

at a glance

- 1 Modernize the student experience
- 2 Establish global leadership in Alaska Native and Indigenous programs
- 3 Achieve Tier 1 research status
- 4 Transform UAF's intellectual property development and commercialization
- 5 Embrace and grow a culture of respect, diversity, inclusion and caring
- 6 Revitalize key academic programs, from occupational endorsements to Ph.D.s

2 Establish global leadership in Alaska Native and Indigenous programs

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Vision:

We are a global leader in Alaska Native and Indigenous programs throughout the circumpolar North, Americas and Pacific Islands.

Mission:

To build and enhance leadership in Alaska Native and Indigenous programs, research and workforce development.

We seek to be a leader in:

- (1) Alaska Native and Indigenous faculty, staff and student success.
- (2) elevating and situating Indigenous knowledge within academia as its own intact knowledge system.
- (3) preparing Alaska Native, Indigenous and other students in academic and professional areas critical to Alaska Native and Indigenous communities.

Key Attributes:

- (1) by, for and with Alaska Native and Indigenous communities.
- (2) that we use multiple means of delivery to make education accessible to Alaska Native and Indigenous students where they are.

Goals:

- (1) We have state-of-the-art research, learning and cultural activities facilities.
Troth Yeddha' Indigenous Studies Center and Interpretative Park
- (2) We are a leading institution in Alaska Native and Indigenous degree programs and pedagogy.
 - Document and disseminate current teaching practices that use Alaska Native and Indigenous pedagogical approaches.
 - Finalize and institute the In This Place training (Alaska Native cultural awareness) for all faculty, staff and students.
 - Weave Indigenous knowledge and methodologies into programs throughout the university.

- Strengthen academic and professional degree pathways to better support student advancement along degree continuum.
- (3) We retain and graduate Alaska Native and Indigenous students on par with or above the UAF average.
- Increase retention of first-year Alaska Native and Indigenous students.
 - Establish a culturally based counseling position at Rural Student Services.
 - Increase culturally relevant academic support for Alaska Native and Indigenous students throughout the university.
- (4) We are recognized for Alaska Native- and Indigenous-led research, knowledge production and publications.
- Increase the number of Alaska Native and Indigenous faculty serving as principal investigators and co-PIs on research projects.
 - Increase the number of publications authored/co-authored by Alaska Native and Indigenous faculty and staff.
 - Increase the dissemination of Indigenous knowledge and strategies through diverse mediums.
- (5) We graduate Alaska Native, Indigenous and other students in academic, professional and workforce areas critical to Alaska Native and Indigenous communities.
- Expand strategic partnerships with tribal, corporate, and regional employers to meet their workforce and organizational needs.
 - Strengthen partnerships among academic and research units with the rural campuses.
- (6) Increase and retain Alaska Native and Indigenous faculty and staff.
- Prioritize the hiring of Alaska Native and Indigenous faculty and staff to mirror the 20% Alaska Native population in the state.
 - Mentor Alaska Native and Indigenous scholars for success (i.e., tenure and promotion, co-authorship, etc.).
 - Network and connect Alaska Native faculty and staff across the university.

A. Troth Yeddha' Indigenous Studies Center and Interpretative Park Facility

Vision (What/who do we want to be?)

We have state-of-the-art research, learning, and cultural activities facilities in the form of the Troth Yeddha' Indigenous Studies Center and Interpretative Park, as well as in our community campuses.

Specific areas of leadership:
(i) Create a safe Indigenous space at UAF for teaching, learning and sharing.
(ii) Hire leading experts in the fields of Indigenous language and culture; leadership and governance; the natural, social and physical sciences; and the arts.
(iii) Partner and collaborate with other institutions to offer applied research, academic and training opportunities in community sustainability (health, energy, economy); Indigenous knowledge systems and science; leadership development; tribal self-determination and governance; and language revitalization.
(iv) Serve as a catalyst site for initiatives in the field of Indigenous studies.
(v) Partner with local communities, tribes and institutions , focusing on issues of critical concern to them.
(vi) Provide data and resources to inform government policy regarding rural and Indigenous populations.
(vii) Prepare leaders to become well-grounded, knowledgeable and ready to address contemporary challenges.

What/who are we now?

See the Troth Yeddha' Project Management Plan (February 2019).

How do we get there?

See the Troth Yeddha' Project Management Plan (February 2019).

B. Alaska Native and Indigenous degree programs and pedagogy

Vision (What/who do we want to be?)

Our vision is that we are a global leader throughout the circumpolar North, Americas and Pacific in Alaska Native and Indigenous degree programs and pedagogy.

Specific areas of leadership:
(i) Generation of an Indigenous Academy .
(ii) Alaska Native/Indigenous degree programs for occupational endorsements, certificates and associate, bachelor's, master's and doctoral degrees.
(iii) Substantive areas important to Alaska Native and Indigenous communities.
(iv) Alaska Native/Indigenous pedagogies .
(v) Shifting Western paradigms to reflect Alaska Native/Indigenous worldviews, knowledge systems and methodologies.
(vi) Flexible pathways to academic and professional success for Alaska Native and Indigenous students.
(vii) Alaska Native and Indigenous teacher training , bridging the gap between teacher certification and Indigenous knowledge, pedagogy and languages.

Specifically, our vision is to be a leader in educating Alaska Native, Indigenous and other students in areas of interest and priority to Alaska Native/Indigenous students and their communities. The known areas of interest and priority include (in no particular order): (1) conflict management/dispute resolution; (2) corporate social responsibility; (3) culture; (4) economic development; (5) education; (6) food security/sovereignty; (7) health and wellness; (8) language; (9) self-determination; (10) social and criminal justice; (11) sustainability; (12) traditional hunting, fishing and gathering; (13) tribal, local and national governance history, policies, laws and civics; (14) human services; (15) construction trades; (16) tribal government and administration; and (17) program/project management.

