity and inclusion at UAA regarding students, faculty, and staff?

- Fill important positions such as the Board of Cultural Awareness
- I think UAA is a good representation of the community in regards to the diversity of staff and students, but not in high levels of leadership.

- There is a hierarchy of staff that divides and separates us from meeting diversity standards and prevents a sense of true belonging.

Have you participated in curricular and co-curricular programs at UAA that promote diversity and inclusion? Please list one to three specific examples.

- Multicultural Center
- USUAA – student government
- Model United Nations Alaska
- Club Council

In what ways are your expectations of promoting diversity and inclusion at UAA being met?

- I feel UAA is lacking in representation of under-represented groups such as veterans, students of color, and those with disabilities.
- I feel the University is doing a good job at promoting diversity by how popular ethnic clubs and MCC are.
- UAA is making several attempts to meet diversity requirements given there is the Multicultural Center; however, the hot commodity here at UAA is Alaska Natives.
- More focus is on Alaska Natives and not so much promoting all of those who may not be indigenous to Alaska.
- There is a fixed perception of what diversity means.

What are your recommendations in order to make this a more diverse and inclusive university?

- Have an event similar to the festival of nations where each culture and ethnicity represented at UAA can showcase their traditions.
- Festive activities would be of great significance to include all students, not just Alaska Natives indigenous to the State of Alaska.
- What about people with disabilities? Where is our voice? Why are we invisible?
- We need representatives in student government to specifically promote diversity and inclusion. There should be liaisons from Disability Support Services, the Multicultural Center, Native Student Services, Veterans Affairs, etc.

In October 2016, DSS held a Myth Busters Panel Discussion considering the intersectionality of disability as part of the Disability Awareness Week. The panel included a Deaf student and a Deaf adjunct faculty member who required an American Sign Language (ASL) interpreter, a student with advanced cerebral palsy in a wheel chair accompanied by a translator, a veteran with a seizure disorder accompanied by a service animal, a legally blind student, and a student worker who experiences Bipolar Disorder but has chosen not to receive accommodations and DSS services. The moderator for the panel discussion was a faculty member with Multiple Sclerosis who uses a wheel chair. Each panel member voluntarily chose to self-disclose their disability. They represented various ethnic/racial groups, genders, and socio-economic levels.

Following is a summary of the key thoughts, feelings, impressions, and experiences of the panel. The similarities of viewpoints and experiences were striking and eye-opening.

1. Each panel member has overcome great obstacles in their lives and in their pursuit of higher education. They have paid the price and are qualified to be here.
2. They all experienced resistance to the consistent provision of legally mandated accommodations. One student even said that one of the instructors regularly came to class and forgot to bring the needed alternative formatted class materials in large print and readable PDF. The professor said, "Oh, I forgot...I left the materials in the printer...do you really need printed materials or can I stand beside you and read it aloud to you" etc. One student said that they would absolutely not recommend to anyone to come to UAA.
3. DSS registered students pay tuition like any other student and should be given a rebate when accommodations are not met consistently.
4. Disability etiquette and awareness training should be mandatory for faculty and staff.
5. Many faculty members are kind and caring but do not understand that accommodations are not negotiable. There are other staff members who present as unkind and uncaring and feel they are being imposed upon to provide accommodations.
6. Braille signs are needed throughout the entire campus, especially to distinguish bathrooms. Facilities accessibility is lacking in many ways.
7. Marketing for DSS should be included in UAA student applications so students know in advance what services are available before they get here.
8. Better space and additional staff are needed in DSS.
9. Improved student and professor communications surrounding accommodations is needed. Have professors held accountable.
10. Captioning gives access to all, not just the Deaf.
11. Despite American Sign Language classes being the second most attended/popular language classes at UAA, the program does not appear to be regarded in the same way as other languages. There are currently no tenure track ASL faculty in the language department and ASL/or Deaf representation is lacking on the Language Department's regularly scheduled meetings. In addition, the department has been unable to budget the cost for a Deaf instructor to have an ASL interpreter for as much class time as he or she would prefer.
12. Not every veteran with a service animal has PTSD.
13. Even though there were a number of attendees, there were only two faculty members present. One was the moderator of the panel and the other was a panel participant. Where were they?

DSS Staff input yielded the following comments, thoughts, and perspective viewpoints. The job title of the team member is indicated.

1. DSS Test Manager - I would say that DSS has a vast array of diversity within our "community of students": different ethnic backgrounds, different religions, different political ideals, different sexual orientations, different genders; students from Alaska, rural Alaska, other states, other countries--ones that have been here a while and those who have recently immigrated. We have different age groups with a vast array of life experiences, U.S. veterans with experiences during war time; people who have been in the workforce and who need re-training that may have had an injury or illness; younger students fresh out of high school without experience in the workforce. Also, the diversity of the disabilities themselves, among our students, is vast, and needs to be "worked with" differently for each

person. I would say that our department probably sees more diversity than any other one department on campus, and this is certainly a positive.

2. Assistive Technology Specialist - In reading through the 2020 plan - several things stood out to me - Nowhere in the document did it discuss diversity in any way - whether it's ethnicity, military status, disabilities, etc. The document refers to increasing student success and retention rates, but is very vague about how that will happen or how that will be funded. The Access goals talk about more and more eLearning, but given the difficulty of getting Instructors to make things accessible, I would have concerns about students with disabilities being pushed out. If they are going to make it more accessible, then the higher ups need to be more "demanding" (for lack of a better term) about the Instructors making their class accessible to students (captioning, accessible PDF's, etc.). It looks like a good start, but still feels like it is somewhat exclusive.
3. ASL Interpreter and Coordinator for Services for Deaf/Hard of Hearing – One day I was interpreting in a science class. The instructor was showing a video that was not captioned. The instructor refused to allow us to turn on a light so the Deaf student could see us sign. I had to go to the DSS office to get a small desk lamp. I set it up so that the student could see the ASL interpreters.
4. Staff ASL Interpreter - In general, it seems hearts are in the right place to create an open and inclusive campus for individuals who experience a disability, but the knowledge and tools to make a fully accessible and inclusive learning environment seem to be lacking.
5. DSS Senior Disability Accommodations Coordinator – In reference to the 2020 goals, if Universal Design is not front and center for true accessibility in these decisions, then this percentage goal will not occur. There needs to be 'competency-based-education' that the Instructors of Record need to have in place before allowing them to just copy/paste inaccessible course content into Blackboard shells and categorizing that as 'teaching' or 'lecturing.' Strategic Pathways is a supersonic train speeding along railroad tracks that are not sturdy, nor "infrastructured enough"; and is, therefore, heading for a derailment. Alaska is a state that still operates using a colonial economy system of late 19th and early 20th century; yet, in spite of our remoteness, we're behaving like we're in the middle of the continental US with plenty of other resources and options to choose from and pursue. On March 3, 2017, two students who experience disabilities participated in the faculty CAFÉ

Lunch and Learn Sessions. The purpose of the 3rd session was to facilitate dialogue between faculty, staff, and students who experience disabilities. A Deaf student and a blind student were present. Following are thoughts that were shared by the students and faculty during the CAFÉ session.

1. There is a misconception that students who are blind come to the University prepared for academic rigor and skilled in the use of technology. This is exactly the opposite of the real world. Frequently in K-12 students who experience disabilities are not challenged and not taught to use technology needed for college success.
2. I am Deaf, not disabled or stupid. I just can't hear.
3. There are many faculty members who try really hard to accommodate but often do not have any idea of how to prepare for Deaf or blind students.
4. Faculty do not understand how isolated they make you feel.

5. If I did not work for an agency serving the blind, I probably would have quit school myself. The frustration of not having Braille materials and accommodations in a timely fashion wears you down.
6. Participants felt that the opportunity to hear from each other was the most valuable chance to learn and to change.

Professional Standards for Higher Education

The Council for the Advancement of Standards in Higher Education (CAS) clearly indicated the role of Disability Support Services. According to CAS (2009), "What is important is the Disability Services offices should have their own financial resources and staff in order to meet the institutional commitment to access and compliance with federal laws" (p. 96). Even though the DSS offices need their own resources, CAS clearly defines services and accommodations as an institutional responsibility that is free of discrimination.

Aspirational Institutions

In the Disability Support Services profession in higher education, there are a number of aspirational institutions. They are models for others to follow. These institutions are recognized by the Association for Higher Education and Disabilities (AHEAD) and The 50 Best Colleges and Universities (College Choice, 2017) as leaders in the field. They are:

- The University of Washington
- The Ohio State University
- University of Michigan
- University of Texas
- The University of Southern California
- California State University, Fullerton
- The University of Arizona

These Universities have programs that are cutting edge and have been in existence for years.

Conclusion

Disability is diversity and diversity is disability. Lissner (2016) states it very well when stating that universities need to "reframe disability thinking in order to provide seamless access across spaces, services, and programs...approaching disability as a social and developmental experience as well as a medical condition" (p. 1). It is not just about the legislation. It is about the heart of who we are and what we do in every aspect of the University, including academics, programs, services, budgets, staffing, resources, space, accessibility, etc.

In order to have a healthy campus climate, disability-diversity inclusion must be central to everyone's understanding in postsecondary institutions (Aquino, 2016)

Subcommittee Recommendations

Following are the subcommittee recommendations for UAA to immediately adapt and to put into place if truly committed to diversity and inclusion.

- Promote the intersectionality of disability recognizing that a student is more than a disability category or label.
- Follow all CAS Standards related to Disability Support Services.
- Disability should be considered when recruiting and staffing decisions are made, including the highest levels of senior leadership. Where are the Deaf, blind, mobility challenged, etc. in this institution?
- Develop disability awareness training and make it mandatory for all students, faculty, and staff. The training should be taught by those who actually experience disabilities and who are willing to self-disclose in order to be visible to this marginalized, under-represented population!
- Include Universal Design for Learning (UDL) in every facet of the University experience. It should be included in Strategic Pathways and UAA 20/20 if the institution is truly committed to a paradigm shift.
- Utilize the power of the purse when buying text books, equipment, computer platforms/systems, etc. All purchases must meet ADA, Section 504, Section 508, and WCAG 2.0 guidelines.
- Not one building should be built or renovation done that is not ergonomically designed, accessible, and inclusive. Put into place a UAA plan to correct blatant infractions of the Department of Justice 2010 ADA Standards for Accessible Design, accessibility codes/laws/regulations, etc. on the grounds and existing facilities. This University doesn't even consistently have Braille signage or accessible door entries. Without use of hands, it doesn't matter if there is a push button door or not.
- Hold faculty and staff accountable for failure to observe legally mandated accommodations in a timely fashion. Reward and recognize those who do it correctly!
- Create and implement an Assistive Technology Department. This department will be responsible for providing resources to students, faculty, and staff. This will include captioning, accessibility training, alternative formatted materials that include accessible course content. If making mandates to faculty and staff then they must be supported.
- Monitor and ensure that all websites are equally accessible to everyone.
- Appropriately staff DSS to meet the increasing needs of a growing population of students who are self-disclosing disabilities and requesting services. Also immediately resolve DSS space issues as defined by the recent space study and the consultant's report completed in November 2014. DSS provides federally mandated services and should not experience budget cuts that hinder provision of services. Hourly employees and shortened contracts impact DSS' ability to provide legally mandated services.
- Hire full time faculty to teach ASL courses. Currently there are four Deaf ASL adjunct instructors who are never even visible on this campus. If three of these instructors step out any given semester, they will not be eligible to teach again because they do not have a master's degree.

- Due to the shortage of certified and qualified ASL interpreters in the State of Alaska, UAA has an opportunity to meet the needs of the Public Square by opening an accredited degree program (either 2-year or 4-year) to produce qualified interpreters.
- Provide sufficient mental health and psychological services for increasing numbers of those who experience psychological and emotional disabilities, including veterans, victims of rape and sexual assault, domestic violence and other traumatic events.
- Develop programs for those on the Autism Spectrum who need more than just standard accommodations. This requires an investment of resources and money.
- “Every budget decision is a moral decision and budgets are moral documents that reflect institutional priorities” (Jenkins, 2016, p. 1). UAA must add valuable resources such as tutoring and appropriate staffing that addresses the unique needs of students who experience disabilities.
- UAA should be a model for UDL and providing services to those who experience disabilities.

Subcommittee Chair Closing Statement

Thank you for the opportunity to advocate for those who experience disabilities by participating in this process. Culture change and paradigm shifts are only possible with the concentrated commitment and efforts of an organization. I believe that UAA can make these shifts and changes as a result of its collective institutional will. In the words of Loewen and Pollard (2010), UAA will advance towards “a social justice model, supporting disability pride, offering equality, and promoting participatory democracy to disabled students.”

Karen L. Andrews

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March 3, 2017

Report from the Diversifying the Curriculum Subcommittee

Nelta Edwards, Gabriel Garcia, Amber Christensen, Beth Leonard, Christine Ericson, Toby Widdicombe, Virginia Miller, Wei Hsiao, Emily Madsen

UAA serves a diverse student body and has made explicit commitments to diversity and inclusion in its public-facing diversity statements. Yet are these commitments represented in the form and content of courses that are taught in UAA classrooms? This subcommittee tasked itself with assessing the current status of diversity in the curriculum at UAA, thinking through how we can ensure that the rhetoric of the diversity statements is carried out in the spirit of our studies. As we investigated this idea, we realized there were several interrelated tasks we needed to pursue:

1. To define how UAA describes diversity in order to operationalize a standard of diversity for curriculum purposes.
2. To assess the current status of diversity in the curriculum at UAA.
3. To think about how we might increase the effectiveness of these current curriculum assessments regarding diversity.
4. To ensure that curricular support, such as library services, are meeting the needs of a diverse curriculum and student body.
5. To propose a diversity and inclusion GER that would allow the university to express institutional support for diversity in the curriculum at the core level.
6. To fund diversity initiatives related to curriculum.

1. Defining Diversity at UAA

Before we can begin to address how to diversify curriculum at UAA, it is important to first define diversity as defined by our institution. Interestingly, UAA has two slightly different diversity statements. On the UAA Diversity website (<https://www.uaa.alaska.edu/diversity/>), the diversity statement is written as follows:

With freedom of speech being at our core, UAA strives to create an inclusive, respectful campus community that promotes and embraces our individual differences. We unite in our belief that diversity includes understanding and respecting differences in ideas, religion, gender, ethnicity, race, sexual orientation, gender identity, disability, age, and socioeconomic status. We celebrate diversity in all of our educational and employment endeavors.

On the other hand, the diversity statement found on the 2016-2017 UAA Catalog (<https://catalog.uaa.alaska.edu/aboutuniversity/>) reads:

UAA recognizes and values the diversity of our unique location in Southcentral Alaska, the ancestral homelands of the Dena'ina Athabascan, Ahtna Athabascan, Alutiiq/Sugpiak, and Eyak peoples.

We honor diverse experiences and perspectives—including differences in ideas, religion, gender, gender identity, sexual orientation, ethnicity, race, culture, nationality, age, disability, veteran and socioeconomic status—and strive to create welcoming and inclusive learning environments where all are treated with respect.

At UAA, valuing diversity is integral to excellence. Diversity maximizes our potential for creativity, innovation, educational excellence, and outstanding service to our communities.

We chose to define diversity as written in the catalog as opposed to what is written on the diversity website for several reasons. It acknowledges Southcentral Alaska's indigenous roots; it recognizes veteran status as a unique group that adds to the diversity on campus; and it views diversity as more than just a concept to be celebrated, but rather as an important part in achieving excellence in teaching, learning, research, and creative activity. Based on the catalog's diversity statement, we view the concept of diversifying curriculum to adhere to the following three principles:

- A basic knowledge of Alaska and its indigenous peoples;
- Respect and understanding of diverse groups that make up our school and our state through teaching, learning, service, research, and creative activity; and
- Equal access and opportunity to learn about and participate in the diverse groups we belong.

Based on these principles, we believe that diversifying curriculum is not just about learning and practicing diversity within the walls of this campus, but rather a lifetime appreciation of diversity in all its forms in the respective communities, neighborhood, and workplaces of its students and faculty.

2. Assessing Diversity in the Curriculum at UAA

We considered what resources are currently available that would allow us to ensure that our curriculum is reflecting these three principles, as well as fostering a lifetime appreciation of diversity beyond the boundaries of UAA. One member of our subcommittee has created and maintained a Faculty Diversity Database that tracks faculty members who teach courses engaged with diversity or conduct research in diversity (see other attachment), but the entries in this database are the result of self-selected and self-reported responses to a voluntary survey, and are thus not comprehensive.

Where else could we look to determine whether courses or faculty are offering diversity in terms of topic or content? Diversity principles could be reflected in the overall Student Learning

Outcomes for a course, the course title, or the course description, but diversity-supporting material might also be more subtly located in a course reading list or even the course calendar. While it would be possible to create a searchable file of the UAA Course Catalogue and search for terms such as “diversity,” “inequality,” “ageism,” or “racism,” for example, this would be a time-consuming process and would also result in a partial list.

It might be possible to arrange for interns from a few Departments on campus to engage in a similar process with CARs and CCGs on file: these student interns could comb the documents for references that would indicate a commitment to diversity, diverse authors and texts, or a teaching style geared towards diverse populations. This would again be a lengthy process, require support from the Departments supplying interns, and would rely on the skills of these student workers to achieve a comprehensive list. In addition, it’s not clear from CARs and CCGs whether courses are currently being offered, so this would again not necessarily supply an accurate and current snapshot of diversity in the curriculum.

What is clear from these possibilities for assessing diversity in the curriculum is that there is currently no systematic way of doing so.

3. Suggestions for How to Systematize an Assessment of Diversity in the Curriculum

UAA has recently transitioned to a new online Curriculum Inventory Management (CIM) system. This could be a powerful tool that would allow for a) faculty to self-identify their courses as engaging with diverse topics/material and b) observers to systematically search and compile those courses that have been identified as engaging with diverse topics/material.

How would this work? Our subcommittee believes the best solution would be to add a box on either the CAR, CCG, or both that would ask faculty to answer: “Does this course have a diversity focus or component?” If faculty clicked yes, they would then be prompted to click a further series of sub-boxes that would allow them to identify which categories of diversity the course engages with (for example, “Alaska Native, Race, Class, Age” etc.).

The Registrar acknowledges that such a box could be added to either of these forms. It would need to be arranged with the third-party vendor who oversees CIM and related documentation. In order to approve the addition of the box to the forms, the proposal would not to pass through the Faculty Curriculum Committee, the GAB and UAB, and the Faculty Senate. As this is a lengthy process with room for roadblocks, we recommend that a strong central figure be appointed to shepherd the changes through.

The addition of the diversity box raises the question: how can we make sure that faculty who are checking this box meet the standards of what qualifies a course as diverse? Some courses might spend only a unit on a topic like Veteran’s affairs, while others might be wholly consumed by that same topic. Would both classes qualify as focused on diversity? We recommend that this be determined at the institutional level, with the Faculty Senate Diversity Committee acting as the determining body. After faculty initiate or update courses, the CAR

and CCG should be passed by the FSDC for confirmation of its relevance to diversity in the curriculum. The FSDC would sign off on the paperwork, in a process that mirrors how the Library signs off on the paperwork currently.

4. Valuing the Contributions and Support of our Library Resources

The American Library Association maintains a set of Diversity Standards that promote cultural competency for academic libraries (www.ala.org/acrl/standards/diversity). In the words of the document, “these standards are intended to emphasize the need and obligation to serve and advocate for racial and ethnically diverse constituencies.” The standards include “cultural awareness of self and others,” “development of collections, programs, and services,” “language diversity,” and “research.”

Faculty and librarians at UAA should work together to make sure that these standards are being met for student populations. Our committee suggests that when faculty touch base with their library liaison as they fill out their CCG, the conversation should include a discussion of diversity/cultural competency on both sides of the equation. Librarians would be an excellent resource for faculty hoping to increase student exposure to diversity related offerings from the special collections, archives, or main collection; faculty can assist librarians in determining where diversity-related gaps in the Library collections might exist.

5.A Diversity and Inclusion GER

Our subcommittee strongly believes that UAA’s commitment to diversity and inclusion suggested by its diversity statement should be institutionalized with a Diversity and Inclusion GER. Students would be required to consider this factor as they select courses for their GER, and if there were an easy, systematic way to identify courses that qualify as engaging with diversity (such as the FSDC approval process outlined above), it would assist students in selecting courses that could satisfy the requirement. For those who might be concerned about this adding to student course-loads, the subcommittee points out that this diversity GER could be combined with other GER. For example, a course that satisfies a Fine Arts GER could also be applied towards satisfying the Diversity GER. In fact, any course that satisfied a different GER could also count as a Diversity GER as long as it had been identified as diversity-related in its CAR/CCG.

Our subcommittee is not alone in recognizing the need for and timeliness of this kind of requirement. The student governments at UAF, UAA, and UAS have all voted to include Alaska Native culture as a requirement. While our subcommittee’s recommendation is for a more general Diversity and Inclusion GER, we would wholeheartedly support an Alaska Native culture GER and can envision its implementation mirroring the process we’ve described above.

Here is a potential draft for the GER:

General Education Requirement Classification List

Tier 1: Basic College-Level Skills

Classification

Credits 3

4. Diversity

Diversity courses emphasize creating, exploring, respecting, nurturing, or promoting our individual differences in ideas, religion, gender, ethnicity, race, sexual orientation, gender identity, disability, age, and class. These courses come from many disciplines and provide students with the skills needed to articulate, discuss, and write about the positive values that stem from our respect for the different cultures and belief systems of all people as well as the negative results that occur from a facile acceptance of homogeneity.

6. Funding Diversity Initiatives Related to Curriculum

Our subcommittee has also developed several recommendations that incentivize and support diversity-related curriculum development and representation on campus. These recommendations grew out of a discussion regarding the value of a Diversity Officer, a position that the university is currently conducting a search for. In a time of budget cuts and reductions, we wondered whether adding another administrative position was the most effective use of the university's funds. Keeping in mind that the position, with salary and benefits, might run UAA approximately \$100,000-120,000, we thought about other ways that monetary commitment might be allocated, which would support diversity-related development at a granular level.

First, we recommend that the university allocate the money as a Diversity Curriculum Development grant, which would support the faculty we already have and incentivize the development of new courses that pursue diversity-related content and instruction. Faculty could apply for these funds and receive a course release as they work to develop new diversity-related curriculum.

Second, we recommend that the money be used as scholarships for students from diverse backgrounds. In Central's "We Miss You" campaign research about UAA's recurring issues with delayed graduation or high drop-out rates, the number one factor cited by students who have left UAA is "family or financial-related issues." Monetary support for working students, student parents, or military students from diverse backgrounds could make a crucial difference in these students' lives, UAA's graduation rates, and the diversity of the student body on campus.

Third, we recommend that the money be allocated as grants that can support either undergraduate or graduate students who are in search of research funding for diversity-related projects.

Conclusion

In conclusion, any of these recommendations would need to be followed up by a strong oversight and assessment effort. We recommend that one of two existing bodies, the DAIC, or the FSDC, be tasked with this oversight and assessment. It makes especial sense for the FSDC to be involved, as it is built into existing Faculty Senate structures and could be engaged in review that parallels GERC's review of proposals before they are sent on to the UAB, for example. Regardless of FSDC's role in the unfolding process, we recommend that the DAIC be given greater institutional power, with increased financial support and an ability to pursue these kinds of solutions and innovations.

Given the short time frame of our investigation, we were unable to conduct focus groups with faculty or students, but we imagine the findings of the DAIC focus groups might add useful support to the recommendations found here.

As a last note, we discovered that our discussion of what diversity in the curriculum might look like at UAA was limited by the way UAA defines diversity. Other universities, such as the University of Washington, specifically reference social justice and the examination of privilege as institutional goals related to diversity. UAA should decide, going forward, whether it wants to embrace this explicitly action-oriented approach to diversity, and we would strongly recommend and support the inclusion of social justice and recognizing/examining privilege as a next step to strengthening the visible commitments UAA makes to diversity.

**History of the Diversity Action Council:
Chronology and Compilation of information concerning the DAC
By: Johnnie E. Templeton Jr., 2017**

1987 University merger.

1988-1994 Chancellor Donald Behrend when the seeds for the DAC arguably are planted.

1990-91 academic year Chancellor Donald Behrend designated multiculturalism the theme of UAA's first ever faculty convocation.

Dec. 1990 the CAS Multicultural Curriculum Committee was formed.

July 21, 1992

- Draft to Maintain two Minority/Cultural Centers. ¹
- UAA was awarded first place 1992 National Outstanding Student-Centered International Program Award for UAA's November 1990 Cultural and international Awareness month events.

February 1993 UAA's Diversity Team six working subcommittees. ²

1994-2004 Chancellor Edward Lee Gorsuch

April 22, 1994

Recommendations for Curriculum Diversity and Teaching/Learning Models prepared by The Subcommittee on Curriculum Diversity and Teaching/Learning Methods – UAA's Diversity Team Listing course that meet a multicultural – Human Diversity Requirement for the (GER) General Education Requirement.³

2000 "Vice Chancellor Emerita Linda Lazzell served as the co-chair of DAC from its inception in 2000 until her retirement in 2009" (Schultz, 2017).

- **DAC terms and Appointment.** ⁴
- **Primary Charges:**⁵

2001 Student Diversity Awards consisted of \$300 UAA Bookstore gift certificates.

- "General Fund budget be designated for diversity initiatives beginning in Fall 2001 to demonstrate UAA's commitment to diversity and support the diversity initiatives supported by the DAC, Faculty Senate Diversity Committee, and Campus Diversity and Compliance" (Schultz, 2017).
- "The funding levels varied over the years but was between \$15,000 - \$30,000" (Schultz, 2017).

2002 "The Chancellor-approved DAC recommendation for the addition of an international seat to the DAC beginning in Fall 2002" (Schultz, 2017). "She [Dr. Arredondo] was one of the foremost experts in establishing and advancing higher education diversity initiatives at the time. Dr. Arredondo returned in May 2006 for a follow-up evaluation" (Schultz, 2017).

- Missions Statement Draft:
- 2002 Dr Chairita Arredondo founder and president of Empowerment workshops Inc.⁷

2003 OUR Mission:⁸

- **DAC Art project:** College of Arts and Sciences mural reflective of Native culture. Secure locations to display donated art collections. Private financial Donations to purchase such art.
- **Fight Hate and Promote Tolerance:**

2004-2007 Chancellor Elaine Maimon

October 2004 Budget \$20,000, Programs. ⁹

2004 Diversity Statement/Charge:¹⁰

2005 Programs ¹¹

2007-2011 Chancellor Fran Ulmer

2007 Budget \$28,845

2008-2009

“Road to Freedom” 21 panel display which is now 23 panels, which is displayed at least once a year at UAA, and has been loaned to other campuses to display.

2011- present Chancellor Tom Case

Budget: \$20,000 + \$3,470.00 carry forward

Tuition Waivers

2012 Budget: \$20,000

DAC Student Diversity Award \$450.00 - \$750.00

2014 March 20, Green and Gold “Call for nominees to lead development process for UAA’s Diversity Action Plan”¹²

2016-2017 Membership ¹² voting and 5 non-voting - Chancellor Appointment

Recommendations:

- Recommend to the UAA Chancellor Tom Case that further student seats on the Diversity Action council would additionally provide further student diversity. Such possible student representative seats could be chosen from the following student populations; Disability Support Services representative nominated from among registered students of DSS, student representative with a veteran or active duty status, AHAINA, Native Student Services, Confucius Center, and LGBT community student representative. These student representative seats could replace the USUAA seat on the DAC.

- Finish filling in the gaps and Chronology of the DAC from 2006
- Continuation of previously successful programs such as “Reel Eyes”.
- Compile meeting minutes into an electronic format to be accessible online.
- Compile program funding history to be accessible online.
- Compile Funding projects to be accessible online.
- Compile DAC objectives to be accessible online.

Supplemental Info:

¹ **1992** Draft to Maintain two Minority/Cultural Centers

- Center for Academic Achievement.
- The Alaska Center for the Study of Race and Ethnicity.

² **1993** UAA’s Diversity Team six working subcommittees

- Undergraduate/Graduate Recruitment, Development, and Retention
- Faculty Recruitment, Development, and Retention
- Administrative and Staff Recruitment, Development and Retention
- Curriculum Development and Teaching/Learning Models
- Campus Climate
- Educational Outreach/Community Partnerships

³ **1994 Courses distributed by subject matter:**

- Native Alaskans/Native Americans 17
- Women/Men 15
- African Americans 3
- Asians/Asian Americans 5
- Other Minorities 2
- General 19

Total 61 courses

⁴ **2000 DAC terms and Appointment**

Membership 13 voting members and 2 ex-officio members appointed by the Chancellor. Chancellor shall appoint establish committee chair. Two nominations are to be submitted to the Chancellor for each seat.

- Faculty appointments shall come from the Faculty Senate with one member being from Faculty Senate Diversity Committee.
- Staff nominations will come from AHAINA, NSS, DSS, and Classified and APT councils
- Student nominations will come from USUAA and Club Council

Appointment terms to stagger in two-year terms

⁵ **Primary Charges:**

- To develop and implement a Diversity Action Plan that includes specific action steps to support UAA 2005 goals.
- To advise and recommend to the chancellor course of action that address campus-wide diversity issues and that create an “inclusive and respectful” campus climate.

6 **2001**

- DSS provided academic support for 400 full and part time students experiencing a disability.
- Continued support and develop the Nightingale House.
- Continued support and develop Alyeska House in Temple Wood.
- Served as advisors for approximately 70 student clubs and organizations.
- Continued to promote and encourage diverse student involvement in student leadership, student employment, and volunteer opportunities.
- Actively recruited persons of underrepresented groups for administrative and professional employment positions.
- Coordinated and contributed funding for the Martin Luther King / Alaska Civil Rights Day program.
- Co-Sponsored UAA's Candlelight March Against Hate
- Coordinated and hosted the annual Juneteenth celebration, recognizing the Emancipation Proclamation.
- Coordinated the Bartlett Lecture Series and hosted Hugh Gallagher speaking on disability rights.
- Supported programs of diverse culture and genre.
- Published and distributed "Sticks and Stones" brochures on the balance of freedom of speech, freedom from harassment, and campus civility.
- Purchased diversity related educational materials.
- Worked to ensure that each department had a TTY equipment and trained staff.
- Provided ASL interpreters at major community events.
- Staff travelled to AHEAD, RID, NASPA, ACA, ACPA, and ACUHO-L
- The Chancellor-approved DAC and Faculty Senate Diversity Committee recommendation that a base

7 **2002 Dr Chairita Arredondo** founder and president of Empowerment workshops Inc., three key areas of improvement: Strengths, Areas in Need of Attention, and Recommendations. Communications about the DI (Goals, accomplishment, plans)

- Measurable outcomes for diversity- related goals and strategies to achieve them.
- Articulation of how all diversity-related activities, programs, and curricula support the DI.
- UAA mission statement with reference to multiculturalism.
- Clarification of the "charge" and authority of the DAC.
- Delineation of responsibilities between Director of Campus Diversity and Compliance.
- Physical office for Director of Campus Diversity and Compliance.
- Expectations of accountability for all Deans and administrators as set by the Chancellor and Provost.

8 **2003 OUR Mission:** The University of Alaska Anchorage inspires learning and enriches Alaska, the nation and the world through our teaching, research, creativity and service. The University of Alaska Anchorage is a comprehensive university that provides opportunities to all who can benefit from educational programs of high quality in an inclusive environment rich in diversity. Located in Anchorage and on community campuses serving Southcentral Alaska, UAA is

committed and uniquely situated to serve the needs of its communities, the state, and its diverse peoples. (BOR, 2003)

⁹ **2004** Budget \$20,000 Programs: Diversity Series Online, Native Awareness Week, Honors Project (Afghanistan Schools), Tres Vidas, MLK/Civil Rights Day Program, MESA Conference, Honors Project - Additional, Alaska Native Studies, DSS "REEL Eyes", Juneteenth Celebration. "REEL EYES"

- All Reel Eyes Films shown at UAA are available through the Disability Support Services Lending Library and can be borrowed. (Now archived by UAA Consortium library)
- Reel Eyes is a showcase featuring films by and about people with disabilities. The selected films will comprise a range of themes that offer alternative representations of people with disabilities.

¹⁰ **Diversity Statement:** With freedom of Speech being at the core, UAA strives to create an inclusive and respectful campus community that promotes and builds upon the acceptance of individual differences while celebrating our similarities. We believe diversity includes understanding and respecting differences in religion, gender, ethnicity, race, sexual orientation, disability, age, and socioeconomic status. As a university of first choice, we are committed to infusing diversity in all of our education endeavors (Unknown Author).

Diversity Action Council Charge:

- Develop and implement a Diversity Action Plan that includes specific action steps to support UAA 2005 goals.
- Advise and recommend to the Chancellor a course of action on campus wide diversity issues.
- Promote activities throughout the campus effectively addressing issues related to diversity.
- Recognize and honor exemplary actions that contribute to a supportive campus climate.
- Design and oversee an assessment process to monitor progress on implementing the Diversity Action Plan.

¹¹ **2005 Programs**

- MLK Civil Rights Week(City Wide),"REEL EYES", DSS Series Online, Native Student Services, ANPSYCH, CAFE, Mayor's Diversity Week, Wilma Man Killer.
- Funding Request Guidelines developed
- Student Diversity Award Nomination Criteria and Process Drafted

¹² March 20, Green and Gold "Call for nominees to lead development process for UAA's Diversity Action Plan"

<http://greenandgold.uaa.alaska.edu/blog/22930/call-nominees-lead-development-process-uaas-diversity-action-plan/>

USUAA Appointment Application:

https://www.uaa.alaska.edu/students/student-life-leadership/union-of-students/documents_forms/documents/appointmentapplicationform-15-final.pdf

APRIL 3, 2017

A STUDY OF RECRUITING ACTIVITY AND DIVERSITY AT UAA FROM 2013 TO 2016

PREPARED FOR

UAA DIVERSITY ACTION COUNCIL

AND THE

TRI-CHAIRS OF THE DIVERSITY AND INCLUSION ACTION PLAN

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QUESTION

The primary question this analysis seeks to answer is: How effective has UAA's recruiting been in addressing the diversity of its employees with respect to gender and ethnicity. Applicant data was collected from the tracking platform used by the university from 2013 to 2015. Employee data was extracted from the University of Alaska's data warehouse, known as Freeze Tables, from 2013 and 2016. In order for recruiting to have an impact on the diversity of UAA employees, there needs to be a diverse pool of applicants, so the first measure to be examined here is the diversity of the pool of applicants attracted to apply to UAA jobs. Before a diverse pool of applicants can have an impact on the diversity of UAA employees, diverse applicants need to be successful through the screening process, therefore, the diversity of applicants recommended for hire will be measured. Finally, the diversity of UAA's employees will be measured and compared year over year to discern any change in the diversity of UAA employees from 2013 to 2016.

METHODOLOGY

Data Sets

Applicant data from the University of Alaska's recruiting platform, UAKJobs, for the calendar years 2013, 2014, and 2015 was analyzed to find the level of diversity of the pool of applicants who applied to positions for regular employment. Temporary employment was not analyzed.

Banner Freeze Tables of employees for the terms Fall 2103, Fall 2014, Fall 2015, and Fall 2016 were used to analyze the diversity of regular employees over time. Temporary employees were not analyzed.

State of Alaska population demographic data was downloaded from the SOA Department of Labor and Workforce Development website.

Gender Identity

The University records gender identity data using Female, Male and Not Discloses titles only. Transgender identity and androgyny are not recorded and therefore not analyzed.

Measures

The applicant data was analyzed in two dimensions; individual and pool. In the Individual Dimension, gender and ethnicity were analyzed based on individual applicant identity, without regard to the number of times an individual may have made application to various positions. In the Pool Dimension, gender and ethnicity were analyzed based on the number of *applications* made; thus individuals who made multiple applications would be counted more than once, but each application would count toward the diversity of the pool.

ANALYSIS

Recruiting Activity 2013 to 2016

Number of Postings by Job Type							
Year	Executive		Faculty		Staff		Total
	Count	%	Count	%	Count	%	
2013	3	0.6%	127	26.6%	347	72.7%	477
2014	4	1.0%	98	24.1%	304	74.9%	406
2015*	-	-	87	27.4%	231	72.6%	318

* - There is no data for executive recruitment due the use of search firms for executive positions.

Comments: The number of postings have decreased over the time frame under study. This is a direct result of year over year budget cuts during this time period. However, it is interesting to note that the relative proportion of faculty to staff postings has held fairly constant, approximately ¼ faculty to ¾ staff.

Gender

Applicant Individual Gender							
Year	Female		Male		Not Disclosed		Total
	Count	%	Count	%	Count	%	
2013	2687	48.7%	2549	46.2%	282	5.1%	5518
2014	1893	44.8%	2137	50.6%	193	4.6%	4223
2015	1552	53.5%	1223	42.2%	124	4.3%	2899

Applicant Pool Gender							
Year	Female		Male		Not Disclosed		Total
	Count	%	Count	%	Count	%	
2013	4173	53.3%	3289	42.0%	362	4.6%	7824
2014	2843	48.7%	2743	47.0%	250	4.3%	5836
2015	2424	55.8%	1754	40.4%	168	3.9%	4346

Comment: This data shows a decrease in the total number of applicants during the time frame under study. The decline in number of applicants (47%) was steeper than the decline in the number of job postings (33%). Comparison of the Individual Gender to Pool Gender suggests that Females tend to submit more applications per person than do Males.

Applicant Pool Gender by Job Type							
	Female		Male		Not Disclosed		Total
	Count	%	Count	%	Count	%	
2013	4173	53.3%	3289	42.0%	362	4.6%	7824
Executive	5	22.7%	15	68.2%	2	9.1%	22
Faculty	940	35.9%	1468	56.1%	208	8.0%	2616
Staff	3228	62.2%	1806	34.8%	152	2.9%	5186
2014	2843	48.7%	2743	47.0%	250	4.3%	5836
Executive	18	22.0%	60	73.2%	4	4.9%	82
Faculty	576	29.2%	1276	64.7%	121	6.1%	1973
Staff	2249	59.5%	1407	37.2%	125	3.3%	3781
2015	2424	55.8%	1754	40.4%	168	3.9%	4346
Faculty	484	39.3%	669	54.3%	80	6.5%	1233
Staff	1940	62.3%	1085	34.9%	88	2.8%	3113

Gener Hire Recommendation							
Year	Female		Male		Not Disclosed		Total
	Count	%	Count	%	Count	%	
2013	246	66.1%	126	33.9%		0.0%	372
Executive		0.0%	2	100.0%		0.0%	2
Faculty	41	56.2%	32	43.8%		0.0%	73
Staff	205	69.0%	92	31.0%		0.0%	297
2014	174	59.4%	114	38.9%	5	1.7%	293
Executive		0.0%	1	100.0%		0.0%	1
Faculty	34	61.8%	20	36.4%	1	1.8%	55
Staff	140	59.1%	93	39.2%	4	1.7%	237
2015*	172	65.6%	84	32.1%	6	2.3%	262
Faculty	40	60.6%	26	39.4%		0.0%	66
Staff	132	67.3%	58	29.6%	6	3.1%	196

* - There is no data for executive recruitment due the use of search firms for executive positions.

Comments: Although, Males make up the preponderance of applicants for Faculty positions, Females are recommended for hire at a much higher rate than Males.

Employee Gender					
Year	Female		Male		Total
	Count	%	Count	%	
Fall 2013	1084	59.6%	734	40.4%	1818
Fall 2014	1066	59.2%	736	40.8%	1802
Fall 2015	1026	58.8%	720	41.2%	1746
Fall 2016	999	58.6%	707	41.4%	1706

Employee Gender by Job Type						
Year	Job Type	Female		Male		Total
		Count	%	Count	%	
Fall 2013		1084	59.6%	734	40.4%	1818
	Executive	10	33.3%	20	66.7%	30
	Faculty	362	51.9%	336	48.1%	698
	Staff	712	65.3%	378	34.7%	1090
Fall 2014		1066	59.2%	736	40.8%	1802
	Executive	8	30.8%	18	69.2%	26
	Faculty	349	51.5%	329	48.5%	678
	Staff	709	64.6%	389	35.4%	1098
Fall 2015		1026	58.8%	720	41.2%	1746
	Executive	7	26.9%	19	73.1%	26
	Faculty	336	51.9%	312	48.1%	648
	Staff	683	63.7%	389	36.3%	1072
Fall 2016		999	58.6%	707	41.4%	1706
	Executive	7	28.0%	18	72.0%	25
	Faculty	334	52.9%	297	47.1%	631
	Staff	658	62.7%	392	37.3%	1050

Ethnicity

Applicant Individual Ethnicity																				
Year	Alaska Native		American Indian - Not AK Native		Asian		Black or African American		Hispanic		Native Hawaiian / other Pacific Islander		Not Disclosed		Two or More Races		White		Total	Diversity %
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
2013	108	2.0%	30	0.5%	688	12.5%	224	4.1%	275	5.0%	37	0.7%	468	8.5%	251	4.5%	3437	62.3%	5518	29.2%
2014	95	2.2%	26	0.6%	440	10.4%	179	4.2%	192	4.5%	30	0.7%	363	8.6%	190	4.5%	2708	64.1%	4223	27.3%
2015	66	2.3%	23	0.8%	268	9.2%	133	4.6%	156	5.4%	25	0.9%	202	7.0%	164	5.7%	1862	64.2%	2899	28.8%

“Diversity %” is calculated by summing the number of applicants in Alaska Native, American Indian – Not Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian / other Pacific Islander, Two or More Races and dividing that amount by total applicants.

Applicant Pool Ethnicity

Year	Alaska Native		American Indian - Not AK Native		Asian		Black or African American		Hispanic		Native Hawaiian /other Pacific Islander		Not Disclosed		Two or More Races		White		Total	Diversity %
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
2013	166	2.1%	36	0.5%	867	11.1%	336	4.3%	417	5.3%	54	0.7%	601	7.7%	416	5.3%	4931	63.0%	7824	29.3%
2014	149	2.6%	36	0.6%	562	9.6%	261	4.5%	317	5.4%	59	1.0%	440	7.5%	299	5.1%	3713	63.6%	5836	28.8%
2015	108	2.5%	31	0.7%	400	9.2%	213	4.9%	239	5.5%	41	0.9%	290	6.7%	283	6.5%	2741	63.1%	4346	30.3%

Applicant Pool Ethnicity by Job Type

Year	Job Type	Alaska Native		American Indian - Not AK Native		Asian		Black or African American		Hispanic		Native Hawaiian /other Pacific Islander		Not Disclosed		Two or More Races		White		Total	Diversity %
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
2013		166	2.1%	36	0.5%	867	11.1%	336	4.3%	417	5.3%	54	0.7%	601	7.7%	416	5.3%	4931	63.0%	7824	29.3%
	Executive	1	4.5%		0.0%		0.0%	1	4.5%		0.0%		0.0%	2	9.1%		0.0%	18	81.8%	22	9.1%
	Faculty	3	0.1%	9	0.3%	541	20.7%	74	2.8%	120	4.6%	4	0.2%	301	11.5%	49	1.9%	1515	57.9%	2616	30.6%
2014	Staff	162	3.1%	27	0.5%	326	6.3%	261	5.0%	297	5.7%	50	1.0%	298	5.7%	367	7.1%	3398	65.5%	5186	28.7%
	Executive	1	1.2%	1	1.2%	2	2.4%	17	20.7%	3	3.7%		0.0%	8	9.8%	4	4.9%	46	56.1%	82	34.1%
	Faculty	5	0.3%	7	0.4%	335	17.0%	59	3.0%	51	2.6%	5	0.3%	224	11.4%	32	1.6%	1255	63.6%	1973	25.0%
2015	Staff	143	3.8%	28	0.7%	225	6.0%	185	4.9%	263	7.0%	54	1.4%	208	5.5%	263	7.0%	2412	63.8%	3781	30.7%
	Executive	1	1.2%	1	1.2%	2	2.4%	17	20.7%	3	3.7%		0.0%	8	9.8%	4	4.9%	46	56.1%	82	34.1%
	Faculty	6	0.5%	7	0.6%	236	19.1%	51	4.1%	38	3.1%		0.0%	120	9.7%	23	1.9%	752	61.0%	1233	29.3%
	Staff	102	3.3%	24	0.8%	164	5.3%	162	5.2%	201	6.5%	41	1.3%	170	5.5%	260	8.4%	1989	63.9%	3113	30.6%

Pool Hire Recommendation

Year	Alaska Native		American Indian - Not AK Native		Asian		Black or African American		Hispanic		Native Hawaiian /other Pacific Islander		Not Disclosed		Two or More Races		White		Total	Diversity %
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
2013	9	2.42%	3	0.81%	12	3.23%	15	4.03%	26	6.99%	1	0.27%	14	3.76%	24	6.45%	268	72.04%	372	24.2%
Executive		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	2	100.00%	2	0.0%
Faculty	1	1.37%	1	1.37%	3	4.11%	2	2.74%	4	5.48%		0.00%	5	6.85%	3	4.11%	54	73.97%	73	19.2%
Staff	8	2.69%	2	0.67%	9	3.03%	13	4.38%	22	7.41%	1	0.34%	9	3.03%	21	7.07%	212	71.38%	297	25.6%
2014	4	1.37%	2	0.68%	8	2.73%	14	4.78%	19	6.48%	3	1.02%	20	6.83%	15	5.12%	208	70.99%	293	22.2%
Executive		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	1	100.00%	1	0.0%
Faculty		0.00%	1	1.82%	3	5.45%	3	5.45%	1	1.82%		0.00%	8	14.55%		0.00%	39	70.91%	55	14.5%
Staff	4	1.69%	1	0.42%	5	2.11%	11	4.64%	18	7.59%	3	1.27%	12	5.06%	15	6.33%	168	70.89%	237	24.1%
2015	11	4.20%	2	0.76%	7	2.67%	4	1.53%	18	6.87%	3	1.15%	16	6.11%	12	4.58%	189	72.14%	262	21.8%
Faculty	4	6.06%	1	1.52%	2	3.03%	1	1.52%		0.00%		0.00%	5	7.58%	1	1.52%	52	78.79%	66	13.6%
Staff	7	3.57%	1	0.51%	5	2.55%	3	1.53%	18	9.18%	3	1.53%	11	5.61%	11	5.61%	137	69.90%	196	24.5%

Employee Ethnicity

Year	Alaska Native		American Indian, not AK Native		Asian / Native Hawaiian / Other Pacific Islander		Black or African American		Hispanic		Not Disclosed		White		Total	Diversity %
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
Fall 2013	52	2.9%	17	0.9%	96	5.3%	49	2.7%	65	3.6%	67	3.7%	1472	81.0%	1818	15.3%
Fall 2014	53	2.9%	16	0.9%	96	5.3%	52	2.9%	70	3.9%	66	3.7%	1449	80.4%	1802	15.9%
Fall 2015	55	3.2%	14	0.8%	102	5.8%	50	2.9%	66	3.8%	67	3.8%	1392	79.7%	1746	16.4%
Fall 2016	68	4.0%	14	0.8%	102	6.0%	51	3.0%	64	3.8%	57	3.3%	1350	79.1%	1706	17.5%

Employee Ethnicity by Job Type

Year	Job Type	Alaska Native		American Indian, not AK Native		Asian / Native Hawaiian / Other Pacific Islander		Black or African American		Hispanic		Not Disclosed		White		Total	Diversity %
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
Fall 2013		52	2.9%	17	0.9%	96	5.3%	49	2.7%	65	3.6%	67	3.7%	1472	81.0%	1818	15.3%
	Executive		0.0%		0.0%	4	13.3%	1	3.3%		0.0%		0.0%	25	83.3%	30	16.7%
	Faculty	15	2.1%	6	0.9%	42	6.0%	8	1.1%	13	1.9%	19	2.7%	595	85.2%	698	12.0%
	Staff	37	3.4%	11	1.0%	50	4.6%	40	3.7%	52	4.8%	48	4.4%	852	78.2%	1090	17.4%
Fall 2014		53	2.9%	16	0.9%	96	5.3%	52	2.9%	70	3.9%	66	3.7%	1449	80.4%	1802	15.9%
	Executive		0.0%		0.0%	2	7.7%	1	3.8%		0.0%		0.0%	23	88.5%	26	11.5%
	Faculty	13	1.9%	6	0.9%	41	6.0%	11	1.6%	14	2.1%	17	2.5%	576	85.0%	678	12.5%
	Staff	40	3.6%	10	0.9%	53	4.8%	40	3.6%	56	5.1%	49	4.5%	850	77.4%	1098	18.1%
Fall 2015		55	3.2%	14	0.8%	102	5.8%	50	2.9%	66	3.8%	67	3.8%	1392	79.7%	1746	16.4%
	Executive		0.0%		0.0%	2	7.7%	1	3.8%		0.0%	1	3.8%	22	84.6%	26	11.5%
	Faculty	14	2.2%	6	0.9%	41	6.3%	11	1.7%	11	1.7%	17	2.6%	548	84.6%	648	12.8%
	Staff	41	3.8%	8	0.7%	59	5.5%	38	3.5%	55	5.1%	49	4.6%	822	76.7%	1072	18.8%
Fall 2016		68	4.0%	14	0.8%	102	6.0%	51	3.0%	64	3.8%	57	3.3%	1350	79.1%	1706	17.5%
	Executive		0.0%		0.0%	2	8.0%		0.0%		0.0%	1	4.0%	22	88.0%	25	8.0%
	Faculty	19	3.0%	6	1.0%	39	6.2%	12	1.9%	8	1.3%	16	2.5%	531	84.2%	631	13.3%
	Staff	49	4.7%	8	0.8%	61	5.8%	39	3.7%	56	5.3%	40	3.8%	797	75.9%	1050	20.3%

Alaska - Adult Working Population

Year	White		Alaska Native or American Indian		Black or African American		Asian		Native Hawaiian or Other Pacific Islander		Two or More Races		Hispanic*		Total	Diversity %
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
2013	341,293	70.3%	65,757	13.5%	19,460	4.01%	29,258	6.0%	5,368	1.1%	24,370	5.0%	29,173	6.0%	485,506	29.7%
2014	338,261	69.8%	66,182	13.7%	19,473	4.02%	30,132	6.2%	5,600	1.2%	24,876	5.1%	30,400	6.3%	484,524	30.2%
2015	334,324	69.3%	66,457	13.8%	19,466	4.04%	30,859	6.4%	5,783	1.2%	25,215	5.2%	31,246	6.5%	482,104	30.7%

Observations

Gender

The preponderance of UAA employees are female. Over the time frame under study and including 2016, the number of UAA employees decreased by 6%. This was due to the year over year reductions of UAA's budget. During this time, the number of female employees decreased 7.8% and the number of male employees decreased by 3.6%, yet as the total number of employees decreased, the proportion of female to male employees has remained relatively constant: 2013, 59.6% female to 40.0% male; 2016, 58.6% female to 41.4% male. Much of the net reductions in employee head count was realized through attrition; resignations, retirements, and non-renewal of term assignments. Of course, some of these positions were backfilled. The recruiting process appears to have functioned to maintain the proportion of female employees to male employees through this period of reducing the number of employees.

Examining the applicant gender reveals some interesting trends. Individual applicant gender was averaged 49% female and 46.3% male, while the applicant pool gender was 52.6% female and 43.1% male. This indicates that female applicants tend to apply for more than one job, thus increasing the female portion of the applicant pool. However, faculty recruiting presented a notable contrasting trend. Regarding faculty position, the applicant pool was average 34.8% female and 58.3% male. This particular trend is all the more notable when one examines the proportion of females to male² recommended for hire to faculty positions; 59.5% female to 39.8% male. This indicates that females are far more likely to be recommended for hire than male applicants.

Concerning gender, the recruiting activity over the time frame under study has served to maintain the relative proportion of female employees to male employees. Even with the strong tendency to hire females for faculty positions, the relative proportion of female to male employees has changed little, even in period where budgets and employee head count was decreasing.

Ethnicity

The diversity of UAA employees has increased slightly. Over the time frame under study and including 2016, the Diversity Percentage of UAA has increased from 15.3% diverse employees² to 17.5% diverse employees. UAA has been experiencing year over year budget decreases and consequently, decreases in employee head count. From 2013 to 2016, the number of White employees decreased by 112, while the number of diverse employees had a net increase of 24. Generally, this increase in diversity can be attributed to the loss of White employees. As discussed earlier, much of the decline in employee head count is due to attrition including retirement. The author suggests here that retirement of mostly White employees is the most

² A diverse employee is one who indicates on for the following ethnicity categories: Alaska Native, American Indian not AK Native, Asian/Native Hawaiian/Other Pacific Islander, Black or African American, Hispanic.

influential factor in increasing the Diversity Percentage of the UAA employees. A study of employee longevity could be undertaken to substantiate this.

Although the diversity of UAA has increased, it still does not reflect the diversity of the Adult Working Population of Alaska³. From 2013 to 2015, the Diversity Percentage of UAA averaged 15.8%. In this same time frame the Working Age Population of Alaska’s average Diversity Percentage was 30.2%. An exact comparison of ethnicity categories is not possible due to the differing category titles used by the University of Alaska and the census data used by the State of Alaska. In addition, the University of Alaska uses “Hispanic” as a distinct category, while State of Alaska population data uses “Hispanic Origin” as a supplementary category. With State of Alaska population data, a person can indicate “Hispanic Origin” in addition to another race. So, in the State of Alaska data “Hispanic Origin” is counted separately from the other races. However, general trends can be discerned by combining certain categories:

Category	SOA Adult Working Pop.	UAA
White	69.8%	80.4%
Alaska Native or American Indian	13.7%	3.9%
Black or African American	4.0%	2.8%
Asian/Native Hawaiian/Other Pacific Islander	7.4	5.5%

There is room to increase the diversity of UAA in all diverse categories. The most prominent difference between UAA and the Alaska population is with Alaska Native or American Indian. It’s therefore important to point out that the category in which UAA has seen the greatest improvement from 2013 to 2016 is Alaska Native. In a time period of decreasing total number of employees, the number of Alaska Natives increased by 16.

The means to improve the standing of underrepresented ethnicities is through recruiting. The average Pool Ethnicity from 2013 to 2015 was 29.4%. This compares well with the Adult Working Population average Diversity Percentage of 30.2%. The greatest single source of diversity in Pool Ethnicity is Asian. The average Pool Ethnicity percentage from 2013 to 2015 for Asian was 9.9%. The preponderance of Asian applicants apply for faculty positions. The average Pool Ethnicity percentage from 2013 to 2015 for Asian in faculty positions was 18.9%. The area where UAA has the greatest need to improve representation is Alaska Native, yet the average Pool Ethnicity percentage from 2013 to 2015 for Alaska Native was 2.4%. The overwhelming majority of Alaska Native applicants apply for staff positions; of the 423 applications by Alaska Natives from 2013 to 2015, 407 were for staff positions.

The Diversity Percentage of Hire Recommendation is less than The Diversity Percentage of the Pool Ethnicity. The average Diversity Percentage for applicants receiving a hire recommendation from 2013 to 2015 was 22.7%, while the Diversity Percentage of the pool of

³ Demographic data of Alaska population for 2016 is not available.

applicants was 29.4%; a 6.7% difference. There are many factors that can contribute to this difference between applicant rate and hire recommendation rate, however this data set is insufficient to analyze these factors. However, the author would like to note one trend which has some influence on this trend. As mentioned earlier, UAA has experienced year over year budget decreases and consequently fewer and fewer H1B visa sponsorships have been offered. As mentioned above a significant source of diversity for faculty positions are Asian applicants many of whom are foreign nationals needing sponsorship. Therefore, many applicants who are foreign nationals never reach hire recommendation.

Recommendations

Ethnic Diversity is clearly an area where UAA needs to continue to focus attention. The diversity of UAA has increased, but only slightly. The data show that a reasonably diverse pool of people apply for UAA positions. Diverse applicants are also being recommended for hire, but at a rate somewhat less than one would expect based on the degree of diversity of the applicant pool. The following are recommendations to address diversity:

Promote targeted recruiting efforts with special attention to Alaska Natives: The level of representation of all diverse ethnicities is below what we expect based on the population demographics of Alaska, with Alaska Natives being the most dramatic difference. Generally, UAA needs to promote awareness of UAA positions among all diverse ethnicities, but particular attention needs to be paid to encouraging Alaska Natives to apply for UAA positions. The very low representation of Alaska Natives is directly attributable to the very low number of Alaska Native applicants.

Promote and Support Equal Opportunity Policies

Require an open recruitment process for any regular position with limited exceptions for internal searches. Generally, it is UAA's practice to allow hiring managers to decide whether to post a position for external and internal applicants; or, to post for internal applicants only. Hiring managers choose to post position to external and internal applicants far more frequently than posting for internal applicants only. However, anytime we post a position internally UAA misses an opportunity to increase our diversity.

Support Human Resources Services' efforts to increase the diversity of the pool of applicants invited to interview. An important role Human Resource Services plays in the recruiting process is to look for opportunities to increase the diversity of those invited to interview. Prior to approving interviews, HRS Consultants review the applicant demographics (which the departments do not have access to) and the quantitative scores from Stage 2 Screening then inform the hiring department when there are more people to interview. Departments often resist having to interview more people than they expected because of the additional time it will take to do so. This review by HRS Consultants is a practice and ought to be made a written campus policy.

Either Stop Using External Search Firms for Senior Positions or Require Search Firms to Provide Data Sufficient to Assess Equal Opportunity

It is noted in this study that data for applicants to Executive positions was not available. This is due to the increasing practice of using external search firms to organize and conduct recruiting for not only Executive positions but also for some senior administrative faculty positions. When a search firm is used the University receives no demographic data of the applicants. We have no way of assessing the effectiveness of these searches with respect to equal opportunity. UAA should require that search firms provide evidence of equal opportunity efforts or not use search firms who won't comply with such a requirement.

D&IAP Internationalization Subcommittee

Natasa Masanovic-Courtney, Chair and Associate Professor of Languages, DAC Member
Songho Ha, Professor of History, FSDC Member

With the increasing globalization of the higher education market, from student, faculty and staff recruitment to international research cooperation and curriculum development, it is critical for UAA to enhance the internationalization of the campus. With this goal in mind, the Faculty Senate Diversity Committee researched the state of international faculty and staff at the University of Alaska Anchorage in 2016. Some of the findings were presented at UAA's First Diversity Summit in February 2016. The present subcommittee's goal is to put these findings into a form of report that reflects the current state of international issues at UAA.

A. Benefits of Internationalization of UAA

1. *Economic benefits of International Students to UAA*

The economic benefits from international students and their families studying in American institutions of higher education have been significant. In 2005/2006, a total of 564,766 international students were studying in the United States, whose economic benefits to American economy were \$13,491,000,000. In 2015/2016, a total of 1,043,839 international students brought benefits of \$32,000,000,000 to American economy. In the course of ten years, the economic benefits to American economy increased by **137%**. On the other hand, the economic benefits from international students to the economy of the state of Alaska increased from \$8,800,000 to \$12,600,000, representing an increase of a mere **43%** while the number of international students increased by 64, from 424 to 488, during the same time period. With stronger internationalization efforts, UAA can benefit from the untapped potential of the economic benefits from international students.

2. *Contribution to diversity on campus and in Anchorage by exposing the community to international cultures*

Considering the extremely localized composition of the student population at UAA (91% of students from Alaska in fall 2015), it is important to keep a substantial number of international faculty and staff on campus so that UAA's student population can be exposed to global cultures. In short, presence of a sizeable number of international faculty and staff on campus is a very effective way to expose UAA students to diverse cultures.

3. *Recruitment of competitive international faculty and staff*

According to the Institute of Higher Education, the presence of international scholars continues to increase in American higher education. The number increased from 115,098 in AY 2009-10 to 124,861 in AY 2014-15. Fall 2016 UAA data from the Human Resources show that there are currently 58 international full-time faculty and 42 international full-time staff members employed at UAA, 100 individuals out of the 1706 total of the regular employees. Additional

data indicate that since March 2016 the count of international applicants to any UAA job is a mere 220 out of 5944. **We believe it is important to enhance UAA's efforts to recruit well-qualified international faculty and staff.**

B. Challenges to Internationalization of UAA

A recent article (08/16/2016) from HigherEd .Jobs discusses foreign-born faculty issues and describes the foreign-born faculty as facing “a unique set of challenges-one of the largest being the navigation of visa and immigration issues.” The article continues to report that “a big predictor of the foreign-born faculty's success is not where they are from but whether they are at an institution that provides adequate support and resources to new [foreign] faculty.”

Through a campus wide survey conducted in 2016 and further communication with international faculty and staff on campus, we have identified three vital support areas that would benefit from comprehensive attention:

1. Recruitment of International faculty and staff [Another subcommittee “Multicultural Postdoctoral Fellowship Program” is currently working on this piece.]
2. Mentorship and support of international faculty and staff for adjustment to American academe and institutional culture [UAA is working on establishing a Mentoring Institute.]
3. The establishment of a comprehensive office for International faculty and staff
Since #1 and #2 are already being addressed by two other groups within the work of the DAP, we would like to address #3.

In order to find out what kind of support international faculty and staff receive at other institutions of higher education and where this support is housed, we visited various university websites. According to our findings, one common feature among many institutions that wish to provide international faculty and staff with immediate help is the creation of a tab dedicated to *International Faculty and Staff Services* which is displayed within the electronic alphabetical directory.

One such example is University of Oregon's International Faculty and Scholars website (<https://iss.uoregon.edu/faculty-scholars>) that states its *raison d'être* as: “Our office provides immigration support for university departments wishing to hire or sponsor international faculty, staff, researchers, or visitors on courtesy appointments.”

Montana State University has a tab called *International Services for MSU Faculty and Staff* (<http://www.montana.edu/international/iss/h1b-visainformation.html>). Upon clicking the tab, one has access to various links, from travel alerts to immigration document details.

At the University of Wisconsin-Madison, the *International Faculty and Staff Services* can be found under the Office of Human Resources. Their goal is to assist individuals in complying with immigration laws and regulations (<https://www.ohr.wisc.edu/ifss/>).

According to the website, the unit advises university departments and processes immigration-related documents for employment-based non-immigrant and immigrant statuses, offers regular workshops on processing permanent resident petitions and the proper procedures for completing the I-9 Employment Eligibility Verification form, and administers the University's J scholar Exchange Visitor Program, which includes issuing J scholar documents, advising departments and visiting scholars, and providing bi-weekly J scholar orientation sessions.

