



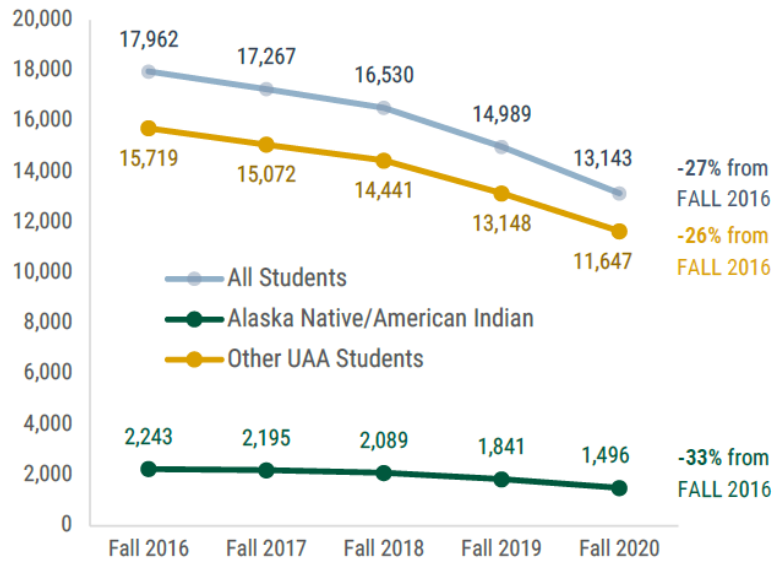
Alaska Native Success Initiative (ANSI) Data Report

May 2021

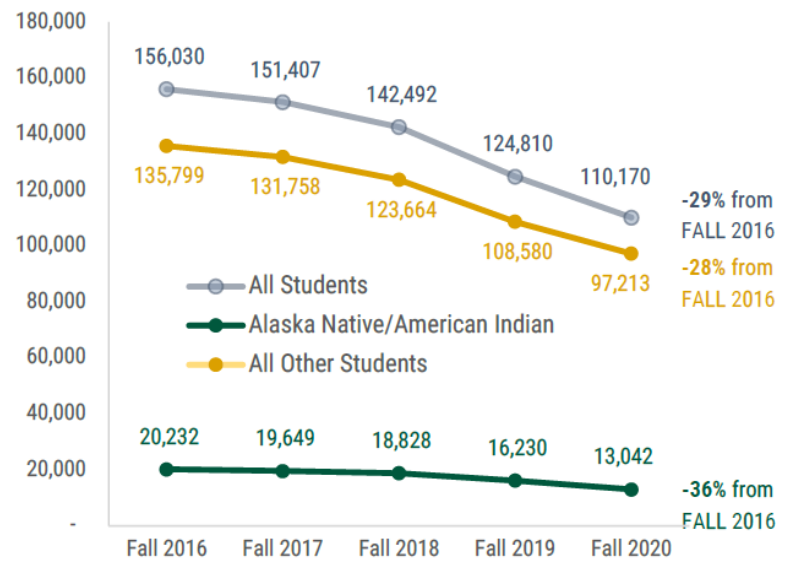
STUDENTS - Quantitative Data

5-YEAR ENROLLMENT TRENDS

STUDENT HEADCOUNT



STUDENT CREDIT HOURS



RACE/ETHNICITY BY CAMPUS	DISTINCT STUDENT HEADCOUNT					PERCENT OF TOTAL CAMPUS ENROLLMENT				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
UAA - Anchorage Campus	14,308	13,702	13,158	11,879	11,145					
Alaska Native/American Indian	1,794	1,746	1,669	1,468	1,269	12.5%	12.7%	12.7%	12.4%	11.4%
Asian	1,576	1,606	1,305	1,110	1,065	11.0%	11.7%	9.9%	9.3%	9.6%
Black	715	635	612	543	529	5.0%	4.6%	4.7%	4.6%	4.7%
Native Hawaiian/Pacific Islander	276	286	436	512	506	1.9%	2.1%	3.3%	4.3%	4.5%
White	8,884	8,365	7,799	6,880	6,314	62.1%	61.0%	59.3%	57.9%	56.7%
Other	1,063	1,064	1,337	1,366	1,462	7.4%	7.8%	10.2%	11.5%	13.1%
UAA - Kenai Peninsula	2,596	2,596	2,476	2,142	1,736					
Alaska Native/American Indian	327	330	313	260	215	12.6%	12.7%	12.6%	12.1%	12.4%
Asian	129	147	164	114	115	5.0%	5.7%	6.6%	5.3%	6.6%
Black	115	88	90	66	58	4.4%	3.4%	3.6%	3.1%	3.3%
Native Hawaiian/Pacific Islander	33	46	60	75	64	1.3%	1.8%	2.4%	3.5%	3.7%
White	1,537	1,573	1,452	1,225	987	59.2%	60.6%	58.6%	57.2%	56.9%
Other	455	412	397	402	297	17.5%	15.9%	16.0%	18.8%	17.1%
UAA - Kodiak	767	762	721	641	492					
Alaska Native/American Indian	143	109	116	103	73	18.6%	14.3%	16.1%	16.1%	14.8%
Asian	89	110	70	77	58	11.6%	14.4%	9.7%	12.0%	11.8%
Black	25	26	23	20	10	3.3%	3.4%	3.2%	3.1%	2.0%
Native Hawaiian/Pacific Islander	19	11	42	53	52	2.5%	1.4%	5.8%	8.3%	10.6%
White	405	437	374	320	242	52.8%	57.3%	51.9%	49.9%	49.2%
Other	86	69	96	68	57	11.2%	9.1%	13.3%	10.6%	11.6%
UAA - Matanuska Susitna	1,775	1,682	1,559	1,409	1,455					
Alaska Native/American Indian	200	220	198	182	178	11.3%	13.1%	12.7%	12.9%	12.2%
Asian	74	58	44	45	79	4.2%	3.4%	2.8%	3.2%	5.4%
Black	39	31	37	43	53	2.2%	1.8%	2.4%	3.1%	3.6%
Native Hawaiian/Pacific Islander	17	19	36	37	39	1.0%	1.1%	2.3%	2.6%	2.7%
White	1,290	1,219	1,103	976	926	72.7%	72.5%	70.8%	69.3%	63.6%
Other	155	135	141	126	180	8.7%	8.0%	9.0%	8.9%	12.4%
UAA - Prince William Sound	743	860	895	821	420					
Alaska Native/American Indian	79	101	111	100	55	10.6%	11.7%	12.4%	12.2%	13.1%
Asian	19	33	27	18	28	2.6%	3.8%	3.0%	2.2%	6.7%
Black	12	19	14	16	12	1.6%	2.2%	1.6%	1.9%	2.9%
Native Hawaiian/Pacific Islander	10	12	21	28	18	1.3%	1.4%	2.3%	3.4%	4.3%
White	430	509	529	442	233	57.9%	59.2%	59.1%	53.8%	55.5%
Other	193	186	193	217	74	26.0%	21.6%	21.6%	26.4%	17.6%
UAA TOTAL	17,962	17,267	16,530	14,989	13,143					
Alaska Native/American Indian	2,243	2,195	2,089	1,841	1,496	12.5%	12.7%	12.6%	12.3%	11.4%
Asian	1,721	1,780	1,430	1,222	1,163	9.6%	10.3%	8.7%	8.2%	8.8%
Black	791	699	686	595	564	4.4%	4.0%	4.2%	4.0%	4.3%
Native Hawaiian/Pacific Islander	319	329	520	615	571	1.8%	1.9%	3.1%	4.1%	4.3%
Other	1,809	1,704	2,001	2,023	1,880	10.1%	9.9%	12.1%	13.5%	14.3%

NOTE: Numbers under 10 are suppressed to protect student privacy.

TOP 30 ENROLLING MAJORS IN DESCENDING ORDER FOR AY2020

ALASKA NATIVE/AMERICAN INDIAN

Degree	MAJOR	2017	2018	2019	2020	YTD 2021	AY2017-AY2020 4-YEAR TREND
AA	GENP (General Program)	209	177	182	126	74	
BBA	MGMT (Management)	91	105	103	93	73	
BS	BIOS (Biological Sciences)	63	65	78	64	44	
BA	EXPM (Exploratory Major/Undeclared)	74	54	57	52	35	
BBA	ACCT (Accounting)	52	49	49	47	32	
BS	MECH (Mechanical Engineering)	44	48	55	43	34	
BS	CIVL (Civil Engineering)	36	30	34	37	30	
BA	PSYC (Psychology)	47	45	32	36	32	
AAS	GBUS (General Business)	23	30	26	34	24	
BS	PSYC (Psychology)	17	20	30	34	23	
BS	NSCI (Natural Sciences)	43	40	39	32	28	
AAS	ACCT (Accounting)	36	27	32	29	19	
BS	NURS (Nursing Science)	13	21	22	27	20	
AAS	NURN (Nursing)	24	19	38	27	18	
BS	AVTE (Aviation Technology)	32	26	27	26	21	
BS	HLSC (Health Sciences)	11	10	10	26	21	
AAS	HMSV (Human Services)	49	44	35	24	15	
BA	ENGL (English)	33	30	28	23	13	
BS	CSCI (Computer Science)	23	22	26	22	17	
BA	HIST (History)	20	16	14	21	11	
BBA	FINA (Finance)	17	18	19	17	14	
AAS	CNTC (Computer & Networking Tech)	22	14	12	16	10	
BS	ELEE (Electrical Engineering)	20	28	21	16	10	
BA	PSCI (Political Science)	*	12	17	15	12	
AAS	PTEC (Process Technology)	*	*	*	15	11	
BS	GELS (Geological Sciences)	12	11	12	14	11	
BA	ARTS (Art)	20	19	15	14	*	
MSW	SWRK (Social Work)	*	12	13	13	14	
BS	PHED (Physical Education)	19	12	14	13	*	
BA	LANG (Languages)	12	11	10	12	*	
BA	ANTH (Anthropology)	26	17	14	12	*	
ENROLLMENT IN TOP 30 MAJORS		1,112	1,039	1,071	980	696	
% OF TOTAL		38%	38%	39%	41%	40%	

ALL OTHER UAA STUDENTS

Degree	MAJOR	2017	2018	2019	2020	YTD 2021	AY2017-AY2020 4-YEAR TREND
AA	GENP (General Program)	1,127	1,033	838	673	441	
BS	NURS (Nursing Science)	204	335	371	387	305	
BBA	MGMT (Management)	431	466	426	382	290	
BA	EXPM (Exploratory Major/Undeclared)	414	408	347	348	201	
BS	BIOS (Biological Sciences)	400	425	374	334	270	
BBA	ACCT (Accounting)	353	335	314	307	225	
BS	MECH (Mechanical Engineering)	283	339	304	261	202	
BA	PSYC (Psychology)	291	271	265	254	222	
BS	AVTE (Aviation Technology)	207	214	229	234	189	
BS	NSCI (Natural Sciences)	249	258	256	226	185	
BS	CSCI (Computer Science)	184	227	225	215	170	
BS	HLSC (Health Sciences)	79	86	91	207	148	
BS	CIVL (Civil Engineering)	216	232	226	200	131	
AAS	NURN (Nursing)	195	178	209	189	146	
BS	PSYC (Psychology)	135	164	176	171	135	
BA	ENGL (English)	181	177	168	146	95	
AAS	ACCT (Accounting)	165	139	135	141	96	
BA	ARTS (Art)	139	133	145	130	103	
AAS	GBUS (General Business)	115	112	117	130	101	
BS	ELEE (Electrical Engineering)	106	131	119	128	96	
BBA	MARK (Marketing)	128	123	120	117	88	
BA	HIST (History)	144	139	140	113	91	
BBA	FINA (Finance)	122	128	117	105	84	
AAS	HMSV (Human Services)	151	145	112	97	46	
MBA	GMGT (General Management)	72	82	96	91	68	
AAS	PTEC (Process Technology)	111	91	64	90	67	
BA	JRPC (Journalism & Public Comm)	122	128	111	88	75	
BA	LANG (Languages)	70	82	68	86	69	
BS	PHED (Physical Education)	104	113	114	84	38	
BS	CMGT (Construction Management)	105	106	86	83	50	
BS	MLSC (Medical Laboratory Science)	129	116	93	76	58	
ENROLLMENT IN TOP 30 MAJORS		6,732	6,916	6,456	6,093	4,485	
% OF TOTAL		38%	38%	38%	40%	40%	

NOTE: Numbers under 10 are suppressed to protect student privacy.

DEMOGRAPHIC & ENROLLMENT COMPARISONS BY CHARACTERISTICS

ALASKA NATIVE/AMERICAN INDIAN

	Fall 2016	Fall 2020	% Change	5-Year Trend
Associate Degree-seeking	501	312	-38%	
Baccalaureate Degree-seeking	1,097	932	-31%	
Graduate Degree-seeking	86	78	-13%	
Non Degree-seeking	514	432	-37%	
Enrolled full-time	971	569	-41%	
Enrolled part-time	1272	927	-27%	
First-time freshman	339	148	-56%	
Age 18-24	1,065	695	-35%	
Age 25+	1,068	720	-33%	
Female	1,431	987	-31%	
Male	812	509	-37%	
First Generation	613	338	-37%	
Any Financial Aid	1,442	909	-45%	
Pell Recipient	559	313	-44%	

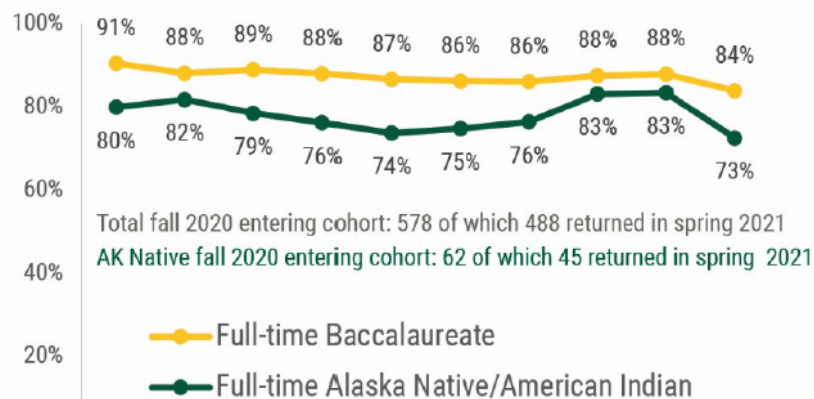
ALL OTHER UAA STUDENTS

	Fall 2016	Fall 2020	% Change	5-Year Trend
Associate Degree-seeking	2,973	1,770	-33%	
Baccalaureate Degree-seeking	7,198	5,309	-40%	
Graduate Degree-seeking	604	491	-26%	
Non Degree-seeking	4,664	3,856	-19%	
Enrolled full-time	6,307	4,302	-32%	
Enrolled part-time	9,412	7,345	-22%	
First-time freshman	1,561	958	-39%	
Age 18-24	7,091	4,798	-32%	
Age 25+	7,741	5,838	-25%	
Female	9,170	7,279	-21%	
Male	6,549	4,368	-33%	
First Generation	2,731	1,814	-34%	
Any Financial Aid	7,459	4,961	-33%	
Pell Recipient	2,848	1,859	-35%	

- As the earlier total enrollment chart indicated, all enrollments have declined.
- Alaska Native students have a greater decline in enrollment when compared to all other UAA students (with the exception of Baccalaureate Degree-seeking and Graduate Degree-seeking students).
- Students enrolling full-time have declined.
- For Alaska Native students, full-time enrollment has declined 41% versus a 32% decline for all other students.

