



**UAF Priorities:**

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- Over a 5-year average (2015-2019), the **retention** rate of Alaska Native/American Indian students served by RSS (52.9%) is **8.2%** higher than Alaska Native/American Indian UAF students who are not served by RSS (44.7%). The overall retention rate for Alaska Native/American Indian UAF students is 46.3%.
- Over a 5-year average (2015-2019), the **graduation** rate of Alaska Native/American Indian students served by RSS (16.7%) is **4.6%** higher than Alaska Native/American Indian UAF students who are not served by RSS (12.1%). The overall graduation rate for Alaska Native/American Indian UAF students is 13.6%

Being able to hire more advisors and decrease the current caseload per advisor would allow more time with each student to assure that we are truly providing a wrap-around approach that is more holistic in supporting our students' needs. The additional time spent with each student would go further toward positively impacting graduation and retention rates.

**Examples of additional strategic investments in RSS could include financial support for:**

**Degree completion advisor** - Over the past five years, a significant number of our students who have completed some college but have not earned a degree or certificate and

following: resume writing, individual homework assignments, helping students to identify what is needed in each class, ordering books, and helping complete scholarships. These requests could be addressed with peer mentoring or academic coaching positions.

**A college success coordinator position for RAHI alumni** - Such a position could support alumni pursuing a degree regardless of where they are enrolled through financial aid, career, and program application assistance as well as coordinate alumni outreach and events

**Care packages** - Funding for care packages for RAHI alumni would help to provide a sense of support to active students.

**Priority Two: Recruit and hire Indigenous staff with a goal of employing a UAF workforce Alaska Native/American Indian)**

As of Fall 2020, 9.7% of UAF staff self-identify as Alaska Native/American Indian. Having a workforce that reflects Alaska's population is critical to meeting UAF's goals of diversity, equity and inclusion. With a student body that is 19.6% Alaska Native/American Indian, we recognize the importance of employing Indigenous staff throughout the university system who can help students (often non-traditional and first generation students) to successfully achieve their post-secondary educational goals. As an employer, UAF is committed to fostering diversity and would utilize strategic investments to "grow our own" workforce to better serve Indigenous students.

**Priority Three: Set a priority of recruiting, retaining and promoting successful tenure and promotion of Indigenous faculty**

Currently, 5% of UAF faculty self-identify as Alaska Native/American Indian. Research has demonstrated that educators of color can help close access and opportunity gaps for students of color while being vital to the well-being of students of all races. By ensuring more Indigenous faculty in UAF classrooms, Indigenous students will have greater opportunities to see themselves represented which leads to numerous positive outcomes. Lundberg and Lowe (2016) found that higher quality relationships between Indigenous students and faculty were positive predictors of academic competence. Strategic investments in this area would help to expand faculty and course offerings in high demand areas including Alaska Native languages, Tribal Governance, and Indigenous Studies as well as in disciplines where Indigenous faculty have been historically underrepresented.

Specific strategies may include:

- Identifying current Indigenous term and adjunct faculty for rank changes to tenure track faculty positions.

- Identifying systematic barriers to tenure & promotion of Indigenous faculty and faculty of color

- Assessing tenure and promotion processes (including unit peer criteria) for inclusivity of Indigenous knowledge production and dissemination as well as opportunities for Elders and other knowledge keepers to engage in the evaluation of candidates.

- Ensuring representation from Indigenous faculty on tenure & promotion review committees as well as educating all faculty who serve on these committees on Indigenous inclusivity

- Identifying best practices for incorporating Indigenous knowledge production and community service into unit criteria across all departments

- Creating a program around Indigenous mentoring to support emerging Indigenous scholars' contributions to their respective fields, to provide guidance with Indigenous faculty career paths by tenured Indigenous faculty and leadership, and to nurture a positive rapport with university employees, students, and communities.

**Priority Four: Launch a campaign to increase Indigenous visual representation across UAF campuses including signage and art**

UAF, like all UA campuses, is located upon the ancestral lands of Alaska Native peoples. As part of that recognition, UAF is planning to undertake a campaign to increase Indigenous visual representation at our Troth Yeddha' campus in Fairbanks, Community and Technical College campus, and at our rural campuses. Strategic investments in this area would help to support signage and art installations that aim to honor and uplift Indigenous peoples, languages and places in the physical campus environment.

**Priority Five: Become a leader in Post-Secondary Indigenization Initiatives**

Indigenization of post-secondary education is the practice of acknowledging and redressing the ways in which Indigenous Peoples, their scholarship, history, culture, and ways of knowing have been excluded from or made invisible within post-secondary institutions and post-secondary education. Post-secondary Indigenization Initiatives is less of a prescriptive plan and more of an ongoing commitment on the part of a higher education institution. The ANSI team would continue to work on identifying areas of particular importance that can help provide direction to UAF in this regard.

Examples of initiatives could include:

- Development of IRB protocols with working with Indigenous communities, including data management practices.
- Development of innovative co-production of knowledge practices and approaches

Renormalization of the use and incorporation of Indigenous languages and Indigenous