



**ANSI**

**2025**

**Rooted in Tradition,  
United in Purpose**





# Rooted in Tradition, United in Purpose

## ANSI Report 2025

The image of a tree formed from many hands reflects the spirit of this year's theme, "*Rooted in Tradition, United in Purpose.*" Its roots represent the strength of place, security, and Alaska Native traditions that continue to ground and guide us. The tree itself speaks to growth, advancement, and the opportunities higher education provides. Each hand reminds us that people and Indigenous values are at the heart of this progress. Together, the image symbolizes how Alaska's Indigenous peoples are not only connected to the University of Alaska system, but are integral to its purpose, growth, and shared success.

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# Land Acknowledgments

We acknowledge the Indigenous Peoples of the land on which we work and live. We honor our Alaska Native Peoples.

## University of Alaska Anchorage:

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

Dena'ina land acknowledgment: Dena'inaq e'nenaq' gheshtnu ch'q'u yeshdu. "I live and work on the land of the Dena'ina." Translation: Helen Dick, Sondra Shaginoff-Stuart, Joel Isaak.

## University of Alaska Fairbanks:

We acknowledge the Alaska Native Nations upon whose ancestral lands our campuses reside. In Fairbanks, our Troth Yeddha' Campus is located on the ancestral lands of the Dena people of the lower Tanana River.

## University of Alaska Southeast:

Our campuses reside on the unceded territories of the Áak'w K̄wáan, Taant'á K̄wáan, and Sheet'ká K̄wáan on Lingít Aaní, also known as Juneau, Ketchikan, and Sitka Alaska, adjacent to the ancestral home of the X̄aad̄as and Ts'msyen peoples.

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## Letter from the President

Each fall, the Alaska Federation of Natives Convention offers us a moment to gather, reflect, and look ahead together. It is a time to honor the enduring leadership of Alaska Native peoples and to reaffirm the University of Alaska's responsibility to be a partner in that leadership. This report, the fourth annual update on the Alaska Native Success Initiative (ANSI), is one way we share that story of progress, accountability, and vision.



ANSI is rooted in a simple but powerful idea: Alaska Native student, staff, and faculty success is central to the success of the entire University of Alaska system. When we foster belonging, visibility, and opportunity for Alaska Native people, we create a stronger university and a stronger state. That conviction guides our work: from reimagining orientation for all employees through *ANSI Foundations: A Place-Based Orientation*, to investing in visible cultural representation on our campuses, to expanding academic programs and building Indigenous knowledge centers that will serve generations to come.

This past year brought milestones worth celebrating. In 2024, UAF established the College of Indigenous Studies, the first of its kind in the nation. UAF continues to support the work of the ANSI through several new and ongoing initiatives, including a partnership between UAF Rural Students Services (RSS) and the Margaret A. Cargill philanthropies to support a staff member to implement Indigenous wellness programming. UAA advanced its ANSI action plan, expanding Indigenous student enrollment and launching new academic programs in Alaska Native business, languages, and the arts. UAS deepened its commitments through the Cyril George Indigenous Knowledge Center and was recognized for leadership in student success and retention. Together, our universities are creating pathways that are both academically rigorous and culturally grounded.

But progress is not only measured in programs and buildings. It is found in the lived experiences of students like those in the Arctic Leadership Initiative, who spoke of the confidence they gained in advocating for themselves and the pride they felt bringing Indigenous perspectives into national conversations. It is reflected in student clubs, dance practices, and language circles where belonging is not abstract but tangible. These are the spaces where leadership takes root.

The theme of this year's report, *Rooted in Tradition, United in Purpose*, captures both the grounding and the forward momentum of this work. We honor the traditions and wisdom that have always guided Alaska Native communities, while uniting around a shared purpose: to ensure that the University of Alaska is a place where every Alaska Native student, staff member, and faculty member belongs, matters, and thrives.

Thank you for your partnership, your guidance, and your expectation that we live up to this responsibility. Together, we are shaping not just the future of our university, but the future of Alaska.

Sincerely,

A handwritten signature in blue ink that reads "Pat Pitney". The signature is fluid and cursive.

Pat Pitney  
President, University of Alaska



# The Alaska Native Success Initiative - 2025 Highlights

Guided by each university's mission, the Alaska Native Success Initiative (ANSI) places people at the center of every action. Informed by priorities set at the System Office and shaped by university-specific action teams, ANSI is unifying the voice of Alaska Native communities across the state.