PERSISTENCE FROM FIRST FALL TO FIRST SPRING TRENDS – BACCALAUREATE DEGREE-SEEKERS

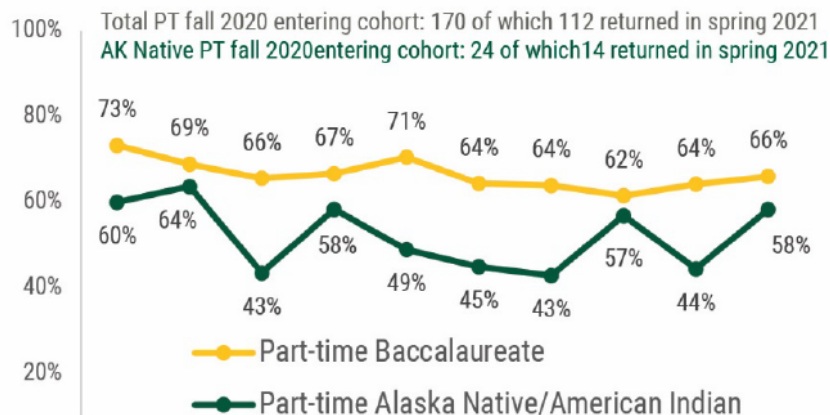
FIRST-TIME **FULL-TIME** BACCALAUREATE DEGREE-SEEKING



	FALL 11	FALL 12	FALL 13	FALL 14	FALL 15	FALL 16	FALL 17	FALL 18	FALL 19	FALL 20
Enter	165	165	149	156	164	163	157	161	121	62
Return	132	135	117	119	121	122	120	134	101	45

- ◆ Alaska Native students have represented 16% of the entering cohort and 14% of those returning in the subsequent spring. In fall 2020, they represented 11% of the entering group and 9% of those who returned in spring 2021, the lowest in 10 years.
- ◆ The Alaska Native student persistence rate showed steady improvement from spring 2018- spring 2020 before dropping in spring 2021.

FIRST-TIME **PART-TIME** BACCALAUREATE DEGREE SEEKERS

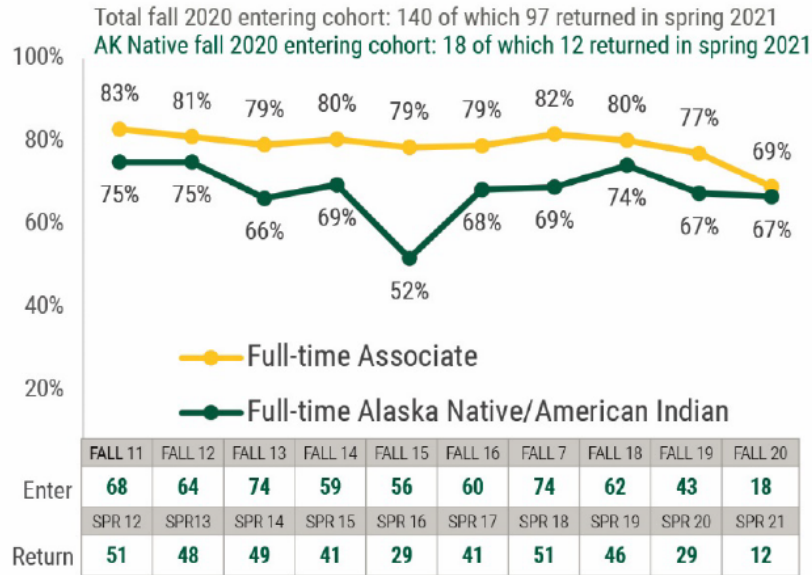


	FALL 11	FALL 12	FALL 13	FALL 14	FALL 15	FALL 16	FALL 17	FALL 18	FALL 19	FALL 20
Enter	35	55	46	48	45	49	42	51	27	24
Return	21	35	20	28	22	22	18	29	12	14

- ◆ Only 20% of baccalaureate degree-seeking students enter as part-time students. Among Alaska Native students, that percentage is much lower at 15%.
- ◆ The smaller number of students can result in greater variations from year-to-year. The average over the 10-year trend is 66% for all part-time baccalaureate degree-seekers and 52% for Alaska Native students.

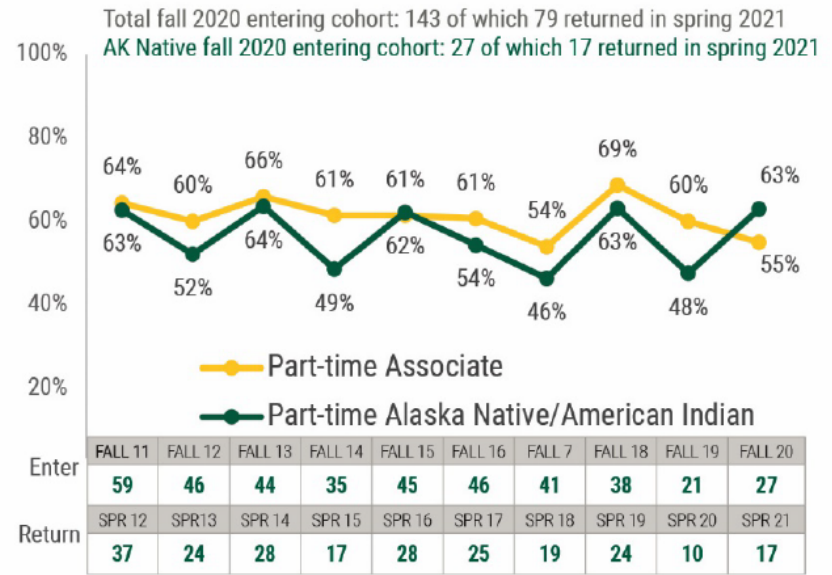
PERSISTENCE FROM FIRST FALL TO FIRST SPRING TRENDS – ASSOCIATE DEGREE-SEEKERS

FIRST-TIME **FULL-TIME** ASSOCIATE DEGREE-SEEKING



- ◆ Persistence among full-time associate degree seeking students is lower than that for baccalaureate degree-seekers.
- ◆ Among Alaska Native students seeking an associate degree, persistence rates consistently fall below that of the full cohort. The trend from spring 2017 to spring 2019 showed steady improvement, mirroring the increases seen among the baccalaureate degree-seekers, but broke the pattern with the decline in spring 2020 and remained at that level for spring 2021.

FIRST-TIME **PART-TIME** ASSOCIATE DEGREE SEEKERS

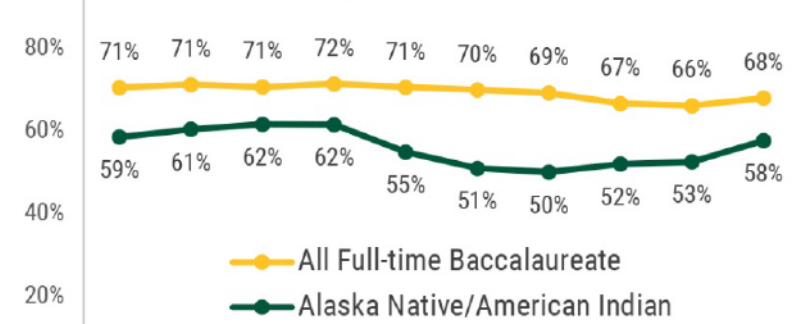


- ◆ In two years, the persistence rates for part-time associate degree-seeking Alaska Native students exceeded the rate among the entire cohort, the only time that has occurred in any group. However, the 10-year average is 61% for the total part-time cohort compared to 56% for Alaska Native students.

RETENTION FROM FIRST FALL TO SECOND FALL TRENDS – BACCALAUREATE DEGREE-SEEKERS

FIRST-TIME **FULL-TIME** BACCALAUREATE DEGREE SEEKERS

Total fall 2019 entering cohort: 789 of which 538 returned in fall 2020
 AK Native fall 2019 entering cohort: 104 of which 59 returned in fall 2020

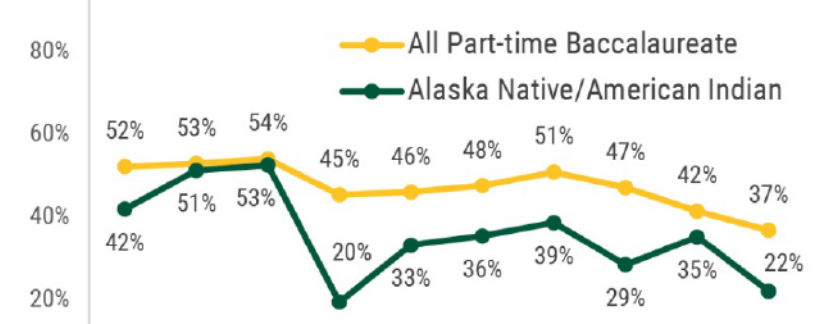


	FALL 10	FALL 11	FALL 12	FALL 13	FALL 14	FALL 15	FALL 16	FALL 17	FALL 18	FALL 19
Enter	206	165	165	149	156	164	163	157	161	121
Return	121	100	102	92	86	84	82	82	85	70

- ◆ In fall 2019, Alaska Native students represented 13% of the entering group and 11% of those who returned in fall 2020.
- ◆ The Alaska Native student retention rate improved 7.1 points or 14.3% for the fall 2019 cohort over the fall 2018 group.

FIRST-TIME **PART-TIME** BACCALAUREATE DEGREE SEEKERS

Total PT fall 2019 entering cohort: 176 of which 65 returned in fall 2020
 AK Native PT fall 2019 entering cohort: 27 of which <10 returned in fall 2020



	FALL 10	FALL 11	FALL 12	FALL 13	FALL 14	FALL 15	FALL 16	FALL 17	FALL 18	FALL 19
Enter	50	35	55	46	48	45	49	42	51	27
Return	21	18	29	*	16	16	19	12	18	*

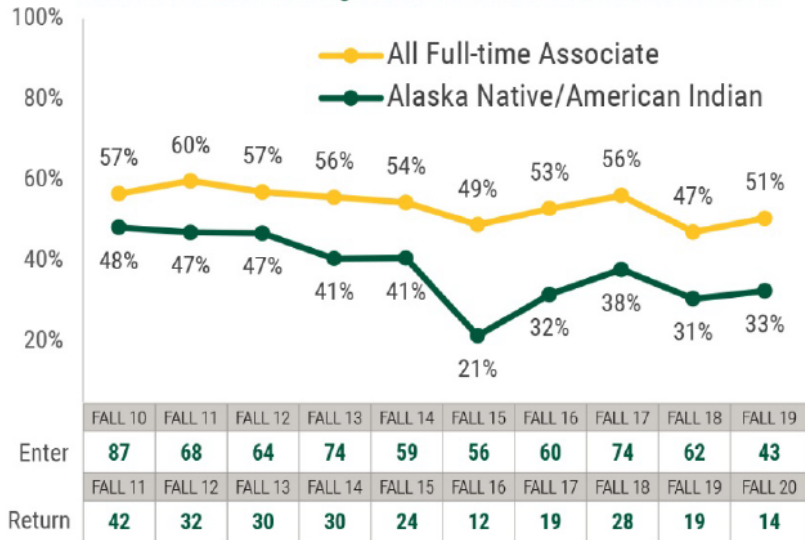
- ◆ Alaska Native students represented 12% of the entering part-time cohort in fall 2019, and 5% of those who returned in fall 2020. Over the last 10 years, Alaska Native students have comprised as many as 18% of the entering cohorts and up to 14% of those who returned.
- ◆ The Alaska Native student retention rate dropped 13 points or 37% for the fall 2019 cohort from fall 2018 cohort.

The Asterisk indicates fewer than 10 students. These numbers are suppressed to protect student privacy.

RETENTION FROM FIRST FALL TO SECOND FALL TRENDS – ASSOCIATE DEGREE-SEEKERS

FIRST-TIME **FULL-TIME** ASSOCIATE DEGREE-SEEKING

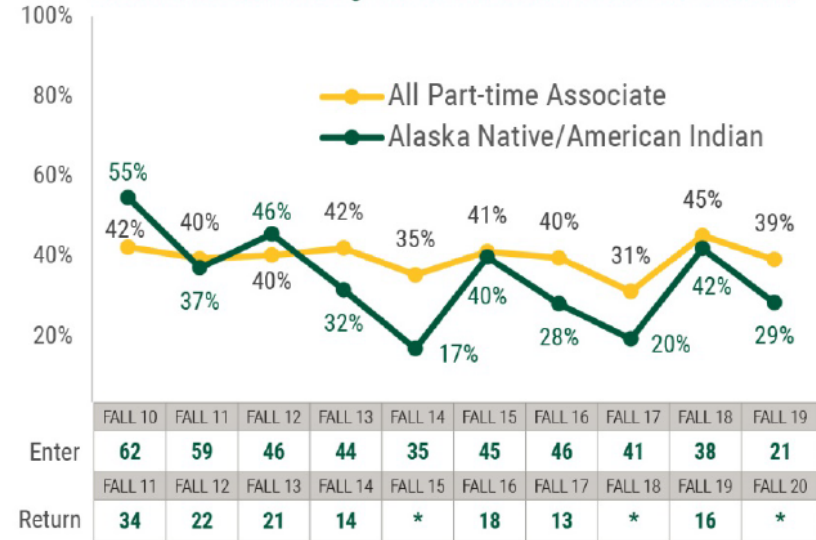
Total fall 2019 entering cohort: 192 of which 124 returned in fall 2020
 AK Native fall 2019 entering cohort: 43 of which 14 returned in fall 2020



- ◆ In fall 2019, Alaska Native students represented 22% of the entering full-time associate degree seekers and 14% of those who returned in fall 2020.
- ◆ The Alaska Native student retention rate increased 2 percentage points in fall 2020/.
- ◆ The 10-year average for all full-time associate degree seekers is 54% for Alaska Native students the average is 38%.

