Ax̲ toowú latseeníx̲ has sitee.
They are my inner strength.

Creating an Indigenous Knowledge Center

University of Alaska Southeast, Juneau
Title III Strengthening Institutions Program
Project Narrative

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PART (A) COMPREHENSIVE DEVELOPMENT PLAN

Strength of Academic Programs

The University of Alaska Southeast (UAS) is a regional university serving all of Southeast Alaska through campuses in Juneau, Ketchikan, and Sitka. A number of its programs are offered throughout the State of Alaska via e-Learning. With no community colleges in the area, UAS is presented with the challenge of providing community college, baccalaureate, and graduate programs. UAS has been recognized throughout the state for offering programs of distinction in teacher education, marine biology, Alaska Native languages, business and public administration, and fisheries technology.

University of Alaska Southeast's (UAS) Title III Comprehensive Development Plan (CDP) pulls directly from our strategic planning processes, including our Northwest Commission on Colleges and Universities (NWCCU) *UAS Strategic and Assessment Plan, 2012-2017, 2013 Year Three Self-Evaluation Report*, and University of Alaska's strategic direction initiative *Strategic Pathways*, the *UAS Campus Master Plan*, and the *Egan Library Program Review Self-Study* also completed in April 2015.

UAS has seen a general decline in enrollments and revenue over the past three years, which adversely affects all programs and limits the ability to fully develop new programs. In spite of this, UAS is committed to developing an Alaska Native Languages & Studies (ANLS) Program with the following objectives: contribute to indigenous language revitalization, develop a comprehensive indigenous arts program, become a place for future leaders of indigenous governing organizations, and advocate for institutional equity. In order to grow a program, however, there must be a sizeable and growing population of students who are enrolled in that program. UAS has seen a 23% decline in overall enrollment between fall 2012 and 2016, and

this trend line mirrors the decline in enrollment of Alaska Native students (UAS Institutional Effectiveness). These declines are occurring at a time when the Native American population is growing at twice the rate of the general population (U.S. Census Bureau, 2016). While UAS's Alaska Native Languages & Studies program does not target indigenous students, 7 of the 8 graduates of the program are Native American.

The University of Alaska Southeast is working to demonstrate how educational systems can be transformed to create equity for indigenous knowledge. This transformation will not only create more opportunity for success of indigenous students, but also will create social and cultural shifts that benefit all Alaskans and anyone who lives in a post-colonized world. UAS is firmly committed to becoming a place of success within a field of failure by embracing these transformations and stepping forward as a leader in higher education that can show how indigenous knowledge is as vital to a well-rounded education as any other field in the world.

UAS currently offers instruction in the indigenous languages of Southeast Alaska—Tlingit, Haida, and Tsimshian—all of which have sharply declining numbers of fluent speakers. The population of Southeast Alaska is 74,280 and 22% of that population is Alaska Native (Southeast Conference). Since 2015, faculty in the UAS ANLS program have worked with Alaska Native language teachers and community leaders to estimate the total number of speakers of indigenous languages in our region. Estimates for fluent speakers of Southeast Alaska Native languages in the region are 60 for Tlingit, 4 for Alaska Haida, and 6 for Coast Tsimshian. That is a total of 70 fluent speakers remaining, or 0.09% of the Southeast Alaska total population. The majority of these speakers are over 80 years old and the average life expectancy of an Alaska Native person is 70.5 years, meaning these languages are living on borrowed time (Alaska Native Epidemiology Center, 2013). Adding to these troubling statistics is the alarmingly low high

school graduation rates of Alaska Natives, which is 54.9% (Hanlon, 2015).

Alaska Natives have some of the highest suicide rates in the nation. The 2011-2015 average rate of suicide in the United States was 12.72 per 100,000 people. For the same time frame among Alaska Natives this rate averaged 73.87 per 100,000, and 102.8 per 100,000 among Alaska Native youth ages 15–24, for whom suicide is the leading cause of death (Alaska Department of Health & Social Services). These combined statistics show an alarming trend, the death and decline of a historically oppressed people who have lived through cultural and linguistic genocide. Recent studies show direct links between language fluency and health, such as a study that concluded that when the fluency rate in an indigenous community reaches 50% then the suicide rate effectively drops to zero (Darcy, Chandler, and Lalonde). This proposal commits the University of Alaska Southeast further in its role in contributing toward a healthy future for Alaska Native peoples.

UAS ANLS faculty and members of the Alaska Native Studies Council, a statewide advocacy and scholarship group of Alaska Native faculty, have often commented on the historical role that education has played in the destruction of indigenous languages. For an example, the memoirs of Charles Replogle, a teacher in Alaska, describe his amusement at the idea of concocting a chemical mix of myrrh and capsicum to burn the language out of children who tried to hold on to it (Replogle, 1904). This complicated history results in an ongoing role of higher education in the assimilation of indigenous people by omitting indigenous content from mandatory classes and through the creation and maintenance of non-indigenous spaces that are the home of education.

Just as you cannot simply paint the walls of the concentration camp and call it a home, you cannot have an educational system that operates in what is seen as “normal” conditions and

appearances and expect success among indigenous people. Historic education policy was defined under the tenants of acculturation, dismissing the cultural foundations of Alaska Native people in the not too distant past. For many, the classroom was a place of abuse and dismissal, by devaluing traditional cultures and languages. This project will continue the transformation of the University of Alaska to create indigenous spaces that privilege indigenous languages, cultural content, and ways of knowing. This project seeks to develop institutional capacity by supporting the further development of the indigenous studies courses and degree options thereby increasing Alaska Native enrollment. This project will improve delivery of a quality education for Alaskans including future educators, and increase culturally safe support and retention services for indigenous students in a space that houses quality programming enhanced by visiting elders and scholars.

A foundational part of our plan is the creation of the Cyril George Indigenous Knowledge Center (CGIKC). Ḵaalḵáawu Cyril George was an elder who frequently visited Alaska Native Languages & Studies courses up until his last year of life at 92 years old. While being recorded telling stories, he started the narrative with a powerful opening that encompasses the positive and loving spirit UAS hopes to capture in the construction and operation of the Cyril George Center:

«Gunalchéesh yéi x̱at tuwatee yáa yakyee.	"I am feeling thankful today.
Haa dachx̱ánx'i yán,	Our grandchildren,
Ax̱ jínt has uwashée yáade.	they led me here by the hand.
Has yag̱a.aa	Let them consider
has du léelk'w hás shkalneegí.	the stories of their grandparents.
Gunalchéesh.	Thank you.
Ax̱ toowú latseenix̱ has sitee.	They are my inner strength.
Has du tuwáa sigóowu yéi	They want,
Haa Ḵusteeyí	to really know
k'idéin has awuskóowu.»	Our Way of Life."
– Ḵaalḵáawu	– Cyril George, Ḵak'weidí

The University of Alaska system, which includes three separately accredited universities in Fairbanks, Anchorage, and Southeast Alaska, is currently undergoing a period of extensive reorganization referred to as “Strategic Pathways”. This process is intended to optimize our statewide system to achieve its goals for higher education in Alaska during a time of declining funding from the State of Alaska, our single largest funding source. Since FY2015, University of Alaska funding has been cut from $375M to $325M (14%) with additional reductions anticipated for FY18. This has resulted in the loss of over 900 faculty and staff positions and the review of 50 programs for elimination or suspension. As part of this process, nearly every aspect of the University system has been extensively evaluated in a multi-phase process that has included teams of students, faculty, staff, administrators, and community members. One of the important outcomes of this evaluation is that the University of Alaska Southeast was selected to lead Teacher Education for the State of Alaska with the goal that by 2020, 60% of new teachers in the state will be UA graduates; 90% by 2025. UAS has a successful track record in preparing culturally responsive educators and is committed to identifying institutional transformations in both K–12 and higher education that promote equity and create more successful environments for American Indian and Alaska Native (AIAN) success.

One emphasis area of *Strategic Pathways* is a “Place-based Alaska Native Innovation Option” which “integrates place-based and culturally responsive education and a focus on Alaska Native education throughout teaching (i.e., courses), research/creative activity, and service in the School(s)/College of Education. Prepares educators to link education to students’ needs and interests, linguistic backgrounds and family characteristics, and the local community and natural environment (Vinlove, 2012). Focus on Alaska Native education includes preparing educators to effectively work with Alaska Native students and communities and to recruit and retain more

Alaska Natives in teacher education programs."

UAS currently provides many innovative programs and services to support Alaska Native students in the attainment of their academic goals. UAS offers a BLA with an Alaska Native Languages and Studies emphasis, minors in Tlingit, Alaska Native Studies, and Northwest Coast Art, and an occupational endorsement in Northwest Coast Art. Twenty-nine courses in indigenous languages are offered in Tlingit, Haida, and Tsimshian and two courses in Alaska Native Studies.

UAS Alaska Native Languages and Studies program received funding (National Science Foundation, 2007 & National Endowment for the Humanities, 2009) for *Woosh Een áyá Yoo X̲'atudli.átk: We're Talking Story, Tlingit Conversation Documentation Project*. A team of Tlingit faculty and students at the University of Alaska Southeast and fluent Tlingit elders recorded, translated, transcribed and produced over 40 hours of subtitled videos for language learners. The ANLS program also received funding from the Alaska Humanities Forum and Rasmuson Foundation to complete a film on the life and work of Nora & Richard Dauenhauer, purchase equipment to begin developing a language lab on campus, and to purchase shelving to develop an indigenous collection in the library.

In 2014, UAS students and ANLS faculty contributed to the legislative process and participated in a 15 hour sit-in at the Capitol to support House Bill 216, recognizing 20 Alaska Native Languages as official state languages. At the signing ceremony in Anchorage, participants reflected on the process of passing the bill and the celebration of its signing:

> They spoke in Inupiaq and Yup'ik, Tlingit and Haida, Alutiiq and Koyukon, Tsimshian and Dena'ina. A 15-year-old from Cordova spoke in Eyak, a language that some feared might die. There were words of thanks in almost all of the 20 Alaska Native languages now recognized as official in House Bill 216 as well as stories of earlier oppressive days, when children's hands were slapped and mouths were taped for speaking the only language they knew…For the signing, the mood was jubilant… Rep. Jonathan Kreiss-

> Tomkins, D-Sitka, said he decided to push the measure a year and a half ago over coffee with Lance Twitchell, an assistant professor of Alaska Native languages in Juneau whose Native name is Xh'unei. “In Southeast, elders point to the trees clinging to the sides of steep mountains and explain that they don't fall away because of the roots underground grabbing hold,” Twitchell said, "That's what our culture is doing," he said (Demer, 2014).

The *Native and Rural Student Center* opened in 1996 and creates a student-centered inclusive environment that honors diversity, celebrates cultural traditions and knowledge, and enhances the learning experiences of University of Alaska Southeast students. This is the home to the Alaska Native student group Wooch.een “working together” and the Campus Inclusivity Alliance.

The *Preparing Indigenous Teachers and Administrators for Alaska Schools* (PITAAS) program of the UAS School of Education was developed in 2000 to address a critical challenge facing Alaskan schools where Alaska Natives make up 25% of the student body and less than 5% of the teaching force. PITAAS recently celebrated its 15th year supporting Alaska Native students pursuing careers in K-12 education through the award of 270 scholarships to 81 graduates earning 256 degrees (PITAAS). PITAAS is funded by an Alaska Native Education grant from the U.S. Department of Education.

The University of Alaska Southeast is also partnering with the Sealaska Heritage Institute, an Alaska Native nonprofit corporation, on their Alaska Native Education Program (ANEP) grant application “Northwest Coast Arts: Sharing our Box of Treasures”. This Project seeks to integrate the legendary Northwest Coast (NWC) Arts and Cultures into courses and supplemental programs for both high school and university students. UAS is also partnering with the Goldbelt Heritage Foundation to ensure that students taking Tlingit language courses at the high school level have the option of receiving college credit.

