

Final Report:

Chancellor's Task Force on Inclusion, Diversity, Equity, and Accessibility

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Introduction

The IDEA Task Force was created “to advise and to make recommendations to the Chancellor on strategies to create a diverse, equitable, inclusive, and accessible community”¹ at the University of Alaska Fairbanks (UAF). The purpose of the task force was to suggest paths forward that will “systematically foster an open and supportive learning, teaching, and working environment for all.”² We interpreted diversity broadly, and sought data to support recommendations that would benefit undergraduate and graduate students, first-year students, non-traditional age students, Alaska Native people, other people of color, students and employees in rural Alaska, women, members of the LGBTQ+ community, poor and working class people, and persons with disabilities.

The task force met during the period January 2018 through March 2019 to conduct its work. Vice Chancellor Keith Champagne and Associate Professor of Sociology Sine Anahita co-chaired the task force. Members of the task force were diverse in many ways, and individuals’ insights informed much of our work. Additional data came from PAIR and from interviews with key informants on issues related to diversity, equity, inclusiveness, and accessibility.

Overall, the task force affirmed that there are some issues related to diversity, equity, inclusiveness, and accessibility where UAF falls short. Our recommendations focus on these areas. We have organized our recommendations into three categories: short term action items, new initiatives, and long-term institutional and system changes. These three categories are further organized into broad areas that include: student development; curriculum development; faculty development; staff development; executive/leadership development; research; campus climate(s) and inter-group relations; community engagement; and other recommendations.

The budget crisis interfered with the completion of this report, which was delayed by more than a year. During that period, and while the IDEA Task Force was actively meeting, UAF instituted many positive changes to make UAF a more equitable and welcoming environment. These changes are noted as well.

IDEA Issues Identified: Students and Inclusion, Diversity, and Equity

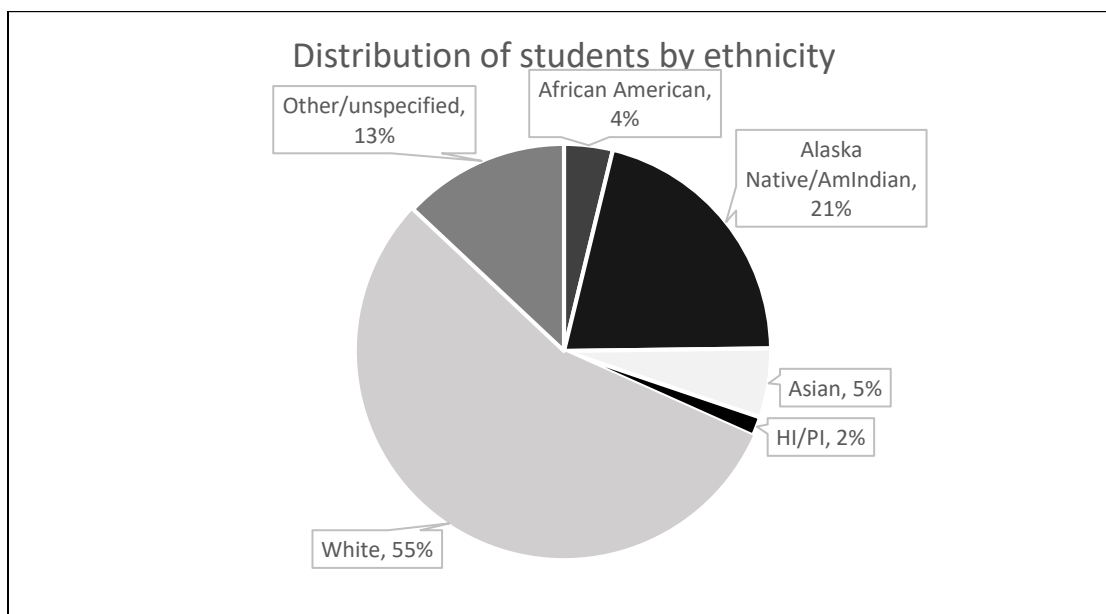
UAF Fact Sheet³ documents that our student body is more ethnically more diverse than the state’s population. For example, while the 2010 census documented that whites make up 67% of Alaska’s population, at UAF, only 55% of students identified themselves as white. African Americans make up 3.6% of Alaska’s population, and 3.8% of UAF students. Alaska Natives/American Indians make up 15% of Alaska’s population, but comprise 21% of UAF’s student body. The problem for UAF appears to be in retaining and graduating students of color. For example, although the Fall 2018 profile of first year students reveals that nearly 25% of the