The design of the programs, the content of the instruction, and the approaches to teaching are characterized variously as follows: “interconnected pathways to education and work,” “community-driven,” “student-driven,” “place-based instruction,” “focused on community interests and needs” and “service to community.”

What/who are we now?

Degree programs — We are already a leader in educating Alaska Native students from the occupational endorsement to Ph.D. levels. We are also a leader in educating both Alaska Native and Indigenous students at the master's and doctorate levels through our rural development and Indigenous studies programs. Currently, there is a cluster of departments, programs, centers and institutes across the UAF colleges and campuses that compose what we think of as our Alaska Native and Indigenous programs. This cluster includes the School of Education's Alaska Indigenous Teacher Corps, the Native Art Center in the College of Liberal Arts, and the Center for Alaska Native Health Research (CANHR) within the Institute of Arctic Biology (IAB). Within CRCD, we include the Alaska Native Language Center (ANLC), the Alaska Native Language Program (ANLP), the Center for Cross-Cultural Studies (CXCS), the Department of Alaska Native Studies and Rural Development (DANSRD), Ethnobotany (EBOT), High Latitude Range Management Program (HLRM), Tribal Governance Program (TG) and the Rural Human Services Program (RHS). CRCD comprises the following rural campuses: the Bristol Bay Campus (Dillingham), Chukchi Campus (Kotzebue), Interior Alaska Campus (IAC) (Fairbanks), Kuskokwim Campus (Bethel) and Northwest Campus (Nome). See Table 1 below for the endorsements, certificates and degrees that fall within our Alaska Native and Indigenous programs for purposes of Strategic Goal 2.

Pedagogy — We are also a leading institution in the instruction of Alaska Native and Indigenous students and communities in ways that align with their cultural/traditional values and learning styles, regardless of the

modality of delivery, discipline taught, or age of the student. Our current programs focus on course content that is highly relevant to Alaska Native and Indigenous populations, from their point of view, and content that raises practical and academic questions pertinent to their communities. Our courses are also taught at a pace that respects the double effort that Alaska Native and Indigenous students experience in simultaneously navigating Western and Indigenous worldviews and knowledge systems, and the touch points between them.

Also, the UAF School of Education’s instructional foundations include the implementation of Alaska cultural standards, which were developed by Alaska Native stakeholders. Instruction includes the value and implementation of place-based knowledge and Indigenous knowledge. Coursework includes positive collaborations with culture-bearers and community members as well as the history of Alaska Native education.

“As of now, we do employ Indigenous pedagogy, through including elders in the classroom for Tribal Management and Rural Human Services courses, as well as some other courses (Indigenous Leadership Symposium). However, this could be more broadly incorporated.” - TG

“Elders and culture bearers are becoming a foundational pillar on which most Indigenous classes are structured. Not only are elders present, but are acknowledged and treated as co-Instructors, with as much, if not more say in the overall structure and delivery of course content. This is especially true for Tribal Management and Rural Human Services.” - TG

“We also honor Indigenous values, ways of knowing and delivering information (academic and other forms of knowledge) at certain events, such as the Tribal Government Symposium(s) and other gatherings (Indigenous Language Summit, so that information can be delivered and understood by a broad base of learners from across spectrums.” - TG

“In Tribal Management [now Tribal Governance], Alaska Native Studies and Rural Development, Cross-Cultural Studies and Indigenous studies we also teach many courses via distance delivery, so the way we teach is very different than in-person classes. We can’t always rely on students having access to the internet, so intentional planning ahead of time, so students are prepared for class, is of the essence. Also, speaking at a steady, slower speed and allowing pauses and time for students to respond is also really important.” - TG

“Rural Development currently engages in a type of “slowed and re-focused -teaching” that creates the time and a safe space to explore touch-points between the Alaska Native/ Indigenous experience/priorities, and the western-based subject matter.” -RD

“CCS/Indigenous Studies does work diligently to use/shift into the use of/teach Indigenous worldviews and their application to education and research in almost all of our classes, and we support this ongoing effort at a university-wide level.” - CCS

Table 1. Strategic Goal 2 Related UAF Endorsements, Certificates, & Degrees

Affiliated UAF Program	Endorsement, Certificate, &/or Degree	Details
Alaska Native Language Center (ANLC) & the Alaska Native Language Program (ANLP)	B.A. in Yup’ik or Inupiaq Minor in Yup’ik or Inupiaq B.A. in Yup’ik language and culture A.A.S. or certificate in Yup’ik Language Proficiency A.A.S. degree or certificate in Native Language Education	Yup’ik Language & Culture B.A. – The Yup’ik language and culture, or Yupiit Nakmiin Qaneryaraat Piciryaraat-Illu, program strives to reinforce a Yup’ik identity that is centrally dependent on the language and culture, prepares the student for success in the world, and leads to acceptance at home. The program is based on the philosophy that a strong command of the Yup’ik language leads to a complete understanding of the Yup’ik way of life, the world around us, and our place in it. Yup’ik Language Proficiency A.A.S. degree & certificate – The Yup’ik language proficiency program is designed to provide students with the opportunity to pursue structured study of