In light of the ongoing changes in the U.S. political arena regarding internationals and immigrants, there is a special need for a service unit at our institution that would support international faculty and staff. During our research of further institutions [e.g. Purdue University (<http://www.iss.purdue.edu/FacultyStaff/H1B/>) and Ohio State University (<https://oia.osu.edu/international-scholars.html>)], we discovered that comprehensive offices such as *International Faculty and Staff Services* provide individuals with updated information regarding important immigration law changes and travel advisory. They don't offer any financial support but in turn provide full administrative guidance which is instrumental for the Green Card applications.

Our interviews with new and mid-career international faculty at the University of Alaska Anchorage have convinced us over and over again that we fail our international faculty by not offering them full support on the long and bumpy road to obtaining renewal of work visa or becoming a permanent resident card holder. What we need on campus for our international faculty is expert guidance. Good, timely, and adequate advice as well as resources from knowledgeable and trained office members that represent the Office of International Faculty and Staff would surely alleviate the stress and in many cases the waste of time when dealing with legal documents in a foreign country.

C. Recommendations

Our recommendations in terms of supporting international faculty and staff at our University are comprised of the following action items:

1. The establishment of a unit (perhaps within an already existing unit such as HR) that will focus on the issues of international faculty and staff. This could be called an International House/International Office where international faculty and staff have both representation and legal advice on immigration issues.
2. A thorough analysis of the resources currently available for the recruitment of international faculty and staff with the purpose of re-allocating the necessary funding to this area.

3. A well maintained website dedicated to all matters international on campus that guides international faculty and staff, especially on legal matters.
4. As the Diversity Action Council (DAC) is being configured, we strongly recommend that permanent representation for international faculty and staff be considered in its membership.

Benefits from International Students to American Institutions of Higher Education

	2005/2006		2015/2016		Change in 10 years	
	Number	Economic Benefits	Number	Economic Benefits	Number	Econ Benefit
US	564,766	\$13,491,000,000	1,043,839	\$32,000,000,000	479,073	\$18,509,000,000 137% (+

sources: http://www.nafsa.org/File/econvalue2016_natl.pdf
<http://www.nafsa.org/File/eis2006/usa.pdf>

UAA Multicultural Postdoctoral Fellowship Program

Subcommittee Chair: Erin K. S. Hicks

Membership of Subcommittee:

Heather Adams

Robert Boeckmann

Songho Ha

Erin Hicks

Kathy Kelsey

Emily Lescak

Jervette Ward

The subcommittee had our first meeting Jan. 27th, met with the DAIP tri-chairs Feb. 14th, and had a second meeting Feb. 17th. We have elected to not hold a focus group.

We have broad representation on this subcommittee in terms of faculty rank as well as representatives from the UAA Postdoc Association (Kathy Kelsey & Emily Lescak).

- We have identified several departments/centers that either currently employ or have recently employed a researcher in a title considered to be a postdoctoral position. Examples include the Departments of Biological Sciences, Political Science, Psychology, and Physics & Astronomy. A reliable accounting of the number of postdocs currently employed by UAA is difficult to obtain. This is due to the fact that there is not a consistent title given to people hired into these positions and therefore tracking of postdocs is challenging, both at UAA and nation-wide.
- Postdocs currently at UAA have recently founded the UAA Postdoc Association (https://alaska.digication.com/uaapda/News_Feed).
- CAFE provides a number of professional development opportunities relevant to post docs, at UAA. Furthermore, the UAA Postdoc Association has teamed up with CAFE to host events specifically for the UAA postdoc community.
- As a predominantly undergraduate institution postdocs at UAA have many opportunities to engage with the undergraduate (and graduate) student populations that are not available at other institutions. As examples of such activities, we highlight events hosted by the UAA Postdoc Association for fellow postdocs, grad students and/or undergrads:
 - Panel discussion on applying to graduate school
 - 2 career panels spring 2017 on careers in biomedical fields and natural sciences
 - Involvement in UAA STEM Day

- Workshops on networking, grant writing, and e-°Portfolio development
- Summer book club
- Fall 2015-Spring 2016 coffee seminars with grad students

- National resources for postdocs are also available. We recommend that Postdoctoral Fellowship recipients becoming members of these organizations and that UAA provide funding for their membership as part of the fellowship. These include the Graduate Career Consortium (www.gradcareerconsortium.org), which is a non-°profit organization focused on career and professional development for grad students and postdocs, and the National Postdoc Association (<http://www.nationalpostdoc.org/>)

Identify what data will support your subcommittee work. Whether this demographics, or size/scope, or other statistical information that helps define the focus of your subcommittee.

- The Multicultural Faculty Fellowship at the University of Rhode Island (URI) has been extremely successful. As of December 2015, all of the Fellows at URI had transitioned to a tenure-track faculty position at the completion of their fellowship and the first Fellow had successfully received tenure. The departments who successfully gained tenure-track faculty as a result the URI Multicultural Faculty Fellowship program were psychology, sociology, communication, biological sciences, and computer sciences.

- The subcommittee was able to identify at least two examples of past UAA postdocs who have successfully transitioned to tenure-°track positions. These are Khrys Duddleston (Dept. of Biology) and Holly Martinson (WAMMI).

- There have been various reports that demonstrate that the diversity of the UAA faculty does not reflect the diversity that we see in our student population. Increasing the diversity of our faculty is critical to providing a multicultural perspective to students and for providing meaningful role models.

We recognize several areas of need and recommend the following:

- University recognition of the UAA Postdoc Association
- Formalized mentoring of UAA postdocs
- Formal professional development and career training of UAA postdocs
- University financial support for postdocs (e.g. a travel budget)
- Providing opportunities for postdocs to bring multicultural perspectives to our curriculum.

What are your subcommittee's recommendations and what are the budget or resource implications. This will form the most important part of your final report and should include the data, the asset mapping, the identification of what is needed and why, and any resources needed to make the recommended changes, and a time frame.

- We recommend the implementation of the UAA Multicultural Postdoctoral Fellowship as

outlined in the attached “UAA MPF Proposal” document.

- The proposed program will advance issues of diversity in research and teaching across a wide range of UAA academic programs. We emphasize that programs currently only offering an undergraduate degree major, and in some cases even those that do not offer a major, will benefit from this program with equal significance as those offering a master's or Ph.D. degree.
- Financial request:

Year 1: Five postdocs hired at \$61.2-°@64.4k per year each (\$47.5-°@50k + 28.80% benefits), totaling \$314k the first year. Each postdoc would be hired for a three year appointment. An 12-°@month contract at the UAA minimum postdoc hourly rate of \$22.84 amounts to an annual salary of \$47.5k. This value is consistent with the norm in many fields, but is not competitive with typical annual salaries in other fields (e.g. many of the sciences). We therefore use \$50k as the upper range of 12-°@month salary to match the norm in these fields. The total of \$314k for the first year allows for an average annual salary of \$48.75k plus benefits for five postdoc positions.

Year 2 and beyond: Three postdocs per year hired at the same rate as Year 1, totaling \$188.4k per year. In addition to salary we also recommend a travel budget for each postdoc of \$4k per year. This adds the additional financial request to the program:

Year 1: \$20k,

Year 2: \$32k, Year 3: \$44k, Year 4 and beyond \$36k.

A research budget for some fields would also be recommended, but this total varies significantly from field to field.

The total budget for the program as proposed, salary plus travel expenses, is outlined below. This assumes the annual rate of \$48.75k + 28.8% benefits = \$62.8k per postdoc and no raise, although we would recommend a raise consistent with that received by others hired by UAA in a similar capacity. It is assumed that each multicultural postdoctoral fellow will hold a three year appointment.

Year 1 (cohort 1, 5 total postdocs)
\$334k total = 314k salary + 20k travel

Year 2 (cohort 1 & 2, 8 total postdocs)
\$534k = 502k salary + 32k travel

Year 3 (cohort 1-~3, 11 total postdocs)

\$735k = 691k salary + 44k travel

Year 4 and beyond (cohort 2-4, etc., 9 total postdocs)

\$601k = \$565k salary + \$36k travel

A budget for the expected research or creative activities in some fields would also be recommended, but the total amount needed varies significantly from field to field.

- Targeted Opportunity Hire Program

- In order to address the lack of diversity among UAA Faculty, the Multicultural PostDoc Program culminates with a Targeted Opportunity Hire Program that provides Deans and the Provost with an opportunity to conduct a direct hire from individuals who have completed the Multicultural PostDoc Program. It is advantageous for the University to retain successful PostDocs and transition these individuals into Tenure-Track Faculty positions. The Opportunity Hire individuals are highly qualified scholars who have successfully navigated the PostDoc search process, completed a PostDoc at UAA, and contributed to the University community. This program is similar to programs at the [University of Maine](#), [Purdue University](#), [Ohio University](#), and [Indiana State University](#). This Program will allow for the seamless transition of exceptional PostDocs into the UAA faculty ranks.

UAA Multicultural Postdoctoral Fellowship

Goal

The goal of the Multicultural Postdoctoral Fellowship (MPF) Program is to increase the diversity of the faculty at the University of Anchorage Alaska and advance issues of diversity in research and teaching within academic programs at UAA. The three-~year fellowship appointment will provide post-~doctoral candidates, including those who have completed a recognized terminal degree in specific disciplines (e.g., MFA, Ph.D.), with career development opportunities in academia through mentoring, teaching and research experiences, and some modest travel support. The fellowships are intended to enrich multiculturalism in the University and the educational experience of all students, especially by bringing multicultural perspectives to the curriculum and/or department, college, and university. Through this program, we envision creating pathways for Multicultural Fellows to develop successful academic careers within UAA or at other institutions of higher education. The Office of the Provost and the Office of the Vice Provost of Multicultural & Alaska Native Studies will administer the program.

Description

Departments will participate in a competitive process for hiring a Multicultural Postdoctoral Fellow who will advance the University of Anchorage Alaska's goal of building a community that values equity and diversity. In the first year of the program five candidates will be supported for three academic years through the Provost Office. In subsequent years three candidates will be supported for the same duration. The candidates will teach at least one course per semester in the sponsoring department and will be obligated to pursue scholarly and/or creative activities. Candidates will be encouraged to collaborate with existing UAA faculty in scholarly and/or creative activities and applying for external funding. The sponsoring department will provide research/creative activities and teaching mentoring, developmental opportunities, presentation opportunities, opportunities to engage in department governance issues, etc. to the candidate throughout the year. The Fellow will be given preference for hiring into a full-~time faculty position in the department, contingent upon a favorable review of the Fellow's productivity during the apprenticeship. The faculty and chair of the department will participate in the review of the Fellow, making their recommendation to the Dean. In turn, the Dean will make a recommendation to the Provost regarding transitioning the Fellow into a full-~time faculty position.

Criteria

The Provost will award multiple Fellowships per year (five in the first year, three in

subsequent years) and the Fellowship will be allocated to different departments from year to year. The following criteria will be used to judge proposals (no more than four pages per proposal):

1. The department must provide evidence of how the Fellowship will enrich multiculturalism in the department/college and enhance the educational experience of students, especially by bringing multicultural perspectives to the curriculum and/or to the department, college, and/or university.
2. The department must provide evidence of need for faculty resources based on the strategic priorities of the University, unit productivity, cost effectiveness, and efforts to promote innovation and quality, with careful consideration of the context of the discipline and mission of each unit.
3. The department must submit a recruitment plan for selecting the Fellow.
4. The department must submit a detailed and compelling mentoring plan for the Fellow over the course of the year.

Submission of Proposal

The department chair will forward the proposal to the dean for approval. The dean will select proposals that best meet the criteria of the program and forward that proposal to the Provost Office. The award of the Fellowship will be made by early spring so that the department has ample time to conduct a national search and hire a Fellow in the following academic year. The review committee will consist of three UAA faculty members and one representative from the UAA Postdoctoral Association to be appointed by the Vice Provost of Multicultural & Alaska Native Studies. The selected committee will make recommendations to the Provost for final selection.

Application Process for Fellows

Upon award of the Fellowship, the department should conduct a national search for the Fellow consistent with hiring processes for post-doctoral fellows. At a minimum, the application materials should include:

1. A cover letter that addresses eligibility requirements. The candidate must be eligible to work in the United States at the time of application. In addition, the candidate must have received a recognized terminal degree specific to their discipline (e.g., MFA, Ph.D.). The cover letter should also indicate how the candidate demonstrates a commitment to bringing U.S. racial and ethnic diversity perspectives to the department, college, and/or university.
2. Curriculum vitae

3. Up to a three-page description of the proposed scholarly and/or creatives to be completed during the Fellowship.

4. Up to a two page description of the candidate's teaching philosophy, including how they would bring a multicultural perspective to courses taught.

5. Three letters of recommendation from faculty member's familiar with the candidate's research and teaching qualifications.

**DIVERSITY AND INCLUSION ACTION PLAN (D&IAP)
UAA NATIONAL COALITION BUILDING INSTITUTE (NCBI)
SUMMARY**

Submitted by the UAA NCBI Steering Committee: Diane Taylor, Learning Center Director (KPC); Patricia Fagan, Associate Professor of Spanish; Kimberly Pace, Assistant Professor of Political Science and Director of Women's studies, and Theresa Lyons, Executive Director of Student Outreach and Transition

Introduction

In 2008, UAA became an NCBI campus affiliate. NCBI conducted three train-the-trainer workshops and thirty-seven constituents (faculty, staff and students) successfully completed them. The work of NCBI – its mission, its workshops and trainings, its network of resource teams, and its contribution to long-lasting institutional and social change – is guided by several core principles and key insights that align with UAA Strategic Priorities: Strengthen the UAA Community.

In 2007-2008, the first workshops were conducted and over the next seven years, there were 12 student workshops and 14 staff/faculty workshops totaling 414 participants. The feedback from these workshops were favorable: 87% found the NCBI workshops to be applicable to their life; 88% were overall satisfied with the workshops; and 95% were satisfied with the performance, interest, and enthusiasm of the NCBI facilitators.

NCBI Principles

NCBI structures its workshops under the principles that every person and every issue counts; that guilt immobilizes us and keeps us from taking action; that empowerment is the outcome of skills development; that hearing stories related to life experiences shift attitudes; and to develop leadership outside of oppression. NCBI teaches that a team approach is required in order to effect institutional change.

NCBI Workshop Goals

The NCBI Team workshop goals are to help attendees identify information and misinformation about other groups; to help attendees identify and express pride in the group(s) they identify with; to recognize how other groups experience mistreatment; to help groups learn the personal impact of specific incidents of discrimination; and to teach groups how to interrupt prejudicial jokes, remarks, and slurs. Some of the favorite workshop modules identified by the participants were the caucuses, ups/downs, and role play/shifting attitudes.

NCBI Steering Committee

The NCBI Steering Committee works in partnership with Interim Associate Vice Chancellor, Alaska Natives & Diversity, Jeane Breinig. The Committee meets monthly to develop NCBI team meeting agenda, plan an annual retreat, discuss and implement strategies for growth and development, and to provide leadership for NCBI Strategic Leadership Teams through marketing, workshops, listening tables, and academic programs/administrative units.

NCBI Team in Action

In 2013, the NCBI Team was recognized for its impact in the UAA community by receiving the Large Team Collaboration Award.

The University of Alaska Anchorage NCBI Campus Affiliate is pleased to share news of its team members' activities during 2016. Over the past twelve months, the UAA NCBI Team successfully recruited and trained five new colleagues (via two Train-the-Trainer Workshops at North Carolina State University in Raleigh, North Carolina), thereby substantially adding to our existing twelve-member-strong team for a current total of seventeen individuals. As a collective group dedicated to Social Inclusion and Equity, we are proud to note that we offered two full-day workshops (20 participants each) for UAA's Emerging Student Leaders (February 2016) and for all UAA Student-Staff-Faculty Members (October 2016). We have revolutionized our co-leadership approach into a tri-leadership model for day-long workshops, and we have discovered (through overwhelmingly positive feedback submitted by workshop attendees) that this method better reflects our comprehensive and collaborative nature as a team. Over the course of the entire year, fourteen NCBI Up-Down Modules were delivered during Howl Days--UAA New Student Orientation Sessions--exposing hundreds of students to our Diversity Mission. Two important NCBI Listening Tables regarding pressing Alaskan issues were offered during February 2016: "Arms on Campus" and "University Re-structuring." In addition, several members visited selected GUIDANCE 150 class sessions, providing NCBI Modules to students acclimating to their first semester within a university system. Finally, our UAA Team closed the calendar year by offering an NCBI Holiday Social (December 2016) in which we reunited with a total of twelve October 2016 workshop participants who still wish to maintain close contact with our entire Campus Affiliate as "NCBI Allies.

On March 24, 2017, NCBI presented a one-hour module for the Emerging Leaders Program Annual Conference. The students received the NCBI Team with enthusiasm, and 100% of the evaluation participants answered "Yes" to interest in a full-day workshop on "Social Inclusion and Equity."

NCBI Recommendations for the D&IAP:

- If possible, we would like the DIAP tri-leaders to share with the NCBI Steering Committee comments/feedback/suggestions received from campus forums regarding the NCBI model. We also invite the tri-leaders to the NCBI annual retreat on April 28, 2017 (10:30 am-12:30 p.m., ULB 104).
- We recommend that the Office of the Chancellor and the Office of Academic Affairs openly endorse and display information about NCBI on their respective UAA web pages (as they financially and philosophically support us).
- We recommend that NCBI be listed as a "Campus Resource," with a link to the UAA NCBI

website. (This would be similar to how "Safe Haven" and "Title IX" on-line trainings are listed in UAOnline – Employee Services – Employee E-Learning.)

- The DIAP encourages all administrators (particularly Deans of respective Colleges), Faculty Senators/Leaders, as well as all members of UAA Diversity-related committees (e.g. FSDC) to experience a full, one-day NCBI Workshop.
- We recommend that the DIAP include an initiative to support NCBI, as well as other models of diversity training, by providing information in Welcome/Orientation Packets on NCBI, to all new faculty, staff, and students.

SUBCOMMITTEE

Residence Life

Subcommittee Chair - or Co Chairs or Tri-Chairs: Ryan J. Hill

Name of the Subcommittee: Residence Life

Focus Group schedule:

1. Listening session for students was hosted in the Cama-i Room on Wednesday, October 12, 2016
 - a. 17 students participated

Identify what currently exists at UAA.

1. SafeZone
2. Diversity Collateral
3. Community Assistants (7 positions) are required to host one diversity/inclusion event each month
4. Extensive diversity/inclusion training for Residence Life student staff members
5. Cama-i Room and Alaska Native & Rural Outreach Program Coordinator

Identify what currently does not exist at UAA - what structures could be put in place to build this area, or provide support in this area, or perhaps reorganize the existing structure. What is the time frame of your recommendations?

1. We do not currently have family housing. This is a real deficit given our unique student population.
 - a. This will likely require the building of additional facilities meant for families or the acquisition of off campus housing that is retroactively converted to on campus housing.
 - b. This endeavor will also require the hiring of additional Residence Life student and professional staff members.
2. We do not currently have gender inclusive housing. A student written proposal, including survey data from students supporting the initiative, has been routed through Student Affairs.
 - a. This will require working with University Housing to identify a space for this theme.
 - b. Clear policies and expectations will need to be addressed, and these were also included in the student proposal.
3. In the fall of 2015, Residence Hall Association President Samuel Gonzalez drafted and

submitted a proposal to designate a stairwell in the Main Apartment Complex as a gender inclusive community for residential students. This proposal was placed on hold, and we are hoping to see this proposal reconsidered. On-Campus Living professionals would like to see specific policies developed during the 2017-2018 school year. The policy would then be implemented in the fall of 2018.

What are your subcommittee's recommendations and what are the budget or resource implications?

1. In April, the following proposal was sent to Dr. Jeane Breinig for consideration. While this position would most likely not live in Residence Life, it would have a great impact on residential campus because our department is heavily involved in SafeZone and celebration months for identities represented in our community. Here is the proposal:
 - a. We are proposing the creation of a Coordinator for Diversity & Inclusion Initiatives who would report to the Associate Vice Chancellor for Alaska Natives and Diversity. This could be a 9 or 10 month, term position responsible for the following areas:
 - Coordination of theme months to celebrate cultures and identities within the UAA community. This would include outreach to municipal leaders and Anchorage community members to include them in these celebrations.
 - Providing leadership and support to organizations such as NCBI and SafeZone, which currently run off of volunteer staff and faculty.
 - Provide administrative support to the Diversity Action Council.
 - Assist in efforts to recruit a diverse faculty and staff at UAA.
 - Provide administrative support to the Diversity Action Plan.
 - Assist the Office of Equity & Compliance with diversity related compliance issues.

In regards to the Diversity Collateral:

The Department of Residence Life (DRL) operates several collaterals, which are committees of student staff members that work with departments across campus to promote programming in areas that align with the values of DRL. The Diversity Collateral works with the Multicultural Center to support diversity and inclusion programming across Anchorage, but specifically on residential campus. The Diversity Collateral includes approximately 5-6 student staff members and is advised by a DRL professional staff member.

SafeZone

Space is definitely a consideration for SafeZone. It is both figuratively and literally housed within Residence Life in the sense that all programming, administrative support, marketing, and a portion of funding have come from Residence Life (even though technically it is a Dean of Students program), and also all SafeZone materials are stored in a closet in Residence Life. We

desperately need that space but have prioritized SafeZone in the past. A dedicated space on main campus would be greatly appreciated! Obviously, the issue with having this be nearly solely supported by Residence Life is it sends the message the program is only for residential students, when that is far from the case.

1. There is actually no national organization for SafeZone, but many many institutions of higher education have similar organizations. SafeZone is a very common name for this organization at colleges and universities.

2. SafeZone trainers from UAA have trained UAA communities members, Anchorage community members, and other people across the state of Alaska. SafeZone trainers have travelled to Prince William Sound Community College, Kenai Peninsula College, and Mat-Su College. Individuals from Fairbanks travelled to Anchorage to be trained as well.

3. SafeZone offers a two-hour ally training focused on taking participants through a variety of activities aimed at expanding horizons and cultivating thoughts. Ally trainings help participants examine their thoughts and views while prepping them to become better allies for the GLBTQA+ community.

UAA SafeZone also offers 8-hour train-the-trainer courses, and a bi-weekly Lavender Lunch program. In addition, we hold bi-weekly meetings which are open to all to encourage awareness, discussion, and participation for those who wish to become more involved.

4. SafeZone became a part of the UAA community in November 2010, and now has over 100 trained allies and nearly 50 trainers, comprised of current and former students, staff, faculty, and community members the Anchorage and Fairbanks communities.

DEMOGRAPHIC OF RESIDENCE LIFE

Race - listed in Banner first	Alaska Native					115	106	150	127	137	103	141	99	123	84
	Black or African American					38	43	44	42	39	32	24	23	34	23
	American Indian (Not Alaska Native)					4	6	8	9	7	6	8	13	8	8
	Native Hawaiian or Pacific Islander					6	7	7	8	8	8	11	13	12	11
	Asian					52	52	51	46	53	54	65	51	58	49
	White					540	525	554	526	540	494	529	463	471	435
	Unspecified					55	49	48	44	61	40	42	30	35	25
Gender	Not specified					1	1	2	2	2	2				1
	Male					381	392	386	372	393	357	403	347	350	295
	Female					435	395	474	428	432	378	417	345	391	341
	Occupied	901	851	912	869	817	788	862	802	827	737	820	692	741	637
	Capacity	946	946	946	946	910	926	923	923	879	879	887	887	866	866
	Occupancy %	95%	90%	96%	92%	90%	85%	93%	87%	94%	84%	92%	78%	86%	74%
	Semester	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017

Social Class and University Retention Rates

Nelta Edwards
University of Alaska, Anchorage

Social class and retention

- The top reason for UA students not returning to the university is “family and financial considerations” (41 percent in 2016, up from 27 percent in 2012)
- About 1/5 said that more/better financial aid would have allowed them to stay.
- Source: University of Alaska “we miss you” survey

Signs of financial distress

- UAA first-year students work off campus for money at significantly higher rates than do first-year students at peer institutions. This difference disappears for seniors (NSSE)
- A survey of UAA students found that 31% are food insecure and that freshmen were more likely than seniors to be food insecure (Wintz and Christ 2013)

The data

- 10,123 first time freshmen in five cohorts:
- Fall 2011, 2012, 2013, 2014 and 2015

Unmet financial need as a measure of social class

- Financial aid office measures *unmet financial need*.

Cost of Attendance

- Expected Family Contribution

= Financial Need

Methods

In these data, unmet financial need ranges from about \$25,000 to -\$25,000 (need met).

I split unmet needs into quartiles from the most unmet needs to negative unmet need

2011-2015	Highest unmet need 9.7 to 25K	2nd Highest unmet need 3.2 to 9.7K	3 rd Highest unmet need 0 to 3.2K	Need Met -25K to 0
N=8468	2115 25%	2113 25%	2239 26%	2001 24%

First generation and unmet need

2011-2015	Highest	2 nd highest	3 rd highest	Need met
First gen	58%	54%	41%	28%

Return for 2nd year?

- Average percentage of students returning for second second year in each need category

2011-15	Highest unmet need 9.7 to 25K	2 nd highest unmet need 3.2 to 9.7K	3 rd highest unmet need 0 to 3.2K	Need met -25K to 0
	45%	61%	62%	78%

Return 3rd year?

- Average percentage of students returning for 3rd year in each category.

2011-14	Highest	2 nd highest	3 rd highest	Need met
	30%	41%	47%	66%

Graduate?

- Percentage of students in each need category who graduated.

2011-12	Highest	2 nd highest	3 rd highest	Need met
	8%	14%	14%	29%

Race and unmet need

- Non-whites are over-represented in the highest unmet needs category and underrepresented in the need met category.
- Whites are over-represented in the needs met category and unrepresented in the highest unmet need category.

Impact of unmet need among students who returned for 3rd year

2011-2014	Highest	2 nd highest	3 rd highest	Need met
Ave cum gpa	2.8	2.9	2.8	3.1
Ave cum attempted credits	81	87	87	102
Ave cum earned credits	65	71	73	90
Credit "success"	80%	82%	84%	88%

% of students taking on-line courses in
 their 1st semester of college
 Among students who returned for the
 3rd year

	Highest	2 nd highest	3 rd highest	Need met
	12%	8%	5%	3%

First generation and unmet need

2011-2015	Highest	2 nd highest	3 rd highest	Need met
First gen	58%	54%	41%	28%

Student Stories of UAA: What #UAAmazingStories and “I am UAA” Reveals about Diversity at UAA

By Don Rearden & Natasa Masanovic-Courtney, Ph.D.

For several years UAA Advancement has curated and wrote stories about the success of UAA students. The stories and student profiles were written by professional journalists and published online on the University’s website and in a digital newsletter. The stories fall under the headline “UAAmazing Stories” and “I am UAA,” with both titles being a part of the University’s recent public branding efforts, and an effort to capture stories of success to showcase and represent the diversity of our students and the success of those students profiled. A comprehensive examination of over fifty stories published, from 2014 to 2016, provides an interesting and inspiring snapshot of individual achievements, highlighting programs and departments where UAA is helping students from diverse backgrounds succeed, and at the same time uncovers commonalities within these stories that reveals potential opportunities to improve the experience and potential success of future students.

The students found in these stories come from all walks of life and literally from all over Alaska and the globe. In the sample of stories studied, students from over 25 countries are represented. Likewise, the Alaskan students profiled are from all across the state, representing both rural and urban Alaska. Of the Alaskan Native students profiled, the cultures represented in the sample included: Tlingit, Haida, Inupiaq, Yup’ik, Sugpiaq, Unangan, Tsimshian, and Athabascan. These success profiles also included students who identified as LGBTQ, veterans, first-generation college students, students with disabilities, and non-traditional students.

Student Success

A common theme that occurs within many of these stories has to do with students reflecting upon their success at UAA. The students identify departments, organizations, or programs that contributed to their success in a variety of ways, from tutoring, academic advising, student employment opportunities at the University, and scholarships received, to inspirational staff and faculty mentors, close mentor-student relationships with faculty, and emotional support. Others attributed their success to the inclusivity of programs and departments, with some students garnering a sense of identity and pride and feeling connected culturally. Many of the students capitalized on the unique opportunities that they received as student athletes or scholarship recipients and how, with this support, they successfully continued toward the completion of their degree.

Here are a sample of the stories. We’re only identifying the students by their first name and include the department or program they identified as contributing to their success.

Ruddy, originally from Cameroon:

Commencement Speaker, Diversity Action Council, Judicial Board, Commencement Speaker. Attributes success to her advisor and supervisor at New Student Orientation.

Desirree, Dominican Republic, Junior in Psychology.

Attributes success to TRiO Educational Talent Search and Disability Support Services

Forrest, from Buckland, AK

Inupiaq, young mother, in the ANCEP Program. Designed a suspension bridge for Denali park, her senior year. Considered ANCEP her touchstone on campus.

Jack, from Wasilla, AK

B.A. Human Services, Class of 2015

Cerebral Palsy and deaf. UAA provided him a “haven in a world that hasn't always offered friendliness.”

Rahab, Kiambu in Kenya

B.S. Nursing '06

UAA alumni and nurse at Providence. Still keeps the scholarship award letters as reminders. Attributes her success to those scholarships and AHAINA.

Richie, Aniak, AK

B.S. Aviation Technology '08

Dena'ina Athabaskan, 14th in the 2014 Iditarod,

Attributes success to UA Scholar and the Instructors in the Aviation Program.

Dao, Anchorage / Thailand

Hmong

Dental Hygiene Pre-Major

Spirit of Youth Award winner, attributes success to Student Support Services

Holly

Inuit

BFA '04

Filmed a documentary on Alaska's Inuit women's tattooing that addresses the clash of modern regulations and indigenous practices. Her interest in becoming an artist was solidified through strong faculty support at UAA.

Byron

Yupik

Elementary Education student

He has a facebook page: I sing. You dance.

He performed at the White House for President Obama, at the Alaska Federation of Natives, for ANSEP, and the Alaska Native Heritage Center. He credits faculty support.

Morgan, Anchorage

B.A. Languages

Gymnastics captain

Former manager of UAA's student run coffee shop

Credits faculty, student work opportunities at UAA, and the support system for athletes at UAA.

Michael

Veteran

AA '15

He worked with German shepherds leading a six-team canine unit in a plant-detecting rescue lab in Florida. He is back at school for a 4-year degree and wants later to obtain a graduate degree in international communication. He attributes success to his initial UAA degree and military experience.

Tevin, Texas

Mathematics and Computer Major

Track and Field Team

He broke UAA's 10-year-old record in the high jump at a meet in 2016.

UA Scholar and student athlete: they allowed him a full-ride at UAA.

Josh, Anchorage

Theater and dance student

Co-host for KRUA 88.1 FM's new Tech-Know Radio Show.

Being able to work as an RA in KPC gave him a place to stay and saved him money. He attributes success to student-worker opportunities at UAA that allowed him to attend school.

Curtis, Canada

Alpine skier for the Seawolves

He came to UAA with a ski scholarship. He attributes success to his coach and the ski program's support, also to his one-to-one connections with professors.

Siemee, Laos

Hmong

Undeclared student

She attributes success to Alaska Performance Scholarship which motivated her to strive harder in high school. TRIO, Educational Talent Search and Alaska Career Information System helped her. At UAA, she found support through Multicultural Student Services.

Genevieve, Anchorage

B.S. Biological Sciences and B.A. Political Science

She attributes success to her membership in the Seawolf Debate and professors in the two departments.

Jannelle, Nome

Biological Sciences

Two-time Jr. Iditorad musher and Arctic Youth Ambassador with research in health-care disparities in rural Alaska. She attributes success to scholarships from ANSEP and outside Corporations (e.g. Norton Sound Health Corporation and Norton Sound Economics Corporation).

Veronica

Hispanic, first-generation college student

Engineering student

Congress-Bundestag Scholarship recipient to Germany

Attributes success to dedicated professors, acquisition of language skills, and the existence of international scholarships that allow recipients to spend a formative year with an internship in the recipient's discipline abroad.

Findings

A strong common theme that emerges from many of these student stories deals with the sense of discovery integral with the college experience, and many students identify assets at UAA as central to their success. The "discovery" dealt with the students finding a program, mentor, or scholarship almost by accident. Many students indicate they had no prior knowledge of these resources until they stumbled into the resource that the students ultimately found to be essential to their success, either by accident or a faculty or staff member pushed them or personally helped connect the students.

For these particular students, that moment of discovery is vital, but for our institution, as we distill the essence of many of these stories, we can and should read between the lines. We can take this opportunity to pat ourselves on the back for the students we choose to showcase, and we can acknowledge our role in their success through our various programs, departments, and fine faculty and staff; however, at the same time we should consider how this information might provide clues for us to realize where we might also be failing.

If the students who have been deemed successful enough to be profiled by Advancement are telling us that the programs they "accidentally" discovered, or fell upon by luck, are what helped them succeed, then we must realize there have to be numerous students who are not having such luck in finding these programs and departments we know have shown to help students from diverse backgrounds achieve their goals. If students we identify as successful, or students who have achieved their academic goals at our institution, are attributing their success to a certain level of serendipity in encountering a resource that became vital to their success, we would be remiss not to pay attention to this key point.

We can recognize we have great resources in place to help students, but we also know a disproportionate number of students from diverse backgrounds enter our university compared to the number who ultimately graduate. Perhaps one of the key takeaways from studying these student stories has to do with this notion that we don't do enough to inform, advise, and introduce students to these very organizations and programs we know to be successful. A more systematic and systemic effort maybe be needed to ensure the discovery of such essential and successful programs isn't accidental.

Connection, Community, Culture

Another common theme among these student stories has to do with students connecting socially or academically, finding community, and learning about or sharing in their culture or other cultures. While the purpose of writing the stories might have been to highlight diversity on campus, the subtext of the stories, when viewed collectively, reveals how important these connections with community and culture are in terms of students reflecting upon their success on campus. Those programs, departments, and clubs that actively work to build community and celebrate culture come up again and again in these student stories.

A sense of community and identity play a role across many of these profiles, and in considering how culture and community go hand in hand, we might look to these stories to think about how these stories suggest a lack of community and culture outside of these specific programs. We could consider how UAA could work harder to institutionalize what has clearly worked for these students within those programs to see if that assistance, guidance, and sense of community could reach a broader group.

A place to start might be to study a group of diverse students who dropped out of our institution to see if they missed out on these opportunities, or see if they were aware the programs or departments existed. Surveying those same students and their sense of community here on campus could also be revealing and helpful in finding a path towards a campus where students feel that connection and sense of identity and belonging.

#UAAmazing Stories of Struggle, Untold Amazing Stories, and "I was UAA"

These student profiles are curated and selected among the stories and profiles of thousands of possible students. The stories themselves are selected to specifically highlight success of students and our institution for the purpose of both marketing our school and celebrating individual achievements. And while there is little academic merit in studying these stories as

evidence of specific successes of programs or as an institution as a whole in terms of serving diverse students, we can think about the story these stories themselves reveal and about the importance of stories themselves in illustrating success of our students and our university.

One place to start would be to consider what stories we haven't told. We should consider issues like intersectionality, and what voices are absent from these stories and why? Who determines what faces and voices get to represent UAA and what about those stories that aren't published? Which students are uncomfortable having their story showcased because their culture looks down upon individuals who speak about their own accomplishments or view speaking about individual success as taboo? At the same time we can assume many more positive stories of student success exist, and we wouldn't necessarily expect Advancement to publish stories of student failure; however, those very human stories of students struggling and failing, for whatever reason, could be potentially revealing in a similar way that the stories of success have been here.

In terms of the stories we are missing there are also those many student tales of struggle and success. Stories of students presenting at their first national conference, or co-authoring an article with a professor, or receiving an undergraduate research grant. There are the stories of students who were born and lived in refugee camps for the first twenty years of their lives, survivors of genocide, and students who work three jobs to afford tuition. The diversity of our student population will naturally include a diverse range of stories of struggle and hardship, and while we could never capture all the successes and struggles, perhaps we are remiss in not exploring a wider range of those stories.

RECOMMENDATIONS

An examination of the stories of the students who fail at our institution could reveal gaps in services or departments, or places where we are failing in terms of providing mentorship or guidance. Exit surveys will provide data, but stories, similar to these success profiles, might help us to better understand, from the student perspective, how and where we are falling short in providing an atmosphere that engenders success for all students.

- Key points we might consider:
- How do we capture these student stories in a way that reflects our mission related to diversity?

- And how might the data and stories themselves be utilized to help future students?
- What students are we missing?
- How might a strong “Freshman Experience” that intentionally introduces students to the programs and departments proven to be successful in helping students from diverse backgrounds help address the common theme of accidental discovery that reoccurs within the student stories studied?
- Can we find a way to capture the student stories of those who fail or dropout? For example: could we institutionalize an exit survey where students can self-report why they are leaving? Could there be a short text box when students withdraw from a class where they could tell their story and give permission for someone at UAA to contact them?

Data often drives decisions on campus, but we shouldn't forget about the importance of stories and of celebrating the success of our students. Their success is our success, and stories can serve multiple purposes. In recognizing both the importance of celebrating individual student success and honoring the students, and the programs, departments, staff and faculty who helped those students succeed, we should also consider the importance in being intentional in considering how stories are cultivated and studying what the stories tell us about where we are both succeeding and failing.

APPENDIX B

D&IAP Tri-Chairs Communications



The University of Alaska Anchorage (UAA) has initiated a process to create a Diversity Action Plan. Chancellor Case and Interim Associate Vice Chancellor for Alaska Natives and Diversity Breinig asked the three of us to serve in the capacity of tri-chairs. Collectively we have been involved with the Faculty Senate Diversity Committee, the Diversity Action Council, National Coalition Building Institute, and other UAA and local community-based groups that are dedicated to integrating and acknowledging the rich diversity of our community.

We recognize the significance for UAA's Diversity Action Plan, and we believe this will have positive impacts. Many Universities and Colleges across the country have established similar plans in order to keep pace with the nation's increasingly globalized and diversified societies. Certainly Alaska and our local community of Anchorage have a rich multi-cultural base and we are fortunate that we have a student body that reflects this. Our collective goal is to have an approach that integrates all voices and constituencies in order to create a platform for Diversity and Inclusion at UAA.

This plan will strive to emphasize social inclusion and equity through purposeful involvement and engagement of the full range of campus and community stakeholders, including campus governance representatives, Chancellor's cabinet, faculty, staff, alumni and students. Over the next three semesters we will identify key representatives of stakeholders and collaborate with them in creating focus groups to generate discussion items for larger discussion forums and events. These activities in turn will be used to generate questions for a more formal survey of diversity climate and concerns at UAA. We will use these respectful engagements of our diverse community to guide a development of our Diversity Action Plan.

This work will guide us in creating actionable items throughout the two-year life of this group's work by incorporating what we hear from stakeholders and integrating the findings of previous diversity studies at UAA* to inform institutional priorities and benchmarks, moving forward. These efforts are designed to contribute to and enhance the rich, diverse, and inclusive environment at UAA where all are welcome and encouraged to thrive.

Dr. E. Andre Thorn
Director of the UAA
Multi-Cultural Center

Dr. Robert Boeckmann
Professor of Psychology

Dr. Maria Williams
Director, AKNS

* <http://www.uaa.alaska.edu/studentaffairsassessment/upload/UAA-Mean-Comparison-Per-Factor-7.pdf>
<http://www.uaa.alaska.edu/studentaffairsassessment/upload/NODS-Diversity-and-Inclusivity-Survey-1.pdf>

**Diversity and Inclusion Action Plan
Update
November 28, 2016**

Phase I: Tri-chairs appointed in November 2015. Diversity one-pager created in January 2016. The Tri-Chairs examine existing DAP's from other institutions in the U.S. and identify three potential models (Brown University, CUNY, and Portland State University).

In February 2016 UAA hosted the first ever Diversity Summit – which was very successful. A Final Report on the Summit and associated power point presentations are on the Chancellor's website – under Diversity Action Plan.

<https://www.uaa.alaska.edu/about/administration/office-of-the-chancellor/diversity-action-plan.cshhtml>

Phase II: Working with the Diversity Action Council, the Tri-chairs have identified a number of sub-committees that include:

- a. Student Success (Don Reardon, chair);
- b. Alaska Native programs (Beth Leonard, Jordan Lewis, co-chairs);
- c. Community Campuses (Sandy Gravely, Diane Taylor co-chairs);
- d. Residence Life (Ryan Hill, chair);
- e. Disability Support Services (Karen Andrews, chair);
- f. Diverse Curriculum (Gabe Garcia, chair);
- g. Linguistic Diversity (Tara Smith, chair);
- h. Human Resources (Ron Kamahale, chair);
- i. Post-Doc Initiative (Jervette Ward, Chair);
- j. Greater Anchorage community (Andre Thorn, Robert Boeckmann co-chairs);
- k. Advancement (Greg Gallagher, Harry Need, co-chairs);

Phase II has included a robust series of Focus Groups throughout the entire Fall 2016 semester. The focus groups included: Faculty, Staff, Students, and a few with more specific foci, Several of the subcommittees listed above are planning special focus groups in early January and February 2017. We have an upcoming December 6th focus group with members from the Greater Anchorage community, and a final Open Forum on December 1st. We hope to conclude all focus groups activities by mid-February.

We have hosted one Kick-off Open focus group; three Faculty focus groups; four Student Focus groups; three Staff focus groups;; Open Forum (December 1); one focus group at the Mat-Su Campus; . two Alaska Native student focus groups, one focus group with the SALT team, one with College of Arts & Sciences Chairs/Directors, one with Residence Life students and RA's. We estimate there have been over 250 individuals that have participated thus far.

Recurring themes from these focus groups include the need to re-write the UAA Diversity statement; have more diverse faculty and staff (to reflect local Anchorage and Alaska

demographics); issues of disconnection between units – Academic and Student Services are not always in concert; disconnects with upcoming Accreditation report and with the current 2020 initiative; insensitivity to Alaska Native students; UAA main campus needs to provide space for Safe Zone, and for other types of groups that provide student support;

Positive commentary from the focus groups include: positive statements that UAA has a Diversity Statement; UAA has a positive history of having a number of diversity events (Civil Rights, Alaska Native/Native American Heritage Month; Black History Month, film festivals, activities that bring the larger community to campus (Giving Thanks, Japan Festival, Civil Rights and Black History month speaker(s),

Phase II has also included site visits to two of our Community campuses. The Community Campus subcommittee (co-chairs Sandy Gravely of Mat-Su and Diane Taylor of KPC) have resulted in a site visit to the KPC in April 2016 and the Mat – Su campus in November 2016. These have been very enriching in many arenas. Community campuses are doing stellar work that other campuses, including UAA could scale and model in the areas of student success, and networking with their communities. A Visit to the Kodiak campus is scheduled for January 2017, and PWS will be involved via discussions and site visit by the two co-chairs.

There is a Blackboard site that contains the minutes from all meetings with the Diversity Action Council, a list of subcommittees, minutes of Focus groups, and other relevant material.

Phase III will start in mid-February and the tri-chairs and the Diversity Action Council will coalesce data, and the information from the Focus Groups and discussions with all parties involved to start crafting a series of recommendations. These recommendations will include identification of particular issues, data and other support materials that illustrate the positive needs for the stated issue, and solutions and a time frame.

The final report will be submitted on or before June 30, 2017, in the hopes that it will be incorporated into the Accreditation report, and also the 2020 initiative.

APPENDIX C

**SITE VISIT REPORTS
TRI-CHAIRS**

Kenai Peninsula Trip Report and Notes

Maria Williams, Robert Boeckmann &



Open Forum at KPC with Maria Williams, Andre Thorn, Robert Boeckmann. Anecia Tutiakoff is in the far left.

On Wednesday April 20, 2016 the Tri-Chairs for the DAP spent the day at Kenai Peninsula College. Diane Taylor helped organize a day-long agenda with specific individuals and groups that are involved in diversity and inclusion at their campus.

The Director of KPC, **Gary Turner** was our first meeting. He informed us that KPC has four locations (KPC-Kenai River Campus in Soldotna, KPC-Kachemak Bay Campus in Homer, the KPC-Seward Extension site, and KPC-Anchorage Extension site at the University Center in Anchorage). He also said that he would recommend that several individuals from his campus form a committee to work with the Tri-Chairs so that the KPC will have a section in the DAP for UAA. His possible members include Diane Taylor, Sondra Shaginoff-Stuart and Dr. Paul Landen. He also mentioned Carol Swartz from the Kachemak Bay Campus. We are awaiting the final word on this committee, and certainly support their involvement.

We also met with **Sondra Shaginof-Stuart** who is the Rural and Native Student Service Coordinator and also teaches two of the AKNSA101 Alaska Native language courses (Ahtna and Dena'ina). She is a catalyst and has incorporated Alaska Native Elders as teachers in a coordinated effort with the residence halls. The Residence Hall provides housing for Elders who come in to teach the Ahtna and Dena'ina Languages. The Elders not only teach the classes, but their presence has also had a positive effect and made many of the students from rural villages feel much more at home. Sondra emphasized that diversity should include 'generational diversity' and that this notion extends well beyond the specific benefits of Alaska Native Elders. Younger students and older students alike are positively impacted by the experiential wisdom that older people bring to campus. Sondra coordinates the Dena'ina language instruction with Dr. Alan Boraas, a well-known Anthropology faculty, and Dr. Pete Snow, Associate Professor and Admin. of Elementary Education. Sondra coordinates and receives support from the Ahtna Heritage and Chickaloon Moose-Creek Village Associations. In addition to serving as the Rural

Student Coordinator, Sondra also maintains a lot of cultural and social activities for the Alaska Native students at the KPC. These included a Cloth Ceremony which was a healing ceremony. Sondra noted that with residence halls now in their 3rd year, they are seeing an increase of students from rural Alaska Native villages.

The next meeting we had was with **Dr. Alan Boraas**, Anthropology faculty and he addressed engagement and inclusion. He felt that these are themes that the DAP should embrace. He also addressed linguistic diversity and expressed his feelings about an epidemic of intolerance for languages other than English. He also felt that *research* should also be a part of the plan and that the community campuses *are* involved in research that falls under diversity, inclusion and cultural respect. He mentioned the term ***inclusive excellence***, which is a phrase that Dr. Thorn has also emphasized. He has done research on historic trauma, and received an NSF grant for this. Finally, he framed diversity in broader terms emphasizing that he perceives a shift toward intolerance nation wide and pointing to cultural diversity as a critical element in the long-term survival of cultural systems. This reminder aids us in presenting diversity and inclusion as vital from a utilitarian perspective – diversity of culture and thought results in better and more creative solutions to challenges and threats presented to our faculty, students, and graduates in the future. Thus, faculty have a responsibility to encourage discussion of differing view points and to call out intolerance or cultural misperceptions in student dialogues.

The Tri-chairs also met with the **KRC Student Union leadership**. The President, Cheryl Tuttle, Jack Roberts (Vice President), Rachel Bon (Marketing Specialist) Amber Sweetland (Student Activities Coordinator), and Shane Bliss (Student Union Rep.). They have a lovely location, which facilitates spontaneous student interaction and faculty student contact. It is very close to the area where students can purchase food, and study and they had a very welcoming atmosphere and serve free coffee and tea. We had a great discussion about the importance of student involvement in the DAP. The KRC is a two year campus, and because of its mission and size, it is a more integrated campus. They mentioned the rural students who live in the residence hall and the importance of Rural Student Services providing a great transition for those students who are often far away from their families. They also mentioned the role that the KPC Student Union plays in organizing events. They have an LGBT gathering space at the residence hall, which has provided a safe space for students and community members to gather. This space has also opened the door to local community engagement. Other student clubs include the BB Club, the PTR Club, the Games Appreciation Club, and the Psychology Club. They also sponsor Grey Matter - a local community lecture series. The student leadership emphasized the diversity of their students - age ranges and also coming from various parts of Alaska. Students range in age from 15-90. Some students come to KPC for specific programs such as the Process Technology and Instrumentation programs. These students are diverse and include slope workers as well as traditional college age students. They also have a popular EMT and Paramedic program. They are dedicated to initiating programs and events that empower students and make them feel part of the KPC community. They provide massages at finals and they are interested in getting some steam baths for the Residence Hall students that come from rural villages. They have received this input from the students who are used to steam baths in their villages.

The President, Cheryl, also mentioned that she would like the DAP to specifically address the *Learning Abled (rather than Disability Services)*. She felt strongly that the DAP needs to recognize new ways that universities name services provided to students that are hearing-challenged, have dyslexia, or mobility challenges. She felt the undervaluing of students that need additional support is a common occurrence and this needs to be addressed.

We toured the Residence Hall, which is now in their third year. It is clear that the Residence Hall Director, **Tammie Willis**, is highly engaged with the safety and well-being of the residents. They have a creative approach to student engagement in terms of various activities that include a room for Alaska Native Elders who are working with Sondra Shaginoff-Stuart. Each of the Residence Hall wings have a theme, so they pair up students' interests with their location. They also provide a van service to take students on field trips, or to go grocery shopping.

We had an open forum in the afternoon and had a great conversation with **Anecia Tretikoff** who is the Faculty Office Manager. Anecia recommended Talking Circle formats as a way to share and provide new ideas and to create a more inclusive atmosphere on campus. She also asked us to reflect critically on the use of the term “inclusive excellence” suggesting that while it may be an improvement on the sole use of the term “Diversity” it also has the western cultural emphasis on evaluation and elitism that can imply exclusivity. We also discussed the Intercultural Committee with **Krista Timlin**, Career and Community Engagement Center Manager. Krista mentioned the active work that was a result of this committee, but it had become inactive. She felt that committees such as this, need to be more institutionalized or sustainable, otherwise they run the risk of disappearing. Anecia also was intrigued by the misuse of the term “Diversity” and was interested in how we were going to formulate our plan.

We had a meeting with **Dave Atcheson**, who is the Evening Coordinator administrator and an adjunct faculty member. He coordinates the KPC showcase, which is a very successful 30 year old program that brings the local community to campus for guest lectures, performances and events. Education, the arts, author events and multi-cultural components are very successful and many local residents regularly attend the KPC showcase. In partnership with the KPC Multicultural Consortium, they have developed themes from month-to-month, i.e. November is Alaska Native/Native American heritage month; they have showcased Jack Dalton's Play *Assimilation*, have had fry bread socials, created language circles, etc. They have a robust lecture series and have featured Aaron Leggett. (Curator for the Dena'ina exhibit), Seth Kantner, and others. In other events they have provided research presentations by Dr. Alan Boraas on the study of Bristol Bay salmon and the potential impact of Pebble Mine. Dr. Boraas' study has been cited by the EPA and other researchers addressing the impact of mining in that region. The KPC Showcase is self-funded, with some support from the Anna Faust Goodrich philanthropic organization.

Dave Acheson said he would like to pursue or have access to speakers that UAA brings in - since Kenai is a 20-minute flight from Anchorage this could easily be a great and easy partnership.

The last meeting of the day was a teleconference with **Carol Swartz**, KPC Kachemak Bay Campus Director and **Dr. Mike Hawfield**, Associate Professor of History and Political Science. The campus is right in the heart of downtown Homer and they are also interested in getting more UAA speakers or having shared events. In the past they have had Mark Trahant, former Atwood Chair, but would love to see more engagement with the main UAA campus. They have community conversation events that address Civil Rights, Alaska Native Civil Rights and issues of sovereignty. They offered the practical suggestion of developing a 'speaker database' of UAA faculty who are knowledgeable and willing to speak about issues relating to diversity and inclusion who the KPC faculty and administration could contact to invite to speaking engagements at their campuses. When asked about areas of concern for sustainable support of UAA / KPC learners, they explained that the Adult Basic Education grants that support educational outreach to rural students in the region (Port Graham & Nanwalek) may be at risk in the current funding climate.

SUMMARY

We were so excited after visiting with the KPC faculty, staff and students. The Kenai River Campus is engaged in many academic and non-academic events that emphasize diversity and inclusion. We look forward to working with their subcommittee on the DAP. If the DAP is going to emphasize inclusion as part of our vision, there needs to be more engagement between the UAA main campus and the KPC. Carol Swartz said they read the Green and Gold everyday and reach out to departments or programs that are sponsoring guest lectures or featured speakers in hopes of either having them podcast or having the speaker fly down to present on their campus. We were also impressed with the KRC Student Union and their thoughts on how student's voices and perspectives must be included in the DAP. It was clear from our visit to KPC that UAA Goose Lake Campus can learn from our community campuses as well as support them in fostering a more inclusive and supportive environment for all of UAA's students.



Diversity Action Plan Team Wednesday, April 20, 2016 Agenda

- 8:40 a.m. Arrival of Maria Williams, Andre Thorn, and Robert Boeckmann
(Diane will pick up at Kenai Airport)
- 9:30 a.m. Meeting with Director **Gary Turner**
Ward 201
- 10:00 a.m. Meeting with **Sondra Shaginoff-Stuart**, Rural and Native Student Services
Ward 201
- 10:30 a.m. Open
- 10:45 a.m. Meeting with **Alan Boraas**, Anthropology
Ward 201
- 11:30 a.m. Meeting with **KRC Student Union**
Student Union Office
- Noon – 1:30 p.m. Lunch
- 1:30 – 2:15 p.m. Meeting with Tammie Willis, KRC Residence Hall Director
Residence Hall
- 2:15 – 3:15 p.m. **Open Forum** in Commons for All
McLane Commons
- 3:15– 3:30 p.m. Meeting with **Dave Atchison**, KPC Showcase
Ward 201
- 3:30 – 4:30 p.m. Meeting with Kachemak Bay Campus **Carol Swartz**
(Diane will call Carol at her office)
- 5:00 – 7:00 p.m. Dinner and return to airport

Tri-chair Notes the 11/10/2016 Site Visit to Mat Su Community College

9:30 Russian-speaking students, staff session with Dr. Galina Peck, Yulia Smith, and student Yelena Sinyawski; Diane Taylor (KPC), Sandy Gravely, Maria Williams (UAA), Andre Thorn (UAA), and Robert Boeckmann (UAA)

A lot of Russian speaking students attend Mat-Su, because there is a significant Russian speaking population. Dr. Galina Peck has taught ESL for a while and now has a second generation of students – whose parents were in her early ESL classes. She mentioned the culture and value of students on the local campus and addressed what is working and what is not working for this group of students.

Postives: Mat Su advisors are diverse – which is very helpful
Classes are a nice size – with a small ratio of professor to students
Class sizes range from 10-21 and create welcoming environment for students, especially at the beginning of the semester.

Suggestions: More student clubs at the Mat-Su
Mentoring – students relate better to other student or peer mentors

In general, there is great linguistic diversity at Mat-SU – with Chinese, Korean, Ukranian, Russian, Thai, Hmong, and English.

Dr. Galina Peck has taught ESL for past 20 years in addition to Preparatory English. Currently she is not teaching ESL because of a 9-Star contract at Mat-Su. Nine-Star offers ESL courses, but Dr. Peck emphasized their teaching and pedagogical style is not academic. Nine Star offers ESL at a basic level so students can quickly enter the workforce. Dr. Peck says that the academic ESL courses are designed to make students fluent in speaking, listening, writing, and reading English and preparing them for academic degrees. She feels this is a huge issue because she does not believe that Nine-Star provides the instruction that will bring students to fluency levels. She mentioned that the types of jobs students could get after the Nine Star ESL are basic positions such as janitorial, etc. Low incoming service jobs.

She also expressed concern that some of the attitudes of the American students to International professors are not so great. Some students manipulate the instructors by saying that they did not get a good grade because they could not understand the professor, etc. There exists some stigmatization, and biases.

Yulia also mentioned that the school district also offers ESL and the functions of the teachers is vital. ESL is different depending on the age of the students as well.

There have been examples of Russian students that have come to the Mat Su because they want to pursue a professional career. A student came who was interested in a career of being a

Veterinarian and they came to take the ESL courses – but they were too basic and not academic enough.

10:00 Talis Colberg, Campus Director

Dr. Colberg was pleased to have his campus participate in the DAP. He mentioned that sometimes the community or branch campuses feel forgotten. He referenced that none of the Directors of the Community campuses received the email about the retirement of Bill Spindle. These are small examples, but highly symbolic of how the community campuses feel. There are also very few visits from UAA main campus to the Mat-Su. He said that all are OUR students.

Mat Su graduates between 135 and 150 students each year and the Chancellor and Provost do come to their graduation, which is really great.

Mat-Su and UAA main campus are very close – and it is an easy drive – easier than other community campuses. Mat-Su students go in to UAA events but few UAA Anchorage students or faculty come to Mat-Su events.

Community campuses are essential to UAA

Continuity of students based on 2-year study

More full time students and traditional students are coming to Mat Su

He mentioned that their students have a tendency to stay on campus all day – more robust space because of this. Student engagement has grown.

Tuition vs. General Funds make Mat Su a great value.

Mat Su is near the Job Corps – and they have about 220 students that are primarily from Rural Alaska. They have dorms and cafeterias, and they bus students to the Mat Su. The Job Corp campus is quite nice with gyms, dorms, and is very well staffed. They bring students to Mat Su consistently.

Mike Swanson who is a Student Retention Coordinator and staff sponsor of the Alaska Native Cultures Club – a student club – has helped boost student involvement. Inquiry about the connection between UAA's Native Student Council and the Mat Su Native Cultures club – The Student Government does interact with the Mat Su student leadership.

Fall 2017 there will be 120-150 Alaska Middle College High School students – these are good students that will be able to take college courses for credit – and make a pathway to the UA system. Dr. Colberg said the students will get their college credits for free and will probably end up at either UAF or UAA. A great pipeline.

Sandy addressed the continuity for student activities and how this makes the Mat Su experience more personal for students.

Reduction of 5.5 staff positions has caused stress – they lost 2 of their 4 IT staff.

The Staff are very happy working at Mat Su, even though there is some stress caused by budget cuts.

Andre Thorn mentioned the exponential population growth of the Mat Su area and asked if it was still growing or leveling off. Population is over 100,000
Mat Su has not grown in proportion to the Borough – the Borough continues to grow. There are also new schools that have been constructed as well.

Healthy Impact Grant with Deborah Bannan, Assistant Professor of Human Services and Connie Fuess, Assistant Professor of Counselling.

Mat Su has developed a program with assistance from a Healthy Impact Grant. The HEALTHY JOURNEY is a holistic approach that emphasizes wellness and resilience and to help students utilize existing resources, and provide a foundation for success for the rest of their lives. The Journey Program has opportunities for Students, Staff, Faculty and the Community to help develop resiliency and is a holistic approach that has individual goals, balanced with Work, Life and School. It also is designed so everyone knows about how to use existing resources.

It has an A.B.C. approach – and includes a Passport (!)

Awareness of good mental health for self and others

Balance between school, work, family, and self-care

Connection to campus, community, friends, and family

For new incoming students they have a ‘Don’t go it Alone’ semester theme – and they invite speakers like Dede Jonrowe who address that theme from the perspective of sled dog racing.

They also have wellness workshops such as Yoga, Thai Chi and Happiness workshops.

They also emphasize resources across a broad spectrum.

Other workshops include how to build a Power point, and how to learn the ins and outs of WORD.

It has had very positive responses from students.

Students get a ‘Passport’ and get it stamped when they participate in any of the associated activities – they also develop their own ‘toolbox’ for balancing their lives.

Anatomy and physiology students get extra credit to participate, and this program also provides free professional counseling at the college –

It is making a safe place.

This is a fantastic program and could be modeled at the main campus

The program designers believe that this program can help improve retention and student success.

GLENN MASSEY THEATRE visit with Matt Sale, Kristen Clinkenbeard, Scott Taylor. Felicia from the Art Department also joined the tour.

The Theatre is clearly a show case for the Mat Su campus and their productions bring in community from the Borough as well as Anchorage. It’s a state-of-the-art theatre.

Matt Sale mentioned that the theatre is a very diverse and active space that people feel very safe in – it’s a space that celebrates diversity and creative in a very positive manner.

Kristen also said that theatre spaces and productions provide a story/history for the community and can also be educational.

University theatre programs usually can push the barriers and the Massey theatre does do that. The building has a family bathroom and safe bathroom, and is home to the Drama club. Students grow as they participate in the productions.

They also partner with the local community for orchestra and concert band concerts, and local fundraisers for the AFS, Foodbank, etc. They host graduation, and also rent out the space for Whistling Song Productions, Colony High School productions, local Dance studio productions, and even local churches.

It gets a lot of the local community onto the Mat Su campus.

They had the “Trees of the Valley” in the lobby – which is a fund raiser in which local business ‘sponsor’ a Christmas tree and decorate it - it’s an advertisement for November and December and the funds support the theatre as well.

They also host the Equinox Film festival – which is an international women’s film festival and they have done this for several years. They started with the LunaFest – but the Equinox is growing and they show over 40 films.

We did see a lot of student art work from these classes on the walls of the main campus – and the work is impressive. Maria inquired about shared ART activities with the UAA main campus

Matt mentioned that they hosted the ‘Stalking the Bogey Man’ – which is an example of where College theatre programs push barriers and address issues that include pedophilia. This was a very successful partnership with UAA theatre/Dance department and Psychology department, as after the production – there were discussions with trained counsellors/psychologists on this very difficult topic. Again – pushing barriers and providing education –

STUDENT LEADERS AND FACULTY

Jack Rogers (President of Student Government, VP for the Veteran’s club), Corrina Atkins, Kitlisa Carson, Rachel Goodall, Jeff Walker (Healthy Impact Grant GA and Student), Dr. Lisa Schwarzburg (Adjunct in Anth), Mike Swanson (Student Success Coordinator), Jaclyn Cabales, Jo {?} Librarian, Lisa Caso (President of the Alaska Native Cultures Club), Angie Badger (Staff Advisor), Felicia (Art department faculty and advisor for the Dance club?)
Thomas Brass [?] President of the Human Services Club

Discussion about curriculum and AA degree, Teacher Certification

Mike Swanson, who is a Student Success coordinator is also the Staff Sponsor of the Alaska Native Culture Club – and he said they do have interactions with UAA’s Native Student Services and have good communications.

Maria mentioned that UAA has monthly meetings of Native program staff, faculty and that she would invite both the Mat Su folks, and the Kenai Peninsula College people as well – so that we can share our calendars, activities, and what directions we are headed in.

Mike said that their Alaska Native Cultures Club is very active and they have a big day on November 16th for their Alaska Native/Native American Heritage Month – including

performances, a potluck, etc. He also said the Alaska Native Heritage Center Dancers perform there as well. The local school district is 17% Alaska Native .

Lisa mentioned there were some communications issues with {???

Student ID's and Gender Pronouns should be given some consideration. She has a student that prefers a Pan-sexual descriptor of "THEY" rather than 'he' or 'she' Faculty are not identifying the correct student-requested pronouns and need to be informed of the gender pronouns, and also issues of non-gendered bathrooms, This could also be said of UAA main campus as well.