¹ Chancellor Dan White in his charge to the IDEA Task Force; see Appendix A

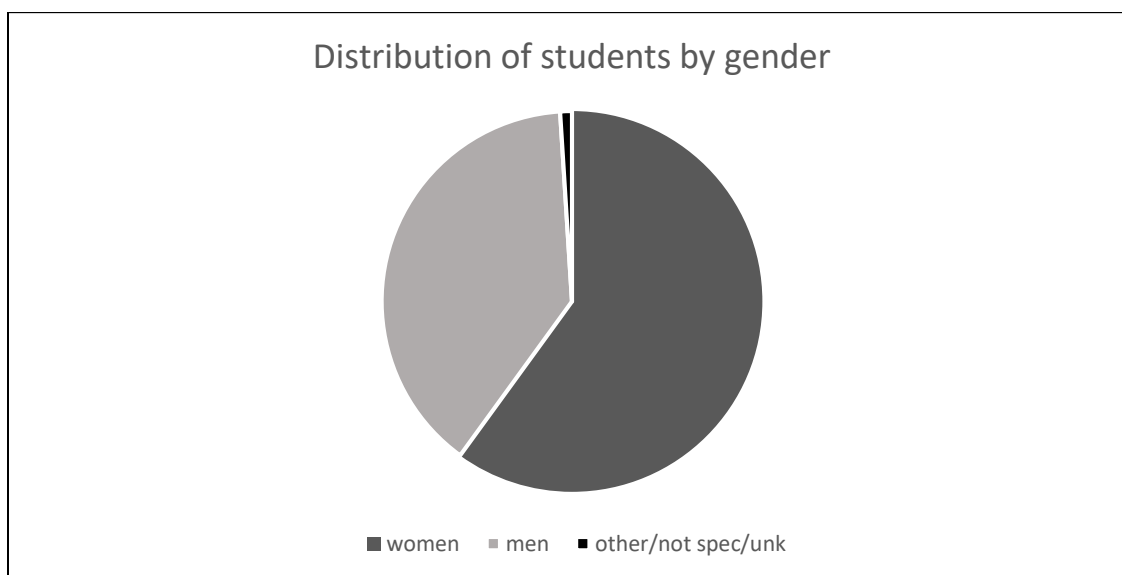
² Ibid

³ <https://uaf.edu/facts/index.php>

incoming class was Alaska Native/American Indian, these students tend to stop out or drop out at higher proportions than white students. UAF must focus its attention on the reasons why in order to reverse this trend. We make several recommendations to achieve this later in this report.



Another issue for students is our gender ratio. Sixty percent of UAF students are female, while only 39% are male. Although this trend is common across other universities in other states, UAF must do more to recruit and retain male students. We also make recommendations on this matter.



Progress being made

Beginning in 2018, UAF has made increasing diversity and becoming a welcoming and inclusive environment one of its strategic goals. The new standards for NWCCU accreditation focus on student success and closing the equity gap in terms of academic success.

IDEA Issues Identified:

Faculty and Inclusion, Diversity, and Equity

A key way that universities can increase the number of students of color and other underrepresented groups to apply, to enroll, and to matriculate is to ensure that the faculty are also diverse. UAF has a long way to go to improve the diversity of its faculty, and to ensure equity for its faculty who are women and/or people of color.

PAIR data reveal that women make up only 43.6% of faculty. Male faculty, on average, earn more than women faculty in 13 out of 18 units. Nearly 79% of UAF faculty are white. We have only five (5) African American faculty, and only two (2) who are Hawaiian/Pacific Islander. Only 6% are Alaska Native or American Indian, although this population makes up 15% percent of Alaska's population. White faculty, on average, earn more than faculty of color, with the notable exception of Asian faculty.