		<p>Yup'ik in order to develop intermediate-level speaking and listening skills, as well as basic reading and writing abilities in the language. The certificate may serve as a step on the way to a two-year or four-year degree.</p> <p>Native Language Education A.A.S. degree & certificate - The Native language education program trains teachers of Native language and culture, providing course work in Athabascan, Inupiaq Eskimo or Central Yup'ik Eskimo. The certificate and degree are recognized by some Alaska school districts and serve as steps toward a four-year degree</p>
Center for Cross-Cultural Studies (CXCS)	<p>Ph.D. in Indigenous Studies</p> <p>Master's degree in Indigenous Studies</p>	<p>Indigenous studies masters and doctoral candidates participate in research activities across a variety of UAF academic disciplines and applied fields. Students are encouraged to engage in comparative studies with other Indigenous peoples around the world and to focus their dissertation research on issues of relevance to Alaska and the Arctic.</p> <p>The program objectives and its curriculum center around six thematic areas of study:</p> <ol style="list-style-type: none"> 1. Indigenous Studies/Research 2. Indigenous Knowledge Systems 3. Indigenous Education/Pedagogy 4. Indigenous Languages 5. Indigenous Leadership & 6. Indigenous Sustainability <p>CCS/Indigenous Studies is inherently interdisciplinary, as reflected in these concentrations and in partnerships with other departments.</p> <p>CCS/Indigenous Studies also focuses on working to make K-12+ curricula relevant to Alaska Native peoples.</p>
Department of Alaska Native Studies & Rural Development (DANSRD)	<p>Masters in Rural Development</p> <p>B.A. in Rural Development</p> <p>Minor in Rural Development</p> <p>B.A. in Alaska Native Studies</p> <p>Minor in Alaska Native Studies</p>	<p>The Rural Development M.A. program is designed to educate leaders who understand the dynamic relationship of rural Alaska with the global economy and who have professional skills in areas of leadership, business development, administration and conflict management. Graduates typically take positions with tribal and municipal governments, fisheries, tourism, Native corporations, regional health corporations or non-profits, state/federal agencies, or other private businesses.</p>

		<p>Graduate degree students gain a broader theoretical understanding of development processes in Alaska and the circumpolar North. Graduate students complete a thesis or applied community development project, and have opportunities for international study and research.</p> <p>RD B.A. Concentration Areas:</p> <ol style="list-style-type: none"> 1. Human & Social Development 2. Tribal & Municipal Governance 3. Integrated Resource Management 4. Entrepreneurship & Economic Development 5. The Multidisciplinary Concentration <p>ANS B.A. Concentration Areas:</p> <ol style="list-style-type: none"> 1. Indigenous Peoples in Law, Governance & Politics 2. Alaska Native Knowledge, Cultural Resources & Expression 3. Alaska Native Peoples: Health, Wellness & Environment
Ethnobotany Program (EBOT)	Minor in Ethnobotany	<p>Ethnobotany involves interdisciplinary study of the role of native plants in Indigenous cultures. Students will learn about native plants and their uses and ecology in the context of their cultural, social and economic importance by combining scientific and anthropological concepts and methods. The program emphasizes culturally relevant, place-based courses that highlight the ways this information contributes to other fields of study, such as cultural and natural resources management, community development, adaptive resilience, and human health. It is also designed to serve as a bridge to a variety of associate and baccalaureate programs in natural science and liberal arts.</p> <p>“KUC has the only Subarctic academic ethnobotany program</p>
High Latitude Range Management Program (HLRM)	Certificate in High Latitude Range Management	<p>Students receiving the HLRM certificate are trained in conventional field-based techniques used by agencies to inventory and monitor high latitude plant and animal populations. Students are trained in the ecological concepts of sustained yield and the manipulations and management of animal populations in northern ecosystems. The HLRM program also serves as a bridge for students pursuing a science-related associate or baccalaureate program.</p>

Native Art Center	BFA and MFA in Native Arts	Degrees offered through the Native Art Center at the University of Alaska Fairbanks include Bachelor of Fine Arts (BFA) and Master of Fine Arts (MFA) in Native Arts. UAF is the only institution in Alaska offering such degrees. MFA Candidates are provided teaching opportunities and work alongside BFA and other students in the studio serving as mentors sharing their knowledge of their respective culture and place of origin.
Rural Human Services (RHS)	Certificate in Rural Human Services	<p>The Rural Human Service (RHS) Certificate Program is a 34-credit University of Alaska academic program developed for Alaska village-based human service providers. It is intended for rural residents who are natural helpers and healers in their communities, and it is designed to help further develop skills and credentials in the helping profession. RHS offers a culturally appropriate training and education program designed for rural, village-based human service workers. Skills and training are provided in services such as crisis intervention, suicide prevention, community development, and counseling in mental health, substance abuse, interpersonal violence, grief, and healing.</p> <p>Rural Human Services is built on Alaska Native traditional values. The program validates respective traditions to facilitate the healing of people in rural Alaskan communities. A unique aspect of RHS is that it uses Alaska Native cultures, traditions, and learning styles. Elders are a vital part of program design and class instruction. Courses blend Native and Western knowledge, values, and principles. The program enhances self-awareness and personal growth. RHS emphasizes cooperative learning and is grounded in the oral tradition. Learning techniques include observation, oral communication, hands-on experience, and skill applications for use in rural Alaska.</p> <p>Rural Human Services (RHS) is a statewide effort. RHS embraces the Alaska Mental Health Board's goal to have at least one trained rural human service provider employed in each of Alaska's 171 villages. The program represents successful partnerships and collaborations in rural Alaska, with faculty from the University of Alaska, representatives from the Alaska Department of Health and Human Services, Alaska Native elders, Alaska Native Health Corporations, rural mental health centers, and the RHS Council who work closely together in an effort to best meet the needs of rural Alaskans.</p>