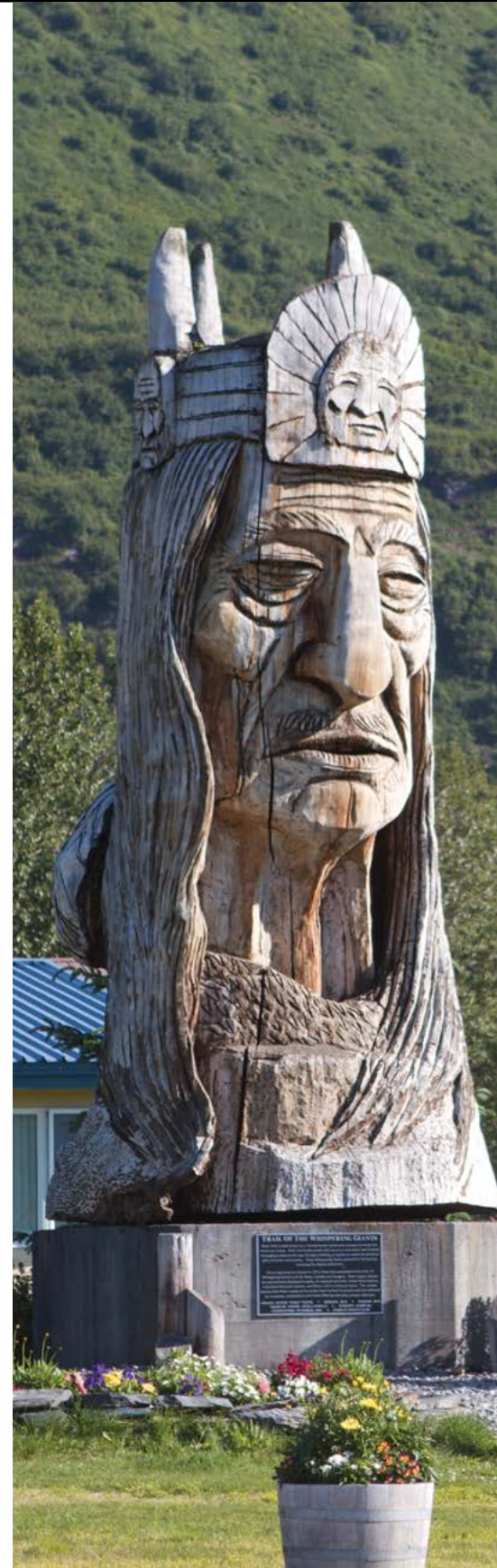
At UAA, UAF, and UAS, leaders and campus communities developed tailored plans that reflect local contexts while reinforcing shared goals: student success, cultural responsiveness, indigenous representation in faculty and staff, and systems transformation across higher education. These united efforts reflect a systems-level commitment: Rooted in Tradition, United in Purpose.

## “ANSI Foundations: A Place-Based Orientation”

A signature initiative for 2025 is the creation of *ANSI Foundations: A Place-Based Orientation*, a systemwide training module designed in response to ANSI goals. This orientation will invite all UA faculty and staff to engage with Alaska's Indigenous values, histories, and leadership traditions via:

- Deepening understanding of Alaska Native cultures and their enduring legacy in this region.
- Equipping staff with tools to support the success of Alaska Native students, faculty, and staff.
- Reinforcing each university's responsibility to the communities it serves.

By encouraging every UA contributor to bring their whole selves to this work, the orientation promotes belonging, mattering, and collective accountability.





## University of Alaska Anchorage:

At the University of Alaska Anchorage, ANSI efforts are closely integrated with the UAA 2027 Strategic Plan. UAA's vision, "Build an Alaska Native community within UAA and be a global leader in Alaska Native student success, teaching, and scholarship," shapes its priorities:

**Students:** Improve preparation, recruitment, retention, and graduation, with a goal to reach 15 percent Alaska Native representation.

**Faculty and Staff:** Increase Indigenous representation to a 20% target by hiring, retaining, and promoting Alaska Native faculty and staff.

**Institutional Culture:** Boost visibility through artwork, signage, and storytelling; reform human resources policies; and institute mandatory Racial Equity & Cultural Safety training and onboarding enhancements.