Appendix C details the salaries of UAF faculty by gender, ethnicity, and unit.

Progress being made

At a system level, the University of Alaska hired an external consultant to study equity issues in terms of salary for all UA employees. Chancellor White asked the IDEA Task Force to study the results, but the study and the formulas used are proprietary, and thus we were unable to obtain the data or details of how the study was conducted.

The problem of gendered pay inequality has plagued the US and UAF for decades. UAF has conducted past studies of gendered pay inequalities, and some progress seems to have been made. However, the PAIR data in Appendix C documents that gendered pay inequalities continue to be a problem that must be addressed. Salary inequalities based on race/ethnicity also continue to be a problem at UAF. The IDEA Task Force is unaware if there has been a previous in-house analysis of salary differentials by race/ethnicity.

We recommend that UAF work with United Academics (UNAC) and UA Statewide to address these issues.

IDEA Issues Identified:

Accessibility

To identify issues related to accessibility for persons with disabilities, four key informants were interviewed: Jonathan Shambare, the disabilities coordinator with the Office of Equity and Compliance; Sean Holland, an instructional designer with eCampus who specializes in the use of technology to solve accessibility issues; and two members of the UAF community who have disabilities.

Jonathan Shambare provided information about the problems with accessibility for persons with disabilities in the following areas: buildings built before 1991; sidewalks; door handles; classroom desks; parking; and closed captioning on DVDs.

Buildings built before 1991

Buildings built before the 1991 Americans With Disabilities Act (ADA) commonly lack fully accessible bathrooms. Sometimes the problem is that there is no bathroom that is ADA compliant in terms of handrails, toilet height, and sink accessibility, while other times the problem is that there is no gender-inclusive bathroom. This becomes a problem when a person has a personal aide who is a different sex.

Building name	Primary function
Elvey	research; offices
Irving II	research; offices
Bunnell House	children's daycare; lab
McIntosh	residence hall
Nerland	former residence hall, now office space
Whittaker	residence hall
Copper Lane 517, 518, 519, 520	student services
Constitution Hall	bathroom is located on the bottom floor; see below
Salisbury Theatre	faculty offices; classrooms; practice stage

Constitution Hall does not have an elevator. It does have a wheelchair lift, but Jonathan notes that some people who use wheelchairs are not comfortable using the lift because of its open sides. People who do not use a wheelchair are prohibited from using the lift. The following offices are located in Constitution Hall:

- UAF Bookstores—both the one that sells textbooks and the one that sells UAF swag, snacks, and school supplies
- Post office
- Barber Shop
- Alumni Relations and its gathering space are located on the 2nd floor. Although there is a ramp to this floor, the restroom is in the basement.

Salisbury Theatre also does not have an elevator. There are faculty offices and the “green room,” where students practice on stage, that are below ground level and are not accessible for persons with mobility issues. There are also classrooms that are below ground level. The back stage is not accessible.

Progress being made

Nordic House, which hosted the Office of Equity and Compliance, did not have a handicapped ramp, lacked ADA compliant parking space, and did not have a fully accessible restroom. Nordic House was the home of the disabilities coordinator for many years. In Fall 2018, most of the functions of the Office of Equity and Compliance moved to Duckering Building; the office planned to move to third floor Eielson in Spring 2019, but as of the writing of this report, the move was delayed. Nordic House was demolished in 2019 to save maintenance costs.

Several of the offices that used to be housed in Constitution Hall were moved to ADA-accessible spaces, e.g. United Academics (UNAC), KSUA, and the *Sun-Star* (renamed the *Polar Star* and publishes online only.)

In the past three to four years, UAF has planned capital projects to add fully compliant restrooms to those buildings who lack them.

After IDEA brought the problem to the university’s attention in 2018, a memo went out to all university employees to prevent elevator buttons and handicapped door openers from being blocked by trash cans and recycling bins.

Sidewalks

Jonathan reports that there are several problems with UAF sidewalks not being accessible to persons with disabilities. Winter heaving at the joints is a constant problem. Frost heaves are a trip hazard for everyone and often block passage by wheelchairs. The university does not know where the heaves are until someone reports them. Most people on campus do not know how to report the heaves. The form to report frost heaves and other unsafe conditions requires people to log in with their UA credentials and to navigate a complex and confusing series of drop-down menus.

