

Thursday, October 6, 2016
9:30 a.m.-11:30 a.m.
LIB 302

I. Call to Order

II. Introduction of Members

[P = Present E = Excused X = Absent]

2015-2016 UAA Staff Council Membership

	Term:		Term:
Elizabeth Winfree (Co-President) <i>Center for Human Development - College of Health</i>	16-18	Kim Heidemann <i>Allied Health</i>	16-18
Chris Triplett (Co-President) <i>University Advancement</i>	15-17	Regg Henson <i>Accounting Services</i>	16-18
Ryan Hill (Co-Vice President) <i>Residence Life</i>	15-17	Betty Hernandez <i>University Advancement</i>	15-17
Brenda Levesque (Co-Vice President) <i>College of Health</i>	15-17	Kathy Lardner <i>College of Education</i>	16-18
Brian Blevins <i>Parking Services</i>	16-18	Zlata Lokteva <i>College of Engineering</i>	16-18
Ian Bushell (Kodiak) <i>Technology Services</i>	15-17	Doug Markussen <i>Environmental Health & Safety/Risk Mgmt, Support Services</i>	15-17
Kendra Conroy <i>Business Enterprise Institute</i>	16-18	John Moore <i>College of Arts & Sciences</i>	15-17
Julie Cotterell (KPC) <i>Admissions & Student Records</i>	16-18	Erika Pierce <i>Human Resources</i>	16-18
Weston Davey (PWSC) <i>Accounts Receivable</i>	16-18	Erin Pikey <i>Office of Student Financial Assistance</i>	16-18
Danielle Dixon <i>Student Advising, College of Health</i>	15-17	Dave Robinson <i>Financial Services</i>	16-18
Sandy Gravley (Mat-Su) <i>Student Services</i>	16-18		15-17

III. Approval of the Agenda (pg. 1-3)

IV. Approval of the Summary (pg. 4-6)

V. President's Report

VI. New Business

- A. Morale Staff Survey results (pg. 7 & ppt. under agenda link)
 - i. What's next: data analyzing, reporting and prioritizing results, hot topics
- B. Social Media
 - i. Facebook update
- C. Title IX update & presentation, Bridgett Dooley

VII. Topics of Staff Concern

- A. Staff Morale – your responsibilities
- B. Update website
- C. Update brochure

VIII. Old Business

- A. Staff Emeritus

IX. UAA Staff Council Committees

- A. Wellness Committee
(Representatives: Sandra Gravely, Erika Pierce)
- B. Communication Committee
(Members: Kendra Conroy, Brenda Levesque, Erin Pikey)
Begin Ice Breaker meetings in January
- C. Vision Statement Development Committee
(Representatives: John Moore, Ryan Hill)
- D. Staff Emeritus Status Committee
(Representatives: Danielle Dixon, Betty Hernandez, Ryan Hill)
- E. Employee Recognition Committee (pg. 8-9)
(Representatives, Betty Hernandez, Erika Pierce & Zlata Lokteva)

X. UAA Campus Committees

- A. Development Day Committee
(Representative: Betty Hernandez)
- B. Diversity Action Council (pg. 10-24)
(Representative: Ryan Hill)
- C. [University Assembly](#)
(Representatives: Elizabeth Winfree, Chris Triplett, Brenda Levesque, Betty Hernandez.
Alternate: Danielle Dixon, John Moore)
- D. Facilities Space and Planning
(Representative: Zlata Lokteva)
- E. [Campus Safety Committee](#)
(Representative: Ian Bushell. Alternate: Doug Markussen)

XI. UA Staff Alliance Committees

- A. [Staff Alliance](#)
(Representatives: Elizabeth Winfree and Chris Triplett)

- B. Staff Health Care Committee
(Representatives: Brenda Levesque and Danielle Dixon. Alternates: Dave Robinson and Erin Pikey)
- C. [Joint Health Care Committee](#)
(Representative: Elizabeth Winfree)
- D. Staff Compensation Committee
(Representatives: John Moore and Kathy Lardner. Alternate: Regg Henson)
- E. Morale

XII. Open Forum

XIII. Adjourn:

Staff Council Fall Retreat Summary

Thursday, September 8, 2016

8:30am-12:30pm

LIB 307

Access Number: 907-786-6755, Meeting Number: 284572

2016-2017 Staff Council Membership

		Term:			Term:
P	Elizabeth Winfree (Co-President) <i>Center for Human Development – College of Health</i>	16-18	E	Kim Heidemann <i>Allied Health</i>	16-18
P	Kathleen McCoy (Co-President) <i>University Advancement</i>	15-17	P	Regg Henson <i>Accounting Services</i>	16-18
P	Ryan Hill (Co-Vice President) <i>Residence Life</i>	15-17	P	Betty Hernandez <i>University Advancement</i>	15-17
P	Brenda Levesque (Co-Vice President) <i>College of Health</i>	15-17	P	Kathy Lardner <i>College of Education</i>	16-18
P	Brian Blevins <i>Parking Services</i>	16-18	P	Zlata Lokteva <i>College of Engineering</i>	16-18
T	Ian Bushell (Kodiak) <i>Technology Services</i>	15-17	E	Doug Markussen <i>Environmental Health & Safety/Risk Mgmt, Support Services</i>	15-17
P	Kendra Conroy <i>Business Enterprise Institute</i>	16-18	P	John Moore <i>College of Arts & Sciences</i>	15-17
P	Julie Cotterell (KPC) <i>Admissions & Student Records</i>	16-18	P	Erika Pierce <i>Human Resources</i>	16-18
T	Weston Davey (PWSC) <i>Accounts Receivable</i>	16-18	P	Erin Pikey <i>Office of Student Financial Assistance</i>	16-18
P	Danielle Dixon <i>Student Advising, College of Health</i>	15-17	P	Dave Robinson <i>Financial Services</i>	16-18
P	Sandy Gravely (Mat-Su) <i>Student Services</i>	16-18	P	Chris Triplett <i>University Advancement</i>	15-17

8:30 - 8:45 Welcome; Light Breakfast

8:45 - 9:00 Icebreaker

9:00 - 9:30 UA Chief Human Resources Officer, Keli Hite McGee, Video or Audio Conferencing

Q: Is the university ever going to come up with an evaluation form for employees that goes completely across the system?