POINTS OF PRIDE – Student Government President Jack Rogers mentioned that there are outreach programs through the Healthy Journey and it has really opened up students. Student Government office has a food basket every day – to help students that are low on funds and need food.

Human Services Club President Thomas, also mentioned their donation drive for outerwear for the local homeless community. And for Domestic Violence Shelter in Palmer

He also said that returning students, and older students were well received

Felica – faculty in art – mentioned there is lots of mentoring for students at Mat Su and the instruction is Stellar. They try to cater to their diverse students across all departments.

Library – approach students with respect and dignity and that this is the 'heart' of the college. The librarian knows the students by their first names. Mentioned they would like to expand their AV collection with more Native language materials.

Lisa Schwartzberg – an adjunct in Anthropology inquired about the AKNS program and in particular the AKNS A201 course. Mike Swanson also shared a one-page sheet of all the AKNS courses their students access – either at their Mat Su Campus – or via distance. For example – the Kodiak Campus delivers Alutiiq language via distance; KPC offers Ahtna and Dena'ina language via synchronous video – and the Mat-Su Students take these.

Lisa also mentioned the importance of the Alaska Native cultures club as being very supportive of the Alaska Native students.

Campus leadership is very friendly and very approachable and active.

Challenges? More participation of students in student clubs. Do clubs have to use Roberts Rules? That's a big turn-off

Workshops for students rather than meetings – or in addition to meetings might be a helpful idea.

Getting student-buy in

Student government has pizza, food, and provides financial support to all student clubs and helps advertise

Public Square – community partners are key to sustaining student clubs and also to continuity

Suggest joint club meetings.

Maria asked about: Students transfer to UAA – what is transition like?

They said “HORRIFIC” –some students to transfer to UAS instead of UAA to finish their BA degrees.

UAA Advisors DO visit the Mat Su campus – for students in Nursing, Allied Health, etc. which is great and the advisors are helpful.

Issues: Current Mat Su students have to DRIVE to UAA main campus – because the course or courses they need are not available at Mat Su and are not online.

NO Seawolf Shuttle? Recommendation: Contact Director of Commuter Services at UAA to see if there could be at least TWO SHUTTLE round trips between the Mat SU campus and UAA Main.

Wolf Card – students can ride the public transportation for free – but that primarily serves passengers that work from 8-5 in Anchorage – they do not run enough during the day to make it work for students.

Transition is tough for Mat Su students due to UAA’s size and that there is no ‘hand holding’

STUDENT SERVICES Connie Fuess, DSS, Mike Swanson, Student Retention, Tom Spangler, Student Veterans, Mariana Weatherby, Admissions Outreach

They mentioned the INotice program – which is a new student orientation program

Their populations include non-traditional students, Veterans, Russian speaking students, Alaska Native Students, DSS, Home Schooled Students (transition is sometimes a little different with these students as they are not used to a classroom type environment), Charter School students, and first time First Generation College students.

UAA 8 metrics for Academic Advising.

They have found that it is not always good to do PRESCRIPTIVE advising –

They use the ABC Approach first

Direction, Planning, ‘Stay on Track’ are key themes.

Gary Rice’s 10-year model = showed progression – but is no longer used.

CAPRA was a program that paid instructors to revamp curriculum to decrease barriers in education – to be more inclusive.

Alaska Native students are either Urban – and have some cultural connections and/or disconnections; Rural Students are culturally steeped in their language(s) or other practices and at Mat Su – these two types of Alaska Native students often share each other’s knowledge

Residency Requirements – Out of state tuition?

Pilot up to 6 credits of in-state tuition?

Freshman experience class

FOCUS GROUP – in separate notes

OPEN FORUM DISCUSSION with Dr. Talis Colberg, Director; Malyn Smith (Alaska Job Corps); Kevin Toothaker, Knik Tribal Council; Juddy Gette and Barbara McDaniel, N.O W. and adjunct instructors and organizers for the Equinox Film Festival, and other MSC Faculty and Staff, including Student Governance

Discussion of how the Job Corps brings Alaska Native students to the Mat Su Campus for classes; The Job Corp is fairly close by – and they do have their own residence halls. The Director Malyn Smith mentioned the positives of their students and also some of the challenges – as they are typically about 18 and it's their first time away from home.

Mat Su has a great relationship with a number of community partners and it is clear it has created a vibrant campus. Jack the President of the Student Governance mentioned it would be great if there were a gym or workout campus on campus. But Student government has funded gym memberships for students – because it has resulted in engaged and productive students. The Director of the campus has created a good connection to the community and with local community partners. The staff and faculty seem engaged and highly productive and communication is excellent.

Diversity and Inclusion Action Plan
Prince William Sound College Campus Visit
2/8/2017

Diversity and Inclusion Action Plan Leadership Representative: Robert Boeckmann
(Maria Williams attended some sessions telephonically)

Prince William Sound Campus Visit Coordination:

Ana Hinkle, Student Affairs Director, Member DIAP Community Campus Subcommittee

8:00 am

Consultation w Director J. Daniel O'Conner (Dr. Maria Williams present telephonically)
The small (18-24) resident student body is not very diverse. Regarding diversity of student body Director O'Conner notes that the local community lacks diversity at the present. Efforts to increase the ethnic diversity of the student body would require recruitment from other communities. This could bring students to campus or reach out to them via online offerings. The Director noted a more diverse student body would enrich the education of the students. The physical isolation of this campus and some of the communities it serves (Cordova, Copper Center, Glen Allen, etc.) present some unique challenges. Students in Cordova can engage through high school dual credit programs. These programs are helpful in assisting students in making high school graduation requirements. These programs are also somewhat of a pipeline to UA.

Twelve years ago a large title 3 grant brought a lot of technology to these remote centers but the program and the resources that it brought were not very effective. Low or absent bandwidth was part of the problem. Budget pressures bring these prior investments in reaching rural and Alaska Native students into sharp focus.

8:30 am

PWSC Administration

Ana Hinkle, Affairs Director; Steve Sheill, Director of Administrative Services; Ryan Belnap, Assistant to the Director; Steve Johnson, Academic Affairs Asst Director; Sharry Miller, Academic Affairs Asst Director; Dawson Moore, Assistant to the Director

PWSC hosts a theater festival each year that brings cultural diversity to the community. Casting parts for some roles can be challenging as most local talent is white. Sometimes talent is 'imported' from Anchorage or other areas for diversifying the cast.

A lot of diversity related student programming originates and or resides in Student Services. It is less clear what is happening in classes in support of diverse students. Online classes present some challenges in understanding 'who' is in the class. The vast majority of PWSC students are online.

We do see UAA (Anchorage campus) as a resource for transgender students.

9:00 am

Student Services staff – Shannon Stites, Registration & Records Coordinator; Heidi Franke, Academic Advisor; Susan Love, Financial Aid & Admissions Coordinator; Heather, Scarano Residence Life Coordinator.

(note some blending of agenda items as Woody Woodgate in this session and some of the student services staff remained for the 9:30 segment)

Some diverse students are represented in students who use ABE (Adult Basic Education) and language classes. These tend to be immigrant (primarily Filipinos) working in fish processing in the summer months.

There are (and have been) international students who also contribute to the diversity of the student body. An international student from Pakistan has encountered some problems in the local community (community is very 'white'). In the past, there have been higher numbers of international students (8-10) when there were more active recruitment. Now there is about 3-4. It is somewhat hard to help International students connect and to help them create a sense of belonging.

Robert – suggests that international students could connect to larger group of international students in Anchorage to help. Suggestion was well received. This could also help students stay in the UAA system longer... transitioning from PWSC to Anchorage campus to complete a four-year degree. Currently most international students at PWSC transfer out of state to complete their degrees.

Reducing budgets will drive down diversity due to reductions in budget for recruiting international students and outreach to rural students.

The type of food available in local community is part of the struggle international students have when trying to feel at home. Residence life coordinates food nights that highlights some regional foods and this is appreciated by students. There are also 'dances', 'game nights,' and other social events that help resident students feel a sense of community with each other. Residence hall / dorm has 39 beds, with 16 occupied. There are about 500 students, but only 50-60 on campus and very few of those are physically present on campus on any given day. The vast majority of students are online (including some in the local community).

To assist some students with financial difficulties there is a Food Bank on campus – snacks and light meals offered without any formal requests from students. There is also Counselling services provided as an outreach from local service providers.

Millwright program does not produce a degree (Occupational Endorsement), but can bring good employment opportunities to completers (30.5 credits). This can be helpful to rural students – gain career skills in areas of rural employment. A combined and Safety Management program (60 Credits) can lead to AAS degree and has similar benefits. Redefining academic success for these areas (not 4-year degree).

Some note that workforce development students (often on site off campus for short duration courses) have poor integration with other students.

9:30 am

Woody Woodgate, ABE/ESL Coordinator (Dr. Maria Williams in part of this telephonically)

Generally it seems UAA is doing a good job with Diversity and Inclusion. Folks who come for ABE and ESL come from diverse backgrounds. This includes ethnic diversity and well as diversity in Socio Economic Status.

We have a GED program. Some people who are very challenged in terms of SES come to us through a partnership with United Way. At the Glen Allen site we have “GED for Free” and Math Kickstarter Program’. Also ESL program – we have a broad range of learners – some who are just starting the English language and have little college, others with college degrees but from other countries. For example, three students from Mongolia – one with no higher ed, one with a degree in economics another with a degree in Accounting.

Programs on campus “have a lot of fun” language learning in a social atmosphere, food, creating art, engaging citizenship behaviors together.

Very good “team spirit” with student services, testing (Acuplacer) and faculty. Personal touch and team approach – students are often handed off... when working with one staff person or faculty member they may be walked down and introduced to the ABE coordinator or vis versa as the student needs.

Some related(?) things mentioned (but not clearly associated with this agenda item:

Gatekeeper training – helping to identify students at risk for suicide.

Safe Zone came from UAA and did orientation a couple of years ago – very much appreciated. It would be great if we had an annual training on this.

Ana Hinkle notes that these types of things seemed to be linked to an individual with a particular passion or agenda.

Staff member noted a “multicultural center” of some kind would be great. Not a museum sort of thing but dynamic – activities that change.

Also staff notes that the “Box” of the UA system approach to education is not the best fit for rural Alaskans and Alaska Native student. More flexibility needed – scheduling around rural needs.

10:00 am (telephonic / video connect)

Directors from extended campuses: Susan Harding, Cordova; Caroline Ketron, Glennallen

Susan Harding notes a very diverse student body in terms of student background and needs. Dual credit students form High School in particular. Notes many partnerships with the community. Some of the biggest challenges are risk management. Students would like some classes that are water based and this is a challenge in terms of liability

Caroline Ketron

Non traditional and returning older students are a large part of student body. Alaska Native students are also a big part of the student group. There are partnerships with the Parks Service / BLM and also "WISE" Wrangle Institute of Science Education.

Needs – We are more spread out geographically in this area which creates time issues. The time / cost of getting to class. Students need more digital skills. Digital literacy classes needed. Generally do pretty well, but we struggle a bit more students who are not good with computers.

Idea: Holding classes at the Native Center at Copper River might be good.

Idea: Local Buss – "Soaring Eagle" provide students with vouchers so that they can get a ride to class. Many students struggle to get to class.

This is an Historically impoverished area. Students make very slow progress because it is all they can afford. They may take only one class per semester.

Local Native Corporation are very supportive of their employees to take classes – good partnerships.

Cost of text books – hurts / holds back students. Some instructors are being helpful / creative. Requiring OLD editions, or even buying old editions and selling at cost to students. Some English faculty starting to use Open Source materials.

Question: Are students getting the advising that they need? (more of a concern in the past, seems there is now some improvement)

Both: Important to show engagement with distance students but emailing and calling people to "check in".

11:00 am

Student Government Leaders (2)China and Kelly

Dorm life is generally good – nice lounge to hang out in.

Main problem... wifi. It is very spotty / slow but sometimes good. Less problems with direct connections. This is a problem for online classes. Students complain about this a lot.

Dorms... students want pets but cannot have them. Therapy pets are "ok" but other students cannot have pets. They feel that they are not trusted / treated as responsible adults.

Events – Tend to be attended by resident students. Would like to include more students who are not in the residence halls (from local community). Would like to meet / connect with new students.

Kelly and China are students who came from outside Alaska. Attracted to small community setting of PWSC. Also they were attracted by program that allows them to NOT pay out of state tuition.

Hybrid classes – 1 day face to face, one day online. “Doesn’t feel like there is enough contact”.
Online science classes / lab classes – should be done in face to face class.

Really enjoy English class.

In general teachers are “Wicked Nice” =)

No school lunches / cafeteria

Path to and from residence all to classroom building is often not well maintained in winter (snow build up). This could be a problem with students with mobility issues – not currently a problem – just difficult to get over the path (very rough).

Robert: Are you students aware of the UAA student clubs and meetings? (not really). Have you considered reaching out to them? (no but maybe they will).

Lunch Break – (NOTE the 1:00pm Student Forum had no attendees)

Informal Discussion with College Director O’Connor and Student Affairs Director Hinkle.

Focus on unique geographical feature of PWSC campus location – relatively isolated, small town, limited diversity. College brings diversity to the setting. The vast majority of students attend via distance offerings. These students also include students who reside in town but choose to attend via blackboard. Some students come from outside Alaska. Previously there was a greater effort to recruit international students. Funding for this has dried up.

3 pm

Faculty Forum

Face to face meeting with faculty and some adjuncts meet with us telephonically.

Discuss some issues or concerns regarding online education for Alaska Native students in rural Alaska. “It isn’t a technology thing” (I think this means it is not a digital literacy issue).

It is an issue of making eye contact and modeling / observing as a way of learning. This is the preferred mode of learning for many Alaska Native people.

There is also an issue of the rigid pace / time frame of classes. It does not match well with needing to take advantage of certain natural cycles or opportunities for subsistence. Also community issues. If someone dies there may be a two week funeral. No attention will be paid to class in that time. We need to address these things to improve the success of Alaska Native students taking online classes.

Tim (Math instructor).

Community is not very diverse. Students are the most diverse aspect of local community. Some students may stand out and struggle to feel at home / welcomed off campus because of this. Example, student from Florida, dressed differently and locals felt threatened by it. He was “Banned from Safeway”. Other students helped him by shopping for him.

Pakistani student Junaid or “Sunny” while popular and welcomed on campus had some challenges in the community also. Some student diversity is found in the Adult Basic Education program: Korean, Filipino, Mongolian, others... often here seasonally with fish processing work.

Generally, diverse students are treated well but the weather and location may discourage some from staying. Also the types of food that is available in local stores may not meet their needs.

In terms of creating welcoming feeling in the community... some people noted that the locals can be a fairly independent and even introverted group. Thus it is very important to create a sense of community in the residence hall. There are also efforts in classes to build bridges between residence hall students and local students.

A concern about physical access at the residence hall is mentioned because it is a potential problem, but since there are no students who are physically challenged it is not a problem for anyone at this time. There is one residence hall that is ADA compliant but only minimally so.

There are efforts to reach out to older / senior citizens to register for classes. However, there is some concern that fears of technological challenges may inhibit them. Faculty ask if there is support at UAA for helping students become more technologically literate – less phobic about technology.

3:45 - 4:45 pm - Open forum.

No significant new topics were brought up in this forum. The forum consisted of a few faculty, some staff including College Director O’Connor, and (apparently) no students.

Generally, the group was fairly non responsive to questions / prompts. There was some comments regarding appreciating trainings that have come to or been made available to PWSC (Safe Zone, Haven, Difficult Dialogues, etc.). Would like more of this.

Some comments regarding friendly atmosphere of campus, availability of free food in common area (coffee, pastries, fresh fruit, crackers – provided by donations).

I noticed that there were some women (Asian American?) who were in some sort of support staff position (gleaned from introductions) who did not speak up at all.

Director O’Connor emphasized that the vast majority of the students they serve are not on campus. They are served by distance delivery.

PWSC visit Agenda (note not all items were fully engaged / attended).

Diversity Action and Inclusion Plan Campus Visit

Wednesday, February 8, 2017

DAP Committee Representative: Dr. Robert Boeckmann, Tri-Chair

- 7:45 a.m. Arrive via Ravn Alaska Airlines – pick up from airport
- 8:00 a.m. **Dr. J. Daniel O'Connor**, College Director
- 8:30 a.m. **PWSC Administration** – Ana Hinkle, Affairs Director
Steve Sheill, Director of Administrative Services
Ryan Belnap, Assistant to the Director
Steve Johnson, Academic Affairs Asst Director
Sharry Miller, Academic Affairs Asst Director
Dawson Moore, Assistant to the Director
- 9:00 a.m. **Student Services staff** – Shannon Stites, Registration & Records Coordinator
Heidi Franke, Academic Advisor
Susan Love, Financial Aid & Admissions Coordinator
Heather, Scarano, Residence Life Coordinator
- 9:30 a.m. **Woody Woodgate**, ABE Coordinator
- 10:00 a.m. **Directors from extended campuses:** Susan Harding, Cordova; Caroline Ketron, Glennallen
- 11:00 a.m. **Student Government Officers**
- 12:00 p.m. Lunch
- 1:00 p.m. student forum
- 3:30 p.m. Meet with faculty
- 4:00 p.m. Meet with faculty, staff, students, community members
- 5:00 p.m. Depart for Airport

Kodiak College Video Conference meetings for the DI/AP Monday January 23, 2017

Due to weather conditions the flight was cancelled – however – we were able to have an all-day video conferenced suite of meetings.

Tri-Chairs of the DI/AP (Andre Thorn, Robert Boeckmann & Maria Williams) present
Co-chairs of the subcommittee for Community Campuses (Diane Taylor, Sandy Gravely) present
Lead at KoC Libby Eufuemio – present

Meeting with Alan Fugleberg, Director of KoC

Director Fugleberg addressed the strengths of the KoC, including:

- the growth in the diversity of students,
- the community partnerships that the KoC is involved with.
- 75% of all students are female
- 2/3rds of the KoC employees are female
- the City of Kodiak has a population of about 10,000 and is linguistically diverse

Recruiting new faculty and administrative staff positions can be challenging due to Kodiak's location. Although it is a beautiful and vibrant community it is an island - making travel costly etc. When they are able to recruit high level positions, there is a relatively high turnover. They would like to hire more Alaska Natives, but that is a challenge because there are not that many Alaska Natives with PhD's, M. A's, and other terminal degrees and often lack the academic credentials for higher level positions. The Director commented that he would like to diversify the faculty and staff more.

KoC hosts a Rural Forum three times a year – which is a gathering of leaders from various Alaska Native villages and organizations – which has created a good working relationship with the Alaska Native community on the island. They have experienced this strong partnership for over ten years. Some of the Native organizations include the Kodiak Area Native Association (KANA), Kodiak Education Foundation, as well as the local school district.

They bring in village youth to the campus as well.

KoC has an Alutiiq Studies program with an OEC in Alutiiq language. This is a growing program with excellent enrollments. It was challenging to build, but it is getting traction now. They have recently worked with another Native organization, Chugachmiut – who have students enrolling in the Alutiiq Studies program via distance education, with some face-to-face visits. The use of distance education works well for this program.

Robert Boeckmann asked if KoC has considered an intermediate type of placement-like a 2 or 3-year fellowship that might help recruit more diverse faculty.

Sandy Gravely asked when the Alutiiq Studies program started – six years ago and was started with Title III Grant (five year grant). They have been granted a one year no-cost extension which ends in September 2017.

Libby Eufumio is the Director of this program. They have recently hired a Term position for this. She is also happy with their partnerships, and that students from across the state are enrolled in their Alutiiq language courses. They have students from the UAA main campus, from Mat-Su and from villages in their region.

Andre Thorn asked if KoC had residence halls – NO they do not.

The Director also mentioned that the budget is also an issue for hiring new faculty and staff.

Tri-chairs asked about the relationship with the main UAA campus. The Director said it was a good relationship and that KoC is involved in the 2020 plans, and accreditation, that they have support from the Provost at UAA and feel valued.

Strategic Pathways – they have members involved in this as well

Kodiak is a linguistically diverse community with a high percentage of Spanish and Filipino being spoken. The Adult Basic Education program is strong and has a stable source of funding. They get about \$84,000 from their Borough for workforce development and educational instruction funds from the Jumpstart program. Pays for high school students and freshmen to get dual credit.

KPC has a mill levy that brings in additional revenue.

KoC had 880 students enrolled as of Fall 2016.

53 or 7% are full time

59% through e-learning

the rest of the students are part time and their evening classes are popular and enrollments are up. The Title III grant helped them with the e-learning.

Meeting with Student Services – Nancy Castro, Financial Aid/VA

Nancy is bilingual in Spanish which is a big plus – since the Kodiak community has a lot of Spanish speakers. Nancy is also a part-time student. She is the Financial aid coordinator and the VA coordinator. She has worked at the KoC for some time and has risen through the ranks. KoC has a lot of nontraditional students; 43% are traditional students. Very diverse campus and the KoC does a lot of outreach activities.

Barbara Brown (Academic Counselor) and Robyn Callahan (Registrar) Nancy's counterparts in Student Services. They also have several student workers from diverse communities.

Veterans svc – certification process – important and time consuming. 25% of the students are Coast Guard or Coast guard dependents or Coast guard retirees.

Barbara Brown deals with first generation college students – of which there are many at the KoC. Spends lots of time as an academic advisor and a counsellor – life issues need to be addressed, childcare, transportation, etc.

Fisheries industry is a huge part of the Kodiak economy and local workforce.

Dr. Thorn mentioned the Transition advisors hired by UAA Multi Cultural Center.

Career and Technical Education meeting with LA Holmes and Lorraine Stewart

LA is in charge of organizing short, focused workshops on maritime safety, and topics such as engine repair/maintenance. Since Kodiak is a mecca for the fishing industry – both commercial and subsistence – this program serves a vital need and reflects the industry of the Island. LA identifies two-day workshops that can be delivered to different locations on the Island – to different villages – the Program is three years old. It meets the National Standards for Boating Safety.

Adding other programs depending on enrollment. Examples of classes include HAZ Wopper trainings – these are delivered to villages. Workforce Development and construction academies, etc. are mostly attended by male students. Due mostly to the fact that these types of jobs are held predominantly by males. They have 33 welding students, and only 1 is female. The age range of students is from High School to 70 years.

LA sees opportunity for expanding concept of what subsistence means. It is a job in the rural areas of Alaska and in the villages of Kodiak. Subsistence is often viewed as a lifestyle, but it has the same components as a job. Her program is designed for people already in the maritime industry – people that have boats and either do commercial fishing, subsistence fishing and other related tasks.

Lorraine has two distinct types of students – she has Veterans, non-traditional students who are often hands-on type learners. They are starting their own welding business or get a job on a fishing vessel.

Tech Prep High school program works well and students get dual credit.

Getting certificates and certifications helps with job placement and employment.

Commercial fishing

People with their own boats

Subsistence fishers

2 different formats for course delivery:

 traditional semester based

 short term workshops

Four dual credit courses that lead to certifications – High school students can obtain this.

They have a strong relationship with the local high school

VEP Program from the state has been huge.

LA and Lorraine are the only person in their area – these are one-person programs. This can be challenging as they are the only individuals responsible for a variety of aspects to their programs.

LA would also like to see the definition of ‘success’ changed.

Hands-on students get their training and get employed – and that should be considered a metric for success.

Some of their students do not write or read well. The nontraditional students in the maritime program and are productive part of the fishing community and local economy. They are successful fishers.

Kodiak is one-third in the Nation in several areas:

LA works 38 hours/week

Lorraine works 32 hours/week.

It is clear that the KoC has great community partners.

The Rural Forum, hosted by the KoC, is an event that is an excellent place for them to share their upcoming workshops. Kodiak Area Native Association (KANA), Kodiak Educational Foundation are supportive and participate in the Rural Forum

Their automotive program – local automotive business is willing to partner with them. It is great to have local businesses that dialogue with the KoC on what is needed, and how they can share resources.

Adult Basic Education with Linda Himelbloom, Coordinator, and Mary Forbes, ABE Staff
The ABE is a bridge to the rest of the college. They have a tutor in the Learning Center, and adjunct instructors as well. Serves a number of different populations. Alaska Dept. of Labor, etc. Aligns with other programs.

They are a team and have community partners such as the Lions Club, Kodiak Area Native Association, Providence, Shunaq Tribal, Seafood processors.

ESL – they have several levels. Offered daytime and evenings to accommodate worker schedules.

They have all levels of ESL students – include pre-literate and have students that have degrees from their home countries but need to master English.

Students have hurdles – often they have 1 or even 2 jobs; childcare is a challenge, weather on Kodiak is a challenge, and internet access is a challenge.

Financial aid – materials for students. including books to help them

Natasa uses the ESL best practices.

There are NO homogenous classrooms – very diverse. Many dialects of Filipino, Spanish from many different countries

ABE employees, and tutors

15 hours per week at a part-time position – wear many hats

Offer citizenship classes

The ABE students have work schedules and many work for fishing industry or are fishers – and that affects their retention.

Use of social media is a plus.

Different measures of success – degree completion should not be the only rubric.

ABE – how do they track? Statewide data base.

A lot of their students stop by even after their program is over

Do coaching for students

College has cut library hours – and this is a challenge too.

GED fees – in 2014 these changed.

Declined historically on the numbers that complete the GED because the test has become harder.

ALUTIIQ Studies program with Libby Eufeumio, Director and Assistant Professor of Alaska native Studies and Anthropology; Peggy Azuyak, Alutiiq language term instructor; Candace Branson, Dual Credit Alutiiq Language Instructor at the Kodiak High School and Alutiiq Heritage Coordinator for the Sunaq Tribe.

Offer One 16 credit OEC in Alutiiq Language and Alutiiq Cultural Orientation

Language enrollments are growing. Currently they have 30 students. 24 in the 101 and 10 in the 102.

Candace Branson is the instructor for the Immersion pre-school which is opening this month. High School there are students that enroll and get dual credit. They offer two levels of Alutiiq language at the high school.

Grant Funded and the grant ends on 9/2017

Peggy A. teaches her students using distance delivery and has students at UAA, and in several villages on Kodiak and in the Chugach region.

LEARNING CENTER with Taten Sheridan, Assistant Professor of College Prep and Developmental Studies. He has been at KoC for 3 years.

Teaches writing classes, advises, hires adjuncts. Works with ABE in collaboration

Provides study space and tutoring.

Study space includes a computer lab and they tutor in Math, English. They have 7 tutors and do face to face tutoring as well as on-line.

Budget cuts – in order to adjust to budget, cut they cut the first week of tutoring and cut supplemental instructors.

Disabilities Support Services is under student services.

Tutors are diverse and reflect demographics. Parttime and also some are former English teachers that live in the community and have been tutors for a long time.

No Dorms at KoC

No Counsellor

Free services in community but no direct relationship

EDUCATION Faculty – Kitty Deal, Assistant Professor of Education.

Munartet Grant

The Education Degree(s) are the only 4 year degrees offered at the KoC

Early Childhood, Elementary Education, Special Ed

30 students in Kodiak.

Recruitment

Field experience placement

Clinical Faculty with 2 adjuncts

The only 4-year degree program at Kodiak

Munartat grant – is a UAA Teacher Ed program

With reflection, teacher practicum, focusing on self, Identity, personal bias, social justice

Co-teaching model and partner with AKNS A240 (Cultural Orientation. They work with Alutiiq Elders and the Alutiiq Museum to teach culture, and arts integration
2 years ago the Partners in Community was developed and includes the Kodiak Arts Council, the Kodiak School District, the KoC

Pre service teachers

They just finished their first year of a grant that is a 41.2 million dollars 2 year grant with possible extensions for up to 10 years.

To grow Our Own Teachers – and use local resources.

This is very relevant as Alaska has to hire over 70% of K-12 teachers from outside Alaska.

Kitty visits the UAA quarterly – as her 4-year program is out of the UAA College of Education

Kitty feels they are complimenting each other and not competing

Implementation can be challenging through.

25% of KoC students are coast guard spouses or related family.

Challenged by gender diversity – only have 1 male student out of 30.

Appendix D

FOCUS GROUP DATA AND CODING

Note: The tri-chairs attended virtually all of the subcommittees and detailed notes were taken. In reviewing the transcriptions, the tri-chairs noted major themes, which have informed this report. Additionally, Sociology student Matthew Pacillo also did a coding which follows the template.

SAMPLE Template for Focus Groups
Diversity Action & Inclusion Plan
_____Forum

Date: Sept 19, 2016
3:00 p.m. to 4:30 p.m.

Focus Group: _____Forum

Location: Lib 307

Facilitators Present:

Dr. Andre Thorn

Dr. Maria Williams

Dr. Robert Boeckmann

Number of Guests Present:

8 total

3 students, 4 staff, 1 faculty

Welcome

Introduction of DAP

Phase 1, Focus Groups

Overview of Ground Rules

Diversity Statement presented

Exploration Questions:

In what ways does the UAA Diversity Statement contribute to a positive, respectful, welcoming and inclusive atmosphere?

In what ways does the UAA Diversity Statement contribute to a negative atmosphere?

Engagement Questions:

Based on your perspective as a student, faculty, staff, administrator or community member, how well is UAA living up to this statement?

What activities, programs have you personally contributed to, to fulfill this statement?

If UAA could do one thing to make a difference in fulfilling this statement, what would you recommend?

In what ways does UAA celebrate diversity and inclusion in all endeavors?

What could UAA be doing (that is not currently being done) to enhance diversity and inclusion at UAA?

Exit Questions:

Is there anything else you would like to say about diversity and inclusion on the UAA campus?

What groups of people should we include in this conversation, who is not currently in the room?

Coding Themes by Matthew Pacillo

Diversity and Inclusion Action Plan Focus Group Major Themes

- Student/Faculty Training and Conduct
- Diverse curriculum
- Hiring Practices
- UAA student support services
- UA Administration
- Community Involvement
- Harassment and Discrimination

I. Student/Faculty Training and Conduct

A. Students, faculty and staff all discussed the need for diversity training. The need for faculty training was also mentioned frequently. NCBI and Safe Zone training were requested by students, faculty and staff.

B. Student and faculty conduct was also a topic of concern. Many faculty discussed inappropriate or harmful conduct coming from other faculty. This was best stated by a focus group attendee who said that, “we are not showing respect. We have a faculty member, addressed by another faculty member, and he spoke poorly about his culture; he spoke in a verbally abusive manner.”

C. They want accountability for inappropriate student and faculty conduct.

II. Diverse curriculum

A. An improved, diverse curriculum was frequently mentioned throughout all focus groups. Students and faculty want a diverse curriculum that includes a diversity GER and courses that include diverse topics, discussions, etc.

B. African American studies, queer studies, women’s and gender studies were cited by students as contributing to a diverse curriculum.

III. Hiring Practices

A. Diverse faculty recruitment is expressed by students, deans and faculty. Students want faculty who represent ethnically and racially diverse groups. Students also want faculty who are culturally competent to various groups, including race, SES, sexual orientation and gender identity. One focus group attendee stated, “I want to see more work done when people are hired to [an] institution, to have multicultural competence.”

B. Budget cuts were a concern to deans and other faculty when looking for new hires.

IV. UA Student Support Services

A. Student support services for disabled students, veterans and international students were all cited as necessary to support the betterment of the student body.

B. Disabled students were frequently denied services or access to accommodations. ADA

compliance was also cited by not only disabled students, but other faculty and staff as well. UA is not ADA compliant, according to students, faculty and staff. Someone stated that, "From an ADA perspective, it is embarrassing...we do not have places that are accessible to disabled. Our website is inaccessible."

C. Veterans noted that there is too much bureaucracy regarding tuition waivers. Courses are frequently not covered by tuition waivers. There is a lack of information among staff as well. Veterans also mentioned that there is little space in the veteran center at UAA. For example, one student said that, "Veterans need a communal place – a study area – we only have one computer in the VA office – that is not enough."

D. International students need greater support, especially concerning visas, adjusting to a different country and navigating UAA. International Student Services needs more staffing. There is a lack of information regarding international students and paperwork, as well as general knowledge on the process. International students would like more scholarships or possible tuition waivers.

V. UA Administration

A. The UA administration was cited as having little communication between both campuses and students. This was expressed in almost every focus group. A focus group attendee stated that, "we have not been intentional about dialogue. We let things sit until we have a pressure point. Then we realize we have a gulf. We have not given proper attention to it."

B. Budget concerns were also mentioned, mainly concerning the allocation of money to different depts. There were also concerns about staff being cut and staff leaving due to the budget shortfall. A focus group attendee stated that, "with budget pressures, people who are thinking of leaving, may leave."

C. Lack of representation and diversity also needs to be addressed at the faculty level. Students frequently cited that faculty was not representative of the diverse student body and that hiring practices should be reflected as more diverse and multicultural.

VI. Community Involvement

A. Community members, students and faculty would like to see more involvement in the community from UAA. A focus group participant stated that, "Creating and highlighting—engaging the community. It really helped to make the students feel welcome and their attendance increased."

B. Many stated that the UA administration needs to be more engaged in the community to improve student retention rates.

C. There was also a lack of community among the UAA campus. This was best illustrated by a focus group participant who stated that, "UAA does not have a community here."

UAA should push their statement, act on it! Clubs are scattered. Dept's compete. NSS and ANSEP are not communicating; no connection between them. Depts need to collaborate!"

VII. Harassment and Discrimination

A. Students, faculty and staff mentioned various experiences of harassment and discrimination occurring by other students and faculty.

B. Inappropriate faculty conduct was mentioned by a few students and staff, citing tenured faculty as, "[keeping] quiet regarding their negative ideas until they are tenured, because of fear. Once tenured they can speak what they want, when they want. Tenured faculty are more open, and less respectful because they think they are untouchable."

C. They state that accountability must be met when harassment or discriminatory practices are happening on campus, "when there are examples of discrimination, there is no robust commitment to accountability."

Code System

Code System	#
Code System	242
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DAC Code

By Matthew Pacillo

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- SES/Non-traditional student support
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International students
Veteran Support
Hiring Practices
Student Worker

Documents

No.	Document	Author
1	DP.Forum.Community.2016.12.8	matthewpacillo
2	DP.Forum.Deans.2016.12.7	matthewpacillo
3	DP.Forum.Faculty.2016.9.23	matthewpacillo
4	DP.Forum.Faculty.2016.10.28	matthewpacillo
5	DP.Forum.Faculty.2016.11.18	matthewpacillo
6	DP.Forum.Open.2016.9.19	matthewpacillo
7	DP.Forum.Open.2016.12.1	matthewpacillo
8	DP.Forum.Staff.2016.10.20	matthewpacillo
9	DP.Forum.Staff.2016.11.3	matthewpacillo
10	DP.Forum.Staff.2016.11.17	matthewpacillo
11	DP.Forum.Staff.Student Affairs.2016.11.15	matthewpacillo
12	DP.Forum.Student.2016.9.26	matthewpacillo
13	DP.Forum.Student.2016.10.6	matthewpacillo
14	DP.Forum.Student.2016.10.12	matthewpacillo
15	DP.Forum.Student.2016.11.7	matthewpacillo
16	DP.Forum.Student.2016.11.28	matthewpacillo
17	International Student focus group notes	matthewpacillo
18	January 20th Focus group with Chris T staff	matthewpacillo
19	Student Governance Focus group	matthewpacillo
20	Veteran student focus group	matthewpacillo
21	DP.Forum. for Mat su november 10	matthewpacillo
22	DP.Forum.2016.9.19	matthewpacillo

Freedom of Speech

1.

"I don't think we are maintaining free speech or respect for faculty, student, cultures."

[DP.Forum.Faculty.2016.10.28; Position: 30 - 30; Author: matthewpacillo; 6/5/17 17:52;

Weight score: 0]

2.

"a lot of people keep quiet regarding their negative ideas until they are tenured, because of fear. Once tenured they can speak what they want, when they want. Tenured faculty are more open, and less respectful because they think they are untouchable. People don't feel that they have to be respectful if they are tenured."

[DP.Forum.Faculty.2016.10.28; Position: 31 - 31; Author: matthewpacillo; 6/5/17 17:53;

Weight score: 0]

3.

"Those with negative thoughts are allowed to voice their negativity. I don't agree with the person who was at UAA, who travels to campus and express negative ideas."

[DP.Forum.Student.2016.10.12; Position: 33 - 33; Author: matthewpacillo; 6/6/17 12:12;

Weight score: 0]

4.

"he said negative things. He should not have been allowed."

[DP.Forum.Student.2016.10.12; Position: 35 - 35; Author: matthewpacillo; 6/6/17 12:12;

Weight score: 0]

AK Native Student Support

1.

"Seen students come and go. Engagement. Badly need to be heard. Office manager. Hierarchy exists. I am not at the table. It's hard for me to talk. Even to talk here is difficult."

[DP.Forum.Open.2016.12.1; Position: 161 - 161; Author: matthewpacillo; 6/8/17 13:47;

Weight score: 0]

Scholarships

1.

"I have also been a recipient of a scholarship as well, but I am just one out of a few hundred. But what about other international students?"

[International Student focus group notes; Position: 47 - 47; Author: matthewpacillo; 6/7/17 11:26; Weight score: 0]

2.

"Another thing for scholarships and funding – can UAA give a waiver for some international students – if there is a contract. For example – get tuition waiver in exchange for student work. You get tuition break – but here is your obligation."

[International Student focus group notes; Position: 68 - 68; Author: matthewpacillo; 6/7/17 11:28; Weight score: 0]

UA financial aid

1.

"Provide financial aid (free money) to non-degree seeking students. Expensive. I work. There are more people like me that take 1-3 credits at a time."

[DP.Forum.Student.2016.9.26; Position: 59 - 59; Author: matthewpacillo; 6/8/17 13:38; Weight score: 0]

2.

"Scholarships for all people, or to those that need it."

[DP.Forum.Student.2016.9.26; Position: 60 - 60; Author: matthewpacillo; 6/8/17 13:39; Weight score: 0]

3.

"This past semester when I registered for classes – I specifically wrote regarding being registered late because I had to pay off my bill before I could register. I needed a reprieve for \$125 – there is a restriction in my country that you can't send a certain amount of currency out of the country."

[International Student focus group notes; Position: 38 - 38; Author: matthewpacillo; 6/7/17 11:25; Weight score: 0]

4.

"They said NO Exceptions. I understand the university has to function – but it would be better if they could make exceptions in these circumstances."

[International Student focus group notes; Position: 39 - 39; Author: matthewpacillo; 6/7/17 11:25; Weight score: 0]

5.

"It always comes to money – but the university could provide more information – UAONLINE could provide national and even international scholarships"

[International Student focus group notes; Position: 46 - 46; Author: matthewpacillo; 6/7/17 11:26; Weight score: 0]

Budget issues

1.

"I wrote multiple emails to financial aide with sources on how the currencies change for international students. I was asking – for Russia and Mongolia – if they had programs for international students that could provide some financial assistance – but they don't have funds for this."

[International Student focus group notes; Position: 37 - 37; Author: matthewpacillo; 6/7/17 11:24; Weight score: 0]

Diversity

1.

"UAA needs to mirror faculty and staff demographics of student population. Need to find a way to do this."

[DP.Forum.Open.2016.12.1; Position: 124 - 124; Author: matthewpacillo; 6/8/17 13:49; Weight score: 0]

Negative diversity statement

Positive diversity statement

1.

"This is a good diversity statement. Not all universities are like this. This statement leads with ideas. We are not simply diverse, but in activities and programs we are diverse. Hold ourselves to this standard."

[DP.Forum.Community.2016.12.8; Position: 63 - 63; Author: matthewpacillo; 6/6/17 22:36; Weight score: 0]

Program funding

Disability support

1.

"Discuss accommodations to include disabled students, instructionally. Haven't found a good strategy to include those with disabilities. For those with anxiety, regular instruction is a huge problem."

[DP.Forum.Faculty.2016.9.23; Position: 36 - 36; Author: matthewpacillo; 6/5/17 17:15; Weight score: 0]

2.

"During talks about diversity, sometimes miss advocating for those with a disability. We don't support students with disability as we should. Disabled students should take classes in all dept.'s, in Health Care for example. Can make modifications."

[DP.Forum.Faculty.2016.10.28; Position: 35 - 35; Author: matthewpacillo; 6/5/17 16:08; Weight score: 0]

3.

"I've tried to reach out to disability services. Never hear back."

[DP.Forum.Faculty.2016.10.28; Position: 37 - 37; Author: matthewpacillo; 6/5/17 16:08; Weight score: 0]

4.

"Do we actively recruit for those with disability, e.g. with VocationalRehab. Have partnerships? Ticket to work Program? Make an alliance with partners who support disabled."

[DP.Forum.Faculty.2016.10.28; Position: 53 - 53; Author: matthewpacillo; 6/5/17 16:08; Weight score: 0]

5.

"They do not feel welcome."

[DP.Forum.Open.2016.12.1; Position: 135 - 135; Author: matthewpacillo; 6/5/17 16:12; Weight score: 0]

6.

"We had a student worker who is legally blind. We reached out for braile Professors had difficulty in understanding that she needed to read the info."

[DP.Forum.Staff.2016.11.3; Position: 32 - 32; Author: matthewpacillo; 6/6/17 22:48; Weight score: 0]

Weight score: 0]

7.

"Mandatory trainings for faculty and adjuncts. Disability Awareness Panel, graduates and those close to graduation. They told stories of how they were treated poorly."

[DP.Forum.Staff.Student Affairs.2016.11.15; Position: 67 - 67; Author: matthewpacillo; 6/8/17 12:34; Weight score: 0]

Disability inclusion

1.

"A deaf student, for example, should feel included in every way. They should feel welcome and feel included. We have a long way to go."

[DP.Forum.Staff.2016.10.20; Position: 39 - 39; Author: matthewpacillo; 6/5/17 16:56; Weight score: 0]

Disability ADA Compliance

1.

"From an ADA perspective, it is embarrassing. Strategic Pathways. Get grants. However we do not have places that are accessible to disabled. Our website is inaccessible. UAA spends a lot of money in investments, yet we do not spend any money where we are deficient for diverse. We do not support people with disabled to be here or finish college. We are not accountable."

[DP.Forum.Staff.2016.11.3; Position: 31 - 31; Author: matthewpacillo; 6/6/17 22:49; Weight score: 0]

2.

"Disabilities – a lot of this needs training. My daughter is deaf and she tried to go to an event at the bookstore – but they would not provide an interpreter."

[January 20th Focus group with Chris T staff; Position: 54 - 54; Author: matthewpacillo; 6/7/17 12:09; Weight score: 0]

3.

"hat I have found for her is DSS is not advocating for her – she has to advocate for herself."

[January 20th Focus group with Chris T staff; Position: 54 - 54; Author: matthewpacillo; 6/7/17 12:10; Weight score: 0]

4.

"I have personally found that UAA can do better with ADA compliance. We do not have a Diversity support services that is not ada compliant. Funding needs to be directed to make the space ada compliant."

[Student Governance Focus group; Position: 7 - 7; Author: matthewpacillo; 6/6/17 16:43; Weight score: 0]

5.

"I have heard complaints that the diversity support services are not ada compliant"

[Student Governance Focus group; Position: 9 - 9; Author: matthewpacillo; 6/6/17 16:44; Weight score: 0]

6.

"We don't have the special physical space for mobile-impaired students."

[Student Governance Focus group; Position: 11 - 11; Author: matthewpacillo; 6/6/17 16:44; Weight score: 0]

Housing and Student Life

1.

"Embarrassing when guests come, little attendance."

[DP.Forum.Staff.2016.11.3; Position: 40 - 40; Author: matthewpacillo; 6/6/17 22:50;

Weight score: 0]

2.

"Housing would be nice. No residence halls here."

[DP.Forum. for Mat su november 10; Position: 54 - 54; Author: matthewpacillo; 6/6/17

17:42; Weight score: 0]

3.

"As a member of the health and wellness – we would like a gym on campus. We pay for student gym memberships – because we do not have a gym on campus."

[DP.Forum. for Mat su november 10; Position: 55 - 55; Author: matthewpacillo; 6/6/17

17:44; Weight score: 0]

4.

"A lot of people would like daycare"

[DP.Forum. for Mat su november 10; Position: 59 - 59; Author: matthewpacillo; 6/6/17

17:45; Weight score: 0]

Space and Facilities

1.

"I miss Tanaina Child Care Center."

[DP.Forum.Faculty.2016.9.23; Position: 44 - 44; Author: matthewpacillo; 6/8/17 13:45; Weight score: 0]

2.

"We don't have enough safe space to have these conversations. End up pointing fingers. Skill building. Spaces and opportunities for these dialogues to occur. Conditions by which these dialogues can happen."

[DP.Forum.Staff.Student Affairs.2016.11.15; Position: 80 - 80; Author: matthewpacillo; 6/7/17 13:04; Weight score: 0]

3.

"All classes should be on main campus, instead off campus, (for international students and all students). 9 of my credits are off main campus."

[DP.Forum.Student.2016.9.26; Position: 70 - 70; Author: matthewpacillo; 6/8/17 13:40; Weight score: 0]

4.

"Resources provided with the thought of parents. No childcare center on campus. Activities that allow for parents to bring children. Parent Student Services?"

[DP.Forum.Student.2016.9.26; Position: 73 - 73; Author: matthewpacillo; 6/8/17 13:40; Weight score: 0]

5.

"Implement smaller classes to have higher graduation rate."

[DP.Forum.Student.2016.11.7; Position: 56 - 56; Author: matthewpacillo; 6/7/17 13:00; Weight score: 0]

6.

"International Student services only has 1 staff"

[International Student focus group notes; Position: 16 - 16; Author: matthewpacillo; 6/6/17 16:35; Weight score: 0]

7.

"When I went into that office at the end of December – I felt like a there was always a

line for the computer."

[Veteran student focus group; Position: 34 - 34; Author: matthewpacillo; 6/6/17 16:47; Weight score: 0]

8.

"We also want to correct how the current VA work place is viewed – is it a study area – or a social area? It's not big enough"

[Veteran student focus group; Position: 35 - 35; Author: matthewpacillo; 6/6/17 16:47; Weight score: 0]

9.

"Housing would be nice. No residence halls here."

[DP.Forum. for Mat su november 10; Position: 54 - 54; Author: matthewpacillo; 6/6/17 17:42; Weight score: 0]

10.

"As a member of the health and wellness – we would like a gym on campus. We pay for student gym memberships – because we do not have a gym on campus."

[DP.Forum. for Mat su november 10; Position: 55 - 55; Author: matthewpacillo; 6/6/17 17:44; Weight score: 0]

11.

"A lot of people would like daycare"

[DP.Forum. for Mat su november 10; Position: 59 - 59; Author: matthewpacillo; 6/6/17 17:45; Weight score: 0]

UAA community

1.

"Diversity committee movie? Few people attend. At UAA, how can we promote that we are a part of diversity and inclusion? When we do go, it's the same people attending."

[DP.Forum.Staff.2016.11.3; Position: 39 - 39; Author: matthewpacillo; 6/6/17 22:50; Weight score: 0]

2.

"Embarrassing when guests come, little attendance."

[DP.Forum.Staff.2016.11.3; Position: 40 - 40; Author: matthewpacillo; 6/6/17 22:50; Weight score: 0]

3.

"University environment does not reflect the students."

[DP.Forum.Student.2016.11.28; Position: 69 - 69; Author: matthewpacillo; 6/6/17 16:30; Weight score: 0]

4.

"Including the public more. No one on our campus feels singled out, or I hope not."

[DP.Forum. for Mat su november 10; Position: 50 - 50; Author: matthewpacillo; 6/6/17 17:45; Weight score: 0]

5.

"Spirit of UAA is lacking."

[DP.Forum.2016.9.19; Position: 59 - 59; Author: matthewpacillo; 6/6/17 17:50; Weight score: 0]

6.

"Clubs and Greek life should be promoted more."

[DP.Forum.2016.9.19; Position: 60 - 60; Author: matthewpacillo; 6/6/17 17:50; Weight score: 0]

Faculty Expectations

1.

"The few staff and faculty we do have are maxed out. NSS only has two advisors for students who are high needs."

[DP.Forum.Student.2016.11.28; Position: 67 - 67; Author: matthewpacillo; 6/6/17 16:30; Weight score: 0]

UA Administration

1.

"Horrible rate of drop out. Is there a possibility of staff and alumni to play a role?"

[DP.Forum.Community.2016.12.8; Position: 75 - 75; Author: matthewpacillo; 6/6/17 22:33; Weight score: 0]

2.

"I think 2020 is self-critical. Coordination is difficult. Feel badly about being fragmented. We need to understand, we have silos. That stage of evolution needs to be overcome. Cannot be top down."

[DP.Forum.Deans.2016.12.7; Position: 93 - 93; Author: matthewpacillo; 6/5/17 17:13; Weight score: 0]

3.

"Chronic initiative syndrome."

[DP.Forum.Deans.2016.12.7; Position: 95 - 95; Author: matthewpacillo; 6/5/17 17:13; Weight score: 0]

4.

"We could talk about not being well coordinated."

[DP.Forum.Deans.2016.12.7; Position: 96 - 96; Author: matthewpacillo; 6/5/17 17:13; Weight score: 0]

5.

"Many students will not go to Dean of Students office for help. Terrified to approach Dean of Students office. There is a real need making students feel comfortable and safe to address their difficulties."

[DP.Forum.Open.2016.12.1; Position: 147 - 147; Author: matthewpacillo; 6/6/17 22:28; Weight score: 0]

6.

"UAA is too focused on Sports, using this as a diversity and inclusion example."

[DP.Forum.Student.2016.11.28; Position: 58 - 58; Author: matthewpacillo; 6/6/17 16:34; Weight score: 0]

7.

"UAA is very compartmentalized."

[DP.Forum.Student.2016.11.28; Position: 59 - 59; Author: matthewpacillo; 6/6/17 16:34; Weight score: 0]

8.

"Alaska's racial demographics" – it's a measure the university is being held accountable to So UAA reflects the racial and ethnic make up of Alaska."

[January 20th Focus group with Chris T staff; Position: 31 - 31; Author: matthewpacillo; 6/7/17 11:47; Weight score: 0]

9.

"Disabilities – a lot of this needs training. My daughter is deaf and she tried to go to an event at the bookstore – but they would not provide an interpreter."

[January 20th Focus group with Chris T staff; Position: 54 - 54; Author: matthewpacillo; 6/7/17 12:09; Weight score: 0]

UA communication problems

1.

"we have not been intentional about dialogue. We let things sit until we have a pressure point. Then we realize we have a gulf. We have not given proper attention to it"

[DP.Forum.Deans.2016.12.7; Position: 23 - 23; Author: matthewpacillo; 6/5/17 17:09; Weight score: 0]

2.

"We don't have enough safe space to have these conversations. End up pointing fingers. Skill building. Spaces and opportunities for these dialogues to occur. Conditions by which these dialogues can happen."

[DP.Forum.Staff.Student Affairs.2016.11.15; Position: 80 - 80; Author: matthewpacillo; 6/7/17 13:04; Weight score: 0]

3.

"Communication could be better. Forums, Groups, Chat rooms. Host by UAA."

[DP.Forum.Staff.Student Affairs.2016.11.15; Position: 83 - 83; Author: matthewpacillo; 6/7/17 13:03; Weight score: 0]

4.

"There is only one dept. that recognize all heritage month, MCC. Black History Month is the only big event. The other events are quiet. As a university, UAA should celebrate

big events together."

[DP.Forum.Student.2016.10.6; Position: 56 - 56; Author: matthewpacillo; 6/6/17 12:09; Weight score: 0]

5.

"believe UAF has a community. UAA does not have a community here. UAA should push their statement, act on it! Clubs are scattered. Dept's compete. NSS and ANSEP are not communicating; no connection between them. Depts need to collaborate!"

[DP.Forum.Student.2016.10.6; Position: 63 - 63; Author: matthewpacillo; 6/6/17 12:08; Weight score: 0]

6.

"Today, I didn't know this was happening. Some Dept.'s don't post very well. Not enough publicity to feature all these things."

[DP.Forum.Student.2016.10.6; Position: 64 - 64; Author: matthewpacillo; 6/6/17 12:08; Weight score: 0]

7.

"Many don't know activities exist; and they don't know dept's exist. No clearing house."

[DP.Forum.Student.2016.10.6; Position: 66 - 66; Author: matthewpacillo; 6/6/17 12:08; Weight score: 0]

8.

"Unfortunately, during my freshman year I didn't know of them. It would have been helpful to know of the programs. They are places I can feel safe, study, and feel at home."

[DP.Forum.Student.2016.10.12; Position: 21 - 21; Author: matthewpacillo; 6/6/17 12:11; Weight score: 0]

9.

"We do not have an effective way of getting information out to UAA. Not everyone sees announcements – they don't always even get the emergency announcements."

[January 20th Focus group with Chris T staff; Position: 64 - 64; Author: matthewpacillo; 6/7/17 12:57; Weight score: 0]

10.

"First years should be identified – before they drop out – then they wind up on the

street. □The biggest issue is communication. The info is being sent – but emails are not always read. How do we bridge that gap. They feel disconnected –"

[Veteran student focus group; Position: 50 - 51; Author: matthewpacillo; 6/6/17 16:49;

Weight score: 0]

UA Budget

1.

"Is there a source of funds for travel to conferences to obtain more faculty?"

[DP.Forum.Deans.2016.12.7; Position: 29 - 29; Author: matthewpacillo; 6/5/17 17:11;

Weight score: 0]

2.

"Budget. Struggling to keep heads above water. Pressures of day-to-day business gets in the way of long term planning."

[DP.Forum.Deans.2016.12.7; Position: 37 - 37; Author: matthewpacillo; 6/5/17 17:03;

Weight score: 0]

3.

"It's a perceived value question. This is about what we are already doing, but falling short. Anything that we do will cost more money or allocated."

[DP.Forum.Deans.2016.12.7; Position: 43 - 43; Author: matthewpacillo; 6/5/17 17:10;

Weight score: 0]

4.

"Increasing funding for students, and small grants. Create a rotating fund to allow for stop-gap funding for students."

[DP.Forum.Faculty.2016.9.23; Position: 38 - 38; Author: matthewpacillo; 6/8/17 13:44;

Weight score: 0]

5.

"For First generations students. Explore models out there to provide the funding. Target our spending to reach core communities. Those who need us should receive support; are areas not to cut."

[DP.Forum.Faculty.2016.9.23; Position: 38 - 38; Author: matthewpacillo; 6/8/17 13:44;

Weight score: 0]

6.

"I miss Tanaina Child Care Center."

[DP.Forum.Faculty.2016.9.23; Position: 44 - 44; Author: matthewpacillo; 6/8/17 13:45;

Weight score: 0]

7.

"I like how we look broadly for faculty hires. I worry with budget cuts, this effort may fall flat."

[DP.Forum.Faculty.2016.9.23; Position: 50 - 50; Author: matthewpacillo; 6/5/17 17:33;

Weight score: 0]

8.

"With budget pressures, people who are thinking of leaving, may leave."

[DP.Forum.Faculty.2016.9.23; Position: 51 - 51; Author: matthewpacillo; 6/5/17 17:41;

Weight score: 0]

9.

"Safe Zone is not funded."

[DP.Forum.Staff.2016.10.20; Position: 46 - 46; Author: matthewpacillo; 6/5/17 16:54;

Weight score: 0]

10.

"We celebrate diversity. But there is a lack to put our money where our mouth is. Support to underrepresented students? MCC and NSS is overwhelmed, understaffed. Other diversity, no center for them."

[DP.Forum.Staff.2016.11.17; Position: 44 - 44; Author: matthewpacillo; 6/8/17 13:41;

Weight score: 0]

11.

"Trio, 2 programs, lost their funding."

[DP.Forum.Staff.2016.11.17; Position: 46 - 46; Author: matthewpacillo; 6/8/17 13:43;

Weight score: 0]

12.

"UAA is cutting staff."

[DP.Forum.Staff.2016.11.17; Position: 49 - 49; Author: matthewpacillo; 6/6/17 19:01;

Weight score: 0]

13.

"Those that are established now are underfunded"

[DP.Forum.Staff.2016.11.17; Position: 63 - 63; Author: matthewpacillo; 6/8/17 13:43; Weight score: 0]

14.

"Every budget decision is a moral decision. We should put our money where our mouth is. We need to make sure we are funding what we are saying with our mouth."

[DP.Forum.Staff.Student Affairs.2016.11.15; Position: 96 - 96; Author: matthewpacillo; 6/5/17 17:34; Weight score: 0]

UAA vs. Community

1.

"UAA seems to be an adversary to community groups. Alienate community councils. E.g. the mid-town road project through campus. UAA did not consider the community concerns. UAA needs to listen to community councils."

[DP.Forum.Community.2016.12.8; Position: 116 - 116; Author: matthewpacillo; 6/5/17 16:59; Weight score: 0]

2.

"I felt like there is ASD, and there is UAA. Not enough cooperation or joint ventures. We don't communicate with ASD or southcentral as much as we should."

[DP.Forum.Faculty.2016.9.23; Position: 47 - 47; Author: matthewpacillo; 6/8/17 13:45; Weight score: 0]

3.

"There are a lot of cultural events at Anchorage – but UAA could make more of an effort to host these events."

[Student Governance Focus group; Position: 40 - 40; Author: matthewpacillo; 6/6/17 16:46; Weight score: 0]

UA Bureaucracy

1.

"UAA is most bureaucratic institution ever worked with. Students of all diversities have to deal with fragmented bureaucracy on a number of issues, e.g. text book charging; transportation."

[DP.Forum.Faculty.2016.9.23; Position: 39 - 39; Author: matthewpacillo; 6/5/17 17:44; Weight score: 0]

2.

"Bureaucratic. Many students work FT. UAA office hours are 8 a.m.-5 p.m., it's impossible for them to communicate."

[DP.Forum.Faculty.2016.9.23; Position: 40 - 40; Author: matthewpacillo; 6/5/17 17:44; Weight score: 0]

Lack of representation

1.

"I think with student body we have good representation of diversity, however with staff and faculty we are falling short."

[DP.Forum.Deans.2016.12.7; Position: 22 - 22; Author: matthewpacillo; 6/5/17 17:05; Weight score: 0]

2.

"I wish that UAA hired more staff and faculty that were Polynesian. This is my senior year, and I feel alone."

[DP.Forum.Student.2016.10.6; Position: 60 - 60; Author: matthewpacillo; 6/6/17 12:05; Weight score: 0]

3.

"As an AK Native student I have noticed there are only non-minority decision-makers here, only made up of the majority."

[DP.Forum.Student.2016.11.28; Position: 81 - 81; Author: matthewpacillo; 6/6/17 16:32; Weight score: 0]

4.

"We would love student governance be more representative – but we are bound by who runs for seats and who wins them."

[Student Governance Focus group; Position: 30 - 30; Author: matthewpacillo; 6/6/17 16:45; Weight score: 0]

Lack of diversity

1.

"Embracing diversity is not happening by students and faculty."

[DP.Forum.Deans.2016.12.7; Position: 40 - 40; Author: matthewpacillo; 6/5/17 17:02; Weight score: 0]

2.

"Faculty is not very diverse"

[DP.Forum.Deans.2016.12.7; Position: 59 - 59; Author: matthewpacillo; 6/5/17 17:01; Weight score: 0]

3.

"I wish that UAA hired more staff and faculty that were Polynesian. This is my senior year, and I feel alone."

[DP.Forum.Student.2016.10.6; Position: 60 - 60; Author: matthewpacillo; 6/6/17 12:05; Weight score: 0]

4.

"Personally, I would love to see more diversity on the faculty side."

[International Student focus group notes; Position: 79 - 79; Author: matthewpacillo; 6/6/17 22:54; Weight score: 0]

Advising

1.

"The advisors look at the computer – they look at UAONLINE and they look at the required classes – and they just provide a list of required courses. That is NOT advising. It's a check list."

[International Student focus group notes; Position: 62 - 62; Author: matthewpacillo; 6/7/17 10:54; Weight score: 0]

Lack of community

1.

"I believe UAF has a community. UAA does not have a community here. UAA should push their statement, act on it! Clubs are scattered. Dept's compete. NSS and ANSEP are not communicating; no connection between them. Depts need to collaborate!"

[DP.Forum.Student.2016.10.6; Position: 63 - 63; Author: matthewpacillo; 6/6/17 12:06; Weight score: 0]

Community Involvement

1.

"More interaction between students and faculty with people in the community, especially in diverse neighborhoods"

[DP.Forum.Community.2016.12.8; Position: 79 - 79; Author: matthewpacillo; 6/6/17 22:34; Weight score: 0]

2.

"UAA students need to be involved in cultural events in community. Cultural events are also a type of education to students; and promotes connection to community."

[DP.Forum.Community.2016.12.8; Position: 84 - 84; Author: matthewpacillo; 6/6/17 22:34; Weight score: 0]

3.

"I think when we students volunteering in community. Curriculum that allows for students to go to community. Integration into community."

[DP.Forum.Community.2016.12.8; Position: 85 - 85; Author: matthewpacillo; 6/5/17 17:39; Weight score: 0]

4.

"Welcoming Anchorage statement, includes "healthy communities." However it is missing in UAA Diversity Statement. Connect students to community builds a larger, equitable community."

[DP.Forum.Community.2016.12.8; Position: 86 - 86; Author: matthewpacillo; 6/5/17 17:39; Weight score: 0]

5.

"I think UAA diversity statement should include community outreach. UAA students and alumni to go to community students, is important."

[DP.Forum.Community.2016.12.8; Position: 88 - 88; Author: matthewpacillo; 6/5/17 17:39; Weight score: 0]

6.

"Community to work together. To join together to involve in community."

[DP.Forum.Community.2016.12.8; Position: 101 - 101; Author: matthewpacillo; 6/5/17 17:39; Weight score: 0]

7.

"Communication between community and UAA. Internet, Facebook."

[DP.Forum.Community.2016.12.8; Position: 114 - 114; Author: matthewpacillo; 6/5/17 16:59; Weight score: 0]

8.

"It was good to have transgender dialogue. Productive dialogue. Provided opportunity to share."

[DP.Forum.Faculty.2016.11.18; Position: 38 - 38; Author: matthewpacillo; 6/5/17 18:01; Weight score: 0]

9.

"I believe UAF has a community. UAA does not have a community here. UAA should push their statement, act on it! Clubs are scattered. Dept's compete. NSS and ANSEP are not communicating; no connection between them. Depts need to collaborate!"

[DP.Forum.Student.2016.10.6; Position: 63 - 63; Author: matthewpacillo; 6/6/17 12:06; Weight score: 0]

10.

"One thing it could strengthen is outreach into community. It would be good to have a cohesive relationship between University and Municipality."

[DP.Forum.Student.2016.10.12; Position: 38 - 38; Author: matthewpacillo; 6/6/17 12:13; Weight score: 0]

11.