School of Education, Alaska Indigenous Teacher Corps	BA Elementary Education BA Secondary Education Masters in Education	UAF School of Education serves Alaska Native students pursuing teacher education on campuses as well as distance delivery. At this time, over 100 Alaska Native students working as paraprofessionals in rural school districts are able to advance in their education to pursue teacher certification while staying in their community
Tribal Governance Program (TG)	Minor, A.A.S., or Certificate in Tribal Governance O.E. in Tribal Justice	The Tribal Governance program teaches the job-related skills and knowledge needed for positions within tribal and local governments and other organizations in rural Alaska. In response to the broad variety of job-related skills needed by tribal councils, administrators and staff, the Tribal Management [now Tribal Governance] certificate and AAS degree programs are designed to allow students to specialize their education to target specific employment related skills. Students perform specific tasks, learn basic management rationale and explore issues in tribal government. The Tribal Management [now Tribal Governance] program provides students with fundamental knowledge of tribal governance and finance as well as hands-on education and training in subject areas important to tribal governments.

How do we get there?

Degree programs

- (1) Strengthen existing degree programs;
- (2) Attract new talent including Alaska Native and Indigenous Ph.D.s;
- (3) Recruit additional faculty with expertise in Alaska Native and Indigenous studies in the Circumpolar North, the Americas, and in the Pacific;
- (4) Establish and launch visiting faculty programs;
- (5) Build an endowment for faculty;
- (6) Enhance our (K-12) teacher training program that is designed to serve Alaska Native and Indigenous communities, that trains teachers to teach Indigenous knowledge and instruct through Indigenous language(s), and where teachers-in-training may obtain their degrees from home; and that is designed to move teachers-in-training from being paraprofessionals to teachers;
- (7) Support existing partnerships and seek to build more partnerships with rural school districts;
- (8) Build our capacity and expand to teach more Native languages, and make Native language teaching available via distance;
- (9) Develop professional intensives and certifications; and
- (10) Engage and collaborate among our Alaska Native and Indigenous programs.

Pedagogy

- (1) Increase the use of, and funding for, face-to-face cohort learning models;
- (2) Orient all faculty with respect to Indigenous ways of knowing and learning;
- (3) Develop key learning objectives that are embedded in all syllabi that represent awareness and commitment to Alaska Native and Indigenous education;

- (4) Integrate place-based and modern distance teaching methods;
- (5) Allow for and foster the knowledge of peoples' relationship to the land (Indigenous knowledge and connection to the land) to be a gateway into academic education;
- (6) Document and disseminate current teaching practices that use Alaska Native and Indigenous pedagogical approaches;
- (7) Weave Alaska Native and Indigenous pedagogies throughout all UA programs;
- (8) Continue to create a safe learning space in the classroom, on the phone, and on distance platforms for Alaska Native, Indigenous and other students to learn and share; and
- (9) Ensure equitable access to online learning opportunities.

C. Recruitment, retention, and degree completion of Alaska Native and Indigenous students

Vision (What/who do we want to be?)

Our vision is that we are a global leader in Alaska and throughout the Circumpolar North, the Americas, and in the Pacific, in the recruitment, retention, and degree completion of Alaska Native and Indigenous students.

Specific areas of leadership:
(i) Recruiting rural and urban Alaska Native and Indigenous students .
(ii) Student retention .
(iii) Delivering curriculum that is relevant to Alaska Native/Indigenous students and communities.
(iv) Providing flexible pathways and support systems to ensure successful degree completion.
(v) Achieving workforce placement .

Specifically, we want to be a leader in recruiting and retaining both rural and urban Alaska Native and Indigenous students. We also want to be a leader in our student completion rates. We believe that this will require that we have programs and curricula that focus on areas that are relevant to Alaska Native/Indigenous community and student issues within a given discipline and across disciplines. Finally, we want to be a leader in getting students through their programs and into the workforce.

What/who are we now?

Currently we are a leader in recruiting and creating educational pipelines for Alaska Native students. This is in large part due to our outstanding and proven Rural Student Services program (RSS). RSS has been in existence for 50 years. RSS was established in response to Alaska Native students voicing their need for support in transitioning to college and to degree completion. Today RSS recruits and works to retain Alaska Native students who are non-degree seeking or who are pursuing degrees (certificate, associate and/or bachelor's degrees). Alaska Native students who elect to use RSS are at an advantage. Compared to Alaska Native students who do not use RSS, their retention rate is higher. RSS shows results for students pursuing a broad range of degrees. Other academic institutions look to RSS as a model. However, the number of students served has greatly increased over time, while the number of RSS staff has decreased.

The UAF Admissions Office has a counselor focused on recruiting for rural Alaska. Also, many departments have recruiters that work to increase Alaska Native representation in their fields.

The CRCSD rural campuses are the doorway for rural Alaska Native students to come through to UAF. The rural campuses foster close relationships with rural Alaska Native communities and school districts.

Rural-based certificate and A.A.S. degree programs, like rural human services and tribal governance, have extensive community outreach and recruiting activities.

The Department of Alaska Native Studies and Rural Development (DANSRD), through its student success coordinator does some recruiting, but it could do more.

The Cross-Cultural Studies' (CCS) Indigenous studies M.A. and Ph.D. programs do not actively recruit for students at this time. Presently, there is greater student interest than there is CCS faculty capacity. Consequently, eligible students must compete for entry into the Ph.D. program. This is less the case for the M.A. program. Informal recruiting is carried out by CCS staff and faculty.

The Alaska Indigenous Teacher Corps works to recruit and retain future teachers across pre-college components and students on and off-campus pursuing teacher education.