The primary activity identified by the Title III Strategy Committee, which consists of the

Provost, the Regional Library Director, the Dean of Arts and Sciences/Vice Provost for Research & Sponsored Programs, ANLS faculty, the Director of the PITAAS program, and library faculty, will support these existing efforts, and further strengthen our institutional capacity to provide Alaska Native students increased educational equity and opportunities for academic success.

It ties directly to the University of Alaska Southeast's *Strategic and Assessment Plan 2010-2017*, the University's Mission of "... student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska", and our stated value of diversity – "we embody and respect the diversity of each individual's culture, talents and abilities, and educational goals with special attention to Alaska Native heritage unique to Southeast Alaska." Edward K. Thomas, President Emeritus of Central Council Tlingit & Haida Indian Tribes of Alaska wrote:

> "The UAS mission highlights the importance of partnering with the indigenous peoples of Southeast Alaska—the Tlingit, Haida, and Tsimshian. By working together, we can fulfill the vision of our forefathers for our people to get quality education and training that supports healthy families and sustainable communities."

UAS's Strengthening Institutions Program grant activity seeks to: (1) Create an Indigenous Knowledge Center that is a safe indigenous space at UAS to centralize and promote the quality and value of Alaska Native/Indigenous knowledge, facilitate healing, and increase the self-esteem and academic success of AIAN students; (2) Develop an Elders and Indigenous Scholars in Residence program; and (3) Enhance access and delivery of hybrid courses in Alaska Native Languages to preserve the continuity of endangered indigenous languages.

The concepts for this application have been presented, discussed and reviewed by: UAS Chancellor's Cabinet, Executive Provost Council, Faculty Senate, Student Success Task Force, the Vice Chancellor for Research & Sponsored Programs and the UAS Office of Grants and Contracts. The proposal is the result of shared governance and cross-campus collaboration and

has the strong support of the UAS Executive Cabinet including Chancellor Dr. Richard Caulfield and Provost Dr. Karen Carey, which includes a commitment to institutionally support grant activities after Title III funds are expended. If project goals are met and AIAN student enrollment increases by 15% (2016 baseline: 489, increase to 584 by 2022) this would generate an additional $799,425 in new revenue. These institutional funds will offset institutional costs of grant activities. If project goals are not met and in consideration of budget uncertainties, UAS may need to pursue alternate strategies to staff the GCIKC, such as faculty workload assignments, ANLS internships, or reallocation of existing resources.

Table 1. Academic Programs Strengths and Weaknesses

Strengths	Weaknesses
APS1: 90% of UAS alumni are satisfied (40%) or very satisfied (50%) with their overall academic experience (UA Alumni Survey 2014; 2017 results pending).	**APW1**: A disproportionately large number of non-retained students are Alaska Native. UAS graduation rates are also low, especially for disadvantaged and minority populations and for Alaska Natives.
APS2: Research opportunities and internships are available for graduate students, as well as for undergraduates.	**APW2:** Alaska Native Language students (AKL) fail to persist from the first semester through a three year course sequence.
APS3: Retention rates for first time, full time students have increased by 13.4% in the past six years. (*UA Year in Review 2015*).	**APW3:** Low enrollment overall in the newly developed Alaska Native Languages and Studies program.
APS4: Recent hire (2016) of 2nd ANLS tenure-track faculty member.	

Table 2. Academic Programs Problem Statements

Problem 1: A disproportionately large number of non-retained students are Alaska Native. UAS graduation rates are also low, especially for disadvantaged and minority populations and for Alaska Natives.
Problem 2: Students enrolled in AKL courses do not persist beyond first year level courses.
Problem 3: Low enrollment overall in the newly developed Alaska Native Languages and Studies program.

Discussion of problem 1: A disproportionately large number of non-retained students are Alaska Native.

UAS graduation rates are low, especially for disadvantaged and minority populations and for Alaska Natives. On average (2010-16), 16% of UAS students are Alaska Native, and 12% of

Juneau residents are Alaska Native/American Indian, the largest minority group for both (UAS Office of Institutional Effectiveness, 2017; U.S. Census Bureau, 2015). The conservation, preservation, and advancement of Southeast Alaska Native cultures and languages (Tlingit, Haida, and Tsimshian) is vital to the UAS community. UAS needs to emphasize this role and the unique qualities of the institution in order to recruit students from Alaska including Alaska Native students, and retain them through graduation.

In 1998, the *Alaska Standards for Culturally Responsive Schools* were developed by Alaska Native educators as part of the Alaska Rural Systemic Initiative (AKRSI, 1998). While these standards were developed for K12, those highlighted below (which are just a few of many) illustrate how these standards can guide placed-based higher education in Alaska.

> "A culturally-responsive curriculum incorporates contemporary adaptations along with the historical and traditional aspects of the local culture. It provides opportunities for students to study all subjects starting from a base in the local knowledge system. It uses the local language and cultural knowledge as a foundation for the rest of the curriculum. It engages students in the construction of new knowledge and understandings that contribute to an ever-expanding view of the world. A culturally-responsive curriculum situates local knowledge and actions in a global context. It prepares students to "think globally, act locally."
>
> "A culturally-responsive school consists of facilities that are compatible with the community environment in which they are situated. It provides a physical environment that is inviting and readily accessible for local people to enter and utilize."

Alaska is unique due to its remoteness from the rest of the United States, its vast land area and disparate climates, and its rural nature. 25% of all Alaskans and 45% of Alaska Natives live in communities of fewer than 1,000 people (Kaden & Patterson, 2013). Almost 25% of Alaskans, including Juneau residents, live in communities accessible only by boat or aircraft (Ibid). For many Alaskan students arriving on the Juneau campus, this is the largest community they have encountered. UAS puts great effort into welcoming those students in a variety of ways, including offering learning materials that reflect their experiences as Alaskans and Native

Alaskans. As the largest learning space on campus, and the central repository for information and knowledge, the library also needs to reflect, prioritize, and give explicit value to the Alaska Native/Indigenous context.

Discussion of Problem 2: Poor progression through a three year Alaska Native language sequence.

Regional indigenous languages (Tlingit, Haida, and Tsimshian) are highly endangered as the few remaining fluent speakers, many of whom live in remote areas of the State, age and pass away. The UAS-Juneau campus stands on Lingit Aani, the aboriginal homeland of the Tlingit people. The cultures of Southeast Alaska are at the core of the UAS mission and accordingly UAS has offered courses in Alaska Native Languages since 1998 and degree programs in Alaska Native Languages and Studies since 2012. Language instruction and acquisition to the degree needed for revitalization requires fluent speakers. Currently the majority of students enrolled in AKL courses do not persist beyond first year level.

Discussion of Problem 3: Low enrollment overall in the newly developed Alaska Native Languages and Studies program.

UAS has had Alaska Native Languages courses and Anthropology courses about Alaska Natives for decades now, but only recently committed to the development of an indigenous studies program. Previously, many Alaska Native instructors have taught courses at UAS, but it was not until 2011 that the first tenure-track Alaska Native Languages professor was hired. That same year, UAS created two additional tenure-track positions that were filled by Alaska Natives. According to the 2013 Affirmative Action Summary Report to the Board of Regents 2.68% of the faculty at UAS are Alaska Native which means 19 additional Alaska Native faculty would need to be hired at UAS in order to reflect the Southeast Alaska Native population of 22% (Southeast Conference).

One major difficulty that indigenous students face in higher learning is limited academic course choices that support an indigenous world view as demonstrated by marginalization of indigenous knowledge in the curriculum and an absence of diversity in the faculty. Students must assimilate to content in order to succeed. The development of an indigenous studies program relies on the successful recruitment and retention of students. Without the students, it is hard for a program to develop, and without indigenous faculty addressing and submitting curricular changes it is impossible for the educational system to move towards institutional change while addressing inequity. For example, in the current UAS Catalog, of the 85 courses listed as eligible selections for mandatory General Education Requirements (GER), only 4 of them are from the Alaska Native Languages & Studies Program, which is 4.7% of the options. These dismal numbers all contribute to a general invisibility of indigenous studies at UAS, which results in a cycle of reduced enrollment and success, compounding inequitable workloads for indigenous faculty, and result in a program that is marginalized.

UAS ANLS faculty have developed a vision that relies upon systemic changes, the foundations of this proposal. To see how an equitable system of education can contribute to indigenous success in terms of language revitalization and graduation rates, one can look at the educational transformations created by the Hawaiian language revitalization movement. In the early 1980s there was a massive decline in the number of speakers of Hawaiian and many Native Hawaiian students experienced systematic educational failure. In the wake of that failure significant advances have been made utilizing immersion models of education to increase high school graduation and college attendance of Native Hawaiians. For example, the Ke Kula 'O Nāwahīokalni'ōpuʻu (Nāwahī) “has produced 14 years of 100% high school graduation and 80% college attendance (Wilson, 2012).

Table 3. Institutional Management Strengths and Weaknesses	
Strengths	**Weaknesses**
IMS1: UAS has effective committees in place such as the Strategic Planning and Budget Advisory Committee (SPBAC), to regularly assess academic programs and align with budget priorities. **IMS2:** UA Strategic Pathways process. **IMS3:** Endorsement by the Enhancing the Baccalaureate Experience Faculty Senate Subcommittee of an Interdisciplinary BA as an opportunity to integrate decolonization and indigenous knowledge into our academic programs.	**IMW1:** UAS as an institution is working against a long history of culturally traumatic educational policies toward AIAN populations. This legacy is still palpable and negatively impacts recruitment and retention efforts. **IMW2:** UAS does not have the instructional technology infrastructure (classroom audio/video and learning management systems) capacity to deliver effective hybrid and distance-delivery language courses, and is one of the primary sources of indigenous language instruction in the region.

Strengths of Institutional Management

Identifying academic priorities and measuring educational outcomes at UAS takes place at many levels, but overall it is guided by the *UAS Strategic and Assessment Plan*, the foundation for decision-making and resource allocation. The Strategic Planning and Budget Advisory Committee (SPBAC) provides a setting where deans, directors, administrators, and student, faculty, and staff representatives examine budgetary challenges and strategic opportunities, including ideas for enhancing revenue, reducing budgets, and realigning priorities to changing budget environments.

In addition to academic program reviews, in recent years UAS has undertaken reviews of selected non-academic programs. They involve a careful review of available data, an assessment of how the program/service aligns with *Shaping Alaska's Future*, *UA Strategic Pathways*, and our *UAS Strategic and Assessment Plan*, as well as input from the wider UAS community. Examples of recent strategic actions include: sale of buildings outside the core campus, construction of new Freshman Housing, two targeted recruiting campaigns (*Finish College Alaska* and *Come Home to Alaska*), expansion of course offerings in Alaska Native Languages

(AKL), creation of a small, unstaffed language lab to support AKL courses, discontinuation of the BA Art program in order to seek partnerships for the creation of a Northwest Coast Arts program, and direction for initial development of an indigenous knowledge collection in the Egan Library. These actions support student learning while increasing organizational efficiency.

In spring 2016, a Faculty Senate subcommittee was created and charged to deliver a set of recommendations to the entire UAS community at fall convocation on strengthening and improving student experiences in our baccalaureate programs. This workgroup recommends creating a single, interdisciplinary Bachelor of Arts degree program with the opportunity to indigenize our academic programs identified as a stated benefit.

Table 4. Institutional Management Problem Statement
Problem 1: UAS as an institution is working against a long history of culturally traumatic educational policies toward AIAN populations. This legacy is still palpable and negatively impacts recruitment and retention efforts.
Problem 2: Current instructional technology infrastructure (classroom audio/video and learning management systems) is insufficient in delivery of high quality, transformative hybrid Alaska Native Language content.

Discussion of problem 1: The legacy of culturally traumatic educational policies toward AIAN populations is still palpable today and negatively impacts recruitment and retention efforts. The proposed Title III activities will foster the formation of strong, positive indigenous identities, transforming the institutional landscape into one that is culturally safe and supportive. This level of institutional transformation will enhance the ability of UAS to attract and retain rural Alaska and Alaska Native students as well as other individuals interested in learning more about indigenous ways of knowing.