Jonathan reports that some sidewalks with ramps are too steep to be compliant with ADA. Other ramps are located next to shrubbery that is so overgrown that the handrails cannot be used. For example, one of the key informant who is a person with mobility disabilities noted the ramp outside of Gruening Building has continually been overgrown with shrubs. The ramp at Constitution Hall occasionally also has this problem.

In the winter, gravel is sometimes spread on icy sidewalks to prevent people from slipping. However, too much gravel makes using certain types of wheelchairs or rolling walkers difficult.

Progress being made

Facilities Services repaired many sidewalks over the last two summers, although winter heaving will be an ongoing problem.

Doorhandles

ADA requires that doors be opened using lever handles, not round door knobs. Most of the problems with round door knobs are interior doors, e.g. offices and labs. As far as Jonathan knows, all buildings on campus have at least one exterior door that is opened by a lever.

Progress being made

A student worker was hired to maintain an inventory.

Classroom desks

Jonathan notes that many classrooms have desks that are not accessible to people who use wheelchairs because the desks are too low. Joysticks on wheelchairs are often too high for the user to be able to slide under the desk. The appropriate desk is a standing desk that can be adjusted to fit the user. These desks take up the space of two non-accessible desks. When classes are fully enrolled, this limits the available space.

Another key informant complained that one-piece classroom desks, with the chair bolted to the desk itself, do not fit all body types. Although every classroom should have a sufficient number of moveable desks, this informant noted that most of the time, those desks are located at the very back of the room. In large classrooms, this makes it difficult for some students to be able to see and to hear the instructor.

Progress being made

The problem of inaccessible classroom desks is pervasive across campus.

Parking

Jonathan believes that, overall, there is sufficient handicapped parking on campus. The challenge is in the core areas, e.g. sometimes the Eielson lot does not have enough open spaces.

Another key informant noted that summer construction often blocks access to handicapped parking.

Closed captioning on DVDs

Closed captioning is the first track to degrade and to “drop off” after a DVD has been shown multiple times. Students who rely on closed captioning to understand films shown in class are thus at a disadvantage.

Progress being made

Kanopy, a digital film database hosted at Rasmuson Library, provides closed captioning on all of its films. Kanopy is now available to all members of the UAF community, e.g. instructors can log in with their UA credentials to show closed-captioned films during class meetings. Jonathan notes that all films shown at student movie nights are closed-captioned.

Accessibility in online and other classes

Sean Holland, an instructional designer with UAF’s eCampus and the point person for ensuring that UAF courses are compliant with ADA, was also interviewed for this report. He notes that the Americans with Disabilities Act (ADA) requires that online course material be accessible to persons with disabilities, and that many (most?) online classes at UAF are not yet compliant.

Sean notes that there continues to be prejudice against persons with disabilities, and to succeed, persons are continually required to advocate for themselves. Sean notes that many choose not to engage, and thus not to become students or to continue with their education because of this. He notes that part of the push to “modernize the student experience,” a strategic effort undertaken by UAF beginning in 2019, must include transforming all of UAF to be user-friendly and welcoming for persons with disabilities.

Progress being made

In 2019, eCampus invested \$30K into producing closed captioning for instructors who teach online. They also invested in several different types of technology, created how-to videos, and worked one-on-one with instructors to bring their courses into compliance with ADA. (See, for example, <https://sean.community.uaf.edu/>) Late in 2019, they began to offer online instructors who teach large GER classes lump sum contracts to work with instructional designers to bring their courses into compliance. eCampus is also including tips for instructors in their workshops and open labs. For example, they teach instructors how to produce audio descriptions of videos and other course materials for blind students.

Closed captioning issues outside of the classroom

Another key informant noted that closed captioning should be provided for all forums and other UAF community events. As an example, this person noted that although closed captioning of Commencement activities is available for people who stream the event, closed captioning is not available for people in the room.

Progress being made

UA has a purchasing agreement with a vendor that produces live closed captioning for streaming university events such as commencement.