"Creating and highlighting – engaging the community. It really helped to make the students feel welcome and their attendance increased."

[January 20th Focus group with Chris T staff; Position: 67 - 67; Author: matthewpacillo; 6/7/17 12:58; Weight score: 0]

12.

"UAA Branding – it started out real strong, and I saw it last year on TV, but don't see it too much anymore. Those TV commercials show diversity –"

[January 20th Focus group with Chris T staff; Position: 75 - 75; Author: matthewpacillo; 6/7/17 12:58; Weight score: 0]

Lack of involvement on campus

1.

"There was a faculty training on Anger, Bullying. A series titled, Toxic Fridays was good. Wrote a play. But there weren't very many people there."

[DP.Forum.Faculty.2016.11.18; Position: 46 - 46; Author: matthewpacillo; 6/5/17 18:11;

Weight score: 0]

2.

"Need more posters around the university to promote events."

[DP.Forum.Student.2016.9.26; Position: 42 - 42; Author: matthewpacillo; 6/6/17 11:40;

Weight score: 0]

3.

"More advertisements throughout campus. Publicity of certain events. Most campus activities would not be explored by many students unless mandatory part of class."

[DP.Forum.Student.2016.9.26; Position: 44 - 44; Author: matthewpacillo; 6/6/17 11:40;

Weight score: 0]

4.

"We do not offer enough diverse activities on campus."

[DP.Forum.Student.2016.10.6; Position: 52 - 52; Author: matthewpacillo; 6/6/17 12:02;

Weight score: 0]

5.

"There is only one dept. that recognize all heritage month, MCC. Black History Month is the only big event. The other events are quiet. As a university, UAA should celebrate big events together."

[DP.Forum.Student.2016.10.6; Position: 56 - 56; Author: matthewpacillo; 6/6/17 12:09;

Weight score: 0]

6.

"For those who want diversity programs, it's hard to come up with programs that people are interested in attending."

[DP.Forum.Student.2016.10.12; Position: 67 - 67; Author: matthewpacillo; 6/6/17 12:46;

Weight score: 0]

Student involvement

1.

"Never went to activities. No one invited me. How can we involve students in activities. Some students never participate, like me. New students. We would have to search for them. No one asks me to attend. What else can UAA do to help students feel included?"

[DP.Forum.Student.2016.9.26; Position: 37 - 37; Author: matthewpacillo; 6/6/17 11:42; Weight score: 0]

2.

"More programs, e.g. outdoor activities. Where diverse students could participate. Successful diverse activity programs."

[DP.Forum.Student.2016.9.26; Position: 49 - 49; Author: matthewpacillo; 6/6/17 11:42; Weight score: 0]

3.

"For those students who are working, how can we include them? It's tough to include everyone."

[DP.Forum.Student.2016.9.26; Position: 53 - 53; Author: matthewpacillo; 6/6/17 11:42; Weight score: 0]

UA Community Campuses - Mat-su, UAF, UAS, etc

1.

"No consideration for outlying students at all. No online distance video stream outreach to help them feel included. Inclusiveness not seen for distance students. They don't get to be included in the fun stuff. They cannot share their diverse knowledge with those at activities."

[DP.Forum.Faculty.2016.10.28; Position: 56 - 56; Author: matthewpacillo; 6/5/17 17:55; Weight score: 0]

2.

"One thing it could strengthen is outreach into community. It would be good to have a cohesive relationship between University and Municipality."

[DP.Forum.Student.2016.10.12; Position: 38 - 38; Author: matthewpacillo; 6/6/17 12:13; Weight score: 0]

Trainings and Conduct

1.

"Understanding that everyone is required to fulfill certain diversity training."

[DP.Forum.Staff.2016.10.20; Position: 54 - 54; Author: matthewpacillo; 6/5/17 16:50; Weight score: 0]

2.

"Not only a one-time training. To make them available variety of times, in the event a person cannot attend a certain time. Also, to have several required trainings throughout the school year."

[DP.Forum.Staff.2016.10.20; Position: 55 - 55; Author: matthewpacillo; 6/5/17 16:50; Weight score: 0]

3.

"To offer the training on UAonline. Answer questions online, each year? Can provide new requirements and information to offer us. Annually review previous info and offer new info."

[DP.Forum.Staff.2016.10.20; Position: 56 - 56; Author: matthewpacillo; 6/5/17 16:55; Weight score: 0]

4.

"Attending training for HR to . Legal requirements. Push back from faculty. How am I to schedule time to teach to diverse abilities. It is a hurdle, but I didn't expect to hear such an outcry from faculty sharing how difficult it is for them, rather than student-focused."

[DP.Forum.Staff.2016.11.17; Position: 59 - 59; Author: matthewpacillo; 6/7/17 13:07; Weight score: 0]

5.

"I want to see more work done when people are hired to institution, to have multicultural competence. HR duty. Systemic, culture of the college, not a good understanding, or unwillingness to change, or not continuous training on multicultural. We don't have a process to navigate it. We are not requiring training on multicultural competence."

[DP.Forum.Staff.Student Affairs.2016.11.15; Position: 88 - 88; Author: matthewpacillo; 6/7/17 13:03; Weight score: 0]

6.

"There is a greater effort on training and cultural diversity at orientation."

[DP.Forum.Student.2016.10.6; Position: 37 - 37; Author: matthewpacillo; 6/6/17 11:59; Weight score: 0]

7.

"I don't want diversity training to be opted into. Need a comprehensive class. There is a lack of awareness in our university system."

[DP.Forum.Student.2016.10.12; Position: 60 - 60; Author: matthewpacillo; 6/6/17 12:45; Weight score: 0]

8.

"the University does a good job of offering training so we are understanding of diversity. All the Title IX training. It's just whether or not it is monitored"

[January 20th Focus group with Chris T staff; Position: 38 - 38; Author: matthewpacillo; 6/7/17 12:07; Weight score: 0]

9.

"Make the training mandatory."

[January 20th Focus group with Chris T staff; Position: 57 - 57; Author: matthewpacillo; 6/6/17 16:42; Weight score: 0]

10.

"Safe zone trainings went really well. Made us think of who we include. Great thing to be confronted with."

[DP.Forum.2016.9.19; Position: 39 - 39; Author: matthewpacillo; 6/6/17 17:47; Weight score: 0]

Faculty Conduct

1.

"I don't think we are maintaining free speech or respect for faculty, student, cultures. It's not being upheld. We are not showing respect. We have a faculty member, addressed by another faculty member, and he spoke poorly about his culture; he spoke in a verbally abusive manner."

[DP.Forum.Faculty.2016.10.28; Position: 30 - 30; Author: matthewpacillo; 6/5/17 17:49; Weight score: 0]

2.

"I've had to stand up and say things. Repercussions are not supported. I still have to work in this environment."

[DP.Forum.Faculty.2016.10.28; Position: 40 - 40; Author: matthewpacillo; 6/5/17 17:48;

Weight score: 0]

3.

"Faculty too. Tenured faculty. Need consequences if violate."

[DP.Forum.Faculty.2016.11.18; Position: 59 - 59; Author: matthewpacillo; 6/5/17 17:58;

Weight score: 0]

4.

"Need for employees to receive training to become more aware of cultural differences."

[DP.Forum.Open.2016.9.19; Position: 37 - 37; Author: matthewpacillo; 6/6/17 11:31;

Weight score: 0]

5.

"Bring professors who are being discriminatory to Chancellor."

[DP.Forum.Open.2016.9.19; Position: 48 - 48; Author: matthewpacillo; 6/5/17 19:52;

Weight score: 0]

6.

"Holding employees accountable. Supervisors need to address complaints made. The tough conversations are not happening. If the employee is not changing, then they should not be at UAA."

[DP.Forum.Staff.2016.10.20; Position: 64 - 64; Author: matthewpacillo; 6/5/17 16:53;

Weight score: 0]

7.

"Work with students, the reality is there is a lot of frustration. Conflicts they are having with instructors, often to do with diverse issues, race, gender, religion, etc..."

Professionally and personally recognizing it. There is not enough unity among people who work in the university to address."

[DP.Forum.Staff.2016.11.3; Position: 43 - 43; Author: matthewpacillo; 6/6/17 22:52;

Weight score: 0]

8.

"Discrimination, then they should not work here. Hold people accountable. No, faculty/staff should not be here if they are not accommodating a student. Often don't make time to address conduct issues."

[DP.Forum.Staff.2016.11.3; Position: 44 - 44; Author: matthewpacillo; 6/5/17 16:39; Weight score: 0]

NCBI/Safe Zone training

1.

"NCBI training is excellent."

[DP.Forum.Faculty.2016.11.18; Position: 48 - 48; Author: matthewpacillo; 6/5/17 16:36; Weight score: 0]

2.

"NCBI, if it is not handled by good facilitators, can be damaging. Earlier NCBI, no support for faculty who were weeping, and no confidentiality. It was a mess. Be cautious. When trying to do good, we have to be careful that we do not make things worse."

[DP.Forum.Faculty.2016.11.18; Position: 49 - 49; Author: matthewpacillo; 6/5/17 17:59; Weight score: 0]

3.

"NCBI Training. How to interrupt racist behavior. Skill building for reforming problematic behavior."

[DP.Forum.Faculty.2016.11.18; Position: 73 - 73; Author: matthewpacillo; 6/5/17 17:57; Weight score: 0]

4.

"Safe zone trainings went really well. Made us think of who we include. Great thing to be confronted with. Helped us as a group to understand."

[DP.Forum.Open.2016.9.19; Position: 39 - 39; Author: matthewpacillo; 6/6/17 11:31; Weight score: 0]

5.

"NCBI for students"

[DP.Forum.Student.2016.10.12; Position: 54 - 54; Author: matthewpacillo; 6/6/17 12:44; Weight score: 0]

6.

"NCBI good, but not enough discussion"

[DP.Forum.Student.2016.10.12; Position: 56 - 56; Author: matthewpacillo; 6/6/17 12:44;

Weight score: 0]

7.

"I have participated in NCBI and it was beneficial. Acceptance. Includes understanding, but how about accepting. To help with retention."

[DP.Forum.Student.2016.11.7; Position: 58 - 58; Author: matthewpacillo; 6/6/17 12:52;

Weight score: 0]

8.

"NCBI is offered, but voluntary."

[DP.Forum.Student.2016.11.7; Position: 59 - 59; Author: matthewpacillo; 6/6/17 12:52;

Weight score: 0]

9.

"Safe zone trainings went really well. Made us think of who we include. Great thing to be confronted with."

[DP.Forum.2016.9.19; Position: 39 - 39; Author: matthewpacillo; 6/6/17 17:47; Weight

score: 0]

Student Conduct

1.

"Faculty have serious issues with students,"

[DP.Forum.Faculty.2016.11.18; Position: 50 - 50; Author: matthewpacillo; 6/5/17 17:59;

Weight score: 0]

2.

"Student Code of Conduct. Interpersonal behaviors. Racist, sexist, etc..."

[DP.Forum.Faculty.2016.11.18; Position: 56 - 56; Author: matthewpacillo; 6/5/17 17:58;

Weight score: 0]

3.

"More training is needed for students, staff, faculty. Cultural competency training."

[DP.Forum.Open.2016.9.19; Position: 37 - 37; Author: matthewpacillo; 6/6/17 11:31;

Weight score: 0]

4.

"Many students will not go to Dean of Students office for help. Terrified to approach Dean of Students office. There is a real need making students feel comfortable and safe to address their difficulties."

[DP.Forum.Open.2016.12.1; Position: 147 - 147; Author: matthewpacillo; 6/6/17 22:28; Weight score: 0]

5.

"Work with students, the reality is there is a lot of frustration. Conflicts they are having with instructors, often to do with diverse issues, race, gender, religion, etc... Professionally and personally recognizing it. There is not enough unity among people who work in the university to address."

[DP.Forum.Staff.2016.11.3; Position: 43 - 43; Author: matthewpacillo; 6/6/17 22:52; Weight score: 0]

6.

"The one time that someone said something in one of my classes that was controversial and trans-phobic."

[DP.Forum. for Mat su november 10; Position: 62 - 62; Author: matthewpacillo; 6/6/17 17:41; Weight score: 0]

7.

"Non-traditional students seem to be more distracting. Some students, especially older, tend to speak up regularly. All students don't want to hear every comment from non-traditional students."

[DP.Forum.2016.9.19; Position: 26 - 26; Author: matthewpacillo; 6/6/17 17:54; Weight score: 0]

8.

"There are unsafe zones at UAA. Need more safe zones."

[DP.Forum.2016.9.19; Position: 31 - 31; Author: matthewpacillo; 6/6/17 17:55; Weight score: 0]

Faculty Training

1.

"More investment in adjunct. Little training for them. Training on diversity. Students,

especially in GER's, have adjuncts with little diversity training."

[DP.Forum.Faculty.2016.9.23; Position: 49 - 49; Author: matthewpacillo; 6/5/17 17:42; Weight score: 0]

2.

"NCBI Training. How to interrupt racist behavior. Skill building for reforming problematic behavior."

[DP.Forum.Faculty.2016.11.18; Position: 73 - 73; Author: matthewpacillo; 6/5/17 17:57; Weight score: 0]

3.

"Provide more training for faculty. Some faculty members handle it more effectively than others."

[DP.Forum.Open.2016.9.19; Position: 27 - 27; Author: matthewpacillo; 6/5/17 19:56; Weight score: 0]

4.

"Part-time faculty need to receive training. They are not at this forum. Part-time staff and faculty should be required just as the full-time."

[DP.Forum.Staff.2016.10.20; Position: 57 - 57; Author: matthewpacillo; 6/5/17 16:51; Weight score: 0]

5.

"A campus wide training would be nice. However, people can be trained through their departments as well. Staff also need to have training on resources for students, to know where to go for resolution of problems. Orientation in depts. Training can be customized to a dept. Everyone should be trained."

[DP.Forum.Staff.2016.10.20; Position: 58 - 58; Author: matthewpacillo; 6/5/17 16:51; Weight score: 0]

6.

"Cultural sensitivity is important for professors. Should be mandatory"

[DP.Forum.Student.2016.11.7; Position: 80 - 80; Author: matthewpacillo; 6/6/17 12:53; Weight score: 0]

7.

"How do professors approach students of a diverse nature. Native family from a village.

Generally quiet. Professors will call it out. If they had known, they would be more respectful."

[DP.Forum.Student.2016.11.7; Position: 84 - 84; Author: matthewpacillo; 6/6/17 12:53; Weight score: 0]

8.

"Provide more training for faculty. Some faculty members handle it more effectively than others."

[DP.Forum.2016.9.19; Position: 27 - 27; Author: matthewpacillo; 6/6/17 17:51; Weight score: 0]

9.

"Need for employees to receive training to become more aware of cultural differences. More training is needed for students, staff, faculty. Cultural competency training."

[DP.Forum.2016.9.19; Position: 37 - 37; Author: matthewpacillo; 6/6/17 17:47; Weight score: 0]

Harrassment/Discrimination

1.

"I don't think we are maintaining free speech or respect for faculty, student, cultures. It's not being upheld. We are not showing respect. We have a faculty member, addressed by another faculty member, and he spoke poorly about his culture; he spoke in a verbally abusive manner."

[DP.Forum.Faculty.2016.10.28; Position: 30 - 30; Author: matthewpacillo; 6/5/17 17:50; Weight score: 0]

2.

"a lot of people keep quiet regarding their negative ideas until they are tenured, because of fear. Once tenured they can speak what they want, when they want. Tenured faculty are more open, and less respectful because they think they are untouchable. People don't feel that they have to be respectful if they are tenured."

[DP.Forum.Faculty.2016.10.28; Position: 31 - 31; Author: matthewpacillo; 6/5/17 17:53; Weight score: 0]

3.

"Making sure something is done if disrespect arise."

[DP.Forum.Faculty.2016.10.28; Position: 46 - 46; Author: matthewpacillo; 6/5/17 17:51; Weight score: 0]

4.

"There have been at least 6 things that I heard in-and- out of classrooms since the election. Title IV."

[DP.Forum.Faculty.2016.11.18; Position: 24 - 24; Author: matthewpacillo; 6/5/17 18:04; Weight score: 0]

5.

"Institutional racism and sexism is here"

[DP.Forum.Faculty.2016.11.18; Position: 35 - 35; Author: matthewpacillo; 6/5/17 18:02; Weight score: 0]

6.

"Consequence for discrimination. Witnesses. Expelled, e.g."

[DP.Forum.Faculty.2016.11.18; Position: 55 - 55; Author: matthewpacillo; 6/5/17 18:03;

Weight score: 0]

7.

"When there are examples of discrimination, there is no robust commitment to accountability"

[DP.Forum.Open.2016.12.1; Position: 90 - 90; Author: matthewpacillo; 6/6/17 22:21;

Weight score: 0]

8.

"Many students will not go to Dean of Students office for help. Terrified to approach Dean of Students office. There is a real need making students feel comfortable and safe to address their difficulties."

[DP.Forum.Open.2016.12.1; Position: 147 - 147; Author: matthewpacillo; 6/6/17 22:28;

Weight score: 0]

9.

"A person was on campus who was advocating for religious freedom and freedom of speech. He was calling girls "Prostitutes" and "Whores," based on how they were dressed. He was calling names to students."

[DP.Forum.Staff.2016.10.20; Position: 34 - 34; Author: matthewpacillo; 6/5/17 16:48;

Weight score: 0]

10.

"Disrespect on campus is allowed through freedom of speech."

[DP.Forum.Staff.2016.10.20; Position: 35 - 35; Author: matthewpacillo; 6/5/17 16:49;

Weight score: 0]

11.

"I try not to lose my focus, and I just move on. However, once in a computer lab, I walked in with a Native student and sat down. A guy said "What is this? What are you doing? What time? Who?" He said to the Native girl, "You're ignoring me like that?" I cussed at him. He jumped up and said, "Okay bring it on." I felt like fighting, but I didn't"

[DP.Forum.Student.2016.10.6; Position: 23 - 23; Author: matthewpacillo; 6/6/17 11:57;

Weight score: 0]

12.

"Those with negative thoughts are allowed to voice their negativity. I don't agree with the

person who was at UAA, who travels to campus and express negative ideas."

[DP.Forum.Student.2016.10.12; Position: 33 - 33; Author: matthewpacillo; 6/6/17 12:12; Weight score: 0]

13.

"he said negative things. He should not have been allowed."

[DP.Forum.Student.2016.10.12; Position: 35 - 35; Author: matthewpacillo; 6/6/17 12:12; Weight score: 0]

14.

"As a freshman, my roommate was Russian. I invited him to hang out and he said disrespectfully "I'm sorry we don't hang out with your kind."

[DP.Forum.Student.2016.10.12; Position: 44 - 44; Author: matthewpacillo; 6/6/17 12:15; Weight score: 0]

15.

"I mentioned that I want to take a Yupik class. He said, but does it count toward your degree? Appropriate advisor? He made me feel like it's not as important. He made me feel like I had to chose. It's wrong."

[DP.Forum.Student.2016.11.7; Position: 50 - 50; Author: matthewpacillo; 6/7/17 13:01; Weight score: 0]

16.

"One student came to meet with me. Her professor was indifferent to her, speaking harshly."

[DP.Forum.Student.2016.11.28; Position: 55 - 55; Author: matthewpacillo; 6/6/17 16:32; Weight score: 0]

17.

"I also want to talk about the harassment policy . I was harassed based on the basis of my gender. The university did not handl this well – the harassment by this student – made terrible comments not directly to me – but to students around me."

[Student Governance Focus group; Position: 8 - 8; Author: matthewpacillo; 6/6/17 16:43; Weight score: 0]

18.

"The one time that someone said something in one of my classes that was controversial

and trans-phobic."

[DP.Forum. for Mat su november 10; Position: 62 - 62; Author: matthewpacillo; 6/6/17 17:41; Weight score: 0]

19.

"Bring professors who are being discriminatory to Chancellor."

[DP.Forum.2016.9.19; Position: 48 - 48; Author: matthewpacillo; 6/6/17 17:52; Weight score: 0]

Curriculum

1.

"More language classes needed. There should more languages offered. Arabic, and others"

[DP.Forum.Student.2016.9.26; Position: 63 - 63; Author: matthewpacillo; 6/8/17 13:39; Weight score: 0]

2.

"Require students to take cultural diversity classes. Social Work requires students to take classes and attend diverse activities."

[DP.Forum.Student.2016.10.6; Position: 50 - 50; Author: matthewpacillo; 6/6/17 12:10; Weight score: 0]

3.

"Curriculum is needed to teach employees to provide professional service to everyone, equally."

[DP.Forum.2016.9.19; Position: 40 - 40; Author: matthewpacillo; 6/6/17 17:48; Weight score: 0]

4.

"First generation college student programs. If parents don't understand college, students often feel left out. No one spoke about college to them at home. Don't know what to expect about college."

[DP.Forum.2016.9.19; Position: 49 - 49; Author: matthewpacillo; 6/6/17 17:53; Weight score: 0]

Diversifying curriculum

1.

"Looking into an Alaska Native GER."

[DP.Forum.Deans.2016.12.7; Position: 71 - 71; Author: matthewpacillo; 6/5/17 17:00;

Weight score: 0]

2.

"Students have asked for diversity GER"

[DP.Forum.Deans.2016.12.7; Position: 73 - 73; Author: matthewpacillo; 6/5/17 17:00;

Weight score: 0]

3.

"Cultural and Religious Anthropology class."

[DP.Forum.Open.2016.9.19; Position: 47 - 47; Author: matthewpacillo; 6/5/17 19:53;

Weight score: 0]

4.

"Cultural studies, African American studies, Queer studies. Those thinking should be infused in all."

[DP.Forum.Staff.2016.11.3; Position: 34 - 34; Author: matthewpacillo; 6/6/17 22:49;

Weight score: 0]

5.

"A new GER. Our education system fails to make others aware. To understand the growing disparity of diverse populations."

[DP.Forum.Student.2016.10.12; Position: 60 - 60; Author: matthewpacillo; 6/6/17 12:45;

Weight score: 0]

6.

"GER for diversity. Diversity of race. And for LGBTQ"

[DP.Forum.Student.2016.10.12; Position: 61 - 61; Author: matthewpacillo; 6/6/17 12:46;

Weight score: 0]

7.

"For those who want diversity programs, it's hard to come up with programs that people are interested in attending."

[DP.Forum.Student.2016.10.12; Position: 67 - 67; Author: matthewpacillo; 6/6/17 12:46;

Weight score: 0]

Cultural competency

1.

"UAA students need to be involved in cultural events in community. Cultural events are also a type of education to students; and promotes connection to community."

[DP.Forum.Community.2016.12.8; Position: 84 - 84; Author: matthewpacillo; 6/6/17 22:34; Weight score: 0]

2.

"We had a panel in spring to address transgender issues. Faculty and community wanted to ask students their opinion."

[DP.Forum.Faculty.2016.9.23; Position: 26 - 26; Author: matthewpacillo; 6/5/17 17:44; Weight score: 0]

3.

"Require students to take cultural diversity classes. Social Work requires students to take classes and attend diverse activities."

[DP.Forum.Student.2016.10.6; Position: 50 - 50; Author: matthewpacillo; 6/6/17 12:10; Weight score: 0]

4.

"A new GER. Our education system fails to make others aware. To understand the growing disparity of diverse populations."

[DP.Forum.Student.2016.10.12; Position: 60 - 60; Author: matthewpacillo; 6/6/17 12:45; Weight score: 0]

Need better curriculum

1.

"Curriculums are not thorough."

[DP.Forum.Open.2016.9.19; Position: 41 - 41; Author: matthewpacillo; 6/6/17 11:32; Weight score: 0]

Safety Concerns

1.

"There are unsafe zones at UAA. Need more safe zones."

[DP.Forum.Open.2016.9.19; Position: 31 - 31; Author: matthewpacillo; 6/6/17 11:29; Weight score: 0]

SES/Non-traditional student support

1.

"I see gaps for nontraditional, ESL, and ethnically diverse students."

[DP.Forum.Faculty.2016.9.23; Position: 31 - 31; Author: matthewpacillo; 6/6/17 22:39;

Weight score: 0]

2.

"Non-traditional students are not treated the same."

[DP.Forum.Open.2016.9.19; Position: 25 - 25; Author: matthewpacillo; 6/5/17 19:56;

Weight score: 0]

3.

"We celebrate diversity. But there is a lack to put our money where our mouth is.

Support to underrepresented students? MCC and NSS is overwhelmed, understaffed."

[DP.Forum.Staff.2016.11.17; Position: 44 - 44; Author: matthewpacillo; 6/8/17 13:41;

Weight score: 0]

4.

"Trio is another program on campus. There's not enough info or support. Trio, 2 programs, lost their funding. Huge loss. Ed Opportunity Center and Educational Talent Search. worked with 160 first generation students, low income, or experienced a disability."

[DP.Forum.Staff.2016.11.17; Position: 46 - 46; Author: matthewpacillo; 6/8/17 13:42;

Weight score: 0]

5.

"Safe Zone program. No other programs that serve LGBT. Not institutionalized at all. Love to have it institutionalized."

[DP.Forum.Staff.2016.11.17; Position: 55 - 55; Author: matthewpacillo; 6/8/17 13:42;

Weight score: 0]

6.

"Those that are established now are underfunded"

[DP.Forum.Staff.2016.11.17; Position: 63 - 63; Author: matthewpacillo; 6/8/17 13:43;

Weight score: 0]

7.

"Minorities aren't part of a social network , a network that the majority has access to. The university thinks that it is not fair if minorities need help."

[DP.Forum.Student.2016.11.28; Position: 50 - 50; Author: matthewpacillo; 6/8/17 14:02;

Weight score: 0]

8.

"Non-traditional students seem to be more distracting. Some students, especially older, tend to speak up regularly. All students don't want to hear every comment from non-traditional students."

[DP.Forum.2016.9.19; Position: 26 - 26; Author: matthewpacillo; 6/6/17 17:54; Weight

score: 0]

9.

"Younger students are not aware of how non-traditional students must feel."

[DP.Forum.2016.9.19; Position: 38 - 38; Author: matthewpacillo; 6/6/17 17:50; Weight

score: 0]

AK Native student support

1.

"If they allowed Native students to have a liaison, all groups would have to have one.

They didn't want gov't to get too big. Personally, I would like to see a liaison for Native."

[DP.Forum.Student.2016.11.28; Position: 77 - 77; Author: matthewpacillo; 6/8/17 14:00;

Weight score: 0]

2.

"As an AK Native student I have noticed there are only non-minority decision-makers here, only made up of the majority."

[DP.Forum.Student.2016.11.28; Position: 81 - 81; Author: matthewpacillo; 6/6/17 16:32;

Weight score: 0]

International students

1.

"International Student Services – a lot is unclear – there is a lack of information. Nobody knows how it works – the paperwork and everything."

[International Student focus group notes; Position: 12 - 12; Author: matthewpacillo;

6/7/17 10:57; Weight score: 0]

2.

"International Student services only has 1 staff"

[International Student focus group notes; Position: 16 - 16; Author: matthewpacillo;

6/6/17 16:36; Weight score: 0]

Veteran Support

1.

"A lot of veterans have found that some courses not covered – it can get worked out with the VA as long as the university advisors/counselors can help run interference."

[Veteran student focus group; Position: 22 - 22; Author: matthewpacillo; 6/6/17 16:51;

Weight score: 0]

2.

"I think a lot of times as veterans we can be disjointed – we can have more conversations. The Veterans meetings would be helpful. I would not rely on my department head to give me all the info – I also need the Veteran input – what the VA can cover or not cover."

[Veteran student focus group; Position: 23 - 23; Author: matthewpacillo; 6/6/17 16:51;

Weight score: 0]

3.

"I had a problem with my class as well. They said they would cover a class – but then said they would not cover it."

[Veteran student focus group; Position: 24 - 24; Author: matthewpacillo; 6/6/17 16:51;

Weight score: 0]

4.

"Help us get a student veteran community lounge"

[Veteran student focus group; Position: 31 - 31; Author: matthewpacillo; 6/6/17 16:47;

Weight score: 0]

5.

"Veterans need a communal place – a study area – we only have one computer in the VA office – that is not enough."

[Veteran student focus group; Position: 33 - 33; Author: matthewpacillo; 6/6/17 16:47;

Weight score: 0]

6.

"When I went into that office at the end of December – I felt like a there was always a line for the computer."

[Veteran student focus group; Position: 34 - 34; Author: matthewpacillo; 6/6/17 16:47;

Weight score: 0]

7.

"We also want to correct how the current VA work place is viewed – is it a study area – or a social area? It's not big enough"

[Veteran student focus group; Position: 35 - 35; Author: matthewpacillo; 6/6/17 16:48;

Weight score: 0]

8.

"ne thing that UAA can help facilitate is teaching employeers the value of veteran graduates – there is huge employment potential."

[Veteran student focus group; Position: 42 - 42; Author: matthewpacillo; 6/6/17 16:48;

Weight score: 0]

9.

"when I walk into the UC advising center – when I ask to speak to a VA rep. I want to speak to the veterans rep. But this one person that was kind of a senior advisor – but he did not know anything about the GI bills – and it was frustrating because he did not know. I asked for a veterans rep – but did not get one."

[Veteran student focus group; Position: 44 - 44; Author: matthewpacillo; 6/6/17 16:48;

Weight score: 0]

10.

"Within the veteran population in Alaska – it's the highest percentage. But there is no outreach to the Alaska Native Veteran"

[Veteran student focus group; Position: 48 - 48; Author: matthewpacillo; 6/6/17 16:48;

Weight score: 0]

11.

"First years should be identified – before they drop out – then they wind up on the street. □The biggest issue is communication. The info is being sent – but emails are not

always read. How do we bridge that gap. They feel disconnected –"

[Veteran student focus group; Position: 50 - 51; Author: matthewpacillo; 6/6/17 16:49;

Weight score: 0]

12.

"This speaks to the military mindset where the administrative process is kind of concrete.

Here at UAA it's very disjointed – we have to go all over the place."

[Veteran student focus group; Position: 61 - 61; Author: matthewpacillo; 6/6/17 16:50;

Weight score: 0]

Hiring Practices

1.

"Encourage business owner to consider diverse hiring practices. Hire military. Hire those out of correction system. Alumni can think critical about hiring practices, and share with UAA."

[DP.Forum.Community.2016.12.8; Position: 77 - 77; Author: matthewpacillo; 6/6/17 17:57; Weight score: 0]

2.

"We have diverse staff that reflects diversity, ethnic, religion, socioeconomic, race. I make a conscious effort to take these things in account when hiring."

[DP.Forum.Deans.2016.12.7; Position: 20 - 20; Author: matthewpacillo; 6/5/17 17:08; Weight score: 0]

3.

"John began looking at these pools for hiring. If it was not meeting diverse requirements, he sent back faculty pool until it was more diverse."

[DP.Forum.Deans.2016.12.7; Position: 28 - 28; Author: matthewpacillo; 6/5/17 17:07; Weight score: 0]

4.

"We need to practice this philosophy when hiring. I looked for diverse faculty and conducted phone interviews. Every underrepresented faculty is highly sought after. They had been hired already."

[DP.Forum.Deans.2016.12.7; Position: 31 - 31; Author: matthewpacillo; 6/5/17 17:07; Weight score: 0]

5.

"Incentivize the faculty."

[DP.Forum.Deans.2016.12.7; Position: 32 - 32; Author: matthewpacillo; 6/5/17 17:07; Weight score: 0]

6.

"Targeted hiring is a strategy."

[DP.Forum.Deans.2016.12.7; Position: 34 - 34; Author: matthewpacillo; 6/5/17 17:07; Weight score: 0]

7.

"We look for a diverse pool. We don't always get it."

[DP.Forum.Deans.2016.12.7; Position: 54 - 54; Author: matthewpacillo; 6/5/17 17:01;

Weight score: 0]

8.

"Strategic development of standard hiring across the colleges."

[DP.Forum.Deans.2016.12.7; Position: 107 - 107; Author: matthewpacillo; 6/5/17 17:14;

Weight score: 0]

9.

"I like how we look broadly for faculty hires. I worry with budget cuts, this effort may fall flat."

[DP.Forum.Faculty.2016.9.23; Position: 50 - 50; Author: matthewpacillo; 6/5/17 17:42;

Weight score: 0]

10.

"I want to see more work done when people are hired to institution, to have multicultural competence. HR duty. Systemic, culture of the college, not a good understanding, or unwillingness to change, or not continuous training on multicultural. We don't have a process to navigate it. We are not requiring training on multicultural competence."

[DP.Forum.Staff.Student Affairs.2016.11.15; Position: 88 - 88; Author: matthewpacillo;

6/7/17 13:03; Weight score: 0]

11.

"And within hiring. To make a change in an institution, we must hire a new group that are diverse and honor diversity"

[DP.Forum.Staff.Student Affairs.2016.11.15; Position: 97 - 97; Author: matthewpacillo;

6/7/17 13:04; Weight score: 0]

12.

"In certain departments, (Business, etc...) only certain ethnic groups are hired. When I see another ethnicity hired, I see that the new ethnic person has more trouble and leave."

[DP.Forum.Student.2016.10.6; Position: 38 - 38; Author: matthewpacillo; 6/6/17 12:00;

Weight score: 0]

13.

"I wish that UAA hired more staff and faculty that were Polynesian. This is my senior year, and I feel alone."

[DP.Forum.Student.2016.10.6; Position: 60 - 60; Author: matthewpacillo; 6/6/17 12:05;

Weight score: 0]

14.

"Hiring more minority faculty and staff"

[DP.Forum.Student.2016.11.28; Position: 66 - 66; Author: matthewpacillo; 6/6/17 16:29;

Weight score: 0]

Student Worker

1.

"For student workers, some dept.'s do not respect student schedule. Most students are stressed because of their student worker positions, and the expectations of their schedule."

[DP.Forum.Student.2016.10.6; Position: 38 - 38; Author: matthewpacillo; 6/6/17 12:01;

Weight score: 0]

Appendix D, Part 2
Transcripts of the 22 Focus groups

Diversity Action & Inclusion Plan Open Forum

Date: September 19, 2016
3:00 p.m. to 4:30 p.m.
Focus Group: Open Forum & Kick Off
Location: Lib 307

Facilitators Present:

Dr. Andre Thorn
Dr. Maria Williams
Dr. Robert Boeckmann
Sheila Randazzo, Note taker

Number of Guests Present:

8 total
3 students, 4 staff, 1 faculty

Welcome

Introduction of the history of DP

Phase 1 : Focus Groups

Diversity Statement presented

Engagement Questions:

In what ways does the UAA Diversity Statement contribute to a positive, respectful, welcoming and inclusive atmosphere?

Differences are honored. Individual differences are promoted.

Attended another University for a year. It had a hate group and recruited for it. I like how UAA statement states that all should be *respectful*. If emphasis is on the 'respectful' then this can avoid some of the confrontational groups that exist in other institutions - who follow the rules, but are there to create dissent rather than harmony.

"Recognizing difference" is important. However, Access is missing. Access for first generation, for non-traditional students.

Ensure we are following the diversity statement. Many students don't feel that this is being met. Access? Campus resources? Freedom of speech?

What is UAA doing to ensure we are aware of diversity? Where is it required that individuals are required to learn about diversity? If we stand on this statement, we should be trained on the people that we serve.

Non-traditional students are not treated the same. How are faculty trained to assist non-traditional students? How can we be trained to do our job for students with age differences? To ensure respectfulness among peers?

Non-traditional students seem to be more distracting. Some students, especially older, tend to speak up regularly. All students don't want to hear every comment from non-traditional students.

Provide more training for faculty. Some faculty members handle it more effectively than others.

In what ways does the UAA Diversity Statement contribute to a negative atmosphere?

I don't see that it does. Diversity statements can be taken as platitudes. The action of the creed requires individual discretion. Does the majority of people practice it? How do we practice individual spirit of co-learning, mutually supportive learning environment? How do we get all personally involved?

Negative, in first sentence. We promote people speaking up about whatever they feel. Unsettling. We must facilitate an environment of that we are aware of the need for respect for people's differences, and give them opportunity to speak on their differences.

There are unsafe zones at UAA. Need more safe zones.

Flipping the statement?

Exploration Questions:

Based on your perspective as a student, faculty, staff, administrator or community member, how well is UAA living up to this statement?

Teaching in the MED school, 70% are Caucasian. Challenge to get them outside their comfort zone. The statement is a good start. Action plan is needed. Educate everyone what differences exist, socioeconomic status, sexual orientation, cultural etc....

Misconceptions exist at UAA. People from different backgrounds have misconceptions, especially in majors with little diversity. Biases exist.

University is making some change. Trying to improve the needs of diverse. Need for employees to receive training to become more aware of cultural differences. More training is needed for students, staff, faculty. Cultural competency training.

Younger students are not aware of how non-traditional students must feel. Want to learn more of student experiences, different than me. Makes it super interesting.

Safe zone trainings went really well. Made us think of who we include. Great thing to be confronted with. Helped us as a group to understand.

Curriculum is needed to teach employees to provide professional service to everyone, equally. Professional service curriculum to provide equal service to all. Education requirements.

Natural Science degree. Curriculums are not thorough. Research methods? Diversity?

What activities, programs have you personally contributed to, to fulfill this statement?

Feminist Philosophy class. Thoughtful. Different perspective on gender differences, minority differences.

Eastern and Western Philosophy classes.

Personal discussions between students and staff on campus.

What does diversity really mean? Even families have differences? Explore what true diversity means.

Cultural and Religious Anthropology class.

Bring professors who are being discriminatory to Chancellor.

First generation college student programs. If parents don't understand college, students often feel left out. No one spoke about college to them at home. Don't know what to expect about college. UAA committed to open enrollment institution, then must commit to diverse students.

Multicultural Center

Native Student Services

Med School. Speaker series. Intercession workshops on diverse topics. Culture Camps. Indian Health minor.

If UAA could do one thing to make a difference in fulfilling this statement, what would you recommend?

In what ways does UAA celebrate diversity and inclusion in all endeavors?

What could UAA be doing (that is not currently being done) to enhance diversity and inclusion at UAA?

Workshops. Inclusive teaching to students and faculty. Required to attend.

Let us learn who are population is and then shape the processes and services within our institution. Who are our students? Let us meet their needs. Access will be developed.

I don't feel like UAA wants me to graduate. Library hours cut. Classes cut. Haven't met people who want me to graduate.

Spirit of UAA is lacking. Are you proud of being at UAA? Including commuter students, 80%. Culture of UAA does not have a strong spirit. Faculty should be able to promote events.

Clubs and Greek life should be promoted more. Diversity lessons integrated more in clubs. Promote being involved in UAA. Students need to find friends, find help and support.

Exit Questions:

Is there anything else you would like to say about diversity and inclusion on the UAA campus?

What groups of people should we include in this conversation, who is not currently in the room?

Disability students

Athletes at UAA, basketball, volleyball, hockey, ski teams. Teach them. Get them involved, then they can help lead as well.

Bring students who are from diverse backgrounds. Have more diverse conversations. In various departments as well.

Important to know diverse viewpoints. Sometimes students just don't have the knowledge. It would be nice to have students together with staff and faculty at future forums.

Veterans

Meeting Adjourned at 4:04 p.m.

Written Comments:

"Practice what we preach"

A lot was talked about individuality, but how as a group of people can we bring more awareness and knowledge on how to approach these situations?

How/what could be done to lift spirits to get excited to be more involved?

Invitees:

Graduate students

Non-traditional students

UAA Administration

Representatives from graduate schools

Question One: Access to things, improve follow through, not just freedom but respect, good individual differences

Question Two: The boredom of the statement and the lack of follow through

Question One: How do we all "understand" the same thing? How do we define this?

Question Two: Safe Zone training, Philosophy Classes

Maria's notes:

Great suggestions on ways that Employees/Faculty and even students could be trained on the demographics of UAA and our larger community and how to address diversity - like a FERPA training -

Employee training on Cultural Competencies - with LINGO

SAFE Zone Training is a PLUS

Can we get a demographic analysis - College by College? I think some colleges are less diverse than others and we need to have this data.

Employee training on Cultural competencies

Diversity Action & Inclusion Plan Faculty Forum

Date: Sept 23, 2016
3:30 p.m. to 4:30 p.m.

Focus Group: Faculty Forum

Location: Lib 307

Facilitators Present:

Dr. E. Andre Thorn

Dr. Robert Boeckmann

Dr. Maria Williams

Number of Guests Present:

2 Faculty

Welcome

Introduction of DP

Phase 1, Focus Groups

Overview of Ground Rules

Diversity Statement presented

Engagement Questions:

In what ways does the UAA Diversity Statement contribute to a positive, respectful, welcoming and inclusive atmosphere?

When I arrived at UAA I was pleased to see the statement. It was complete. Heartening it existed. It helped to know institution was on board. (Jan 2004).

I've seen other diversity statements at other universities. The difference from others, UAA statement honors moral, political, etc. differences. It is good.

Allows freedom of speech and expression. Because our UAA Mission supports diverse beliefs, I have never had an administrator call me to say you're going to face a consequence for allowing students to express themselves. I'm grateful for that.

In what ways does the UAA Diversity Statement contribute to a negative atmosphere?

I don't know that it does.

I do critique diversity and inclusion efforts. Classified diversity separates people from one another. We should find broader issues that we can come together on, rather than separating students into diverse groups. I would critique these efforts.

We had a panel in spring to address transgender issues. Faculty and community wanted to ask students their opinion. They are a student first. Putting too much emphasis on social characteristics, and divisions. We should be treating foremost as a student, faculty, etc...

Have to submit info on gender, ethnicity, etc... for reports. Students didn't want us to collect the data. We responded, we have to collect the data for reporting. What is the value of collecting this data?

Exploration Questions:

Based on your perspective as a student, faculty, staff, administrator or community member, how well is UAA living up to this statement?

As faculty, I'd give it a pretty good grade. If I were a student I might have a different opinion. It lives up well to its objectives.

I see gaps for nontraditional, ESL, and ethnically diverse students. We do offer some services to fill gaps. One area that needs additional attention is financial aid assistance. There is a financial burden when students are required to take additional classes. One student took class 3 times. Writing requirements were beyond her level. She had taken maximum PRPE courses. She earned D, but she needed a C to move on. In situations such as this I don't know how well we are living up to this statement.

We may need to add an urban and rural line to this statement. Variety of students in class. Rural community students struggle more than anyone else. Why, I could not tell you. Lack of high school prep? Urban students did better than rural. Don't know how well we are trying to effect change there.

I feel like money is a big issue for students. Books are cheaper if they own a credit card. Many students who need financial aid have to charge books at expensive costs at UAA bookstore. Also, transportation costs are expensive.

What activities, programs have you personally contributed to, to fulfill this statement?

I went to Northwest AK for exchange program. Was useful to me. I wish I had more opportunities. Rare that I feel like a fish out of water. Didn't like the feeling. I realized, wow, this is what students from rural villages feel like. I experienced how it felt to be uncomfortable.

CAFÉ has done a good job to offer programs. And Disability Support Services provides outreach to professors. Discuss accommodations to include disabled students, instructionally. Haven't found a good strategy to include those with disabilities. For those with anxiety, regular instruction is a huge problem.

If UAA could do one thing to make a difference in fulfilling this statement, what would you recommend?

Increasing funding for students, and small grants. Create a rotating fund to allow for stop-gap funding for students. For First generations students. Explore models out there to provide the funding. Target our spending to reach core communities. Those who need us should receive support; are areas not to cut.

UAA is most bureaucratic institution ever worked with. Students of all diversities have to deal with fragmented bureaucracy on a number of issues, e.g. text book charging; transportation. Harder for those students with less money, or less knowledge of how to prepare for college, e.g. first generation.

Bureaucratic. Many students work FT. UAA office hours are 8 a.m.-5 p.m., it's impossible for them to communicate. Classroom access is a problem. FT working students need assignments before weekend, to allow to do homework on weekends. Last minute added assignments are difficult. Some faculty require newly published material consistently. Social capital is required here. Have to know how to be student upon arrival, in order to be successful. Faculty are first line of contact. Some faculty make efforts for accommodations, some do not.

In what ways does UAA celebrate diversity and inclusion in all endeavors?

Every week UAA campus hosts events to celebrate diversity and inclusion, e.g. volleyball, workshops on diversity, events, potlucks. Diversity is present. Makes me happy. Anchorage is a welcoming city. The two go hand in hand. Anchorage embraces its diverse nature.

Diversity is visible on campus. Safe places on campus. Not many events are faculty or staff oriented. UAA has made great strides in last two decades. The diversity on campus is more than symbolic. UAA has done a good job sending message of what a UAA student looks like, not the narrow array of students. "I am UAA" messages are powerful.

I miss Tanaina Child Care Center. When it was here, we saw the whole age spectrum, from preschool to retirees. Heartwarming community here at UAA. You see diversity celebrated at MLK Luncheon. We bring in exceptional speakers. Chancellor Case is there at MLK Luncheon. Representatives of diversity are seen in a lot of facets.

There could be more done to include student families, esp. for first generation students. We don't invite families who aren't use to feeling welcome in this space.

What could UAA be doing (that is not currently being done) to enhance diversity and inclusion at UAA?

I felt like there is ASD, and there is UAA. Not enough cooperation or joint ventures. We don't communicate with ASD or southcentral as much as we should. We export much of our talent. From rural AK too. We need to showcase UAA to keep our talented Alaskan students.

The new ASD Superintendent has experience collaborating with the university. Aligning programming. ASD should be made more aware of what is available at UAA.

More investment in adjunct. Little training for them. Training on diversity. Students, especially in GER's, have adjuncts with little diversity training.

I like how we look broadly for faculty hires. I worry with budget cuts, this effort may fall flat.

With budget pressures, people who are thinking of leaving, may leave. Make sure we are not overlooking local talent. Some are already fully engaged for long haul. However, risk of faculty going outside.

Exit Questions:

Is there anything else you would like to say about diversity and inclusion on the UAA campus?

What groups of people should we include in this conversation, who is not currently in the room?

Working students. Evening focus group.

Anonymous feedback, online.

Other people who don't participate in focus groups. Offer individual interviews.

Deans. Department Chair. Department meetings.

Anonymous cards

Qualtrics

Twitter feed

Segment of population who are not invited to focus groups

Faculty may sometimes feel overwhelmed to do job and comply with diversity, and focus groups.

Online courses, have additional barriers.

Meeting Adjourned at 4:36 p.m.

Written Comments:

None

Diversity Action & Inclusion Plan Student Forum

Date: Sept 26, 2016
1:00 p.m. to 2:00 p.m.

Focus Group: Student Forum

Location: MCC, RH 106

Facilitators Present:

Dr. Andre Thorn

Dr. Maria Williams

Number of Guests Present:

24 students

1 Faculty

Welcome

Introduction of DAP

Phase 1, Focus Groups

Overview of Ground Rules

Diversity Statement presented

Engagement Questions:

In what ways does the UAA Diversity Statement contribute to a positive, respectful, welcoming and inclusive atmosphere?

Respects all differences, regardless of religious, gender, race

UAA is welcoming to anybody, all students

Tlingit classes are diverse, all races allowed

Several participate in MCC, for international students and diverse students. UAA is open minded. Encouraging to interact with other students. All can contribute.

The Statement is cool. Allows for religious and gender differences. We all want a degree and obtain a good education. Promotes healthy environment.

In what ways does the UAA Diversity Statement contribute to a negative atmosphere?

I've been here only a short while. Cannot judge UAA at this time.

Exploration Questions:

Based on your perspective as a student, faculty, staff, administrator or community member, how well is UAA living up to this statement?

UAA is doing well. Students hang out and meet new people. Discrimination is not a big problem. People are pretty welcoming. UAA is providing a positive environment. UAA has been living up to the statement. Freshmen feel welcomed. A UAA video on website to show you different places to go. Gives insight for what UAA is like. Native Early Transition Program, came early to campus. It was a cool experience. Got to know where classes are, got books, etc...
International student program helped me to fall in love with UAA before I got here.

What activities, programs have you personally contributed to, to fulfill this statement?

Mosaic Church Group invited me. Welcoming. Open its service to all people. Good experience. UAA is open, allowing all students to join.
I visited Student Counseling Center. Good people to talk to there. Yoga Club was welcoming. Good place to be.
Writing Center is good to help with grammar, and improve writing.
Social Work Coalition Club on Campus. Promotes diversity. Sponsors activities in community do things they may not participate in otherwise.
Never went to activities. No one invited me. How can we involve students in activities? Some students never participate, like me. New students. We would have to search for them. No one asks me to attend. What else can UAA do to help students feel included?
How do we know that activities are happening?
I don't know when events are happening. The first time learning about various activities, I found out through PRPE class. My professor required me to look into events.
Professors should be asking their students to explore calendar.
Students often don't even know how to use Blackboard when they first arrive.
Need more posters around the university to promote events.
Writing Center is open to help everyone.
More advertisements throughout campus. Publicity of certain events. Most campus activities would not be explored by many students unless mandatory part of class.

If UAA could do one thing to make a difference in fulfilling this statement, what would you recommend?

International Interaction Day. Diverse groups meet to increase awareness and knowledge of students.
Free parking.
Bigger parking lot.
More programs, e.g. outdoor activities. Where diverse students could participate. Successful diverse activity programs.
Increase Campus Kick off attendance. Beneficial to get all students to attend. Great place to gather info.

Halloween Carnival. Great way to interact on campus.
Another Campus Kickoff around Christmas time. Refresher.
For those students who are working, how can we include them? It's tough to include everyone.

In what ways does UAA celebrate diversity and inclusion in all endeavors?

Student Forums, like today's Forum. Freedom of speech allowed, like today.
MCC has space to promote diversity.
Native Student Council has a Native Dance Festival in November. NSC has one idea, we can have an International Dance Festival. Celebrate cultures from across the world. Spoke with Filipino Club, etc...

What could UAA be doing (that is not currently being done) to enhance diversity and inclusion at UAA?

Provide financial aid (free money) to non-degree seeking students. Expensive. I work. There are more people like me that take 1-3 credits at a time.
Scholarships for all people, or to those that need it.
International students are not literate in English very well. Tutors needed.
More diversity in the artwork here at UAA. There should be more AK Native Art and other diversity art.
More language classes needed. There should be more languages offered. Arabic, and others
To help nontraditional students who work.

What could UAA do to promote Seawolf Pride?

Big bon fires. Have fun. Socialize.
In Mexico the institution gives a shirt/pant to allow students to feel welcome. Something for us to help us feel welcome.
Give symbolic items to make the students feel appreciated.
I got a free tour at UAA Administration Office. They gave free backpack.
All classes should be on main campus, instead off campus, (for international students and all students). 9 of my credits are off main campus.

Exit Questions:

Is there anything else you would like to say about diversity and inclusion on the UAA campus?

Resources provided with the thought of parents. No childcare center on campus. Activities that allow for parents to bring children. Parent Student Services?
I am a mother. Hard for me to do things without bringing my daughter. More activities for parents and children.
AK Native Ed Council are implementing a news page under the diversity tab. Broaden this idea to include all diversity groups and activities.
As an international student the MCC was the first center I was told of when I arrived here. I was able to interact right away with MCC staff.
When new students are enrolling. Resources directory. Info and contact info for activities.

Diverse Clubs. Advertisements. Then students can go to Club.
If Howl Days were free a few more people would attend.

What groups of people should we include in this conversation, who is not currently in the room?

Michelle Obama. Women's rights.
Liaisons for Veterans
Students who left UAA and are now back again

Meeting Adjourned at 2:03 p.m.

Written Comments:

Staff and workers at the center, all of them are well mannered and respectful. Also, the willingness to help you all the time demonstrate their passion to help all students to interact positively at the campus. Thank you.

Diversity Action & Inclusion Plan Student Forum

Date: October 6, 2016
12:00 p.m. to 1:00 p.m.

Focus Group: Student Forum

Location: Student Union, Wolf Den

Facilitators Present:

Dr. Andre Thorn

Dr. Maria Williams

Dr. Robert Boeckmann

Number of Guests Present:

7 students (all from diverse ethnic groups)

2 staff members

Welcome

Introduction of DAP

Phase 1, Focus Groups

Overview of Ground Rules

Diversity Statement presented

Engagement Questions:

In what ways does the UAA Diversity Statement contribute to a positive, respectful, welcoming and inclusive atmosphere?

(Staff member):

I like that it includes "respectful." Reflected in employment, and classroom, and all areas.

I think we're doing okay. On campus don't get treated differently. Some people don't talk to me. I try not to lose my focus, and I just move on. However, once in a computer lab, I walked in with a Native student and sat down. A guy said "What is this? What are you doing? What time? Who?" He said to the Native girl, "You're ignoring me like that?" I cussed at him. He jumped up and said, "Okay bring it on." I felt like fighting, but I didn't. I worked too hard to get to UAA. I didn't want to lose my anger. The girl was crying. Except for that one incident, everything is okay.

I see it both ways. Some people feel welcome. Sometimes they feel let down. Sometimes, being from a different country, I don't feel welcome. I see it both ways.

(Staff member):

The statement is good, however it is not practiced?

Yes.

In what ways does the UAA Diversity Statement contribute to a negative atmosphere?

(Staff member):

We may not have many opportunities to put it into practice.

The perception is that the diversity statement is good, however putting it into practice is different. Difference between perceived and practice is huge. We say these are the things we do, but the reality is that it is not happening. A lot of it is subtle. I've been a student for 8-9 years. There have been major changes. UAA used to be welcoming. In order to accept each other and be inclusive, we need to constantly need to be mindful of acceptance.

Exploration Questions:

Based on your perspective as a student, faculty, staff, administrator or community member, how well is UAA living up to this statement?

On a scale of 1-10, I would rate UAA as a 5.5. Not really practicing the statement, the way it should be done.

I would also rate UAA as a 5.5. We are involved and put in the effort. When people select leadership positions, it is often disappointing. I was not selected for leadership position that I thought I earned. A leader was chosen, but the selection was not based on effort, but for other reasons. Then I wondered, why didn't they select me?

(Staff member):

I've worked at a lot of agencies in town. There is a greater effort on training and cultural diversity at orientation. UAA's orientation was brief. Need more front loading; it would be helpful. At the student level, need an orientation for students, and important to have diversity training included.

In certain departments, (Business, etc....) only certain ethnic groups are hired. When I see another ethnicity hired, I see that the new ethnic person has more trouble and leave. Then the other ethnic groups continue to work as usual. For student workers, some dept.'s do not respect student schedule. Most students are stressed because of their student worker positions, and the expectations of their schedule.

In Rasmuson Hall, students are more respected. There is more diversity and they are respected. There is a division between the students and their employers.

What activities, programs have you personally contributed to, to fulfill this statement?

Where are the students? Why are they not attending this Focus Group? Saddening. I will talk to my ethnic friends. Drag your friends to these focus groups. We can express feelings together. How can we bring all the students to share?

I am in my second year at UAA. When I started at UAA, freshmen year, it was different. Students were friendlier. This year, international students are hanging out with other international students, etc.... Everyone staying in their little groups. They are not united together. Emerging Leaders Program is a good program. Teaches how everyone should be working together.

(Staff member):

Reasons to Live event. Black History event. So many activities, it's hard to choose which to attend. I would like to see more partnering, clubs supporting one another, cross support. Also to cross support between staff and clubs.

If UAA could do one thing to make a difference in fulfilling this statement, what would you recommend?

UAA should recognize every ethnic group. Should get rid of using words, Eskimo, Aleut, Hispanic descent, etc.... Instead of fighting the new law that came out in May, we should embrace it. UAA is not honoring my descent. I have put together a memo to President Johnson and Chancellor Case, asking that they honor what President Obama passed as law. Enrollment Services has a copy.

I would recommend that UAA staff and faculty have more understanding of different cultural backgrounds. We can learn respectful ways to address one another. For example, if someone asked me a question, I might be offended. I wonder if they really have an understanding of diversity.

(Staff member):

A whole week based on diversity. All classes had to explore for a week. What is inclusion? Faculty required to go to 2-3 activities.

Require students to take cultural diversity classes. Social Work requires students to take classes and attend diverse activities.

(Staff member):

I work with diverse students. We do not offer enough diverse activities on campus. Offer a monthly meeting or activities to bring diverse students together. Students are craving inclusion. They want to learn more about one another.

In what ways does UAA celebrate diversity and inclusion in all endeavors?

The only events that I can think of are MCC movie nights, NSS annual potluck. That's the only place I see diversity in action. People are busy. We have to talk to one another in our ethnic groups and motivate one another to participate. Need to raise awareness.

I like the months that celebrate the different heritages. I think we should celebrate Asian New Year and other diverse holidays. Diverse students are just in one certain area of campus. We should be spread out. Diverse students are only centered in small areas.

There is only one dept. that recognize all heritage month, MCC. Black History Month is the only big event. The other events are quiet. As a university, UAA should celebrate big events together.

(Staff member):

Confucius Institute has their events on their board. They do a good job. They do their best to promote them. They are involved in the community, e.g. ASD.

What could UAA be doing (that is not currently being done) to enhance diversity and inclusion at UAA?

I wish that UAA hired more staff and faculty that were Polynesian. This is my senior year, and I feel alone. Polynesian students need someone to look up to and have guidance.

(Staff member):

We host an event, World Day Cultural Potluck. UAA can take advantage of that day once a year. Campus wide. Make it a big event.

I believe UAF has a community. UAA does not have a community here. UAA should push their statement, act on it! Clubs are scattered. Dept.'s competes. NSS and ANSEP are not communicating; no connection between them. Depts. need to collaborate!

Today, I didn't know this was happening. Some Dept.'s don't post very well. Not enough publicity to feature all these things.

(Staff member):

Many don't know activities exist; and they don't know dept.'s exists. No clearing house.

What could UAA do to promote Seawolf Pride?

Exit Questions:

Is there anything else you would like to say about diversity and inclusion on the UAA campus?

(Staff member):

Anchorage is a diverse city. This isn't just an issue that is only within the university. Diversity within Anchorage can be enhanced.

I want to propose a day to express ourselves, ethnic diversity. To wear our cultural clothing.

(Staff member):

That is purpose of the World Day Potluck. To dress in cultural clothing as well.

World Day Potluck, however students must pay for dishes out of pocket.

Alaska can be a model state for other states. I'd like to see more work to go into this effort.

Other people don't see it on campus. UAA is diverse, let's have others see it! Other universities have culture day. Have big event with diverse dance, food, etc....

Take us out of the corner where UAA throws us. We are in a little corner, and put us out in the open. UAA, little funding is provided. Mass funding is elsewhere, not to promote diversity. We are getting no funding at all. Being a minority, we are lacking. Trio program cancelled. And other programs like that are cut. Sad. No foundation.

What groups of people should we include in this conversation, who is not currently in the room?

I just talked to white students to invite. Invite white students to be present. I would love to be an ambassador to advocate.

Chancellor. President. Student Affairs. Enrollment Services. Where are our leaders? We only have leaders that are diverse here at this focus group.

(Maria & Robert):

The Chancellor is giving updates.

Subcommittees are being formed. Come to future focus groups.

We will have a focus group with Chancellor and leaders. They will be given a report.

It would be important for Chancellor and other leaders to meet directly with students as well.

Suggestion Box is a negative thing. Need to try something a little different. Electronic? My generation didn't like it, we put a suggestion, and that's it, no feedback. At least with electronic, we get a confirmation, a paw print, immediate feedback.

Suggestion box, realize that it may cause emotional negativity to some.

Meeting Adjourned at 1:05 p.m.

Diversity Action & Inclusion Plan Student Forum

Date: October 12, 2016
6:00 p.m. to 7:00 p.m.
Focus Group: Student Forum
Location: Residence Hall Commons, Camai-I Room

Facilitators Present:

Dr. Andre Thorn
Dr. Maria Williams
Dr. Robert Boeckmann

Number of Guests Present:

17 total
16 students (2 student Resident Advisors), 1 staff

Welcome

Introduction of DAP

Phase 1, Focus Groups

Overview of Ground Rules

Diversity Statement presented

Engagement Questions:

In what ways does the UAA Diversity Statement contribute to a positive, respectful, welcoming and inclusive atmosphere?

I always feel welcome at the MCC or NSS. Unfortunately, during my freshman year I didn't know of them. It would have been helpful to know of the programs. They are places I can feel safe, study, and feel at home.

I appreciate that it has gender identity and sexual orientation in statement.

What does diversity look like on UAA's residential campus?

In my hall, North Hall, everyone is welcoming.

For the most part the residence halls are welcoming. During my experience everyone is really welcoming. North Hall, Rural AK Hallway, was pretty welcoming to everybody.

RA's respond very quickly in situations. They were aware of a conflict, and when it escalated they were there on point. That reassurance that they are there, makes residents feel safe.

The presence of the statement, of UAA accepting diversity, makes it comfortable to speak up and be heard. It lets campus know that it is supportive of diversity.

Does your definition of diversity match the University's definition of diversity?

As student workers, we work at residence life. Residence definition of diversity is centralized. This UAA diversity statement is a broader definition. Residence life definition is more specific.

In what ways does the UAA Diversity Statement contribute to a negative atmosphere?

I think the real question on campus is "does everyone accept this statement?" Do they think diversity is important in the first place?

The only problem I have is with "UAA strives to create."

The only thing that I don't agree with is freedom of speech. Those with negative thoughts are allowed to voice their negativity. I don't agree with the person who was at UAA, who travels to campus and express negative ideas.

Do you mean you don't think he should have been allowed to express his opinion?

Yes, he said negative things. He should not have been allowed.

Exploration Questions:

Based on your perspective as a student, faculty, staff, administrator or community member, how well is UAA living up to this statement?

Is it asking if there are any weak points? I like it so far here at UAA. It's pretty inclusive as far as I've seen. One thing it could strengthen is outreach into community. It would be good to have a cohesive relationship between University and Municipality.

I've been here for four years. UAA is doing a good job. However, certain faculty fail to appreciate how diverse we are. Certain staff and administrators need to understand we are a changing society. They need to embrace it instead of resisting it. Certain professors do not appreciate diversity.

When I was a freshman, I wasn't sure who to turn to learn the ropes. I raised my hand in PRPE class, asking my professor "any advice for those from village moving to the city?" His remark was "Go home, you're not going to get a degree here." I felt miserable and bitter. I felt like dropping out. Don't know what the guy's problem was. I'm still here. My pride was stepped on. Professors need to be more sensitive to students. If someone had outreached to me as a freshman, I would not have had to ask that question.

Exclusion. I feel we were pushed into a corner upstairs in the Native hall. I didn't like being put in the Native Hall without my permission. I didn't feel welcome outside the Native Hall either, among other students.

As an RA it's intimidating to approach the Native group. Native students are an inseparable group and it's hard to get to know them.