Discussion of problem 2: Current instructional technology infrastructure (classroom audio/video and learning management systems) is insufficient for delivery of high quality, transformative hybrid Alaska Native Language content. The setup and breakdown of shared

equipment used for current AKL courses, taught in standard classrooms and without technology support, regularly leads to the loss of valuable instructional time. The student experience, satisfaction, and engagement with AKL course content will be substantially improved by a purpose built, state of the art hybrid classroom.

As the CGIKC project develops through design and construction phases, technology specifications for the new language classroom will be shared with the UAS Teaching and Learning Technology Roundtable (TLTR). One form of institutional support will be the utilization of these designs for additional hybrid classrooms on campus. Having identical technologies in hybrid classes allows for the development of universal training methods and allows UAS to deliver additional high quality e-learning experiences.

Table 5. Fiscal Stability	
Strengths	**Weaknesses**
FSS1: UA System-wide process Strategic Pathways framework addresses the many challenges facing our university system by strategically focusing resources on each university's unique set of strengths and developed a multi-year plan to reduce reliance on state general funds. **FSS2:** New Strategic Budget and Assessment Committee formed in 2014 increased shared governance and fiscal transparency; this group has effectively implemented strategies including increased academic program reviews in order to focus resources on our strengths and the needs of the State in times of reduced state funding.	**FSW1**: UAS is a State funded public institution; Alaska depends heavily on oil revenue which has led to fluctuating (boom/bust) funding cycles. **FSW2**: 18% of UAS students do not self-report race and this impacts potential institutional eligibility for state and federal funding (IPEDS 2016 UAS Feedback Report).

Strengths of Fiscal Stability

The UAS revenue stream is similar to that of other small state educational institutions. Historically strong state appropriations have accounted for more than half (53% in FY16) of UA revenue, with tuition and fees contributing around 23%. The Strategic Pathways process has identified that this level of state support is no longer feasible in light of the State's fiscal crisis.

Federal receipts are relatively small, only 11%, with two-thirds directed at student financial aid, reflecting UAS's emphasis on teaching rather than research. Auxiliary revenue and gifts make up the remainder. The ability of UAS to influence these revenue streams varies. Increases in state support are requested through a UA-wide budget process whereby UAS requests are weighed against similar requests from UAA and UAF, both of which have larger student populations and research agendas. Tuition rates are set centrally by the UA Board of Regents. The statewide budgetary outlook for the foreseeable future does not look promising due to significant oil price decline. That said, the University of Alaska system has enjoyed historically strong support from state government, despite oil price fluctuations. The funds supplied from this grant would allow us to continue to strategically strengthen our institution within these lean budget times.

Table 6. Fiscal Stability Problem Statement
Problem 1: UAS is a State funded public institution; Alaska depends heavily on oil revenue which has led to fluctuating (boom/bust) funding cycles.
Problem 2: 18% of UAS students do not self-report race and this impacts potential institutional eligibility for state and federal funding.

Discussion of problem 1: UAS is a State funded public institution; Alaska depends heavily on oil revenue which has led to fluctuations (boom/bust) funding cycles.

90% of the State of Alaska's discretionary spending (GF) comes from oil revenue. The recent drop in oil prices has led to a nearly three billion dollar revenue shortfall for the FY 2017 State of Alaska budget. No significant policy changes were made to bring in new revenue last legislative cycle, so once again the UAS campus is anticipating substantial cuts to state appropriations.

The proposed FY 2018 University budget is in the legislative approval phase and conference committee negotiations rectifying the differences between the House's $325 million funding level and the Senate's $309 million level. The Senate's number is 9.5% or $32.4 million below the Board of Regents' request of $341 million. The Senate's funding level represents a

nearly $70 million or 19% reduction in our budget just in the last four years (UA Capital Report, March 20th 2017). With decreased legislative funding, it is critical to highlight what makes our University distinct in order to recruit more students, and retain them through completion of their academic goals.

Discussion of problem 2: 18% of UAS students do not self-report race and this impacts potential institutional eligibility for state and federal funding.

Historical trauma and discrimination towards AIAN and other indigenous populations has contributed to reluctance to self-report race. UAS' emphasis on indigenizing curriculum and policy has the potential to increase cultural-pride and increase the rate at which students self-report race. If students better understand the fiscal benefits to UAS that can be gained through accurate demographics of student populations, they may be more inclined to do so. Announcing activities that are paid for by Title III grant monies may encourage students to self-report, qualifying our institution for additional state and federal funding, improving fiscal sustainability.

Discussion of Analysis Process

The Title III team identified the core theme of student success as the most immediate and serious institutional challenge for UAS. Student success requires that we support students, particularly low-income, underprepared, and other at-risk populations, from the time they enroll until the time they attain their educational goals. Goal attainment may include degree completion, university transfer, certification attainment, achievement of college-level skill sets, or workforce development. Many *UAS Performance Indicators* used to evaluate the progress of the *A̲x̲ toowú latseení̲x̲ has sitee* project activities are already monitored by the UAS Institutional Effectiveness office.

Table 7. Strategies to Institutionalize New Practices and Improvements
• These proposed Title III activities, including personnel cost for the Project Director/Indigenous Knowledge Center Coordinator, programmatic costs for the Elder and Indigenous Scholar in Residence Program and ongoing facilities and technologies costs for the Cyril George Indigenous Knowledge Center will be fully institutionalized in year 6. • Proposed activities will improve recruitment and retention of underserved students while enabling the growth of the ANLS program, both components being critical for institutional stability. • The primary way UAS's grant activity will be institutionalized is from the increased capacity to support rural and Alaska Native students through newly renovated facilities within the Egan Library. It is projected that the increases to enrollment and retention obtained through this grant activity will help institutionally fund other activity components, such as the CGIKC Coordinator position, student assistants, and funds for the Elders and Indigenous Scholars program. Due to budget uncertainty, UAS may need to pursue alternate strategies to staff the GCIKC, such as faculty workload assignments, ANLS internships, or reallocation of existing resources.

PART (B) DESIGN PLAN

Table 8. Logic Model	
Situation / Problem Statements:	Regional indigenous languages (Tlingit, Haida, and Tsimshian) are highly endangered. A disproportionately large number of non-retained students are Alaska Native. UAS graduation rates are also low, especially for disadvantaged and minority populations and for Alaska Natives. A review of the literature strongly supports a correlation between indigenous language acquisition and cultural supports to academic success and health and wellness of AIAN students (Demmert Jr., Reyhner).
Inputs/Investments	**New Grant Funded Personnel:** • Indigenous Knowledge Center Coordinator / Project Director • Elders and/or Indigenous Scholars in Residence • Part-time Student TA/Tutors **Institutionally Funded Personnel:** • Alaska Native Studies and Languages (ANSL) Faculty • Classroom (technology) Support Coordinator • Principal Investigator • Library Faculty **Language Classroom Technology:** • Smart wall • Video and audio capture • Acoustic treatments **Indigenous Knowledge Center Technology:** • Large interactive LED screen • Video and audio capture • Wireless headphones • Listening/recording stations **Renovations/Furnishings**: • New enclosed center within library.

	• Offices and storage space • Kitchen/gathering space • Stackable seating • Office and classroom furnishings • New shelving
Outputs/Activities	**Elders and Indigenous Scholars in Residence Program**: • mentorship opportunities for AIAN students **Language Revitalization:** • Improve delivery of eLearning and hybrid language courses • Provide subsidized non-credit courses for community members • Develop programs around hearing and speaking regional languages
Outcomes/Impacts	**Student Engagement:** Increase AIAN student enrollment by 15% (2016 baseline: 489, increase to 584 by 2022). Increase fall-to-fall retention of all first-year, full-time students 1% with an emphasis on increased retention of AIAN students participating in EIiSR mentorship activity by 2% by 2022. (2016 baseline: 58% to 2022: 59/60%). Increase enrollment in Alaska Native Languages & Studies: Courses: by 25% (baseline 2016 enrollment: 133, increase to 167 by 2022) Program enrollment: by 50% (BLA: ANLS baseline 2016 enrollment:12, increase to 24 by 2022) and increase Alaska Native Languages and Studies Program awards (BLA, OEC): by 25% by year 5(2016 baseline BLA and OEC in NWC art awards: 40, increase to 50 awards in 2022). Increase persistence from first to third year AKL language courses by 5% for each language offered by 2022 (historical 15 year baseline of 8% to 13%). Increase persistence through all levels of AKL language courses by 10% (from historical 15 year baseline through 100>300 level 38%) to 48% by 2022 with a secondary goal of increasing total enrollment in AKL courses by 50% (from 2016 baseline, 114) to 171 students by 2022.

PART (C) ACTIVITY OBJECTIVES

Activity One: Renovation of space within Egan Library to create an Indigenous Knowledge Center and Programs to support Alaska Native Language Preservation/Revitalization and Alaska Native Knowledge.

Table 9. Activity One Central Components
1.1 Renovation of space within the Egan Library to create the Cyril George Indigenous Knowledge Center (CGIKC) including a high tech hybrid language classroom, enhanced access to Alaska Native Languages classes and related facilities.
1.2 Development of an Elder and Indigenous Scholar in Residence Program as the central component of CGIKC programming to support AIAN students.
1.3 Enhance access and delivery of hybrid courses in Alaska Native Languages to preserve the continuity of endangered indigenous languages.

Synopsis: The conservation, preservation, and advancement of Southeast Alaska Native languages and cultures (Tlingit, Haida, and Tsimshian) is a vital role for UAS in the community. UAS needs to emphasize this role and the unique qualities of the institution in order to recruit students from Alaska, including Alaska Native students, and retain them through graduation. American Indian and Alaska Native (AIAN) students who have opportunities to learn about and maintain indigenous values, maintain or learn their language, and possess a positive identity as an indigenous person are more likely to be academically successful (Coggins, Williams, & Radin, 1997, Dehyle, 1997).

UAS represents one of few spaces in the world where indigenous language instruction is an institutional priority. To facilitate the development of new language speakers, on campus and through e-learning, instructional facilities and an Indigenous Knowledge Center need to incorporate advanced technology that is robust and easy to use. These tools will enable Alaska Native Languages faculty to more effectively engage with learners in a hybrid classroom while providing more reliable access and a positive, enriching experience for students. Additionally, we intend to extend access to UAS indigenous language and Northwest Coast arts courses throughout Alaska through subsidized non-credit options to help meet the community education mission of the university, to enhance learning for all students, to address the urgent needs for instruction in at-risk indigenous languages, and to open the door for further partnerships in our community. These courses may be offered as stand-alone workshops or intensive courses, cosponsored classes or be provided parallel or in a 'stacked' fashion to a for credit catalog course.

Culturally relevant support systems are integral to academic success for AIAN students. Subsequently, AIAN students' concepts of success and academic goals are often closely tied to

the ability to better serve their home communities (Fann, 2004; Guillory & Wolverton, 2008). Activity one will develop an Elder and Indigenous Scholar in Residence (EISiR) program to formalize the experiential learning that occurs when traditional knowledge of one generation is transmitted to another. UAS has actively recruited students from Western Alaska and these students experience cultural dissociation despite existing support systems for Native and Rural Students on campus. With the EISiR program, we intend to bring Elders and Scholars from Western Alaskan indigenous communities (Inupiaq, Yu'pik, Alutiiq) as well as from Southeast Alaskan communities in order to provide mentorship and cultural continuity for students from these areas. UAS will utilize networks such as the Alaska Native Studies Council, and the Southeast Alaska language strategy group to identify and connect with culture bearers (Elders) from regions beyond Southeast Alaska. Opportunities for AIAN students to engage in familiar cultural practices from home helps build a "family structure within the college culture [which] enhances an American Indian student's sense of belonging and consequently leads to higher retention rates among American Indians" (Guillory & Wolverton, 2008). EISiR participants will provide opportunities for AIAN students to develop lasting mentor/mentee relationships comparable to student/faculty mentoring, a proven retention strategy (Campbell & Campbell, 1997). In a 2010 report, the National Education Association presented the recommendations from six leading AI/AN authorities with regard to reauthorization of the ESEA (Elementary and Secondary Education) Act. Among these recommendations were the following: invest in AIAN cultural and language revitalization; use culturally based education as a promising practice in public schools; and incorporate "Native Ways of Knowing" (knowledge unique to Native tribes and cultures) as a critical cornerstone of relevant, rigorous, and high-quality instruction for Native students. This Title III project, A<u>x̲</u> toowú latseeni<u>x̲</u> has sitee (*They are my inner strength):*

Creating An Indigenous Knowledge Center will institutionalize these recommendations and practices at UAS.