FIRST-TIME **PART-TIME** ASSOCIATE DEGREE-SEEKING

Total fall 2019 entering cohort: 145 of which 57 returned in fall 2020
 AK Native fall 2019 entering cohort: 21 of which <10 returned in fall 2020

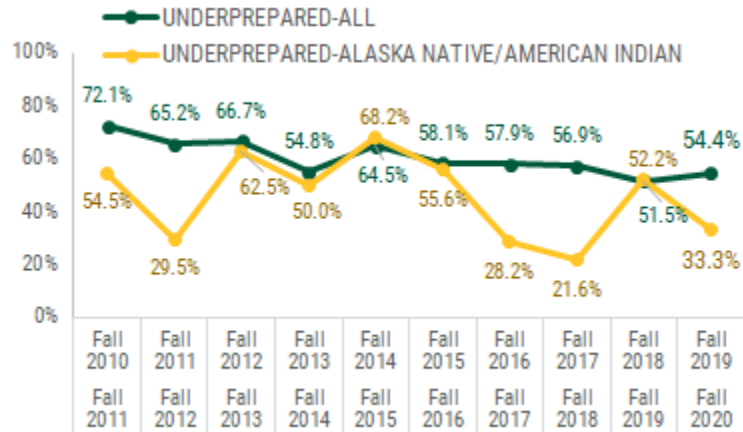


- ◆ Alaska Native students represented 14% of the entering part-time cohort in fall 2019, and 11% of those who returned.
- ◆ The 10-year average for all part-time associate degree seeking students was 40% and for Alaska Native students, it was 35%.
- ◆ The rate for Alaska Native students met or exceeded the rate for all students in the cohort twice in the last 10 years.

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RETENTION FROM FIRST FALL TO SECOND FALL TRENDS – UNDERPREPARED BACCALAUREATE DEGREE SEEKERS

FIRST-TIME, FULL-TIME BACCALAUREATE DEGREE SEEKERS



The chart at the left shows retention rates of students who enrolled in a 0-level course in Math, English, PRPE and Writing courses. For this analysis we focus on the cohort with the largest number of students, the first-time, full-time baccalaureate degree-seekers.

- While the rate for Alaska Native/American Indian students exceeded the retention rate for all students twice over the last 10 years, the average among Alaska Native/American Indian students was 45.6% compared to 60.2% for all students.
- Alaska Native Students comprised 19% of the underprepared entering cohort and 14% of the returning cohort.

- The above numbers are inconsistent. Courses below MATH 105 and WRTG 111 are not counted towards an associate's or bachelor's degree. To be consistent with the rate of underprepared students, the definition of underprepared students should be a student who enrolled in a math course below MATH 105 and/or an English course below WRTG 111 instead of just 0-level Math and/or English. (Before the introduction of WRTG 110, any student taking below WRTG 111 was considered underprepared. Today students enrolled in WRTG 110 do not count them as underprepared.)

FIRST-GENERATION AMONG AID STUDENTS – ALASKA NATIVE/AMERICAN INDIAN COMPARED TO ALL OTHERS

	Aid Students	Aid Students	Aid Students	Aid Students	First Gen	First Gen	First Gen	First Gen	% First Gen	% First Gen	% First Gen	% First Gen
	AK Native	Other	White	Total	AK Native	Other	White	Total	AK Native	Other	White	Total
Fall 2016	1,442	2,331	5,128	8,901	613	1,105	1,626	3,344	43.0%	33.0%	32.0%	38.0%
Fall 2017	1,381	2,328	4,935	8,644	547	1,124	1,539	3,210	40.0%	35.0%	31.0%	37.0%
Fall 2018	1,348	2,298	4,561	8,207	555	1,071	1,426	3,052	41.0%	35.1%	31.0%	37.0%
Fall 2019	1,159	2,105	3,892	7,156	451	1,007	1,176	2,634	39.0%	38.2%	30.0%	37.0%
Fall 2020	909	1,823	3,138	5,870	338	833	981	2,152	37.0%	38.7%	31.0%	37.0%

PELL GRANT RECIPIENTS – ALASKA NATIVE/AMERICAN INDIAN COMPARED TO ALL OTHERS

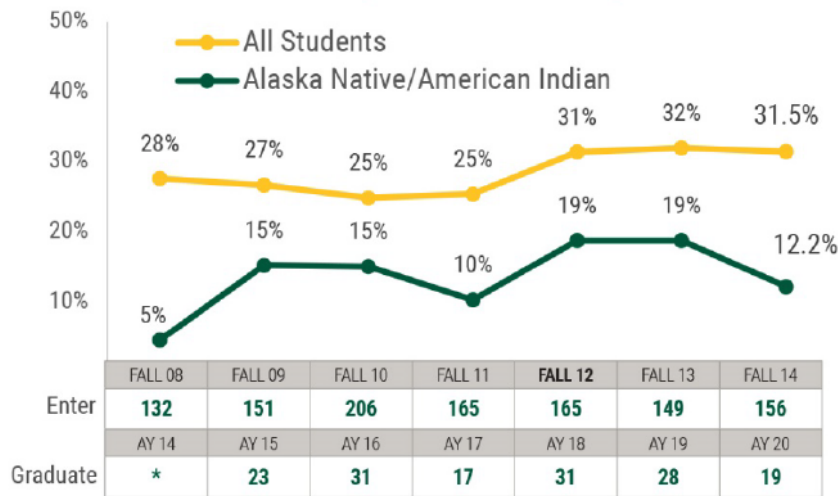
	# Enroll	# Enroll	# Enroll	# Enroll	Pell	Pell	Pell	Pell	% Pell	% Pell	% Pell	% Pell
	AK Native	Other	White	Total	AK Native	Other	White	Total	AK Native	Other	White	Total
Fall 2016	2,243	4,640	11,079	17,962	559	1,127	1,721	3,407	24.9%	33.1%	15.5%	19.0%
Fall 2017	2,195	4,512	10,560	17,267	540	1,169	1,702	3,411	24.6%	34.3%	16.1%	19.8%
Fall 2018	2,089	4,637	9,804	16,530	552	1,134	1,617	3,303	26.4%	34.3%	16.5%	20.0%
Fall 2019	1,841	4,455	8,693	14,989	456	1,056	1,366	2,878	24.8%	36.7%	15.7%	19.2%
Fall 2020	1,496	4,178	7,469	13,143	313	826	1,033	2,172	20.9%	38.0%	13.8%	16.5%

- The representation of First-Generation Alaska Native students equals that of all other students.
- To qualify for the Pell Grant, a student’s expected family contribution (EFC) must be lower than \$3,850.
- One in five Alaska Native received a Pell Grant.

GRADUATION RATE TRENDS – BACCALAUREATE DEGREE SEEKERS

FIRST-TIME FULL-TIME BACCALAUREATE DEGREE-SEEKING 6-YEAR GRADUATION RATE TRENDS

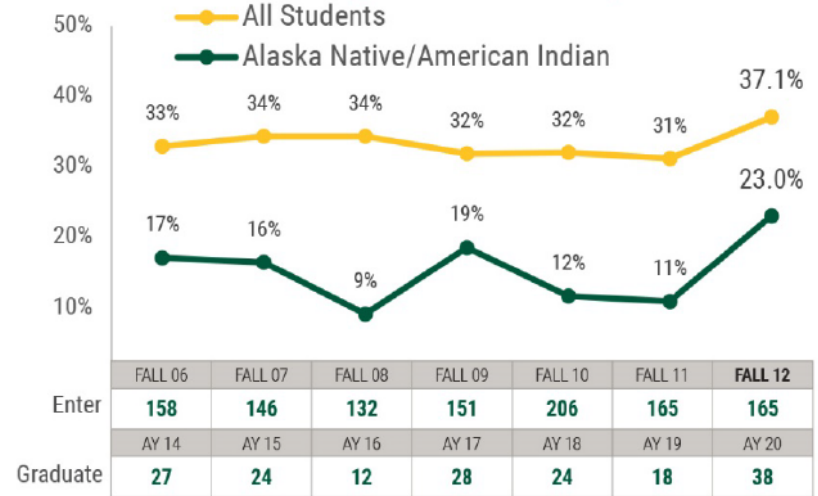
Total fall 2014 entering cohort: 998 of which 314 graduated in AY20
 AK Native fall 2014 entering cohort: 156 of which 19 graduated in AY20



- ◆ Alaska Native students have averaged about 16% of the entering first-time, full-time baccalaureate degree-seeking students over the last 10 years and about 7% of the cohort earning their awards in 6 years.
- ◆ While the graduation rate among Alaska Native students had been increasing the last several years, a steep decline in AY20 needs more research to understand.

FIRST-TIME FULL-TIME BACCALAUREATE DEGREE-SEEKING 8-YEAR GRADUATION RATE TRENDS

Total fall 2012 entering cohort: 1,006 of which 373 graduated in AY20
 AK Native fall 2012 entering cohort: 165 of which 48 graduated in AY20



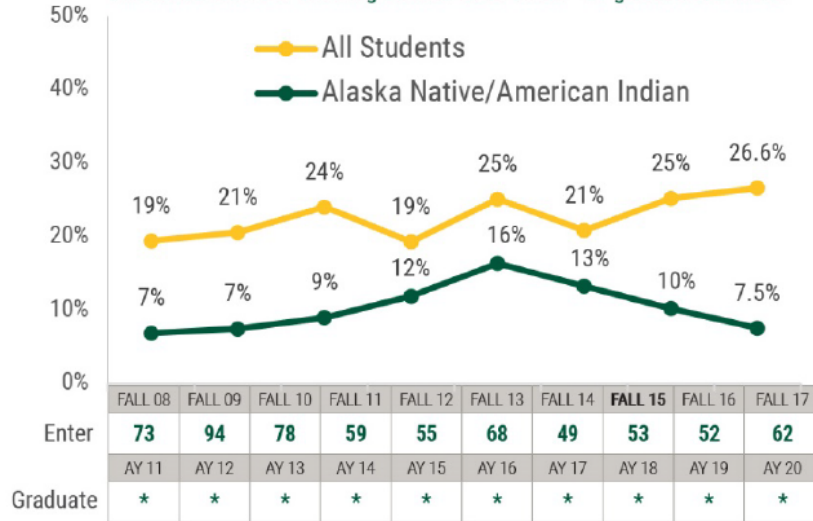
- ◆ Two more years makes a difference for all students, including Alaska Native and American Indian students.
- ◆ The fall 2012 entry cohort measured here shows 7 more Alaska Native students completing, improving the rate from 12% in AY18 to 23% in AY20.

The Asterisk indicates fewer than 10 students. These numbers are suppressed to protect student privacy.

GRADUATION RATE TRENDS – ASSOCIATE DEGREE SEEKERS

FIRST-TIME FULL-TIME ASSOCIATE DEGREE-SEEKING 3-YEAR GRADUATION RATE TRENDS

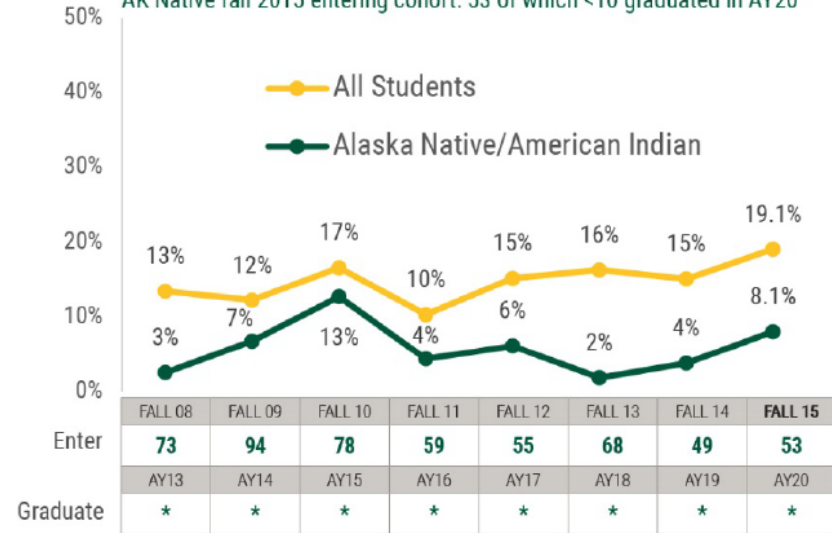
Total fall 2017 entering cohort: 372 of which 71 graduated in AY20
AK Native fall 2017 entering cohort: 62 of which <10 graduated in AY20



- ◆ Alaska Native students have represented 15% of the entering first-time, full-time associate degree-seekers over the last 10 years, and 6% of those who complete their degrees in 3 years.
- ◆ The 3-year graduation rate for Alaska Native students remains well below the rate for all students, though the rate doubled from AY19 to AY20, reaching the second highest rate in the last 10 years.

FIRST-TIME FULL-TIME ASSOCIATE DEGREE-SEEKING 5-YEAR GRADUATION RATE TRENDS

Total fall 2015 entering cohort: of which graduated in AY20
AK Native fall 2015 entering cohort: 53 of which <10 graduated in AY20



- ◆ Extra time does help with associate degree-seekers, but the rates remain below that for baccalaureate degree-seekers.
- ◆ Among the fall 2015 Alaska Native cohort, the graduation rate improved from 2% in AY18 to 7.5% in AY20. Based on the 3-year rates reported in AY19 and AY20, it is expected that the 5-year rates should show increases.