I had just come from my home town. It's a small village. The Native Hall allowed Native students who have similarities to have someone to talk to. I went to residence event and heard other students say that fourth floor was a crappy floor. They were talking about the Native floor. I liked the Native Hall, but the other residence halls looked at it negatively.

As a freshman, my roommate was Russian. I invited him to hang out and he said disrespectfully "I'm sorry we don't hang out with your kind." What's that supposed to mean? I switched roommates after that. Thankfully I've seen UAA improve since I was a freshman. There's not as much of that stigma anymore. More inclusion, regarding ethnicity, sexual orientation, etc... I heard other comments during freshman year, one which lead my friend to leave and never come back.

The Residence Hall staff:

In regard to the Rural AK Wing... students who don't self-elect, (do not select a specific wing that they would like to stay), may sometimes fill an open spot in a wing if we think they may fit in. Thank you for this information. This is good feedback for Res Life and Housing to know.

It is not good to put a group of AK Natives in the hall together, just because they are Native. I grew up pretty white, and to be put in without permission was not good. I couldn't get enough confidence to get out of the hall.

Would it be better to revitalize this wing? Better to have people together based on their ideas rather than their ethnicity? Maybe based on academic interests?

What activities, programs have you personally contributed to, to fulfill this statement?

NSS potlucks

MCC. International Food Days

Thanksgiving meals, for those who don't fly home.

It would be nice to bring international Food to the residence halls. People get poster blind and they do not always know of it being held on main campus.

NCBI for students

New student orientation. Good discussion.

NCBI good, but not enough discussion. What is it like to grow up in rural AK? What is it like to have diverse sexual orientation? Not only facts shared. Important to have students share how they feel.

If UAA could do one thing to make a difference in fulfilling this statement, what would you recommend?

Offer more scholarships to women, and other minorities. Not fair to offer scholarships only to AK Natives.

Think about it. We are a minority in our own state. I am AK Native. I applied for scholarships in my academic area. It is hard to find scholarships in academic subjects.

A new GER. Our education system fails to make others aware. To understand the growing disparity of diverse populations. I don't want diversity training to be opted into. Need a comprehensive class. There is a lack of awareness in our university system.

Great idea. GER for diversity. Diversity of race. And for LGBTQ.

In what ways does UAA celebrate diversity and inclusion in all endeavors?

What could On-Campus Living do to create a more welcoming and inclusive space on residential campus?

More programs. Other programming. LGBTQ programs.

More awareness. Including all, verses some. Bring about awareness to freshmen.

RA's to work with international society program. Conceived by international and guided by support.

For those who want diversity programs, it's hard to come up with programs that people are interested in attending. Any ideas?

An off campus program. Take people mover. Visit Fred Meyer. Show us around the city. Many are not from Anchorage.

Maybe an integration program for those new to the city. Everything is new. It would be nice to have a program to understand the campus, city, state a little more. Important land marks. Performing arts center. Police station.

What could UAA be doing (that is not currently being done) to enhance diversity and inclusion at UAA?

Exit Questions:

Is there anything else you would like to say about diversity and inclusion on the UAA campus?

I'm with Native Student Council. I'm working with other culture clubs. We want to plan an international dance festival. We host a Native dance festival. If you're interest let us know.

I had a conversation with a Latino. We were discussing race and culture. I am slightly AK Native, but my culture is Western culture. I don't know much about AK Native. Ethnicity doesn't always tell people about who I am, my culture is more of a reflection of who I am.

What groups of people should we include in this conversation, who is not currently in the room?

Single parents

Latinos

Returning students

LGBQ

Meeting Adjourned at 7:05 p.m.

Written statements:

Bring more food to future meetings. You can probably get more people.

The "are there holes in the mission statement"? Q (Questions) was a waste of time. Better if would be one surrounding "of the importance of diversity, is shared among our campus culture."

Hello, I participated or I mean sat in. I felt I wasn't encouraged to speak my voice. People wanted to say what they wanted to say, but I had no voice. I am Alaskan Native, Disabled and Gay (Two-Spirited) who had no voice. Well maybe next time.

Even though someone has Alaskan Native in their blood they might not understand to make sure people are open about being Native before hiring. If I put white as my ethnicity I wouldn't have been offered a job for the Cama-I room, and may have had a better chance being an RA. Thank you, I appreciated this discussion.

Diversity Action & Inclusion Plan Staff Forum

Date: October 20, 2016
12:00 p.m. to 1:00 p.m.

Focus Group: Staff Forum

Location: Lib 307

Facilitators Present:

Dr. Robert Boeckmann

Ms. Karen Andrews

Sandy Gravely

Number of Guests Present:

11 staff

Welcome

Introduction of DAP

Phase 1, Focus Groups

Overview of Ground Rules

Diversity Statement presented

Engagement Questions:

In what ways does the UAA Diversity Statement contribute to a positive, respectful, welcoming and inclusive atmosphere?

Overarching. Inclusive. Covers just about everything.

When talking to students, I always point out we have more in common than we have differences. We have students from all over the world. No matter what our differences, we can find more in common. With freedom of speech being at our core, it's an odd antre ??(correct word?).

How does it relate? If freedom of speech is at the core, in what ways does it relate to diversity? I am missing something.

Take the first sentence off? Then it might be better.

Is the first sentence there to simply make it politically correct?

I think the statement is good. However, I don't think the students feel that it is true. The statement is not reflected in experiences that students go through.

The statement is missing veterans. The statement is not creating a call to action. I read freedom of speech, it is allowing people to agree to disagree.

Who created the statement?

Dr. Boeckmann:

Several people helped. Faculty Senate Diversity Committee. Diversity Action Council. Faculty Senate. Provost. Chancellor. 2004 or so

In what ways does the UAA Diversity Statement contribute to a negative atmosphere?

A lot of language is not representative of students, and what they feel is a priority. Students should be more involved in shaping it.

Students are attending their student focus groups.

Freedom of speech, can potentially create a negative atmosphere. Students sometimes need a guided conversation. Sometimes freedom of speech does not promote teaching or focusing on diversity.

A person was on campus who was advocating for religious freedom and freedom of speech. He was calling girls "Prostitutes" and "Whores," based on how they were dressed. He was calling names to students. In this situation freedom of speech was not doing justice to our students. We need to educate students. Some people and groups, like him, have become organized, and they strategize ways to attack people.

Sometimes, Disrespect on campus is allowed through freedom of speech.

Exploration Questions:

Based on your perspective as a student, faculty, staff, administrator or community member, how well is UAA living up to this statement?

The intention is there, but I don't believe the university is practicing what is preached. I have run into issues with freedom of speech. It is not working. Students are experiencing the same disrespect. Campus can be very inclusive, and there is work going on to make it a reality. I think we can do a lot better to live up to the statement.

This is a statement that should influence everything that we do. A deaf student, for example, should feel included in every way. They should feel welcome and feel included. We have a long way to go. It should be reflected in the way we teach. Diverse teaching. If we are not doing those things, we are just putting it out there and not living up to it.

Our financial resources reflect whether we are promoting diversity. Displaced funds. There is no LGBTQ services on campus. No LGBTQ program. If we had a list of many types of identities, someone will always be left off. Also, there is great work going on at many programs, e.g. Multicultural Center, Native Student Services, etc.... I've been there more often. How do we

make time to be a good ally when we have things to accomplish each day? Also, there should be a social expectation on campus. We all have to take responsibility to advocate for diversity.

We all share the students. Community. We have to share responsibility. To help a student regardless of their diverse background. We're not living up to the statement if we do not share. Silo's exist.

Others are bringing students to me as a social worker. A student was brought to me. Was in NSS. Someone brought her to me. She and son in the same class. Some of the things she shared was disconcerting. She said she sits in class and when she has something to say she will raise her hand. Instructor will bypass her for 10 minutes. She is a nontraditional student. She spoke up in class. Instructor shut her down. Her son is in the same class. She is afraid her son is afraid to speak up. Other students are favorites with this professor. I asked for her permission, then I went to Dean to share this concern. These things are happening at UAA.

What activities, programs have you personally contributed to, to fulfill this statement?

NCBI. If students, staff, faculty could have a snippet of NCBI then it would be amazing on campus.

Ally, Safe Zone training. Great program, to learn to be allies.

Safe Zone is not funded.

What is Safe Zone?

It is a program to provide safe place for LGBTQ.

NSS, International Students, Safe Zone, MCC, DSS, etc.

Camai room on residential campus. Great space that fosters community building. Student leaders promote diversity. Student Leaders foster dialogue, peer to peer level, to talk to students.

Constitution Day every year. Everyone can have opportunity to vote.

I used to work for TRIO that served first generation students, low income. Important program that was impactful. Unfortunately, no longer grant funded.

If UAA could do one thing to make a difference in fulfilling this statement, what would you recommend?

Understanding that everyone is required to fulfill certain diversity training. To guide me in how I should act. If diversity as priority, faculty and staff should have required training on diversity awareness. We should not be ignorant on things that are common knowledge when dealing with people of diverse background.

Not only a one-time training. To make them available variety of times, in the event a person cannot attend a certain time. Also, to have several required trainings throughout the school year.

To offer the training on UAonline. Answer questions online, each year? Can provide new requirements and information to offer us. Annually review previous info and offer new info.

Part-time faculty need to receive training. They are not at this forum. Part-time staff and faculty should be required just as the full-time.

A campus wide training would be nice. However, people can be trained through their departments as well. Staff also need to have training on resources for students, to know where to go for resolution of problems. Orientation in depts. Training can be customized to a dept. Everyone should be trained.

Students are afraid to ask questions in class. If they need help faculty can email faculty or advisors. Care team is a good resource too.

In what ways does UAA celebrate diversity and inclusion in all endeavors?

What could UAA be doing (that is not currently being done) to enhance diversity and inclusion at UAA?

More opportunities to mingle with colleagues. As we get to know each other outside of jobs, we find commonalities. Important to chat with one another.

Aggressive recruiting for diversity. Get out of normal patterns for recruiting and find populations of diversity of all kinds. Once we get them to UAA, develop mentoring programs to keep them.

Holding employees accountable. Supervisors need to address complaints made. The tough conversations are not happening. If the employee is not changing, then they should not be at UAA. Need follow through.

Equitable. Can't hold one person accountable and not hold other people accountable as well.

Exit Questions:

Is there anything else you would like to say about diversity and inclusion on the UAA campus?

What groups of people should we include in this conversation, who is not currently in the room?

Part-time faculty and staff, adjuncts

Should have mandatory training for part time staff, and faculty as well

Diversity also means, white, heterosexual, protestant male, 40 years old, with good education, with no disability, and has good socioeconomic status. They are not coming. The privileged person is not attending. They do not feel that they should be involved in this conversation. Disconnect.

Some people can't get away from work. Those who do not have flexible shifts.

Teleconference for those who cannot attend.

Dr. Boeckmann:
Through Facebook live?

Several dept. staff who have contact with students are not here. They have a lot of contact with students and should be attending.

Enrollment services cannot attend; they were cut to 37.5 work weeks.

Dr. Boeckmann stated:
Dept.'s can have their own focus groups. Can invite us to staff meetings.

Decisions are made by faculty. Lip service. What's the decision? No follow up. UAA states that it is their role to make lives better for students. Yet decisions are made by small group. Need a movement rather than a small group of staff making changes. Get more people involved in decision-making.

Statewide makes decisions. They have conversations, get input, and their decisions are different than what you thought discussed. Felt disrespected with decisions made by statewide. Uneducated decisions without input of staff. My dept. does not agree with strategic pathways. Not sure that a lot of things that happen, we have much control over.

Feels like decisions are already made before talking to us.

Where is the diversity in our leadership?

Meeting Adjourned at 1 p.m.

Written Statements:

Utilize "welcoming" in the diversity statement would be respectful. Defer to "open access" status.

Work through departments to clearly communicate expectations to create and maintain welcoming environment.

The statement is and ideal. Unfortunately, it is hard to practice because the staff and faculty are all at different levels of awareness.

(Is UAA living up to diversity statement?). Trying to live up to it. Individuals are making strides towards it, others are not.

(What programs and activities have you personally engaged in to fulfill this statement?) Alaska Native and Rural Outreach Program (ANROP), Camai-I Room, Native Student Services, themed monthly programs and celebrations.

(If UAA could do one more thing...?) Training to raise awareness about personal levels of awareness, the stories of diverse groups and individuals, tips on what not to say to students, etc...

(What groups of people should we include in this conversation?) People/Staff that have experienced racism, prejudice, or oppression on campus-might be good to give chance to vent in a group.

Diversity Action & Inclusion Plan Faculty Forum

Date: October 28, 2016
2:00 p.m. to 3:00 p.m.

Focus Group: Faculty Forum

Location: Lib 307

Facilitators Present:

Dr. Robert Boeckmann

Dr. Andre Thorn

Number of Guests Present:

4 Faculty

Welcome

Introduction of DAP

Phase 1, Focus Groups

Overview of Ground Rules

Diversity Statement presented

Engagement Questions:

In what ways does the UAA Diversity Statement contribute to a positive, respectful, welcoming and inclusive atmosphere?

It defines clearly what the expectations are.

It includes diversity, inclusiveness, respectful. In some ways it does.

The wording is quite good. It is positive. Like freedom of speech; at the core of the statement. "Respectful" and "embrace" are good words to use.

It covers important ideas, race, gender, etc. What about expression? Diversity in expression is not clearly defined. Diversity of individual is good, but expression is not clearly included in the statement. You can speak what you want, and defines differences, very specific but did not allow expression. Freedom of speech and diversity, they are two separate items.

In what ways does the UAA Diversity Statement contribute to a negative atmosphere?

Why do we have a diversity statement? We are putting people in silos because we are identifying people in different groups. Is there a need to have it?

Disconnect in the statement; the freedom of speech is not clear. Freedom of speech could potentially allow negative beliefs; needs clarification in diversity statement. Also, the term culture is not included in the statement.

The last sentence, “education and employment endeavors”, is too specific. We have to respect it, but things are left out. Are we to only celebrate “education and employment endeavors?” Celebrate “people” rather than “endeavors.” It's about people, not the endeavors that should be emphasized.

Respect my history, respect me as a person, as a nurse. There is a lot more to it than what this statement identifies.

Exploration Questions:

Based on your perspective as a student, faculty, staff, administrator or community member, how well is UAA living up to this statement?

It's not. I don't think we are maintaining free speech or respect for faculty, student, cultures. It's not being upheld. We are not showing respect. We have a faculty member, addressed by another faculty member, and he spoke poorly about his culture; he spoke in a verbally abusive manner.

Freedom of speech is at our core. People are allowed to say how they feel. However, a lot of people keep quiet regarding their negative ideas until they are tenured, because of fear. Once tenured they can speak what they want, when they want. Tenured faculty are more open, and less respectful because they think they are untouchable. People don't feel that they have to be respectful if they are tenured. Freedom of speech implies that negative ideas can be said at all costs. There is a disconnect; sometimes people are not respectful, and allowed to speak due to freedom of speech.

Freedom of speech should not be allowed at all costs. It should not allow negative speech.

I think the core should be diversity and inclusion, and not freedom of speech. It should be about respect. The statement gives the idea that you can say whatever you want, even if not respectful.

“Respect” should be at the core, rather than freedom of speech being at the core.

During talks about diversity, sometimes miss advocating for those with a disability. We don't support students with disability as we should. Disabled students should take classes in all dept.'s, in Health Care for example. Can make modifications. They do this in the workforce. UAA should readily make accommodations for disabled students. We do not embrace them in every dept., including degrees that are in high demand. I find it discouraging.

What activities, programs have you personally contributed to, to fulfill this statement?

I've tried to reach out to disability services. Never hear back. I have a son with severe arthritis, who is pursuing master's degree. Every time I try to volunteer, no engagement.

UAA is doing its best to address the celebration part of diversity. e.g. History months. In that regard UAA is trying. But need a more thorough plan and efforts. The diversity statement

should not stop at celebration. Needs to include “responsibility” and “action?” Celebration is not enough.

Yes, responsibility to display this type of respect. Are we not calling them out on disrespect? Not just lip service, we need action and consequences as well. If there are no consequences and no repercussion, then the statement is just words, they don't mean anything.

I've had to stand up and say things. Repercussions are not supported. I still have to work in this environment. I am not popular. True reality is I have to still work in this dept. People look at you sideways. I can't sit around and think about it. However, standing up for what you believe, really isn't popular.

The statement needs to be included in classes. We do teach this behavior in Nursing. Students are taught to be respectful of all.

Health field does teach this to students. Students care for patients and learn about diversity and respect. We are teaching professionalism.

Respect needs to be taught.

I take my students to ANMC and talk about culture. I am promoting diversity and respect in class.

If UAA could do one thing to make a difference in fulfilling this statement, what would you recommend?

Making sure something is done if disrespect arise.

Have an action plan. Follow up with disrespect.

Besides respect, the term of equity needs to be emphasized. Equity among students, faculty, staff.

Have to remind ourselves that we are a community of a whole. Have respect and diversity as we move from this institution into the community.

Making it a whole university. It is silo'ed. So much silo'ing. Community at UAA? We need to promote that we are all a part of a whole.

In what ways does UAA celebrate diversity and inclusion in all endeavors?

What could UAA be doing (that is not currently being done) to enhance diversity and inclusion at UAA?

Do we actively recruit for those with disability, e.g. with Vocational Rehab? Have partnerships? Ticket to work Program? Make an alliance with partners who support disabled.

Do we support low socioeconomic students who don't have the same opportunities? Help them if they do not have the same opportunities. Advocating for those who are diverse. And assist cultural populations that don't have easy access. Mentoring, supporting them to achieve goals.

Distance students, to provide more involvement for them. I have students from 13 communities through distance ed. They don't feel included. Outreach to them. Could we make it more apparent to provide them with opportunities as well? They don't know of their opportunities. One student asked me, "When I graduate, can I come to graduation in Anchorage?"

No consideration for outlying students at all. No online distance video stream outreach to help them feel included. Inclusiveness not seen for distance students. They don't get to be included in the fun stuff. They cannot share their diverse knowledge with those at activities.

Faculty in outlying campus'; no way for outlying faculty to attend activities. Very little to support distance faculty.

Michigan State petitioned to get distance students to have representation on Graduate Student Council.

At UAA, distance faculty on faculty councils? Never seen it.

Technology is there to allow it.

What could UAA do to promote Seawolf Pride?

Exit Questions:

Is there anything else you would like to say about diversity and inclusion on the UAA campus?

Take note of the diversity in our faculty, staff and students. Yet, in the programs and the data, the distinction of the races is broad. e.g. Asian is identified, rather each Asian subgroup should be identified. We need to honor each specific ethnic category, not broad.

What groups of people should we include in this conversation, who is not currently in the room?

RRANN program

Disability reps, to represent that perspective

Low socioeconomic status

Sexual orientation and gender identity

Some may think it is by invitation only? The way the flyer was presented made it think it was by invitation only for faculty

Justice Center

College Health Diversity Committee

Student Advisors

Meeting Adjourned at 3:00 p.m.

Diversity Action & Inclusion Plan Staff Forum

Date: November 3, 2016
3:00 p.m. to 4:00 p.m.

Focus Group: Staff Forum

Location: Lib 307

Facilitators Present:

Dr. Andre Thorn

Dr. Maria Williams

Dr. Robert Boeckmann

Number of Guests Present:

5 total
(4staff)

Welcome

Introduction of DAP

Phase 1, Focus Groups

Overview of Ground Rules

Diversity Statement presented

Exploration Questions:

In what ways does the UAA Diversity Statement contribute to a positive, respectful, welcoming and inclusive atmosphere?

I don't have a strong opinion either way. I hear words, but what are we doing? The reality will erase all statements. Haven't seen it practiced here.

I like that it includes all differences, encompassing.

It's a good list. Would like define it more, however in general it resonates well with me.

I appreciate that it includes socioeconomic status in there. We often forget the privilege that comes along with a college education. Financially attainable, and often taken college for granted. It benefits socioeconomic status as a part of diversity.

In what ways does the UAA Diversity Statement contribute to a negative atmosphere?

With freedom of speech being at core, however we have to be careful what we say, and actions are also important. Freedom of speech is not the core. Actions and nonverbal communication as well.

Concerning, starting diversity of statement with freedom of speech. " Don't worry you can say anything you want, or do anything you want." Why is it part of a diversity statement? Why it trumps the importance of diversity? Why is it at the beginning of the statement, and does it belong there at all?

Engagement Questions:

Based on your perspective as a student, faculty, staff, administrator or community member, how well is UAA living up to this statement?

I think that the programs that we have, like Native programs and MCC, those programs are great. We do work face to face with students. The UAA high ups like to use the faces of the people who are not like for promoting UAA. Yet the money to support the programs is not there, only every once in a while. Have to throw a huge party for UAA to recognize us. UA system are a college for the state of AK, yet the indigenous people are not promoted. We need to reflect in money and in time the diversity programs.

From an ADA perspective, it is embarrassing. Strategic Pathways. Get grants. However we do not have places that are accessible to disabled. Our website is inaccessible. UAA spends a lot of money in investments, yet we do not spend any money where we are deficient for diverse. We do not support people with disabled to be here or finish college. We are not accountable.

We had a student worker who is legally blind. We reached out for braille Professors had difficulty in understanding that she needed to read the info. She was taking more quizzes than her peers, e.g.

We need to provide equal opportunity to all our students. Faculty don't understand. Personal experience, pre-Med. Advisors stated to me that "You wouldn't be able to afford pre-Med." Also, one student who I assumed identified themselves as female, dressed as woman and born as a male, and going into women's bathroom. Student worker didn't know protocol. Didn't know UAA policies. No direct statement addressing it.

Cultural studies, African American studies, Queer studies. Those thinking should be infused in all. Not just the nice words; that are important. The answer is out there. Why isn't UAA doing it?

What activities, programs have you personally contributed to, to fulfill this statement?

Took a class called Native Ways of Knowing at UAF. AK Native Perspectives class. I've learned a lot through formal and informal ed. Historical Trauma. That made be able to understand behaviors of people, and their feelings, and their perspective. Broaden the thought, to not just AK Native issues. Every person that we meet, everyone is an iceberg, a lot that we don't know about them.

Took Cultural Perspectives of Leadership course. My colleague and I reached out to MCC, Arctic Career Development Workshops. We are more welcoming to MCC students. Professionalism, incorporate cultural perspectives.

NCBI Group. Leadership group, recognize diversity and inclusion. Background impacts how they view the world. Safe Zone Lunch. Lavender Lunches. MCC programs. Veteran programs. Low number of turn out to watch phenomenal. We don't have the cultural interest to learn about diverse people and what did they contribute? Lack of program the issue, or are we adopting the importance? Do we put it on our schedule?

Diversity committee movie? Few people attend. At UAA, how can we promote that we are a part of diversity and inclusion? When we do go, it's the same people attending.

Embarrassing when guests come, little attendance. As a Professor, it's your job to make students feel that they are a responsible part of society. Make it part of their grade. And ask them, what did they learn? Veteran touring nation to talk about suicide, only 20 people attended. Yet we have this issue. How do we get people to decide to put it on their schedule?

Association of University Center on Diversity, Federal network. Disability. Leadership is 80% white women. Other points of diversity don't get asked about. Diversity and Inclusion tool kit created. Free time as staff person to read through resources to determine what was missing. Building action plan now with national cultural center. Get the network to start engaging. Center here in AK, let's include diversity, not just so fed's won't come down on us.

If UAA could do one thing to make a difference in fulfilling this statement, what would you recommend?

Conversation piece is most important. Often feel like the lone person speaking up. Don't have other professionals trying to make changes. Difficult dialogue to have. Work with students, the reality is there is a lot of frustration. Conflicts they are having with instructors, often to do with diverse issues, race, gender, religion, etc.... Professionally and personally recognizing it. There is not enough unity among people who work in the university to address. Latina woman on national news. Have internal biases and have to be vulnerable to address it.

In academia, not popular, but enforcement is necessary. Discrimination, then they should not work here. Hold people accountable. No, faculty/staff should not be here if they are not accommodating a student. Often don't make time to address conduct issues. Discrimination, no standard and no repercussion. Trying to recruit people of color? How? What are we doing to break those barriers? Show me the 10 diverse places that you touched?

Have a diverse population that is successful? Research to show data? Are we professional staff to show who is in debt and who has earned credit? We should show students what to do, to advocate for themselves? We should be able to support students to "buck the system." Inequity.

Onboarding Orientations. Make it in stages. Model, ANMC, when they have new orientation. Second day is cultural day. Cultural of their hospital. Accountability of what is happening with our new people. Who trains you to care. Where is the accountability that I did a training? Everyone has to do a training?

In what ways does UAA celebrate diversity and inclusion in all endeavors?

What could UAA be doing (that is not currently being done) to enhance diversity and inclusion at UAA?

Exit Questions:

Is there anything else you would like to say about diversity and inclusion on the UAA campus?

I try to do sharing around whiteness privilege and heterosexual. Whiteness. I don't see color at all, because everybody is the same. Many times the focus is on marginalized groups. Whiteness makes us accountable. Body size? Wellness? Body mass index activities. Two women of color who are large people and are friends of mine. White skinny women will say things in front of the large women. They will shame them. Need body size acceptance.

Accountability, follow up.

Audit? Civil Rights?

Heart strings don't work, teeth work.

Ombudsman. Can teach how to advocate for themselves. Need more room to fill that capacity. Students teaching them to advocate for themselves.

How can we protect the student after they make an issue of professors who are discriminatory?

Give them the option to switch classes, switch dorm room.

Next focus groups? Communication at UAA? Of Diversity Focus Groups? UAA needs to help with announcements of everything for all groups. We can email and put on Facebook as staff.

What groups of people should we include in this conversation, who is not currently in the room?

Lots of people should be here, too busy. As a staff member, it's very easy to go to things like this. Admin don't have the freedom to attend. Maybe a survey thing would help.

I feel like we're trying to make tokens of people. A lot of info out there. Issues are not being address or promoted. LGBT students. Bathroom policy info is out there, but not being circulated at this institution.

Even with data, we aren't making progress. We just need to figure out how to be respectful and inclusive on our campus.

We have a responsibility to educate ourselves. We need to embrace the responsibility.

Meeting Adjourned at 4:10 p.m.

Diversity Action & Inclusion Plan Student Forum

Date: November 7, 2016
11:30 a.m. to 12:30 p.m.

Focus Group: Student Forum

Location: PSB 204B

Facilitators Present:

Dr. Andre Thorn
Dr. Maria Williams
Dr. Beth Leonard
Dr. Jordan Lewis

Number of Guests Present:

15 total

Welcome

Introduction of DAP

Phase 1, Focus Groups

Overview of Ground Rules

Diversity Statement presented

Exploration Questions:

In what ways does the UAA Diversity Statement contribute to a positive, respectful, welcoming and inclusive atmosphere?

It covers all the differences. Don't think UAA missed anybody in the statement.

Sounds good.

Added in inclusive. Positive, respectful. Gives definitions with what diversity is in the next sentences. Doesn't leave opening for interpretation. That's good.

I feel freedom of speech can contribute to negative atmosphere. If they

Freedom of speech can also contribute to dialogue.

Make it more positive, to say something more about what we have in common. Belief to accept all people is good,

Maybe a way to not be so generic. Focus more on our campus, but it is generic. It sounds like a job statement.

It could be more Alaska focused.

However we want the world to be influenced by us at UAA.

It could impact whether UAA is selected.

Emphasize the word Respect. Respect should be brought out a little.

I like the idea of Respect. Defined?

Putting it in the forefront. Respect. To make sure we have respect when freedom of speech.

Higher education, we are expecting people to respect one another.

With Freedom of Speech, where do we draw the line. What is the campus willing to accept and not accept?

Currently UAA values free speech, and allows it, even to those with confrontational views. Currently UAA's policy has to allow people to say anything that they believe.

Freedom of speech should be respectful. Should not be allowed if disrespectful.

In what ways does the UAA Diversity Statement contribute to a negative atmosphere?

The last statement, "education and employment endeavors." Include sports? All? People looking to come to UAA. Scholarship with basketball team? Would be good to include "sports."

How does the university show that they celebrate diversity?

Engagement Questions:

Based on your perspective as a student, faculty, staff, administrator or community member, how well is UAA living up to this statement?

I think we do a really good job. Nontraditional campus. This Yupik class is a perfect example. I was at glee club. Older, nontraditional students at the club.

I think UAA is doing really good. Have a statement. We cannot control individuals. 20 positives, 1 negative. It's going to happen.

Clubs have different celebrations. Allow to celebrate heritage and religion.

But is the message that everyone is accepted to these gatherings being brought across? Welcoming everyone?

A lot of people get homesick. They only last a couple months. What can we do for that?

I am in a heavy science field. New advisor. I mentioned that I want to take a Yupik class. He said, but does it count toward your degree? Appropriate advisor? He made me feel like it's not as important. He made me feel like I had to choose. It's wrong.

The advisor at Mat Su wanted me take this class. He had me sign up for a Native class. (He is married to a Yupik woman)

What activities, programs have you personally contributed to, to fulfill this statement?

If UAA could do one thing to make a difference in fulfilling this statement, what would you recommend?

Having it posted somewhere. Post the statement like other policies. Making sure people know what the statement is.

Is it posted d anywhere? (On Chancellors website and diversity tab) Have it post would make a big difference. Do we have events to celebrate diversity all at one time? Something that really showing diversity and acceptance of diversity. See different cultural things. Hold something in the auditorium for a couple of nights. With food.

Urban of university. Rural students learn differently. Implement smaller classes to have higher graduation rate. Implement their knowledge into smaller AK Native setting.

Do the faculty and advisors get training on diversity?

I have participated in NCBI and it was beneficial. Acceptance. Includes understanding, but how about accepting. To help with retention. We think differently, and speak up differently.

NCBI is offered, but voluntary. Not sure

RAHI. Is UAA looking into it? It was really helpful. Prepares high school students to go to college. Beneficial.

ANSEP, but only science focused.

It would be good to see a Yupik Dance group, to implement culture. I was thinking of an extracurricular activity.

What is UAA doing to implement this for people who are doing online courses? Is there a way to have the UAA online students engage in UAA community?

There are some AKNS classes online. Some video. Growing number.

Develop Diversity website.

Can we share the diversity statement on the main page? Ask the Chancellor.

In what ways does UAA celebrate diversity and inclusion in all endeavors?

What could UAA be doing (that is not currently being done) to enhance diversity and inclusion at UAA?

Exit Questions:

Is there anything else you would like to say about diversity and inclusion on the UAA campus?

Do you send emails? I love to read emails about diversity. Do faculty and staff receive emails about diversity? Simple and quick on diversity...this is what you should learn.

On this day...Elizabeth Peratrovich.

What groups of people should we include in this conversation, who is not currently in the room?

The Anchorage community itself. We do experience racism. It's a way to help take away further stereotypes from people around the world. We aren't going to eradicate racism. Go out to the teachers in the village. T

Do we do diversity outreach? Do we promote diversity to high schools? I went to East. It was nice to have them recruit. Can they promote diversity?

Is UAA doing anything to outreach in rural? To promote their education

Can recruit to rural AK. Can UAA work with the school district during their senior trips? To promote diversity? Professors give the opportunity to help students prepare. Become familiar with them.

Percentage of students at UAF? Maybe they have programs that we don't have that we can offer at UAA.

UAF has a better quotient. Smaller and more hand holding.

Cultural sensitivity is important for professors. Should be mandatory. Educating people more on the different diversities out there.

Parks. Diversity at parks.

Cultural sensitivity. Can UAA do community workshops on diversity? Especially in the high schools. To better our knowledge of everything that is going on around us.

How do professors approach students of a diverse nature? Native family from a village. Generally quiet. Professors will call it out. If they had known, they would be more respectful. Cultural sensitivity with staff and students as well.

Diversity Action & Inclusion Plan Mat Su Forum

Date: November 10, 2016
3:00 p.m. to 4:00 p.m.

Focus Group: Community Campus Forum

Location: PSM 205 on Mat Su campus

Facilitators Present:

Dr. Andre Thorn Diane Taylor Sandy Gravley
Dr. Maria Williams (note taker)
Dr. Robert Boeckmann

Number of Guests Present:

18 (some came late, some left early)

Welcome

Introduction of DAP

Phase 1, Focus Groups

Overview of Ground Rules

Diversity Statement presented

Engagement Questions:

In what ways does the UAA Diversity Statement contribute to a positive, respectful, welcoming and inclusive atmosphere?

I think right there in the beginning – this is what we are ‘striving’ for – this leaves you with an open feeling – they are working towards a better plan.

I think it covers every group we can think of right now - it’s all inclusive

I thought of the Veterans – and they are not included and I’m supportive of that – they are not needed to be named. I actually think veterans not being in there – they are not set aside – like a stigma - in Alaska – people put veterans in another group – like they are not like the rest of us.

I think the word ‘celebrate’ – I love that it is in there. It sets the tone. We are not dictating –

It says we are united in our diversity. Freedom of speech in the first five words of the statement is good. That’s a broad linkage to put above everything.

In what ways does the UAA Diversity Statement contribute to a negative atmosphere?

I don’t get anything negative. From my point of view – I like freedom of speech, but it should be ‘freedom of speech and beliefs. That should be included – it is more encompassing for people with different religious views. That’s something that would be good and more inclusive.

If I would point out – because I've been involved with this since the Hippie days. It is deficient because it does not have any criteria to measure the results. Sometimes these statements can backfire. The idea of diversity has become hegemony and almost a 'bully' If you want to hear someone who is highly accepted from the left, like democracy now, November the 9th after the election, two prominent speakers from Intercept – someone steps out of line and people are shocked. He's trying to explain to them, what has happened in America today is a result of the emphasis on diversity being mandatory. It's mandatory. People that don't think that way they are denigrated. I've studied this since I was in my teens. When people are going around focusing on a positive statement, but the way they focus on it and the way they emphasize it – it says what they are NOT doing. America is more divided today than it ever has been. If you start out with free speech. Campuses are the last places for free speech. My anth studies – the way I studied it – I got involved in groups. I distributed neo-Nazi literature in anchorage. I grew up in the south – growing up in a black neighborhood as the only white family there. My grandfather intimately involved in the Jessie Jackson campaign. People want racism and stereotypes to be deeper than what it is. What I learned seeing the neo-Nazi movement in anchorage – a lot of that – even in the south. Michael Moore has a spiel on this on November 7th in democracy now. A lot of this is just skin deep. People want to elevate their self-esteem by denigrating others. So we come up with the dominant idea, and people outside of that are 'less' We need to look deeper. Whatever movement you get into – whatever they emphasize is whatever they are most hypocritical at. There is less free speech on campuses today than ever. People can't talk to each other and are uptight about taking. It does not bring people together. An example is this election. I have not seen people look at Trump's family. All you have to do is look at his family – look at their faces during his acceptance speech. Look at Pence and his people's faces, his families' faces. You can see in people's faces whether they are negative or positive.

Pointing out the differences – maybe labeling – a list of labels

It could be used to justify an opinion.

Exploration Questions:

Based on your perspective as a student, faculty, staff, administrator or community member, how well is UAA living up to this statement?

I think it's doing well. I've only been here one semester, but we saw a movie on misrepresentation on women and the media. That's a good example of gender identity. The Native studies groups – and there will be a cultural day soon and that is very supportive. There are lots of different groups on this campus.

I've been here for a couple of years and I feel they are pretty inclusive. I work at the library and when students come to us with problems and we have the different resources that we can recommend – an academic counsellor, or financial aid, or an advisor. I've always had students come back afterwards and they tell me they have had results. I think that as far as the resources we have – the student's feedback is that students do get resolve and deal with the issues. Which is nice. We are pretty good about that here.

I've been going to the UAA library – since before the Consortium. I really respect what she said. It's been my experience, that there is something going on – people that want to be librarians – because they practice this stuff [diversity] I've been at the library and these guys would come in the library – and they would be treated exactly the same as everybody else. There's something in the DNA of librarians – they take all questions and find answers. OR help find answers.

What activities, programs have you personally contributed to, to fulfill this statement?

I as a student – for the last two semesters there are strict rules on high GPA requirements to get into classes, and classes are closed. Discriminated by age.

I've personally engaged in the Alaska Native Cultures club, I've worked on the planning, developing last year's event, and a concert event, Elizabeth Peratrovich day – planning events for next Wednesdays Alaska Native Heritage month activities – we invite everyone! I've helped the Veteran's club form, I've helped the Paramedic club, I'm working on setting up a Math club to form. I've worked with the gay-straight coalition to start that club. I'm president of the environmental club on campus – we have adopted the highway here and we clean up the trash for a two-mile stretch. As student government president, I try every day to get more and more students involved in the student government. We have a food pantry and food basket to make sure students eat properly. We include everyone we can. I have not a person yet that I would not want to include.

They have had courses – I've had suicide prevention classes here, and we had a series of classes about 'customer service' which I think was a good class. I know that's open to staff and faculty. Not sure if they are open to students. Realistically students work with the general public and it is another way to train them and they could benefit from that. The Journey program there are a number of classes on behavior, and balance that are great.

I really want to do the Tai Chi program, and meditation. The misrepresentation workshop was really good.

If UAA could do one thing to make a difference in fulfilling this statement, what would you recommend?

How about a suggestion box?

Student government has one and one is for the paper. I get questions on transportation – suggestion boxes are anonymous.

I don't know if this is true or not – but is there a lack of wheelchair ramps? What about during a fire? I know this is a disabilities issue.

There is no door that goes to the outside that is not wheelchair accessible. They are accessible. Just a tidbit – a lot more people should be aware that Alaska is the first governmental institution in the world that eliminated – developmentally disabled populations - especially Ireland and France – sent interns over to Alaska every year for several years to intern with Hope cottage.

Developmentally disabled people – other people with physical disabilities live in their own house – and not institutions – that’s just part of our culture. That’s something we can be proud of. We pioneered that and should be proud.

In what ways does UAA celebrate diversity and inclusion in all endeavors?

What could UAA be doing (that is not currently being done) to enhance diversity and inclusion at UAA?

Not that I can see. Absolutely not. Had anything said something like that – I have a wide net of people here at the college and would make sure it would be addressed. This is a big family here and I enjoy going here. It’s been a great learning experience and I have met a lot of people and made a lot of friends. I’ve been here 2.5 years now.

Maybe here for more advertising what is going on in Anchorage.

I agree. Including the public more. No one on our campus feels singled out, or I hope not.

Can we have a bonfire

When I first started coming here in the 1980’s. It definitely did not seem as welcoming as it does now. I took some classes, but to me, student services was a lot less approachable. They did not have the on-line stuff, but when I came back – there was on-line. One of the bigger welcoming things – coming into the school was the big glass wall in student services – rather than a door with a room number.

The architecture is really nice. The lab is nice with the big glass window.

Housing would be nice. No residence halls here.

As a member of the health and wellness – we would like a gym on campus. We pay for student gym memberships – because we do not have a gym on campus.

We need it on campus – it’s a stress reliever.

Are there any ski trails?

I’ve been told it’s financially expensive For grooming.

A lot of people would like daycare – or a contractor that gives a discount for students. A reliable daycare during class time – some classes don’t get out until 10 p.m. at night. Transportation is another thing we talked about earlier. A shuttle to UAA main campus.

Exit Questions:

Is there anything else you would like to say about diversity and inclusion on the UAA campus?

The one time that someone said something in one of my classes that was controversial and trans-phobic. The other students commented and it was a good conversation and handled well

with level heads. We talked it out. It was interesting to how the students reacted to this statement. It was a teachable moment. Openness in the class to allow that dialogue.

Freedom of acceptance of views. To allow you to be here you are. It's worked out well here at Mat-Su college.

What groups of people should we include in this conversation, who is not currently in the room?

I have a suggestion. Since UAA is supposedly an education institution is to step out of the party line. Maybe post-election-wise. Gather Bernie supporters together and make available an auditorium so there can be a film festival of some sorts. The Bernie group could sponsor it and provide food and invite Trump supporters to come – especially the most rabid ones. Show their films and the Bernie supporters can ask questions to better understand their position. Some of these people quietly, under the radar, will be interested in how the Bernie people are thinking. Hospitality and sharing of food brings people together to have discussions. Maybe cookies and teas – and just one person that asks questions – no debating.

I think this is a nice idea, but if you want the student's opinion, you should be able to go into a classroom and talk to one of the professors and have a discussion with the class.

Food is the answer. Everybody likes pizza.

I think an alumnus should be here. Sending out an email to them – they have a different perspective. The qualtrics should be emailed to alumni as well.

As a student, I do not want to pay more tuition. As a two-year school – we are paying the same as UAA. We pay more than the national average.

Students ask for more high level classes here – and they have to drive to anchorage. That is one thing we hear on a regular basis. They do not like driving to Anchorage for the upper division.

I have had friends that moved to Anchorage dorms – they are close to home – but don't have to drive back to Mat-su every day.

Meeting Adjourned at 4 p.m.

Diversity Action & Inclusion Plan Student Affairs Forum

Date: Nov 15, 2016
1:45 p.m. to 2:45 p.m.
Focus Group: Student Affairs Forum
Location: Admin 204

Facilitators Present:

Dr. Andre Thorn
Dr. Maria Williams
Dr. Robert Boeckmann

Number of Guests Present:

17 Student Affairs staff

Welcome

Introduction of DAP

Phase 1, Focus Groups

Overview of Ground Rules

Diversity Statement presented

Exploration Questions:

In what ways does the UAA Diversity Statement contribute to a positive, respectful, welcoming and inclusive atmosphere?

I can find myself in the categories. It is good.

With freedom of speech at its core. I like that. Sharing gives us more understanding.

Issues with freedom of speech. Does not necessarily ensure respectful beliefs of diversity. Maybe stating "Freedom of speech" and add some wording that promotes diversity? Freedom of speech and understanding of others? Freedom of respectful speech?

This is a diversity statement. Why is it starting with freedom of speech? Don't start with a disclaimer.

The phrase "we unite in belief" refers to shared purpose. It's powerful.

Missing, "recruit and retain." We promote diversity. Do we retain?

Adding self-discovery

Striving to create? Maintain instead?

In what ways does the UAA Diversity Statement contribute to a negative atmosphere?

Needs a vague catch all, after " socioeconomic status", because someone may feel left out. For example, people of diverse marital status, and other categories, may feel left out.

Some who do not believe in diversity, may feel excluded.

One of my workers is AK Native. He shared his concerns with me. He explained, "UAA has the wrong name for an ethnic group." By having this conversation, we experienced self-discovery. We had a respectful dialogue and I learned from him. We, UAA, needs to be open to hearing all these things.

Here is a negative ... Yes, this is our statement. But then, where do you go if you see that people are not honoring diversity? What do you do? Need a resource list/directions. This is key.

A call of action for those who are not practicing diversity. Action steps need to be clear.

"Freedom of speech" should not be in there. As we strive for inclusion, freedom of speech can undermine it. It may be the first thing people think is important. Begin the statement "UAA strives"....

What to do, if students, faculty, and staff don't put it into practice?

Add "We celebrate and practice diversity and inclusion."

There are people who do not believe in diversity, do we want them to be supported?

It is good to have a core theme/statement. But do not include freedom of speech.

Teaching and learning be our core

Self-discovery be our core

Our culture has been transitioning. When this statement was written, "freedom of speech", was included to encourage individuals to speak about oppression. Now, our culture is experiencing hate speech that dishonors others. This is based on transition of our culture.

Day after election, UAA shuttle driver bombarded daughter with political thoughts. Freedom of speech? Is it appropriate at all costs?

Engagement Questions:

Based on your perspective as a student, faculty, staff, administrator or community member, how well is UAA living up to this statement?

UAA is living up to it in some areas. It is not, in common culture. It does not permeate within the institution.

UAA living up in some ways very well. However not adequate. Do we strive? Yes. We do these things in varying degrees in varying levels.

Academics don't know? However, in Admissions, we treat everyone same. Admissions honors diversity.

I'd like to see UAA review HR policies. Consider more policies to promote diversity. E.g. new parent leave. Need to be liberal and appreciate of our staff and faculty. HR policies can help UAA be a role model.

What activities, programs have you personally contributed to, to fulfill this statement?

I started working before Safe zone was implemented. Positive Event. Seawolf Boot Camp. A way. to understand different experience of others.

Criminal activity. Crimes to report.

Haven Training

National Coalition Building Institute. NCBI. Equity. Various groups participate, students included.

MCC events

Trainings for student staff

Panels. Active Minds. Share their experience with mental health. DSS Panel of people with disabilities. Amazing

HR hiring. Make sure job posting has a flavor of welcome-ness.

College of Public Policy. Teri Nelson. Staff training._____

Video for Native Alaskan students. Not sure what it was called.

Dr. Henne for his work. More inclusive housing environment for transgender.

NCBI training. Had attended before. UAA NCBI Offered an Alaskan perspective. Allowed me to see discrimination within AK.

Common Grounds discussion topics. Rich topics.

If UAA could do one thing to make a difference in fulfilling this statement, what would you recommend?

Hire a Vice Chancellor for Diversity.

Adding more TA's students who are diverse within the students. Mirrored in teaching. As we build faculty, fund more TA's who are diverse.

Hire a fulltime American Sign Language instructor.

Mandatory trainings for faculty and adjuncts. Disability Awareness Panel, graduates and those close to graduation. They told stories of how they were treated poorly.

Training. I try to learn. We don't have a resource bank of where to go. We don't know what we don't know. Try to educate self. Where do we go to get the education? Orthodox holidays, e.g.

In what ways does UAA celebrate diversity and inclusion in all endeavors?

Celebrating only? Other efforts are needed as well.

Promoting and environment where all are included? Are we developing it? Create an inclusive environment where all students are welcome.

For those not open-minded, and don't believe in diversity. How do we make everyone feel included?

How do we highlight "in all endeavors". Can't think of any activities that promote all diversity.

Commencement. AK Native included. In their dress. Dancing.

Our Publications are diverse. Showcasing differences on campus. Have to keep it up is difficult.

Problem with the word celebrate. Prefer different words. Action. Purposeful. More than just celebrate. Don't have any action to support the program. They just support it in public.

Art does not represent AK. Architecture doesn't represent all. Physical surrounding.

What could On-Campus Living do to create a more welcoming and inclusive space on residential campus?

What could UAA be doing (that is not currently being done) to enhance diversity and inclusion at UAA?

There's a need for employees and students to be taught how to have transparent dialogues in safe space. We don't have enough safe space to have these conversations. End up pointing

fingers. Skill building. Spaces and opportunities for these dialogues to occur. Conditions by which these dialogues can happen.

How do you really learn in a rapidly changing environment? Student Advisory Board. What did they learn about their differences, tolerance, experiences? Student sharing. Our world is changing so rapidly. Best teachers are students with experiences.

Same for staff and faculty to share amazing life stories. Environment where we can learn from one another.

Space, online? Communication could be better. Forums, Groups, Chat rooms. Host by UAA.

Posters. Tell you something about another culture. So we begin to recognize differences.

Monthly celebrations. Who is going to do it? Is it going to continue? Identify Who is responsible for these functions. Some identities are represented but not others, religion and sexual orientation, etc...

Interfaith Center or Community. Religion is prevalent in Anchorage, but not on campus. Students find connections with faith impactful. Large institution I was at before had one.

Social isolation. Not having sense of belonging is a barrier.

I want to see more work done when people are hired to institution, to have multicultural competence. HR duty. Systemic, culture of the college, not a good understanding, or unwillingness to change, or not continuous training on multicultural. We don't have a process to navigate it. We are not requiring training on multicultural competence.

Should some questions be included in the hiring process, to see if they have skill? Multicultural competence? Diversity?

Expectation of faculty and staff.

Need stronger language than "expectation."

Exit Questions:

Is there anything else you would like to say about diversity and inclusion on the UAA campus?

When to tolerate and when not to tolerate. Hate speech? Should we tolerate it?

Skill building component. Do we have the skill?

Every budget decision is a moral decision. We should put our money where our mouth is. We need to make sure we are funding what we are saying with our mouth.

And within hiring. To make a change in an institution, we must hire a new group that are diverse and honor diversity. Our efforts may not bear fruit immediately, but we have to start sometime.

It's great that we have a diversity statement at UAA. While we say this however, the State of AK, and others from outside the institution, might feel different.

We have students, faculty and staff who have less than a positive experience at this institution.

What groups of people should we include in this conversation, who is not currently in the room?

Meeting Adjourned at 2:45 p.m.

Written Statements:

"Celebrating" Diversity can be misinterpreted as "Bombarded By" Diversity?

Bullet # 2

Mission Statement - Identities missing from the list. But, if it goes on @ nausium. Where would the list end? How would I feel if my primary identity was missing, would I feel welcome? Missing, vets, pregnancy status, HIV status, marital status

Where will it live? Website?

7 When I went through HR training. I did not receive a list of resources available from my various social identities. Etc.... staff, council, Faculty and staff of color, LGBTQ, etc.... There's a need for an onboarding process for Faculty and Staff regarding an increased level of multicultural competence – pluralism.

Diversity Action & Inclusion Plan Staff Forum

Date: November 17, 2016
12:00 p.m. to 1:00 p.m.

Focus Group: Staff Forum

Location: Lib 307

Facilitators Present:

Dr. Andre Thorn

Dr. Maria Williams

Dr. Natasa Masanovic-Courtney

Number of Guests Present:

5 staff

Welcome

Introduction of DAP

Phase 1, Focus Groups

Overview of Ground Rules

Diversity Statement presented

Exploration Questions:

In what ways does the UAA Diversity Statement contribute to a positive, respectful, welcoming and inclusive atmosphere?

I have a problem with freedom of speech being at our core. Distracts from diversity. The rest I like. Why is freedom of speech at the front?

It's funny that freedom of speech is the start. There is a place for freedom of speech. Excuse given to hateful speech.

Hoping it said celebrating, and it does.

Historical statement or new?

2004-2006 statement endorsed by Chancellor.

Anticipate a new version? Yes.

I like that it includes gender identity.

Why has culture been left out? Different ways of learning. Not always bound by race.

Modern thinking leaning toward oneness, we are all unified? Best practices? Are we moving toward this direction?

Gender identity or gender expression? Not sure if there is a difference.

The last line does this the best. Good to know that UAA endorses

Education and employment, to strived, celebrate. All good thoughts.

In what ways does the UAA Diversity Statement contribute to a negative atmosphere?

I think there is a lot there. For some who are more verbal Cultural ways of communication. Seems rude. I like respecting is in there. "Strives", means we are not there. But what do we have now? Seems unattainable. But what do we have now? Let's celebrate what we have now.

"UAA has always strived to create"...?

Will we ever get there?

Honoring Differences in our abilities, rather than "dis- ability" It is pointing out what the group is.

It's not about just the disability. Let's take the last sentences, make it more powerful, and start with it.

We use able instead of "dis" in disability

Less is more if you can synthesize the statement.

Engagement Questions:

Based on your perspective as a student, faculty, staff, administrator or community member, how well is UAA living up to this statement?

I was trying to understand up to "race" and ethnicity, the ratio faculty to student body. If you saw physical representation you would feel more accepted. The understanding would be there. Is there statistics to reflect? Reviewed the UAA at UAA chart. Don't know how much can influence that.

How about student body?

From my perspective as a staff member. We celebrate diversity. But there is a lack to put our money where our mouth is. Support to underrepresented students? MCC and NSS is overwhelmed, understaffed. Other diversity, no center for them.

Equal propositions. Rural students have a higher need. Look at it in an equity sense.

Trio is another program on campus. There's not enough info or support. Trio, 2 programs, lost their funding. Huge loss. Ed Opportunity Center and Educational Talent Search. worked with 160 first generation students, low income, or experienced a disability. Recognize the departments that are working with diverse students. How can we do a better job to serve students.

We have military friendly schools, maybe we can develop something to honor diverse students. Silos on UAA.

Trio, National Day of Service. Feb every year. We have yet to see the number of faculty and staff attend the event. We would like to see more inclusion for that program.

UAA is cutting staff. They dismiss event. Student body that is commuter. We don't always have a lot of support for events.

MCC and NSS. From what I observe. Office overwhelmed serving students. Cannot education UAA community. Little time to engage campus community like they could.

MCC and NSS. See things come up. They are not included in critical conversations. Important. Help us arrive for what we are striving for. I wonder what happens in the classroom. What do the students experience in the classroom? International students, e.g. We can tap international knowledge in the classroom to benefit us all.

What activities, programs have you personally contributed to, to fulfill this statement?

National World Day for Diversity and Inclusion. Usually in May, but held it in April. Students enjoy it. They can wear their cultural attire. Happy that they can wear their clothing. Bring dish to potluck. Time to talk and share. Music from each student's country. MCC hosts it with partnering with SSS.

Tapestry program. With intellectual disability. 5-year grant. Part of it for their own college experience. Other students learn too. Do attempt to understand what it is like to be that person. Some faculty were wonderful, some do not. Now that they are not allowed to audit. Inclusion? Timid to hang out on campus. Still here. Still interacting. Depts. willing to allow job shadow, experience trying a job. This is a n important part of striving to include.

Safe Zone program. No other programs that serve LGBT. Not institutionalized at all. Love to have it institutionalized.

Cultural programs. Great to see institutionalized. Would be great to have DAC have some teeth. How the UAA accountable. Mostly takes the form of funding programs.

(Described DAC to the staff present)

Breaks my heart for students who do not feel included. It is important for faculty to be flexible in their course offerings.

Attending training for HR to. Legal requirements. Push back from faculty. How am I to schedule time to teach to diverse abilities. It is a hurdle, but I didn't expect to hear such an outcry from faculty sharing how difficult it is for them, rather than student-focused.

If UAA could do one thing to make a difference in fulfilling this statement, what would you recommend?

Support faculty where they need it, where they can help all their students.

Hiring diversity coordinator institutionalize things, diversity celebration months, Safe Zone.

Those that are established now are underfunded

Create space for having open discussions on biases. How it is prohibiting diversity. Facilitation. Bring to Awareness.

Ask students, faculty, staff to tell us. Activities. Plan programming together. Offer fewer events, but offer planning together, working together, celebrating together.

College and Career Fair will no longer be offered.

One thing? Each population. See what the barriers are. Instead of one thing.

So many who don't hear about it, diversity events. A lot of staff do not feel empowered to attend things. There are things that are offered to faculty, but staff do not feel included. Siloes

And students. Focus needs to be on serving students.

A focus group for AK natives?

We did have two student AK Native Focus Groups.

In what ways does UAA celebrate diversity and inclusion in all endeavors?

What could UAA be doing (that is not currently being done) to enhance diversity and inclusion at UAA?

Highlighting more the diversity that we have in the institution. Diversity Fast Facts. Where they come from, what language they se

Website, the way they do Amazing Stories. Pictures, snapshots.

Anch is most diverse. Connecting with those kids. Showing that UAA is diverse.

Languages spoken at home?

Dept of Lang. are trying to put list of languages

When you look at assessment of campus, how diverse is the campus?

Amazing stories have come to NSS. Students do not feel comfortable being highlighted.

Exit Questions:

Is there anything else you would like to say about diversity and inclusion on the UAA campus?

Need to work harder on inclusion.

We have a statement. It is encouraging that we are committed to Diversity Action plan.

With all the different cultures. The food doesn't represent diversity. We can offer so much more through Cuddy and Catering. Make them feel more welcome.

Sushi place has been included. Asian. Mexican. But Hmong? And other diversity?

Food culture? Like at Fred Meyer? Biweekly? Costly?

Culinary Arts, teach different cultural dishes?

What groups of people should we include in this conversation, who is not currently in the room?

International Student Advisor

People that are too busy to come to these things. Where they get the best response to market these conversations. Online advertisements?

Trainer who did process improvement. For really important questions, send small teams where they live and ask them. Improvement, HR, Social Work.

Title IV Training...who hasn't done it? There are ways to make sure people are involved.

Meeting Adjourned at 1:10 p.m.

Diversity Action & Inclusion Plan Faculty Forum

Date: November 18, 2016
2:00 p.m. to 3:00 p.m.

Focus Group: Faculty Forum

Location: Lib 307

Facilitators Present:

Dr. Robert Boeckmann

Number of Guests Present:

6 Faculty

Welcome

Introduction of DAP

Phase 1, Focus Groups

Overview of Ground Rules

Diversity Statement presented

Exploration Questions:

In what ways does the UAA Diversity Statement contribute to a positive, respectful, welcoming and inclusive atmosphere?

Well crafted. It does contribute to an inclusive atmosphere. Not enough people know it exists.

Should be incorporated with core values.

Last sentence, should read, "celebrate diversity and equity"

I like that idea

In what ways does the UAA Diversity Statement contribute to a negative atmosphere?

Went to conference. Many are going to universities where students are being physically attacked. The safety of our students is paramount, ensure they are physically and emotionally safe. Be safe and feel safe.

I don't think we have the extremes. There have been at least 6 things that I heard in-and- out of classrooms since the election. Title IV. In the statement, include something around freedom, and safety.

Respectfulness should be brought to the forefront. It is lacking in so many places.

Include, "Civility and respectful"

Respectful discourse. We want everybody to benefit from those things.

Need to recognize that having a statement is enough. Important then to look to see if it is reflected across campus.

Values are important. Values impact behavior.

Need a stronger emphasis on respectfulness and civility. Would not promote it in my classroom the way it is written now, without respectfulness emphasized.

"Civility" can be disputed. Cover word for conformity. "Respectfulness" has less of a charge. Once changed, then post the statement all over campus.

Engagement Questions:

Based on your perspective as a student, faculty, staff, administrator or community member, how well is UAA living up to this statement?

Including who? Students, staff, all of UAA community? It should become our culture on campus, impacting all.

We try really hard. It is a several 100 year old educational institution. Audit all policies. Institutional racism and sexism is here, as it is all over. We are trying, however. There are lots of programs. AK Native, CAFÉ, Dialogues on Diversity, TRIO, NCBI. Good faith efforts. That is to our credit. Have a lot of work to do on faculty and administrators. Pedagogy is non-diversified. University of Virginia, required trainings. Our administration is not very diverse.

We need to increase our awareness of biases. I am not knowing of dialogues and trainings on campus. Doing more with NCBI. Training is important. When I attended NCBI, I learned much. Before NCBI, I didn't know about biases.

Diversity dialogues. They have included good discussions between students, faculty, staff. People with thoughts and opinions share. I go away thinking differently.

It was good to have transgender dialogue. Productive dialogue. Provided opportunity to share.

College of Health. Interested in diversity dialogue. I'm here to listen and get ideas.

Much happening in LGBT news. I'm not sure if we are doing quite enough on this campus.

UAF has different gendered bathrooms. Gender neutral facility in residence halls at UAA. We are looking into as well.

We are impacted when our Chief Executive of the Country is being uncivil. Leadership is modeling poor behavior. We need ground Rules, and other efforts. Develop university

community, "this is how we interact with one another", train people how to interact with one another. University of Wisconsin, Statewide Symposium on Civility, stating "We need to treat each other good."

Good influences...Native Ways of Knowing Cohort. CAFÉ. Stop Talking Book. Changed the way I deliver my content.

Diversity Summit on campus was good.

College of Health, Diversity, Critical Mass, Faculty Hire workshop. Valuable.

There was a faculty training on Anger, Bullying. A series titled, Toxic Fridays was good. Wrote a play. But there weren't very many people there.

What activities, programs have you personally contributed to, to fulfill this statement?

NCBI training is excellent. Useful process. Face-to-face workshop. Staff and faculty experiential designed to help you think about biases, discrimination.

NCBI, if it is not handled by good facilitators, can be damaging. Earlier NCBI, no support for faculty who were weeping, and no confidentiality. It was a mess. Be cautious. When trying to do good, we have to be careful that we do not make things worse.

Lack of respect that is being shown. Braze-ness from students. And faculty (of a certain ethnic background) who feel that they are not able to talk openly and honestly. Faculty have serious issues with students, ethnic students. CARE Team was asked to be involved, yet unresponsive. I could not imagine being junior faculty and go through difficult issues with student; lack of respect from students.

Reverse discrimination toward a professor. Students using diversity as ammunition. Not enough support for faculty.

If UAA could do one thing to make a difference in fulfilling this statement, what would you recommend?

Different levels. Tactical. All students need to be trained on their use of social media. Society is made up of keyboard cowards. No consequences to posting negative things online. We need to instill respect in all forms of communication. We are not educating our students. Discussing how the use of media can be a maker or breaker in people's impressions. Respectfulness needs to happen in all forms, face to face, online etc...

Freedom of speech. They take advantage of it online.

Consequence for discrimination. Witnesses. Expelled, e.g.

Student Code of Conduct. Interpersonal behaviors. Racist, sexist, etc...

It's hard to hold people to this.

Nice to promote love. People need to have consequences.

Faculty too. Tenured faculty. Need consequences if violate.

Core Values need to be integrated into everything. Whatever we have as our priorities, has to be promoted in order to have student success. Be careful not to discount core values, etc... Integrate into strategic planning.

How many people read the mission statement? How do you bring it to the forefront? Require faculty to discuss it for 5 minutes?

Make it a registration requirement. Read the statement?

Take out freedom of speech, and bring the rest of the statement. Ensure every student reads it.

In what ways does UAA celebrate diversity and inclusion in all endeavors?

What could UAA be doing (that is not currently being done) to enhance diversity and inclusion at UAA?

What could UAA do to promote Seawolf Pride?

Exit Questions:

Is there anything else you would like to say about diversity and inclusion on the UAA campus?

Steve Johnson's Debate team, conducted an amazing Presentation on GER's. Maybe they can present on diversity, and other issues going on. Encourage a debate. Or a well facilitate discussion. Reemphasize the things we are saying... respectfulness. May help people with their understanding. More community-based events. Would have to be facilitated well so it would not backfire.

Open Educational Resources. Create textbooks in blackboard. Support to diverse students. If we want to see forward momentum. Other Universities are offering open textbooks.

What would be the best use of our time as faculty in College of Health? Need ideas. Best practices.

One of consistent things observed, there is poor coordination on Diversity related work. Lack of awareness of resources. Asset Mapping. Go to Chancellors webpage, Diversity Summit Summaries.

NCBI Training. How to interrupt racist behavior. Skill building for reforming problematic behavior.

What groups of people should we include in this conversation, who is not currently in the room?

Adjunct faculty

Karen Andrews and DSS

(We will have upper administration in the spring
Community in the spring)

State legislatures

Meeting Adjourned at 3:10 p.m.

Diversity Action & Inclusion Plan Student Forum

Date: November 28, 2016
1:00 p.m. to 2:00 p.m.

Focus Group: Student Forum

Location: RH 106

Facilitators Present:

Dr. Andre Thorn

Dr. Maria Williams

Number of Guests Present:

6 students

Welcome

Introduction of DAP

Phase 1, Focus Groups

Overview of Ground Rules

Diversity Statement presented

Exploration Questions:

In what ways does the UAA Diversity Statement contribute to a positive, respectful, welcoming and inclusive atmosphere?