A: We have a draft performance review in PageUp already, that all HR director's worked together on. There will also be a training on how to properly perform a performance review.

Q: We spend too much time telling people what they are doing wrong and focusing on the negatives when we should be recognizing them positively and giving them some incentive to do more. What's the next piece of that puzzle, beyond performance evaluations? What can we do to positively impact employee morale?

A: Setting goals and acknowledging a job well done.

Fairbanks is working on relationships with supervisor's and their employees. Just engaging with employees and simply walking around and saying hi in the morning makes a huge difference.

Q: As departments are going from 40hrs to 37.5hrs being asked to take contract reductions or furloughs, I'm afraid that supervisors and their supervisors, are still asking people to work during those times and to be responsive to emails and such. Even though we're not forced to do it, I think there's still some looming expectation, that even on vacation we're still available. I'm wondering if statewide would be willing to come forward and explain to employees that you cannot do that or expect that of them while they are on vacation.

A: I agree, and I think there are labor laws that are associated with that too. If people are doing that, we need to make sure they know they cannot be asking employees to do that.

Q: Has the university ever thought about reverse reviews, where employees can do reviews on their supervisors?

A: Absolutely. I think the idea of the performance review is that everyone is being held accountable. When you talk about competencies, you're responsible for yourself. As a supervisor, you are responsible for your team. They're making sure everyone's workload is appropriate and that they are able to get their job done. They are responsible for making sure their teams are taking the proper trainings and are held liable when they do not.

Q: Will there be a plan for an employee to review their supervisor?

A: It will take time and resources to put this together, but it is in the plan. It probably will not be available until next year, but we want to have a 360 review process that we can go out and get the information we need to make sure everyone is doing their job.

Q: I see a lot of improving connections with supervisors and staff, but I'm afraid it may create a silo effect. While employees and great connections within the department, outside of that, they become disenfranchised within the greater university system.

A: I think that is probably happening already, because we're not working together as a collaborative. There's the cultural perspective, "us" and "them," our campus is better or our department is better. But it is where we need to combine our backgrounds, strengths and expertise to come up with solutions. The collaboration that occurs when you're willing to work together creates a momentum that is quite the opposite of silos.

9:30-10:00 Salaried Co-President Nominations & Election
Chris Triplett appointed Co-President

10:00-10:30 UAA Associate Dean of Students, Dawn Dooley

- Two Changes in the Dean of Students office:
 - 1) Dr. Dewain Lee has left. Her position is open and everyone is encouraged to spread the word and apply.
 - 2) Dean of Students office has recently moved to RH122
- C.A.R.E. Team Presentation <https://www.uaa.alaska.edu/students/care-team/>

10:30-11:15 Committee Selection of 1-year council members for vacant openings

UAA Staff Council Committees

- A. Wellness Committee: Sandy Gravely & Erika Pierce
- B. Communication Committee: Kendra Conroy, Brenda Levesque & Erin Pikey
- C. Vision Statement Development Committee: John Moore & Ryan Hill
- D. Staff Emeritus Status Committee: Betty Hernandez, Danielle Dixon & Ryan Hill
- E. Employee Recognition Committee: Betty Hernandez, Erika Pierce & Zlata Lokteva

UAA Campus Committees

- A. Development Day Committee: Holding off on electing representative until Development Day 2017 is confirmed
- B. Diversity Action Council: Ryan Hill
- C. [University Assembly](#) : Elizabeth Winfree, Chris Triplett, Betty Hernandez, Brenda Levesque. Alternates: Dave Robinson & John Moore
- D. Facilities Space and Planning: Zlata Lokteva
- E. [Campus Safety Committee](#) : Ian Bushell Alternate: Doug Markussen

UA Staff Alliance Committees

- A. Staff Alliance: Chris Triplett & Elizabeth Winfree
- B. Staff Health Care Committee: Brenda Levesque and Danielle Dixon. Alternates: Dave Robinson & Erin Pikey
- C. [Joint Health Care Committee](#): Elizabeth Winfree
- D. Staff Compensation Committee: John Moore & Kathy Lardner. Alternate: Regg Henson

11:15-12:30 Identify GOALS

- A. Communication: Kendra Conroy, Brenda Levesque & Erin Pikey
 - a. Improving communication, improves our visibility and our impact on campus.
- B. Recognition & Morale: Taking an active role in Recognizing Staff by forming an Employee Recognition Committee: Erika Pierce, Betty Hernandez & Zlata Lokteva