The Asterisk indicates fewer than 10 students. These numbers are suppressed to protect student privacy.

**FIRST-TIME, FULL-TIME BACCALAUREATE DEGREE-SEEKING
6-YEAR GRADUATION RATE BY RACE/ETHNICITY**

<i>Entry Term</i>	Fall 2010	Fall 2014	AY2020	Fall 2014	RATE
<i>Graduation Year</i>	AY2016	Enter #	Graduate #	AY2020	CHANGE
TOTAL	24.9%	998	314	31.5%	6.6 pts
African American/Black	13.3%	53	*	17.0%	3.7 pts
Alaska Native/ American Indian	15.0%	156	19	12.2%	-2.8 pts
Asian	30.4%	155	53	34.2%	3.7 pts
Native Hawaiian/Pacific Islander	16.7%	27	10	37.0%	20.3 pts
Other	25.4%	69	26	37.7%	12.2 pts
White	28.0%	538	197	36.6%	8.6 pts

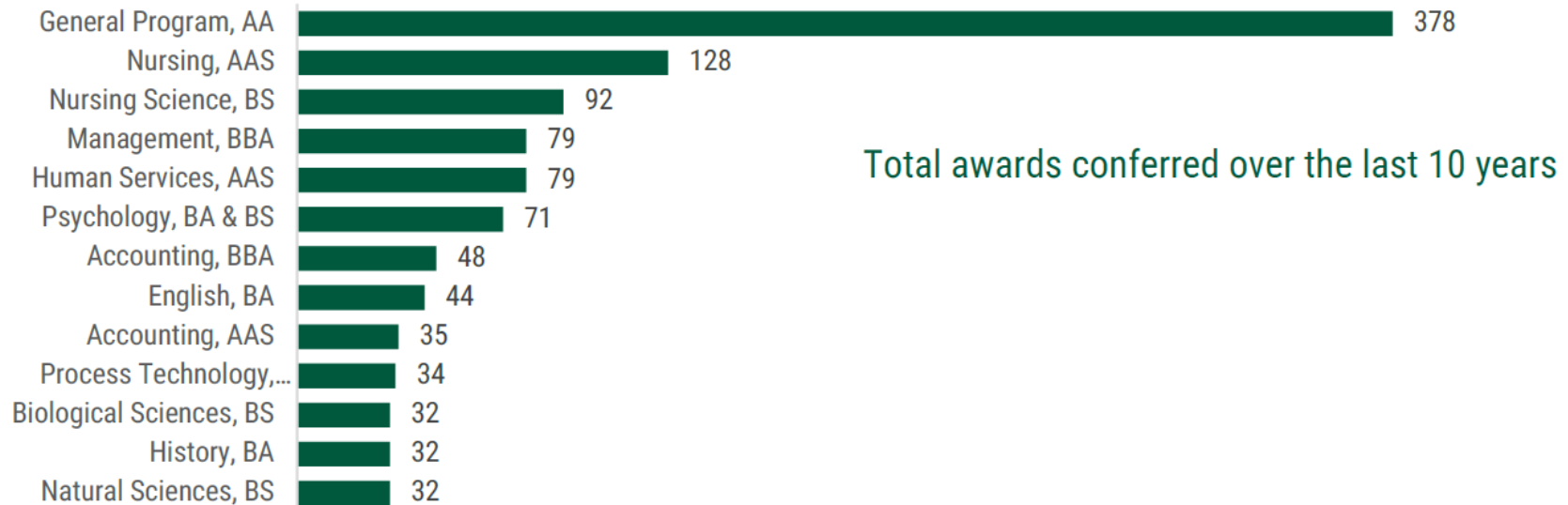
* Numbers 10 or below are suppressed for privacy.

- Alaska Native and American Indians were the only group with a negative rate change of 2.8 points.

ALASKA NATIVE/AMERICAN INDIAN REPRESENTATION AMONG DEGREES CONFERRED

	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016	AY2017	AY2018	AY2019	AY2020
% ASSOCIATE	8.7%	9.3%	10.4%	9.7%	8.7%	10.0%	10.2%	8.8%	9.6%	8.6%
% BACCALAUREATE	6.2%	8.0%	7.7%	7.3%	9.0%	8.2%	7.4%	8.9%	5.7%	6.7%
% CERTIFICATE	7.7%	13.4%	5.3%	7.6%	2.7%	3.0%	7.7%	9.4%	10.3%	5.9%
% DOCTORATE			50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	12.5%
% LICENSURE/POST CERTIFICATE	0.0%	3.0%	4.7%	4.1%	6.5%	4.5%	7.5%	2.2%	4.9%	9.3%
% MASTER	5.2%	5.1%	3.2%	4.9%	5.5%	6.4%	8.6%	9.3%	5.9%	7.4%
% OCCUPATIONAL ENDORSEMENT	7.3%	13.7%	7.4%	19.1%	11.4%	11.7%	15.9%	26.7%	9.5%	6.2%
ALL UAA AWARDS	2,326	2,307	2,489	2,633	2,561	2,553	2,460	2,444	2,317	2,339
AK NATIVE/AM INDIAN AWARDS	159	196	198	224	213	218	215	223	168	176
% OF ALL AWARDS	6.8%	8.5%	8.0%	8.5%	8.3%	8.5%	8.7%	9.1%	7.3%	7.5%

TOP AWARD-PRODUCING PROGRAMS FOR ALASKA NATIVE/AMERICAN INDIAN STUDENTS



STUDENTS - Qualitative Data

Qualtrics Survey Statistics - Spring 2021

- 74 Alaska Native students responded
- 36 (49%) of the participants were part-time, 36 (49%) were full-time, and 2 (3%) did not say
- 69 (93%) of the participants were attending the main campus, 3 (4%) did not say, and 2 (3%) were attending Mat-Su Community College
- 30 (41%) of the participants were pursuing Bachelor of Science degrees, 17 (23%) Bachelor of Arts degrees, 9 (12%) Associate of Arts degrees, 7 (9%) non-degree seeking, 4 (5%) Masters degrees, 2 (3%) PhD degrees, 2 (3%) Certificates, 2 (3%) did not say, and 1 (1%) Occupational Endorsement
- Students ranked 14 items from what was most challenging to least challenging:
 - o Ranked 1st: 27 (36%) Personal financial resources, 17 (23%) Work obligations, 9 (12%) Financial aid, and 4 (5%) Family needs or obligations
 - o Ranked 2nd: 20 (27%) Financial aid, 19 (26%) Personal financial resources, 8 (11%) Family needs or obligations, and 7 (9%) Work obligations
 - o Ranked 3rd: 16 (22%) Financial aid, 11 (15%) Personal financial resources, 11 (15%) Family needs or obligations, and 10 (14%) Advisement
 - o Ranked 4th: 11 (15%) Family needs or obligations, 10 (14%) Work obligations, 10 (14%) Advisement, 8 (11%) Financial aid, and 8 (11%) Feeling uncomfortable at UAA
- 44 (59%) of the participants said that Covid-19 has impacted their academic performance.
- Students were asked to check 1 box on what they would like to see developed at UAA.
 - o 21 (28%) students checked: A community space for Alaska Native Students.
 - o 18 (24%) students checked: Talking circles that promote mental well-being.
 - o 11 (15%) students checked: Basketball or other team sports.
 - o 10 (14%) students checked: Symposia - bringing in Indigenous speakers to campus.
 - o 8 (11%) students checked: Activities that support physical wellness such as Native Games.
 - o 2 (3%) students checked: Elders in residence.
- Students were asked if they “experienced micro-aggressions at UAA that were anti-Native?”
 - o 45 (61%) said No
 - o 20 (27%) said Maybe
 - o 9 (12%) said Yes

- Students were asked if they were “aware of Native Student Services?”
 - 48 (65%) said Yes
 - 13 (18%) said Maybe
 - 13 (18%) said No
- Students ranked 7 items on what areas at Native Student Services are most helpful:
 - Ranked 1st: 24 (32%) Financial aid and 8 (11%) Meeting with other students
 - Ranked 2nd: 13 (18%) Advising and 11 (15%) Financial aid
 - Ranked 3rd: 16 (22%) Study space and 13 (18%) Tutoring
- Students were asked if they “live on campus?”
 - 65 (88%) said No
 - 9 (12%) said Yes
- Students were asked if they were “aware of the Cama’i Room?”
 - 44 (59%) said No
 - 22 (30%) said Yes
 - 8 (11%) said Maybe
- Students were asked if they “received Financial Aid to attend UAA?”
 - 57 (77%) said Yes
 - 12 (16%) said No
- Students were asked if they “faced challenges accessing Financial Aid?”
 - 30 (41%) said Yes
 - 26 (35%) said No
- Students were asked if they “have you met with an Academic Advisor at UAA?”
 - 60 (81%) said Yes
 - 10 (14%) said No
- Students were asked if their “Academic Advisor addressed your needs?”
 - 27 (36%) said Definitely yes
 - 26 (35%) said Probably yes
 - 12 (16%) said Probably not
 - 6 (8%) said Definitely not

- Students were asked if there were “areas of student life where you felt unsupported?”
 - o 36 (49%) said No
 - o 20 (27%) said Yes
 - o 17 (23%) said Maybe
- Students were asked, “Do you feel there should be more Alaska Native Faculty at UAA?”
 - o 52 (70%) said Yes
 - o 21 (28%) said Maybe
 - o 1 (1%) said No

Qualtrics Survey Comments - Spring 2021

- When asked: *“UAA would like to address challenges that Alaska Native students might be facing. Please tell us about the most important concerns you have and what you would like to see changed at the University. In the box below - please share any additional thoughts you have on your biggest challenges.”* There were 5 main themes: 1) Alaska Native underrepresentation, microaggressions, and belonging, 2) Financial aid, 3) Advising, 4) Non-Traditional student difficulties, and 5) Campus issues.
 - o Alaska Native underrepresentation, microaggressions, and belonging:
 - *“More promotion of Alaska Native culture and heritage (local art installations, agriculture, etc)”*
 - *“Lack of AN representation among students and staff. I have seen little evidence there is a single other AN student in any of my classes, which makes me feel like a bit of an outsider...which is funny because we are all living in Alaska. Limited data and representation of AK Native people within our lectures, which has been addressed with at least one instructor (they said they would work on it and were very apologetic).”*
 - *“I’ve also experienced a couple of microaggressions surrounding my ethnicity/ethnic food and also negative comments about working in rural Alaska from classmates. These types of ignorant comments are annoying, but it’s not new for me. Our classes are so small that if I were to say anything about it, and if it were to be addressed with the class, it could be obvious that the complaint came from one of the only AN students in the group. This is why a lot of the time I don’t bring it up to instructors. The one instructor that I emailed regarding little to no AN representation within her cultural diversity lecture (she had verbally lumped in AN with American Indians of the lower 48) was very receptive to my comment and completely understood why her lack of AN awareness or representation in her lecture was hurtful. In the same email, I asked this instructor to not bring up this comment to the class because of fear of being found out as the “person who complained.” I also want to mention the emotional toll and energy it takes to confront people about these issues. It gets tiring. There are times that I don’t speak up because I simply don’t have the mental energy.”*
 - *“Not being able to show up fully because of racism in the classroom.”*

- *"I was told once by a professor that my heritage didn't matter and I should choose a different topic for my project. I stuck to my guns and felt that I received a lower grade because I didn't take her advice."*
 - *"Alaska Natives learn differently, especially coming from a village. My friends have reported to me instances of being singled out because of their cultural background. Alaskan Native students need a sense of community and all professors to recognize this need to accommodate them."*
 - *"Hire and work with more Alaska Native employees. Educate more staff and current employees on cultural differences."*
 - *"Too much Westernized education and not enough traditional Indigenous knowledge-based education. I struggle with writing and not enough help. I can't write APA, I learned using my hands as most Inupiaq or Native students learn not your way of learning."*
 - *"Instructors making negative comments (referring to Alaska Natives) during lecture without any support to their claim."*
 - *"Racial equity, oblivious discrimination as well as microaggressions directed at Natives."*
 - *"I see many UAA students doing their clinical rotations in the undergraduate programs and I feel that many of them have little to no knowledge of taking care of the Alaska Native population. I was asked by one of your professors to talk about Alaska Native culture to her students and was surprised to hear how little they knew. I was excited to be a tangible aspect in their rotation in regard to culture. Maybe drawing on that might be an opportunity for the future."*
 - *"Transitioning from small-town/village life to being a full-time student is very difficult. I felt like no one around me was going through the same transition, and it was hard to focus on my schoolwork at times. I went to a few Native Student Services meetings, but I still had a hard time trying to balance schoolwork and getting used to being away from home."*
 - *"More Alaska Native Professors will help us see ourselves in a position of success."*
- o Financial aid:
- *"I would like to see more information for Alaskan Natives scholarship programs."*
 - *"Financial aid was a complete nightmare to deal with and be able to get required course materials."*
 - *"The hardest part for me is having to get my scholarship stuff in order. Being older it feels harder to get scholarships to go back to school so I would love to see maybe a site we can go with examples on how a letter of intent should look or for people who have been out of school for a while, who can we turn to for letters of recommendations or what might be acceptable for that. If there is one out there, I haven't seen it."*
 - *"Finances can be very challenging especially with lack/last-minute information"*
 - *"Possibly actively reaching out to corporations for finding financial aid that students may or may not be aware of as potential shareholders or descendants of the various village and regional corporations."*
 - *"Providing the students with more options to save money."*
 - *"Someone to answer the phone or call me back when I am having financial aid issues and can't get help from anyone else."*