It does a good job of including all types of groups. Reaches all differences, in race, socioeconomic. Inclusive statement.

I think it is good, too. This is the first time I've read it. It's not posted or advertised. Is it buried in the files? Where is it shared?

In what ways does the UAA Diversity Statement contribute to a negative atmosphere?

"Strives to create", it's not all inclusive and respectful. They are not there yet.

I thought it was a little strange that "freedom of speech" was at the start.

Maybe not starting with freedom of speech. Include "diverse freedom of speech?"

I'm for including people. But have to draw the line somewhere, e.g. allowing guns on campus? Can't say yes to everything. Have to have some distinction. People come here to experience a good atmosphere. If there are too many barriers to be comfortable, people will shut down.

The statement is not as important as what happens in practice. It is not very robust.

I wonder if it may be helpful to have conversations allowing freedom of speech; to have students talk about issues. To encourage to have passionate conversations about issues.

Conversations would be good. However, staff and faculty, their role is not to take sides. Power imbalance makes me not want to participate in conversations.

Engagement Questions:

Based on your perspective as a student, faculty, staff, administrator or community member, how well is UAA living up to this statement?

There are a lot of things that could be observed as effort, e.g. art, dance, humanities, cultural things. It does not really moved toward integrating people to value one another, and toward valuing important social norms. Cultures are not competing, not replacing. Both valued.

There are events that highlight cultures. However, I think that those who are not a part of the culture are not experiencing it.

Also, we are not having enough cultural celebrations. Celebrations can be integrated all year long. Exposing different cultures to each other.

Once a month celebrations?

What activities, programs have you personally contributed to, to fulfill this statement?

I attended Giving Thanks Potluck by Native Student Council. It's intimidating to go into another club and see what they are doing.

Chinese cooking club

It would help invite someone from out of your group to come? We don't mean to be exclusive, but we are. Invite someone who is not part of a social group.

Invitations happen passively only, through posters and advertisements.

I haven't done any activities. I am a non-traditional student. I haven't done too much other than school.

Leadership Club. Sponsor activities at Clark Jr. High. People who look like them are role models. This Club is a benefit to the community and university.

What relationships are formed within cultural silos? Mentorship. Chinese mentor with other Chinese students? Frames of how to be human and respond to challenges of life? This is how relationships work; this is how to put them back together.

Instead of passive exposure through celebrations. It's the one-on-one conversations that help establish identity. Processing with one another is valuable. Application... Is UAA applying themselves in this area? Does the commuter school setting really facilitate this?

The tip of the Cultural iceberg; what we see at the university is just the tip of the iceberg of culture. Much underneath that is not shared with one another.

Student Experience Panel with ANCSA presentation. It was positive. ANCSA is huge legislation not presented very often at UAA. It was open to the public.

Campus Kickoff.

Black Student Union. Educate people about our culture, besides soul food.

If UAA could do one thing to make a difference in fulfilling this statement, what would you recommend?

Maybe creating a Diversity Club?

Mentorship program. One-on-one relationship. University needs to change to include mentorship. Mentorship ratios need to be fair. It's not right that minority students have to come up with the solution. It isn't just our problem. It's the universities problem and they are not taking ownership.

Minorities aren't part of a social network, a network that the majority has access to. The university thinks that it is not fair if minorities need help. We don't have the social network that most have. I'm shocked that those with PHD don't understand this. It makes me crazy.

As staff and faculty, it is easy to forget that this is a foreign place for many students. This is a big transition for students who aren't use to this.

Even for those who grow up in this world, the transition is difficult.

UAA needs to work with faculty and students. Faculty needs to be more neutral.

Leadership sets the tone. Whatever the tone they set is the expectation is for the university. Leadership needs to set a positive tone. Then share with university what is expected.

One student came to meet with me. Her professor was indifferent to her, speaking harshly. She would not confront the professor. In her culture they do not disrespect authority figure. This student was not willing to divulge this information publicly. She said, she may not come back. The professor was not considerate. Need workshops for professors on how to relate to those of other cultures. Understand diverse students. To help faculty to understand how to approach diverse students. How they can improve their instruction, without allowing diverse ethnic background being a barrier?

In what ways does UAA celebrate diversity and inclusion in all endeavors?

There are a lot of opportunities. Not executed well. Not participatory.

UAA is too focused on Sports, using this as a diversity and inclusion example. However, their incentive is off; the coaches make more than advisors. Supposed to be an institution of higher learning, rather than sports focused university.

UAA is very compartmentalized. No ways "in all endeavors." None.

Groups do their own thing. There's not "all endeavors." Everyone is individual, separate. The only thing I can think of, MCC invites people from many cultures for potlucks.

All diversity, celebrating everyone's background? None. Different events just highlight one culture at a time, rather than celebrate all at the same time.

What could UAA be doing (that is not currently being done) to enhance diversity and inclusion at UAA?

Cultural events. Mentors. Group projects, assign groups to mix it up and have students meet one another.

University needs more mixing of students, to interact outside of their normal groups.

Hiring more minority faculty and staff. Few role models. Good advisors are not retained because of poor salaries.

The few staff and faculty we do have are maxed out. NSS only has two advisors for students who are high needs.

Advocacy from the top down. It starts with president or chancellor. They need to take ownership of this issue.

Environment. University environment does not reflect the students. Cultural calendars? Cultures of the world reflected in every class? University needs to invest in different resources. Instructors who are diverse from various cultures. They can then model.

Professors are influential. Unspoken tone of the professor has important impact on the classroom. With some it is okay to talk about identity. Professor will set the tone.

Some professors don't intend to make hurtful remarks, but they do. They never get feedback from student, because of fear of poor grade. As a student, it is not up to me to create a space to address the hurtful remarks of professors. And an anonymous critique to submit in a box is not useful.

Having an event, like international dance festival. I am in Native Student Council. I am trying to contact, German, Spanish, etc.... Clubs to coordinate. A matter of getting groups together.

Will community be a part? Or just for students?

International dance festival. Need to sit down with other clubs to see how we will organize. Hope to involve community. We might have close to 300-400 people, like the Native Giving Thanks Dance Festival.

Exit Questions:

Is there anything else you would like to say about diversity and inclusion on the UAA campus?

Spoke with student government. A student gov't rep wanted to develop an opportunity to recruit three liaisons (disability, multicultural, Native) and involve in student government. Student gov't as a whole didn't want to pass it. They said good idea, but not executed right. If they allowed Native students to have a liaison, all groups would have to have one. They didn't want gov't to get too big. Personally, I would like to see a liaison for Native.

Student gov't would then be more inclusive. A subcommittee for student gov't made of diverse liaisons? It would be good.

In Mountain View, immigrant population have people who are accomplished. What barriers does the university put up to prevent them from being staff, or instructors?

Dr. Thorn stated, they have to start all over when you come from another country. They have to acquire the education of this country.

As an AK Native student I have noticed there are only non-minority decision-makers here, only made up of the majority. Those who are the decision-makers need to participate in these groups. I don't think it is fair to you, Diversity Inclusion Group, to have to make these arguments to the decision-makers. After my last focus group regarding diversity, nothing changed. Nothing will change until decision-makers see themselves as accountable.

Some of the most effected, are the least likely to speak.

What groups of people should we include in this conversation, who is not currently in the room?

Clubs. They would be more than likely to share.

Native Student Council, this Friday, 1 p.m. to 3 p.m.

Nontraditional commuter students

International students?

Incoming freshman

Alumni. Role models. University could incentivize this idea; they can, and they don't.

Decision-makers need to listen to these conversations.

Meeting Adjourned at 2:15 p.m.

Diversity and Inclusion Action Plan Open Forum Agenda
Thursday December 1st
12-2pm LIB 307

Greeting from interim Vice Chancellor for Diversity and Alaska Natives
***JEANE BREINIG* (introduce Provost/Chancellor) 2 minutes**

Welcome from Chancellor Case and Provost Gingerich 2 minutes

Welcome & Acknowledge Guests 1 minute

Robert Boeckmann

Andre Thorn

Maria Williams

Orientation to the Open Form 7 minutes

ROBERT BOECKMANN

- a. Diversity and Inclusion Action Plan process description
 - a. Brief History & Recent Chancellor Initiative - Phase 1, Phase 2, and Phase 3
 - b. Where we are now in the process (phase 2 nearly complete)

Highlights & Asset Mapping 7 minutes

ANDRE THORN

- a. Website
- b. Diversity Summit
- c. Community Campus Visits (KPC & Mat Su)

Forums and Subcommittees, DAC 5 minutes

MARIA WILLIAMS

Remarks/commentary – Possible talking points – 15 minutes

CHANCELLOR CASE AND PROVOST GINGERICH

- a. Need for Diversity & Inclusion Action Plan
- b. Integration/Synergy with other UAA priorities (Accreditation, UAA 2020, Title IX)
- c. How will the plan be implemented (2017-2020)
- d. Diversity and Inclusion as it relates to our Academic Mission
- e.

Q & A WITH Chancellor, Provost & Tri Chairs 30 minutes

Closing Remarks - *Tri-Chairs*

- i. Diversity and Inclusion in relation our Mission
- ii. Diversity and Inclusion relating to Student Success
- iii. Diversity and Inclusion in UAA Curriculum

Diversity Action & Inclusion Plan Open Forum

Date: Dec 1, 2016
12:00 p.m. to 2:00 p.m.

Focus Group: Open Forum

Location: Lib 307

Facilitators Present:

Dr. E. Andre Thorn

Dr. Maria Williams

Dr. Robert Boeckmann

Number of Guests Present:

25 total

Students, staff, faculty, administrators

Special Guests:

Chancellor Tom Chase

Provost Samuel Gingerich

Welcome Overview

Jeane Breinig

Welcome

Chancellor Case

UAA is a wonderful place to be; to learn things. Get to know people. Diversity of backgrounds are wonderful.

For learning to occur there are prerequisites. People need a safe, inclusive place of civil dialogue. Freedom from things that threaten them. Not there yet. Changing culture to one that's better than one that exists.

Please to support and provide resources. Real work is done by a group. Reinforce positive culture that we must have so that learning can occur.

Welcome

Provost Gingerich

We all need to daily make UAA a safe and inclusive place. Share and discuss intimidation. A place where every member of the UAA community has a voice. Where ideas can be discussed and challenged openly, in an appropriate place. Diversity Action plan, we need to do it, do it now, and hold ourselves accountable.

Thank you to Tri Chairs for leading us.

Orientation to the Open Forum – Welcome and Update

Dr. Robert Boeckmann

Thank you to all who have been involved.

Dr. Andre Thorn

We are in challenging times. We are challenged with our commitment to the University. Thank you for Chancellor, Provost, and Jeane for their support. Thank you to all who share their perspectives. Listening to stories of students. Some have been overwhelmingly positive; some would break your heart. Delicate tension of challenge and support.

Dr. Maria Williams

Thank you everyone for coming today.

Introduction of the History of DP

Dr. Boeckmann

Look where we have been, where we are now, where we are going
UAA longtime commitment to diversity and inclusion. Ongoing theme.
The first call for Diversity and Inclusion Action Plan came in 2012. Reemerged 2015.
Conducting a comprehensive assessment of UAA's current commitment to diversity
Recommending actions to commit to change culture, and improve it over time

Phase 1	Best Practices
Phase 2	Focus Groups
	Wrapping up focus groups in community, community campus', and student
Phase 3	Prepare Report
	Get feedback
	Final Report, June

Highlights from Current Work

Dr. Thorn

What is the state of diversity at UAA?

On UAA website, to highlight diversity on campus

Working with Advancement

First Initiatives

Diversity Summit, Feb 12, 2016

Rich diversity represented. ANCAP, RRANN, Native Student Services, NCBI, Safe Zone, Faculty Groups, Transgender needs,, etc..

Assets on campus we don't know about. Continuing to identify assets

Communication is needed.

Community Campus Focus Groups

Kenai Peninsula. Take aways. Positive programs are occurring. Academic and Student Affairs.

Sondra Shaginoff -Stewart. Elders in Residence program in Residence Halls.

Mat-Su. Take aways.

Healthy impact grant. Healthy journey. Holistic approach to student wellness. Passport. ABC approach.

Kodiak in January 2017

Forums and Subcommittees and coordination with Diversity Action Council Dr. Williams

Working with Diversity Action Council

Diversity and Inclusion Action Plan Subcommittees:

Student Success Don Reardon

AK Native Programs Beth Leonard

Community Campus'

Residence Life Ryan Hill

Diverse Curriculum FSDC

 Survey what kind of curriculum exists that reflect diversity

Linguistic Tasha

Post Doc

Greater anchorage Dr. Thorn

Advancement

Specific Groups

 2 AK Native Student Focus Groups

 And more

Institutional Research is working with us

Report will be finalized April and May 2017

More forums as we finalize of the Action Plan

Specific Recommendations from Focus Groups:

It's great we have a statement. But no one knows about it.

Statement could be tweaked. Freedom of speech should not be presented as the first phrase in the statement. Need revision.

Monthly diverse activities are good. People enjoy the activities.

We are too decentralized. Disconnects. Right hand does not know what left hand is doing.

Faculty should reflect what their community looks like.

First generation students sometimes have negative experience. One student, attended his first class, and asked the faculty for advice. Faculty told him to go home, and that he wouldn't be successful here.

Dr. Boeckmann

Additional Recommendations:

UAA does not want discrimination to occur.

A priority that institution requires training. Diversity training, cultural sensitivity; don't have it as a priority.

Staff, concerns. Support programs are sun setting. Initiatives that have left, asset goes with them.

Academic and academic leadership needs to be more engaged in the diversity process.

When there are examples of discrimination, there is no robust commitment to accountability

Qualtrics will be offered

Remarks/commentary/Dialogue

Chancellor Case

Good things, and not so good things are going on.

Sometimes you think you a doing better than you are. Sometimes people are suffering in silence.

Important to measure. Some things don't get measured. Need to be vigilant to how things are going. We should be taking care of each other.

UAA has a richness of students.

Important to provide opportunity for students to have experiences outside the country as well.

The more interaction the more understanding. Listening is important, with eyes and ears.

Provost Gingerich

We recognized things we are not doing everything right. Not enough understanding. Need Asset Mapping.

Appreciate focus groups. Identify where things are not working.

Conversations honest of what is not working. What success will look like?

Respect for ideas and experiences is critical; demonstrate respect for people.

Central administration. Initiative fatigue.

Self-Study. Looking at UAA from a rear-view mirror. Are we true to our mission? Are we going to be true to our mission?

Shorter term plan. Things what are happening in our environment. What things do we need to focus on?

Identify key initiatives to focus on, to target, and complete.

Diversity Action Plan, based on Core Values of UAA institution; Values that reflect the heart.

Look at the population we serve.

Goals and Objectives. Accomplish what we measure.

Cultural change that allows us to keep talking about diversity.

Be paying attention to longer term.

Student Affairs wrap around their arms around diversity.

Academic Affairs? Where is it in our curriculum? What is it to be an educated person?

Includes ability to navigate diversity.

June 2017, when the report is presented, this is when the real work begins.

Comments from Public Forum

Faculty. FSDC member.

Appreciate efforts put forward. Important to change culture, regarding diversity. However, takes a long time to change culture.

Key elements to begin culture change. Hire and retain faculty and staff members that are diverse. FSDC, working on mentoring initiatives. International faculty initiative. University can commit resources to hire and retain faculty and staff, and mentorship.

Dr. Boeckmann

One ethnically diverse student shared during focus group... while she felt respected in classes, she still struggles with seeing herself becoming a leader. No leaders look like her on campus.

Chancellor Case

UAA needs to mirror faculty and staff demographics of student population. Need to find a way to do this.

Staff

Accomplish what you measure, and measure what you accomplish. Focus for UAA is student success. Measuring AK Native, or Asian, etc.... student success. Correlation between student success, and funding? There are important programs to continue to support, including Dean of Students and Counseling Office. They serve our students.

Chancellor Case

Data is becoming more difficult to track with recent legislation. We do need better data.

Provost Gingerich

Need to focus on student success. Most programming is targeted on different populations to determine if programming is effective. Georgia state, student success. We need to do it with the resources we have available.

Dr. Williams

How is the data gathered? Kathy Ewing has been discussing ethnic identifier, antiquated. Horrible. Statewide is reviewing.

How the data are collected is Important. But also important, making the data user friendly. Make it easier for people to comment on the data. Erin Holmes, IR, is making demographic statistics more user friendly.

DSS staff

Don't hear people talk about disability very often. Disability cut across all races. 37 % in ASD have a disability of some sort. How are we going to support these students and make them feel welcome? They do not feel welcome.

Chancellor Case

We are aware of this point. Hearing impaired. What can we do to provide. We have to commit ourselves to these issues.

Dr. Williams

What are the solutions that can be instituted?

Dr. Boeckmann

Student focus groups have not been represented with by students with disability. We need to have this type of focus group.

Staff

Students look to see people who look like them. Sign language interpreters? Where is the inclusion there?

Faculty

Open of the Tea Room, Jovan Center. Established to commemorate leader who died by tsunami. in Japan want to create a city that does not require "normalization." So everyone can be and feel normal. Huge step. It is amazing. We can learn from each other. What can we do to be fully involved in celebrating of diversity?

Staff and student

Many students will not go to Dean of Students office for help. Terrified to approach Dean of Students office. There is a real need making students feel comfortable and safe to address their difficulties. Conducting research on first generation students; preparedness for college, and retention. Worked in school district. Problem is access. Students are not able to voice their concerns. Need groups that allow them to be comfortable to voice their opinions.

Staff

Students who are undocumented. Decided to be a safe campus? Undocumented students could not be turned over to the federal government. Are those students in the shadows?

Staff

Poverty, historical poverty, can cut across races. How it fits into diversity and inclusion. Some only have phone for online access. How do we provide, internet access? Even faculty and staff; poverty.

Staff

I do not have internet access at my home. Many students in the community do not have access. We are an institution attempting to serve the community, and their needs. AK Native students have experienced much trauma. Their people have experience historical trauma. Need holistic education that allows the students to be served, mental, physical, spiritual, and emotional. Social-emotional programs needed. If we can accomplish these goals, we can impact community. University is an influential institution that can shape our community.

International Student

Technology access is important.
Feel included is important. Having activities that are of interest to diverse people. Have more of those programs around. Being at UAA is a privilege for me. Scholarship for international students is important. More would be nice.

Staff

Programs on historical trauma against Native people are needed.
For example, social workers have no idea what Native people have been through. UAA needs to look into this.
In Canadian college. They were losing their Native students. Began bringing cultural activities. They engaged the students. Retention went up. Something needs to be done. Really. Seen students come and go. Engagement. Badly need to be heard. Office manager. Hierarchy exists. I am not at the table. It's hard for me to talk. Even to talk here is difficult.
We have a Native Cultural Identity activity. Engage students at NSS.

Chancellor Case

Met the Lt. Governor Byron Mallot. He gives a presentation that this heartwarming. First he describe the AK his grandmother knew and lived in. Then discusses his Boarding School experience. End with charge for UAA, a university with easy access for the Native student. We have bright spots. Scalability. How do we get that effect?

Staff

How different people learn differently. Including those with disabilities. Students crying, programs are restructured. The way the program is structured is extremely difficult. Native students, established research. Culture and educations is not different. Diverse ways of teaching.

We are moving into a world that strategies work wonderful for some. Then there are others. Who can't work this way. Other ways. If we do only one way, then we will fail. It's okay to do things differently. We know what the learning outcomes are. Different strategies to help all students.

Andre

Hidden stories. We don't follow standard way of achieving. Student is on a long term journey. What are some ways that we can tell that student's story? E portfolios are used to allow students to tell their own unique story. How was that engagement impactful for them? Tell their story. Celebrate that.

Staff

We have a native student who is going to tell her story. Native cultural identity e-portfolio. With Paul Wasko. She found awareness through her story. She touched everyone's heart. Important engagement pieces. Diverse learning.

Paul Wasko

AAMC&U presentation. Eva Gregg and I will be presenting, telling her story, ePortfolio Native Cultural Identity.

Robert

If you have a group that you would like us to listen to, please contact us.

**Thank you to our administrators Chancellor and Provost for devoting 2 hours to attend.
Thank you to all who participated today.**

Thank you to the Co-Chairs. Be persistent. We are going to a better place. Any journey starts with the first step. Thank you for caring to make a difference.

Meeting Adjourned at 1:55 p.m.

Diversity Action & Inclusion Plan Dean and Director Forum

Date: December 7, 2016
12:30 p.m. to 1:15 p.m.
Focus Group: Dean and Director Forum
Location: ADMIN 204

Facilitators Present:

Dr. Robert Boeckmann
Dr. Andre Thorn
Dr. Maria Williams

Number of Guests Present:

17 Deans and Directors

Welcome

Introduction of DAP

Phase 1, Focus Groups

Overview of Ground Rules

Diversity Statement presented

Exploration Questions:

How well is your area doing in regards to the goals of the Diversity Statement?

I would say that we are doing good. We have diverse staff that reflects diversity, ethnic, religion, socioeconomic, race. I make a conscious effort to take these things in account when hiring. There was a Diversity Day on campus at previous university. I believe strongly in it.

Kodiak

I think with student body we have good representation of diversity, however with staff and faculty we are falling short. Some are diverse and some not a lot. Less now. Faculty and staff are taking new jobs. Applicants who are diverse don't have academic credentials and are screened out.

The Diversity Statement says "We unite in our belief..." However, there is a distinction between the various understandings of diversity. Business schools often have diverse faculty; based on PhD qualified. Diverse backgrounds bring richness to a college. Even female vs. male faculty bring diversity. To answer question, are we really intentional? We lead it implicitly, but we have not been intentional about dialogue. We let things sit until we have a pressure point. Then we realize we have a gulf. We have not given proper attention to it.

I agree "we implicitly believe this," but then we wonder. Evidence is not necessarily proving that we are supporting it. For example, there were few ethnic minorities at a Diversity gathering.

I believe that we understand it. Then I realized I am the only one at an administrators meeting with a tan, (dark complexion).

In your role as Dean or Director are you provided with sufficient resources to support diversity and inclusion as expressed in our Diversity Statement?

We have a diversity committee in our college. They usually come up with one or two events to showcase. Resources asked for is usually nominal. In that sense, the resources are adequate, unless they want to do things more extravagant. It's not clear what resources we may need to be more proactive for diverse recruitment of staff and faculty.

John began looking at these pools for hiring. If it was not meeting diverse requirements, he sent back faculty pool until it was more diverse.

Is there a source of funds for travel to conferences to obtain more faculty?

We have to be persistent. We have to be present and have our school represented in Diversity.

We need to practice this philosophy when hiring. I looked for diverse faculty and conducted phone interviews. Every underrepresented faculty is highly sought after. They had been hired already.

Incentivize the faculty.

Designate positions. Identify a candidate and make an offer.

Myth busting going on. In truth the number of PhD's going to Nat Corps is not truthful. Targeted hiring is a strategy. We, UAA, has to be a place where they want to come.

Finance issue. Competitive. PhD is challenging to recruit.

Academia is not where to make a career for PhD's. When I told my family I was entering Academia, they said "why do you want to diminish your professional prospects?" Challenging to find PhD candidates.

Budget. Struggling to keep heads above water. Pressures of day-to-day business gets in the way of long term planning. UAA is increasing the support for Women's studies? Could potentially give more. Would have to take resources from somewhere else. Tradeoffs have to make.

Dr. Williams

Diversity Action Council can possibly be reformed? Diversity Post Docs? It's a matter of looking what we have now and reformatting.

Disconnect between resources and diversity needs. I don't think it's a resource issue. Embracing diversity is not happening by students and faculty.

Does the UAA Diversity Statement contribute to a negative atmosphere in your area in any way?

Because of freedom of speech, there were negative people out there talking in public. Freedom of speech, in that respect, was not positive.

It's a balancing act. It's a perceived value question. This is about what we are already doing, but falling short. Anything that we do will cost more money or allocated.

Engagement Questions:

To what extent do you believe your department/unit actively strives to obtain the goals expressed in the Diversity Statement?

Kodiak

We're doing a number of things. STEM. For faculty we are not doing so much. We're working on the problem.

Kodiak

Regional forum 3 times a year on campus. Been very good. Hosted a number of gatherings. Youth from villages in collaboration with Kodiak Native Assn. We are the community gathering place. Sunak tribe is offering wood carving.

Advancement. We have a Diversity moment at staff meetings. We're in charge of visual campus publications. We keep an eye for diversity articles. Keen eye to that. As we influence community advisory boards, or groups internally, we can try, as best as we can, to include diverse voices at the table.

To what extent is applicant diversity a strategic part of job searches within your college or unit?

When I do national job searches, I always include questions regarding diversity. I don't close until I get HR to confirm.

Kodiak

We look for a diverse pool. We don't always get it. They don't have the academic credentials. Expensive place to live. You have to love Kodiak to stay. It's tough.

Some of our disciplines, social work, we're more attuned to reach out to a diverse staff population. We should be more intentional. We are looking for ways to hire people. I think we can do more, however.

We have to be intentional. Computer Engineering. We have to look. Difficult.

CAS sends someone out of state to recruit for positions. We will continue to do that.

Do you believe there are significant barriers or impediments within your area that make it difficult to support diversity and inclusion?

Chicken and egg. Faculty is not very diverse. PhD competitive. Need to keep chipping away.

Faculty statistics are important. Look at student statistics as well. If we are not an institution that promotes success for all students. We have to get students to come and succeed. Make sure decades from now the pool is strong.

What is working to enhance diversity? Can you share Focus Group feedback?

Dr. Boeckmann

Diversity programming on campus is appreciated by students. Some students feel supported. Other students do not feel welcome here.

Dr. Williams

Students involved in student diverse clubs are positive. They love monthly activities on campus.

National survey on engagement. Diversity in classroom matters to them.

Dr. Thorn

Mat Su has a Passport program. Encourages students to connect to resources. Proactively gets students to holistic resources to promote balance in life.

Diversity is offered as co-curriculum outside the classroom, however, how do we feel about our curriculum? Does our curriculum need cognitive and affective capacity? Important to learn about diversity, what it feels like to relate to and understand one another? Does our curriculum allow diversity to be understood in a profound way?

Dr. Williams

Looking into an Alaska Native GER.

The concept of Cultural intelligence has been validated. It is measurable. Consists of meta frameworks. Do we use that kind of concept as a guide?

I don't think we are using it as a guide. Raising a good point for institution. Students have asked for diversity GER. Appreciating and working in a diverse setting. However, students may not pay attention. Important to think about infusion. Challenge faculty to infuse diversity learning objective in every course.

Dr. Thorn

We as an institution need to roll up sleeves and move forward where we believe that diversity should be. Students are so hungry for this. Our students feel it should be a requirement. A mechanism to make a GER requirement. Benchmarks and best practices to infuse in every class. We have to decide whether UAA wants to do that, bottom line.

Dr. Williams

Students are usually supportive. UAA, UAF, UAS passed resolution to support AK Native GER.

Curriculum, every 10 years CCG have to be update. Every course reviewed. How do courses integrate diverse perspectives?

On the contrary. If we bury it in a course, we don't have to worry about it. This is different. What does it mean to be a citizen of the world?

Competency. Aligns really well. Emotional competence. Cultural competence.

Competency based and strategy.

Every program preparing individual for what comes next. Each department cooperating. Will be tied more toward where you are going.

What extent do feel competent to coordinate. Do you feel comfortable to have these dialogues?

The signal is pretty strongly that leadership is supportive of diversity.

Dr. Boeckmann

Do you feel that there are opportunities? Actual engagement?

Dr. Williams

Coordinated efforts?

UAA is a place where a thousand flowers bloom, turn into a garden.

Clark Middle School has a health professions class. If we pay attention to what our colleagues are doing it helps. Need to do a better job, however.

Robotics. Example of collaboration toward that goal.

Do you believe UAA's major initiatives are well coordinated?

I think 2020 is self-critical. Coordination is difficult. Feel badly about being fragmented. We need to understand, we have silos. That stage of evolution needs to be overcome. Cannot be

top down. UAA will find its way. There are other coordination strategies we can use besides hierarchy and power. Ambitious to change habits permanently. We have diagnosed the situation. We are trying to develop to the next stage. It is difficult.

So much going on.

Chronic initiative syndrome.

We could talk about not being well coordinated. Not as isolated as past. Made steps that there is awareness of isolation.

Key concept to remember, our mission and core themes. If we can keep that in the forefront, then we can avoid chronic initiative syndrome. Mission fulfillment, student success for all students.

Dr. Boeckmann

We are offering a qualtrics survey

Dr. Williams

If you have ideas? If you'd like to meet with us.

If you'd like ideas, please email us.

Dr. Thorn

Can each person share one thing that UAA can do to improve or enhance diversity?

Chief Diversity Officer

Increasing the sum number of faculty hiring; Is there currently a mismatch?

Strategic development of standard hiring across the colleges. Specifically geared how to identify underrepresented, training search committees, programs that target faculty to come to campus, strategically outreach and offer for them to apply

Student Faculty Senate

Diversity Orientation. New orientation on diversity for faculty

Diversity skill soft model. Faculty module, student module.

Add to the Diversity Statement, "and your faculty." Add staff as well.

Strategic plank that improves completion rates for minority students

Pool of matching funds for diversifying faculty as an incentive

Tap alumni body to gather info how diverse members of population did succeed. Ask alumni for recommendations for improvements?

How to attract diverse individuals to the development and fundraising profession.

Offer 10 to 15-thousand-year stipend for faculty to work for us. People may stay here then.

We cannot lose our community campus'. Diverse students are out there. To make a good impression. Help to resolve the issue. Community campus' impact a lot of young people.

Partnership with job corps. They are very diverse. Even more potential to recruit from them. 20-30 students from their 220 students.

Retaining key faculty that have a passion for diversity. Retain them would be critical. Listening to initiatives they propose and support them.

Move the needle. Getting the information out. Orientation for students, faculty, adjuncts.

Integration. UAA, and K-12, and Native Corps. Native Corporations are prime economic engines. Call for relevance. Employers and community are interested to what we are doing. Relevant in the minds to those we deal with?

Provost

On behalf of the Chancellor and I, don't be afraid to challenge us. We tend to be oblivious. Okay for groups to challenge us to remember that this is what we are about. Core Values of the institution. Remind us. Even when budgets are difficult. This is still what we are about. It will continue to be with us. Challenge us to remember that.

Meeting Adjourned at 1:45 p.m.

Diversity Action & Inclusion Plan Community Forum

Date: December 8, 2016
12:00 p.m. to 2:00 p.m.

Focus Group: Community Forum

Location: Lib 307

Facilitators Present:

Dr. Robert Boeckmann
Dr. Andre Thorn
Dr. Maria Williams
Sheila Randazzo, Note taker

Number of Guests Present:

30 Community Members, and community organizations. These included representatives from the list below.

Keys to Life
AK State Commission for Human Rights
Cook Inlet Housing Authority
AK Humanities Forum
AK Highway Project
AK Psychiatric Institute
Anch Community Land Trust
Anch Economic Development Corp?
Welcoming Anchorage
Bridge Builders
UAA Japanese Program and Japanese Center in Anch
Anchorage Museum
UAA Alumni Relations
UAA Advancement
Alumnus
Listening Post
Just Serve, Latter Day Saints
Polynesian Assn of Alaska
Catholic Social Services, Refugee Program
Benny Benson, ASD
Filipino American Community
South Korean Alumnus
NPDO?
Japanese Citizens League
NYCP?
Human Rights Commission, retired

UAA student
UAA international student
UAA Student Ombudsman, and UAA Student Govt
UAA College of Health
Daughter of Immigrants from Norway
Russian culture and music group
Russian-speaking Tour Guide
Russian nonprofit organ

Welcome

Introduction of DAP

Phase 1, Best Practices in other universities

Diversity Summit

Phase 2, Subcommittees

Focus Groups

Overview of Ground Rules

Diversity Statement presented

Welcoming Anchorage Statement presented

Exploration Questions:

In what ways do these two statements contribute to a positive, respectful, welcoming and inclusive atmosphere to the Anchorage community?

They seem to make a distinction between integration and assimilation. Integration allows for richness.

Respectful

It looks at diversity in a positive constructive way. Allows for creativity and opportunity rather than something to be afraid of.

Gives us a place where we are accountable. Anything that deviates, is not who we are.
Accountable.

Identity

This is a good diversity statement. Not all universities are like this. This statement leads with ideas. We are not simply diverse, but in activities and programs we are diverse. Hold ourselves to this standard.

Bringing us all together and working together as one people.

Appreciate that it includes various ways in which we are diverse, etc.... religion, socioeconomic, etc....

Not only identifying diversity, but also pursuing in a manner that promotes global richness. Culturally vibrant.

Add the word "celebrate." Celebrate different interest, skills and talents.

Are there concerns about these statements that contribute to an atmosphere of exclusivity?

Should it be more than just "heritage" in the Welcoming Anchorage Statement. Add "various backgrounds"? Heritage is cultural background, but are we trying to embrace broader diversity, e.g. disability, individual uniqueness, etc....

I'd like to see it address the idea of white privilege

(pointed out handout of UAA demographics)

Engagement Questions:

Based on your perspective as a community member, do you see a role for current UAA students or U of Alaska Alumni? What is it? What could be done?

I believe that UAA students are our future. They will play a huge role in AK. Ideas...First, to get students involved in the community. Second, bring business leaders on campus to get them involved on campus.

Horrible rate of drop out. Is there a possibility of staff and alumni to play a role?

Staff and alumni to be mentors for program

Alumni work in business in community. Bring Alumni on campus to consider strategies. Encourage business owner to consider diverse hiring practices. Hire military. Hire those out of correction system. Alumni can think critical about hiring practices, and share with UAA.

Clark and East High. Students cannot figure out how to navigate UAA. Current students can share how they navigated.

More interaction between students and faculty with people in the community, especially in diverse neighborhoods. Students have no idea of what possibilities and dreams there are. It would be useful if people/students who look like them engaged in community.

Native Student Services, hosts a program to help students transition from outside of Anchorage. Skyped, or videoed in.

2 Programs, ANSEP, and Take Wing program are good programs. Designed to recruit students from rural AK. Support them in transitioning. Model of success. Don't know of program for students here in Anchorage that is like the Take Wing program?

Students from different villages have services. A lot of them are shying away. Incorporate mentoring program to recruit. The mentor and student can be accountable to each other.

A lot of students in elementary schools are in great need. Need a system to encourage the students to look beyond current situation, and have hope.

Heritage has everything to do with culture. UAA students need to be involved in cultural events in community. Cultural events are also a type of education to students; and promotes connection to community.

I think when we students volunteering in community. Curriculum that allows for students to go to community. Integration into community.

Welcoming Anchorage statement, includes "healthy communities." However it is missing in UAA Diversity Statement. Connect students to community builds a larger, equitable community.

Outreach from school to community is very effective. Will play an effective role... to provide for connectivity. Then the community will be able to share what concerns and needs are needing to be done. Need to allow for the development of community and families.

I think UAA diversity statement should include community outreach. UAA students and alumni to go to community students, is important.

What programs and activities have you personally engaged in within the UAA community?

What opportunities for engagement exist between the community and UAA?

Was working with the Anch School District. UAA does Fusion Week. UAA students come into low income housing units. Role modeling. APU nights. People wanted to know how to go to college. Moms want to know how to go to college. Let's do more stuff like that.

What percentage stays in the community after graduation?

Robert:
Institutional Research, we can ask them to analyze.

91 % come from AK
80 % come from Anch
Whether stay, don't know.

What barriers exist that currently exist that prevent engagement between the community and the university?

Parking

Misunderstanding on exclusivity. Need to break false impression of UAA of being exclusive.

Community to work together. To join together to involve in community. e.g. Governor Walker to dedicate next year as AK history and heritage. Together we can celebrate history. It may help to build pride in AK. Good uniting point. Current Russian project: incorporate Native, Russian, and American, and multi-diverse. Takes a community to raise a child. Work together.

A barrier. Immigrants and low socioeconomic, they don't think the University is where they belong. Outreach is important. In Mt. View, banks are considered to be for rich people. Takes effort to reach out, and say banks are open to everyone. Need to come up with ways to change the concept that UAA is for rich.

I see minority students. They don't know their rights. I am from Mongolia. I talk to people as equals. At UAA minority students are less confident. I encourage them, saying that they have same rights. Minority students don't know that they are important. White privilege is subtle. Need to raise awareness among the minority.

In community, heard a person saying thank you in Hmong, was nice. Incorporate diverse language, and that we are all the same.

Find ways to be involved, to be active, to be investor.

This is why we need to stand up. Need to find a way to help our students to stand up, not be passive.

We are all cultural. Students raised, not with the awareness of being confident.

As humans we have the same basic needs. First to ensure basic needs are met. Then can teach on "unbelief" (in themselves). How do we overcome "unbelief" if students are raised a certain way?

There is the barrier of ethnic students not knowing the community. Multicultural events can be brought to campus. Students can come to them. Bring the young students to them. Have open space on campus for community to host events.

40 years ago this kind of event (DAP focus group) did not happen. This is a new experience. It is good. Cultural events do happen on campus but the community does not know about them. Communication is not being shared to community. We, as the community, also need to say to the university "open up space." Community needs to tell UAA, I need space.

Really good things are happening on campus. I saw flyer for Juneteenth. It was a fantastic event! Neat to see positive things happening. We need more advertising.

More hands-on projects to do together. Build confidence. Erase division. Doing things together. UAA staff, projects together.

Until we start to educate students of their rights, other things are not as important.

Communication between community and UAA. Internet, Facebook.

Also need to take the advertisement to the community centers. It is the people we need to reach.

Barriers? UAA created barrier... UAA seems to be an adversary to community groups. Alienate community councils. E.g. the mid-town road project through campus. UAA did not consider the community concerns. UAA needs to listen to community councils.

Meeting Adjourned at 1:15 p.m.

1/20/17 Focus Group with Facilities Staff

Andre Thorn, Robert Boeckmann – facilitators
Maria Williams

18 staff

Chris T. does intros

Staff – some staff are currently taking classes – almost 50% have children going to school here. Education is important to the staff

Robert – overview of process of Diversity Action Plan

Maria – time frame and where we are at in our time frame

Andre – thank you's for taking time – Process – We are at tail end of Phase 2. Mentions the summit from February 2016 Asset mapping.

Diversity Statement – handed out – and reads it

Exploration questions:

In what ways does this UAA Statement contribute to a positive..... atmosphere?

We respect differences and ideas – we value differences and ideas. Statement says we are open to that.

It helps draw attention to different audiences. How leadership can communicate more effectively. Statements help people be aware of our diverse environment – to learn how to be more considerate and how to proceed with projects or expansions – to be aware of individuals with differences – like color blindness

Statement says we are united in this – It's a very positive statement because of that.

I like the words 'embrace' 'celebrate' and 'inclusive'

The phrase 'freedom of speech' being at the core of this vision is important. We have been doing that since Hamilton's reign. If we have differences of opinion or demonstrations that they would be tolerated to the point where they did not disrupt operations. Allowing freedom o

The last sentence includes the word 'celebrate'. The other specifics listed above it – and ending with 'celebrate' is like a university family.

Do you have background on the statement was developed?

Who wrote it?

FSDC and maybe Marva helped craft –

Been here quite a while – the first 15-20 years I was not aware of a statement, but it has come to the forefront more recently. There are a lot of commas in that statement

Contribute to a Negative atmosphere?

The fact that we have a statement – are we not inclusive are we not respectful?

We are pointing out specific characteristics says a lot – for some reason we have to list everyone out – or just a broad statement of accepting all differences.

There is a misconception about freedom of speech that people can just say anything they want.

One of the things – the number of commas – the more times you segment out different groups – other groups come forward and feel left out.

I think – after the bathroom law in NC – the gender equity law – it appears we are creating ‘special rights’ when it is ‘equal rights’

It seems like with – pointing out these different areas – if we drop all the stuff in the middle – and use the first part and last part – it would cover everything and not create anything negative

Until recently my daughter worked at UAA and they had a session they were making a survey for new students and the gender identity boxes – there were 6 or more – they realized they did not even have to ask the question – it did not matter what the gender ID was – I thought that was a unique way of handling the situation. That one thing has made me think differently about how we identify how many men and women. We are not asking about religion – we can ask about demographics and racial id – but don’t ask about religion.

Andre – this is something UAA is being held accountable to – with accreditation. “Alaska’s racial demographics” – it’s a measure the university is being held accountable to So UAA reflects the racial and ethnic make-up of Alaska.

ASD does the same thing – East High is a great example of that.

ENGAGEMENT QUESTIONS

Some of you have multiple roles as staff, students, etc. how well is UAA living up to this statement

I attended a transgender training and had no idea of the struggles of transgender people when using the bathroom. It did change my viewpoint. If you have not thought about anything before – you don’t know it’s a problem I’m glad, we are doing transgender bathrooms.

A thought that I have – with languages – goes back to my days as an Undergrad. There was a new professor from China – with a very strong accent. It was his first time teaching – and some students don't want to take his class because they don't want to learn how to understand his accent. I have a difficult time understanding that – because we can learn to listen to accents – and with China's international profile – I think it's important. It's not only an asset to learn different ideas from international faculty – it's actually necessary.

The other perspective – is I have trouble understanding foreign accents. It's not so easy. I had a business professor from China – difficult to understand – but she understood that – but she put all her lectures on BB – so students could replay it – but after two weeks it was no problem.

I think the group I supervise – the University does a good job of offering training so we are understanding of diversity. All the Title IX training. It's just whether or not it is monitored – how do we uphold things like this statement. Trainings do provide important perspectives – it's there – sometimes it's up to supervisors to insure their staff take these trainings.

We embrace this statement pretty well We are fairly inclusive. Students that are non-Anchorage kids or non-Alaskan kids are a great source of employees, especially during summer. I think we are good at accepting everyone.

The statement on 'striving' indicates we are not there – and might not ever be. It's a moving target too – like gender identity – that's new. Things change. Of all the places I worked, UAA does a better job of anyplace I have ever worked.

Comparatively – looking at other peer institutions because of the diversity of folks that we have we have to include everyone. There is no way around it. Because of where we are at. We are the state's university and we embrace anyone that comes.

Our community is culturally diverse.

I had a pair of yak socks on earlier – from one of our Mongolian students.

What programs/activities have you personally engaged in....

We hire people – we do not look at this as a quota system – but there is engagement there. We serve all students – we are changing facilities to accommodate transgender students. Lactation pods, gender facilities – we have to make sure automated doors work – it's constant and continuous and never done. Those are things that we as an organization do.

We have added the Native language welcome signs across campus. We have positive feedback on that.

We have participate/attended training on how we can serve our diverse constituency.

Grounds department has hired folks from just about every country.

We use annually the Respectful Workplace as a seminar for all our staff. Other programs – skill soft that are made available. I like the students here – it makes me feel more Worldly – it's a great place to be.

Robert – Respectful workplace training?
How often is that?

We host that for our staff

We have trio – and they do a lot of outreach. They have t-shirts and goodies as part of their recruitment.

Disabilities – a lot of this needs training. My daughter is deaf and she tried to go to an event at the bookstore – but they would not provide an interpreter. That's a problem and challenge. What I have found for her is DSS is not advocating for her – she has to advocate for herself. I think of the visually impaired students – are we serving them?

I can give an example – we were revamping our website and we post photos and graphics – but no one thinks of sight impaired folks. We went through process with IT to learn how create a website that sight impaired people could navigate. We are going in that direction.

If UAA could do one thing?

Make the training mandatory. Inclusiveness and diversity

Sidebar – about 2 years ago there was a big push to get all the staff trained. We need it annually and tie in diversity and inclusion. A situation before the holidays – “Merry Christmas” versus “Happy Holidays” - not everyone celebrates Christmas. If we had more regular trainings it might always stick – but mandatory trainings help adjust the culture. People learn

My son went to Colorado and he had to go to 12 hours of training before he could attend classes. That was a bit much. We are the ambassadors and if we show respectful behavior it rubs off on rest of university.

We talk about training – but it has to be repeated training. People will retain more if it is repeated and also updated. Consistence.

Maria – we have heard lots of comments from previous focus groups on need for training/education

Andre – how much is enough – the word ‘mandatory’ kind of implies negative. With respect to training, there are models on campus where training is mandatory. Ferpa, Title IX, Safe Haven, Safety, etc.

In training – when I was in military – there was annual training on things like suicide prevention. For EO – it’s just creating a culture of acceptance. Opportunities to participate in monthly events and it becomes second nature. If we have that on our university – not ‘pounded’ because that can be counterproductive.

Your experience is really common. We do not have an effective way of getting information out to UAA. Not everyone sees announcements – they don’t always even get the emergency announcements. Green & Gold is not read by everyone. If we had ONE communication system that guaranteed, we could communicate 100% that would be great.

In our group – Chris embraces training – if it is from the top down – it really makes it more effective and engaging.

What could UAA be doing – not currently doing – that could enhance....

I like the article in the paper on West High – the Pacific Islander representation. Some way to engage them - like west had the drumming and dancing club. Creating and highlighting – engaging the community. It really helped to make the students feel welcome and their attendance increased.

Do we have any prayer centers? Create some sort of interfaith space

My favorite commercial is the Catholic Priest and the Muslim – caring about each other’s knees – how great is that because they pray a lot.

Planning perspective – as we did the master plan – a need for a place and space. An extension of the student union – to bring groups together – provide adequate space is crucial to create community culture.

On Sunday space is provided for a few local churches. Students have started prayer groups. I have hosted at our house – because they can’t find space on campus during the evenings. Is this an issue for other groups?

Certain times of days – there are times of days’ students need to pray – and there is no place - except for hallways

Other comments?

When we talk about diversity – we should also stress how we are the same. I think that's important and we should promote that. We concentrate on what is different – but we can balance that.

UAA Branding – it started out real strong, and I saw it last year on TV, but don't see it too much anymore. Those TV commercials show diversity –

Telling the UAA stories – that brings people together and enlightens people on different cultures.

We used to have posters that showed success – I AMUAA – those are inspiring.

Spaces on campus – could they be designated as meditation areas?

**Student Governance Focus group
March 10, 2017**

Robert Boeckmann
and Maria Williams

18 students

Robert Intro:

1st question on Diversity statement

So – maybe you think of things that stand out that are negative. I filled out the on-line survey as well. I have personally found that UAA can do better with ADA compliance. We do not have a Diversity support services that is not ADA compliant. Funding needs to be directed to make the space ADA compliant.

I also want to talk about the harassment policy. I was harassed based on the basis of my gender. The university did not handle this well – the harassment by this student – made terrible comments not directly to me – but to students around me. They never sanctioned this person and told me there was nothing that could be done. Why don't we have something adequately in place

I'm not an expert in this – but I have heard complaints that the Disability Support Services are not ADA compliant – but I'm confused by that. How are we not meeting the ADA guidelines? A lot of students are confused because it has never been explained to us.

It's a combination of several things. We don't have the special physical space for mobile-impaired students. Issues with the size of proctored rooms – they don't have room for wheelchairs.

I think in many ways at least from my perspective it seems the diversity initiatives at UAA are kind of tacked on – they are in 'obligation'. The statement is fine and most students would agree with the statement – but it has no spirit or life to it. It's very generic – like a code of conduct.

Robert: we hope to shift the culture so it's not a 'tacked' on idea or generic statement.

I wanted to say something positive. I love the events – the Muslim student's association did an event and addressed their experience of their life at UAA. I think it's really cool – there is a lunchtime lecture series and centers on Christian faith, but I love these events that address cultural and religious identities. It provides a space for people to learn. The Philosophy series in the library has been excellent. The Lunch time at the Aeropagus – public lecture series on the foundations, doctrines, and practices of Christianity.

I guess the university does fine.

It's not an issue – but something I have noticed. I remember when I entered UAA – they had graphs and demographics of different types of students.

Do you have the percentages of students that are Hispanic or Latino?

We do not have big numbers of Latinos on our campus – and this is my 4th year. But the Anchorage demographic the Latino population is much bigger – is that something strange?

More events that promote culture and our demographic is important. Allowing students that are interested in coming to college need to see this to encourage them to go to UAA

Robert answers the question on demographics and discrepancies, and outreach to the community.

One of the themes I have heard from other students is that the students club do a great job of putting on events, but there is not always university support for these events. There is a TV with ads – and advertised events – but off campus. Many of these groups go off campus to host events.

UAA does a good job, respecting the differences of ideas. The Difficult Dialogues and other events. Promotes different ideas – but sometimes it's only the same group that goes

The university does a good job of guest speakers.

Shaun King, Dan Savage – UAA has done a great job of this.

I look at a lot of posters – but I never heard of this event today – nothing about the Diversity and Inclusion Action Plan. I look at all the flyers and have not seen anything on this. Ads on the screens. UAA does a poor job communicating about these kinds of things.

I work at Learning research center and we get a lot of students with disabilities or multicultural – they look for academic help, but they also need help with disabilities. I send them to DSS and Multicultural center – but how else can we let students know what are sources are available?

Robert asks question about student leadership

I think student governance is pretty multicultural and diverse.

One of the issues is that student government draws from a small pool of students. These students are highly involved in other activities at UAA. (often these highly involved students are somewhat privileged). They are members of other groups – and in many cases it can be difficult to represent all of the student bodies. One of our members is trying expand diverse representation for Student governance.

We would love student governance be more representative – but we are bound by who runs for seats and who wins them. Last year we had a very diverse group – more than this semester, but it changes from year to year. How do we make the perception of student government seem more inclusive. We do have seats that are unfilled. Another part of it – is the diversity statement – what about commuter students – and it's hard to capture those groups.

Next question

I'm a resident advisor and we do a lot of things along these lines. Some of our trainings are maybe more effective than others. But I think we are doing a pretty good job. From what I've seen and experience at UAA – we have done an adequate job.

Exit question and do qualtrics

The UAA Master calendar – does not always include everything. We have posted items but they have not made it to the master calendar.

We need a registry or list of clubs on the main home page that links to events – It might require a change – but this would be great.

Payton Head was here – talking to different student groups NSC does many cool events that I have not heard of. This is typical of a lot of student clubs – we don't always know what is happening. We need a centralized location so we know where these events are happening. We sometimes duplicate efforts and this hurts the attendance.

UAA could do a better job of informing people about diversity. I've only been here one semester, but this is the first time I have ever heard about diversity. I never get emails, it's not discussed. If anything is going to change – it will take the chancellor and the student body.

I think UAA should start celebrating a cultural day. Most of the university in other places – they have culture days. From different religions, other areas – regalia, food, music, tables – like campus kick off. Cultural days would be great. Just like once or twice a semester.

We need more security cameras.

There are a lot of cultural events at Anchorage – but UAA could make more of an effort to host these events. These cultural events could be here on campus.

International Student Subcommittee notes
March 10, 2017
1:30

Robert Boeckmann
Maria Williams
Natasa Masonovich-Ccourtney

Robert does intro on DI/AP

7 International students present

Students express interest in helping other national students with their transition. They assist new students in the dorm – with getting them to shop for food, etc.

It's hard to get info from who the international students are – Would recommend a way to identify the international students better – so reach out would be easier and more effective

Questions on International Student Services – a lot is unclear – there is a lack of information. Nobody knows how it works – the paperwork and everything. It would be great if we could discuss that later.

One Junior year student – she is interested in Internship in her field – but there is no outreach from International student services –

We are trying to raise awareness on international students – and contacted Native student council and they are going to visit the Alaska native heritage center. This will be great for international students – to learn about who are the first peoples of Alaska.

Other initiatives they are working on –

International Student services only has 1 staff – that is not enough. One student broke his wrist – but he can't pay for physical therapist – what can he do – what are his resources. But they provide no info on his health

There could be volunteers – if people knew there was a need for more staffing, they could perhaps get some volunteers at least. Even the current International students are willing to try and help.

Dream to come to UAA – taking part of the sister city – would like to establish more cities with the sister city program. Make connections between those cities. It's a win win situation. The more international students we have – it's good for UAA.

Question 1:

It is a wonderfully crafted well thought out statement on paper. The realities are in the actions and responses to question. On paper it's perfect – but reality is different.

I would say in terms of educational and employment endeavors – most of us have access to part time jobs on campus – which is welcoming and in terms of staff – I have brilliant instructors in a lot of my classes and am satisfied with my education.

The statement – Employment on campus and international staff. Part time jobs for students – the employment places are welcoming.

Question #2

The only thing I have – what is the standard for a statement in terms of length. There is a lot of big vocabulary here – but some of these terms like 'inclusive' are not immediately understood by international students.

Looking at the stats of international students – students are not English speakers – they are ESL speakers. Can this be translated into other languages!

Translate the statement into the languages that are spoken on campus.

Last night I was in the bus – the public bus – there was Russian, Spanish and English and Korean.

Engagement question:

There is a contrast – the statement looks good on paper – but its in the action.

UAA is trying, doing as much as it can, but it can do better. Already there are a whole lot of areas that have been raised. Employment for international students on –campus, but at the end of the day your education is incomplete if you do not have practical experience or internships. For me, the area of health, and healthcare in America is going through major changes. There was one thing I approached. When I walk into International student services office, and I have an idea for health insurance. His response – that's a “no go area” I did not know how to share my idea.

We are international students – if we are not a sister city – the fees are very heavy. I am also paying super tuition as well. Health cost and living costs is very high. I was thinking – I'm UGSO – can't we go and approach a health provider – we have an organization – can we approach a health provider and offer to pay fees as a health insurance pool (of international students) – so we can get coverage. If we had something like that – it would make a difference.

IT would help if international students got recognized for who they are and what they are doing. Could we get more scholarships? There are lots of scholarships out there – and International students are not eligible. There are very few, very limited and highly competitive scholarships – it's discouraging.

If you come to UAA you will have a significant financial burden – that should be more up front as well.

Natasa – I was an international student myself – and what you are describing is a nation-wide phenomenon – it was even worse when I was in school. Not one single scholarship was available. Do you have a model you could suggest? What other universities are doing a good job at this?

We know that UAA is the 2nd most affordable public institution – although it has affordable tuition – there are other expenses that are high compared to lower 48. Students with F1 visas can not work off campus. If finding a more successful model – maybe students in the lower 48 might be able to work off campus. For us – we have very limited opportunity for doing that and we do not have incentives for doing that. F1 Visa says you must have the ability to cover all your expenses – maybe university does not have power to change this.

When we get out there – our currency swings. On paper – the tuition here at UAA is affordable, but the currency in my country is going down and down – so UAA is more and more expensive. The differences in currencies – make it really stressful.

I wrote multiple emails to financial aide with sources on how the currencies change for international students. I was asking – for Russia and Mongolia – if they had programs for international students that could provide some financial assistance – but they don't have funds for this.

This past semester when I registered for classes – I specifically wrote regarding being registered late because I had to pay off my bill before I could register. I needed a reprieve for \$125 – there is a restriction in my country that you can't send a certain amount of currency out of the country. This makes the funding for school late at times – could we not get the late fees when we know funds are on the way?

They said NO Exceptions. I understand the university has to function – but it would be better if they could make exceptions in these circumstances.

Anchorage has an initiative – called WELCOMING ANCHORAGE.

I have been here 3 years – if you want more foreign students – can't you have We have 300 international students at UAA right now – maybe now its 200. 500 statewide. Alaska is ranked 50th in international student population. Alaska is remote and expensive for this kind of situation we want to encourage foreign students – can there be at least one or two more scholarships for international students. They are really hard working and dedicated to education. Why can't you have 1 or 2 student tuition waivers – to encourage or recognize. Increase sources – it would make us feel more welcome

I am proud recipient of a \$1,000 from Diversity Action. The scholarship really encouraged me and gave me incentive. It was huge empowerment. These kinds of awards are significant. I am traveling up to UAF at spring break to meet with other Mongolian students there to share mutual experiences.

It always comes to money – but the university could provide more information – UAONLINE could provide national and even international scholarships – providing information is the duty of the university.

I have also been a recipient of a scholarship as well, but I am just one out of a few hundred. But what about other international students? I'm happy I got it, but I think of my fellow students. Employment outside the university – one of the big challenges and I think UAA should find a way to adopt companies here in Alaska. I have been put out tons and tons of applications and have been qualified for – but the one thing that holds you back is the legal permanent resident questions. Under my F1 Visa – and even under the OPT regulations – I can legally work in the US under certain conditions. When you are filling out the question – it's challenging – because the F1 Visa allows me to work – but there are hoops to go through. I need permission from UAA and I am eligible to work – but it's hard to figure out how to legally answer that question correctly. No room for nuance. I can work xx amount of time before I need to get sponsored for a visa.

There are technical issues regarding employment with the F1 visa – employers need to know that – so they understand.

I would like it to be at the university level – not departmental level. The job fairs here at UAA – the employers should at least get some information about the F1 visa. They do not know anything about the F1 visa – that I could work – but under special limitations.

Also with practicums or internships – which are required – this makes it really is challenging because no one knows about the F1 visa.

Robert suggests that we need a special person that explains and coordinates and advises employers about the F1 visa – and how it works.

I am literally fighting to explain to prospective employers about the F1 visa – but they often do not know the rules and if they knew more – it would really help.

I don't know if career services have done it - but if they had a list of companies that are willing to hire international students.

UAA could communicate with companies and approach them and provide information on the F1 visa. I have had the same experience – it's so sad that every career fair here – all the employers are not interested in international students.

I would need at least three months of an internship – but it's really hard because businesses do not understand the F1 visa

I am with the Muslim students club – we should go for a scholarship – most of the professors especially in engineering – and they are working on research projects and they have funds for

international students. I work 20 hours a week, but work from 9 in the morning and to 10 at night. Because I don't have my family here - so the international students are super present – we work over the hours.

The work ethic of the international students – doing research and work studies – will be highly productive. It will make the program look good because they work so hard. UAA Should bring more International Students to improve its research ranking.

I am getting a second master's now – one from my country and working on one from here in UAA. I did apply and got an interview – I have a 4.0 GPA, I have applied for OPT I can work for you three years – and it's the employer's discretion to extend after that. It's for STEM students. For business students it's one year.

STEM is two years – with option of third year.

UAA could train all the faculty better – this information we are sharing – it would be amazing. We see our faculty and advisor – and the advisor says talk to your faculty. Then the faculty says go see career services – so in my department – all the faculty – they have no idea on what the rules are for international students.

The advisors look at the computer – they look at UAONLINE and they look at the required classes – and they just provide a list of required courses. That is NOT advising. It's a check list.

I want to clarify something with the international student's office – they overreach sometime. They go over their boundaries sometimes to help students. It's international admissions – you are helping to recruit students and the visa paperwork, and other info. But when it comes time to discuss courses – accuplacer – we are not supposed to advise. But sometimes, you can't let the student just hang. That office is not equipped for advising. There is a gray area of what they should be doing and not doing.

Again – we need information. Some aspect of career services should know about international employment for international students – internships, jobs, careers on campus, etc.

I think the smart goal – get a lawyer to look at the F1 Visa – and clarify all the questions of what we can do and not do – and share with international students – and we can have this for companies or job fair attendees. Career expos and fairs – if we could have something that clarifies this – it would help the employer and the students. The' Do's and Don'ts.

Also TAX – we need a tax specialist as well –or how to get advice on taxes.

Ombudsman is needed.

Another thing for scholarships and funding – can UAA give a waiver for some international students – if there is a contract. For example – get tuition waiver in exchange for student work. You get tuition break – but here is your obligation.

In Pakistan – the higher education department – your fees are covered and after completion of your education – you are obligated to return and work for three years. Pakistan universities have relationships with universities in the US. So the collaboration gives major tuition break for the students – and the students usually are involved in research.

Something that can attract students – is the student exchanges.

This did exist – but the international students that transferred to Hawaii – never came back to UAA

Faculty are not aware of international student situation

Advisors are not aware of international student situation

Employers are not aware of international student F1 visa

UGSO – why am I passionate about this. This helps new incoming international students. Friendship, a place to hang out.

We need this UGSO – hugely.

Natasa – what do you think of the ratio between international faculty and staff to international students?

I'm here for the American experience. I'm from Singapore – which is very international – so I'm here for American experience.

Personally, I would love to see more diversity on the faculty side.

I have a lot of international faculty and I love all of them. For me, having qualified faculty from around the world is a true American experience.

I agree with him. I met with a professor – I think from Scotland – and he is good. In our department two or three faculty are international. It's great. They know a lot of international experience –

I was told a week ago, but write that paper, but in “English” – that was a joke – but it was offensive.

In my country – it's rare to have an international faculty.

Veteran student focus group

3/3/17

Robert Boeckmann
Maria Williams

14 students – but some left early and others came late – so this could be 16

Student discussing his issues with an Interdisciplinary program – regarding faculty committee members that were told their tenure would be in jeopardy

I don't see how the statement could be viewed as negative.

Labels 'suck' because they mean one thing to one person and another thing to someone else.

Prefers not a long list of labels

Shorten up to a tweet status

I think in the same sort of train of thought – having those labels in there – might trigger someone that has a definite bias or unstated prejudice. Whereas if you're not that specific it could also lean negatively in the other direction. Sometimes there are groups that really need to have a voice. Like hate speech.

Maintaining the freedom of speech is good – but where are the limits?

How do you establish the limits? But maintain it

I think of freedom of speech is an opportunity to educate people

With that education sometimes it means changing a person's belief system they grew up with. Anything that goes against their beliefs is going to add to their reasons of not wanting to be more open minded.

Engagement questions:

I've had a very positive interaction. Even before I got here – I worked with the business college regarding my finances – and got additional waivers, based on GMAT requirement> they helped me get enrolled on time and to get the funds on time. The VA needs about a 3-month lead time.

I have had a few issues. They do not tell you when you start here regarding the statement about not paying the tuition. I freaked out when I got that and thought that the VA has not paid for me. This needs to be added to the admissions for veterans – to give students a head up that the military pays a little later – but initially when we get those notices – we think the VA did not pay.

The other thing is registering for classes. Registering for classes for my degree plan seem to change constantly. I work with my academic advisory – but maybe a better grasp of what courses would fall into a degree seeking program that would be covered by the VA would be helpful.

For Degree seeking programs it would be helpful to have a list of courses that the VA will cover.

The veterans support office helps with that – but it would be good for advisors to know what the VA can cover and not cover. For example, VA would not cover a LAB – but they would cover the class – Physics lab is not covered.

The VA support center at UAA can assist with that

A lot of veterans have found that some courses not covered – it can get worked out with the VA as long as the university advisors/counselors can help run interference.

I think a lot of times as veterans we can be disjointed – we can have more conversations. The Veterans meetings would be helpful. I would not rely on my department head to give me all the info – I also need the Veteran input – what the VA can cover or not cover.