12:30 Clean-up and Adjournment

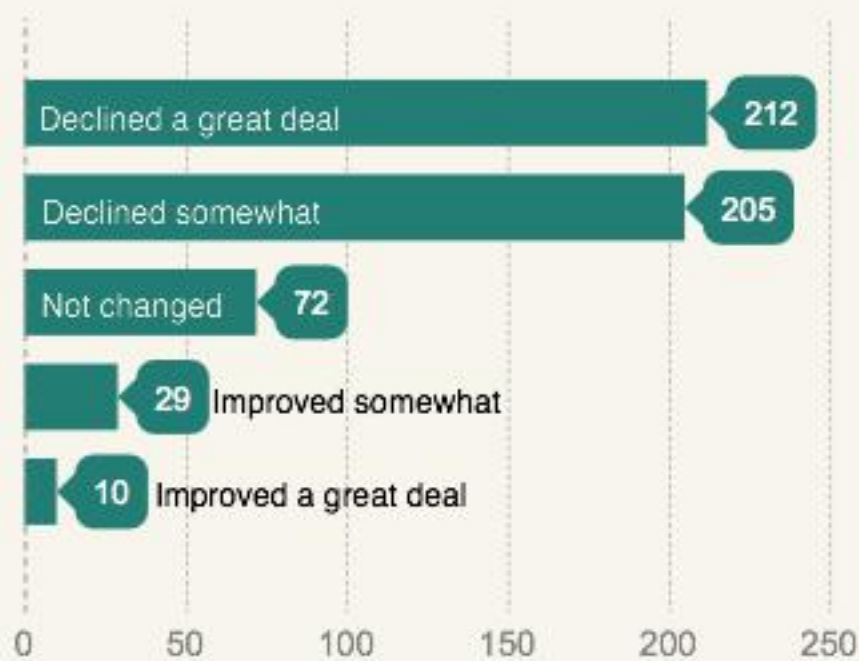
STAFF MORALE SURVEY

University of Alaska Anchorage

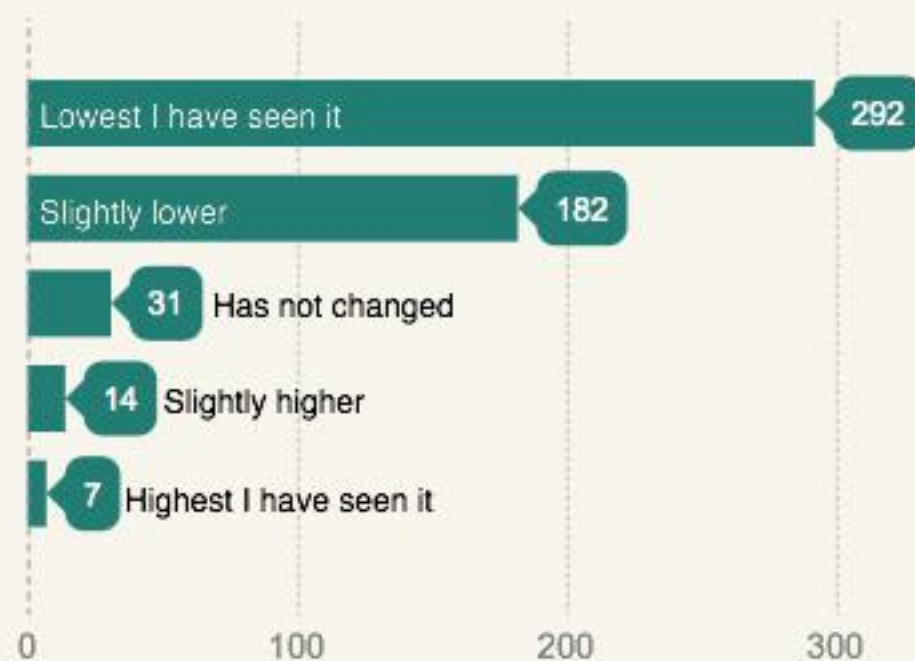
Administered by Staff Council to 1,255 staff members at UAA with approximately 509 completed submissions (40.5% response rate)

Full Council of Deans & Directors Meeting

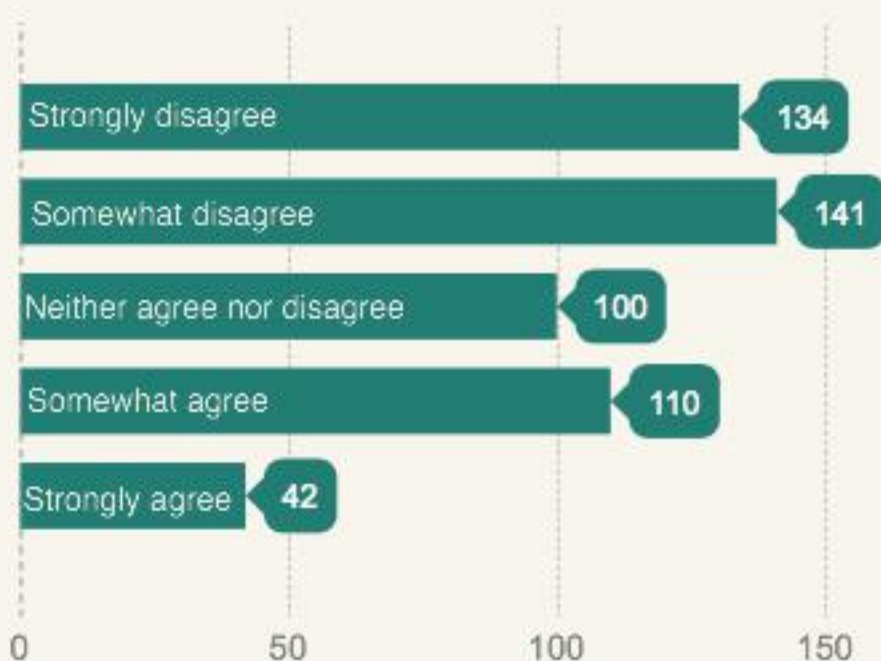
How has your morale changed in the past 2 years?