**Significant progress is evident:** Since the launch in fall 2022, UAA's Indigenous student headcount rose by 8 percent as of fall 2024. Certain campuses have seen remarkable growth: Kenai Peninsula College reported a 53 percent increase.

Moreover, UAA continues to expand culturally grounded academic offerings, including Alaska Native business management, art, language programs, and more, while reinforcing student support through centers like ANSEP, IRSC, ANSPsych, and ANIROP.

### Dr. Michele Yatchmeneff

*UAA Alaska Native Engineering & Science Program Chief Operating Officer  
Alaska Native Success Initiative Coordinator*  
michele@alaska.edu | 907-786-1853



An accomplished scholar and advocate, Michele leads efforts at UAA to expand Indigenous enrollment, retention, and visibility. Her work integrates academic programs with cultural values, ensuring that students see themselves reflected in both the curriculum and the campus environment.

# University of Alaska Fairbanks:

At the University of Alaska Fairbanks, 2025 builds on the milestones achieved in 2024, most notably the transformation of the College of Rural and Community Development into the College of Indigenous Studies, the first of its kind in the U.S. public university system.

The College of Indigenous Studies comprises 27 academic programs, offering a broad array of academic degree programs and student support initiatives. UAF is proud to offer degrees that are relevant and of interest to our diverse student body, including bachelor's degrees in Iñupiaq and Yup'ik. UAF also continues to honor Indigenous language and cultural identity through new course offerings, re-introducing instruction in Lower and Upper Tanana-Athabascan languages after two decades. The PhD in Indigenous Studies continues to grow and thrive, allowing students to garner their PhD from anywhere in the world.

This past summer the Rural Alaska Honors Institute (RAHI), a six-week, fully immersive college program, had 100% retention rate and graduated 42 students from 32 Alaskan communities, earning a combined 400 college credits. Since its founding in 1983, 1,990 students have completed RAHI. Together, they have earned over 1,500 degrees and certificates, ranging from occupational endorsements to PhDs.

Anchoring these efforts is the planned Troth Yeddha' Indigenous Studies Center, an inclusive, purpose-built facility on UAF's Troth Yeddha' Campus.

## Dr. Jessica Black

*UAF Associate Vice Chancellor for Rural, Community, and Native Education*  
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At UAF, Jessica champions rural and Indigenous education across Alaska. She works with community campuses and academic units to advance programs that meet the needs of Alaska Native students where they live, while also shaping policy at the statewide level.





## University of Alaska Southeast:

At the University of Alaska Southeast, ANSI underscores culture-centered belonging and institutional recognition. UAS maintains Native American-Serving Non-Tribal Institution (NASNTI) status by sustaining at least 20% Alaska Native student enrollment.

UAS also received commendation from the Northwest Commission on Colleges and Universities for integrating Alaska Native cultural studies into its academic mission.

Campus-based initiatives include bolstering cultural visibility, supporting student belonging, and embedding Indigenous perspectives into academic programming and student services, guided by ANSI planning at both system and campus levels.

### Ronalda Cadiente Brown

*UAS Associate Vice Chancellor for Alaska Native Programs & Director, PITAAS*  
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A lifelong educator and cultural leader, Ronalda has dedicated her career to uplifting Alaska Native students and embedding Indigenous knowledge into academic systems. Her leadership at UAS and her role in ANSI systemwide planning exemplify the grace, accountability, and cultural clarity that guide this work.

### Nate Bauer

*Strategic Initiatives Coordinator, Office of the President*  
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Nate coordinates ANSI and the Arctic Leadership Initiative from the President's Office, working closely with campus leads and partners. His role is to build alignment, amplify voices, and ensure ANSI's values and successes are visible across the UA system.

# Systemwide Integration

Aligned with the System's ANSI Action Plans (updated as of February 2025), all three universities are advancing toward a workforce and institutional culture that reflect Alaska's 20 percent Indigenous population.

Cross-campus collaboration remains a focus: at UAA, UAF, and UAS, action teams regularly meet with the system-level ANSI Steering Committee to share best practices and amplify impact. Content, training, messaging, and representation are increasingly consistent and visible across UA's campuses.

Together, UAA, UAF, and UAS are building on a shared vision: an Alaska Native Success Initiative that is deeply grounded in tradition, strengthened by Indigenous-led innovation, and united in purpose.