Activity 1.1. Creation of an Indigenous Knowledge Center

Beginning in 2014 Egan Library collaborated with UAS Assistant Professor of Alaska Native Languages, Lance (X̲'unei) Twitchell, to envision the Cyril George Alaska Native Knowledge Collection as a centerpiece for the Egan Library collections in support of UAS academic programs. The goal of this activity is to create an indigenous space in the library to centralize and promote the quality and value of Alaska Native knowledge. Work has already been completed with funding from the Rasmuson Foundation and private donors to relocate existing collections, procure additional materials, add new collection shelving, and create a new collection development policy to organize and classify materials based on indigenous ways of self-identification and organization of knowledge. The new collection emphasizes the uniqueness of the UAS environment, increases ease of access to these materials, and provides systematic browsing for Alaskan and global indigenous topics. Circulation analysis indicates that Alaska-oriented topics are the most used in the Library. Alaska Native Languages and Studies (ANLS) faculty support a central library collection dedicated to Alaska Native Knowledge. Student demands for more materials and space dedicated to Alaska Native cultures also appears in student surveys and course evaluations:

> *"Would like more listening stations for accessing Alaska Native Language recordings." (Egan Library and Learning Center Study: Student Survey 2014)*

> *"Working with SHI to get Lingít language recordings available for students would really add to the resources for Lingít language students." (Student Comment from AKL206 Course Ratings, Spring 2014.)*

> *"Need more books on Southeast Alaska Natives 1. Tsimshians - Small section needs some beefing up. 2. Haida - Little bit bigger than the Tsimshian section but still would benefit students if there was more material. 3. Tlingit - Biggest section of the three but the more*

books the merrier!" (Student Comment in Course Ratings Spring 2013)

"I wish there was a bigger selection for texts written from native perspectives"(Student Comment in Course Ratings Spring 2016)

The next step in this necessary process is the creation of the Cyril George Indigenous Knowledge Center (CGIKC). The CGIKC conceptual design explores the model of a 'clan house' and captures a curiosity for finding the strongest, most culturally sensitive way to relay, through design, an indigenous space to centralize and promote Alaska Native knowledge. Primary spaces within the overall design include the CGIKC within the existing structure of the library (approx. 2000 sf) which holds stacks for the primary book and media collections, and serves as a flexible space for study, conversation, and events.

This space will have the capacity for hosting and broadcasting small events, display space for future Northwest Coast art, and functions as the conduit or entry to other associated spaces, listed below, so that the Center's overall cohesion is clearly established. Recent institutionally supported design work including floor plan, architectural, mechanical, electrical and professional cost estimate inform the construction budget (http://www.uas.alaska.edu/library/sip/index.html). During this process the Title III Strategy Committee identified the following design concepts:

1) Language Classroom and related spaces. A mid-size (20-30 seats) classroom for language instruction …fully outfitted to support a sophisticated blended/hybrid environment for study of Alaska Native Languages. An adjacent gathering space with kitchen for cultural food preparation, event staging, storage, pantry, and a small break area with table.

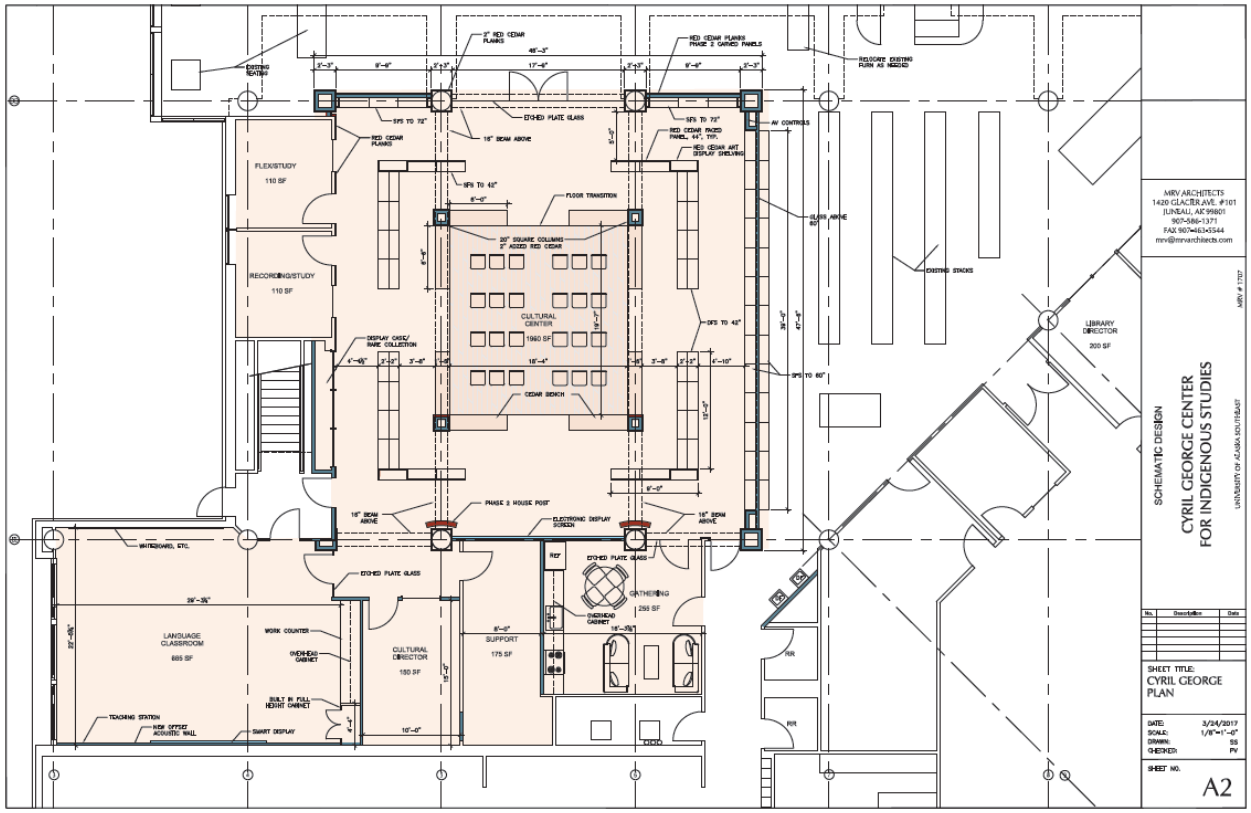
2) Instructional Technology Storage to provide a secure space for electronic and media equipment specific to language instruction.

3) Private Audio/Study Labs. Two small spaces, acoustically separated from adjoining spaces, but configured to allow visual control and connectivity to be used for language and oral history

recording as well as for work with Elders and students.

4. CGIKC Coordinator/ Project Director Office. Integrated staff would provide important programmatic advantages, including administrative presence for the Cyril George Center, improved instructional efficiency, and an occupied “presence” to promote an inclusive and welcoming atmosphere.

5. Archive and Rare Materials Capacity: A secure display case (3’x10’), to house archival and rare materials. Such materials would be secured, but available on request. A localized climate control capability for this collection will be provided, with optimum temperature and humidity.



The CGIKC will create a welcoming, safe space for AIAN students and Alaska Native Languages and will signal to many, for whom educational institutions represent pain and historical trauma, an overdue shift toward valuing the knowledge systems and languages of Alaska’s indigenous people. While much attention has been given to the disproportionately low

rates of college attendance, retention and graduation of AIAN students, little action has been taken to remediate the cultural disassociation these underserved students face when leaving home communities for college. Creating indigenous spaces in higher education settings is a research supported best practice for supporting AIAN students (Windcheif and Joseph, 2015).

Research shows that culturally based education in Alaska can have demonstrated positive influence on student achievement at the K-12 level (Demmert, 2003; Hill, Kawagley & Barnhardt, 2000). The Alaska Rural Systemic Initiative (AKRSI), launched in 1995, targeted a number of educational reforms including increasing recognition of the complementary nature of Native and Western knowledge, and the need to ground curricula in the cultural and physical environments in which students live (Barnhardt, 2006). In the five-year evaluation of AKRSI, it was stated that fostering the connectivity between Native and Western knowledge "continues to produce an increase in student achievement scores, a decrease in the dropout rate, an increase in the number of rural students attending college, and an increase in the number of Native students choosing to pursue studies in the fields of science, math, and engineering." (Hill, Kawagley & Barnhardt, 2000). For college-age students, there is also evidence that a strong bicultural curriculum that incorporates both Euro-Western and indigenous knowledge is linked to significant retention and program completion rates for Native American students (Demmert, 2001).

With research showing that a bicultural curriculum giving emphasis to both indigenous and dominant/mainstream knowledge is linked to academic success of Native Americans, it might be extrapolated that a curriculum that equally embraces the local and the global would also be linked to greater success of Alaskan students generally. This belief is reflected throughout UAS policies and programs favoring place-based education.

Expanding placed-based programs is one objective under the Core Theme of Student Success in the *UAS Strategic and Assessment Plan 2010-2017*. The UAS mission statement expresses that learning is "enhanced by the cultures and environment of Southeast Alaska." In the *2015-16 Academic Catalog*, 27 courses are listed with strong Alaskan or Southeast Alaskan contexts including: Alaska Native Languages, Alaska Native Studies, Anthropology, Art, Biology, Mining Technologies, Oceanography, and Outdoor Studies. UAS has hosted events such as STREAM: A Pedagogy of Place Institute in 2013, the Alaska Native Studies Conference in 2014, and the demonstration series Art of Place (2013-present), as well as supporting place-based education partnerships with Alaska schools. In June 2017, UAS faculty will collaborate with the Sealaska Heritage Institute, the Juneau School District and others to host "Our Cultural Landscape: Culturally Responsive Education Conference." UAS also offers the Freshman Seminar, "A Sense of Place: Alaska and Beyond". In order to recruit and retain students and prepare them academically for careers serving the needs of Alaskans, UAS must continue to offer robust place-based learning programs and build on the local strengths of the Southeast Alaska environment and cultural heritage.

The Cyril George Indigenous Knowledge Center will serve as the primary venue for small educational programs that showcase the Alaska Native Languages and cultural practices that will provide inner strength for future generations. The CGIKC will be technologically outfitted to enable the sharing of content beyond campus via high-quality streaming video and audio. Translation services will also be made available using wireless headphones in order to provide English translations for events held entirely in indigenous languages.

Activity 1.2 Development of an Elder and Indigenous Scholar in Residence Program as the central component of CGIKC programming to support AIAN students

The goal of the proposed Elder and Indigenous Scholar in Residence Program (EISiR) at UAS is

to create a safe and rewarding place for students (Indigenous and non-Indigenous) and to honor and respect the traditional knowledge of Elders both in the classroom and within the larger academic community. This intergenerational learning and teaching program will benefit students through improved sense of social belonging, academic performance, enhanced life-skills, decreased negative classroom experiences and increased academic stability.

> "Indigenous Elders are instrumental in fostering culturally affirming and respectful school environments that link students, staff, faculty, families and community to Indigenous cultures and traditions." (Canadian Council on Learning, 2010).