- *"A guide to financial aid."*
- *"I wasn't familiar with applying for the FAFSA until returning to finish out my Bachelor's degree and an advisor that no longer works for UAA helped me apply for the FAFSA in his office and I found that extremely helpful and encouraging."*
- o Advising:
 - *"I would appreciate some feedback on degree routes and stuff."*
 - *"Seeing more engaged academic advising."*
 - *"Advising!!! Who can help if you fail a class? What if my financial aid gets suspended for a bad grade? How can I pay for college? Who is there to help? NSS advisors alienate themselves by being too liberal and not approachable to the mass and of students."*
 - *"I'm a distance learning student, I have very little knowledge of the resources available and someone to guide me"*
- o Non-Traditional student difficulties:
 - *"Understanding that single Mothers are the most challenged in today's age because we have children that couldn't go to childcare facilities this semester, which puts a strain on meeting grades and assignments because we have less help."*
 - *"Finding childcare. I have had to drop out of nursing school because I couldn't find anyone to watch my kids for 6 am clinicals nor could I afford before and after school care for my kids."*
 - *"My biggest challenges are balancing a part-time/full-time work schedule with being a part-time student, transportation especially because of Covid because I don't trust the bus anymore."*
 - *"The flexibility for students who work full-time jobs. I actually left UAA for a while because there was next to no flexibility before the pandemic."*
- o Campus issues:
 - *"Printing resources. It would be helpful if the university would increase the monetary value on our Wolfcards so we can still use the printing and scanning services on campus. (For those who don't have printers at home.)"*
 - *"As of this semester, the only challenge I am facing is having to take core classes online."*
 - *"Food, off-campus or dorms like temple wood or dorms that don't have a food plan and or option for no food plan. Might try to afford school and not save for food."*
 - *"There's a large homeless population in anchorage and I have seen many homeless on campus"*
 - *"Be of more presence in the community such as Big Brother Big Sister Program, Migrant Education Program, Volunteering in ASD Elementary, Middle School, and High School Zones (e.i., career or family nights), as well as Job Fairs in terms of NSS Informational flyers, or Student Recruitment, or invitational public gatherings on campus."*

- *"Longer library hours would be extremely helpful especially since the library is the only place open now. Having the buildings reopen would be really helpful as well. Going back to some normalcy would be helpful since on-campus help and resources played a big part in getting good grades."*
- *"Remote learning capabilities."*
- *"Brighter lights in the parking lots for safer travel to cars or supervision of parking lots."*
- *"My biggest challenge is the uncertainty of UAA's credentialing. I saved up enough money to complete a 4-year program and then a 20-month grad school program. Unfortunately, the department I was enrolled in got shut down because it lost its credentialing. I am 2 years past my projected graduation. I no longer have the savings leftover to pay for Grad school because I have to pay for my extra undergraduate classes. My sole purpose in attending UAA was to make my way to Grad school quickly. That was a fail- my family, my marriage, and my military career has suffered. Now, I am stuck paying for the useless uncredentialed classes because UAA can't keep its shit together. I refuse to let my kids go to UAA after this experience."*
- Students provided other support activities that could be developed at UAA:
 - *"More opportunities to learn an Alaskan indigenous language."*
 - *"Childcare with Native Activities for babies (6 months and up) and kids to mothers who attend college."*
 - *"Allowing relatives to visit classes, meet staff and form a sense of community between academia and residence life."*
 - *"There are days when we can have a potluck and Native dance. Because Alaska is so diverse we can be inclusive to 1 or 2 different cultures per month or week."*
 - *"I was unable to check multiple. Language & guest Indigenous speakers & artists."*
 - *"Make sure to welcome all people regardless of race, gender, religion, political affiliation. Open up NSS immediately. .i.e. in the summer of 2021. Many take summer classes and having this computer lab open would be great."*
 - *"Music Festival: complete a series of band and choir workshops with concert finale."*
 - *"Community involvement on campus on holidays that commemorate our history."*
 - *"Scheduled cultural nights for song and dance, storytelling, learn a language or word of the day, for all ages with community support, and attendance would be essential ways, via zoom, youtube, to keep the community in the know."*
 - *"Recognize past members and staff by telling the history of the organization and what falls under NSS."*
 - *"Let new students know about free classes available to them - Certifications while attending may help set a career goal, e.i. UAA Center for Human Development/ACRE free course offered list/site, or in any subject."*
 - *"Have a counselor who is also an Employment Specialist to navigate career goals to new students."*

- o *"We need more traditional Indigenous classes on our unique culture, we need to recognize what has been done to my Native people and try to heal and grow. We need more wellness healing practices and we need to not only practice it, but we also need to take it out to the villages and make it work and help my Native people heal from generational trauma."*
- o *"Potlatch is always a good gathering idea."*
- o *"More activities like crafts and dancing."*
- o *"Having space with my fellow Alaska Native students to study and grab a snack, or drink at."*
- Students were asked if they "experienced micro-aggressions at UAA that were anti-Native?" Further, they were asked, "If yes - please describe the experience and how UAA can address these."
 - o *"My classmates are compassionate and well-meaning but sometimes will say insensitive things about Native sovereignty, subsistence, or over generalize on Native ways of being."*
 - o *"Oftentimes I'd be the only Alaska Native student in my small group classes. Some professors, when they talk about Alaska Native issues or statistics, would look at me to fill in gaps or add anything to the conversation. This gesture was appreciated but it also made me feel singled out in a way? Like I was the token Alaskan Native student in the classroom. I'm certain their intentions were good and they just wanted to give me a voice and space should I want to add anything, but it was a weird feeling."*
 - o *"Someone made a reference to a Native food post that I made on social media and proceeded to dry heave and laugh to show me that he did not like that type of food. Another girl in my class stated adamantly to myself and another student, "oh, you DON'T want to work in a village." and then continued with a story of her (White) father and his experience as a police officer in a rural community. These were both during the fall 2020 semester. Suggestion: Have a mandatory course to educate students about the history of AN people (and not just an asynchronous online course full of busywork), the history of abuse, educate people on intergenerational trauma, educate people about microaggressions and the impact of their words."*
 - o *"I have been told that tribal law is not important and shouldn't be covered for a policy course."*
 - o *"Professor accused my study group of cheating, two of the three in our study group were Alaska Native. We consulted our other non-Native peers, classmates, and everyone was in consensus that it was odd being it was for homework, and students are usually encouraged to work together on homework."*
 - o *"Physics Lab teacher was so rude that I and others didn't know a certain calculus technique even though calculus wasn't a prerequisite to taking the course. He didn't realize we may not have taken it in high school and Native students usually take their time and may not catch on right away something they are encountering for the first time."*
 - o *"Have zero tolerance when a complaint or event or issue is addressed or reported."*
 - o *"I've witnessed people in my classes doing a bad job of mocking Alaska Native peoples' accents to insult their accent. I've seen people ignore them or avoid them in choosing group members in classes."*

- o *"Explain to all students how Alaska Natives and Indigenous Peoples are subjected to hunger, homelessness, and violence at disproportionately effective rates. Explain to them how microaggressive acts are violent and contribute to cultural genocide."*
- o *"I've heard a few anti-Native jokes and conversations from non-Native students and faculty, but I'm assuming that they weren't aware of the impact of what was said."*
- Students were asked "are there suggestions you have that could make Native Student Services (NSS) more accessible to you? Program or support ideas?"
 - o *"Scholarship workshops perhaps and a talking circle to promote mental wellness. Doing activities together such as planned hikes, etc. I would like to see something similar to what the Camai room offers as well since the Gorsuch commons tends to be far from where my classes are."*
 - o *"Maybe I am not aware, but a more active online presence. Online meetups and/or activities (or socially distanced)."*
 - o *"I called multiple times to native services when I was having issues with my financial aid and never got a phone call back or any help with the issues."*
 - o *"More information online would be helpful. Information such as services and activity announcements would help me be aware of what NSS has to offer."*
 - o *"First of all, NSS is closed. We study at EIB. Open NSS for hours that students study 10a-10p."*
 - o *"Reach out, have an introductory meeting or video to watch to supply info and services available."*
 - o *"I view the native newsletters in my email when I receive them."*
 - o *"Advertising and events would be beneficial."*
 - o *"I think they are already doing a lot of great things, and am excited to see what else they come up with to better the Native student experience at UAA."*
 - o *"Please visit rural schools about your program."*
 - o *"Community involvement activities, volunteer programs involving youth or elders in the community, and job fairs with flyers commemorating list of members and staff history of NSS and services."*
 - o *"If it was reopened like the library is open now. Snacks and coffee are always a plus and bring me in."*
 - o *"Reach out to Native students more often."*
 - o *"Awareness of opportunities for Native students that might exist outside of UAA, such as any mentorship programs. I would also love to attend any virtual meetings or workshops that help connect me with other students and members of my community."*
 - o *"Would be wonderful if the NSS could reach out to each Native student to tell them what is available to help them succeed in college, how to meet up with other Native students, have a Facebook page for the NSS members."*
 - o *"NSS has been wonderful for me."*

- o *"A more interactive platform. I've received emails but there is no real connection."*
- o *"It was beneficial to me when I used the tutoring services at NSS preCOVID."*
- o *"I think hosting talking circles for Native students would be helpful-- possibly something similar to the Cultural Identity Program. I felt a connection after regular check-ins with everyone and knowing my problems and experiences were shared alleviated loneliness. I loved hearing stories from elders as well."*
- o *"More Native food recipes."*
- o *"An interactive graph of family lineage in order to find whether or not I am eligible for financial support from Native corps, or tribes. Like a 'What village/region/tribe are you or are/were your parents or grandparents registered with?' Click, and then receive an itemized list of corps and tribes within that region with contact information for reaching out and finding whether or not you are eligible for financial aid."*
- o *"Please consider registering NSS faculty members as National Indian Education Association (NIEA) members."*
- Students were asked "Due to Covid - the Cama-i room has been closed. Once it opens - what ideas do you have that could make the Cama-i room more accessible to students?"
 - o *"Tell them it exists."*
 - o *"Having Native speakers give advice on how they could succeed successfully."*
 - o *"It would be nice to open it to distance education students when they come into Anchorage."*
 - o *"More groups."*
 - o *"Let us know what activities there are available. Can't wait for it to open up soon!"*
 - o *"Have fun events and maybe have bonuses for students that bring other people to encourage more people to go."*
 - o *"Transportation to get there."*
 - o *"Music sessions."*
 - o *"More activities, more email communication about it."*
 - o *"Acknowledgement of the room itself."*
 - o *"Sewing would be a fun project."*
- Students were asked, "if you felt unsupported please provide more detail."
 - o *"Many program changes making the process more challenging and longer."*
 - o *"I feel there just needs to be more structure to learning about wise financial spending. I am not fully aware of everything though."*
 - o *"Childcare."*
 - o *"Help find childcare."*
 - o *"My advisor doesn't help me that much."*

- o *"When you fail a class and lose financial aid. Who can you talk to? What support is there for you? What Tutors are accessible? What professors are accessible?"*
- o *"Options and guidance."*
- o *"Experiences of discrimination and racism during an outside Practicum. I did not feel supported to share this experience so I remained silent."*
- o *"Biology was very unsupportive and strange when I was a biology student. That's okay I'm in the field I'm supposed to be in."*
- o *"Dealing with mental-emotional issues involved with culture shock and far from home."*
- o *"In transitioning between degree programs and figuring out what degree program I wanted to pursue, there was a lot of "oh, you need to talk to this advisor, not me" back and forth until finally, I was able to find help. That took about 4 calls and 3 advisors to figure out."*
- o *"Hard to reach advisors."*
- o *"I wish the library was open past 8 p.m. if you get off work at 5:00 p.m. you wouldn't get to UAA till 5:30 p.m. at the earliest if you pick up fast food you could get to UAA by 6 p.m., that only leaves 1.45 hours to study & that is not including unpacking and packing up your stuff and focusing, so at most, you get a little over an hour of focus time per day, and it is even worst on Friday when UAA closes at 6 p.m."*
- o *"I feel like my advisors are just giving me classes to finish my degree and not really linking them or thinking of the workload. I am a first-generation student so I have no idea what to expect from these classes and so far I have been overwhelmed and I feel discouraged and like I have to make my goals smaller."*
- o *"When I first began my academic career at UAA in 2012, I met with an academic advisor to discuss scholarships. I had already spent countless hours attempting to decipher the complexities of scholarships, let alone financial aid for Alaska Native students specifically. When I met with an advisor (in 2012), she directed me to the search engine "Google" to look up "Alaska Native scholarship." When I tried to press further, explaining I'd been completely lost searching for scholarships for Alaska Natives specifically, she told me to simply "look harder." After hours of coordinating with the university, the only answer I'd gotten was to try Google. So, for the remainder of my first undergraduate degree, I chose to opt-out of advice from an academic advisor entirely."*
- o *"Financial aid; I am a single mother with 3 children who was recently laid off during the pandemic, so I decided to continue my education. The financial aid rendered was not enough to fulfill my expenses."*
- o *"Not sure if this is the correct area for it but would like to be able to work with those training in physical activity and perhaps they can help students with all the sitting we do now from zooming class all the time."*
- o *"I just learned of certain scholarships that I never knew were so easy to apply for."*
- o *"It's a lot of money and it's always scary."*
- o *"Some professors and students don't really understand the responsibilities that Native youth feel the need to support their family and friends."*

- o "It's been weird and frustrating navigating this new normal."
- Students were asked, "What are resources that you would find helpful?"
 - o *"Part-time student degree plans."*
 - o *"Free one on one tutoring for physics, organic chemistry I and II."*
 - o *"One of the biggest issues as distance education is internet access. It is so expensive since the only provider is GCI."*
 - o *"More engagement and opportunities sent across the listserv."*
 - o *"Mr. Harmon is a math teacher and is Native. He is really awesome!"*
 - o *"We native students need other native students to be okay."*
 - o *"Shadowing professors or tour departments, schedule 10-15 minute shadow or involve this in a required search list game check off with great prizes every month for more student involvement."*
 - o *"A career advisor or someone that could help me link degrees to possible jobs."*
 - o *"Scholarship and grant resources, internship opportunities, any opportunities for cultural immersion."*
 - o *"Tutors for higher-level science and math classes. A place to gather and eat. Outdoor space for cooking and fireside chats/socializing."*
 - o *"More advertisement on what all is available for students in each specific degree."*
 - o *"More Native Language Learning classes."*