Also, as part of recruitment and retention support, the School of Education is developing a certificate and an associate degree that prioritize local knowledge (Indigenous, place-based and linguistic knowledge) as a scaffold to bachelor's degrees and certification.

UAF also has the Rural Alaska Honors Institute (RAHI). RAHI is a six-week summer bridge program that assists students in making the academic and social transition between high school and college. RAHI is for college-bound students currently in their junior or senior year. They must be willing to work hard and learn first-hand what it takes to succeed in college. RAHI's mission: "The UAF Rural Alaska Honors Institute (RAHI), founded at the request of the Alaska Federation of Natives in 1983, was established to prepare rural and Alaska Native high school students for academic excellence and college success."

How do we get there?

- (1) Continue to build out both academic and professional degree pathways;
- (2) Create more academic pathways that will bring students from A.A./A.A.S. to the B.A./B.S. and then to the graduate levels in particular disciplines;
- (3) Re-evaluate financial aid models;
- (4) Identify tuition disparities for international students;
- (5) Establish an endowment for student tuition, including international students;
- (6) Build on the existing RSS program by hiring more RSS staff to keep up with the increasing demand for services;
- (7) Increase the number of CCS faculty and expand internal collaboration with faculty of other colleges to meet demand in the Indigenous studies Ph.D. program;
- (8) Increase the number of TG faculty to meet demand in the tribal governance program;
- (9) Expand the availability of the rural human services program to additional regions of rural Alaska;
- (10) Consider shifting the paradigm of how we evaluate success, e.g., the 10-year B.A.; and
- (11) Establish a pre-start of the semester multi-week onboarding program for first time Alaska Native and Indigenous students to better prepare them for success with academic refresher sessions, peer support development, and comprehensive advising.

D. Alaska Native and Indigenous research, knowledge production and publications

Vision (What/who do we want to be?)

Our vision is that we are a global leader throughout the circumpolar North, Americas and Pacific in Alaska Native and Indigenous research, knowledge production and publications.

Specific areas of leadership:
(i) Generation of the Alaska Native/Indigenous, and Rural Development Academy .
(ii) Research that is holistic , focusing on Alaska Native/Indigenous community well-being and sustainability.
(iii) Alaska Native/Indigenous student- and community-driven research .
(iv) Alaska Native/Indigenous researcher-led research .
(v) Broad, collaborative, interdisciplinary research across the university and universities, focusing on Alaska Native and Indigenous communities.

Specifically, our vision is to be both a leader in creating new space for diverse, innovative academic knowledge and a leader in collaborative interdisciplinary research. We value Indigenous community goals, Indigenous-led research and the use of Indigenous research methods. We also seek to generate Indigenous-led publications and journals.

What/who are we now?

While we have had some success in this area, we have work to do to expand our efforts.

Currently, we are undertaking the following types of research: (1) Alaska Native/Indigenous community-driven research; (2) Alaska Native/Indigenous faculty-driven research; (3) Alaska Native/Indigenous student-driven research; and (4) interdisciplinary research, e.g., CANHR health research and One Health holistic well-being research. In both the Indigenous studies M.A. and Ph.D. programs, and in the rural development M.A., student-driven research, less so faculty-driven research, tends to be the norm. Faculty wish to facilitate the student research, but at the same time, they are swamped with providing student support.

Center for Cross-Cultural Studies

In CCS, graduate students undertake “a great variety of sociocultural research that is almost always community-based.” The CCS graduate students select topics in the areas of Indigenous research, knowledge systems, languages, education, leadership and sustainability. In CCS the faculty are engaged in the same sorts of research as their students. This research is funded by NSF, Mellon Foundation, Tanana Chiefs Conference, Doyon Ltd., the Sacred Fire Foundation, and privately.

Department of Alaska Native Studies and Rural Development

In DANSRD, the graduate students’ research falls within the following areas: (1) economic development (e.g., private business, energy conservation, mining, etc.); (2) social development (e.g., programs that support mental health and wellness); (3) cultural development (e.g., culture camps and other cultural activities); and (4) human development (e.g., educational programs and curriculum). This research tends to be student-funded and otherwise unsupported.

A few DANSRD faculty members undertake research with federal funding support (e.g., National Science Foundation). However, more of the DANSRD faculty are eager to do so and to build and be part of the ANS, Indigenous and RD academy. The DANSRD faculty is in the process of launching a joint academic, student and community journal. There is also interest for faculty to attend the leading academic conferences in the Native American studies, Indigenous studies, rural development and other related fields — where the networking and discourse happens, e.g., where draft papers are presented for feedback, and where scholars meet to work with other scholars.

Those faculty members that currently undertake research do so in the areas of: (1) salmon management; (2) resilience; (3) intergenerational dialogue; (4) knowledge co-production between communities and scientist; (5) Alaska Native and Indigenous faculty development and (6) Native nation-building, including comparative and tribal law research. These activities are funded by the New Venture Fund, NIH, NIMH, NIMHD, INBRE, NSF, and tribal governments and Native nonprofits. However, some DANSRD faculty expressed that the types of research that they and their students desire to undertake is not often targeted for funding, e.g. see the topics students wish to pursue, as set out above.