How does morale compare now to the past?



I feel positive about my job security



How can we improve morale?

Open, honest, timely, and transparent communications from UAA and UA leadership and among the campuses

Recognition for staff (respect, value, appreciation, recognition of hard workers & longevity, staff involvement in decisions, flex schedules)

Improvement for position stability/job security, improve leadership at all levels, improve trainings, improve and remove processes and improve implementation of processes, improve health benefits

Presented on September 28, 2016 - Admin 204



Staff Council

UNIVERSITY of ALASKA ANCHORAGE

Employee Recognition Committee October Report

Committee Members - Betty Hernandez, Zlata Lokteva, and Erika Pierce

The committee was charged with identifying current awards given out by the university in recognition of employee performance as well as possibly developing/implementing other avenues to recognize an employee.

Importance of Recognition

All employees like to be recognized and appreciated for the work they do. This committee would like to provide an opportunity for an employee to recognize and thank a fellow employee for their hard work, teamwork, leadership, contributions, dedication, and commitment.

Goals and Objectives

- Recognize and promote positive behaviors.
- Assist in creating a culture of mutual respect and recognition for employees at all levels.
- Provide non-monetary recognition to employees.
- Improve employee morale.

Current Employee Recognition Awards

University Wide Award

- **Staff Make Students Count**
 - All regular full-time permanent and part-time permanent exempt and non-exempt staff employed by the university recognizes university staff who provide outstanding service to students.

UAA Award

- **Campus Bookstore Admin Professional of the Year Award**
 - Any UAA employee you want to recognize for their hard work and contributions.
- **Chancellor's Awards for Excellence**
 - Individuals and groups recognized for their exceptional service to our university community.

Department Award

- **Bill Rose Memorial Award**
 - An annual award presented to UAA Administrative Services regular employee whose performance has been such that they have contributed to the mission of the University of Alaska Anchorage and has sustained superior performance over a minimum period of one year.

- **Employee of the Quarter Award**

- Any Administrative Services Division regular employee, other than the senior executive team, is eligible to receive the award and any University employee can submit a nomination.

College Award

- *No longer active* - College of Business used to have internal recognition for best advisor, outstanding staff and outstanding faculty awards.

Recognition Ideas

- Create a Staff Council recognition award
- Spotlight an employee in the Staff Council monthly e-Newsletter
- Spotlight an employee on the Staff Council Facebook
- Spotlight an employee on the Staff Council website
- Meet/greet social event and recognize employee(s) nominated for recognition award
- Nominate an employee to be featured for UAA Amazing Stories
- Create webpage that can be a portal to all current and future recognition programs – to be housed on the Governance Website
- Provide template and ideas to colleges and divisions to create and implement employee recognition programs that honor their culture and values
- Discuss with HR at local and/or statewide level to see if recognition programs can feed into Performance Evaluation programs

Next Steps and Motion for Approval

- Create a Staff Council recognition award
- Draft an online nominate form - will reside on the Staff Council website
- Present to Staff Council at November meeting
- Determine what programs are being carried out in divisions and colleges to highlight as well

Marketing Committee and Motion for Approval

The committee would like to bring back the Marketing Committee and obtain approval from Staff Council for Betty, Zlata and Erika to serve on it.

Diversity Action Council (DAC Report)

Representative: Ryan J. Hill

Friday, September 16, 2016

1. Welcome
2. Introductions
3. Operational Items
 - a. DAC Membership 2016-17 (see attached)
 - b. DAC 2016-17 Budget
 - Granted Funded Requests YTD: \$0.00
 - Current Budget: \$18,000.00
 - There was a motion to allocate \$5,000 to support the creation of the Diversity Action & Inclusion Plan. This will be discussed and voted on online.
 - c. Approval of April 2016 Minutes
 - d. New Funding Request Discussion & Decision Process
4. 2016-17 Priority: Development of Diversity Action Plan for UAA
 - a. DAC will be moving most of its discussion to Blackboard this year to create time to support the creation of the Diversity Action & Inclusion Plan.
 - b. There will be series of listening sessions this semester as part of phase 2 of the creation of the plan.
5. Future Meetings
 - a. All meetings will occur from 9:00 – 10:30 am, Lyla Richards Room:
 - October 14, 2016
 - November 11, 2016
 - December 2, 2016
 - b. Dates for January through May 2017 meetings are to be determined.
6. Announcements

