**INITIAL RECOMMENDATIONS FOR REVIEW and OPEN FORUMS**

**Diversity and Inclusion Action Plan**

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April 26, 2017

Dear UAA Community:

The Tri-Chairs have been reviewing the materials from focus groups, subcommittee reports, IR data, qualtrics results, and demographic information for the past two weeks in order to create a platform for recommendations for the DI/AP.

We respectfully request the UAA community to review these preliminary recommendations in hopes of engaging in dialogue and discussion to help us move forward to finalize these recommendations by our June 30, 2017 deadline.

We also have two OPEN FORUMS scheduled for Friday April 28th from 10-1:30 in SSB 253 and Wednesday May 3rd from 1-2 p.m. in Gorsuch Commons 107. Additionally, we encourage stakeholders to schedule meetings if they are unable to attend either of these Open Discussions/Forums.

Please review the attached power point slides and this written narrative, which we hope will help inform our community of where we are at in the process. For those individuals that cannot attend the Open Forums we invite participation via email for written contributions, suggestions, and corrections.

Time Frame of the Planning Process for the DI/AP

* Tri-Chairs appointed in November 2015
* Diversity Summit in February 2016
* Analysis of DAP’s and DI/AP’s at other similar institutions
* Asset Mapping
* DAC is brought in to assist in the process August 2016
* Focus Groups in Fall 2016 and spring 2017
* Qualtrics spring 2017
* Formation of subcommittees fall 2017
* Initial recommendations May 2017
* Final Report June 2017

Focus Group Activity

**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 Facuty, 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

**979**

Site Visits

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.

**Subcommittee Reports**

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

*Human Resources: Recruiting Activity and Diversity* – Ron Kamahele

*Alaska Native* – Beth Leonard, Jordan Lewis, Edna Matthew, Willie Templeton

*Community Campus* – Diane Taylor, Sandy Gravely

*Multicultural Postdoctoral Fellowship* – Erin K.S. Hicks, Heather Adams, Robert Boeckmann,

Songho Ha, Erin hicks, Kathy Kelsey, Emily Lescak, Jervette Ward

*International Faculty* – Natasa Masanovic-Courtney, Songho Ha

*Diversifying the Curriculum* – Nelta Edewards, Gabriel Garcia, Amber Christensen, Beth

Leonard, Christine Ericson, Toby Widdicombe, Virginia Miller, Wei Hsiao, Emily Madsen

*Student Stories* – Dan Rearden, Natasa Masanovic-Courtney

*Residence Life* – Ryan Hill

*Disability Support Services* – Karen Andrews, Mandee Micek

*History of DAC* – Johnnie Templeton, Jr.

Additional Diversity Assets and Concerns

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

*Linguistic Diversity* – Tara Smith

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

**Key Takeaways from the Process**

1. UAA has TWO diversity statements – one on the Chancellors webpage and one in the Catalog. Illustrates disconnectedness of diversity activities.
2. There appears to be a structural and procedural issue between diversity and compliance. The transition has caused confusion with our campus community. Decentralization of the diversity and inclusion activities at UAA make it challenging, and with the establishment of the Interim Associate Vice Chancellor for Alaska Natives and Diversity and a separate Office of Compliance make it unclear as to what entity is responsible for a university-wide approach to diversity and inclusion. Who is responsible and accountable for what?
3. UAA has extraordinary diversity and inclusion related programs, activities, and resources. However, they are often disconnected and the right hand does not always know what the left hand is doing. Also many of these ‘amazing stories’ do not get attention and are not resourced.

The past 18 months of activity, research and work on the DI/AP illustrate the need for a more cohesive and structured approach to diversity and inclusion at UAA and the community campuses. As we move forward with a final document, we view the next month as a critical juncture and will be requesting additional support from Administration.

**RUBRIC FOR RECOMMENDATIONS**

In synthesizing all the information, data, focus group materials and subcommittee reports the tri-chairs established a set of basic criteria in making the final recommendations. The basis of recommendations is on the following:

• IR Data

• Subcommittee Reports and Recommendations

• Focus Group Input

• Demographic Analysis

• Qualtrics Analysis

The tri-chairs identified six broad areas that need to be addressed in the final DI/AP, and these include:

• HR Policies

• Structural Change

• Students

• Curriculum

• Community Campuses

• Space

**HUMAN RESOURCES: RECRUITING ACTIVITY & DIVERSITY**

“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.” (Subcommittee Report)

* New recruiting and diversity policies with emphasis on EOE
* Promote targeted recruitment efforts, with special attention to Alaska Natives
* Open Recruitment for ALL positions – missed opportunities when we only post open positions internally
* External Search Firms – require them to provide evidence of diverse recruitment strategies and – or do not use them
* Review by HRS consultants of all Stage 2 screenings should be a written campus-wide policy
* Faculty: Examples of targeted hires at UAA as a successful model. We should examine best practices at UAA
* Establish a Multicultural Post-Doctoral Fellowship Program – this will help diversify faculty and also create new curriculum