Elders programs have been widely used in tribal colleges and other postsecondary institutions (University of Washington, University of Arizona, Bemidji State University) as a way to bridge the culture of indigenous communities and university culture. However to realize the full benefit of such programs, institutional commitment is required, "to overcome the long-standing estrangement between indigenous communities and the external institutions impacting their lives" (Barnhardt & Kawagley, 2005). UAS continues to express mutual respect for the indigenous cultures of Southeast Alaska through its mission, policies, programs and in support of this proposed Title III activity.

Through the EISiR program we intend to host 2-3 guests each semester in years 2-5 for a residency of approximately a week (schedules will vary based on availability). In their role as EISiR, participants will host office hours in the Cyril George Center to meet and mentor students (Indigenous and non-Indigenous) with interests in Alaska Native Languages and Studies, visit and participate with UAS AKL and other relevant courses, participate in welcome events at the Center, and present additional language and cultural programming in the center in coordination with the Project Director and campus stakeholders.

UAS has experienced the benefits of hosting Elders and Indigenous Scholars through

several residencies dating back to 2010. Each of these visitors were enthusiastically welcomed by our campus community with receptions, class visits, public lectures and at community venues such as the Alaska State Museum and Sealaska Heritage Institute. Our campus common reading program, "One Campus, One Book," brought Thomas King, author of *The Truth About Stories: A Native Narrative* for a short visit and series of conversations in 2010. In 2012 Gwich'in elder Randall Tetlichi was Elder-in-Residence on the Juneau Campus where he provided an indigenous perspective on themes related to the book *Being Caribou.* In 2016, Dr. Theresa Arevgaq John, UAF Professor of Indigenous Studies participated in a weeklong residency supported by a recent endowment (Schaible Fund) made possible by a private donor to support visiting faculty, researchers, artists and Native elders. Dr. Theresa Arevgaq John has authored numerous academic articles and is the co-author of *Yupiit Yuraryarait: Yup'ik Ways of Dancing*. As an advocate for Native education, she is highly involved in various organizations and projects that promote traditional Native culture, history, spirituality, language and education.

UAS is committed to expanding these types of high impact offerings. The proposed EISiR program will be considered a pilot and will be evaluated at the completion of the grant period. EISiR participants will not only provide access to indigenous knowledge, they will serve as mentors and work with AIAN students to develop culturally relevant, lasting mentor/mentee relationships comparable to student/faculty mentoring (Campbell & Campbell, 1997) proven to be an academic success and retention strategy. The EISiR program will refer to the methodology of the Campbell & Campbell study in consideration of what type of recruitment is used to identify student participants for the mentorship component and track participating cohort academic performance. If program goals and objectives are met and measurable improvements to student retention are achieved, the program will be institutionalized utilizing existing

endowments or other unrestricted funds.

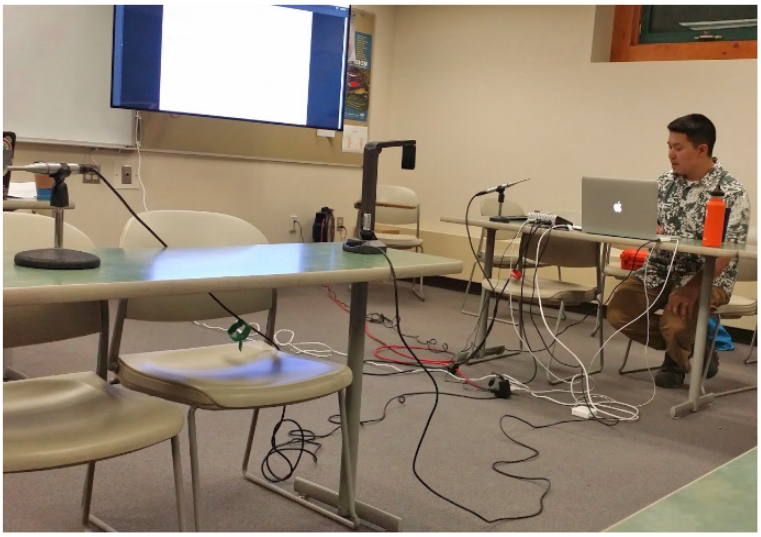
The CGIKC Coordinator/Project Director will develop and lead focus groups with students and EISiR participants using narrative methodologies to collect feedback and qualitative data to assess program effectiveness against outcomes and modify as necessary. Additional Activity 1.2 inputs to be logged/collected will include: number of visits with EISiR; duration of visits with EISiR, general subjects/themes discussed during visits with EISiR; number of cultural presentations by EISiR, attendance at EISiR presentations, written comments and evaluations by those attending EISiR presentations.

Additional program offerings will be developed throughout the project in collaboration with ANLS faculty and other campus stakeholders. Working program concepts include: facilitating quarterly Southeast Alaska language strategies sessions formerly hosted through Central Council of Tlingit and Haida and including participation by Sealaska Heritage Institute, Goldbelt Heritage Foundation, Sitka Tribe of Alaska, Juneau School District, Ketchikan Indian Community, and Metlakatla Indian Community; a series of Indigenous Success panels featuring professionals working in various careers including educators, language specialists, health care providers, engineers, etc. to discuss their work and the adjustments and challenges they made as indigenous students navigating higher education; and collaboration with faculty, recruiters and advisors in the areas of recruitment, curriculum development, student support services, and coordination of events that celebrate indigenous knowledge and complement the course offerings of the ANLS program.

1.3 Enhance access and delivery of hybrid courses in Alaska Native Languages to preserve the continuity of endangered indigenous languages.

When looking at advanced concepts in Tlingit, it is common for UAS to be the only place in the world that is currently teaching that content. In Tlingit, as an example, there are 59 total

sounds in the language—25 of these sounds are not in English and 4 of them are not found in any other known language (Schoenfeld, 2011). Because of the complexity of the language and its highly endangered state, it is critical that students are able to connect by technology to the class from remote locations and the class content be recorded so anyone interested in the language can access recorded classes.



Asst. Professor Lance X'unei Twitchell with equipment set up for hybrid delivered Beginning Tlingit, Spring 2017.

Professor X̲'unei Lance Twitchell has tried various methods of improving the ability to transmit courses to distance students through UAS investments in microphones, audio interfaces, web cameras, teleconference systems, web-meeting software, and dialogue with distance students. While sound quality has improved incrementally, it is common that classes take up to 30 minutes of set-up and take-down because there are currently no dedicated spaces for the technology needed to accurately broadcast classes.

For many students, there are no speakers of the Tlingit language that are accessible to them, so being able to hear clearly and communicate to the class is a fundamental part of their language learning journey. An unfortunate reality is classes where dropped audio results in entire classes waiting to for faculty to troubleshoot the technology and loss of audio consequently puts the student at a disadvantage for group activities. Additionally the use of state of the art teaching and learning technologies in the Cyril George Indigenous Knowledge Center facilities will work to

combat misperceptions that indigenous knowledge and languages are not modern or sophisticated.

Through the use of a non-credit course designator (AKL 049), access to hybrid and distance delivered Alaska Native Languages and Studies courses will provide low-cost opportunities for rural Alaskans to learn, practice and engage with critically at risk languages and indigenous cultural knowledge.

Relationship of Activity One Objectives to Institutional Goals

Table 10. Problems from Comprehensive Development Plan Addressed by Activity One
APW1: A disproportionately large number of non-retained students are Alaska Native. UAS graduation rates are also low, especially for disadvantaged and minority populations and for Alaska Natives.
APW2: Students enrolled in AKL courses do not persist beyond first year level courses.
APW3: Low enrollment overall in the newly developed Alaska Native Languages and Studies program.
IMW1: UAS as an institution is working against a long history of culturally traumatic educational policies toward AIAN populations. This legacy is still palpable and negatively impacts recruitment and retention efforts.
IMW2: Current instructional technology infrastructure (classroom audio/video and learning management systems) is insufficient in delivery of high quality, transformative hybrid Alaska Native Language content.
FSW1: UAS is a State funded public institution; Alaska depends heavily on oil revenue which has led to fluctuating (boom/bust) funding cycles.
FSW2: 18% of UAS students do not self-report race and this impacts potential institutional eligibility for state and federal funding.

In response to these problems UAS will commit to the following new procedures and programs described in Activity One.

Table 11. New/Modified Procedures and Programs
• Build new Cyril George Indigenous Knowledge Center (CGIKC) and related facilities to create equity for indigenous knowledge and a safe indigenous space in the higher education setting.
• Hire staff and develop programs and collections within CGIKC to support and promote language revitalization, cultural pride and indigenous self-identity.
• Develop and institutionalize an Elders and Indigenous Scholar in Residence Program.
• Improve access and delivery of hybrid Alaska Native Language courses.

Table 12. Academic Program Goals	Objectives
Improve retention rates for disadvantaged and minority populations, particularly Alaska Native/American Indian students. Increase enrollment in ANLS program.	Develop engaging programs offered in a technologically rich Indigenous Knowledge Center by Elders, Indigenous Scholars and Culture Bearers. Provide a support network of Elders, Indigenous Scholars and Culture Bearers to share high quality indigenous knowledge programming with students and others. Create a safe indigenous space at our institution to centralize and promote the quality and value of Alaska Native/Indigenous knowledge, facilitate healing, increase self-esteem and cultural pride identity among AIAN students. Collaborate with faculty, recruiters and advisors in the areas of recruitment, curriculum development, student support services, coordination of events that celebrate indigenous knowledge and complement the course offerings of the ANLS program
Increase persistence for students enrolled in AKL courses beyond first year level.	Create a technology rich classroom and training to faculty and support staff for the effective delivery of Alaska Native Language classes that support the preservation and revitalization of endangered languages. Provide teaching & learning technology support staff and training for faculty teaching in the classroom and for students participating in person and at a distance. Provide low-cost, no-credit access for community members to AKL classes that support the preservation and revitalization of endangered languages.
Increase sense of safety and cultural equity at UAS in order to improve recruitment and retention of AIAN students. Provide instructional technology infrastructure (classroom audio/video and learning management systems) to support delivery of high quality, transformative hybrid Alaska Native Language content.	Develop engaging programs offered in a technologically rich Indigenous Knowledge Center by Elders, Indigenous Scholars and Culture Bearers. Create a technology rich classroom and training to faculty and support staff for the effective delivery of Alaska Native Language classes that support the preservation and revitalization of endangered languages. Provide teaching & learning technology support and training for faculty teaching in the classroom and for students participating in the room and around the world.
Increase the number of UAS students self-reporting race so as to qualify for state and federal funding.	Create a safe indigenous space at our institution to centralize and promote the quality and value of Alaska Native/Indigenous knowledge, facilitate healing, increase self-esteem and cultural pride identity among AIAN students. Acknowledge and publicize Title III, SIP program funding for project activities.