## Kristel Komakhuk

*UA Senior Director of Alaska Native Success & Partnerships*  
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Kristel leads ANSI across the system. A trusted advisor and connector, she works directly with campuses, communities, and leadership to embed Indigenous knowledge and equity into every aspect of university life. Her work bridges strategy with relationships, ensuring ANSI remains both practical and people-centered.



## Dr. Brian Smentkowski

*Vice President & Chief Academic Officer, University of Alaska*  
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Brian provides systemwide academic leadership for ANSI, aligning its goals with UA's broader strategic vision. He champions initiatives that embed equity and Indigenous knowledge into teaching, research, and institutional planning.



## Memry Dahl (retired)

*UA Chief Human Resources Officer & Senior Advisor for Alaska Native Success*

During her tenure at UA, Memry played a pivotal role in establishing ANSI at the system level. Her leadership in human resources and cultural advocacy created the framework that guides ANSI today. Even in retirement, her legacy continues to influence UA's commitments to belonging and representation.



# Fostering Belonging

Belonging is not a program, but a lived experience. Across the University of Alaska system, students create spaces, both formal and informal, where culture, friendship, and community thrive. From dance practices to peer mentorship, Indigenous language circles to career workshops, these activities help students find their footing and carry their identities with pride. Each campus expresses this commitment in its own way, but together they weave a shared story of belonging and significance.

## University of Alaska Anchorage

At UAA, the **Indigenous and Rural Student Center (IRSC)**; formerly Native Student Services) continues to be a hub of connection for students from across Alaska. With the arrival of new leadership in 2025, Associate Director **Phillip Charette** and Coordinator **Esther Shade**, the center has gained fresh energy and direction. Students describe IRSC as a place where they can “be themselves,” surrounded by mentors and peers who understand the challenges of balancing academic life with cultural responsibilities and family ties. Regular activities at IRSC, including language practice sessions, peer support groups, and cultural celebrations, create opportunities for Indigenous students to gather naturally, building networks that support both persistence and joy.



## University of Alaska Fairbanks

At UAF, a spirit of celebration and renewal marked 2025. Three honorary doctorates were awarded to leaders in language revitalization: **Dr. Hukk'aaghneestaatIno Lorraine David**, **Pauline Hobson**, and **Cautekaq Eva Evelyn Yanez**. These awards recognize decades of work to reawaken Alaska Native languages and cultures. Their recognition underscores the university's role as a partner in sustaining Indigenous knowledge.

The **Rural Alaska Honors Institute (RAHI)** also experienced its strongest interest to date, with more than 100 applicants vying for a place in the 12-week summer bridge program. This past summer, 42 students from 32 Alaskan communities graduated from RAHI, earning a combined 400 college credits. For students from rural villages, RAHI is often a first encounter with college-level coursework and campus life. It provides a critical pathway, blending rigorous academics with supportive mentoring, to prepare students for university success.

Throughout the academic year, **Rural Student Services (RSS)** further deepened its role as a lifeline for Indigenous students. Monthly Positive Connection Nights brought students together for food, music, and conversation, while dance practices and cultural activities created spaces for joy and tradition to flourish. Also, through support of the Margaret A Cargill philanthropies, an Indigenous Wellness Coordinator has served as a critical support for the RSS students who are navigating both the strengths and challenges of attaining their higher education.

## University of Alaska Southeast

For UAS students, belonging often begins at the **Native and Rural Student Center (NRSC)**. Redesigned in 2025 to better accommodate student clubs and gatherings, the NRSC continues to serve as a central gathering space for students to meet, study, and celebrate culture. Multicultural Services Manager **Kolene James** was recognized by the Board of Regents for her leadership, highlighting the systemwide value of staff who build strong student communities.

This year also brought new opportunities for academic growth. UAS advanced planning for a **Master of Arts in Indigenous Languages**, a program being developed in collaboration with Alaska's Department of Education to support students pursuing professional teaching certification. This initiative promises to strengthen the state's capacity for Indigenous language education in schools and teacher workforce.

UAS Career Services launched a **Virtual Career Center**, expanding access to Alaska-specific job opportunities and industry connections. Since its launch, the platform has reached over 6,000 unique users, with strong engagement from Alaska Native students studying remotely from their home communities. Two Indigenous student employees played a key role in shaping outreach strategies, ensuring the site reflected the needs and perspectives of their peers.