DAC Membership List 2016-2017

VOTING MEMBERS					
Representative Group	Chancellor Appointment	Term	Email	Phone	Office
VC for Student Affairs (Co-Chair)	Bruce Schultz	continuous	brschultz@alaska.edu	786-6108	UC 105
Native Student Services	Willy Templeton	continuous	wgtempleton@alaska.edu	786-4005	RH 108D
AHAINA Student Programs & Diversity Action Plan (Tri-Chair)	Andre Thorn	continuous	eathorn@alaska.edu	786-4080	RH 106
Disability Support Services	Karen Andrews	continuous	kandrews3@alaska.edu	786-4535	RH 105
Club Council	Sarah Holland	2016-2017	sholland2@alaska.edu	786-1385	SU 210
USUAA	Alliana Salangui	2016-2017	aasalanguit@alaska.edu	786-1203	SU 201
Staff Council	Ryan J. Hill	2016-2018	rjhill4@alaska .edu	751-7448	MAC 6-103
Community Campus	Sandy Gravley	2016-2018	scgravley@alaska.edu	745-9762	Mat-Su
Faculty Senate	Don Rearden	2013-2017	djrearden@alaska .edu	786-6893	PSB 102-P
Faculty Senate	Natasa Masanovic-Courtney	2013-2017	nmasanovic@alaska.edu	786-4032	ADM 281
Faculty Senate	TBD	2016-2018			
Faculty Senate	TBD	2016-2018			
NON-VOTING MEMBERS					
Representative Group	Chancellor Appointment	Term	Email	Phone	Office
Interim AVC for Alaska Natives & Diversity (Ex-Officio, Co-Chair)	Jeane Breinig	continuous	jmbreinig@alaska .edu	786-4358	ADM 221
HRS Director (Ex-Officio)	Ron Kamahale	continuous	rckamahale@alaska.edu	786-1419	ULB 101H
OSA Support	Katie Walter	continuous	kalley1@alaska.edu	786-6108	UC 105

NON-DAC JOINT COMMITTEE MEMBERS for AY17					
Representative Group	Chancellor Appointment	Term	Email	Phone	Office
Diversity Action Plan (Tri-Chair)	Robert Boeckmann	n/a	rjboeckmann@alaska .edu	786-1793	NSB 232
Diversity Action Plan (Tri-Chair)	Maria Williams	n/a	mdwilliams6@alaska.edu	786-6136	SSB 378
Faculty Senate Diversity Committee (Co-Chair)	Gabe Garcia	n/a	ggarci16@alaska .edu	786-6532	BOC3 233
Faculty Senate Diversity Committee (Co-Chair)	Jervette Ward	n/a	jward68@alaska.edu	786-4374	ADM 103A



The UAA Diversity Statement strives to create an inclusive, respectful campus community that promotes and embraces our individual differences. Further, UAA is united in the belief that diversity includes an understanding and respecting differences in ideas, religion, gender, ethnicity, race, sexual orientation, gender identity, disability, age, and socioeconomic status.

I gravitated toward Eliot and Associates Guidelines for Conducting a focus group (2005).

Focus groups can reveal a wealth of detailed information and deep insight. When well executed, a focus group creates an accepting environment that puts participants at ease allowing them to thoughtfully answer questions in their own words and add meaning to their answers. Surveys are good for collecting information about people's attributes and attitudes but if you need to understand things at a deeper level then use a focus group.

Focus groups are structured around a set of carefully predetermined questions, usually no more than 10 but the discussion is free-flowing. Ideally, participant comments will stimulate and influence the thinking and sharing of others. Some people will even find themselves changing their thoughts and opinions during the group.

Engagement 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?

Exploration 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 and activities 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 (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 are not currently in the room?
- There will be an on-line survey available to anyone who wants to provide their feedback in a more private manner. If you are interested, please access the survey at XXXXXXXX.edu

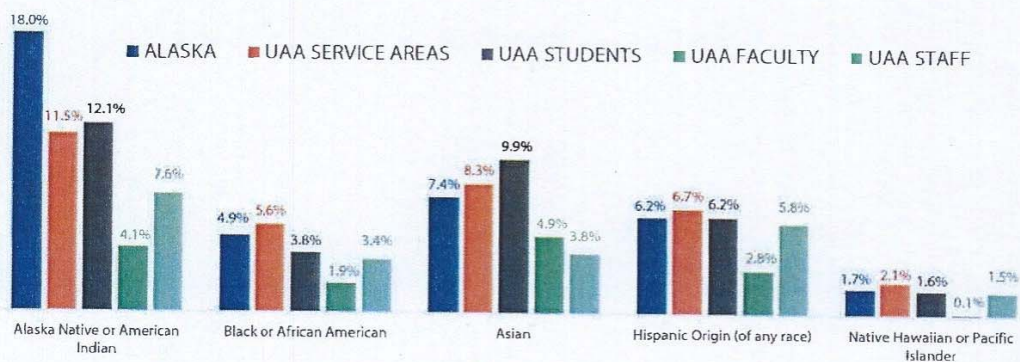
Diversity at UAA

To what degree do UAA students, faculty, and staff reflect Alaska's racial and ethnic diversity?

SUMMARY:

Alaska's minority population has grown faster than the total population, up 10.2 percent compared 3.8 percent for the overall population, from 2010 to 2014. The UAA student population roughly mirrors the diversity of the general population of the service areas for all campuses. While the total UAA student population declined 9.3 percent from 2010 to 2014, the minority population remained about the same. UAA faculty and staff have increased in diversity from 2010 to 2014 but the representation of minorities in these groups remains below state and service area averages.