**STRUCTURAL**

* Chief Diversity Officer – Position at Cabinet level. Most universities have established CDO’s, which has resulted in successful endeavors in the area of diversity/inclusion. The CDO will be a key position ensuring a cultural shift at UAA – so that diversity and inclusion is truly infused in all that we do
* DAC reorganization/revision/re-mission – It is recommended that the DAC should implement the DI/AP and make the University accountable for progress on recommendations of DI/AP. An annual progress report should be written as UAA moves forward with the DI/AP recommendations. The CDO and the DAC need to have a *major presence* and be *properly resourced* in order to implement the recommendations.
* Diversity Orientation/training - A Multi-cultural competency orientation (like Haven or Title IX) for a ‘Who We Serve’ on-line module. This was a repeated recommendation at many of the Focus groups.
* NCBI – Should be more infused/integrated at UAA

-have a web presence on Chancellor page

-Mandatory 1-day training for Cabinet, all Dean’s, Faculty Senate Leadership

-Orientation materials for all new faculty, staff & students

* Web presence – diversity activity at UAA is very diffused and a stronger and more vibrant web presence would help move the diversity and inclusion agenda forward

**STUDENTS**

* International students should be adequately supported, or no longer accepted
* Alaska Natives/AI make up 10% of student body; attrition rate over 50%; less than 10% complete a degree–- indicators of lack of systematic advisement. Examine other models, like RSS at UAF
* SES and retention indicates that students in lower socio/economic status have higher attrition rates then more economically advantaged students - affecting degree completion. African American, Hispanic/Chicano, Pacific Island students are increasing in numbers, but not in direct support. **Lack of systematic communication to all students regarding programs, resources, advisement**
* Veteran Students – high percentage of Veteran students at UAA that deal with daunting bureaucracy; Office needs more space and at least 2 more computers and examination of what federal $$ UAA could access
* Residence Life: Gender Inclusive Housing; in future – Family Housing
* Students experiencing disabilities – need for ADA compliance

UAA is currently developing a number of different strategies around student success, and for new incoming Freshman. However, it is not being developed in a coordinated effort and similarly to many other UAA initiatives, is based on a few dedicated individuals that are trying to create a better space and place for our students. In order to develop a better system of communicating to students, there must be more coordinated efforts. Efforts must also be resourced.

**CURRICULUM**

* Multi-Cultural Post-Docs – by 2020 have 5 Diverse Post-docs per year, which help diversify faculty and curriculum
* Incentivize new courses on diversity
* Assess current courses that represent diversity
* Diversity GER
* Concern with existing curriculum not being supported (Women’s Studies, ESL)

**SPACE AND FACILITIES PLANNING**

* Space decisions should include the perspectives/lens of inclusion & diversity, be more transparent and take into consideration constituency groups
* Hub for International faculty, staff, students (pool existing resources and assess existing resources in this area) – this could solve issues that International students currently struggle with, and also provide a sense of community for the international faculty and staff that UAA has on campus. It is important to support our current International faculty, and students, as it results in economic benefits, contributes to diversity on campus and in Anchorage, in addition to creating a more global sensibility, it results in relevant curriculum. There is also a need for a web link on the current issues on Visa given our national changing political direction(s).
* Safe Zone – currently ‘lives’ in Residence Life, but needs to have space or access to main campus as well
* NCBI (office and admin support) – NCBI will have a bigger role at UAA and will need a dedicated office space and some level of administrative support
* Veteran Students – Veteran students deal with a challenging array of bureaucracy between the VA offices on Muldoon, the UC, and the VA office in the SUB. The current office needs some additional space, and at least two additional computers to serve the growing number of Veteran students we have on our campus.
* DSS – need to meet Federal ADA requirements; lack of braille signs on campus; DSS office needs more space and adequate space

**COMMUNITY CAMPUSES**

* Need for liaison between Main campus and community campuses to provide better communication on event/activities, exchanges
* Need for more community campus representatives on UAA committees
* Points of Pride need to be acknowledged, i.e. Elder-in-residence at KPC; Healthy Journey at MatSu; Job Corp partnership at Mat Su; Tribal Relations at KoC; Redefine what success means for Community Campuses who have developed a suite programs that clearly reflect their community needs
* Form a Diversity & Inclusion Action Committee/Council at each community campus
* DAC should include representatives from each community campus

**FINAL GOALS FOR THE REPORT**

* Specific
* Measurable
* Aspirational
* Realistic
* Timeframe