The Indigenous student club **Wooch.Een** hosted events like Your Personality, Your Path, blending cultural values with hands-on career exploration. A new networking event drew 30 students and eight employers, with feedback praising UAS students' professionalism and preparedness.

Finally, UAS piloted a new **Academic Life Coaching** program, with staff receiving professional training to guide students through personalized support. Students who continued with coaching showed measurable gains in persistence and academic performance.

### Shared Lessons

Across all three universities, the message is clear: **belonging is built when students are seen, supported, and celebrated in the fullness of their identity**. By fostering belonging, UA is not only retaining students but also strengthening communities and cultivating leaders who are rooted in tradition and ready to shape tomorrow.



# Ronalda Cadiente Brown: A Life of Leadership, Dedicated to Alaska Native Success

What does it mean to embody a standard of excellence? Not through prominence or prestige, but through unwavering commitment, grace, and cultural clarity. In the life and work, and now retirement, of Ronalda Cadiente Brown, these quiet virtues became a guiding standard: shaping individuals, institutions, and generations.

## Rooted in Culture and Community

Born and raised in Juneau, Ronalda is of Tlingit (Teikweidí, Brown Bear Clan) and Filipino heritage, carrying the Tlingit names Aantukoo.aat and Kunax, received at birth and during her Koo.eex in Angoon, respectively. As the daughter of a boarding school student, her personal narrative directly echoes Alaska's complex educational history: a living bridge between past, present, and the work that still lies ahead.

## A Legacy in Education

For over 45 years, Ronalda's life has been intertwined with education, starting in Indian Education in Portland, Oregon before dedicating 32 years to K-12 in the Juneau School District. There, she served as Supervisor for Indian Studies, designing award-winning, place-based curriculum programs that earned federal recognition under the U.S. Department of Education's Showcase Awards. Later roles included Assistant Principal and Alternative High School Principal, where she pioneered a credit-recovery model that significantly improved graduation rates. As a central office leader, she directed multi-million-dollar grants and district-wide programming that merged community, safety, and educational mission.

## Anchor of Leadership at UAS

In 2011 Ronalda joined UAS as Director of PITAAS (Preparing Indigenous Teachers and Administrators for Alaska Schools). In 2019, Ronalda was appointed Associate Vice Chancellor for Alaska Native Programs at UAS, reporting directly to the Chancellor while continuing to direct the PITAAS program. Her elevation reflected not just her operational acumen, but her critical role in advancing Alaska Native success throughout the university. Chancellor Rick Caulfield called her appointment essential to keeping institutional momentum focused on Indigenous student outcomes and community partnerships.

## Legacy in Action and Influence

Ronalda's impact is subtle yet powerful. Her leadership helped guide UAS toward Northwest Commission accreditation commendations for Indigenous empowerment, and she has been a key voice in ANSI

systemwide alignment. Her leadership style—marked by accountability, cultural clarity, and mentorship—has influenced countless educators, students, and peers. She has consistently raised the bar, reminding the institution of its responsibility to serve as a space of belonging.

## Reflections and Recognition

As Ronalda put it during the Evening at Egan lecture series: “When we talk about Alaska Native student success... it really translates to success for everyone. The work that we’re doing will contribute overall to a healthier university and a healthier Alaska.”

This sentiment reflects her broader philosophy: success for Indigenous students is success for all.

## Continuing the Journey

Ronalda’s career has built a foundation anchored in traditional knowledge, strengthened by strategic change, and oriented toward the future. Her legacy calls on ANSI leaders to uphold the standard she quietly set: to lead with care, clarity, and cultural commitment.

As we continue to shape inclusive systems and spaces, her life’s work remains not a finishing point but a vital beginning.





# Arctic Leadership Initiative: Student Spotlight

UA's Arctic Leadership Initiative (ALI) exists to prepare the next generation of Alaskans to lead in a rapidly changing North. Built on the values of cultural awareness, collaboration, and resilience, ALI connects students across the University of Alaska system with leaders in Indigenous governance, Arctic research, and international policy.

For students, ALI is more than a program; it is an entry point into conversations that will shape their communities and futures.

## A Student Perspective: Hannah Bissett

Hannah Bissett (Dena'ina), a member of the first ALI student cohort in spring 2025, described her decision to join as rooted in a desire to see real change in the way Alaska and the Arctic are led.

