



- 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 sta .
 - 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 sta .
- Prioritize the hiring of Alaska Native and Indigenous faculty and sta 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 sta across the university.

A. 'I C I F
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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) C I at UAF for teaching, learning and sharing.
(ii) H in the fields of Indigenous language and culture; leadership and governance; the natural, social and physical sciences; and the arts.
(iii) to o er applied research, academic and training

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

B. A **I**

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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 I A .
(ii) Alaska Native/Indigenous for occupational endorsements, certificates and associate, bachelor's, master's and doctoral degrees.
(iii) important to Alaska Native and Indigenous communities.
(iv) Alaska Native/Indigenous .
(v) to reflect Alaska Native/Indigenous worldviews, knowledge systems and methodologies.
(vi) F for Alaska Native and Indigenous students.
(vii) Alaska Native and Indigenous , 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.

		<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

Native Art Center	BFA and MFA in Native Arts	<p>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.</p>
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,</p>

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

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.

C A N H R

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.

C O H R

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.

H O U S I N G

- (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;

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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).

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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.”

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DF **D**

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.

DF **I** **L**

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

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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.

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- (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-

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

“What entities are we partnering with? – ANCs, 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

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— 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.”

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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

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- (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.

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D — 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).

E — “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

M — “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

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

— “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>.