The VA office – I had a problem with my class as well. They said they would cover a class – but then said they would not cover it. One of my professors did not do a registration override and they made me take pre-req's which cost me out of pocket – even though I tested out. But I did get my advisor to prove it – and they worked it out with the VA

Robert: Often students are not aware of all the support systems for them – we do hope to create a better information clearing house so students know their resources.

Next engagement question

Currently in one of my classes – we are being tasked with trying to pilot an employee wellness program so they don't have to pay a 3rd party to do it. In that – the planning meetings of our group – we basically said people want to get outside – let's do skiing. employee cardio fitness – and we work really hard to be as inclusive as possible – all people – all fitness levels – all ages. We have been looking at strategies for how we can do that without singling people out.

Diversity Action – to promote social change – I have attended this and participated.

Participated with Student veterans – it's an easy resource and it's there.

Student Veterans is a great organization – we need to improve our outreach. We are our own best resource. Get hooked in

If UAA could do ONE thing:

Help us get a student veteran community lounge

A one-stop center – We have to go to the UC and then to SUB – would be ideal if we had a combo lounge with the one-stop center.

Veterans need a communal place – a study area – we only have one computer in the VA office – that is not enough.

When I went into that office at the end of December – I felt like there was always a line for the computer.

We also want to correct how the current VA work place is viewed – is it a study area – or a social area? It's not big enough

To that point – how do we schedule appointments next door?

Is there an opportunity to have a VA representative on campus? We do have one? Yes

\$75.00 is charged for new student orientation – this is impossible for veterans to participate – and then we stumble through the process.

Robert talks about the DAC – and the current proposal by student member Johnnie Templeton – regarding his USUAA proposal that there is a petition to have a VA member on USUAA.

I have something that towards the end of the diversity statement. HELPING WITH EMPLOYMENT ENDEAVORS

I'm working with companies that are chomping at the bit to hire veterans.

One thing that UAA can help facilitate is teaching employers the value of veteran graduates – there is huge employment potential. If UAA could be that facilitation point for that discussion – a lot of our graduates could get positions. I meet with employers that can't find veteran employees – and veterans grads can't find jobs. Need for an employment and training of veteran students.

USO is another stakeholder – they have their RP6 program – and they have not brought that to Alaska. UAA could facilitate that.

Just a small one – when I walk into the UC advising center – when I ask to speak to a VA rep. I want to speak to the veterans rep. But this one person that was kind of a senior advisor – but he did not know anything about the GI bills – and it was frustrating because he did not know. I asked for a veteran's rep – but did not get one.

Are there other groups that need to be part of this conversation that aren't in the room?

Active duty military are not present.

Disability support services –

Within the veteran population in Alaska – it's the highest percentage. But there is no outreach to the Alaska Native Veterans.

Not seeing such a high percentage of Native American/Alaska Native veterans it's concerning that there is no outreach to this group.

First years should be identified – before they drop out – then they wind up on the street. The biggest issue is communication. The info is being sent – but emails are not always read. How do we bridge that gap? They feel disconnected – Folks that are on academic warning – that info is sent to VA support and he sends an email - There is only one person there. Perhaps rather than emails – maybe text messages.

The other component of this – other people that I would love to see involved in this – is Don Young's office put on a veteran town hall. I would like to get more stakeholders involved – Marine Corp veteran – Dan Sullivan should also be involved – maybe invited to campus. This is a nation-wide program – not just a UAA problem. This is a beacon of hope – There is a lot of trash happening in the VA community – but if UAA became a center – it could be a national model.

I just obtained a study done nationally. Veteran students do better than most students. What are UAA's statistics regarding Veteran student graduation rate.

It's hard to track unless students has identified themselves as a veteran – it won't be accurate.

How many dependents are attending – how many veterans are attending and their graduation rates.

This speaks to the military mindset where the administrative process is kind of concrete. Here at UAA it's very disjointed – we have to go all over the place. If there were even a sheet of paper with a checklist – that would help! There is a checklist – but it is next door and on the website –

When we get a new student – I hand them the check list and I make them fill it out. We push it – but we are utilized resource.

I never even came to the SUB because all my courses are in the GHB – I had no reason to come here and had not idea the VA office was here! I came to get some food – and then was surprised to see the office.

Perhaps a GUID A194 for veterans would be GREAT!

I think that would work if GI bill paid for.
Could this be mandatory orientation – and it's free and not \$75.00

APPENDIX E
QUALTRICS SURVEY

Introduction

Thank you for your interest in sharing your views about Diversity and Inclusion at UAA. No matter where you are in the UAA community (Anchorage, Mat-Su, Kenai, Kodiak, or Prince William Sound), we want to hear from you. Your voice is important to developing a good understanding of the extent to which members of the UAA community feel included and supported in meeting their educational and career goals. This survey will take approximately 8-10 minutes to complete. We would like to begin by learning a bit more about who you are. Then we will share information about Diversity and Inclusion at UAA and ask about your perceptions of that information and seek your views about what UAA may do in the future to enhance inclusiveness and support for all members of the UAA community.

Note: Your responses will be kept confidential in any summaries of these data. Please be assured that we will take every precaution to prevent individual respondents from being identified in the reports that we write that summarize these data. Thus, you can feel safe in reporting any critical information in this survey.

Block 6

We are interested in knowing who is represented by our survey results so at the end of the survey there is a section devoted to letting you tell us a bit about yourself such as your age, ethnicity, gender, etc.

As an incentive to get to end of the survey you can also share your contact details to **enter a raffle for an iPad Pro!**

However, to start we would like to know your relationship to UAA.

What is your primary relationship to UAA?

Student

UAA Alumni
Anchorage Community Member - non student / employee
Faculty
Classified (hourly) Staff
APT (salaried) Staff
Senior Administrator
Executive Officer

Commitment to Diversity and Inclusion at UAA

Now we would like to share some information about UAA and its stated commitment to Diversity and Inclusion:

UAA Diversity Statement

"With freedom of speech being at our core, UAA strives to create an inclusive, respectful campus community that promotes and embraces our individual differences. We unite in our belief that diversity includes understanding and respecting differences in ideas, religion, gender, ethnicity, race, sexual orientation, gender identity, disability, age, and socioeconomic status. We celebrate diversity in all of our educational and employment endeavors."

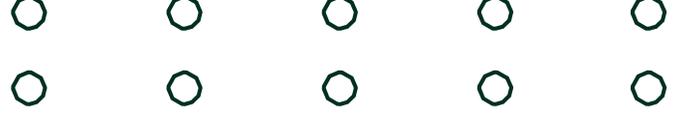
[\(https://www.uaa.alaska.edu/diversity/\)](https://www.uaa.alaska.edu/diversity/)

If you have any immediate comments about the diversity statement feel free to add your comments:

Considering your overall experience at UAA, please rate your agreement with the following

statements:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
UAA is committed to the goals of the UAA Diversity Statement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UAA has an inclusive environment that supports everyone in their learning and career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UAA is supportive of ethnically diverse people who study or work at UAA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UAA is supportive of members of the LBGQT (lesbian, bisexual, gay, queer, transgender) community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UAA is supportive of students who have / had less than enough financial resources in their lives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UAA is supportive of first generation students (students who are the first in their family to attend college).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UAA is supportive of international students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UAA is supportive of international faculty / staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UAA is accessible to people who experience disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UAA is supportive of active military personnel and veterans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UAA is respectful of differing religious perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UAA provides opportunities to connect with diverse faith based groups on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UAA is respectful of differing political perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel respected at UAA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Thinking in terms of your personal experience... To what extent has UAA provided an environment that has made you feel included?

I feel very **excluded and disrespected.**



I feel very **included and respected.**

Do you belong to a group or groups that you feel has not been adequately represented in this portion of the survey?

Yes

No

You indicated that you belong to a group(s) that has not been adequately represented on this survey. Please tell us what this group(s) is.

How well do you feel this group(s) is respected and supported at UAA?

Very **disrespected and unsupported**



Very **respected and supported**

Value of Diversity and Inclusion at UAA

You have read and reflected on UAA's Diversity Statement. The following is Chancellor Case's statement on the value of Diversity and Inclusion at UAA.

“Increasing the cultural, social and intellectual diversity of UAA students, staff and faculty is fundamental to our success. With an increase in diversity on our campuses we are enhancing and promoting a deeper understanding of local, national and global communities and fully embracing our core values of diversity and inclusion.”

- Chancellor Tom Case

Considering your overall experience at UAA, and reflecting on Chancellor Case’s statement on the value of increasing diversity at UAA, please rate your agreement with the following statements:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
UAA is making efforts to increase cultural and social diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UAA is making efforts to increase intellectual diversity (differences in ideas and ways of thinking).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UAA actively engages efforts to make it clear to students and faculty how diversity and inclusion are fundamental to our success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much attention to diversity issues distracts us from our more essential purposes at UAA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UAA offers opportunities, events, and workshops that promote awareness and education on issues of diversity and inclusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UAA has positive relations among individuals of diverse social and ethnic groups on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am tired of hearing about diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of diversity-related opportunities on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take advantage of the opportunities provided by UAA to learn about diversity-related issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your agreement with the following statements:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree
I believe that being able to interact with individuals of diverse backgrounds will help me after college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have become more open-minded about diversity-related issues since starting college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Somewhat agree

Strong
agree



Please respond yes or no to the following statements:

	Yes	No
I have <u>witnessed</u> discriminatory (race, gender, sexual orientation, etc.) behavior or harassment on campus within the last 12 months.	<input type="radio"/>	
I have <u>experienced</u> discriminatory (race, gender, sexual orientation, etc.) behavior or harassment on campus within the last 12 months.	<input type="radio"/>	<input type="radio"/>

Who was the source of the discrimination or harassment you witnessed or experienced?
(Select all that apply)

Administrator/staff member
Student
Campus police or security officer
Faculty member
Publication (posters, brochures, handouts)
Resident assistant or residence coordinator
Teaching assistant
Person not associated with UAA
Unknown
Other

Data

Please rate your agreement with the following statements: UAA should make a greater effort to...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Recruit and retain students from diverse backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strongly disagree Somewhat disagree Neither agree nor disagree Somewhat agree Strongly agree



- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Recruit and retain faculty from diverse backgrounds. | <input type="radio"/> |
| Recruit and retain staff from diverse backgrounds. | <input type="radio"/> |
| Recruit faculty that represent the diversity of its student body. | <input type="radio"/> |
| Offer curriculum and courses that reflect the lives, perceptions, and contributions of people from diverse backgrounds. | <input type="radio"/> |

What is one thing you like about diversity on this campus?

Please provide a short list of Diversity and Inclusion related programs, activities, or services that you have experienced personally at UAA.

What is one thing that disappoints you about the climate of diversity on this campus?

If UAA could do just one thing to the campus climate to make students, staff, and faculty feel more included and supported, what would it be?

What is your current enrollment status?

Full-time (12 or more credits)

Part-time (less than 12 credits)

Which option best describes how you take classes at UAA?

Primarily face to face classes

Primarily online classes

An equal mix of online and face to face classes

Student Demographic Questions

What is your class standing?

First-time Freshman

Freshman

Sophomore

Junior

Senior

Exchange

Graduate First-time

Graduate Other

Non-Degree/Other UA Program

What is your residency origin?

In State
Out of State

International

Are you a first-generation college students (neither of your parents attended college)?

Yes

No

I don't know/Prefer not to answer

Do you come from a family where English is the primary language?

Yes

No

If English was not the primary language of your family please type in your family's primary language or languages.

How would you describe your background living in Alaska?

Urban

Rural

Equal time living in both

Which of the following do you consider your primary campus of attendance or place of work?

Primary campus you are attending or working at: Anchorage, Kenai Peninsula, Kodiak, Mat-Su, Prince William Sound.

Anchorage

Mat-Su

Kenai Peninsula

Kodiak

Prince William Sound

Background Questions

To finish up our survey we would like to know who is represented in our survey results, so it is important you tell us a few things about yourself.

What is your race or primary ethnic identification? (Please select one)

White - Non Hispanic

Black - Non Hispanic

Hispanic - Latino/a

Hispanic - Mexican, Mexican Am., Chicano

Hispanic - Puerto Rican

Hispanic - Cuban

Other Hispanic

Alaska Native - Inupiaq

Alaska Native - Yup'ik

Alaska Native - Siberian Yupik

Alaska Native - Cup'ik

Alaska Native - Aleut/Unangax

Alaska Native - Alutiiq/Sugpiaq

Alaska Native - Athabascan

Alaska Native - Tlingit

Alaska Native - Haida

Alaska Native - Eyak

Alaska Native - Tsimshian

American Indian

Middle Eastern

Native Hawaiian

Guamanian or Chamorro

Samoan

Other Pacific Islander

Asian Indian

- Japanese
- Chinese
- Filipino
- Vietnamese
- Other Asian
- Unknown/Not specified
- Other

If you would like to further specify your White non hispanic identity (for example Irish, French, etc.) please enter your identity here in text.

If you would like to further specify your Black non hispanic identity (for example Somali, Ethiopian, etc.) please enter your identity here in text.

We failed to represent your ethnic identification. Please enter your ethnic identity here to help us be more inclusive in future surveys.

In terms of military status how do you identify?

- Active Military
- Reservist
- Veteran
- Spouse, Partner, or Dependent of military/reservist/veteran
- Not associated with the Military

In terms of Gender, how do you identify?

Female

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In terms of sexual orientation how do you identify?

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Please enter your age in digit form using whole numbers. For example, if you are twenty three years and 10 months old simply enter: 23

Thank you for participating in our survey of Diversity and Inclusion at UAA. Your responses will be valuable in guiding our future efforts to make UAA a welcoming and supportive place for all.

You are almost done! By continuing on, you will be redirected to a link where you can enter a raffle for an iPad! The raffle entry is in no way linked to your responses here which are anonymous.

**APPENDIX F
DIVERSITY SUMMIT REPORT
FEBRUARY 2016**

Diversity Summit Report

February 12, 2016

Diversity Action Plan

**Dr. Andre Thorn, Dr. Robert Boeckman, Dr. Maria Williams,
Tri-chairs**

Introduction

As Tri-Chairs of the Diversity Action Plan we convened the first of many planned events to listen and learn the different ways in which UAA engages an inclusive and welcoming environment for all members of our campus community and surrounding communities. The first Diversity Summit was held in the Gorsuch Commons on Friday February 12, 2016 and is part of the initial planning stages for the Diversity Action Plan. UAA is a large institution with many moving parts and the Tri-chairs spending almost the first half of our two-year process in listening sessions in an effort to document and learn about the various efforts in the area of Diversity and inclusion.

For the Diversity Summit we specifically sought out groups on campus who have been active in diversity work with the intent of asset mapping, i.e. to learn about the various groups, centers, programs that have diversity as a core theme. We also wanted to learn from our stakeholders what challenges lay before UAA in improving the climate and effective support of the diverse peoples on and off our campus.

The presentations provided a wonderful platform to learn about a variety of activities and programs, including two of the community campuses (Kenai Peninsula College and Mat-Su College).

The presentations included:

- Academic programs (ANCAP, RRANN)
- Student Services Support programs (TRIO, NSS, ANROP/Cama-i room, New Student Orientation)
- Nationally organized programs (NCBI, Safe Zone)
- Community campus activities (Mat Su Community College and Kenai Peninsula College)
- UAA Faculty Senate committee activities (FSDC)
 - International Faculty
 - Mentoring
 - UAA courses that incorporate Diversity
- Diversity Action Committee (DAC) reports and recent recruitment video
- Individual Faculty Presentations
 - Dr. Pam Bowers (Transgender needs and concerns)
 - Tara Smith (Language diversity concerns)

The Diversity Summit agenda is attached, and detailed minutes of the day-long summit is in the appendix, and the power points are available on the Diversity link on the Chancellor's website. We also have incorporated short one-page abstracts from each of the groups and individuals that presented, which contain their mission, successes, and also challenges they identified and where they think UAA could provide more support or recognition, and even incorporate policy changes.

The presentations illustrated the variety and depth of programs across the University of Alaska system and also revealed several

vacuums, especially in the area of LGBTQ, Mentoring, and International Faculty support/orientation. There were also many points of pride that UAA can be proud of, including ongoing efforts to create an inclusive and supportive climate.

Asset Mapping

As the Diversity Action Plan materializes through the two-year process, the tri-chairs are in the process of asset mapping, which will help identify all the work, research, events and activities that highlight diversity and inclusion. Examples from the Summit include:

- Academic and student support programs that support Alaska Native students with mentoring, social and practical support (social gatherings, advisement, and curriculum);
- Programs that provide skills training in appreciating diversity such as the NCBI and Safe Zone trainings and activities;
- Development of a mentoring program and production of materials, including a video to aid the recruitment and retention of diverse faculty;

Challenges

Many vital programs are vulnerable and have no plan for sustained engagement. For example, some programs are not fully integrated or embedded within the institution and instead rely upon the voluntary engagement of passionate individuals and small groups in the form of service or other flexible parts of their work load (or simply volunteerism). We see examples where programs have been or will be severely impacted when

individuals leave or shift their engagement.. Examples of embedded programs include DAC, FSDC, and NSS. Examples of successful program that need to be more integrated into the University include Safe Zone, and NCBI

Many activities occur at UAA and our community campuses, but are not coordinated or lack a sense of cohesion. The right hand often does not know what the left hand is doing. Asset mapping will help us understand our resources and where we could improve on recognizing and coordinating our efforts. There is a need to more broadly share our internal efforts, as well as externally. Addressing this problem must also include developing a better means of collecting, archiving, and analyzing relevant data and tracking our progress and maintained successes.

Action Items

Although a final comprehensive Diversity Action Plan report is our end goal, we feel it is vital to the legitimacy of our process to respond with swift and decisive action to some concerns that arise in our listening sessions. We see that as we listen to stakeholder groups we will be able to identify action items that fall into several categories

- Short Term
- Near Term
- Long Term

Some action items may take a lot of resources and time to develop and implement. Others are low hanging fruit, relatively inexpensive, and easy to implement swiftly, and are therefore short term action items.

Example: As a response to presentations by Dr. Pam Bowers and Safe Zone, we did successfully coordinate

meetings with the Director of Admissions, Cathy Ewing, to change our new student applications demographic data recording to allow greater flexibility in how students identify themselves. Adding appropriate social identity categories with regards to gender (Male / Female for example) and ethnicity (Asian / Pacific Islander) for example will show respect and welcome to applicants and aid our tracking of diversity. This was a direct result of the Diversity Summit.

Transparency and High Visibility

We also see transparency and high visibility of the Diversity Action Plan development process as being key to our legitimacy and the ultimate success of our efforts. The Diversity Action Plan tab/link will be a salient feature of the Chancellor's website (<http://www.uaa.alaska.edu/chancellor/>) Here we can keep people up to date with new opportunities to share their views and concerns. We can also report what we are hearing and learning, and identify items that we are considering for action as well as short term and near term action items that we are moving forward on.

Green and Gold updates on Diversity Action Plan listening sessions and their highlights. We will coordinate with office of Advancement as they will provide assistance with internal and external media and assistance with updating Chancellor's DAP website page.

Effective Record Keeping

An important aspect of maximizing the benefit of events like the Diversity Summit, other Listening Sessions, and other forms of information we collect about UAA's diversity climate and needs is the development and maintenance of an institutional Diversity Action Plan repository. Our work will produce a

substantial quantity of information that should be archived as well as form the basis for our final report and on going action items. This repository is also a form of asset mapping.

The following is a summary of the presentations, followed by more detailed narratives written by the presenters, and the minutes are in the appendix at the end of this document.

Academic Programs

There are several academic programs at UAA that deal specifically with providing education to Alaska Native and underserved populations. The Diversity Summit included a representative from the ANCAP program, and the RRANN program. The ANCAP program is housed in Psychology and is a joint PHd program with UAF. These programs are not the only programs on campus that target underserved students - there is also ANSEP, and others that were invited, but unable to attend the first summit.

The RRANN program is in the College of Health is a student recruitment and retention program specifically targeting Alaska Native students who wish to get an Associate or Bachelor's degree in Nursing. Rebecca Drier, the presenter for the program at the Diversity Summit also opened up her presentation with a variety of ways in which the students in the program self identify - providing a tapestry of how students view themselves, whether it is with a tribal, village or ethnic identity, as a single parent, as a person of a certain age group, etc. This was quite powerful.

The program is also system wide, with students at UAA, UAF and some in the smaller community campuses. The program costs the university roughly \$300,000 per year, and is running at full capacity.

Student Services Support Programs

There are a variety of student service offices, programs, and initiatives that deal with a wide range of support. TRIO is a federally funded program; Native Student Services (NSS); New Student Orientation (Dean of Students), (aspects of the RRANN program ties in with this).

The Annual Report from Student Services Vice Chancellor is a helpful guide and provides information on the variety of programs in this arena. The **Trio** programs, which are federally funded, operate with a very specific mandate and operate in conjunction with local high schools.

Nationally organized Programs

The **NCBI** has been at UAA since 2008 and has provided a very successful and far reaching model that has touched all facets of the University life (faculty, staff, student, and community). The NCBI has provided the DAP committee with a comprehensive approach on how to build consensus, have dialogue, and address issues that strike at the heart of dealing with diversity. It is clear that the University needs to provide some additional support for this very successful model, which has taken root at UAA and made major strikes in the areas of diversity.

Safe Zone is another national organization with a UAA branch. Safe Zone is another impressive model that provides support for students, staff, and family members in the LGBT community. This organization provides activities, weekly gatherings and has proven to be a high functioning and much needed. The issue of resources was addressed, as this is an organization, similar to NCBI that is all volunteer. The current UAA staff member that coordinates Safe Zone is leaving for a position out-of-state. This is an organization that has bloomed under highly engaged and

energetic leadership. The presenters mentioned the need of a space for their membership, to gather in an informal environment, and that could also host their more formal gatherings and meetings. How can UAA provide recognition for the staff, faculty and students that volunteer hundreds of hours.

Community Campuses

The **Kenai Peninsula College** (KPC) provided a wonderful overview of their campus and the activities that directly relate to diversity at the curricular level, student services level, and the community level. They highlighted their involvement with NCBI, the AKNS (Athabascan language courses), and DAC involvement. The KPC philosophy of *Collaboration, Community and Communication* is really great.

The **Mat-Su Community College** also provided an overview of their campus climate in terms of diversity and their philosophy.

UAA Faculty Senate - Faculty Senate Diversity Committee

The **FSDC** has been doing impressive work in the area of diversity. They have sponsored Diversity Dialogues on topics (Alaska Native Faculty, International Faculty, mentoring of new faculty, LGBTQ). They have also recently completed a Diversity Database that documented teaching, research and creative work.

The FSDC is currently addressing three very important areas

- mentoring
- challenges and possibilities for international Faculty,
- challenges of transgender students and students in the LGBTQ community

The area of mentoring is particularly vital given the size of the UAA system. Most faculty are new to Alaska and not familiar with the complex bureaucracy of UAA and mentoring is an uneven and uncoordinated effort. Two of the FSDC members, Sudarsan Rangarajan (Languages) and Toby Widdecombe (English) have attended the National Institute for Mentoring at UNM and opened up a much needed dialogue on how UAA can improve in this area. Mentoring can improve faculty retention, and the mentoring process can also include NCBI orientation and other much needed community-building tools so faculty feel they are part of a larger community and feel supported in that community and understand the culture of that particular community. The two faculty members of the FSDC should receive either course release or some other type of support as they begin to craft a methodology that could work for UAA. I also believe this could form a part of the DAP.

Songho Ha and Gokan Karahan, also members of FSDC presented the topic of international faculty. They provided compelling statistics that illustrated the need for support of International faculty, and also how the University could be recruiting additional International students, using the International faculty as a mechanism for recruitment. Their power point had some really good data. The FSDC is clearly leading the way in addressing issues pertinent to the DAP. Future coordination would help the DAP move forward. Perhaps we can get copies of their Database.

Individual Presentations

Assistant Professor Pam Bower (Social Work faculty and member of FSDC) addressed transgender experiences at UAA. She provided an overarching presentation that touched upon how students self-identify and that perhaps UAA is missing the boat by not providing a more nuanced self-identification system in Banner.

Associate Professor Tara Smith addressed the topic of **Linguistic diversity** and made a compelling presentation on the importance and value of being bi-lingual and multi-lingual and the challenges that International faculty face. I think some of this could tie into the International Faculty issues that Songho Ha (Professor of History) and the Gokan Karahan (Professor of Business) gave.

Diversity Action Council

The DAC created a short recruiting video that showcased several UAA faculty from diverse cultures. I think this is more than a recruiting video - it's also a version of the 'I am UAA' theme. I wish this could be a commercial on TV. It is clear that the DAC has provided support for many activities at UAA, including monthly themed events (Alaska Native/Native American Heritage Month, Black History Month, Civil Rights celebrations, Filipino heritage activities, etc.).

The DAC has membership primarily from the student services support side of campus and is the 'twin' to the FSDC. Would it be possible for these groups to work together a little more cohesively - or at least find a way to report to one another their respective activities? We should get more of the DAC reports for our DAP. One of the things that was requested is that there needs to be an office responsible for coordinating the monthly activities. With the departure of Marva Watson, there is a little bit of a void.

Conclusion

The goal of the tri-chairs is to develop a report that is cohesive, and will become an *organic* part of the University that will provide actions and pathways that the University administration

will implement to create an environment that embraces and reflects diversity and inclusion.

SECTION TWO: Narratives from Presenters

National Coalition Building Institute (NCBI) Narrative by Kimberly J. Pace

UAA has been a campus affiliate of the National Coalition Building Institute (NCBI) since 2008 with the leadership of Marva Watson (former Director of UAA Campus Diversity and Compliance) and CAFÉ. Since that time the NCBI team has grown from the original 7 to over 30 people (students, staff, faculty and administrators) who have completed between one and three the Train-the-Trainer workshops and, combined, have delivered over 30 one-day workshops, a multitude of ½-day and 2-hour workshops, dozens of HOWL Day (New Student Orientation) presentations, many Listening Tables throughout our various campuses to address controversial issues, reduce prejudice, and promote an environment of respect.

In all of the work what NCBI has done, we stay true to our core principles:

- * Every Person & Every Issue Counts***
- * Personal Stories change attitudes***
- *Eliminating Mistreatment Means Ending Oppression***
- *It Takes a Team Effort to Change Institutions***

In sum, the work of NCBI — its mission, its workshops and trainings, and its network of resources as a team--maintains a standing commitment to long-lasting institutional change complete with a call to action for social inclusion and equity throughout the University of Alaska, Anchorage. It is important to remember that the hard work of NCBI aligns perfectly with UAA's Strategic Priority to "Strengthen the UAA Community," and to UAA's International and Intercultural Learning Outcomes.

UAA does fall short of supporting the work being done by NCBI. With the 2015 retirement of Marva Watson, we lost the administrative support that her office provided. Associate Vice Chancellor of Alaska Natives & Diversity Jeane Brenig, provides what administrative support she can – but she herself has no administrative support and has to rely on whatever support the Provost’s office can spare. We have been assisted by CAFÉ recently and that has helped, but we are unsure what the future holds. This last year, NCBI’s Steering Committee of Four has attempted to keep the team and our activities going, but it has been extremely difficult as we are all being pulled in multiple directions. For this work to be sustainable, we need a clear administrative unit, dependable administrative support, and a defined budget. We want to continue to do the good work that we have been doing for the last 8 years but frankly it is getting more and more challenging in these trying times....the good work that we have accomplished/achieved during the last eight years, and we are striving not to succumb to the challenges that the lack of a centralized administrative support unit presents us. We respectfully request an identified administrative assistant to be dedicated in part to the efforts of NCBI with its logistical, secretarial, and storage needs.

***Narrative on Diversity Summit Presentation at UAA
Submitted by Diane Taylor, Kenai Peninsula College***

Success/History of the work:

The overview presented at the Diversity Summit primarily focused on programming through the Learning Center Department (ESL, International Student Services, AKNOS, DSS, and NCBI). Along with that, the establishing of a Native and Rural Student Services (NRSS) position has been a great success—albeit a long time coming. The native language classes being offered are a credit to Sondra Shaginoff Stuart, who is the current Coordinator for NRSS. The development and growth of these programs is the result of support from our campus Director, Gary Turner, as well as collaboration and sharing of ideas and resources from my colleagues at UAA.

Shortcomings in support or recognition of diversity activity:

The KPC presentation addressed (only briefly) efforts by faculty (Dr. Alan Boraas) and staff. It is my hope that there is other good work being done on our campus that I'm simply not aware of at this time.

A shortcoming is not in the lack of 'recognition' or 'support' but rather the lack of a comprehensive plan (Diversity Action Plan) and the lack of cohesive involvement of *a team* on our campus, to keep this work moving forward.

Recommendations:

I personally welcome the development of a Diversity Action Plan, and hope that it can serve as the road map/vision for all facets of UAA. There are many such plans already established across the country, which might offer models of best practices. Many include timeframes, as well as specific goals, objectives, strategies and resources to implement the plan.

Narrative Report for the Diversity Action Summit on Mentoring

by Toby Widdicombe and Sudarsan Rangarajan

The Tri-chairs of the Diversity Action Plan (Robert Boeckmann, Andre Thorn, and Maria Williams) have asked us to make a brief report on the Mentoring Program, which we began work on in October 2015. It is our pleasure to do so.

The email from Maria Williams asked us to respond briefly to three prompts:

1. The success/history on the topic of Mentoring and the potential for this being incorporated into the Diversity Action Plan

The mentoring proposal began as an initiative from Dr. Jeane Breinig, Interim Associate Vice Chancellor for Alaska Natives and Diversity. That initiative was to set up a campus-wide mentoring program at UAA to encourage diversity and to improve faculty retention. Dr. Toby Widdicombe (who is on FSDC) and Dr. Sudarsan Rangarajan went to the 8th Annual Mentoring Conference (“New Perspectives in Mentoring”) held at the University of New Mexico Albuquerque from October 20-23, 2015 and attended three full days of presentations, workshops, and plenary sessions by academics, business people, and entrepreneurs. From this beginning, a Mentoring Committee within FSDC was created, and Rangarajan and Widdicombe created two PowerPoint presentations (“Mentoring” and “Outline of a Mentoring Program”). These and the thinking behind them were shared at the Annual Faculty Forum and the Diversity Summit as well as in meetings with FSDC, DAC, Chancellor Case, Provost Gingerich, and CAFE. The response was unanimously supportive for creating a campus-wide mentoring program. We feel that the Mentoring Program should be part of the Diversity Action Plan as it is intended in part to attract and keep a more diverse cadre of faculty now and in the future. *If*

the Mentoring Program is to be successful, however, it needs to have its own identity and not be subsumed within a broader initiative.

2. Ways UAA can incorporate Mentoring to enhance Diversity/Inclusion

The ways in which Mentoring can and should be used to enhance diversity and inclusivity at UAA shall be outlined in the document that will be on the Agenda for discussion and approval at the next Faculty Senate on 2 May.

3. Recommendations

Our first recommendation is a simple one: don't give up pressing on this diversity issue despite the university's lean financial times right now. I know that we will not give up on promoting mentoring as one means to achieve the goal of encouraging a more diverse faculty at UAA. Our second is equally straightforward: continue to hold a diversity summit at UAA annually—with an even larger community involvement if possible.

New Student Orientation, by Theresa Lyons

Success/History

New Student Orientation (NSO) at UAA was formalized in 2001, with a mission of facilitating the integration of new students and their families into the academic, intellectual, and social culture of UAA in preparation for the university's educational opportunities. The success of this service is the campus wide collaboration needed to welcome and inform new students; all three major divisions (Academic, Student Affairs, & Administrative Services) are required to host Howl Days (orientation for new students). We have served as many as 2/3 of new students in a academic year (more than 1,000 new students and guests). There has been steady growth and maturity in program offerings, for example College Specific, Online, Transfer and Non-traditional, Veterans, and Nuts & Bolts orientations.

As the gateway for all new students to the university, NSO serves as a great place to introduce/celebrate the diversity of the campus community, and establish the value the university holds for all members of the institution. NSO is critically important to shifting culture and launching new institutional initiatives, i.e. Freshman Convocation, Campus Kick-Off, Title IX, eWolf, etc. Additionally, NSO is proud of the efforts made to hire staff that reflects the university community, which is important to foster an environment of belonging that is inclusive.

UAA Shortcomings

Since 2001, there has been an evolving of program services that reflect the changes within the institution. There is always room

for improvement in the areas of awareness, partnerships, and institutionalizing New Student Orientation for all new students as mandatory. It is important for the university to embrace the idea that orienting new students to the university is everybody's business.

Recommendations

Mandatory orientation for all students new to the university. NSO would continue integrate new students, establishing expectation for students and institution, introducing students to their academic unit and services that support student success, while reminding students of the excellence of UAA graduates and their contributions in the state/world.

Consider the first year as an orientation year, where students participate in first-year seminars/workshops.

Consider a fee for all students new to the university, thus eliminating or reducing the registration fee for students participating in Howl Days.

Strategizing for UAA Transgender and Gender Non-Conforming Faculty, Students, and Staff, by Pam Bowers, PhD, MSW

Success/History:

The University of Alaska Anchorage has a lot to be proud of in terms of diversity. When it comes to the Transgender community at UAA, there are several relevant resources including the protected clauses and provisions under Title IX, the Safe Zone (a program that trains students, faculty and staff on LGBTQ issues including safety on campus), and an LGBTQ student run club called The Family. Additionally, during the 2015-2016 school year, two Transgender diversity dialogues were offered on campus including one targeting faculty and one targeting students. These dialogues helped to identify some shortcomings in this area (discussed below). Finally, a 2016 meeting with Interim Director of Admissions, Cathy Ewing included plans to begin collecting demographic data about Transgender students on all application materials. These resources are a great start but so much more can be done to improve the quality of institutional response to Transgender and gender non-conforming student and employee needs.

Shortcomings:

There are eight primary areas of concern regarding Transgender (and gender non-conforming) students, faculty, and staff on a college campus (Beemyn, Curtis, Davis, & Tubbs, 2005). Specifically, these include: (1) programming, (2) education programs, (3) support services, (4) inclusive policies, (5) campus housing, (6) bathrooms and locker rooms, (7) counseling and health care, and finally, (8) college records and documents. According to Ranken and colleagues (2010), best practices for improving campus climate for Transgender individuals include: developing inclusive policies that acknowledge and welcome Transgender students and employees, demonstrating

institutional commitment by using inclusive language, creating spaces where trans and gender fluid students and employees feel free to be themselves, developing procedures that adequately respond to acts of intolerance and/or harassment, integrating experiences and concerns of the trans community into curricular and co-curricular education, and improving recruitment and retention efforts directed at the trans community. In addition to empirical sources, an in-state case study may be useful for UAA to consider. The University of Alaska Fairbanks (UAF) began a pilot project in Fall 2015 that included (1) offering a campus map identifying all single-stall gender-neutral restrooms, (2) preferred first name designation change forms that include changing student ID's with the indicated preferred first name, (3) gender-neutral housing options, (4) hormone therapy for transgender students, and (5) ability to change preferred gender pronouns on official campus records upon a student request without forms or paperwork of any kind.

Recommendations:

With regard to the Transgender population, UAA ought to consider several questions when moving forward with the diversity strategic plan:

- Has a needs assessment been conducted on gender and sexual minority populations at UAA?
- How do we create a safe and welcoming environment for a Transgender student, faculty, or staff person to achieve success?
- What new services need to be offered and what existing services need to be modified to optimally serve the Transgender community at UAA?
- What are the various obstacles and successes for Transgender students and faculty who attempt to remain on campus?

- What are the multicultural training activities needed for staff/faculty and students that will result in a more welcoming and affirming college community?

References

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- Rankin, S. (1989). The campus climate report: Assessment and intervention strategies. In R. L. Sanlo (Ed.), *Working with lesbian, gay, bisexual, and Transgender college students: A handbook for faculty and administrators* (pp. 277-284). Westport, CT: Greenwood Press.

*OBSERVATIONS on INTERNATIONALIZATION EFFORTS at UAA by
Gökhan Karahan and Songha Ha*

UAA's Faculty Senate Diversity Committee (FSDC) members Gökhan Karahan and Songha Ha prepared a small power point presentation for the Diversity Summit in February and for a meeting in March with Provost Gingerich, Interim Associate Chancellor Breinig, and Vice Provost Kalina. Also present in this meeting were the FSDC Co-Chairs, Drs. Ward and Garcia. The presentation started with introductory rationales for internationalization. The presentation then focused on the economic impact of internationalization both at the aggregate level and at the state level. In the 2013-2014 academic year, the total economic contribution of international students to the US economy was about \$27 billion dollars. Alaska's share in this was only \$13.7 million, or roughly about 5 cents per \$100. Alaska has the lowest (542) number of international students (and lowest number as a percent of state population). Alaska has the lowest number of local jobs created due to (or lack thereof) internationalization.

International faculty contribute to diversity and to globalized campus efforts. There is also the likelihood of correlation between the number of international students and international faculty members. Given this any efforts that could help identify issues surrounding international faculty would be of significant service to the university. FSDC's survey of international faculty at UAA has pointed to some areas of concern to the international faculty: Some of the major concerns/suggestions expressed were strengthening the faculty governance process, improving human resources support, providing mentoring for international faculty at the institutional level, department chairs being more attuned to supporting international faculty, and creating/organizing social events for international faculty and their families.

Drs. Karahan and Ha then focused on different stages of internationalization as a prelude to their suggestions for UAA. Since 2012 there have been sincere efforts on the part of the UAA administration to make internationalization more visible through different committees, task forces, and developing learning outcomes. However, these discrete and fragmented efforts are still at early stages. Given the fiscal constraints Alaska is facing and unexpected developments in global educational trends, it is not clear these efforts will result in expected improvements for internationalization efforts. The main emerging theme in our meetings is that our efforts are fragmented. Perhaps, we may want to think about having some institutional infrastructure, a centralized office for global engagement, if you will, in an attempt to gather all these fragmented efforts under a single umbrella

***Faculty Senate Diversity Committee (FSDC) Report to Diversity
Action Plan Tri-Chairs***

by Gabriel Garcia & Jervette Ward, FSDC Co-Chairs

Current FSDC Efforts

FSDC has engaged in several activities and initiatives in the past couple of years. They are as follows:

- Each year FSDC has organized Diversity Dialogues, covering topics such as experiences of minority junior faculty, mentoring, needs and concerns of international faculty, and issues among the transgender community on campus. These Diversity Dialogues have been critical in forming the committee's advice and recommendations to the Chancellor and his cabinet.
- FSDC collaborates and supports diversity organizations and events on campus. FSDC has a representation in the Diversity Action Council (DAC). Additionally, some of its members have participated in the past two provost search committees. Finally, FSDC has helped in disseminating diversity events on campus.
- FSDC has been behind several of the diversity initiatives on campus. It has supported DAC in advocating for the creation of a Diversity Action Plan, presence of diversity on UAA's website, and recruitment and retention of minority faculty. FSDC also helped in advocating for the creation of the Vice Chancellor of Alaska Natives and Diversity (VCAD) position.
- FSDC started collecting information on faculty engaged or interested in diversity related to teaching, research, and creative activity. The goal is to use this information in creating the first faculty diversity database at UAA that could be published online. This database can help

create a sense of community and potential collaboration among faculty interested in diversity, as well as serve as a resource for those outside of UAA (media and other institutions).

- FSDC created and are leading two subcommittees namely, Mentoring Subcommittee and International Faculty Subcommittee.

Ways for FSDC Efforts to be incorporated in the Diversity Action Plan (DAP)

Many of the FSDC-supported initiatives have been made possible because of its partnership with DAC, but more importantly because of the creation of VCAD position. It is critical that, in order to maintain and enhance FSDC activities, the DAP should incorporate making the VCAD a permanent position. VCAD can provide leadership to the diversity initiatives on campus, as well as help break down some of the silos of the various diversity groups on campus.

Additionally, it is important that DAP include strategies to recruit and retain minority faculty. Strategies for recruiting and retaining minority faculty should include the creation of a mentorship program, improved support to international faculty, and development of post-doc opportunities that specifically targets minority faculty.

Finally, DAP should consider the issues and concerns of the transgender community. Some of the key recommendations that came from the transgender dialogue include the need for gender neutral bathrooms across campus, inclusion of gender identity in the non-discrimination policy, providing faculty training on how to better support transgender students, and having a one-stop-shop for students online to be able to use and/or change their preferred first name.

Recommendations

The following are FSDC's current recommendations to the Chancellor that should also be considered as part of DAP:

- The VCAD position should be a full-time position and be made permanent
- Support and implement the forthcoming proposals from FSDC's International Faculty
- Support and implement the forthcoming proposals from FSDC's Mentoring
- Implement recommendations of transgender community
- Implement a multicultural post-doc program

APPENDIX for Diversity Summit

DETAILED MINUTES

Diversity Summit
February 22, 2016: 9 am – 5 pm
Gorsuch Commons 107

- I. **Welcome: Jeane Breinig, Interim Associate Vice Provost for Alaska Natives & Diversity**
 - A. Welcome to the Diversity Summit, the beginning of the Diversity Action Plan (DAP), which has long been on the radar here at the University. Through the DAP, UAA will understand what it is to move forward and embrace our ever diverse community.
 - B. Senior leadership is 100% behind the DAP.
 - C. In this time of budget constraints, this is good opportunity for us to identify how the University will continue to value and foster diversity.
 - D. The three co-leaders of the DAP were selected for their collective intelligence, wisdom and hearts.

- II. **Introduction of Tri-Chairs: Robert Boeckmann, Andre Thorn, and Maria Williams**
 - A. Goals for the Day: Robert Boeckmann, Professor, Psychology Department
 1. Understand what you feel our accomplishments have been, in order to celebrate and coordinate efforts amongst the various groups present.
 2. Ask and listen for gaps or ongoing concerns to improve UAA's environment of diversity and inclusion.
 - a) Consider who should the DAP leaders invite to subsequent listening sessions: groups of staff, faculty, students, etc.
 3. Listen carefully and attentively; think about ways to support the DAP co-chairs and diversity on campus

- B. Summit Principles: Andre Thorn, Director, Multicultural Center
 - 1. Thank you to Chancellor and Cabinet for their continued support
 - 2. Many assets on the UAA campus that are not well known; since UAA is decentralized, the right hand doesn't always know what the left hand is doing; these and subsequent listening sessions are important for finding out what other people/groups around campus are doing.
 - 3. DAP is an inclusive and transparent process: encourage participants to put everything on the table.
 - 4. This evolutionary process will lead us to a finite definition of diversity that we can all live with.
 - 5. DAP leaders will listen to stakeholder(s) and develop action items; following the Diversity Summit, DAP leaders will engage in subsequent meetings with other stakeholders.
 - 6. There are suggestion boxes in the Multicultural Center and around campus for campus members to give feedback.
- C. Ground Rules: Maria Williams, Director, Alaska Native Studies
 - 1. Thoughtful of time – respectful
 - 2. Open but safe place for discussion
 - 3. Speak for self and your experience
 - 4. Every person counts
 - 5. No blame
 - 6. Respect privacy

III. Alaska Native Community Advancement in Psychology (ANCAP)

Presented by Jamie Spatrisano, Program Coordinator and Ph.D. Candidate

- A. Jamie and Dr. E.J.R. David only staff running the ANCAP program.
- B. Limited this year because of the budget but do have community sponsors, including Arctic Slope

Community Foundation and Alaska Mental Health Trust Authority.

C. What ANCAP does:

1. Offers three-credit Psychology 190 courses, which are intensives, all day Friday and Saturday, courses are discussion and activity based. For spring 2016:
 - a) Alaska Native Values and Principles – Jan. 29-30
 - b) Cultural Perspective on Mentoring and Leadership Development – Feb. 26-27
 - c) Alaska Native Oral Tradition and Storytelling: A Therapeutic Tool – March 25-26
2. Provides general support to undergraduate, Master's, and PhD students, including:
 - a) Mentoring, e.g., how to get into graduate programs
 - b) Basic tutoring
3. Provides assistantships for graduate students for 20 hours per week; in the past has had two graduate assistants, due to budget, one this year.
4. Supplies equipment rentals for students including laptops, etc.
5. Offers research and service awards that are intended to support outstanding research projects or service activities related to the psychological experiences of Alaska Native and/or American Indian communities; calls for proposals in fall, grants up to \$1,000 to undergraduate students, up to \$1,500 for graduate students to pursue research.
6. Issues newsletter – once a semester, if not quarterly.
7. Travels in rural Alaska and villages to talk to student about going into psychology.
8. Assists in summer programs; sponsored four students from the WWAMI Della Keats Summer Research Program to take introduction to psychology class.

D. QUESTIONS & COMMENTS

1. Is this a joint PhD program between UAA and UAF?
 - a) Yes, it has a clinical and community emphasis as well as a rural/indigenous emphasis.
2. ANCAP started because of a high need for Alaska Native students to go back to be a support to their community once trained in psychology.
 - a) Do you have a sense of the number of students who have graduated and returned to their home communities to work? No, but will get it to DAP chairs.
 - b) There are two students from rural Alaska in the program currently because of ANCAP outreach to their high schools.

IV. Recruitment and Retention of Alaska Native into Nursing (RRANN)

Presented by Rebecca Dreier, RRANN Student Success Facilitator

- A. RRANN began in 1998 with federal grant funds to recruit and mentor Alaska Native and American Indian students in the pursuit of nursing degrees.
 1. RRANN has worked for nursing and pre-nursing students, focusing on understanding, knowing, accepting and assisting students so that they feel comfortable in the program.
 2. Some students start through online distance education; some have to take many preparatory courses, which were not available in their community's high school; RRANN helps to get them enrolled and make a plan for graduation.
- B. What RRANN does:
 1. Organizes monthly meetings via video conferencing.
 2. Hosts Kijik, which means "gathering place" in Dena'ina, a regular gathering of RRANN staff and students to enjoy traditional foods.

3. Provides free tutoring for all pre-nursing and nursing students regardless of ethnicity (tutors are paid student workers).
4. Lends out textbooks to majors (financed by Alaska Native Tribal Health Consortium).

C. QUESTIONS & COMMENTS

1. How is RRANN funded?
 - a) Through the General Fund; \$316K - \$325K is allocated for staff.
 - b) RRANN applies for donations from an anonymous donor to fund \$500 scholarships to Alaska Native and/or American Indian students who have a 2.0 GPA, are Alaska residents, and are in the pre-nursing or nursing major. Recipients are required to attend a meeting once a semester and are strongly encouraged to give a gift to RRANN – a photo, article, anything that shares their experience.
2. RRANN's example of why Associate of Arts students enroll and are still taking preparatory courses (due to a lack of course availability in rural high schools) is an important point to present to accreditation committees and as committees review programs.
3. The RRANN-supported nursing program cannot be larger because of the limited space available in the clinics and hospitals in rural Alaska. Accordingly, the graduation rates do not appear stellar.
4. Is there a mentoring program within RRANN?
 - a) Not a formal mentoring program; informal mentoring occurs through RRANN staff calling or emailing students.
 - b) School of Nursing has a formal mentoring program where first semester students are matched with third semester students.

V. **National Coalition Building Institute (NCBI): Building Social Inclusion & Equity at UAA**
Presented by Patricia Fagan, Associate Professor of

Spanish, Languages Department;
Diane Taylor, Learning Center Director, Kenai Peninsula College;
Theresa Lyons, Director, New Student Orientation; and
Kimberly Pace, Director of Women's Studies and Assistant Professor, Political Science

A. History of UAA NCBI Team

1. NCBI is an international organization based out of Washington D.C.
2. In 2007, a group of staff and faculty got together and applied for monies from the Strategic Opportunity Fund, becoming an NCBI campus affiliated in 2008.
3. UAA NCBI continues to have ongoing support from the Chancellor, Cabinet, CAFÉ, FSDC & DAC; in 2008 and 2012 UAA executives attend a one-day NCBI leadership diversity briefing.
4. UAA NCBI has held three train-the-trainer workshops with 40 participants completing the workshop.

B. What the NCBI Steering Committee does:

1. Supports Interim Associate Vice Chancellor for Alaska Natives and Diversity
2. Standing monthly meetings to plan further outreach on campus and skill-building workshops as well as discussing current issues on campus.
3. Develops agendas for NCBI Team Meeting and Annual Retreat
4. Creates strategies for growth and development of team
 - a) Due to budget constraints, no train-the-trainer sessions this year; however, did send three candidates to Raleigh to train.
5. Provides leadership for NCBI Strategic Leadership Teams, regarding:
 - a) Marketing
 - b) Workshops
 - c) Listening Tables – this is a service for individuals to speaker their mind concerning pressing political, cultural or social issues, the

goal is to enter into dialogue and create a more respectful environment.

d) Academic programs/administrative units

C. NCBI Principles

1. Every person and every issue counts.
2. Guilt immobilizes us and keeps us from taking action.
3. Empowerment is the outcome of skills development.
4. Hearing stories related to life experiences shifts attitudes.
5. Develop leadership outside of oppression.
6. A team approach is required to effect institutional change.

D. NCBI Goals

1. Identify the information and misinformation we learned about other groups.
2. Identify and express pride in the group(s) to which we belong.
3. Learn how groups other than our own experience mistreatment.
4. Learn the personal impact of specific incidents of discrimination.
 - a) Storytelling in workshops is very important for this reason. It is more difficult to be bias against a whole group once you hear the story of an individual.
5. Learn how to interrupt prejudicial jokes, remarks and slurs.
 - a) This includes skill building and practicing how to empower others.

E. NCBI Team in Action:

1. New Student Orientation and Howl Days: During orientation, students see and talk about similarities between groups so they start to understand what environment UAA is encouraging.
2. Hosted 30+ one-day introductory workshops for campus groups, including Advancement, Emerging Leaders, Staff Council, groups and

departments in Kenai Peninsula College, Mat-Su College, etc.

3. Received multiple Chancellor's Awards for Excellence

F. NCBI Team Report

1. NCBI work aligns with UAA Strategic Priority to strengthen the UAA community
2. 87.1% participants found NCBI workshops to be applicable to their life.

G. QUESTIONS & COMMENTS

1. The up/down exercise in the train-the-trainer workshop was particularly meaningful; encourages co-workers to recognize and appreciate their commonality.
2. NCBI Team has become like a family; look forward to celebrating once a month and talking about what is going on; became closer to colleagues that wouldn't have gotten to know.
3. NCBI and SafeZone give individuals the opportunity to grow in a safe space; now the challenge to those at the Diversity Summit is to be mindful of our experiences and to support the NCBI Team by letting others know about workshops, etc.
4. As a team member and trainer, I have found it is very effective in helping me become a better teacher.
5. Personal concern about where UAA NCBI will go during realignment and where will support come from, feels as though teetering just a bit.
6. Train-the-trainer workshop teaches that leaders need to take care of themselves in order to lead; persist too long and passion and quality may degrade. As an institution, we cannot let leaders burn out because they were not supported; need to start thinking about how to support leaders.
7. DAP team is focused on how everything across campus is in tandem and is capable of seeing the whole picture.

8. One of the DAP team goals was to hear about red flags and concerns; would like to reiterate the importance of creative thinking, strategic thoughts about restructuring.

VI. Reflections on the Day So Far

- A. Appreciated the idea of students giving back with a story or photo to RRANN.
- B. Love this whole framework, diversity is key to accreditation process. In IR, we count the numbers but it is what you all (at the Diversity Summit) do that is more important. These messages are more effective to accreditors. In 2017, what do you want diversity to look like in the accreditation process?
- C. Important to develop stories that showcase the uniqueness of Alaska and students. Currently encouraging students to use e-portfolio to tell their stories. Helpful to think outside the box about how to tell story in an innovative and creative way.
- D. Many of us do not even know where our students are coming from. Suggest taking the accreditation evaluators out to rural Alaska to show them firsthand where our students are coming from physically, emotionally and mentally.
- E. Important to let state legislators know where our students are coming from; guns on campus before the legislature this term. The Dean of Students Office knows what we are dealing with regarding students' wellbeing.
- F. My first year at UAA, I received the opportunity to go to rural Alaska; afterwards, I could connect with students even better.
- G. Really want everyone to know that UAA is successful beyond the numbers.
- H. We have many first-time, first-generation students. At the One-Stop we often receive the feedback from

students that they do not have the support from their parents and communities, due to a lack of understanding. Hope to see this feedback inform how UAA reaches out to communities.

VII. Provost Gingerich

- A. Most important thing I have picked up from the previous conversation is that a sense of place is incredibly important to UAA.
- B. We are here to make students' lives better and help them make a pathway to success.
- C. There are little pockets of diverse actions everywhere, now need to bring them together by capturing what UAA is doing and recognizing the synergy and support.
- D. We need to also hold each other accountable; not just through graduation rates; need different rubrics and structures to make sure we are measuring our movement to success effectively.
- E. If UAA is going to meet its mission, it will welcome all and all staff and faculty should reflect the diversity of the student population.
 - 1. The Chancellor and Provost are committed to this process and that this is the time to do this. Thank you to all of the leaders and work of this group. This is important for UAA and this is important for UAA now.
 - 2. Due to the budget climate, it is even more important to do it now. We need a strong plan to ensure we are using our time well.
 - 3. State support for UA is on a downturn, so UAA will be coming more student-tuition dependent; therefore, this work is very important.
- F. QUESTIONS & COMMENTS
 - 1. In your role and in the Chancellor's role, you have to have conversations with the UA president, Board of Regents and State legislature where diversity is often seen as something that is "extra." To what extent is the Summit Team and

other groups framing the need and practicality of fostering a diverse campus community?

- a) The message needs to come from students; when students stand up, people see the range of different characteristics within our student population and the creative, different ways of doing things. We need to continue to support diversity programming and promote what we do to students, so that all of the campus community is willing to stand up and boldly demand for this.
2. We need to make sure people understand the Diversity Action Plan as things get tight.
 - a) If we do this right, the people won't think about the plan but it'll inform every decision they make. The challenge is to keep working with people to understand that is a value of the institution.
3. Term "diversity" might be a barrier to serving state.
 - a) "Diversity" is a value-laden word; not all of it is good.
 - b) Perhaps "inclusiveness" is better.
 - c) NCBI changed its "Diversity Workshops" to "Social Equity and Opportunity"
4. Access for student is so important; equal opportunity is not always enough; we need to support students who have different needs.
5. Rather than blaming K-12 school system for their shortage; we need to partner with K-12 to ensure every student has a pathway.
6. We act like higher education institutions everywhere: test people, put them in a class and walk away.
 - a) We need to help each student find a path to success not help students find paths to success.
7. We still live within the idea that college and education is set up to sort, where time is the constant.

- a) Need to move to a framework that is master-based rather than time-based.
- b) Especially as we think about onboarding students; we are pushing students too quickly into our model.
- c) Key thing is to serve the student by asking the questions: What do you want? Anything else?

VIII. Diversity at Kenai Peninsula College (KPC)

Presented by Diane Taylor, Learning Center Director, KPC

- A. Role on KPC campus is as the Learning Resource Center Director, as such, oversee many programs to create climate that is welcoming to all (see page of student population numbers within powerpoint).
- B. The focus on collaboration, communication, community (underlying it all is relationship building) is how all KPC's programs succeed:
 - 1. English as a Second Language (ESL): program funded by the Department of Labor; it serves as a feeder program to campus but is also open to the community at large.
 - 2. Native Student Services (NSS):
 - a) KPC offers two-year programs; mainly targeting and supporting Alaska Native students to attend.
 - b) NSS offers programming like the visiting elders program, Native meetings, Peninsula Winter Games, Native language classes, student basketball club.
 - c) Borough funds NSS.
 - 3. Native Language Classes: evolved as a result of collaborations between NSS staff and others.
 - a) AKNS A101C Elementary Ahtna Language I and AKNS A102 C Elementary Dena'ina Language II
 - b) Classes funded through other groups within the community.
 - 4. Alaska Native Oratory Society (AkNOS): run in partnership with Alaska Christian College; provides students the opportunity to meet

people and learn about other professional opportunities.

5. Student Exchange Programs: KPC offers reduced tuition for exchange students
 - a) Youth for Understanding: visiting exchange students need housing; KPC reaches out to community to find host families
 - b) Congress-Bundestag: vocational emphasis, places young professionals on campus.
 - c) Funded through discretionary funds.
 6. International Student Services: KPC has been approved by the Department of Homeland Security to bring international students directly to campus
 - a) Currently advertising, recruiting international students.
 - b) Offering instate tuition as incentive.
 7. Programming Events: many various events hosted on KPC's campus.
 - a) So many people working together to make things happen; important to make sure everyone is acknowledged.
 8. International Opportunities Series – collaborating with Leslie Tuovin, TITLE and UAA Office of International and Intercultural Affairs to get study abroad programs at KPC.
 9. NCBI: Offered two full-day Social Inclusion and Equity Workshops on campus
- C. QUESTIONS & COMMENTS
1. How do you have the time to do all of this?
 - a) Passion. But do have the concern that KPC needs to make this sustainable for when I'm not here.
 2. Also concerned about how DAP will speak to community campuses
 - a) DAP co-leaders value all the work being done at the community campuses: amazed by the creative energy and dynamism; have to find a way to highlight the great stuff community

campuses are doing.

- IX. Faculty Senate Diversity Committee (FSDC) Mentoring**
Presented by Toby Widdicombe, Professor, English Department
and Sudarsan Rangarajan Associate Professor of French, Languages Department
- A. Following what we just heard from Diane, collaboration, communication and community are also crucial for the success of mentoring.
 - B. Mentoring is the key to UAA as a whole and applies to whole campus community: everybody needs to be acknowledged, it needs to be sustainable, it needs to be visible.
 - C. We are working on a three-year mentoring program strictly for faculty but it would be applicable to students.
 - D. What do you think a mentorship should be? Need to diversify faculty and then make sure they stay (through mentoring):
 - 1. DAC created video last year that has been and could be used to recruit faculty; it shows Alaska and how diverse we are here.
 - 2. When UAA is successful in recruiting different demographics, the issue of relationship building is really important for the person to feel welcomed. How are we going about making new faculty feel welcome into the department, community, etc.? If allow relationships to just happen slowly, might happen too late. Wonder if the mentoring programs will provide opportunities to create relationships more quickly.
 - 3. Also need to think about onboarding at UAA: need to do meaningful orientation for new faculty and staff. Currently, orientation is mainly Human Resources items, not about our expectations and our value of diversity, etc.

- a) Would like to find ways to change the culture of UAA where new faculty, staff and student orientation goes beyond HR forms, etc.
- b) Need to create mechanism of incorporating idea of mentoring.
- 4. As a term employee, never received any sort of mentoring; mentoring needs to make certain groups feel less isolated.
 - a) Need to recognize our diversity in rank among the faculty and then need to be inclusive.
- 5. Most things in organizations operate in an informal dynamic but they need a formal structuring. What makes Alaska more palatable from Lower 48 is the informal mentoring.
- 6. As considering mentoring students, need to remember that our non-traditional student population outnumbers the number of traditional 17- to 19-year-olds.
- E. The FSDC mentoring pilot will focus on faculty.
 - 1. However, faculty retention is tied to student retention; they are interdependent.
 - 2. Could the mentoring collaborate with the Anthropology department to create training for culture shock to help take off some of the edges for incoming international faculty?
 - 3. Pilot will be in place by next year; seems rapid but as we've seen at UAA, the need to push it and not let inertia set in is important.
 - 4. Are you clear that mentoring is not happening at all?
 - a) Informational mentoring is happening, started with FSDC and then the College of Health, Library, Languages Department, etc. but we need to consolidate all of that.
 - 5. Mentoring can make UAA into a profit-center and as a mentoring institute, it provides us sustainability. We need to get UAA on the map in terms of mentoring.

6. Need numbers of how much we save if we keep faculty; mentoring helps slow turn over.

X. Native Student Services

Presented by Willy Templeton, Director of Native Student Services

- A. Our mission is to provide education to students and add value to their lives.
- B. See the Student Affairs End of Year Report (https://www.uaa.alaska.edu/studentaffairs/upload/EOY_15_Report_Web.pdf) for details on what NSS has accomplished recently.
- C. At UAA, we create a lot of processes; NSS is the handyman who tinkers on these by helping the university realize just how diverse we are.
- D. The role of NSS is helping Alaska Native students access the system, being a stepping stone into the institution by:
 1. Assisting students with financial aid, housing and admissions.
 2. Providing cultural programming to make student feel welcome.
 - a) Many students are first-generation college students and feel like the university is for someone else, not them.
 3. Creating a safe space for students to be themselves.
 4. Developing linkages between rural high schools and organizations at UAA.
- E. For list of programs, see brochure [handed out during session].
- F. QUESTIONS & COMMENTS
 1. Appreciate how NSS is very “hightouch” and does not wait for students to contact them, but instead reaches out to students as well.
 2. NSS hosts potlaches at the beginning of each semester to welcome students to UAA and then have a graduation ceremony at the end each semester to celebrate student achievement.

3. On campus, we have many non-traditional students, many who stopped out and then came back when they were older and were more focused and more successful. When we look at diversity, should include issue of age.

XI. Faculty Senate Diversity Committee (FSDC) Goals and Initiatives

Presented by Gabe Garcia, Associate Professor, Public Health

and Jervette Ward, Assistant Professor, English Department

- A. PAST items FSDC has focused on:
 1. Developed mentoring for faculty members; held a diversity dialogue two years ago to lead to a holistic mentoring plan.
 2. Worked with Marva Watson, Director of the Office of Diversity and Compliance.
- B. PRESENT items FSDC is focusing on:
 1. Working with Jeane Breinig, TITLE within her new role to support diversity.
 2. Putting results of survey with UAA faculty about diversity work online:
 - a) Last year, surveyed faculty about the research and creative thinking they were doing that supported diversity.
 - b) 80 faculty members completed it, representing 30+ departments within all the colleges.
 - c) Purpose of survey: 1) to build a diverse community here at UAA, and
 - 2) to increase the visibility of UAA's diversity to the outside community
 3. Meeting with international faculty to discuss their role within the university.
- C. FUTURE items FSDC will focus on:
 1. Making sure that UAA (especially regarding diversity) is not existing in silos; instead, encouraging more collaboration and thinking holistically

2. Pushing for diversity represented in curriculum; some universities have a diversity requirement in their GER requirements. UAA's values are reflected in what is required within the curriculum.
3. Creating a faculty club, a space for faculty to get together.
4. Working to ensure that UAA students and faculty reflect the diversity of the state by reaching out to underserved populations.

D. QUESTIONS & COMMENTS

1. Could you send the data you have collected to the DAP leaders?
 - a) Yes, but keep in mind that data collection may be inaccurate because of the discrepancy between how people identify themselves and how Banner labels them.

