

Diversity & Inclusion Break Out Session, March 2, 2018
Alaska CAN – 65% by 2025, We can, We will

Initial topics:

- Accessibility to education
- Better acquire and utilize feedback of Alaska students
- Equity and access (incarcerated & adults with developmental disabilities)
- Targeted/collaborative communication for diverse populations
- Reflection of diversity in our institutions
- On Native languages, instead of calling them “foreign” or “rural”, why not “regional”?
- Challenges supporting rural students (K-12, postsecondary)
- All inclusive innovative definitions of student success outside of traditional ways

If interested, please see me afterward to sign up for further discussion on diversity and inclusion committee.

Kids to College is looking for more volunteers, especially from rural, and who are Alaska Native, to assist with virtual college/career panel

Representation matters

Those interested in diversity & inclusion, please sign up

ACPE wants to show more diversity in publications, and frequently has to use “stock” photos, because of lack of photos of Alaska’s diverse population. Suggestion is to hold a contest to submit photos and be placed into consideration for big prize, which may have to be donated, as the State of Alaska cannot give out gifts. A way to see yourself and your people/regions.

Board and staff should reflect diversity.

Should also plan from top down, such as speak with ANCSA educational consortium and ANCSA CEO’s who meet on a quarterly basis, inviting them to participate, and/or ask them to suggest and encourage people from their organization to be a part of the group.

In reference to applications, scholarships, etc. “Make caring common” – don’t ask only the academic questions of them, ask about who they are personally, highlighting resilience, hard work, something that makes them special.

Suggestion to have diversity committee on ACCESS Network.

Regional differences matter. People from Southeast have difference experiences, food, culture from people of the Arctic, or of the Aleutians, etc. Their histories are different.

Diversity is like an onion; it’s huge, complex, need to do it right, and will/could make you cry.

The 229 federally recognized tribes are closer to the regions and people they represent. It's the source of their strength, an inherent, long term outlook that regional corporations don't have.

Institutional racism happens everyday, everywhere.

Put curriculum in classroom that are inclusive. Gain a deeper understanding of the history of Alaska.

Recognize that Alaska Native and rural people have issues obtaining credentials and degrees, due to personal, historical, financial, access issues etc. Help, assist, encourage Alaska Natives to return their region and/or community.

Alaska Native men in leadership and other positions are not plentiful.

Work with local residents in (re) establishing program such as "Natural Helpers" in communities, people who are local, and not a teacher or pastor, as there wouldn't be so much turnover.

People want to belong, to be a part of something.
Institutions frequently cause people to self-select out

Realization that for Alaska Native peoples history is much more current than anywhere else. Keynote speaker spoke of her grandmother who worked hard to be able to go to and graduate from college. For Alaska Native peoples, it's actually their mother or their father who struggled to attend high school.

Sometimes to "indigenize" things, systems, etc. is difficult, as Alaska Native peoples do not fight each other, or push. In higher education, this is sometimes the case, and it's a struggle.

Core values are key. And what is core values in higher education is not necessarily a value of my village, region, or even personally.

Discussion that an Alaska Native charter school is trying but not necessarily being successful, as they are still too much a part of the Western way of education.

ANCSA and other corporate leaders frequently compartmentalize their personal and business life. Sometimes it is a way to survive in both worlds, and frequently a part of their life is overtaken by the other.