**UAA POPULATIONS COMPARED TO
UAA SERVICE AREAS & THE STATE OF ALASKA IN 2014**



	ALASKA			UAA SERVICE AREAS			UAA STUDENTS			UAA FACULTY			UAA STAFF		
	2010	2014	% Change	2010	2014	% Change	2010	2014	% Change	2010	2014	% Change	2010	2014	% Change
TOTAL POPULATION	763,889	792,776	3.8%	494,820	517,765	4.6%	20,559	18,649	-9.3%	1,296	1,349	4.1%	1,351	1,430	5.8%
American Indian or Alaska Native	139,724	143,367	2.6%	56,800	59,785	5.3%	2,297	2,264	-1.4%	50	55	10.0%	102	108	5.9%
Black or African American	34,168	39,117	14.5%	25,734	28,977	12.6%	621	710	-13.5%	19	25	31.6%	51	49	-3.9%
Asian	50,951	58,301	14.4%	37,079	42,741	15.3%	1,526	1,683	10.3%	57	66	15.8%	43	54	25.6%
Native Hawaiian or Pacific Islander	11,363	13,342	17.4%	9,340	10,850	16.2%	313	297	-5.1%	1	1	0.0%	15	21	40.0%
Hispanic Origin (of any race)	39,249	49,321	25.7%	28,348	34,941	23.3%	1,180	1,163	-1.4%	36	38	5.6%	61	83	36.1%
White	527,683	538,549	2.1%	365,866	375,412	2.6%	13,724	11,165	-18.6%	1,114	1,119	0.4%	1,044	1,072	2.7%

NOTES:

- UAA service areas include the areas defined by the U.S. Census Bureau: Anchorage Municipality, Kenai Peninsula Borough, Kodiak Island Borough, Matanuska-Susitna Borough, Valdez-Cordova Census area and relate directly to the geographical regions surrounding each campus.
- UAA faculty and staff include only regular and term employees, not temporary positions.

Sources: Alaska Department of Labor and Workforce Development, Research and Analysis Section; U.S. Census Bureau.

Invitation to members of the Diversity Action Committee

“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

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.

UAA’s Diversity Statement

(<https://www.uaa.alaska.edu/diversity/>)

Overview

Tri chairs (Andre Thorn, Robert Boeckmann, Maria Williams) have been working since November 2016 to develop a Diversity Action and Inclusion Plan (DP) for UAA. In consulting with the Chancellor’s Cabinet, and Interim Associate Vice Chancellor for Diversity and Alaska Natives Jeane Breinig, we developed a one---page statement. Additionally, Robert Boeckmann and Andre Thorn attended an American Association of Colleges and Universities Conference in January 2016 with the theme of Diversity and Inclusive Excellence. We have also established a web presence on the Chancellor’s home page. The three of us have also spent a significant amount of time analyzing other University Diversity Plans (or Diversity Action Plans), and in an effort to understand UAA’s current efforts on behalf of diversity and inclusion in February 2016 hosted a one---day Diversity Summit; and initiated site visits to community campuses.

(<https://www.uaa.alaska.edu/about/administration/office---of---the---chancellor/diversity---action---plan.cshhtml>)

The Tri Chairs have outlined three phases for the UAA DP. The first phase included review of diversity action plans of other institutions. In the **second phase**, a plan for a more in depth assessment of how university stakeholders perceive the university’s strengths in regards to diversity and the challenges that it faces to improve its commitment to diversity and inclusion. The **third phase** involves careful analysis of the input from the university stakeholders and the implications that feedback has for existing university policies and practices and resource commitment. This often results in plans of *action* or *initiatives* to strengthen the university’s commitment to creating an environment that is diverse, inclusive, respectful, and supportive of everyone’s success. The final distillation of this process is a Diversity and Inclusion Action Plan that describes the overall process, as well as recommendations for actions that the institution should engage to create a climate that is more supportive of diversity and inclusion.

The Tri Chairs began their work late in fall semester 2015 and have completed the **first** phase of the work described above. A brief summary of that work is presented below. Additional detail regarding an assessment of our diversity assets are presented at the website listed above.

Our review of Diversity Action Plans at other institutions were eventually focused on the three institutions that had models that we felt had components that could be implemented UAA’s DP:

- a) Brown University
 - b) Portland State University
 - c) City University New York (CUNY)
- * Please see attached overviews of these three Plans

Broad Framework for UAA's Diversity and Inclusion Plan

The most effective Diversity Plans included several vital components:

- 1) **GOALS**, with measurable metrics. Goals should be specific, measurable, and reasonably obtainable. Goals will need to be based on analysis of institutional data and other data sources (municipal, state, & national). Goals should be *re---examined* annually to ensure the Institution has moved forward on the recommendations of the DP.

- 2) **INITIATIVES**, with resource implications. Initiatives are specific plans articulated to make progress on reaching goals within a reasonable and specified time frame. Initiatives should also identify resources needed and suggest possible budget sources. For example, we have noted that most, if not all, of the other University's underwent a Campus Climate Survey on Diversity -- We do not believe UAA has done a major undertaking; there have only been smaller anecdotal studies. One of the initiatives of the UAA DP should include the development and implementation of Campus Climate Diversity Survey.

- 3) **ACCOUNTABILITY/BUY---IN** from the:
 - a) Administration
 - b) Faculty
 - c) Students
 - d) Staff
 - e) larger community

Accountability/Buy In the DP must identify responsible parties and mechanisms to institutionalize responsibility for monitoring progress on metrics and adjusting initiatives as necessary to meet and update goals. Successful DPs at other institutions appear to integrate responsibility over several levels/job descriptions that are then embedded in the overall cultural of the university.

Our review of other institutions' development of diversity action plans also taught us that developing a DP for UAA will be a significant undertaking that requires a great deal of effort. As we enter the *second* phase we wish to:

- 1) expand and create a working committee for this year, and;
- 2) focus group engagement

The committee work is crucial and requires individuals with particular areas of expertise and knowledge of the institution. We have spent a considerable amount of time examining existing Diversity Plans or Diversity Action Plans from other similar institutions, and from that work created an overall framework. We are now about to embark on the **second phase**, which is to establish a larger working group or committee. Vice Chancellor Shultz and Interim Vice Chancellor for Alaska Natives and Diversity Jeane Breinig offered the suggestion to work with the Diversity Action Council (DAC) this coming 2016---2017 Academic Year. We firmly believe the membership of the DAC has the necessary expertise, experience, and knowledge of our institution that can move the UAA Diversity and Inclusion Plan (DP) forward.