“Several of our students are working on research projects that I am directly involved in, including: Indigenizing Salmon Management in Alaska [funded by New Venture Fund]; Alaska Native Collaborative Hub for Research on Resilience [funded by NIH/NIMH/NIMHD], Intergenerational Dialogue Exchange and Action (IDEA) [pilot project funded by INBRE]” - DANSRD

“State of Alaska Salmon and People Project (award ended, but funded by Arctic Futures Collaborative Research Knowledge Co-production: Communities and scientists working together to explore nature, culture, and Alaska Native well-being in a changing Alaska (funded by NSF))” - DANSRD

Undergraduates

Undergraduates also participate in research funded by BLaST and STEM programs. Some departments, such as the Alaska Native Language Center and the Cold Climate Housing Research Center, have partnered with First Alaskans Institute to host Alaska Native interns to work on projects. The Rural Alaskans Honors Institute (RAHI) also facilitates its high school to college students participating in research as part of their program.

Center for Alaska Native Health Research

The Center for Alaska Native Health Research embraces a collaborative research model while working with Alaska Native communities, organizations and individuals. At every stage of CANHR research, faculty and staff work with tribal groups and health care agencies to frame research questions, develop methodologies and procedures, and to interpret and apply data to prevention and treatment.

The CANHR mission is “Building relationships and research-based knowledge to improve the health of Alaska Native people.” This includes: (1) prevention and reduction of health disparities; (2) cultural processes and awareness; and (3) community-based participatory research framework.

Center for One Health Research

The Center for One Health Research (COHR) undertakes important research relevant to Strategic Planning Goal Two. One Health “recognizes the interdependence of human, animal and environmental health, and that a holistic approach to the well-being of all will lead to improved health outcomes and enhanced resilience.” The COHR seeks to engage participants from UAF, Alaska and the circumpolar North to collaborate on building research programs to address the large, multifocal issues facing these regions. These programs focus on community involvement from their inception and work in a culturally sensitive, respectful way to include traditional knowledge and promote individual and community health and well-being for people, animals and the environment.

How do we get there?

- (1) Seek and acquire funding for both Alaska Native/Indigenous faculty/student/community defined research and interdisciplinary research;
- (2) Incentivize collaborative research across disciplines, UAF, UAs, using broad interdisciplinary research teams that focus on Indigenous communities;
- (3) Incentivize research that uses a holistic approach looking at community well-being and sustainability;
- (4) Fund M.A.- and Ph.D.-level student research in CCS and RD;
- (5) Hire more CCS, ANS and RD faculty so that all tripartite faculty will have an equal chance to undertake research and publication in their fields and to build out the Alaska Native/Indigenous and related rural development academies;
- (6) Hire more Alaska Native/Indigenous faculty into tripartite positions across all programs and fields to support research, scholarship and publication;
- (7) Fund and fill two DANSRD SSC positions, one for undergraduates and one for graduate students;
- (8) Fund sufficient annual travel/costs for faculty to attend academic conferences (some of this travel is potentially international);
- (9) Fund the DANSRD journal;
- (10) Engage and collaborate among our Alaska Native and Indigenous programs, especially with the Center for Alaska Native Health Research and the One Health initiative; and
- (11) Invest in cross-cultural sharing and learning with other Indigenous university programs and groups, e.g., with Maori.

E. Alaska Native and Indigenous leadership development

Vision (What/who do we want to be?)

Our vision is that we are a global leader throughout the circumpolar North, Americas and Pacific in Alaska Native and Indigenous leadership development.

Specific Areas of Leadership:
(i) Developing leaders in self-determination.
(ii) Developing leaders in government.
(iii) Developing leaders in business.
(iv) Developing leaders in the community.
(v) Developing leaders in nonprofits and nongovernmental organizations.
(vi) Developing leaders in education (K-12 and university teachers).
(vii) Developing leaders in health (mental health).

What/who are we now?

While our vision is to be a global leader in Alaska Native and Indigenous leadership development across the areas of self-determination, government, business, community, nonprofits and NGOs, and in education and health, the leadership training curriculum in our Alaska Native and Indigenous programs are not fully elaborated in certain areas. These include ANC leadership training, education and health.

Currently, CCS, DANSRD and TG, among our Alaska Native and Indigenous programs, consider significant portions of their programs to be Alaska Native/Indigenous leadership training. However, there are specific offerings. CCS has a concentration in leadership as part of its CCS/Indigenous studies Ph.D. program. DANSRD offers courses including RD 492 – the Rural Development Seminar, and RD 600 – the Indigenous Leadership Symposium. See course descriptions below. TG undertakes tribal professional trainings, e.g., training tribal judges and councils as well as youth leadership. It could be said that the CCS/Indigenous studies concentration, the DANSRD courses, and the TG courses/trainings are primarily focused on culture and tribal self-determination and governance.

Some of our community representatives for Strategic Planning Goal Two expressed that “UAF is heavily focused on tribal interests” and that it is “important to balance with ANC [Alaska Native corporation] leadership education.”

DANSRD Leadership Course Descriptions

RD F492 Rural Development Seminar

Various topics of current interest and importance to the rural development majors. Topics announced prior to each offering. Topics may include: indigenous peoples leadership, legislative process, cultural documentation, National Park Service policies, climate change and/or co-management of natural resources. Students may take up to three rural development seminars on different topics for credit with prior approval. Enrollment priority given to rural development majors.

RD F600 Indigenous Leadership Symposium

Intensive face-to-face graduate seminar over a weeklong period. Held every fall either in Fairbanks or Anchorage. This is a cornerstone course for all M.A. students in the program. The content focuses on indigenous leadership and includes presentations by practitioners from throughout Alaska and the circumpolar North. It also presents an orientation in depth to the graduate program. This course may be repeated once for elective credit. Note: RD F600 is required of all graduate students in the rural development program. May be repeated once for credit.

How do we get there?