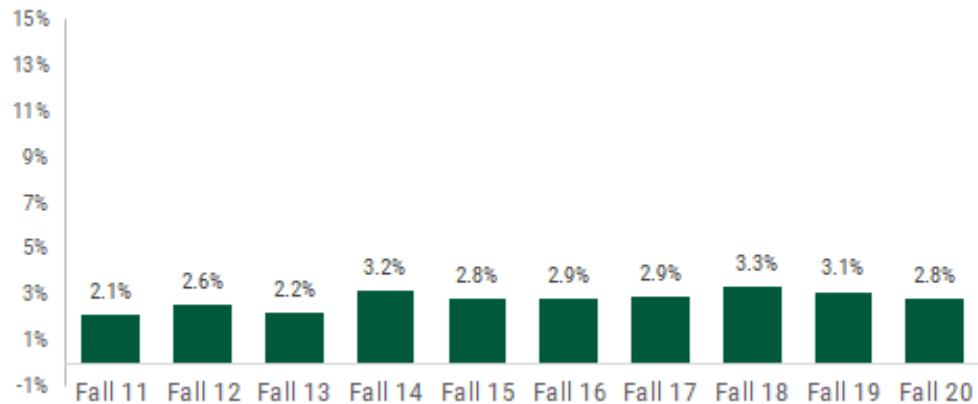
FACULTY - Quantitative Data

FACULTY BY RACE/ETHNICITY

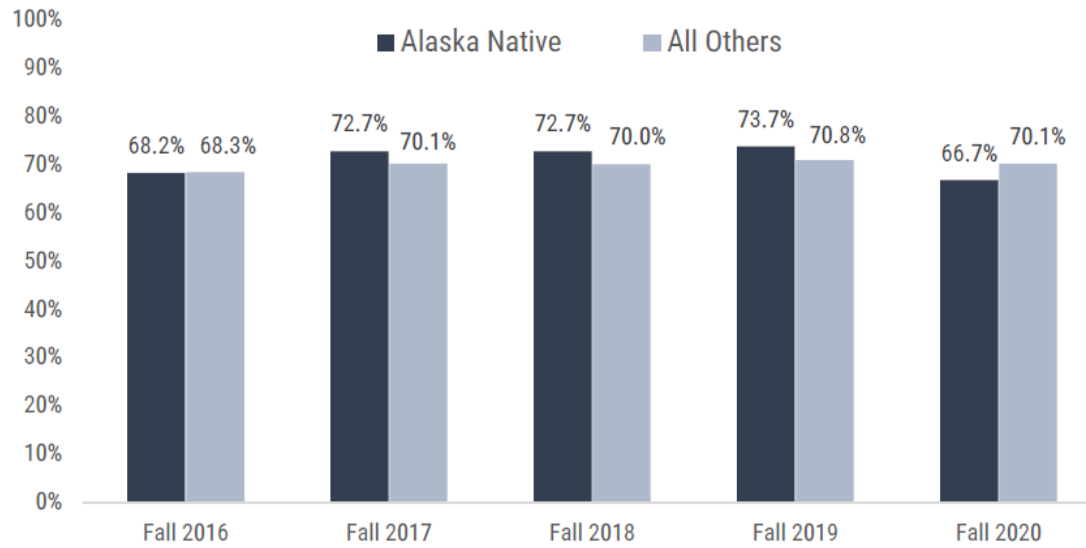
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Alaska Native or American Indian	34	35	37	35	27
Asian	51	53	49	43	38
Black or African American	26	23	24	16	17
Hispanic/Latino	35	35	39	32	26
Native Hawaiian or other Pacific Islander	*	*	*	*	*
Nonresident alien	*	*	16	16	14
Race and ethnicity unknown	35	32	28	27	24
Two or more races	29	26	31	34	34
White	1005	978	940	814	730

* Numbers 10 or below are suppressed for privacy.

ALASKA NATIVE/AMERICAN INDIAN FACULTY AS A PERCENT OF TOTAL



FACULTY TENURE TRACK STATUS - ALASKA NATIVE COMPARED TO ALL OTHER FACULTY



UAA FACULTY RANK IN 2020 – ALASKA NATIVE/AMERICAN INDIAN COMPARED TO ALL OTHER FACULTY

Rank	White	Black	Hispanic/Latino	Asian	Alaska Native/ American Indian	Hawaiian/Other Pacific Islanders	Two or More Categories	Total
Academic Leadership	44 (88%)	1 (2%)	1 (2%)	2 (4%)	1 (2%)	0 (0%)	1 (2%)	50
Postdoctoral Fellow	10 (83%)	0 (0%)	0 (0%)	0 (0%)	2 (17%)	0 (0%)	0 (0%)	12
Instructor	27 (79%)	3 (9%)	0 (0%)	1 (3%)	0 (0%)	1 (3%)	2 (6%)	34
Assistant Professor	159 (84%)	4 (2%)	6 (3%)	5 (3%)	9 (5%)	1 (1%)	5 (3%)	189
Associate Professor	112 (83%)	2 (1%)	5 (4%)	11 (8%)	2 (1%)	0 (0%)	3 (2%)	135
Professor	100 (78%)	1 (1%)	4 (3%)	16 (12%)	6 (5%)	0 (0%)	2 (2%)	129
Total	452 (82%)	11 (2%)	16 (3%)	35 (6%)	20 (4%)	2 (0%)	13 (2%)	549

- Alaska Native/American Indian faculty are dramatically underrepresented.

UAA FACULTY PROMOTION – ALASKA NATIVE/AMERICAN INDIAN COMPARED TO ALL OTHER FACULTY

ALASKA NATIVE/AMERICAN INDIAN FACULTY

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%Total	N	%Total	N	%Total	N	%Total	N	%Total
Promoted	0		0		2	9.10%	1	5.30%	0	
No Promotion	22	100.00%	22	100.00%	20	90.90%	18	94.70%	15	100.00%
Total	22	100.00%	22	100.00%	22	100.00%	19	100.00%	15	100.00%

ALL OTHER FACULTY (NOT INCLUDING ALASKA NATIVE/AMERICAN INDIAN)

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%Total	N	%Total	N	%Total	N	%Total	N	%Total
Promoted	41	6.70%	31	0.052	35	6.00%	26	4.80%	28	5.50%
No Promotion	567	93.30%	561	94.80%	545	94.00%	512	95.20%	477	94.50%
Total	608	100.00%	592	100.00%	580	100.00%	538	100.00%	505	100.00%

ALL FACULTY

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%Total	N	%Total	N	%Total	N	%Total	N	%Total
Promoted	41	6.50%	31	0.05	37	6.10%	27	4.80%	28	5.40%
No Promotion	589	93.50%	583	95.00%	565	93.90%	530	95.20%	492	94.60%
Total	630	100.00%	614	100.00%	602	100.00%	557	100.00%	520	100.00%

UAA FACULTY LONGEVITY (AVERAGE YEARS OF SERVICE) - ALASKA NATIVE COMPARED TO ALL OTHER FACULTY

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	Years in Service	N	Years in Service	N	Years in Service	N	Years in Service	N	Years in Service
Alaska Native/Am Indian	22	9.77	22	10.26	22	10.13	19	10.98	15	9.3
All other faculty	608	9.39	592	9.63	580	9.63	538	10.03	505	10.15
Total	630	9.4	614	9.65	602	9.65	557	10.06	520	10.13

Note: A regular position hiring date is used as the start point.

ALASKA NATIVE/AMERICAN INDIAN FACULTY TENURE, PROMOTION, AND LONGEVITY

The number of faculty who identify as Alaska Native/American Indian/Alaska Native Two or More remained steady from Fall 2016 through Fall 2018 at 22, then dropped to 15 by fall 2020, which is a 32% drop. The current total represents less than 3% of all faculty.

- Only three Alaska Native/American Indian faculty have been promoted in the last five years, less than two percent of all promotions.

There are different types of faculty. These include full-time and part-time, as well as tenured/tenure track. It is important to note that the NWCCU does have basic criteria on the value and relationship of tenure track/tenured faculty in relationship to accreditation. The NWCCU includes academic freedom as one of their standards that should be central to the core of the accredited university. Tenure is a hallmark of accredited academic institutions and protects academic freedom. The American Association of University Professors (AAUP) addresses the purposes of the tenuring system. "Although tenure does protect individual faculty members, it actually serves society and the common good by protecting the quality of teaching and research and thus the integrity of institutions of higher education" (<https://www.aaup.org/issues/tenure>). The University of Alaska Anchorage has too few tenure track/tenured faculty, and they have lost two full Alaska Native Professors and one Alaska Native Associate Professor due to non-support.

FACULTY – Qualitative Data

Qualtrics Survey Statistics - Spring 2021

- 9 Alaska Native faculty responded
- Faculty were asked, “Do you feel supported by your Chair/Director?”
 - 4 (44%) said “Definitely yes”
 - 3 (33%) said “Probably yes”
 - 1 (11%) said “Probably not”
 - 1 (11%) said “Definitely not”
- Faculty were asked, “Do you feel supported by your Dean and Provost?”
 - 3 (33%) said “Definitely yes”
 - 2 (22%) said “Might or might not”
 - 2 (22%) said “Definitely not”
 - 1 (11%) said “Probably not”
 - 1 (11%) did not respond
- Faculty were asked, “Do you feel that you are mentored in your current position in Tenure and Promotion?”
 - 6 (67%) said “No”
 - 3 (33%) said “Yes”
- Faculty were asked, “Do you feel that you are mentored in your current position in Workload Agreements?”
 - 6 (67%) said “No”
 - 3 (33%) said “Yes”
- Faculty were asked, “Do you feel that you are mentored in your current position in Curriculum Development?”
 - 6 (67%) said “No”
 - 3 (33%) said “Yes”
- Faculty were asked, “Do you feel that you are mentored in your current position in Committee Obligations?”
 - 6 (67%) said “No”
 - 3 (33%) said “Yes”
- Faculty were asked, “Do you feel that you are mentored in your current position in the Department or Program Obligations?”
 - 6 (67%) said “Yes”
 - 3 (33%) said “No”

- Faculty were asked, “Do you feel that you are mentored in your current position in Research and Publishing Opportunities?”
 - 7 (78%) said “No”
 - 2 (22%) said “Yes”
- Faculty were asked, “Do you feel that you are mentored in your current position in Grant writing opportunities/support?”
 - 8 (89%) said “No”
 - 1 (11%) said “Yes”
- Faculty were asked, “Have you experienced racial microaggressions at UAA?”
 - 4 (44%) said “Yes”
 - 2 (22%) said “Maybe”
 - 2 (22%) said “No”
 - 1 (11%) did not respond
- Faculty ranked 8 items from what was most challenging to least challenging:
 - Ranked 1st: 2 (22%) Lack of office and/or staff support to support my teaching, 1 (11%) Non-collegiality by fellow faculty, 1 (11%) Non-collegiality by students, 1 (11%) Forced to create large courses with 40 or more students to raise more tuition dollars, and 1 (11%) Teaching load is too high
 - Ranked 2nd: 1 (11%) Lack of resources to support your teaching, 1 (11%) Non-collegiality by fellow faculty, 1 (11%) Non-collegiality by students, 1 (11%) Forced to create large courses with 40 or more students to raise more tuition dollars, 1 (11%) Forced to teach courses you do not want to teach, and 1 (11%) Teaching load is too high
 - Ranked 3rd: 2 (22%) Lack of office and/or staff support to support my teaching, 1 (11%) Lack of resources to support your teaching, 1 (11%) Non-collegiality by students, 1 (11%) Forced to teach courses you do not want to teach, and 1 (11%) Teaching load is too high
- Faculty were asked, “Do you feel UAA supports Indigenous knowledge?”
 - 4 (44%) said “Probably not”
 - 2 (22%) said “Definitely yes”
 - 2 (22%) said “Definitely not”
 - 1 (11%) said “Probably yes”
- Faculty were asked, “Do you feel UAA supports Alaska Native faculty?”
 - 5 (56%) said “Definitely not”
 - 2 (22%) said “Probably yes”
 - 1 (11%) said “Definitely yes”
 - 1 (11%) did not respond

- Faculty were asked, “Do you feel UAA supports Alaska Native Students?”
 - 3 (33%) said “Definitely not”
 - 3 (33%) said “Probably not”
 - 2 (22%) said “Probably yes”
 - 1 (11%) said “Definitely yes”

Qualtrics Survey Comments - Spring 2021

- For Faculty that said they had experienced racial microaggressions at UAA, they were asked to “provide detail” on these experiences:
 - *“I teach with another elder. In the Spring of 2019, we were assigned a classroom. Although we were assigned that classroom, another instructor got the classroom who didn't even have students except online after we had been there for 2-3 weeks. We were left without a classroom. I also had online students and I remember we sat in the hallway on tables while we waited. To me our Native class was being discriminated against as a whole Indigenous class and that we as elders. The chair was aware of this.”*
 - *“Alaska Native studies is not viewed as a discipline by the CAS. The research and scholarship of the faculty are not highlighted nor supported. Additionally the UAA Administration has no understanding of the diversity of Alaska Native languages, cultures, and geographic regions. They have a tendency to view it as a 'one' culture. They often state that Alaska Native faculty or students have 'issues' of understanding the university - rather than trying to make changes to the university that would make it more welcoming to Alaska Native peoples.”*
 - *“My students often don't think I have the credentials to be able to teach my courses. They often call me by my first name or “miss” rather than professor or doctor. Some of my students are older than me and then perceive that I don't have any work experience. When I catch a student cheating, they give me horrible reviews on my evaluations. My Dean compared me to his wife - said she's a minority too and wondered if I overreacted in situations as his wife does. My Dean also told me that I threatened my Chair when I asked for clarification on why an administrative assistant was receiving a faculty office over me. I was also told by my Dean that it was inappropriate for me to provide comments to my Chair on what went well in other hiring committees when he asked me to participate in another hiring committee. Whenever I speak in the all-male faculty meetings, the other faculty always reject my comments or suggestions. Now, I rarely speak. I have been told by other faculty in my College that they have prevented other female faculty from being hired and that they did not want me there because I wasn't hired competitively.”*
- Faculty were asked, “Please provide additional information in the box below about your biggest challenges.” They said:
 - *“I would say non-congeniality by some staff or fellow faculty. They play favorites.”*
 - *“Lack of understanding and appreciation of Alaska Natives.”*

- o *"My class enrollments are now over 50 per class. My WLA is minimizing my ability to do research. The Dean controls the WLA. Other colleagues that are non-Alaska Native have research in their WLA's at a higher percentage."*
- o *"The change to supportive services has disconnected me from getting support and direct questions answered that pertain to my department."*
- o *"The main struggle is not being recognized for all the diversity and inclusion work I do specifically for Alaska Natives or my research not considered valid because it doesn't focus completely on what I teach but includes Alaska Native preparation and belonging."*
- Faculty were asked, "Please feel free to provide additional feedback below." They said:
 - o *"I am unsure but why is there such a high dropout rate? Perhaps, it needs to be looked into."*
 - o *"There is definitely targeting of Natives."*
 - o *"UAA has a long history of not being friendly to Alaska Native students and faculty. It shows in the retention and graduation rates. UAA has got to restructure NSS and the academic programs that include Alaska Native Studies."*
 - o *"UAA needs to do a much better job of recognizing and honoring our Alaska Native students, faculty, and staff. UAA needs a better process for handling microaggressions and/or racist incidents that happen on the campus."*