Tallying the listed members of other university steering groups often reveals several

dozen people who

worked on their institutions Diversity Action Plan. We are confident the UAA DAC will help provide support in the development of the UAA Diversity and Inclusion Action Plan. Our goal is to have a final Plan written by June 2017.

Proposed DAC Plan for 2016--2017

We look forward to working with DAC for this current AY, in order to establish a larger working committee to assist in the second phase of the UAA DP. As stated earlier, in our examination of other Plans from similar Universities large committees, subcommittees, and even ad hoc groups played major roles in the development and implementation of a Diversity Action Plan.

At this point in the process with the DAC's assistance, we would like to establish several working subcommittees that can assist with, and identify needs/goals/initiatives that may be included in the final DP, i.e. a reoccurring survey of UAA's Diversity Climate; a need for recruiting/retaining/mentoring Diverse faculty, etc.

Ideally, the final DP should also include and identify goals, and the mechanisms to ensure these goals are attainable, resourced, assessed and incorporated and embedded into institutional practices and core values.

Subcommittee assignments for the Second Phase of the DP

The Tri Chairs recognize considerable expertise and passionate commitment in DAC membership and elsewhere on campus that can aid us in this second and final phase. Assessing our strengths and challenges will be greatly improved by assistance from the DAC members. Based on our understanding of the experience and skill set of the DAC membership we are requesting your expertise and assistance in several areas.

- 1) Assistance with focus groups, and;
- 2) formation of several themed subcommittees, i.e. HR, Community Campuses, Access/ADA, etc.

KICK-OFF FOR SECOND PHASE AND FOCUS GROUP SCHEDULE

We have set up dates for the kick-off and focus group stakeholders. The stakeholders we immediately have identified are the faculty, staff, students and administration. We also need to initiate engagement with the larger community of the greater Anchorage area. We would like members of the DAC to participate and help facilitate the focus groups.

TIME FRAME

First Phase

November 2015---August 2016

Second Phase

Fall 2016 --detail

- a) Develop working committee(s) with assistance from the DAC
- b) conduct focus groups (throughout the fall semester)
- c) develop a Qualtrics Survey to complement focus group data (September – December)
- d) hold discussions with deans and provosts (December -- early January)

Third Phase

Spring 2017 – detail

(some Second phase work – Focus Groups with Anchorage Community – January)

- a) analyze focus group data (January – early March)
- b) analyze focus Qualtrics survey data (February)
- c) review/analyze employment data (January---February)
- d) Prepare data summaries and vet with stakeholders (February)
- g) Consult with working committee and discuss findings (February – March)
- e) Draft Diversity and Inclusion Action Plan (April – May)
- f) Seek feedback on draft and Revise DP (May – Early June)
- g) Present to DP Chancellor & Cabinet (mid June)

APPENDIX A

Models from three other Universities

PSU

CUNY

Brown

Tri--Chair's notes and summary from Three models – CUNY, PSU and Brown

CUNY -- Steering Committee with one Chair and 10 members (Dean, Professors, a consultant from Harvard University and members from Bronx Community College and College of Staten Island). They worked with a consultant firm as well called the Cambridge Hill Partners
CUNY Also had an Ad Hoc committee with two co--chairs and a committee of 10

The CUNY DAP committee and consultants

a. interviewed trustees, members of the chancellery, presidents, provosts, deans, faculty, affirmative action officers, HR directors, labor designees and directors of institutes/centers

Facilitated working group sessions

b. conducted focus groups

c. held discussions with deans and provosts

d. reviewed/analyzed employment data

e. moderated strategy session in each of their five boroughs

f. debriefed campus participants in the University's Inclusive Excellent Initiative

g. conducted external best practice interviews with representatives from higher education institutions

h. reviewed articles/reports on diversity best practices

i. analyzed data from the CUNY Faculty Diversity Climate Survey

The 2012 DAP of CUNY has:

1) Diversity statement/principles

2) demographics (faculty, staff, student)

3) successfully established a Dean for Recruitment & Diversity

Their other Diversity goals/initiatives includes Faculty Fellowship publications Program;

a. Diversity Projects Development Fund

b. Black Male initiative

c. Latino Faculty initiative

d. Decade of Science initiative

4) Moving forward section -- addressing how to support their Diversity goals.

http://www.cuny.edu/about/administration/offices/ohrm/diversity/DiversityActionPlan/DiversityActionPlan09_17_14.pdf

Portland State University

They revisit plan annually – create goals – measureable to gauge success

They have a Chief Diversity Officer and a Diversity Action Council

They identified 8 primary goals and the

- a) metrics to measure attaining goals and
- b) resources needed to accomplish goals

Each of the 8 goal sections was led by a member of their President's Executive committee -- who then made up the Diversity Action Leadership Team.

Each section also had a team or committee made up of membership from across the university PSU's Diversity Action Council evaluated the progress of each of the 8 primary goals and then summarized the results in annual reports.