Table 13. Activity One: Creation of an Indigenous Knowledge Center and Programs Supporting AK Native Language Preservation/Revitalization and AK Native Knowledge.	
Major Objectives in Measurable Terms	Performance Indicators
Year One: 2017-2018	
Hire Indigenous Knowledge Center Coordinator/ Project Director.	Evaluation plan and Title III manual finalized and approved by Title III Advisory Board. Title III Advisory Board convened quarterly; begins program planning.
Design for Cyril George Indigenous Knowledge Center (CGIKC) renovation.	Design and development phase of renovations completed (Nov 2017-March 2018).
IMW2: Increase the number of UAS students self-reporting race so as to qualify for state and federal funding.	Press release announcing Department of Ed Title III: SIP funding for project describing planned activities. Additional info included in UAS recruiting materials. 2018 IPEDS data increase in percentage of students self-reporting race.
Construction bid award phases for Cyril George Indigenous Knowledge Center (CGIKC) renovation. Construction contract award July 2018.	Construction contract award July 2018.
Year Two: 2018-2019	
Increase fall-to-fall retention of all first-year, full-time students 1% with an emphasis on increased retention of AIAN students participating in EIiSR mentorship activity by 2% by 2022. (2016 baseline: 58% to 2022: 59/60%).	Pilot EISiR program (2-3 residences), each EISiR participant mentors 5 students, focus groups and assessment, pilot EISiR student cohort of 10-15 tracked for retention.
Construction phase for Cyril George Indigenous Knowledge Center (CGIKC) renovation.	Construction begins Dec 2018, complete by Sep 2019.
Furnishings purchasing and install for CGIKC	Dec 2018-Sep 2019
Year Three: 2019-2020	
Increase fall-to-fall retention of all first-year, full-time students 1% with an emphasis on increased retention of AIAN students participating in EIiSR mentorship activity by 2% by 2022. Increase AIAN student enrollment by 15% (2016 baseline: 489, increase to 584 by 2022). Increase enrollment in Alaska Native Languages & Studies courses by 25% (baseline 2016 enrollment: 133, increase to 167 by 2022) and program enrollment by 50% (BLA:ANLS baseline 2016 enrollment:12, increase to 24 by 2022) and increase Alaska Native Languages and Studies program awards (BLA, OEC) by 25% by year 5(2016 baseline BLA and OEC in NWC art awards: 40, increase to 50 awards in 2022).	CGIKC opening reception, full EISiR program implemented (6 residences), each EISiR participant mentors 5 students, EISiR student cohort of 30 tracked for retention, and 4 additional related events held in CGIKC, focus groups and assessment, invite to host Native Graduation in CGIKC spaces.

Enhance access and delivery of hybrid courses in Alaska Native Languages to preserve the continuity of endangered indigenous languages. Increase persistence from first to third year AKL language courses by 5% for each language offered by 2022 (historical 15 year baseline of 8% to 13%). Increase persistence through all levels of AKL language courses by 10% (from historical 15 year baseline through 100>300 level 38%) to 48% by 2022 with a secondary goal of increasing total enrollment in AKL courses by 50% (from 2016 baseline, 114) to 171 students by 2022.	Contract for technology consultant to provide training for UAS faculty, UAS classroom support technology staff and Title III staff on new classroom and GCIKC equipment. Multiple trainings provided fall and spring semester. First AKL courses delivered in new facility during AY 2019-20 with teaching and learning support by GCIKC student assistants Weekly AKL tutoring in CGIKC. Fall 2020 AKL enrollments assessed for persistence and enrollment goals.
Year Four: 2020-2021	
Develop engaging, supportive programs offered in a technologically rich Indigenous Knowledge Center by Elders, Indigenous Scholars and Culture Bearers.	Full EISiR (see year 2), invite to host Art of Place and Native Graduation in CGIKC spaces.
Evaluate Fall>Fall retention of YR 3 EISiR cohort participants. Evaluate additional academic performance indicators of EISiR participants & compare with control group.	Statistically significant increases in retention of EISiR cohorts. Statistically significant increases in GPA of EISiR cohorts.
Provide learning technology support and training for faculty teaching in the classroom and for students participating in the room and around the world. Increase persistence from first to third year AKL language courses by 5% for each language offered by 2022. Increase persistence through all levels of AKL language courses by 10% to 48% by 2022 with a secondary goal of increasing total enrollment in AKL courses by 50% to 171 students by 2022.	AKL courses delivered in new facility during AY 2020-21. Weekly AKL tutoring schedule continues
IMW2: Increase the number of UAS students self-reporting race to qualify for state and federal funding.	2020 IPEDS data increase in percentage of students self-reporting race.
Year Five: 2021-2022	
Develop engaging, supportive programs offered in a technologically rich Indigenous Knowledge Center by Elders, Indigenous Scholars and Culture Bearers.	Full EISiR (see year 2), invite to host Native Oratory, Native Graduation and UA Alaska Native Studies Conference in CGIKC spaces.

PART (D) IMPLEMENTATION STRATEGY

The proposed activities involve key personnel from multiple departments and have gained the broad campus support and enthusiasm needed for this effort to be successful.

Table 14. Implementation Timeline					
Specific Task	**Key Personnel**	**Methods Employed**	**Expected Results**	**From**	**To**
Year One: October 1, 2017 to September 30, 2018					
Hire CGIKC Coordinator/ Project Director	Title Three Advisory Committee Members.	Follow UA recruiting and hiring practices. Search to begin upon receipt of grant award.	New position to oversee, implement, and assist with Title III tasks. Write Title III handbook, Convene 2 Title III committee meetings.	11/17	9/18
Hire Title III Grant Evaluator	Local independent contractor in UA System has agreed to serve in this role.	" "	New position to evaluate all areas of grant. Assist Project Director with development of Evaluation Plan.	11/17	3/18
Identify potential Elders & Indigenous Scholars (EISiR) for inclusion in residence program.	CGIKC Coordinator/ Project Director, UAS ANLS & other UAS faculty	Best-practices for Elders in Residence Programs	Develop, design and pilot EISiR mentorship program to begin year 2.	3/18	8/18
Continue to evaluate and align Egan Library Collection Development Policies for alignment with UAS ANLS curricula and strategic plan.	Technical Services Librarian, UAS ANLS faculty	Egan Library Collection Development Policy procedures, literature supported/peer-utilized best practices for sub-collection creation	Present revised Collection Development Policies to UAS Faculty for review and adopted by Library	11/17	8/18
Design phase for renovations	Library Director, Public Services Librarian, ANSL Faculty and Facilities Project Manager.	Contract with architectural team to continue the implementation portion of the design process. Follow UA/UAS construction project management practices	Design phase for YR 2 renovation projects begins (11/17), design phase to 100% (3/18).	12/17	9/18
Construction phase bid and award	Library Director, Public Services Librarian, CGIKC/ Project Director and Facilities Project Manager.	UA/UAS construction project management practices, RFP.	Bid phase (5/18), construction and construction admin contract award (7/18).	5/18	7/18
Library collections and equipment move	Library faculty and staff	Established best practices for library collection development and moving.	Existing reference collections reduced, stored, or redistributed to prepare the future site of the Indigenous Knowledge Center	6/18	9/18

Year Two: October 1, 2018- September 30, 2019					
Specific Task	**Key Personnel**	**Methods Employed**	**Expected Results**	**From**	**To**
Elders & Indigenous Scholars (EISiR) program pilot.	EISiR participants, Project Director, UAS advisors, ANLS faculty advisors	Culturally responsive curriculum design, best-practices for Elders programs, Campbell & Campbell 1997 study design, focus groups.	Pilot EISiR program, host 2-3 with each participant matched with 5 FTFT mentee students (10-15 student cohort).	8/18	5/19
Renovations within Egan Library to create the Cyril George Indigenous Knowledge Center, language classroom/lab, and related support areas.	Facilities Project Manager, CGIKC Coordinator/ Project Director, Library Director	Follow UA/UAS construction project management practices.	Indigenous knowledge Center and related spaces, complete by September 2019	12/18	8/19
Increase number of items in the library designated as Alaska Native Knowledge	Technical Services Librarian, UAS ANLS faculty	Literature supported/peer-utilized best practices for indigenous knowledge collections.	500 titles identified for inclusion in the Alaska Native Knowledge Collection	10/18	9/19
Title III Committee Quarterly Meetings	see year 1	see year 1	see year 1	10/18	9/19
Collect and assess student enrollment and performance data with emphasis on Fall>Spring persistence of first EISiR cohort.	CGIKC Coordinator/ Project Director	Analysis of EISiR program metrics, focus group narratives.	Fall>Spring persistence rate of EISiR cohort exceeds rate of control group.	10/18	9/19
Year Three: October 1, 2019- September 30, 2020					
Specific Task	**Key Personnel**	**Methods Employed**	**Expected Results**	**From**	**To**
Configure and create use guides for new technology in all newly renovated spaces	Project Director ANLS Faculty, ITS Managers.	Product documents, materials, training for faculty and staff provided by external technology consultant.	AKL courses scheduled in new classroom starting Spring 2020, all ANLS faculty, Classroom Technology Support Supervisor and Title III student assistants trained in use of new room.	10/19	12/20
Dedication/Open House for Cyril George Indigenous Knowledge Center, language classroom/lab, and related support areas.	Project Director, ANLS Faculty, UAS Executive Leadership	Coordination of speakers, first EISiR visit, press releases	1000+ visits to Center in first month. Increased interest in UAS ANLS programs. EISiR host 4 additional language & culture events in center.	10/19	11/19
Elders & Indigenous Scholars (EISiR), Full Program	EISiR participants, Project Director, UAS & ANLS advisors	Culturally responsive curriculum design, best-practices for Elders programs, Campbell & Campbell 1997 study design, modifications based on year 2 pilot.	Full EISiR program, host 6 residents with each matched with 5 mentee students (30 student cohort).	10/19	9/20

CGIKC added as stop on UAS recruitment tour	UAS recruiters, CGIKC Coordinator/ Project Director	UAS recruiting practices	Increase enrollment of AIAN students	10/19	9/20
Title III Committee Quarterly Meetings	see year 1	see year 1	see year 1	10/19	9/20
Year Four: October 1, 2020- September 30, 2021					
Specific Task	**Key Personnel**	**Methods Employed**	**Expected Results**	**From**	**To**
Cyril George Indigenous Knowledge Center hosts 2 open house events for high school students.	EISiR participants, CGIKC Coordinator/ Project Director, UAS advisors & recruiters, ANLS faculty advisors, students	Streaming video, intro to CGIKC and EISiR programs, Q&A/Panel with ANLS faculty, UAS Advisors & Recruiters open to video participants. Available for participation by AK high schools and others.	One open house in center, one held virtually. Increase enrollment of AIAN students.	1/21	4/21
Elders & Indigenous Scholars (EISiR), Full Program	EISiR participants, CGIKC Coordinator/ Project Director, UAS & ANLS advisors	Culturally responsive curriculum design, best-practices for Elders programs, Campbell & Campbell 1997 study design, modifications as needed based on year 3 program.	Full EISiR program, host 6 residents with each matched with 5 mentee students (30 student cohort).	10/20	9/21
CGIKC included on UAS recruitment tour	UAS recruiters, CGIKC Coordinator/ Project Director	UAS recruiting practices	Increase enrollment of AIAN students	10/20	9/21
Title III Committee Quarterly Meetings	see year 1	see year 1	see year 1	10/20	9/21
Year Five: October 1, 2021- September 30, 2022					
Specific Task	**Key Personnel**	**Methods Employed**	**Expected Results**	**From**	**To**
Elders & Indigenous Scholars (EISiR), Full Program	see year 4	see year 4	see year 4	10/21	9/22
Create virtual exhibition/tour for CGIKC	see year 4	see year 4	see year 4	10/21	9/22
Cyril George Indigenous Knowledge Center hosts 2 open house events for high school students.	see year 4	see year 4	see year 4	10/21	9/22
CGIKC included on UAS recruitment tour	see year 4	see year 4	see year 4	10/21	9/22

PART (E) KEY PERSONNEL

Table 15. Proposed Hires for Project Management
Indigenous Knowledge Center Coordinator/ Title III Project Director 1.00 FTE (1 -12 month position 5 years) For this position grant pays 1-5 with full institutional support and continuation of position in year 6 through internally reallocated funds. Required Qualifications: Education: Master's degree in Indigenous Studies/Languages, Libraries, Archives, Museum Studies, Education or related field and five years relevant experience in project management and grant administration. Serve as program coordinator for the Cyril George Indigenous Knowledge Center. Develop and implement an Elders and Indigenous Scholars in Residence Program. Ensure that the activities for the Title III SIP Grant *Ax toowú latseenix has sitee*, are implemented effectively, that they serve the goals and objectives of the institution, and that they are administered in accordance with Title III rules and regulations and UAS Policies and Procedures. Work with Title III Advisory Board to develop additional ways to institutionalize grant activities. Additional knowledge, skills and abilities: Per UAS Administrative Professional Level 2 job classification, https://www.alaska.edu/classification/admin_prof_final_mar_09.pdf
Title III Evaluation Plan Manager/Evaluator (Project Contract 5 years) For this position grant pays 100% YR 1-5. No plan for continuation after grant. Clara A. Martinez, Ph.D. has been identified to serve as the expert Evaluator of the program. She is Native American (Yaqui), a Stanford graduate and has extensive experience evaluating and reporting for federal programs. Dr. Martinez has evaluated other successful programs which entail Alaska Native education and Heritage Languages for the University of Alaska and Alaska Native constituencies, and utilizes culturally relevant methodology.
2 Student Assistants (1.0 FTE) For these positions, grant pays 100% YR 3-5 with full institutional support and continuation of position in year 6 through internally reallocated funds. Assist in the staffing of the Cyril George Indigenous Knowledge Center performing the following job duties: offer tutoring services in Alaska Native Languages & Studies, assist with events in the center, provide technical/instructional support for distance learning and presentation technologies, assist professors X̲'unei Lance Twitchell and Mique'l Dangeli with teaching and documenting Southeast Alaska Native languages, communicate about Alaska Native Language Revitalization with relevant partners, promote ANLS courses and degrees, and assist with development of a language archive system in partnership with Sealaska Heritage Institute, Alaska Native Language Center, Yukon Native Language Center, and the Alaska State Library. Duties performed with the assistance of ANLS Faculty and under the supervision of the CGIKC Coordinator/Project Director.