STAFF – Quantitative Data

STAFF BY RACE/ETHNICITY

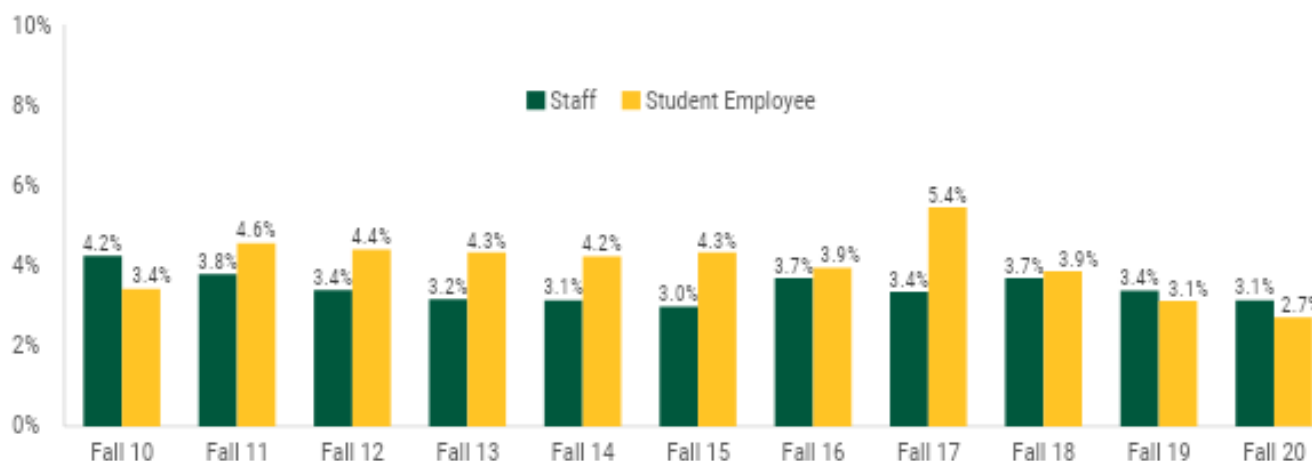
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Alaska Native or American Indian	52	47	47	39	36
Asian	45	47	44	39	38
Black or African American	48	46	45	36	27
Hispanic/Latino	84	78	76	66	58
Native Hawaiian or Other Pacific Islander	8	8	11	13	14
Nonresident alien	8	12	7	6	9
Race and ethnicity unknown	45	47	36	38	44
Two or more races	87	75	73	77	70
White	1135	1092	937	839	852

STUDENT EMPLOYEES BY RACE/ETHNICITY

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Alaska Native or American Indian	28	39	26	19	*
Asian	55	66	42	37	19
Black or African American	20	18	23	23	*
Hispanic/Latino	57	48	56	65	28
Native Hawaiian or Other Pacific Islander	*	*	15	24	*
Nonresident alien	61	51	47	34	23
Race and ethnicity unknown	*	13	*	*	*
Two or more races	83	86	99	83	51
White	392	390	356	315	145

* Numbers 10 or below are suppressed for privacy

ALASKA NATIVE/AMERICAN INDIAN REPRESENTATION AMONG STAFF AND STUDENT EMPLOYEES



- 12% of the population in the UAA Service Area is Alaska Native and/or American Indian.
- 9% of UAA students in fall 2020 were Alaska Native and/or American Indian.
- Of the 75 employees classified as Executive Management and/or Faculty Administrators (FR/FN) only 1 was an Alaska Native and/or American Indian in Fall 2020.
- Of the 408 Exempt Staff (regular and temporary), 13 were Alaska Native and/or American Indian in Fall 2020, which is only 3%.

ALASKA NATIVE/AMERICAN INDIAN AS A PERCENT OF NEW HIRES

- The number of new hires for all employees has averaged about 78 per year from 2016 to 2020 (it is important to note that these are not necessarily new job positions, but new to UAA employees).
- During the same timeframe, the average number of new Alaska Native/American Indian staff has averaged just over 3 per year, representing only 4 percent of the average.

All UAA Employees

- Alaska Natives are underrepresented in all areas of employment at UAA compared to the population UAA serves.

Alaska Native Departments and Programs Baseline Reports

Each Alaska Native Academic and Student Success Program developed Baseline Data Reports to show the great work they are conducting at UAA. These Reports took some time to complete and should be considered as part of UAA's Baseline Data.

- Alaska Native Business Minor [Report](#)
- Alaska Native Community Advancement of Psychology (ANCAP) [Report](#)
- Alaska Native, Indigenous & Rural Outreach Program (ANIROP) & Cama-i Room [Report](#)
- Alaska Native Science & Engineering Program (ANSEP) [Report](#)
- Alaska Native Studies (AKNS) [Report](#)
- Della Keats Health Sciences Summer Program - Did not provide any Data
- Kenai Peninsula College [Report](#)
- National Resources Center for Alaska Native Elders [Report](#)
- Native Student Services (NSS) [Report](#)
- Recruitment and Retention of Alaska Natives into Nursing (RRANN) [Report](#)

UAA ANSI Recommendations Report

[Report](#)



Alaska Native Success Initiative (ANSI) Recommendations

May 2021

INTRODUCTION

"The reality is that there are inequalities in our world. These inequalities are not because of some inherently inferior characteristics that some people have. Instead, we must remember that inequality is a result of hundreds of years of exploitation and oppression. Further, these inequalities were created and are maintained by systems and institutions to benefit some people while keeping other people down." - [E. J. R. David](#), UAA Psychology Professor

The UAA ANSI Action Team worked with Institutional Research (IR) to develop data surrounding Alaska Native students, faculty, and staff. This data can be found in the [UAA ANSI Data Report](#). From this report:

- **Students:** Since Fall 2016, Alaska Native and American Indian student headcounts have declined 33%, whereas all other students declined 26%. Looking at first-time, full-time bachelor's degree-seeking 6-year graduation rates, Alaska Native and American Indians were the only group with a negative rate change of 2.8 points.
- **Faculty:** The number of faculty who identify as Alaska Native/American Indian/Alaska Native Two or More remained steady from Fall 2016 through Fall 2018 at 22, then dropped to 15 by fall 2020, which is a 32% drop. The current total represents less than 3% of all faculty. Only three Alaska Native/American Indian faculty have been promoted in the last five years, less than two percent of all promotions.
- **Staff:** Of the 75 employees classified as Executive Management and/or Faculty Administrators (FR/FN) only 1 was an Alaska Native and/or American Indian in Fall 2020. Of the 408 Exempt Staff (regular and temporary), 13 were Alaska Native and/or American Indian in Fall 2020, which is only 3%.

This data tells us that Alaska Native students, faculty, and staff suffer from these inequities.

These equity gaps are the result of the many barriers that underrepresented students and employees encounter in higher education. Some of the specific barriers that Alaska Native and American Indian students face in college include non-traditional student lives, under preparation, low self-efficacy, and negative college experiences ([Keith, Stastny, & Brunt, 2016](#)). This is in addition to other leading indicators of achievement gaps for all underrepresented students, including ([EAB, Barriers to Student Success](#)):

- Pre-college academic preparation (access to college prep, diversity of teachers, access to higher education, segregation, disciplinary experience)
- Family expectation and self-efficacy (expectation of ability, resilience, parent pressure)
- Climate (sense of belonging, inclusivity, treatment, interactions, access)
- Financial (perception of cost, ability to pay, need to work, food/housing insecurity)
- Pedagogy and Academic Experience (grades, representation in curriculum)
- College Navigation (registration, expectation, study habits, understanding terminology/process)
- Policies and Procedures (financial aid, housing, registration, compliance, academic calendar)

There are also barriers to Alaska Native faculty being successful. In predominantly White institutions, minoritized faculty, including Alaska Native faculty, face barriers including ([Whittaker, Montgomery, & Acosta, 2015](#)):

- Inequities in training, degree attainment and recruitment and/or retention
- Established environmental culture(s) and traditions
- Disparities in research grant support
- Limited or inadequate integrations into academic communities and/or isolation
- Levels or perceptions of environmental support or lack thereof
- Negative stereotypes about underrepresented minorities
- Implicit bias
- Lack of will or understanding on the part of institutional leaders/leadership

It is paramount that we ALL work together to try to combat these inequities and barriers. The UAA ANSI Action Team worked together to develop the below list of recommendations that we hope may begin to create a more equitable environment. The student, faculty, and staff recommendations are listed with the highest priority at the top of each section. These recommendations are just a start and the success of Alaska Natives at UAA needs to be continually monitored, reevaluated, and adjusted.

STUDENTS

"The students are not the problem, the system is the problem. We need to fix the system, this is why we are here. Alaska Native people need to be part of the solution and the driver." - Joe Nelson, Sealaska Chair

- Alaska Native recruitments increase each year by 1-2%. The goal is to have 12% of the students be Alaska Native by 2025 (which matches the population in the UAA Service Area is Alaska Native and/or American Indian). Alaska Native graduation rates need to increase each year by 3-5%. The goal is to have 40% graduation rates by 2028.
 - UAA needs to develop a robust plan of action to achieve this goal. Colleges, schools, departments, and programs need to work internally to achieve these goals. This needs to be a concerted effort that includes the Alaska Native Science & Engineering Program (ANSEP), Alaska Native Studies (AKNS), Native Student Services (NSS), Recruitment and Retention of Alaska Natives into Nursing (RRANN), and all of the Alaska Native Departments and Programs. Examine models that have been effective for Indigenous students at UAA (ANSEP, RRANN) and other institutions.
 - Be transparent and provide Alaska Native student enrollment, persistence, and graduation data and provide it every semester on the "Alaska Natives" tab of the UAA website.
 - Department heads need to review their program data and develop and monitor a plan to increase enrollment, persistence, and graduation rates of Alaska Native students. (This could include many of the recommendations below such as creating learning communities, providing research and internship opportunities, and connecting to Alaska Native organizations and leadership.)
 - Evaluate 6, 8, and 10-year graduation rates to account for longer graduation times for some Alaska Native students.
 - The following student recommendations will improve student retention and graduation rates.

- Develop and fund pre-college opportunities to be hosted on a regular basis.
 - The goal is to eliminate the need for remediation and reduce the time to earn their degree for graduated high school students.
 - Provide UAA degree program introductions/explorations sessions.
 - Provide financial support for Alaska Native secondary students to take UAA classes.
 - Courses below MATH 105 and WRTG 111 are not counted towards an associate's or bachelor's degree. To be consistent with the rate of underprepared students, the definition of underprepared students should be a student who enrolled in a math course below MATH 105 and/or an English course below WRTG 111 instead of just 0-level Math and/or English. (Before the introduction of WRTG 110, any student taking below WRTG 111 was considered underprepared. Today students enrolled in WRTG 110 do not count them as underprepared.)
 - Justification: Only 5% of students without the proper preparation will ever receive baccalaureate degrees ([Adelman, 2006](#)). ANSEP works with precollege students on preparation and stopped the need for remediation and has improved the time to graduation for many students.
- Require mandatory advising for Alaska Native students in their first and second semesters facilitated by Alaska Native advisors.
 - Advisors work together to co-enroll students with others in the same degree program(s).
 - Advisors reach out to all Alaska Native students to provide additional support following their first year.
 - Advisors schedule weekly recitation group-study sessions facilitated by current students who have successfully completed the class(es) with a 'B' or higher.
 - ANSEP practices all of these activities and has improved retention rates.
- Create sustained residential learning communities for students in similar degree programs, similar to ANCAP, ANSEP, and RRANN.
 - Host regular skill-building seminars that include:
 - Team building activities to connect students.
 - Professional presentations on research, internships, and jobs to facilitate professional networking.
 - Student presentations on research and internship and conference experiences to facilitate leadership.
 - Internship and scholarship opportunities.
- Provide more sustained financial support and tuition waivers to Alaska Native students similar to ANSEP.
 - Undergraduate students: Tuition waivers for up to 15 credits per semester that are renewable for up to 10 semesters with adequate academic progress. The waivers should cover everything from 0-level to 400-level courses in Fall, Spring, or Summer including summer bridge programming. Such waivers need to be made available during the recruitment process so that students know they have an ongoing source of support.
 - Graduate students: Tuition waivers for up to 12 credits per semester for up to 6 semesters with adequate academic progress. The waiver should cover everything from 400 to 600 level courses in Fall, Spring, or Summer. Such waivers need to be made available during the recruitment process so that students know they have an ongoing source of support.

- Provide tuition return modifiers to colleges for enrolled Alaska Native students. (See the Alaska Native Success Implicit Bias Mitigation Fund section below.)
- Connect students to internships and provide funding for paid research opportunities for summer bridge, undergraduate, and graduate students similar to ANSEP.
- Send all Alaska Native students an email with a summary of programs and their contact information that serve Alaska Native students each semester.