"I'm driven to cohorts like this one because of my desire to see the world change, and reflect Indigenous values in academia and policy," she explained. "I expected there to be conversations about leadership, the history of international diplomacy in the Arctic, and leadership structures in the Arctic circle."

Those expectations were met, and exceeded, through opportunities to meet experts and leaders and participate in discussions on the Arctic's future. "By giving me opportunities to network with high profile officials, I feel comfortable pursuing those connections for possible career opportunities. It's also fueled new questions about the Arctic, which is always a good feeling."

For Hannah, one of the most powerful aspects of ALI has been learning the importance of voice and advocacy. "Advocating for yourself and bringing your perspective into the conversation is one of the most powerful tools to make change," she reflected.

## Building Pathways for Indigenous Leadership

Hannah also sees the potential for ANSI and ALI to work together in deeper ways: she recommends that UA “combine or introduce the concept of ALI into Native early transition programs with ALI as a secondary step for Indigenous students, and funnel more Indigenous youth into Arctic leadership.”

This vision underscores ALI’s broader mission: to provide a pathway for Alaska Native students to connect their studies, identities, and leadership aspirations. Through ANSI, systemic support is there; through ALI, students find the applied experiences, networks, and confidence to step into leadership roles.

## Looking Ahead

The inaugural ALI student cohort has shown how quickly the program can make an impact. By embedding students in real-world conversations and connecting them with Indigenous leaders and global policymakers, ALI is already cultivating voices that will shape the Arctic’s future.

As Hannah’s and other Alaska Native ALI students’ reflections make clear, these opportunities are not abstract. They are lived moments of connection, empowerment, and preparation, and they are building a generation of leaders who are both rooted in tradition and ready to lead with purpose.

**Learn more! Arctic Leadership Initiative**  
[www.alaska.edu/arcticleadership/](http://www.alaska.edu/arcticleadership/)

**It’s not just a program.**  
**It’s a commitment to the North.**



# Troth Yeddha' & Cyril George: Centers of Indigenous Knowledge

The University of Alaska continues to strengthen institutional spaces that celebrate Indigenous knowledge and support student success. Two flagship initiatives – the Troth Yeddha' Indigenous Studies Center at UAF and the Cyril George Indigenous Knowledge Center at UAS – are coming into fuller form, reflecting ANSI's commitment to rooted leadership and collective purpose.

## Troth Yeddha' Indigenous Studies Center (UAF)

At UAF, the Troth Yeddha' Indigenous Studies Center is taking shape as both a physical and symbolic heart of Alaska Native cultural and academic life. The forthcoming center will co-locate key units such as the Alaska Native Language Center, Rural Student Services, the Rural Alaska Honors Institute, and Tribal Governance programs under one Indigenous-led roof.

Troth Yeddha' is a reflection of the importance the Alaska University System places on recruiting, retaining, graduating, and supporting Alaska Native and Indigenous students. We remain steadfast in that commitment. Troth is about revolutionizing and celebrating education via both the physical space and a historic College of Indigenous Studies academic experience.

Troth Yeddha' is the University of Alaska System's top fundraising priority, with the goal of reaching full project funding as soon as possible. To help achieve this, in February 2025 the UA Board of Regents authorized UAF to match all TYISC donations dollar-for-dollar up to \$10 million. To date, \$1.775m in new funds have been raised against the match. Recent major commitments to TYISC include gifts from: Doyon, Koniag, Tanana Chiefs Conference, Chugach Alaska Corporation, Saltchuk, Matson, and others.



## Cyril George Indigenous Knowledge Center (UAS)

At the University of Alaska Southeast, the Cyril George Indigenous Knowledge Center continues building momentum, anchored by the PITAAS program and Indigenous leadership within the campus and system. The Center stands as a vital knowledge hub, championing Alaska Native teaching, scholarship, and community connection at UAS.

Together with benchmarks like National Native-Serving Non-Tribal Institution (NASNTI) status and culturally grounded academic programs, the Center signals UAS's growing commitment to Indigenous leadership and learning spaces.

### Shared Vision and Impact

Both the Troth Yeddha' and Cyril George Centers serve as tangible anchors for the Alaska Native Success Initiative, reflecting ANSI's deeper goal: creating environments where culture, learning, and leadership coalesce. When completed, these centers will boost academic, cultural, and linguistic access and inspire the next generation of Indigenous leaders.