The proposed Title III grant will be implemented in part by existing UAS staff and faculty. Management of the grant will require the hire of 1 FTE for a full time Title III Project Director who will serve as the CGIKC Coordinator and facilitate the Elders and Indigenous Scholars in Residence Program, as well as one contracted Title III Evaluator and two student assistants. The external evaluator position will be contracted on a part-time basis for the duration of the grant. Clara A. Martinez, Ph.D. has been identified to serve as the expert Evaluator of the

program. She is Native American (Yaqui), a Stanford graduate and has extensive experience evaluating and reporting for federal programs. Dr. Martinez has evaluated other successful programs which entail Alaska Native education and Heritage Languages for the University of Alaska and Alaska Native constituencies, and utilizes culturally relevant methodology.

Regional Library Director Elise Tomlinson, at the UAS Juneau campus, will serve as the Principal Investigator (PI) with primary responsibility for the successful administration of this grant and will provide supervision for key personnel including library faculty and staff, the CGIKC Coordinator/Project Director, and student assistants. Director Tomlinson is a senior administrator of the University who reports directly to the Provost, and serves as a member of the Executive Provost Council and Chancellor's Cabinet as well as a variety of other committees including the Master Plan Implementation Committee, the Strategic Planning and Budgeting Advisory Committee, and the Student Success Task Force.

Director Tomlinson has over 20 years of academic library experience, five as classified staff, ten as faculty, and seven as Regional Library Director. In addition to her role as Regional Library Director, in 2015 she assumed leadership over the Learning, Testing, and Writing Centers within the Egan Library. Additionally, she took on responsibility for creating a new Center for Excellence in Teaching and Learning, (CELT) also located within the Egan Library. The Provost's Academic Deans and Director team meets monthly to develop academic goals and priorities. During Director Tomlinson's tenure, the library has successfully implemented every stated departmental goal and priority, on time and under budget. Director Tomlinson is highly motivated, dedicated, and systematic in her approach to project management. One such project was the merger of the Juneau area Integrated Library System (ILS) with a newly formed statewide joint library catalog consortium which tripled the number of resources available to

UAS students, and saved the Library approximately $24,000 annually. Finally, as an ongoing student of the Tlingit Language, Director Tomlinson is a highly enthusiastic supporter of the UAS mission of language revitalization and infusion of indigenous knowledge into the curriculum.

Other Key Personnel include the UAS Facilities Project Manager, Faculty for the Alaska Native Languages and Studies program, Classroom Technology Manager, Library Administrative Assistant, and three library faculty: Public Services, Technical Services, and Information Literacy.

(2) The time commitment of key personnel is realistic.

Qualifications and Percent of Effort for Key Personnel

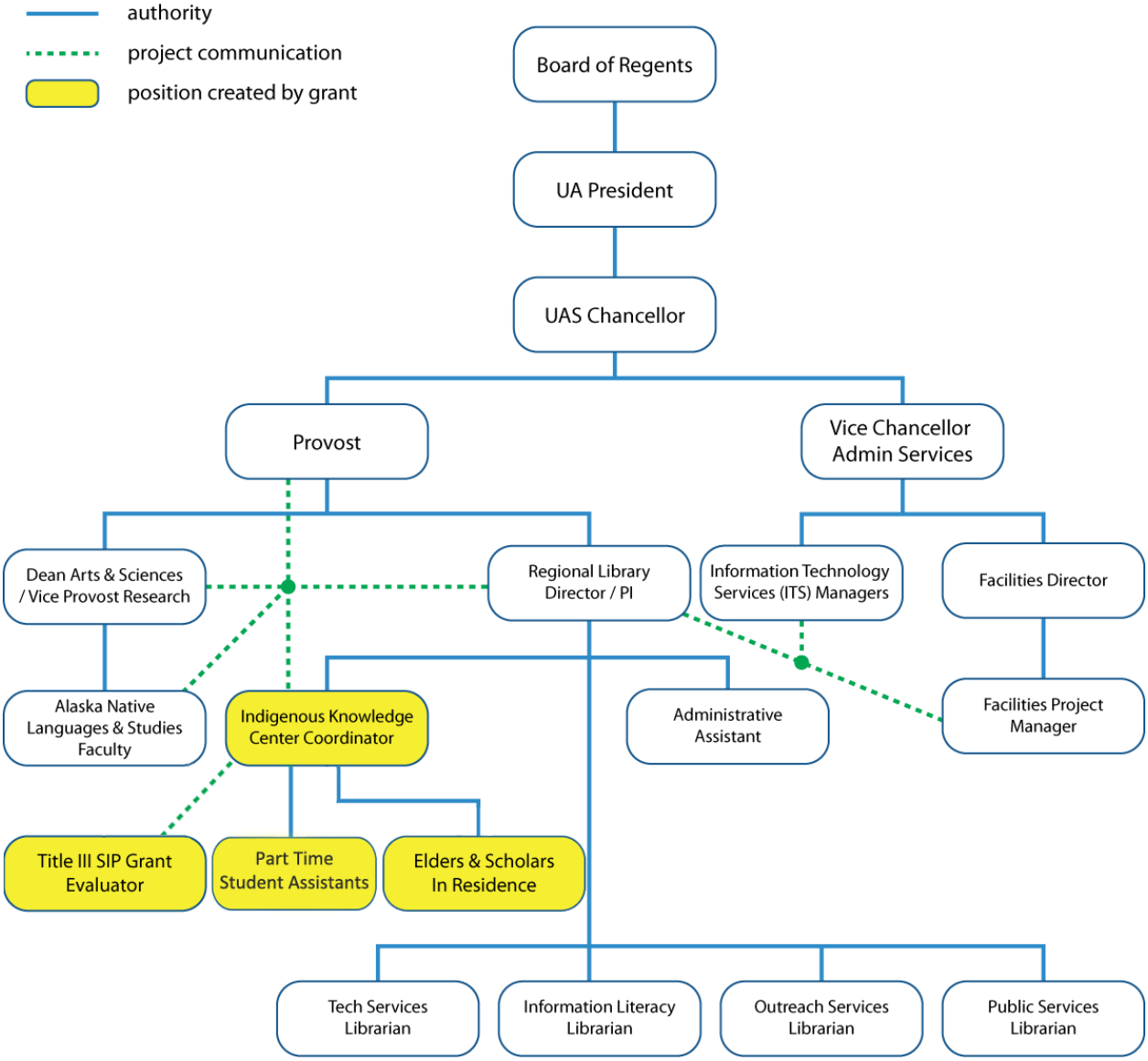
Table 16. Position	**Qualifications**	**% of Effort**
Regional Library Director	M.L.I.S.	10%
Center/Title III Project Director	M.A./M.S./	100%
Title III Evaluator	Ph.D.	100%
Public Services Librarian	M.L.I.S.	10%,10%
Facilities Project Manager	M.A.A.	20%,30%,5%
Technical Services Librarian	M.L.I.S.	20%,20%,5%
Asst. Professor of AK Native Languages	M.F.A.	15%
Asst. Professor of AK Native Studies	Ph.D.	10%
Information Literacy Librarian/ Humanities Liaison	M.L.I.S	10%
Classroom Technology Coordinator	B.A.	15%
Library Administrative Assistant	B.A.	10%
2 Part-time Student Assistants (1.0 FTE)		100%

Authority of Key Personnel

While providing Title III project oversight, UAS' Regional Library Director will delegate authority for day-to-day management to the Project Director, who will spend 100% of their time managing the grant, including overseeing and coordinating all activity and personnel. The Project Director will work closely with the Title III Evaluator to ensure that data elements and data collection procedures are appropriate to measure the attainment of grant activity objectives outlined in the Evaluation Plan.

The Project Director will have administrative control of the project and will be primarily responsible for accomplishing all activity objectives. The Project Director will have direct access to the Title III Evaluator, the Regional Library Director, the Provost, the Vice Provost for Research and Special Programs, as well as the Chancellor as needed. An organizational chart for the Title III project is shown below.

Creating an Indigenous Knowledge Center
Project Organizational Chart



PART (F) PROJECT MANAGEMENT PLAN

The following procedures will guide efficient and effective project management of all grant funded activities and related components:

Title III Manual: The CGIKC Coordinator/ Project Director will develop a grant manual outlining policies and procedures, lines of authority and communication, staff responsibilities, examples of data collection forms, instructions for collecting data from various management information systems, a project timeline (based on proposed Implementation Plan/Timeline), and strategies for institutionalizing project activities.

The Title III Advisory Committee will include representatives from all departments affected by grant activities. The committee will consist of the Regional Library Director/PI, CGIKC Coordinator/ Project Director, Facilities Project Manager, Director of Budget, Grants and Contracts, Vice Provost for Research and Special Programs, Public Services Librarian, and a faculty member from the Alaska Native Languages and Studies program. The committee will be responsible for ensuring compliance with grant guidelines and with meeting the institutional goals and objectives of the proposed Title III activity. Meetings will occur regularly, at least twice each fall and spring semesters, and more when necessary.

The UAS Juneau Campus Title III activity and related components include discrete projects that have different key personnel and varying levels of activity and need depending on the implementation year. Either the Regional Library Director/PI or the CGIKC Coordinator/Project Director will call meetings with key personnel depending on the focus of the particular activity component being implemented. At each meeting, action items will be assigned to individuals with deadlines for reporting back on progress. Minutes will be kept and all progress reported to campus stakeholders.

The CGIKC Coordinator/Project Director will coordinate with the Title III Evaluator to submit monthly and quarterly reports describing project progress to the Regional Library Director/PI and the Vice Provost for Research and Special Programs. The CGIKC Coordinator/Project Director will record expenditures and collect data. Other key personnel will contribute to the reports through staff meetings and written reports. The reports will describe any implementation problems or delays experienced and subsequent actions taken. Reports will be communicated to the Chancellor's Cabinet.

Only those positions approved in the official budget will be paid from Title III funds. Title III funds will not supplant existing personnel costs. Any deviation from the approved Title III staff budget requires approval by the Title III program officer in Washington, D.C. UAS personnel and hiring procedures and pay scales will be followed.

Fiscal Management Procedures: UAS has a Contracts and Grants Accounting Office, staffed by fiscal professionals (grant administrators), responsible for all accounting and billing related to grant programs. A professional grant administrator will be assigned to Title III and will work closely with the Project Director to ensure effective fiscal management. UAS uses standard accounting procedures and principles, adheres to all applicable state and federal laws, and follows Office of Management and Budget (OMB) circulars relating to grant-funded programs.