- (1) Engage current leaders in all the identified areas to inform the curriculum development, to participate in courses and trainings, and to evaluate and refine the foregoing;
- (2) Develop leadership training curriculum and professional certificate programs in the areas of the Alaska Native corporations (ANCs), rural/Alaska Native/Indigenous education, and rural/AlaskaNative/Indigenous health (particularly mental health and wellness);
- (3) Consistently fund and support the DANSRD leadership seminar courses, which use a face-to-face cohort model and where students travel to sites of instruction;
- (4) Consistently fund and support TG symposia where rural and Alaska Native/Indigenous leaders come to UAF to share and collaborate; and
- (5) Fund and support expanded symposia across the UAF Alaska Native Indigenous programs, and across the leadership topics.

F. Alaska Native and Indigenous workforce development

Vision (What/who do we want to be?)

Our vision is that we are a global leader in Alaska and throughout the circumpolar North, Americas and Pacific in Alaska Native and Indigenous workforce development.

Specific areas of leadership:
(i) Preparing Alaska Native/Indigenous students for high-demand jobs that overlap rural areas.
(ii) Preparing Alaska Native/Indigenous students for tribal government jobs.
(iii) Preparing Alaska Native/Indigenous students for Indigenous nonprofit/nongovernmental organization, and other nonprofit/nongovernmental organization jobs.
(iv) Preparing Alaska Native/Indigenous students for health care jobs.
(vi) Preparing Alaska Native/Indigenous students for K-12 teaching jobs.
(vii) Preparing Alaska Native/Indigenous students for academic jobs.

Specifically, we want to be a leader in getting students through their programs and into the workforce. We want to train students for high-demand jobs that overlap rural areas; tribal, Native nonprofit, nonprofit/NGO and Alaska Native corporation jobs; health and behavioral health jobs; and K-12 teaching and higher education academic jobs.

What/who are we now?

We borrow a definition of workforce development from the Federal Reserve Bank to inform this discussion. We view the goal of our workforce development/development programs as increasing the sustainable economic security of our students, and thus our communities in Alaska:

“Educational institutions and public and private social service providers ... approach workforce development and develop programs from the perspective of the sustainable economic security of the individual. Communities and economic developers, on the other hand, approach workforce development from a different view—that which benefits the sustainable economic growth of a community or region. Still another group—employers—approach workforce development from an organizational perspective, focusing on the skills their business or industry needs to remain competitive in the global marketplace.”¹

Both TG and RHS are recognized by UAF as workforce development degrees. As is the occupational endorsement in tribal justice.

¹ Federal Reserve Bank of St. Louis, “What is Workforce Development”, at <https://www.stlouisfed.org/publications/bridges/spring-2010/what-is-workforce-development>.

This was one of the more difficult categories to nail down. Everyone in the Strategic Planning Goal Two group agreed that workforce development was critical. All also seemed to feel that everything they do is workforce development — “This is connected to so many things that we do.” However, few programs, with the exception of TG, could say (or did say) what specific jobs they prepared students for, or what should/would go into such job preparation. Another possible exception is CCS and its Indigenous studies Ph.D., which prepares students for academic jobs.

How do we get there?

- (1) Research which employers and industries hire our students and the skills that they wish to see in our graduates;
- (2) Research which of our Alaska Native/Indigenous programs/curriculum funnel students into high-demand jobs that overlap rural areas; tribal, Native nonprofit, nonprofit/NGO, and Alaska Native corporation jobs; health and behavioral health jobs; and K-12 teaching and higher education academic jobs;
- (3) Research which other UAF UA programs/curriculum funnel students into these same jobs, and determine when to build and when to collaborate;
- (4) Align what employers/industries seek in terms of skills with what we teach, to the extent that it is consistent with our overall vision;
- (5) Align the degrees that we offer with the needs of Alaska Natives/Indigenous peoples and their communities; and
- (6) Create linkages and stronger partnerships for moving paraprofessionals into professional status, e.g., teachers aids to teachers, in high demand and high need areas.

G. Tribal & Alaska Native/Indigenous community partnerships, service and education

Vision (What/who do we want to be?)

Our vision is that we are a global leader throughout the circumpolar North, Americas and Pacific in tribal and Alaska Native/Indigenous community partnerships, service and education.

Specific Areas of Leadership:
(i) Partnering with Alaska Native/Indigenous entities (e.g., tribes, corporations, nonprofits, tribal colleges and membership organizations, both national and international).
(ii) Collaborating to serve Alaska Native/Indigenous communities through service programs.
(iii) Collaborating to undertake Alaska Native/Indigenous community education in areas important to these communities.

Specifically, our vision is to partner with Alaska Native and Indigenous entities, such as tribes, ANCs, nonprofits, tribal colleges, the Alaska Federation of Natives, the National Congress of American Indians, and national and international organizations to engage in community education and service programs in the areas that are important to these entities.

The known areas of interest and priority include (in no particular order): (1) conflict management/dispute resolution; (2) corporate social responsibility; (3) culture; (4) economic development; (5) education; (6) food security/sovereignty; (7) health and wellness; (8) language; (9) self-determination; (10) social and criminal justice; (11) sustainability; (12) traditional hunting, fishing and gathering; (13) tribal, local and national governance history, policies, laws and civics; (14) human services; (15) construction trades; (16) tribal government and administration; and (17) program/project management.

What/who are we now?