As these initiatives move forward, they stand as powerful reminders of what can happen when institutions align infrastructure with ancestral values and modern aspiration. They are not endpoints, but foundations. Foundations upon which students, scholars, and communities will continue to build knowledge, belonging, and purpose.



# Where We Are Now (Data & Metrics)

The following data sets illustrate the most recent reports of Indigenous students, faculty, staff, and executive populations. These provide UA with accountability and historical baselines to measure progress.

## Students of Indigenous Heritage\*

Measure	FY20	FY21	FY22	FY23	FY24	FY25
Increase Indigenous student # as a % of total						
University of Alaska Anchorage	12.3%	11.4%	11.9%	11.3%	11.0%	13.0%
University of Alaska Fairbanks	21.0%	19.7%	20.9%	20.3%	20.2%	19.5%
University of Alaska Southeast	21.1%	20.4%	22.8%	21.0%	22.6%	23.6%
University of Alaska System Total	15.9%	15.1%	16.2%	15.6%	15.3%	16.6%

## Graduate Students of Indigenous Heritage\*

Measure	FY20	FY21	FY22	FY23	FY24	FY25
Increase Indigenous Graduate Level student # and as a % of total						
University of Alaska Anchorage	12.7%	12.3%	11.4%	9.0%	9.7%	11.9%
University of Alaska Fairbanks	11.2%	11.4%	10.7%	11.3%	13.1%	14.4%
University of Alaska Southeast	10.9%	9.5%	12.0%	12.6%	14.2%	12.8%
University of Alaska System Total	11.4%	11.5%	10.9%	10.7%	12.3%	13.4%

## 6-Year Graduation Rate (Any Award) for All Indigenous Undergraduate Degree-/Certificate-Seeking First-time Freshmen\*\*

Measure	FY20	FY21	FY22	FY23	FY24	FY25
Undergraduate Degree-Seeking Indigenous First-Time, Full-Time Freshman Six-Year Graduation Rates						
University of Alaska Anchorage	16.0%	16.0%	15.4%	16.5%	17.0%	21.3%
University of Alaska Fairbanks	28.4%	19.1%	26.9%	23.2%	25.0 %	18.9 %
University of Alaska Southeast	9.4%	19.2%	11.1%	32.4%	20.9%	32.0%
University of Alaska System Total	23.1%	18.7%	21.1%	21.9%	21.0%	22.8%

## Faculty of Indigenous Heritage\*

Measure	FY20	FY21	FY22	FY23	FY24	FY25
% of Indigenous faculty						
University of Alaska Anchorage	6.4%	6.0%	6.1%	6.2%	6.9%	6.8%
University of Alaska Fairbanks	5.8%	5.4%	5.8%	6.3%	7.4%	8.0%
University of Alaska Southeast	7.3%	6.8%	7.4%	8.4%	10.6%	11.6%
University of Alaska System Total	6.2%	5.8%	6.1%	6.5%	7.5%	7.8%

## Staff of Indigenous Heritage\*

Measure	FY20	FY21	FY22	FY23	FY24	FY25
% of Indigenous staff						
University of Alaska Anchorage	8.2%	7.5%	7.7%	9.7%	9.5%	8.1%
University of Alaska Fairbanks	9.9%	9.7%	9.5%	9.0%	9.1%	9.5%
University of Alaska Southeast	11.8%	11.1%	8.4%	10.7%	8.8%	10.3%
UA System Office   Enterprise Entities	7.1%	5.2%	6.1%	8.6%	8.1%	8.0%
University of Alaska System Total	9.2%	8.7%	8.5%	9.3%	9.2%	8.9%

\*Those who self-identify as having at least some Indigenous heritage.

\*\*Most recent national average 150% baccalaureate graduation rate data by race and institution type is for fall 2015 cohort, for students graduating by FY22. Source: [National Center for Education Statistics](#).

## Minority Serving Institution Status

UAF and UAS both hold a designation of Alaska Native and Native Hawaiian Serving Institutions as well as Native American Serving Non-Tribal Institutions.

# Alaska Native Success Initiative



[alaska.edu/ansi](https://alaska.edu/ansi)

We honor the traditions and wisdom that have always guided Alaska Native communities, while uniting around a shared purpose: to ensure that the University of Alaska is a place where every Alaska Native student, staff member, and faculty member belongs, matters, and thrives.



UNIVERSITY  
of ALASKA