UAS will communicate and coordinate with the campus and wider community. An initial announcement of UAS's Title III grant award will be sent to Alaska media outlets. Updates and information on related programs will appear on UAS's web site. Information relevant to students will be announced at student orientations, faculty announcements, meetings with advisors, e-mail, on electronic display boards, and fliers and brochures displayed across campus. Faculty and staff information will be distributed through e-mail and during Spring and Fall Convocation.

PART (G) EVALUATION PLAN

UAS has the capacity to evaluate the success of the interventions undertaken through this grant proposal. The CGIKC Coordinator/Project Director will work closely in year one with the project team and an external Title III evaluator to develop/refine the project evaluation plan. For the duration of the project, the Project Director will monitor, assess, and report project performance measures to determine the outcomes and impacts of the project relative to those objectives. Evaluation metrics will be reported quarterly to the Project Advisory Board and Title III evaluator with additional formal mid-term progress reports (year 2-4) and annual reports (years 1-5) At conclusion of the grant period, a comprehensive summative evaluation will take place. This evaluation will establish the degree to which UAS has reached further growth and self- sufficiency. The Project Director will prepare a report to assist the external evaluator in preparing the final summative evaluation report. The Project Director will provide a brief history of the project and the following: 1) projected budget v. actual; 2) copies of all quarterly and annual formative reports; 3) discussion of outcomes achieved (intended and unintended); 4) discussion of how original goals and problems in the CDP were affected by the project; and 5) discussion of how the project has moved UAS toward growth and self-sufficiency. This summative evaluation will be delivered to the U.S. Department of Education.

(1) Data Elements and Collection Procedures

Specific data elements to be used for evaluation and data collection procedures include:

Table 17. Data Elements and Collection Procedures
Student Enrollment, Retention and Performance Data from UAS's Banner database. Enrollment Services staff enter data into Banner daily and students use the database to register electronically. SharePoint was recently implemented to improve access to and ease of use of institutional data. The Project Director will have access to these systems and the University's IE analysts will be available for consultation.
Periodic narrative assessments will be collected at focus groups, from Elders and Indigenous Scholars involved with Activity 1.1. This qualitative information will be analyzed and summarized in reporting.
Student participants in CGIKC activities will be asked to sign in and to complete brief evaluations. Students participating in EISiR mentorship will be tracked for retention and academic success.

(2) Data Analysis Procedures

The project evaluation will measure Activity Objective and Performance Indicators each semester to determine the impacts of activities relative to the objectives. These same measures will document progress toward the overall outcomes, and, if achieved, describe year-to-year improvement for the entire project. Ongoing evaluation of objectives will ensure that project activities remain on schedule and are producing the desired outcomes.

Formative evaluation: Ongoing formative evaluation strategies are in place to guide the project throughout the grant period. The Project Director and Advisory Board will have the responsibility for regularly reviewing evaluation information to identify areas requiring improvement. The Project Director will be responsible for implementing program improvements and leveraging support of other University resources to address unmet needs. Evaluation results will be reviewed regularly and used to make mid-course changes as necessary to ensure that activity related projects are on track. Title III Advisory Board will review project status at regular meetings and discuss overall progress toward objectives. Title III Advisory Board will assess task progress and completion, adherence to timelines, and real-time identification of unanticipated problems and potential solutions. In addition, the board will evaluate fund expenditures and grant compliance requirements.

Summative evaluation: A summative evaluation of attainment of objectives will be compiled by the Project Director at the end of each year, with a final comprehensive report compiled at the close of the grant detailing how the goals of the CDP were met and key project components institutionalized. Annual reports will be reviewed by the PI and Title III Advisory Board and modifications will be implemented as appropriate. Reports will be sent to the UA Board of Regents, the Executive Cabinet, and the U.S. Department of Education.

Table 18. Title III Evaluation of Objectives					
Objective	**Info Collected**	**Who Collects?**	**How Collected?**	**When Collected?**	**Analyzed/Reported?**
Increase student access to unique Alaska and Alaska Native resources.	Circulation of Alaskana items;	Technical Services Librarian	SIRSI ILS, Student Course Ratings, web analytics	End of each semester	Data submitted to Project Director & results reported annually.
Increase fall-to-fall retention of all first-year, full-time students 1% with an emphasis on increased retention of AIAN students participating in EIiSR mentorship by 2% by2022. (2016 baseline: 58% to 2022:59/60%). student retention and GPA (students mentored via EISiR + control group);	Project Director, UAS IE analysts	Student course ratings for courses taught by participating faculty, student data from BANNER	End of each semester, end of each academic year for retention	Analyze student course completion, satisfaction and retention correlated against participation in Center programs	Increase fall-to-fall retention of all first-year, full-time students 1% with an emphasis on increased retention of AIAN students participating in EIiSR mentorship activity by 2% by 2022. (2016 baseline: 58% to 2022: 59/60%). student retention and GPA (students mentored via EISiR + control group)
Increase AIAN student enrollment by 15% (2016 baseline: 489, increase to 584 by 2022).	Student enrollment data	Project Director, UAS IE analysts	student data from BANNER	End of each semester	Compiled and evaluated by Project Director to assess program performance and reported to Title III committee.
Increase enrollment in Alaska Native Languages & Studies courses by 25% (baseline 2016 enrollment: 133, increase to 167 by 2022) and program enrollment by 50% (BLA: ANLS baseline 2016 enrollment:12, increase to 24 by 2022) and increase Alaska Native Languages and Studies program awards (BLA, OEC) by 25% by year 5(2016 baseline BLA and OEC in NWC art awards: 40, increase to 50 awards in 2022).	Student enrollment by program data	Project Director, UAS IE analysts	student data from BANNER	End of each semester	Compiled and evaluated by Project Director to assess program performance and reported to Title III committee.
Increase persistence through all levels of AKL language courses by 10% (from historical 15 year baseline through 100>300 level 38%) to 48% by 2022 with a secondary goal of increasing total enrollment in AKL courses by 50% (from 2016 baseline, 114) to 171 students by 2022.	Student enrollment by program data	Project Director, UAS IE analysts, ANLS faculty	student data from BANNER	End of each semester	Compiled and evaluated by Project Director to assess program performance and reported to Title III committee.

PART (H) BUDGET

Budget Narrative

The budget for *Ax̲ toowú latseenix̲ has sitee (They are my inner strength): Creating An Indigenous Knowledge Center* is necessary and reasonable. Renovation expenditures are based on preliminary design and electrical schematics obtained through an external construction cost estimator, and are in line with University of Alaska (UA) procurement guidelines. Salaries are based on the UA's salary table, which has historically been revised annually to reflect cost of living and merit increases. Although some of the personnel required for grant activities will be grant funded, other UA employees will be providing effort at no cost to the grant.

The University will provide a substantial fiscal investment including significant pre-award commitments and continuing institutional support as reflected in this application. Most notably, the University will assume the costs for the CGIKC Coordinator position, student assistants, and the ongoing costs of the Elders in Residence program by the end of year five. It will also assume the costs of maintaining newly renovated spaces, including upkeep of instructional technology.

As we improve our recruitment and retention rates we are confident that resulting revenue streams will be more than sufficient to maintain this commitment. A summarized budget narrative by line item is as follows:

Table 19.	**Budget Narrative**					
Proposal Max	450,000	450,000	450,000	450,000	450,000	2,250,000
Current Totals	450,000	450,000	448,500	413,480	204,413	1,966,393
(Over)/Under budget	-	-	-	36,520	245,587	282,107
Salaries & Benefits	135,366	155,130	143,591	143,913	147,101	725,101
Travel	-	7,845	16,482	17,353	18,312	59,992

Contractual	169,800	37,500	39,000	39,000	39,000	324,300
Commodities	5,000	-	-	-	-	5,000
Capital Expenses	139,834	249,525	249,427	213,214	-	852,000
	450,000	450,000	448,500	413,480	204,413	1,966,393

Justification – Activity One						
Line Item	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total Cost**
Salary & Wages	1.0 FTE Project Director. This position will oversee and coordinate all activities and personnel involved in accomplishing the objectives of the activities. This position will ensure that data elements and data collection are appropriate for measuring the activities outlined in the Evaluation Plan. For this position grant pays 1-5 with full institutional support and continuation of position in year 6 through internally reallocated funds.					
	77,485	79,423	81,408	83,443	85,529	407,288
	Student Assistants with the Alaska Native Languages & Studies Program will help staff the Cyril George Indigenous Knowledge Center with the following job duties: offer tutoring services in Alaska Native Languages & Studies, and assist with events in the center, provide technical support for distance learning and presentation technologies, assist professors X̲ ’unei Lance Twitchell and Mique’l Dangeli with teaching and documenting Southeast Alaska Native languages, communicate about Alaska Native Language Revitalization with relevant partners, promote ANLS courses and degrees, and assist with development of a language archive system in partnership with Sealaska Heritage Institute, Alaska Native Language Center, Yukon Native Language Center, and the Alaska State Library. All this will be done with the assistance and supervision of ANLS Faculty and the Indigenous Knowledge Center Coordinator.					
	-	16,380	16,380	16,380	16,380	65,520
	Facilities Project Manager: Will provide expertise in years 1-3 if project remains on current timeline. The Manger will work with the design consultant contract, schedule and, construction budgets; work with architect throughout design phase and construction documents, preparation of "front end" Divisions 0 & 1 for bidding, meetings with user groups. Preparing/consolidating bid documents for bidding, advertising, holding pre-bid conference, addenda and bid award process/construction contract. Construction: Working with Consultant and Contractor; responsible for schedule, contractual payments, owner required responses, contract modifications, and daily construction activities; troubleshooting, reports to Facilities Director of work progress, weekly meetings with contractor and construction team. Close out: Collect and archive files, schedule training for personnel for operations of equipment, responding to calls, taking care of warranty items.					
	11,570	11,859	1,905	-	-	25,334
Fringe Benefits	Salaries and fringe benefits proposed are in keeping with University of Alaska’s salary schedules with an annual 2.5 percent cost-of living increase and are reasonable for the duties of each position. Staff benefits are applied according to UA’s provisional benefit rates for FY16. Rate proposal available at http://alaska.edu/cost-analysis/negotiation-agreements/					

	46,311	47,468	43,898	44,090	45,192	226,959
Travel	This proposal requests minimal travel funds. The funds will be used to bring the Elders and Indigenous Scholars to UAS, providing air fare, lodging and meals and incidentals as allowed within University policies and guidelines.					
	-	7,845	16,482	17,353	18,312	59,992
Contractual	During Year 1, an architectural firm will be contracted for $110,000 to provide the design for the renovation of the space from its current traditional library layout into hybrid learning and cultural spaces.					
	145,800					145,800
	Honorarium for Elders & Indigenous Scholars in Residence. Will provide mentorship and cultural continuity for students. The elders will help build a sense of familiarity for students from rural areas which will lead to increased retention.					
	-	12,000	12,000	12,000	12,000	48,000
	UAS will bring six elders to campus each academic year. A welcome reception for Elders will be planned at the cost of approximately $500 each.					
	-	1,500	3,000	3,000	3,000	10,500
	UAS will contract with a professional grant evaluator. The evaluator will work independently and submit monthly and quarterly reports to internal employees and the required mid-term and annual progress reports to US DOE.					
	24,000	24,000	24,000	24,000	24,000	120,000
	Provide training on use of new technology that will be utilized in the renovated space.					
	-	-	1,500	-	-	5,000
Supplies	Project supplies are requested in year one only. The funds will be used to establish a work space for the Project Director.					
	5,000	-	-	-	-	5,000
Capital	UAS will contract with a licensed, bonded construction firm to renovate existing space within the Egan Library to create the Cyril George Indigenous Knowledge Center (CGIKC) including a high tech hybrid language classroom, enhanced access to Alaska Native Languages classes and related facilities. UAS will borrow the full construction estimate from its general fund and request reimbursement over the life of the grant.					
	139,834	199,525	249,427	213,214	-	802,000
	Furnishing the newly remodeled learning spaces.					
	-	50,000	-	-	-	50,000