FACULTY

"The UA system has major issues in retention and recruitment of Alaska Native and Indigenous Faculty. Alaska Native faculty are recruited to tenure track positions with the expectations of being mentored and supported in their respective institutions. This is not happening. Alaska Native faculty are not being mentored, not being supported by their respective Chair/Dean's/Directors/Provosts and Chancellors." - UA Alaska Native Studies Council

- Recruit and hire Alaska Native faculty so that 10% of the faculty are Alaska Native by 2026.
 - UAA needs to develop a robust plan to achieve this goal and continue to monitor these numbers so that at least 20% of the faculty are Alaska Native.
 - UAA needs to develop a robust plan to retain and promote 90% of Alaska Native faculty to tenured positions over a seven-year period from their start dates.
 - The following faculty recommendations will improve Alaska Native faculty success.
- Identify current Alaska Native Term and Adjunct Faculty at UAA and convert these to tenure track or tenured positions.
- Fund and support "Grow Our Own PhD" programs that support Alaska Natives in obtaining PhDs that will come back to UAA to teach. ANSEP has a "Grow Our Own PhD" component and Drs. Michele Yatchmeneff and Matt Calhoun were participants and now teach at the College of Engineering at UAA.
- Support and fund the Multicultural Postdoc Initiative to recruit and hire more Alaska Native faculty.
 - Ensure the Indigenous participants are being mentored and transitioned into tenure track positions within their respective departments.
- Ensure Alaska Native faculty are provided with promotion and tenure (P&T) mentorship which includes:
 - Leadership training sessions on proposal writing, journal writing, student evaluations, P&T file development, annual paperwork development such as workload agreements and annual activity reports, etc.
 - Connections to senior faculty that get workload credit for working to mentor junior faculty.
 - Creating a research network that spans all UA universities.
- Recognize and give workload credit for all the extra service that Alaska Native faculty provide through student mentorship, community collaboration, and committee work. Allow reduced workload to respond to taxing requests of representing the few Alaska Native faculty on all diversity and/or Native-related committees.¹
- Provide workload credit for Alaska Native faculty that are working on decentering settler colonialism in curriculum.

¹ Alaska Native faculty are less than 3% of overall faculty at UAA, yet they have to serve on a number of committees and initiatives.

- Ensure UAA committees that view Alaska Native faculty's portfolios also have a valued Alaska Native faculty or Alaska Native community member on those review committees.
 - Consider overhauling the P&T process so that it is equitable for Alaska Native faculty.
- Highlight Alaska Native faculty so that our Alaska Native students can see role models on the UAA website, social media, announcements, billboards, and advertising campaigns.
- Pay Alaska Native faculty expenses out of a protected fund that lives at Statewide. (See the Alaska Native Success Implicit Bias Mitigation Fund section below.)
- Hire a full-time AKNS faculty at Kenai Peninsula College (KPC) to support expanding AKNS curriculum and Alaska Native language programs.

STAFF

"I went to school for eight years. It was a huge culture shock coming to UAA from a small village in rural Alaska. I graduated high school at the top of my class – 31 graduating students, to be exact – but when I got to UAA, I was placed at the rock bottom of college courses. I failed those classes over and over again. It took a long time, but as I got more involved with ANSEP, I started to break out of my shell. I enrolled in classes with five or so of my ANSEP peers, and we worked together to pass our courses. It showed me how important having that support system is, and that's why I want to help other ANSEP students." - Michael Ulroan, ANSEP Acceleration Academy Director

- Recruit and hire Alaska Native staff so that 10% of the staff are Alaska Native by 2026. Commit to hiring Alaska Native leaders into leadership administrative positions with significant budget and authority.
 - UAA needs to develop a robust plan to achieve this goal and continue to monitor these numbers so that at least 20% of the staff are Alaska Native.
 - The following staff recommendations included in this section and the following All Employees section will improve Alaska Native staff success.
- Alaska Native Education and Outreach Executive Director:
 - Hire this person as soon as possible. It has been left vacant for 2 years.
 - Change the title of this position to Vice Chancellor for Alaska Native Education and Outreach and develop a flow chart of responsibilities with an associated budget.
 - Mirror the position authority of the UAF Vice Chancellor for Rural, Community and Native Education held by Charlene Stern and/or UAS Associate Vice Chancellor for Alaska Native Programs held by Ronalda Cadiante Brown.
 - Provide student, faculty, and staff support, especially if there are concerns regarding discrimination.
 - Conduct annual student, staff, and faculty climate surveys on racism, bias, and stereotype threats they have faced in the UA system and address any mitigating issues that are presented.
 - Give them authority over the management of the Alaska Natives tab on the UAA website.
- Hire a full-time Alaska Native, Indigenous, & Rural Outreach Program (ANIROP) Coordinator/Director for the main campus.
- Hire a full-time Cama-i Room Coordinator/Director for the main campus.
- Pay Alaska Native staff salaries and benefits out of a protected fund that lives at Statewide. (See the Alaska Native Success Implicit Bias Mitigation Fund section below.)

DEPARTMENTS & PROGRAMS

- Centralize Alaska Native Studies (AKNS) and Native Student Services (NSS):
 - AKNS and NSS need to be physically closer. They serve the same students. AKNS has proposed moving to the first floor of Rasmuson Hall - and suggested taking the space where Honors College is. AKNS serves more students than Honors College. It will create a greater sense of community. Co-location has been recommended in the [2017 Diversity & Inclusion Action Plan](#), as well as in a memorandum from the [Alaska Native Education Research and Advisory Council](#) in 2018.
 - Incorporate the Alaska Native, Indigenous & Rural Outreach Program (ANIROP) and the Cama-i Room Coordinator/Director positions under NSS.
 - Provide support and funding for AKNS and NSS to start an Elders in Residence program.
 - Provide support and funding for AKNS and NSS to host regular student activities that involve Alaska Native cultural traditions, and values, but not limited to:
 - Native games, basketball, and other physical activities
 - Native food making/sharing
 - Art sessions
 - Native regalia sewing
 - Subsistence activities (Berry picking, medicinal plant gathering, etc.)
 - Native dancing and music
 - Native speakers
 - Talking circles (Qasgirnariuq)
 - Values Sharing
- Alaska Native Studies (AKNS) should be moved out of the College of Arts and Sciences (CAS) and become a stand-alone program, similar to ANSEP and Honors College.
- Develop a College of Alaska Native Languages that spans UAA, UAF, and UAS as proposed by the UA Alaska Native Studies Council.

INSTITUTION

- Model a shift toward collectivistic leadership that will instill a sense of community throughout efforts that support the mission and vision of UAA.
- Identify and invite non-Native allies - specifically administration and faculty leadership - throughout the university to participate in dialogues and ANSI efforts.
- Establish a plan for Justice, Truth, Racial Healing, and Transformation at UAA.
 - Engage First Alaskans Institute to lead a Justice, [Truth, Racial Healing, and Transformation](#) process. This needs to be a long-term engagement and not a single event.
 - Review UAA's history to understand how racist ideology has been embedded into its culture.
 - Institutional recognition of racial injustices against the Black, Indigenous, and People of Color (BIPOC) community. Create pathways for other BIPOC community members to participate and benefit, in addition to Native communities.
 - Document in an affirming and safe way, the harms that have been created by racism both historically and today on students, faculty, staff, and the community.
 - Create space at UAA to hear from national leaders on reparations. (Examples: [Evanston, Illinois, approves the country's first reparations program for Black residents - CNN](#); [From the Magazine: 'It Is](#)

[Time for Reparations' - The New York Times \(nytimes.com\)](#); [Dr. Gail Christopher's Statement on a Truth, Racial Healing and Transformation Commission \(nationalcollaborative.org\)](#);))

- Identify and fund interventions that serve as “equity amplifiers” to address historical harms.
- Required annual cultural training, similar to Title IX training for all students, faculty, and staff that is designed to combat institutional racism.
- Develop an Ombudsman Office for students, faculty, and staff that specializes in racial microaggressions.
 - Students, faculty, and staff need a designated neutral person who is appointed to facilitate the informal resolution of their concerns especially when it comes to handling racial microaggressions.
 - Develop partnerships with BIPOC community leaders that can serve as neutral consultants.
 - Develop a process of accountability, similar to Title IX accountability, to ensure the safety of faculty, employees, and students.
- Have website support to redevelop and maintain the [Alaska Natives tab](#) on the UAA website to increase the visibility of ALL our Alaska Native departments, programs, support systems, faculty, and staff, not just NSS.
 - Continually update this website.
 - Provide current student enrollment, student graduation, faculty, and staff data.
 - Include a link to ANSI efforts and progress.
- Add an Indigenous land acknowledgment on the UAA website homepage and suggest the inclusion of land acknowledgments in course syllabi.
- Increase the amount of Alaska Native artwork and naming of locations to campus buildings, landscapes, and locations.
 - Ensure Alaska Native students, faculty, and staff lead these efforts.
- Require that the Institutional Review Board (IRB) monitors the amount of research inflicted on Alaska Native students so that Alaska Native students are not subjected to research fatigue.
 - Make sure there is Alaska Native representation on the IRB, especially when reviewing research projects that include Alaska Native participants.
 - The Alaska Native Education and Outreach Executive Director works with the UAA IRB to ensure that Alaska Native students are not overly researched.

ALL EMPLOYEES

- Develop UAA policy on hiring that is more inclusive:
 - Include a Diversity and Inclusion statement on all job announcements and recruitment documentation to show UAA's commitment to its values and mission.
 - Develop hiring criteria that recognize and value Indigenous knowledge, science, and language.
 - Develop requirements for search committee membership to ensure BIPOC representation.
 - Require a pool of diversity questions which must be utilized in all interviews, and ensure interviewers understand the appropriate responses. The hiring process should be one that weeds out applicants that are not in alignment with the values of UAA.
 - Provide points in the scoring of candidates who demonstrate relevant work in increasing Diversity and Inclusion.

- Onboarding New Employees - work with other universities to develop a standardized process:
 - Goal: Every new employee walks away feeling proud of where they work and where they live.
 - Redevelop and rename 'New Employee Orientation,' separating it from Human Resources (HR) and HR paperwork.
 - Have it be led by leadership (including, but not limited to Cabinet members).
 - Emphasize values of UAA to include diversity, understand the demographics of the university, history of Alaska, and the experiences of UAA students.
 - Host the New Faculty Orientation (which occurs every August) at the Alaska Native Heritage Center - so that the new faculty can get the orientation materials - but they have an afternoon to spend at the Heritage Center with their families - to get a sense of Alaska Native living cultures, traditions, and languages.
 - Training materials should include misconceptions (i.e., free tuition and health care) and facts regarding Alaska Native students to dispel any misunderstandings.
- Add 360 evaluations for all staff before extending contracts or promotion of all staff, especially for upper administrative staff.
 - Gather feedback from subordinates and/or those served by the position.
 - Ensure cultural competency training is completed.
 - Ensure participation in university and/or local cultural events.

ALASKA NATIVE COMMUNITY & ENGAGEMENT

- This work needs to happen in partnership with our Alaska Native community and organizations.
 - Ongoing relationship development and maintenance are needed to improve outcomes for Alaska Native students at UAA.
 - Consult current staff and faculty that have strong ties to Alaska Native community members, such as Sondra Shaginoff-Stuart at AKNS and Herb Schroeder at ANSEP with developing these relationships.
- The community should provide guidance and feedback on policy changes and the implementation of these recommendations.
 - All faculty should be encouraged to engage and collaborate with Alaska Native communities in curriculum development that results in student projects and assignments that benefit the community.
 - Value and center community relationships because student success is dependent on our community for practicum placements, research and thesis work, and additional on-the-job training.

ALASKA NATIVE SUCCESS IMPLICIT BIAS MITIGATION FUND

This fund would live in the UA Statewide budget. This fund would be used until the recruitment and retention goals stated above are met for students, faculty, and staff. What would be paid from this fund:

- Students: A per-credit tuition return multiplier is paid to the college for any courses Alaska Native students are enrolled in. This multiplier would be used to encourage all colleges to recruit and retain Alaska Native students to their classes and/or degree programs.

- Faculty: All Alaska Native faculty salary and benefits, effectively taking them off of department/college budgets. This would protect Alaska Native faculty from being terminated because of department/college budget cuts.
- Staff: All Alaska Native staff salary and benefits, effectively taking them off of department/college budgets. This would protect Alaska Native staff from being terminated because of department/college budget cuts.

This is intended as a supplementary measure to target a blind spot in which there is currently no accountability and not to replace other Alaska Native Success Initiatives.

UAA ANSI ACTION TEAM MEMBERS

- Jennifer Booz, Chief Diversity Officer, UAA ANSI Co-Chair
- Michele Yatchmeneff (Unangax), Associate Professor of Civil Engineering & ANSEP Assistant Director, UAA ANSI Co-Chair
- Erik Carlson, (Unangax), Associate Professor of Library Science
- Sara Childress, Director Office of Equity and Compliance
- Emily Edenshaw, Alaska Native Heritage Center President and CEO, Community Member
- Annmarie Iya (Siberian Yupik), Undergraduate student, Native Student Council club President
- Agatha John-Shields, PhD, Term Faculty, School of Education
- Claudia Lampman, Vice Provost for Student Success and Dean of the Honors College
- Benjamin Morton, Dean of Students
- Joe Nelson, Sealaska Chair, Community Member
- Sondra Shaginoff-Stuart, UAA Chair of Alaska Native Studies
- Christina Stuve, Associate Professor of Counseling, AKNS KPC Campus Chair/Coordinator
- Aleesha Town-Bain, BBNC Education Foundation executive director, community member
- Jessica Saniguq Ullrich, (Inupiaq), Assistant Professor, School of Social Work
- Michael Ulroan (Cup'ik), ANSEP Senior Director of Acceleration Components
- Maria Shaa tlaa Williams, PhD, Professor, Alaska Native Studies
- Rebecca Ipiaquuk Young, (Iñupiaq) Clinical-Community Psychology PhD Student, 2019 Cohort

UAA ANSI Data Report

[Report](#)

CLOSING

"We need to use an equity approach to drive our solutions. An equity approach is risky and may not produce good "optics," but it is what is necessary. To be a true ally—to be an accomplice—in addressing inequality, we need to take risks and do what is necessary. To address inequalities, we need to be willing to take risks and have bad "optics" and potentially get in trouble—we need to use our power and privileges—to do the right and necessary thing." - [E. J. R. David](#), UAA Psychology Professor

"I now understand what my dad, Dr. Chief Kangrilnguq, meant when he encouraged us, his children, to get our degrees/certificates/training. He used to tell us we will never lose our Yup'ik identity no matter how much we try to become Westernized. He said we would be able to teach to and through our culture to help

our Yup'ik people. Although I unknowingly got colonized through my university experience, I have Indigenized myself to continue the expectation and hope of our dad. I not only have hope now, but I will continue to teach and learn with educators through the structure of the qasgiq to further support tangerqengiaraucaaraq to bridge different worldviews through our awareness. I encourage all educators to teach to and through culture and become more involved within the community you serve to become the best educator you can be. This is a journey, I will continue to honor my father and our ancestors' expectations: passing on their love for all beings. Kenkakun (through love)." - Agatha John-Shields, UAA Education and Alaska Native Studies Professor