Existing Partnerships

We need to research existing partnerships further. See the information below given programs that responded to the survey:

“What entities are we partnering with? – ANC’s, tribal nonprofits, local communities, other UAF entities (including ANLC, DANSRD, Anthropology, Natural Resources Management, Arctic and Northern Studies, Communication and Journalism, Education, and Linguistics).” – CCS

“Rural Student Services is a place where many Alaska Native organizations go to connect with students from their regions. Native/tribal entities provide a lot of financial support in the form of scholarship and internship opportunities. As we move forward to work on aspirations, it would be good to build on this.” – RSS

Eileen Panigeo MacLean House — “The Eileen Panigeo MacLean House is a partnership with the Arctic Slope Regional Corporation to provide transitional housing and programming for their shareholders and descendants and other Alaska Natives.” — RSS

The Rural Alaska Honors Institute (RAHI) — “The Rural Alaska Honors Institute (RAHI) partners with several organizations to offer the different tracks in their program.” — RSS

Alaska Indigenous Teacher Corps (AITC) — “The Alaska Indigenous Teacher Corps (AITC) is a new initiative aiming to support Alaska Native students pursuing teacher education at UAF. AITC focuses on pre-college options, and college students pursuing teacher education on and off-campus. UAF School of Education and AITC work to support existing partnerships with rural school districts and seek to build more partnerships with other rural districts.” — RSS

Festival of Native Arts — The Festival of Native Arts is scheduled to take place over a week in February on the UAF campus. The Festival of Native Arts annually brings together the major Alaska Native culture groups of Alaska, as well as other groups from the continental United States and countries such as Japan, Russia and Canada. Through art, dance and performance, these groups share the rich heritage of their respective cultures.

Alaska Native student organizations — “I think these should be in consideration for what we have now. They build communities on campus and extend off campus. There are many organizations noted on the RSS website and I believe that all of these should be included to represent what assets we have now and can be a lens for where we can grow in the future. One example I can speak to is the UAF Chapter of the American Indian Science and Engineering Society (AISES). The UAF chapter of AISES has a long history of being represented at the national and international level, by winning awards for excellence.”

Existing Collaborations Regarding Tribal/Community Education

We need to research existing collaborations to undertake tribal/community education further. See the information below given programs that responded to the survey:

“Tribal Governance has several concentrations or areas of interest students can follow as part of their TG certificate or associate degrees.” – TG

“We also partner extensively with tribal governments and organizations, such as the Central Council of Tlingit and Haida Indians of Alaska, Tanana Chiefs Conference, AVCP and Ahtna. The Tribal Governance program depends upon close partnerships to develop and deliver coursework and training.” – TG

“The UAF School of Education has partnerships with two rural school districts, with interest from more school districts, to increase the number of Alaska Native teachers.” SOE

How do we get there?

- (1) Research who our Alaska Native and Indigenous programs currently partner and collaborate with;
- (2) Research the types of Alaska Native and Indigenous community service programs that our programs currently undertake;
- (3) Research the types of Alaska Native and Indigenous community

education programs that our programs currently undertake;

(4) Compare what we are already doing with the known areas of interest and priority for Alaska Native and Indigenous communities to identify gaps or priority areas, and seek further partnerships, collaborations and funding to fill the gap or to meet the priority; and

(5) Engage the Alaska Native/Indigenous leaders and communities in the identification of the need for, conception, design and implementation of all service and community education efforts.

Appendix - Definitions

Degree program — A course of study leading to an academic degree (an award conferred by a college or university signifying that the recipient has satisfactorily completed a course of study).

Epistemology — “All people have their own distinct beliefs of what knowledge is and what knowing entails. This idea is an example of epistemology specific to place and people.”² “Epistemology is the philosophy of knowledge. It asks questions we have long taken for granted: ‘What is knowledge? What is intelligence? What is the difference between information, knowledge, and understanding?’ It is vital to debate the issue of knowledge/intelligence because of the needs of our time.”³

Methods and methodologies — “Qualitative research exists in a time of global uncertainty. Around the world, government agencies are attempting to regulate scientific inquiry by defining what counts as ‘good’ science Born out of a ‘methodological fundamentalism’ that returns to a much-discredited model of empirical inquiry in which ‘only randomized experiments produce truth’ ... such regulatory activities raise fundamental philosophical, epistemological, political, and pedagogical issues for scholarship and freedom of speech in the decolonized academy.”⁴ “Indigenous scholars [have] asked that the academy decolonize its scientific practices At the same time, these scholars sought to disrupt traditional ways of knowing, while developing ‘methodologies and approaches to research that privileged indigenous knowledges, voices and experiences’ An alliance with the critical strands of qualitative inquiry and its practitioners seemed inevitable. Today, nonindigenous scholars are building these connections, learning how to dismantle, deconstruct, and decolonize traditional ways of doing science, learning that research is always already both moral and political, and learning how to let go.”⁵

Pedagogy — “To teach in a way that leads. Pedagogy is always ideological and political.”⁶

Workforce development — “Educational institutions and public and private social service providers ... approach workforce development and develop programs from the perspective of the sustainable economic security of the individual. Communities and economic developers, on the other hand, approach workforce development from a different view—that which benefits the sustainable economic growth of a community or region. Still another group—employers—approach workforce development from an organizational perspective, focusing on the skills their business or industry needs to remain competitive in the global marketplace.”⁷

² Norman K. Denzin, Yvonna S. Lincoln, and Linda Tuhiwai Smith, eds., “Handbook of Critical and Indigenous Methodologies”. 218 (Los Angeles: Sage Publications, Inc. 2008).

³ Ibid., 230, Footnote 1.

⁴ Ibid., 3.

⁵ Ibid.

⁶ Ibid., 7.

⁷ Federal Reserve Bank of St. Louis, “What is Workforce Development”, at <https://www.stlouisfed.org/publications/bridges/spring-2010/what-is-workforce-development>.