Their 8 goals included:

- 1) produce graduates who can be leaders in a global community;
 - 2) Ensure that diversity is incorporated into the curriculum;
 - 3) Create an environment that is welcoming, inclusive and diverse;
 - 4) Create more robust communication channels to bring the world to the campus and the campus to the world
 - 5) Endorse a cultural competency training plan campus wide;
 - 6) Recruit diverse faculty & staff;
 - 7) Recruit & retain a great number of historically underrepresented, underserved and international students
 - 8) Develop and support relationships with community, alumni and other partners
- Proposed Committee membership

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

Brown University (A Diversity Action Plan for Brown University) from the Office of the Associate Provost and Director of Institutional Diversity Fall 2006

Preamble:

1985: President Howard Swearer and the Board of Fellows of Brown established a Visiting Committee on Minority Life and Education to evaluate programs and to make recommendations for new strategies for improving the climate of racial relations at the University. The report was entitled “The American University and the Pluralist Ideal”.

2000: A second visiting committee was established to forge Brown’s diversity agenda for the 21st century. The committee was asked to review Brown’s Climate as it related to recruiting and retaining faculty and students of color. While the report commended Brown on its long history of valuing diversity, it noted a level of complacency and a lack of accountability. The committee also recommended that Brown articulate a comprehensive vision of its diversity goals and that the university establish the leadership, policies, and procedures necessary to realize those goals.

2005: A status report prepared for the Diversity Advisory Board and Diversity Advisory Council in the fall of 2005 and found that significant progress had been made. Most notable was the creation of processes and structures designed to consider and foster diversity in various offices and departments (e.g., need-blind admission, hiring procedures, advisory boards and councils, training programs). Additionally, the position of associate provost and director of institutional diversity was created to lead diversity efforts at Brown. The new director was charged with developing a diversity action plan.

The Goal: To realize the potential of this diversity more fully and make it an even more integral part of our educational environment. We also hope to make Brown a stronger leader in the national effort to manage and learn from the rich diversity of the nation and the world. The university must be prepared to focus the resources needed to recruit and retain faculty, student, and staff populations that reflect the broadest range of ideas, opinions, perspectives, and styles, and we have to be committed to creating an environment where that diversity can thrive. This will require that the university have in place sufficient support structures and policies geared toward managing its diversity and that there are mechanisms that allow for ongoing assessment and review of progress toward this goal.

The Objectives: The plan identifies nine major objectives, offers a variety of strategies for meeting them, and acknowledges the concern for redressing historical patterns of exclusion. The plan also encompasses diversity in the broadest sense to include race, color, religion, age, national and ethnic origin, disability, status as a veteran, language, socioeconomic background, sex, sexual orientation, gender identity, gender expression, political ideology, and theoretical approach, to name a few. They believe that interaction among individuals from a diverse set of experiences, histories, attitudes, and backgrounds sharpens debate and promotes intellectual excellence.

The nine stated objectives are:

1. Establish leadership and responsibility for fostering diversity goals at Brown.
2. Increase the diversity of the faculty through targeted and aggressive recruitment strategies and innovative retention programs.
3. Address diversity among undergraduate students.
4. Review the rates of dismissal, academic probation, and graduation rates across groups toward addressing disparities.
5. Increase financial aid for transfer and international students.
6. Improve recruitment and retention of graduate students from underrepresented backgrounds.
7. Improve recruitment and retention of medical students from underrepresented backgrounds.
8. Increase diversity of Brown's staff in areas of continued underutilization.
9. Provide support for managing diversity among students, faculty, and staff.

The Action Plan: The key takeaways from the Brown plan includes statements of responsibility from each of the cabinet--level positions that speak directly to each of the goals of the action plan and their responsibility to it. This included the positions of President and Provost, Associate Provost and director of institutional diversity, the dean of faculty, dean of medicine, biological sciences, and department chairs and program directors, the executive vice president for finance and administration, the vice president for campus life and student services, etc.

<https://brown.edu/web/documents/diversity/actionplan/diap---full.pdf>



Diversity Action & Inclusion Plan

Kick-Off & Focus Group Discussions

UAA is excited to announce that UAA is developing a Diversity Action & Inclusion Plan that will address diversity in the broadest sense and strengthening our campus community.

We are inviting all students, faculty, staff, and administration to seek input on what UAA is doing well around diversity and inclusion and what important challenges UAA faces.

We are holding focus group discussions and invite you to share your views. The Diversity Action and Inclusion Plan should reflect your voice and ideas.

<u>DATE</u>	<u>Event</u>	<u>Time</u>	<u>Location</u>
Monday 9/19	Open Forum & Kick Off	3 - 4 PM	LIB 307
Friday 9/23	FACULTY Focus Group	3:30-4:30 PM	LIB 307
Monday 9/26	STUDENT Focus Group	1-2 PM	RH 106
Thursday 10/6	STUDENT Focus Group	12-1 PM	LYLA RICHARDS(SUB)
Thursday 10/20	STAFF Focus Group	12-1 PM	LIB 307
Friday 10/28	FACULTY Focus group	2-3 PM	LIB 307
Thursday 11/3	STUDENT Focus Group	12-1 PM	LYLA RICHARDS(SUB)
Thursday 11/3	STAFF Focus Group	3-4 PM	LIB 307
Thursday 11/17	STAFF Focus Group	12-1 PM	LIB 307
Friday 11/18	FACULTY Focus Group	2-3 PM	LIB 307
Monday 11/28	STUDENT Focus Group	1-2 PM	RH 106
Thursday 12/1	Open Forum	12-2 PM	LIB 307

Dr. Andre Thorn
(Director of UAA's Multicultural Center)

Dr. Maria Williams
(Director of Alaska Native Studies program)

Dr. Robert Boeckmann
(Professor of Psychology)

Please call 786-6135 for more information