**XII. Faculty Senate Diversity Committee (FSDC) Case for Internationalized Institutions
Presented by Gokhan Karahan, Assistant Professor,
Accounting and Finance
and Songho HA, Professor of History.**

XIII.

- A. Why we need to encourage international students to come to UAA (source: <https://www.acenet.edu>):
1. Local impact: strengthens local communities
 2. Institutional strength
 3. Understanding and appreciating different cultures leads individuals to transition from a "one" to a "us" mindset.
 4. Survival and success in a global environment.
 5. Appreciating one's own sense of place and narrative; by understanding one's place, one understands how humanity belongs together.
 6. Knowledge creation: international collaborations will enhance the collective knowledge of the institution.
 7. Economic impact:

- a) Currently there are approximately 900,000 international students in the U.S. who contribute \$27 billion to the economy (www.nafsa.org/policy).
 - b) Only 542 of those students are in Alaska, making Alaska's share of their contribution to our economy \$13.7 million (or 5 cents per \$100).
 - c) Alaska has the lowest number (and per capita) of international students.
 - d) Alaska has the lowest number of jobs created by the influx of international students.
- B. Why we need to recruit and support international faculty at UAA:
- 1. There is anecdotal evidence that internationals tend to hang out together; therefore, there is a "likely" correlation between the number of international students and the number of international faculty.
 - 2. International faculty contribute to diversity as well as internationalization efforts.
- C. FSDC surveyed international faculty to determine their top three recommendations:
- 1. For improving/strengthening relationships with faculty colleagues:
 - a) Strengthen the faculty governance process
 - b) Make international faculty feel more welcome by having more established department faculty reach out to them regularly
 - c) Department chairs should help orient and support international faculty members
 - 2. For improving/strengthening relationship with institution/administrators:
 - a) Improve Human Resources (HR) support for international faculty by having HR designate a specialist to address international faculty concerns
 - b) Provide mentoring to international faculty at the institutional level

- c) Create a faculty club and organize regular social events for international faculty and family

D. Stages of Internationalization Model (source:

[http://www.snc.edu/oie/documents/Reports and Presentations/Major Reports/SNC Internationalization Case Study.pdf](http://www.snc.edu/oie/documents/Reports%20and%20Presentations/Major%20Reports/SNC%20Internationalization%20Case%20Study.pdf))

1. 1) Faculty involvement leads to 2) faculty support and development, which leads to 3) senior administrative involvement, which leads to 4) collaborative leadership that results in 5) visible action.
2. Other factors unique to UAA is that UAA does not have a designated office or position to support and enhance internationalization.
 - a) For example, see the organizational structure of University of Mississippi, through which they have created layers of diversity (<http://www.olemiss.edu/sacs2015/IMAGES/SOURCE27D71.PDF?id=e87619c4-699e-e411-9e03-86539cf2d30e>)

E. QUESTIONS & COMMENTS

1. A version of this institutional implementation is going to be presented to the deans shortly.
 - a) Suggest that when talking with deans, position it within the Academic Guidance that was distributed earlier this year to help them think about how internationalization would work through that framework.
2. Institutional framework very important if want to internationalize system but it takes funds; it is best to have an office or hardware to support it.
3. Recommend publishing the international faculty survey to the campus community.
4. What do you mean by “strengthen faculty governance”?
 - a) That a voice is in faculty senate to ensure that it is inclusive and diverse.

XIV. Diversity at Mat-Su Community College
Presented by Talis Colberg, Director of Mat-Su Community College

- A. Mat-Su does not have the reputation for comprising a diverse population; however, college is much more diverse than the surrounding community.
1. 75% student identify as white
 2. Next largest group identifies as Hispanic
 3. Alaska Native student population maintains a vibrant presence on campus through student clubs. Mat-Su is a two-year school, rapid turn over and so club participation goes up and down accordingly.
 4. Significant Russian population but they don't form student clubs, so not as obviously present on campus.
 5. Large veteran population (10%; approximately 200 veterans) who are most likely not originally from Alaska.
- B. Mat-Su does not have housing on campus, which hampers it's accessibility for students coming from rural Alaska.
1. However, the nearby Workforce Development does have housing and is a steady source of students coming from rural places; Mat-Su College pays for ten students to attend each year.

C. QUESTIONS & COMMENTS

1. Like to point out that enrollment across the UA system is down, except for Mat-Su, which is in the positive
 - a) Due to many people moving to the Valley in general; there is a high rate of transience and turn over. The Mat-Su School District tracks the same way.
2. When visited campus, felt that people were very welcoming and reception.
3. As the tri-chairs move forward, your talk was a good reminder that diversity is very broad. When

thinking about this, how do you serve the Valley population of first-generation students?

- a) We make a real effort to have a reception to celebrate students who qualified for the Dean's List and invite their family members, etc. to make it a community event.
 - b) The demographic of the Valley is quite stratified economically. Half of the school district falls below the federal poverty line while only a core group of the population account for 55% of the wealth.
4. As DAP leaders move forward, they will obviously want to incorporate the community campuses; please send us any thoughts and ideas of how we can continue collaborating.

XV. The Transgender Experience on a College Campus
Presented by Pam H. Bowers, PhD, MSW, Assistant Professor in Social Work

- A. Researching cultural adaptations from cultural interventions for sexual and gender minorities.
- B. Need to support our students who identify themselves as under the "Transgender Umbrella" (see <http://libraryschool.libguidescms.com/tgresources> for a version of the diagram).
- C. Challenges experienced by transgender and gender non-conforming students, faculty and staff:
 1. Marginalization: 2010 report on the "State of Higher Education for LGBT People" (Rankin et. al, 2010)
 - a) Transgender respondents were the most likely to feel deliberately ignored or excluded on campus and feel stared at or singled out because of their identity and gender presentation.
 - b) Trans students of color were more likely to experience harassment.

- c) Trans student felt significantly less comfortable with the overall campus climate than any other group.
- 2. Physical and Mental Health Concerns
 - a) No hormone replacement therapy and counseling offered at the health center.
 - b) No gender-neutral restrooms or housing options on campus; constantly having to “come out” with new situations and new people.
 - c) Hard to change name and gender within Banner.
- D. Need to start thinking about how affirming our college community is; should be following best practices of inclusive language and spaces.
 - 1. UAF Case Study: pilot began in fall 2015, included:
 - a) Map of gender neutral restrooms across campus.
 - b) Gender neutral housing options (one dorm open) with gender neutral bathroom facilities; 3 apartments for students (or more with demand).
 - c) Hormone therapy at health/counseling center.
 - d) Student identification: easy process to update their preferred first name.
 - e) Gender designation: simple process to request their preferred gender in official campus records.
 - 2. How can we at UAA support transgender and gender non-conforming campus members?
 - a) Make a public declaration that transgender students, gender identity and gender expression are fully welcomed on campus. (Carroll, Gilroy, & Ryan, 2001)
 - b) Adopt best practices for improving campus climate for transgender students (Ranken et al., 2010), including:
 - i) Develop inclusive policies that acknowledge and welcome transgender and gender fluid students.

- ii) Demonstrate an institutional commitment by using inclusive language, creating spaces where transgender and gender fluid students feel free to be themselves
 - iii) Developing procedures that adequately respond to acts of intolerance and/or harassment toward transgender and gender fluid students.
 - iv) Integrate the experiences and concerns of transgender and gender fluid students into curricular and co-curricular education.
 - v) Create spaces for campus dialogue on gender identity.
 - vi) Improve recruitment and retention efforts directed at trans and gender fluid students.
- c) Include “gender identity or gender expression” in institutional nondiscrimination clause(s) and include protection for “actual or perceived” identities.
3. Also, important to bring in campus members who have actually experienced this.
4. Questions to consider for UAA:
- a) How do we create a safe and welcoming environment for a transgender student, faculty, or staff person to achieve success?
 - b) What new services need to be offered and what existing services need to be modified to optimally serve the trans community at UAA?
 - c) What are the various obstacles and successes for trans students and faculty who attempt to remain on campus?
 - d) What are the multicultural training activities needed for staff/faculty and students that will result in a more welcoming and affirming college community?

E. QUESTIONS & COMMENTS

1. How large is the transgender and gender non-conforming student population?

- a) We do not know because UAA does not ask the question of gender identity and gender expression to students.
- 2. What about the good things that have been accomplished already at UAA?
 - a) Do not have much, except anecdotal: asking students on the first day of class their name and pronoun.
 - b) Also, good work that SafeZone and The Family have done in providing a safe space for students.
- 3. Need to support and advocate for student as they change and develop.
- 4. Transgender and gender non-conforming students just want to “pass” and not have to walk into multiple offices to explain.

XVI. SafeZone

***Presented by Maria Bonafacio, Associate Director for Residence Life
and Sam Holtshouser, Commuter Student Services Coordinator***

A. What is SafeZone?

- 1. A program designed to increase the overall campus community's understanding and awareness of issues faced by gay, lesbian, bisexual, transgender, queer/questioning, allies (GLBTQA+) and other marginalized groups.
- 2. UAA SafeZone adapted from Western Oregon University, established at UAA 2010.

B. Points of Pride

1. Training

a) Train the Trainer

- i) A “super ally” – someone who has gone through the 8-hour train the trainer training. Have been through all of modules that UAA SafeZone has. Committed to making UAA a more inclusive institution for all students, staff and faculty.

ii) Since 2010, UAA SafeZone has held approximately 8 train-the-trainer trainings; have trained around 50 trainers from around the nation. From UAA SafeZone, SafeZone training has spread all over, including Valdez, Loussac Library staff, Alaska Pacific University, graduate students who intern for the summer here at UAA.

b) Ally Training:

i) Ally - Person who supports, and respects members of the LGBTQ community. While the word doesn't necessitate action, we consider people to be active allies who take action upon this support and respect, this also indicates to others that you are an ally.

ii) Since 2010, UAA SafeZone has held approximately 25 ally trainings, has 150 allies from around the state, who include faculty, staff, students and community members.

2. Programming

a) SafeZone Celebration

b) LGBT+ History Month

c) Lavender Lunches – Healthy Sexuality – Feb. 26

3. Advocacy and support

4. Local and national awards:

a) 2013 Raymond Jorgenson Community Service Award

b) 2014 ACPA Standing Committee for LGBT Awareness - Public Service Award

C. Areas of Concern:

1. No dedicated staff member, SafeZone coordination is not in anyone's job description. Just passionate people who keep it going.

2. De-centralized resources: right now, SafeZone materials are stored in the Residence Life office; however, this is not sustainable.

3. Institutional research needed: do not know where needs are since do not have dedicated research.

D. Opportunities:

1. Diversity coordinator: one person in charge of SafeZone, theme months, NCBI, etc.
2. Designated space for SafeZone
3. LGBT campus climate survey and further campus research to understand students and their needs.
4. Inclusive facilities and learning communities

E. Contacts – who DAP leaders need to bring to the table for further discussions:

1. Identity Inc.
2. Pride Foundation
3. High School Gay Straight Alliance
4. The Family Club
5. Universities with established programs, e.g., Western Oregon University

F. QUESTIONS & COMMENTS

1. Today in 2016, SafeZone is an important program for our community; however, Maria, take us back to the discussions in 2008 when you were working to bring SafeZone to campus.
 - a) Back then, when students questioned their sexuality, they were directed to the Dean of Students Office and then to counselors, sending a disappointing message to students.
 - b) My bosses were very supportive and allowed me to go to Oregon to learn more about SafeZone and how to bring to UAA, the Dean of Students Office agreed to house it, and Residence Life helped with programming costs.
 - c) However, it was not that easy of a process, had to answer questions from state legislature, meet multiple times with the UA president; sometimes the barriers were really big.
2. SafeZone shows the results of UAA's investment into diversity programming and staff support.
3. Reminder that although UAA has created a safe space for LGBTQ students, gender expression and identity is not a protected class according to the

state.

XVII. Supporting Alaskan Students Living On Campus
Presented by Karla Booth, Alaska Native & Rural
Outreach Program (ANROP) Coordinator
and Cama-i Room Coordinator

A. About ANROP

1. ANPysch (precursor to ANCAP) had two students who assembled a focus group that came up with four points.
2. In 2005, Residence Life set aside funding to create an ANROP Coordinator.
3. The physical space for ANROP is the Cama-i Room in the Gorsuch Commons.

B. Accomplishments:

1. Providing a welcoming environment:
 - a) Pre-arrival phone call to first-time residential students (70% of residential students are from Alaska, 50% of that group are from rural Alaska; Yupik and Inupiat most represented) to give them an idea of what to expect
 - b) Once students are on campus, having face-to-face interactions and connecting with students.
 - c) Whenever someone enters the Cama-i Room, staff and/or student workers make sure to acknowledge the individual's presence in space
2. Student leadership development
 - a) Employs Cama-i Room Peer Mentors to support students; looks for experience and interest in rural Alaska when hiring these mentors.
 - b) Provides training to Residence Life student staff on how to support Alaska Native and rural Alaska students through hands-on, Native traditional activities.
 - c) Shares program through professional staff opportunities like Development Day, Student Affairs events.

3. Advocacy:

- a) Sits in on student conduct meetings with Alaska Native and rural Alaska students. Student conduct process does not always meet cultural norms; coordinator there to help translate.
 - b) Also advocates in the aftermath of a crisis situation.
4. Programming:
- a) Visiting Native elders, artists and community members invited to present to students; funded through donations.
 - b) Student staff required to host weekly activities in Cama-i Room. They develop a program according to a theme using their perspective and creativity.
- C. Room for Growth:
1. More representative recruitment and hiring of staff.
 2. Balancing Native and non-Native outreach
 3. Fluctuating student challenges
 4. Tutoring – have the funds but need to increase students who request assistance
 5. Assimilation? Is it ANROP & Cama-i's job to assimilate students to UAA? Is it a good or bad thing?
- D. Who to Invite to Further Discussions:
1. Alaska Native Elders, community members, Alaska Native allies
- E. QUESTIONS & COMMENTS
1. Coming from the Language department, wonder if it would be helpful to talk about being bicultural/bilingual with students?
 - a) Definitely would be interesting to explore.
 2. Karla has a tremendous impact on the community
 3. Regarding the assimilation question, important to consider to what extent are we trying to change institution and what extent are we trying to assimilate students in?

XVIII. Linguistic Diversity

Presented by Tara Smith, Professor, Preparatory English

- A. Introduction:
 - 1. Bilingualism and multilingualism is the norm, monolingualism is not.
 - 2. English is not endangered of becoming extinct; there are more non-native English speakers than native English speakers.
- B. To ensure quality student instruction, we have a screening for fluency for faculty members.
 - 1. However, this is not protecting students, as exposure to more accent is good for student comprehension.
 - 2. Experiment conducted where two groups of students listened to the exact same speech, one with a picture showing the speaker. For one group, the speaker was pictured as Asian American; for the other, the speaker was of European descent. When students surveyed afterwards, said they didn't learn as well when the speaker was shown as being Asian American. Linguistic diversity is both seen and heard.
- C. Hope that through DAP, UAA will be able to address how we screen new hires and how we understand student evaluations.

XIX. TRiO Programs

Presented by Megan Tompkins, TRIO ETS Project Director and Whitney Smith, TRIO EOC Advising Specialist

- A. TRiO programs are federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. At UAA, we have the following programs:
 - 1. Educational Talent Search (ETS) provides access to higher education for 750 middle and high school students who are low-income, first-generation college students.
 - 2. Student Support Services (SSS) supports over 160 UAA students annually, all of whom are low-income, or first-generation college students, or both.

3. Educational Opportunity Center (EOC) provides access to higher education for over 1,200 adult learners (age 19+) who are low-income first-generation college students, students with disabilities, and/or veterans.
- B. Points of Pride:
1. UAA ETS students are consistently are outperforming ASD peers on measures of academic success, including completion of rigorous high school curriculum, high school graduation, and college enrollment.
 2. In 2014-15, UAA SSS had:
 - a) 75% persistence rate
 - b) 70% of students maintained good academic standing
 - c) 40% graduation rate
 3. UAA EOC:
 - a) Hosted 107 colleges, vocational school, and employers at the 34th Annual Anchorage, Alaska College and Career Fair. Twenty-two school districts and 4,000 people participated.
 - b) Served over 1,200 participants in 2014-15.
 - c) Reestablished partnerships with community organizations focusing on career and training elements, and in the Mat-Su area with an office at the Mat-Su Job Center
- C. Concerns at UAA, Anchorage, and Alaska:
1. Rates and measures of success for underrepresented populations lag behind those of their peers, both at the secondary and postsecondary level
 2. These disparities reflect unaddressed need, from both known and unknown causes
 3. To best support underrepresented populations and encourage achievement equality, support needs to target TRIO's population. UAA's TRIO programs have strong data to confirm their effectiveness (see charts provided in powerpoint presentation).

4. Partnerships, referrals, and investment in TRIO make student success possible but these collaborations and commitments need to be consistent.
 5. Special set of concerns for EOC:
 - a) Limited support programs specifically geared for adult learners at UAA, may result in students feeling out of place.
 - b) Students not as aware of certificate, associate, and professional certification program options and funding availability; believe UAA offers only four-year degrees.
 - c) Many lack basic software proficiencies and computer literacy as well as financial literacy.
 6. Transition to UAA:
 - a) When you start seeing things through students' eyes, you better understand their fears and intimidations concerning the process of entering UAA.
 - b) Process is difficult to navigate, especially when postsecondary education has a foreign culture and vocabulary. TRIO students have limited familial experience with college, and therefore little help at home even if their parents support them.
 - c) Realistic assessment of students' ability to be independent and capable. When do we "hand-hold" vs impose expectations of independence. How do we help underprepared students gain skills to function independently?
 7. ESL students make up a big portion of TRiO students but ESL students in SSS report feeling intimidated and are unlikely to ask questions, reach out for help due to self-consciousness of English fluency and perceived judgment.
 8. The cultural competency of students is important; TRiO students come from diverse cultural backgrounds with significant implications on their home lives.
- D. Groups to Consult:

1. Students!
 2. Campus or community resources who can offer cultural competency skills workshops for students and staff
 3. Anchorage School District – their rates of success are closely tied to UAA’s success
 4. United Way of Anchorage
- E. QUESTIONS & COMMENTS
1. Where is the physical space of the TRiO program offices?
 - a) In the Bragaw building, although most ETS staff spend their time meeting with students at the local high schools.
 2. Where are you in the federal grant cycles?
 - a) ETS is in year 5
 - b) SSS is in year 1
 - c) EOC is in year 5
 - d) The federal grant funders want to see that the TRiO programs have a close relationship within the university and collaborative partnerships with different departments. For example, ETS works closely with New Student Recruitment.
 3. TRiO gives a good glimpse of the greater student population.
 4. What if students do not have a computer to apply, etc.?
 - a) Currently remedy that by physically offering one-to-one meeting where student and staff member sit down in front of a TRiO office computer.

XX. New Student Orientation (NSO)

Presented by Theresa Lyons, Director of New Student Orientation

- A. Mission: To facilitate the integration of new students and their families into the academic, intellectual, and social culture of the University of Alaska Anchorage in preparation for the university’s educational opportunities.

1. This aligns with the UAA 2017 Strategic Priority: Educational Opportunity and Student Success.
2. Also follows the CAS Professional Standards for Higher Education:
 - a) Equity and Access
 - i) “Ensure physical and program access for persons with disabilities.”
 - ii) “Must recognize the needs of distance learning students”
 - b) Diversity
 - i) “Must create and nurture environments that are welcoming to and bring together persons of diverse backgrounds.”
3. The transition to UAA is the entry way for students to come and learn how things are done at the university.
4. NSO staff see themselves as facilitators, with lots of collaborations to make students’ experiences more enriching.

B. Signature Programs:

1. Howl Days: orientation that has the goals of 1) welcoming students, 2) being highly informative, 3) being fun for students.
 - a) Delivered in a variety of styles:
 - i) General College for all majors, one-day event
 - ii) College Specific where colleges craft their own orientation and NSO helps facilitate
 - iii) Nuts & Bolts for students who do not have a lot of time; not recommended for first-time freshmen
 - iv) TNT for transfer students with fewer than 30 college credits and non-traditional students
 - v) Veterans for veterans, active duty military and their dependents
2. Answer Desks: information desks across campus the first week of classes to assist students with various questions and needs

3. UAA FUSION: Since 2007, NSO has partnered with community organizations to connect students with volunteering opportunities.
 4. COMPASS: Collaborative pilot program that NSO organized and coordinated; outlines to students what's available to them.
- C. Accomplishments and Results:
1. Howl Days attendance remains greater than ten years ago (see chart provided).
 2. Diversity of students who attended orientation representative of student population (see pie and graph chart provided).
 3. Reported student satisfaction for 2015-16:
 - a) 352 participants completed survey
 - i) 96% indicated the Wolf Pack & staff made me feel welcome today
 - ii) 93% indicated their questions were adequately answered
 - iii) 96% indicated they learned about different academic resources on campus
 - b) Top 5 sessions at Howl Days:
 - i) Campus Tour, Resource Fair, Lunch Everyone Counts, College Meeting with Advisors
 - c) Top 5 Resources at UAA:
 - i) Academic Advisors, Bookstore, Financial Aid, Free Food, Health Center
 - d) Suggestions for Improvement:
 - i) Condense the schedule, Make it more interesting, More campus tour and advising
 4. The Wolf Pack:
 - a) Student workers who mentor incoming students from before orientation through the first year of the new students' path at UAA.
 - b) NSO staff ensure that this group of student workers is diverse; believe that students look for people who look like them and are thereby more comfortable.

- c) The Wolf Pack goes beyond Howl days, assisting with Map Works, Preview Days, the Kids to College program, Compass Workshops, Juneteenth, TRiO programs, and other events.
- D. Points of Pride and how NSO is committed to social inclusion and equity:
 - 1. NSO successfully meets the needs of those differently abled
 - 2. NCBI Model is presented to new students at Howl Days
 - 3. Staff training includes multicultural competency
 - 4. 90% of all Wolf Pack Leaders complete the one-day NCBI Building Social Inclusion and Equity Workshop
 - 5. NSO staff reflects the diversity of the university community
 - 6. NSO director serves on Steering Committee of the UAA/NCBI Team
- E. Concerns:
 - 1. Students of Color feeling welcome throughout their experience at UAA
 - 2. The value of social inclusion and equity at all levels of the institution
 - 3. Lack of various ethnic studies; for example, the film screening of Black Panther in the Multicultural Center was packed and the conversation was rich, evident that students are hungry for this kind of engagement.
 - 4. Leadership oppression
 - 5. Processes and practices that are obstacles access to students
 - 6. Will UAA emerge as a leader in the community and state in matters of social inclusion and equity?
- F. Groups to Consult:
 - 1. All students (beyond student leaders and student groups)
 - 2. Faith Based Organizations
 - 3. Multicultural Community Organizations

4. University Police Department and the Anchorage Police Department
5. UAA/NCBI Leadership Team
6. College Deans

G. QUESTIONS & COMMENTS

1. What better way to get diversity at UAA then reaching out to the Mountain View community and schools?
 - a) Connect with students prior to high school to inspire them and so we do not lose them in high school.
2. There are things we can do better, for example, Kids2College, a program that brings younger students to campus, could enlist hockey players and gymnasts as tour guides.

XXI. Closing Remarks

- A. Thank you to all attendees; this is just the first of many conversations.
- B. DAP leaders have a meeting with the Chancellor's Cabinet on February 22 to report and launch next step of plan.

APPENDIX G
UAA INSTITUTIONAL RESEARCH DATA AND CHARTS

College of Arts & Sciences Faculty

Faculty by Race / Ethnicity					
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American	9	7	7	7	8
AK Native & Am. Indian	20	15	11	12	17
Asian	21	18	19	22	17
Hispanic	17	16	15	13	11
Native Hawaiian/Pac. Is.	2	1	1	1	1
White	280	290	273	255	248
Multirace	1	1	3	3	4
Non Resident Alien	6	7	6	2	2
Unspecified	12	11	12	11	10

College of Arts & Sciences Staff

College of Arts & Sciences Staff					
Row Labels	Column Labels				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American	4	4	4	1	2
AK Native & Am. Indian	14	15	16	8	16
Asian	17	8	9	8	11
Hispanic	10	13	14	12	13
Hispanic Multirace	1				1
Native Hawaiian/Pac. Is.	2	1	1	1	
White	181	165	170	185	173
Multirace	3	1	5	5	10
Non Resident Alien	16	8	8	4	9
Unspecified	9	7	8	6	9

College of Arts & Sciences Students					
Sum of Headcount	Column Labels				
Row Labels	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Alaska Native	221	238	195	177	142
Alaska Native - Multiracial	237	237	215	180	192
American Indian	36	35	27	20	23
Asian	248	263	250	269	257
Black - non-Hispanic	165	162	147	143	142
Hispanic	352	355	321	336	296
Hispanic - Mutliracial	21	21	24	22	25
Native Hawaiian	27	32	31	27	22
Non-resident Alien	58	65	63	44	52
Other - Multiracial	276	267	252	251	236
Unknown	156	141	121	103	91
White - non-Hispanic	2754	2676	2439	2255	2077

College of Business & Public Policy Faculty

Faculty by Race / Ethnicity					
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American		1	1	1	1
AK Native & Am. Indian	3	4	4	5	3
Asian	10	9	10	11	11
Hispanic	2	1	1	1	
White	64	57	62	62	60
Non Resident Alien	4	5	5	2	2
Unspecified	3	2	4	1	1

College of Business & Public Policy Staff

Row Labels	Column Labels				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American	2	3	2	1	3
AK Native & Am. Indian	15	6	9	4	3
Asian		2	1	3	4
Hispanic	8	8	4	7	7
Native Hawaiian/Pac. Is.	1				
White	62	59	56	53	49
Multirace	2	1	3	2	
Non Resident Alien	7	6	7	6	4
Unspecified		1	4	1	

College of Business & Public Policy Students

Sum of Headcount Row Labels	Column Labels				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Alaska Native	114	110	102	104	104
Alaska Native - Multiracial	68	76	79	79	71
American Indian	12	8	8	10	13
Asian	157	172	171	187	188
Black - non-Hispanic	80	74	73	60	64
Hispanic	104	112	120	127	132
Hispanic - Mutliracial	4	2	7	6	7
Native Hawaiian	24	18	13	16	20
Non-resident Alien	134	104	88	73	67
Other - Multiracial	91	70	82	88	99
Unknown	44	38	40	34	34
White - non-Hispanic	898	864	852	831	789

College of Education Faculty

Faculty by Race / Ethnicity					
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American	1	1	1	1	1
AK Native & Am. Indian	5	4	4	4	4
Asian	2	3	2	3	3
Hispanic	1	2	2	2	1
White	44	46	45	42	33
Non Resident Alien	2	2			
Unspecified	1		2		

College of Education Staff

Row Labels	Column Labels				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American				1	1
AK Native & Am. Indian	1			1	
Asian	1	1	1	1	1
Hispanic	1	2	2	2	3
Native Hawaiian/Pac. Is.	1	1	1	1	
White	14	14	13	12	13
Multirace	1	1	1	1	2
Non Resident Alien	1	2	1		
Unspecified	1				

College of Education Students

Sum of Headcount Row Labels	Column Labels				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Alaska Native	50	50	51	49	45
Alaska Native - Multiracial	24	34	30	29	27
American Indian	2	2	4	1	1
Asian	39	49	49	39	38
Black - non-Hispanic	21	27	23	22	23
Hispanic	36	43	44	33	48
Hispanic - Mutliracial	2	2	3	2	1
Native Hawaiian	9	4	5	5	2
Non-resident Alien	9	6	6	6	7
Other - Multiracial	42	33	30	42	46
Unknown	30	21	17	17	19
White - non-Hispanic	583	631	522	482	442

College of Engineering Faculty

Faculty by Race / Ethnicity					
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American			1	1	1
AK Native & Am. Indian	2	2	2	1	1
Asian	7	7	8	9	7
Hispanic	1	1	1	1	1
White	44	45	40	36	39
Non Resident Alien	1	2	2	2	1
Unspecified	2	1	2	2	1

College of Engineering Students

Sum of Headcount	Column Labels				
Row Labels	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Alaska Native	83	83	80	83	74
Alaska Native - Multiracial	48	57	58	54	54
American Indian	8	5	6	6	5
Asian	116	112	117	123	115
Black - non-Hispanic	29	33	26	32	29
Hispanic	63	62	77	75	84
Hispanic - Mutliracial	6	7	9	14	9
Native Hawaiian	9	8	12	13	14
Non-resident Alien	41	30	32	34	36
Other - Multiracial	65	74	79	92	80
Unknown	53	50	44	42	36
White - non-Hispanic	709	668	707	722	723

College of Health Faculty

Faculty by Race / Ethnicity					
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American	5	6	5	3	5
AK Native & Am. Indian	10	7	6	8	9
Asian	3	3	3	2	5
Hispanic	3	4	4	3	4
White	213	209	198	205	192
Multirace	1	1	2	2	1
Non Resident Alien	1				
Unspecified	2	4	8	5	6

College of Health Staff

College of Health Staff					
Row Labels	Column Labels				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American	5	5	5	3	4
AK Native & Am. Indian	14	10	15	13	17
Asian	8	8	9	10	13
Hispanic	7	6	8	8	9
Hispanic Multirace	2	1	2	2	2
Native Hawaiian/Pac. Is.		1	1	2	1
White	126	130	136	133	125
Multirace	3	1	2	3	4
Non Resident Alien		2	1		1
Unspecified	3	3	3	6	6

College of Health Students

College of Health Students					
Sum of Headcount	Column Labels				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Alaska Native	197	207	203	191	173
Alaska Native - Multiracial	118	116	119	147	171
American Indian	26	30	29	22	15
Asian	279	291	334	339	308
Black - non-Hispanic	164	149	155	153	159
Hispanic	212	230	249	272	291
Hispanic - Mutliracial	18	18	15	19	27
Native Hawaiian	42	41	31	43	30
Non-resident Alien	56	39	38	44	57
Other - Multiracial	158	185	202	213	218
Unknown	117	97	93	84	71
White - non-Hispanic	1885	1954	1904	1895	1845

Community & Technical College Faculty

Faculty by Race / Ethnicity					
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American	1		4	10	10
AK Native & Am. Indian	8	10	11	13	10
Asian	6	6	6	4	3
Hispanic	7	8	9	4	6
White	178	179	160	136	133
Multirace	1	1			
Unspecified	4	5	4	6	6

Community & Technical College Staff

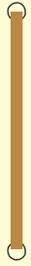
Row Labels	Column Labels				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American	4	2	3	3	6
AK Native & Am. Indian	15	13	18	13	10
Asian	6	2	4	7	7
Hispanic	9	10	10	16	11
Native Hawaiian/Pac. Is.	3	1	1	2	
White	97	114	107	93	87
Multirace	2	3	4	4	5
Non Resident Alien	4	2	5	7	7
Unspecified		2		2	4

Community & Technical College Students

Sum of Headcount Row Labels	Column Labels				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Alaska Native	81	91	83	96	68
Alaska Native - Multiracial	60	61	48	51	51
American Indian	16	4	10	8	8
Asian	70	66	78	74	87
Black - non-Hispanic	50	54	46	55	37
Hispanic	74	73	64	74	65
Hispanic - Mutliracial	8	9	8	5	4
Native Hawaiian	14	11	13	11	6
Non-resident Alien	17	18	26	24	21
Other - Multiracial	61	71	57	57	56
Unknown	36	40	37	47	33
White - non-Hispanic	728	741	684	648	579

APPENDIX H
PREVIOUS DIVERSITY RESOURCE SUMMARIES

DIVERSITY RESOURCE GUIDE



UNIVERSITY
of ALASKA
ANCHORAGE

Institutional Commitment to Diversity and Non-Discrimination

The University of Alaska will not engage in impermissible discrimination. In accordance with federal and state law and regulation, the University of Alaska makes its programs and activities available without discrimination on the basis of race, religion, color, national origin, citizenship, age, sex, disability, marital status, changes in marital status, pregnancy, childbirth or related medical conditions or parenthood. Among the federal and state

laws and regulations prohibiting discrimination in employment that pertain to the University are the Equal Pay Act of 1963, Title VI and Title VII of the 1964 Civil Rights Act as amended in 1991, Executive Order 11246 as amended, the Age Discrimination in Employment Act of 1967, Title IX of the Education Amendments of 1972, the Vocational Rehabilitation Act of 1973 as amended, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Pregnancy Discrimination Act of 1987, the Americans with Disabilities Act of 1990, AS 14.40.050 and AS 18.80.220.

This publication was created by the Office of Campus Diversity and Compliance and sponsored by the Diversity Action Council.



Alaska is a land of diverse peoples with a rich history. At UAA, we strive to reflect that diversity in all our endeavors. We are committed to recruiting and retaining a diverse student body and workforce, including those in faculty, staff, and leadership positions.

In addition to promoting diversity in our student activities and clubs, UAA provides the Anchorage community with a wide range of public events—guest speakers; concerts; theatre and dance performances; workshops—that showcase the diversity of Alaska and the world.

Through programs such as the Ford Foundation’s “Difficult Dialogues Initiative,” faculty and staff are working to further educate the UAA campus community to engage faculty, staff, students and community in constructive conversations about sensitive political, religious, racial and cultural issues.

UAA continues to support and encourage academic dialogue, research, and creative activities that advance knowledge and understanding of the challenging issues of a global and diverse environment. As UAA grows, we will continue to develop innovative programs to strengthen our inclusive environment.

This publication showcases our commitment to diversity as a university and as an institution that serves all Alaskans.

Please take a moment to learn more about these activities and give us suggestions about additional ways we can achieve our goals.

Fran Ulmer

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Alaska Native Studies

The Alaska Native Studies Program is an academic program that provides UAA students with an introduction to Alaska Native ways of knowing and seeing the world, experiential and theoretical exploration of Alaskan Native cultures, and a series of critical perspectives on traditional and contemporary Native experiences and politics.

Students may select one of two programs to complete the requirements for the minor: a policy focus or a language focus. Both of these options emphasize the dynamic nature of Alaska Native cultures and the conflict between traditional Native values and those of the dominant Euro-American society.

Alaska Native Oratory Society

The Alaska Native Oratory Society (AKNOS) is a learning community and a series of speaking events that provide opportunities for Alaska Native, Native American and Non-Native high school

and university
students to develop their oratory skill through
participation in four speech categories: Oratory,
Declamation, Storytelling, and Native
Languages.

AKNOS provides a public forum for Alaska
Native issues to be openly discussed and
articulated by speakers who are personally
involved with Native issues and wish to speak
out to others in a manner that is informed and
compelling.

Gerontology

The UAA Multidisciplinary minor in Gerontology is housed within the School of Social Work. Gerontology is the study of the aging process as individuals mature from middle age through later life. It includes the study of physical, mental, emotional and social changes in older people as they age. Gerontology examines changes in society that result from an aging population and applies this knowledge to policies and programs. The UAA minor in Gerontology helps students prepare for agency positions, graduate school, or professional school programs.

The field of gerontology is diverse and offers many different employment opportunities in the areas of:

- Community, human service, and religious organizations
- Health care and long-term care institutions
- Federal, state, and local government agencies
- Retirement communities
- Academic and other educational and research settings
- Professional organizations
- Business organizations

International Studies



International Studies Program at UAA prepares students to be global citizens in an increasingly interdependent world. International and intercultural understanding and

competency are essential in all aspects of life and work, and this program seeks to prepare students to be contributing members of the international community. The degree integrates global and comparative courses, language study, and courses focused on a particular area of the world. Study abroad and

internships are highly recommended. A

BA in International Studies and minors in Canadian Studies and

International North Pacific Studies are available.

The Department of Languages' mission is to provide language learning within cultural contexts. The study of languages and cultures enriches students' lives by allowing them to explore different world views and concepts through immersion experiences in the classroom, community, and abroad. In the global market, proficiency in languages and knowledge of cultures also creates a greater potential for career opportunities.

The Department of Languages offers American Sign Language, Chinese, French, German, Japanese, Korean, Latin, Russian, and Spanish from beginning to various levels of proficiency. The skills of reading, listening, speaking, and writing are the foundations of the language learning process.

Nursing

Recruitment and Retention of Alaska Natives into Nursing (RRANN)

UAA is committed to increasing the number of Alaska Natives and American Indians graduating with an Associate of Applied Science or Baccalaureate of Science degree in Nursing from UAA. The Recruitment and Retention of Alaska Natives into Nursing (RRANN) program is dedicated to encouraging personal growth within an academic setting that recognizes individual strengths, cultural diversity and Indigenous values.

Alaska Native and American Indian prospective students,

pre-nursing students and admitted AAS and BS nursing majors at UAA located on any of the 11(eleven) UA campuses offering a nursing degree may apply to the RRANN program. RRANN can help prospective students plan for admissions and make the transition into college life. RRANN helps eligible students via mentoring, tutoring services, financial assistance, Anchorage on-campus housing community, peer support, navigating the University system, networking with professionals and student advocacy. Direct, personal support from staff is offered to students at the Anchorage (UAA), Bethel (UAF), and Sitka (UAS) campuses.

RRANN is funded through federal, state and private grants. Eligibility is determined by the conditions of the grant.

Nursing Workforce Diversity Program



is committed to increasing the number under-represented ethnic minorities, economically disadvantaged and educationally disadvantaged students graduating with an Associate of Applied Science or Baccalaureate of Science degree in Nursing from UAA. The Nursing Workforce Diversity (NWD) program is dedicated to encouraging personal growth within an academic setting that recognizes individual gifts and cultural diversity.

Admitted AAS and BS nursing majors at UAA located on any of the 11 (eleven) UA campuses offering a nursing degree may apply to the NWD program. If eligible, participating students may receive mentoring, tutoring services, financial assistance, Anchorage on-campus housing opportunities, peer support, networking with professionals and student advocacy. Eligible students must fulfill two out of three of the following criteria: Ethnically underrepresented in the Alaska Nursing workforce, any ethnicity whose annual family income meets or falls below Alaska's poverty line, any ethnicity who is a first generation college student or whose educational background did not properly prepare them for college level

courses.

Direct, personal support from staff is offered to students at the Anchorage (UAA), Bethel (UAF), and Sitka (UAS) campuses.

Psychology

Alaska Natives in Psychology (ANPsych) is a federally funded program that was created to increase the number of Alaska Native and American Indian psychologists by specifically focusing on the recruitment and retention of Native Students in psychology.

The objectives of ANPsych are to recruit, retain and mentor Native students in the field of psychology; to provide outreach to high schools, rural campuses of UA, Native corporations and communities; to provide student support; cultural, social, academic, and networking; and to support Native doctoral students in the Joint PhD program in clinical-community psychology with rural, indigenous emphasis.

Eligibility in ANPsych is limited in accordance with the program's grant funding.

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Science and Engineering



Alaska Native Science and Engineering Program (ANSEP)

ANSEP University Retention Program

The objective of the University Retention Program is to effect a systemic change in the hiring patterns of Indigenous Americans in the engineering and science professions by placing ANSEP students on a career path to leadership in industry and academia. We have designed an academic community that focuses on those areas where students have traditionally had difficulties. ANSEP students understand the importance of community and teamwork. We help them find ways to work together and use the correct approach to be successful. Our University Retention Program academic community is composed of students, faculty, staff, and external partners who are focused on the academic success as well as the personal and professional development of each student.

Our goal is for each *University Retention Program* student is to:

- Be effective at working in teams and understand the importance of a supportive community/study group
- Earn the money they need for college through internships
- Earn scholarship support
- Develop a network of peer mentors
- Develop a network of professional mentors
- Complete a research project as an undergraduate
- Develop leadership skills by making presentations to students and

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professionals describing their summer internships and research projects

- Develop leadership skills by leading recitation sessions and mentoring other students
- Graduate with a BS in a Science, Technology, Engineering and Math (STEM) discipline



ANSEP Pre-College Program

With ANSEP Pre-College Program our objective is to catalyze an interest in engineering and science and motivate the students to take course work in high school that will foster success in BS degree programs. We build empowerment and excitement around engineering and science careers. ANSEP is now working with 28 different Alaskan high schools from every region of our State. Prior to implementation of this program, many of the high schools did not offer

the coursework necessary for students to come to the University prepared to be successful in engineering and science BS degree programs. There are now hundreds of high school students in those same schools taking physics, chemistry, and trigonometry.

How the Pre-College Program Works:

Students in the Pre-College Program are provided with all of the parts

for a top end computer. We show them how to put it together and teach them how to use it. If they successfully complete physics, chemistry, and trigonometry in high school they can keep the computer when they come to the University. These

students are now transitioning to the university in unprecedented numbers.

Our goal is for each *Pre-College Program* student to:

- Learn that science and engineering is fun
- Understand engineering and science career opportunities
- Complete Trigonometry, Chemistry, and Physics
- Participate in computer building and networking sessions
- Successfully complete the software training
- Teach another student how to build a computer
- Work with University faculty and students
- Enroll in the Summer Bridge
- Graduate with a BS in engineering or science

ANSEP Summer Bridge Program

The Summer Bridge is aimed at recent high school graduates who will be attending University of Alaska in the fall. The program was started at the University of Washington in the mid nineties as a way to mitigate some of the

problems Indigenous students had due to poor math preparation as well as issues related to career awareness and transitioning to the University from rural communities. The University of Alaska adopted the program in 1998. The success of the Pre-College Program has dramatically improved both the quality and the quantity of students applying for the Summer Bridge Program.

The ANSEP *Summer Bridge Program* includes:

- Nine-week summer paid internships for entering freshmen
- A daily schedule of a two-hour calculus class in the morning and two hours of collaborative study at night
- Six hours per day working as interns with one of our industrial partners
- Housing on University campuses
- Field trips to places like Prudhoe Bay to help students better understand industry
- Planned group activities like laser tag, go-karts, movies or other things the students want to do on Friday evening and Saturday
- An opportunity to earn a \$3,000 scholarship that the students can use at any University of Alaska college

Our goal is for each *Summer Bridge Program* student:

- Develop a peer group
- Earn the money they need for college
- Boost their math skills
- Meet mentors
- Solidify their vision of a career in the sciences or engineering
- Understand the importance of a supportive community/study group
- Learn to navigate at the university
- Link up with firms that will provide internships through graduation and beyond

- Learn what it is like to work in a corporate office setting
- Graduate with a BS in a STEM discipline

While ANSEP is focused on the successes of indigenous Americans, all students can participate in ANSEP programs.

Women's Studies

Women's Studies courses at UAA foster open, vigorous inquiry about women and gender, challenge curricula in which women are absent or peripheral, question cultural assumptions in light of new information, and create a supportive environment for those interested in studying women and the role of women in society. The interdisciplinary Women's Studies minor offers both male and female students the opportunity to select courses from a wide variety of disciplines.

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AHAINA

AHAINA is an acronym for African-American, Hispanic, Asian, International, and Native American.

AHAINA Student Programs provides resources and academic assistance to students of diverse ethnicities. AHAINA Student Programs assists students in successfully achieving their academic goals by providing services that promote academic achievement, affirm cultural differences, and enhance student retention. The motto at AHAINA is “Goals, Grades and Graduation”. AHAINA has a multicultural student lounge, which is a great place to get acquainted and interact with others of different cultures.

Students can take advantage of a variety of services to include:

- Peer Mentors • Student Success Support
- Academic Success Workshops • Cultural Programs
- Tuition Waivers • Tutorial Assistance • Computer Lab
- Study Area • Scholarship and Internship Information
- Academic Recognition Programs
- Student Advocacy and Intervention

All Students are eligible for AHAINA Services.

Office of Campus Diversity and Compliance

The Office of Campus Diversity and Compliance primary function is to promote, support, measure, and celebrate diversity. This mission also includes support for the Diversity Action Council and other programming events and activities that promote diversity on campus. In addition to promoting diversity, Campus Diversity and Compliance is responsible for managing and coordinating University policies, procedures, and programs regarding equal opportunity and affirmative action. The office handles complaints on discrimination

and harassment based on race, color, gender, religion, national origin, citizenship, age, marital status, disability or status as a Vietnam-era or disabled veteran. The Office of Campus Diversity and Compliance also provides sexual harassment and Equal Employment Opportunity training, supervisor and employee support, conflict resolution, and discussion groups for departments around cultural inclusion and awareness.

Disability Support Services



Disability Support Services (DSS) is responsible for coordinating support services for UAA students who experience disabilities. The department can provide details about services and accommodations that are available to qualified students with appropriate documentation. Early planning is encouraged to allow DSS staff adequate time to make the necessary arrangements for support services. DSS also serves as a resource within the community for questions regarding assistive technology, universal design for learning, and other disability-related issues.

Tools and Techniques for Access

DSS maintains an adaptive computing lab, an assistive technology lending library, as well as a lending library of periodicals, books, and videotapes for loan to students, staff, faculty, and community members.

Annual awareness building events include the multi-campus Reel Eyes Showcase of Films by and about People with Disabilities and the city-wide celebration of the Anniversary of the Americans with Disabilities Act. DSS also provides workshops on a variety of topics throughout the year.

International Student Services

UAA welcomes students from all over the world. The International Student Services office provides international student advising and serves as a liaison for immigration and visa paperwork, travel endorsement, and international student orientation services.

Native Student Services

Native Student Services (NSS) provides support services to rural and Native students. In creating a responsive and effective student support system, NSS fosters academic achievement, student retention, career development, leadership skills, college transitioning, and a sense of belonging. A high level of student activity and community contact occurs in the NSS office. All students are welcome.

Residence Life – Learning Communities

The Department of Residence Life provides a living and learning environment through programs, services, and opportunities that contribute to the personal and academic success of students living in UAA's residential communities.

In partnership with students, faculty, and staff of other campus offices, Residence Life creates a living-learning community environment that is comfortable and safe, and supports the cultural, social, intellectual, physical, and emotional development of UAA students. These living-learning communities include halls for Alaska Native students studying engineering, nursing, or psychology; an honors community; aviation house and community; service house; first-year focus and first-year experience programs; non-traditional student housing; and accommodations for students participating in the WWAMI or Far East Exchange programs.

Cama-i Room



Cama-i Room is a social gathering place for UAA students and the Anchorage community. All are invited to take part

in social and educational programs that focus on Alaska Native, Native American, and Alaskan cultures.

Programs range from making fry bread, to making duct tape wallets, to listening to elders. In the evening there is always someone to visit and something to do. For more information contact the Cama-i Room at 751-7452.

The Alaska Native and Rural Outreach Program (ANROP) Coordinator oversees the programs and activities provided in the Cama-i Room and also serves as a resource to students that identify as being from

rural Alaska, Alaska Native and Native American. The coordinator is here to help ease the students' transition to UAA by getting students connected to resources at UAA and in Anchorage. Before and during each semester the coordinator makes periodic contact with students to see if they need assistance. For more information or assistance call 751-7452.

Student Development

Student Development empowers students to be active and responsible citizens of the campus community, to be respectful of diverse perspectives, to attain their educational goals, and to develop skills for life-long learning. Student Development also builds partnerships with academic programs and community organizations that enhance the experiential and educational opportunities for UAA students. Student Development advises and collaborates with UAA student organizations such as the Union of Students (student government), Club Council, Greek Council, Board of Cultural Awareness, Media Board, Concert Board, Election Board, Residence Hall Association, student clubs, fraternities, and sororities.

Student Development departments and areas include:

- Career Services Center • Residence Life • Student Activities • Student Health & Counseling • Student Life & Leadership • Student Union • Student Judicial Affairs • Student Organization Advising

Student Activities

Student Activities provides art, entertainment, and a sense of

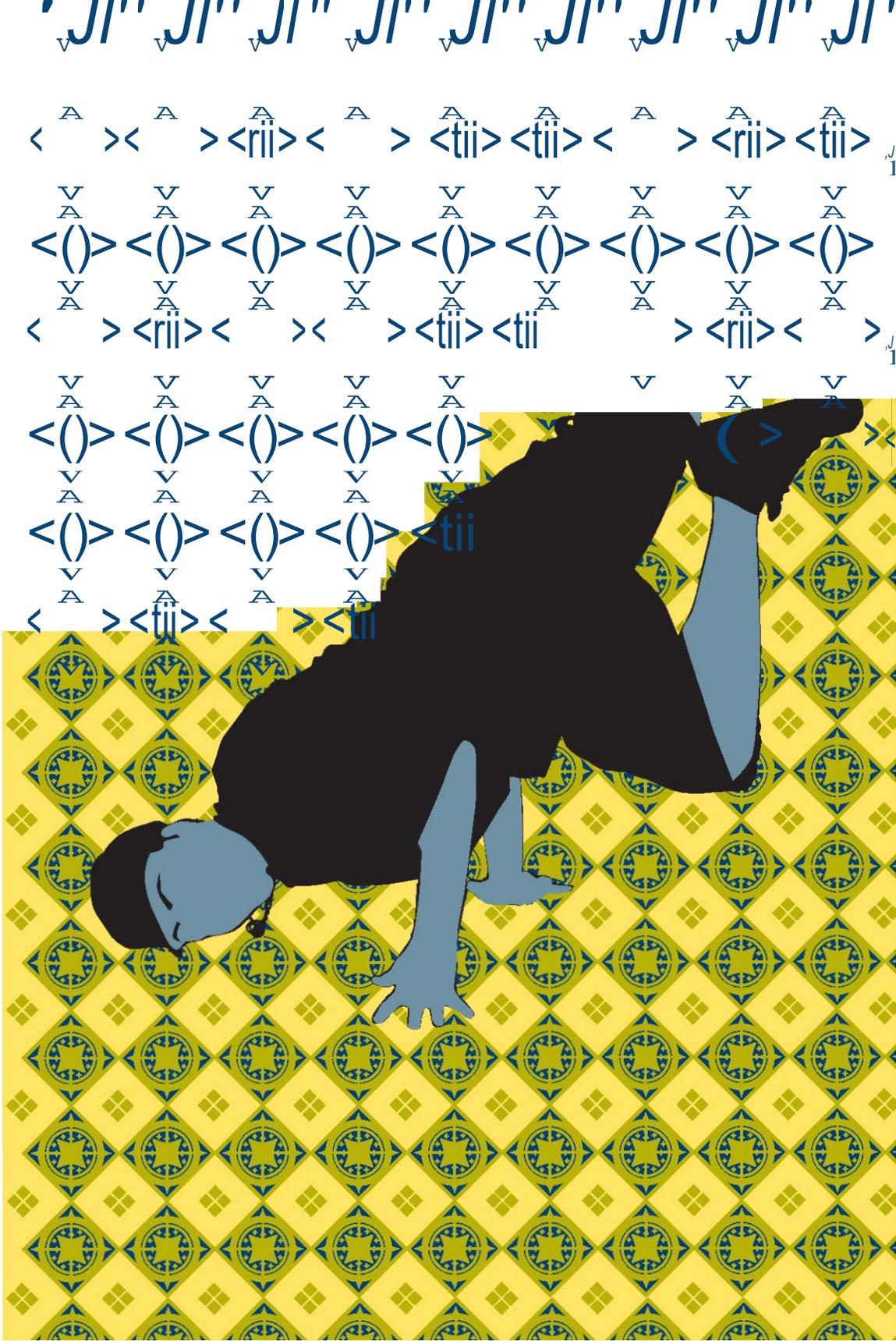
community to the UAA campus and Anchorage area while being mindful of the diversity and interest of UAA students. Programs initiated from this area provide a valuable function to the University of Alaska Anchorage by increasing the quality of campus life and encouraging the continued development of the college experience integral to the student educational process.

Student Activities is currently composed of three distinct programming areas: Student Union Gallery, Noon Music, and Program Team Evening Events Series. Student Activities also cosponsors and provides coordination for several major campus-wide events, including Campus Kick-off, Juneteenth, Alaska Civil Rights Day, and Martin Luther King, Jr. Day. The department also provides funding for Women's History Month, International Education Week, and a variety of student clubs and organizations seeking assistance. Student Activities welcomes written funding requests for events from organizations striving to enhance the mission of creating a welcoming and diverse learning community.

Student Support Services

Student Support Services (SSS) serves as a bridge to help eligible University of Alaska Anchorage students cross the turbulent waters of academic pursuit into graduation and a positive career field. We offer several services geared towards that end. The team at SSS works in collaboration with other UAA staff, faculty and administrators to form a united support of our overarching goal: the increased retention and graduation of our students.





COMMITTEES



Board of Cultural Awareness

The Union of Students at UAA established the Board of

Cultural Awareness (BCA) to expose students to the diverse cultures, beliefs, and lifestyles represented on campus and throughout the world. Throughout the academic year, BCA sponsors a variety of multicultural events, which promote diversity and address cultural issues. The Board of Cultural Awareness consists of seven students appointed by the USUAA President.

Diversity Action Council

As a resource to the Chancellor, the Diversity Action Council (DAC) is charged with developing a diversity action plan that includes specific action steps to support UAA goals, as well as advise and recommend to the Chancellor courses of action that address campus-wide diversity issues. The DAC is also active in promoting activities and programs throughout the campus that effectively address issues related to diversity and recognize and honor exemplary actions that contribute to a supportive campus climate. Since its inception in the fall of 2000, the

DAC has successfully accomplished the following:

- Diversity consultant, Dr. Arredondo - presentations, consultations and assessment of UAA diversity relations
- Recommendation to the Chancellor for a revision of UAA's mission statement to include diversity
- Creation of a campus diversity statement
 - Base funding to support diversity initiatives
 - Creation of a website highlighting diversity on-campus
 - Annual Student Diversity Awards



Support for campus programming to include:

- Model UN
- Sierra Leone's Refuge Allstars
- Student Diversity Awards
- National Coalition Building Institute
- Hip-Hop Student Leadership *Connecting to the Community: Comprehensive Grassroots Organizing*
- *Diversity Resource Guide*
- *Reel Eyes 2007 Showcase of films by and about individuals with disabilities*
- ADA Celebration
- Portraits of Courage: African Americans You Wish You had Known
- "Globalization and the Outsourced Economy" forum
- Honoring Native Cultures Event
- "The School of Pan-American Unrest" Exhibition and Lectures
- UAA Juneteenth Celebration

Faculty Senate Diversity Committee

The mission of the Faculty Senate Diversity Committee (FSDC) is to assist faculty members across UAA and the community campuses by heightening their awareness of the importance of the individual and their culture to the students, faculty, staff, and administration of the University. Additionally, the FSDC believes that UAA can act as a conduit for all of the above to access resources, which can facilitate the inclusion of diverse cultures, ideas, and backgrounds to strengthen the overall educational value at UAA and the extended colleges.

Southcentral Alaska Women in Higher Education

The Southcentral Alaska Women in Higher Education (SAWHE) is a regional caucus of women administrators, faculty, and staff from colleges and universities across the state dedicated to the professional advancement of women, particularly women of diversity, in higher education.

SAWHE is a member of the Office of Women in Higher Education (OWHE). OWHE offers national forums for women ready to advance into senior level positions, prepares publications on women in higher education, and nominates women for presidencies, vice presidencies, and other senior level positions.

UAA Diversity-Related Student Clubs and Communities

African American Student Association (Black Student Union)
American Indian Science and Engineering Society (AISES)
American Sign Language Club
BAHA'I Club
Baptist Collegiate Ministries Campus Christian Movement
Campus Crusade for Christ
Cardinal Newman Club
Deutcher Kulture Club (German Club)
Engineers Without Borders
Family (Sexual Minority Issues)
International Student Association



(ISA) International Youth
Fellowship
Khleb Da Sol (Russian
Club) La Tertulia
(Spanish Club) Native
Student Council (NSC)
Nihon Bunka Club (Japanese
Club) Polynesian College
Council
Stand (Students Taking Action
Now: Darfur) USUAA Board of
Cultural Awareness



PROGRAMS



Alaska Center for Rural Health

The Alaska Center for Rural Health (ACRH) – Alaska Health

Education Center (AHEC) is housed within the School of Nursing at the College of Health and Social Welfare, UAA.

ACRH’s primary mission is to help strengthen systems to deliver comprehensive and culturally relevant health care to rural Alaskans.

ACRH achieves its mission by working strategically in three areas. The first is development of Alaska’s health workforce, primarily addressed through its federal AHEC grant. Second, is research, in documenting workforce needs and documenting Alaska’s frontier health infrastructure. The final area is communications on policy issues, achieved via ACRH’s role on the National Rural Health Association Board of Trustees, role in planning the Alaska Rural Health Conference, and publication of a statewide newsletter: Alaska Rural Health Notes.

Alaska Native Curriculum and Teacher Development Project

The Alaska Native Curriculum and Teacher Development Project (at www.alaskool.org) brought together teams of teachers, elders, and community members in various parts of Alaska with university-based specialists to develop curricula on Alaska Native studies and language that is now available to all through the internet. The information provided by ANCTDP includes curricula in Alaska Native studies and languages. We also have a large number of documents about Alaska Native communities, issues, languages, literature and leaders. The web site now also has a search engine and is organized into sections for easier access.



The Center for Human Development, a University Center for Excellence in Developmental Disabilities Education, Research, and Services (UCEDD), is an interdisciplinary unit within the University of Alaska Anchorage under the College of Health and Social Welfare. The Center, as a UCEDD, is authorized by the Developmental Disabilities Assistance and Bill of Rights Act to build capacity within states and communities to respond to the needs of individuals and their families who experience developmental and other persistent disabilities. The Center conducts training, technical assistance, and applied research on a broad array of topics in the field of disabilities. Opportunities for student employment and internships are available every semester.

The Institute for Circumpolar Health Studies (ICHS) provides support and coordination for health research, information, and training. ICHS works closely with faculty throughout the University of Alaska system, providing technical assistance and support to increase the capacity within the state to address the health needs of all Alaskans. ICHS also encourages student involvement through academic course work, internships, and research assistantships. ICHS maintains collaborative relations with other universities, state and federal agencies, Alaska Native health organizations, and Alaskan communities to provide relevant health information, to support local planning, and to inform the community regarding development of a health policy. Cooperative activities in research, instruction, and service link Alaska and the University with health research and health practice internationally. ICHS provides professional development and training through conferences and workshops for public health and medical professionals, as well as informational services and educational programs for the general public.





T RIO Programs

TRIO program is a federally funded educational opportunity program whose purpose is to help first generation potential college students, low-income and disabled Americans enter

a program of post-secondary education. The program helps participants choose a career, aids in the selection of a school or training program, provides information and assistance in finding funding

sources for school, and provides assistance in the application process.

Educational Opportunity Center

The Educational Opportunity Center (EOC) provides information and assistance to adults who wish to pursue a post-secondary education. Services provided by EOC include career planning, educational advising, college and technical school selection, school admission assistance, financial aid application assistance, basic computer skills instruction, and federal student loan default rehabilitation.

Educational Talent Search

The Educational Talent Search (ETS) program serves students grades 6

-12th within 13 schools in the Anchorage School District.

ETS prepares students to successfully complete high school

and enroll in college. Services include academic advising, career exploration, study skills tutoring, college planning, college tours, and more.

Upward Bound

The Upward Bound program (UB) serves students in 9-12th grades in



three high schools in the Anchorage School District. UB, like ETS, prepares students to complete high school. The program also emphasizes academic preparation in science, math, language, and literature, as well as the services listed above for ETS. UB students attend a six-week, highly challenging academic summer program on the UAA campus. Students who have

graduated from secondary school and intend to enroll in college in the Fall may participate in a Summer Bridging component where they enroll and earn credit in college courses designed to aid their transition to college.



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DIRECTORY

☑ AHAINA

Bus: (907) 786-4070

<http://www.uaa.alaska.edu/multicultural/ahaina-student-services.cfm>

☑ Alaska Center for Rural Health (ARCH)

Bus: (907) 786-6579

<http://nursing.uaa.alaska.edu/acrh/>

☑ Alaska Native Curriculum and Teacher Development Project

Bus: (907) 786-1906

<http://www.alaskool.org/>

☑ Alaska Native Oratory Society

Bus: (907) 786-6136

<http://www.uaa.alaska.edu/native/aknos/index.cfm>

☑ Alaska Native Science to Engineering Program (ANSEP)

Bus: (907) 786-1073

<http://ansep.uaa.alaska.edu/>

☑ Alaska Native Studies

Bus: (907) 786-6135

<http://www.uaa.alaska.edu/native/>

☑ Alaska Natives In Psychology

Bus: (907) 786-6131

<http://www.uaa.alaska.edu/anpsych/>

☑ Board of Cultural Awareness

Bus: (907) 786-1205

<http://www.uaa.alaska.edu/unionofstudents/>

☑ Center for Human Development

Bus: (907) 272-8270

<http://www.alaskachd.org/>

☑ Department of Languages

Bus: (907) 786-4030

<http://www.uaa.alaska.edu/languages/>

☑ Disability Support Services

Bus: (907) 786-4530

<http://www.uaa.alaska.edu/dss/>



☒ Diversity Action Council
Bus: (907) 786-4788
[http:// www.uaa.alaska.edu/dac](http://www.uaa.alaska.edu/dac)

● Office of Campus Diversity and Compliance
Bus: (907) 786-4788
<http://www.uaa.alaska.edu/diversity/>

☒ Faculty Senate Diversity
Committee Bus: (907) 786-1793
<http://www.uaa.alaska.edu/governance/facultysenate/index.cfm>

☒ Gerontology
Bus: (907) 786-6900
<http://www.uaa.alaska.edu/gerontology/>

☒ Institute for Circumpolar Health Studies
Bus: (907) 786-6575
<http://www.ichs.uaa.alaska.edu/>

☒ International Student Services
Bus: (907) 786-1573
http://www.uaa.alaska.edu/admissions/intl_admis.cfm

☒ Native Student Services
Bus: (907) 786-4000
<http://www.uaa.alaska.edu/nss/>

☒ Recruitment and Retention of Alaska Natives into Nursing (RRANN)
Bus: (907) 786-6944
<http://nursing.uaa.alaska.edu/rrann/>

☒ Residence Life - Learning Communities
Bus: (907) 751-7444
<http://www.uaa.alaska.edu/residencelife/>

☒ Southcentral Alaska Women in Higher Education (SAWHE)
Bus: (907) 786-4645
<http://www.uaa.alaska.edu/cafe/women/index.cfm>

☒ Student Activities
Bus: (907) 786-1219
<http://www.uaa.alaska.edu/campuslife/activities/>

☒ Student Development
Bus: (907) 786-1214
<http://www.uaa.alaska.edu/studentdevelopment/>

☒ Student Support Services
Bus: (907) 786-1380
<http://www.uaa.alaska.edu/SSS/>

☒ TRIO Programs
Bus: (907) 274-5522



<http://www.uaa.alaska.edu/trio/>

☐ UAA Diversity-Related Student Clubs and Committees

Bus: (907) 786-1371

<http://www.uaa.alaska.edu/clubs/index.cfm>

☐ Womens Studies

Bus: (907) 786-4837

<http://womens.uaa.alaska.edu/>

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