Other concerns about accessibility

Other concerns about accessibility expressed by key informants include:

- lack of signage with brail for persons who are blind or low vision
- many signs are printed in type that is too small for low vision persons to read, e.g. evacuation maps; another problem is the density of color blocks on signs that make it impossible for people with low vision or some forms of color blindness to read
- there are no sharps containers in many buildings; people who use injectable medicines are thus unable to safely dispose of their needles after use
- trash cans and recycling bins are often placed so that they block doors, elevator buttons, and hallways (see, for example, Gruening 3rd floor where multiple trash cans and recycling bins clog a high traffic area)

Recommendations

In this section, the IDEA Task Force makes recommendations for short-term action items, new initiatives, and long-term institutional and systemic changes. We have organized these into nine categories: student development; curriculum development; faculty development; staff development; executive/leadership development; research; campus climate(s) and inter-group relations; community engagement; and other recommendations. For each category, we suggest an executive-level leader(s) who could be responsible for implementing recommendations selected by the chancellor.

We recommend that this IDEA Task Force Final Report be considered Stage 1 in a five year plan.

Student Development

Recommended assignment to Vice Chancellor for Student Affairs Keith Champagne

Short-term action items

- poster campaign to highlight UAF values around IDEA (go far beyond the current Title IX posters); model after UAA's initiative
- Work with ASUAF and student services offices to offer free user-friendly workshops about IDEA issues; use existing faculty, staff, and community resources instead of hiring external consultants and workshop leaders from Outside
- Publicize scholarships and financial aid packages that are geared towards underrepresented groups, e.g. website that lists the various scholarships by category
- Use eCampus's recent initiative as a model to find funding to assist faculty to upgrade courses to ensure accessibility, e.g. by granting workload credit, paying instructional designer, funding ADA compliance specialist in colleges and schools, etc.
- Revise all university publications for inclusive language and images, e.g. replace "freshman" with "first year", pluralize nouns and pronouns, photos of diverse populations, including age and disability
- Repurpose 85-90% of existing restrooms to be gender inclusive
- Ensure that every building has at least one gender inclusive, ADA compliant restroom. Start with Rasmuson Library
- Ensure that every floor in multi-story buildings has restrooms for men and women, and/or at least one gender inclusive restroom. Start with Bunnell Building. Repurpose existing restrooms as necessary
- Suggest that ASUAF consider creating a committee that focuses on IDEA issues

New initiatives

- For student staff, encourage training on inclusivity, diversity, equity, and accessibility

- Create multiple centers (or a single integrated center with multiple dedicated staff) for underrepresented students, e.g. LGBTQ+ Center, Women's Center, Multicultural Center, International Center, First-Gen Center
- Expand community learning initiatives in residence halls to include IDEA issues; find way to involve students who live off campus
- Fund Career Services to implement salary negotiation skills workshop for women and underrepresented populations
- Work with donors to rename Outstanding Senior Woman and Outstanding Senior Man awards to be gender neutral and inclusive
- Provide travel awards, scholarships to conferences, and other support for students to attend IDEA-related workshops and conferences, e.g. AAUW Women Student Leadership Conference, Native Emerging Leaders Summit, etc.
- Create summer intensives, workshops, summits, etc. for students (and potential students) from diverse backgrounds; model after RAHI
- Create mentor networks, e.g. Nanook Brotherhood Project; grant workload credit, contract extensions, and/or course release for faculty and bonus or merit pay increase for staff who advise and sustain the networks

Long-term institutional and systemic changes

- Fund capital projects as necessary to bring UAF into full compliance with ADA; start with Constitution Hall and Fine Arts Building
- Relocate Disability Services for students to a more central space on campus; consider satellite office at West Ridge and CTC and/or dedicated space for confidential web conference meetings
- Move the capital project for the Indigenous Studies Center up the list of projects; seek BoR enthusiasm for this; work with local and state legislators to find funding; make this project a priority for alumni and the Foundation
- Grant workload credit for faculty from diverse backgrounds to establish mentoring networks for students; work with Faculty Senate to revise Blue Book and unit criteria accordingly
- Establish alumni networks to recruit and to mentor students and potential students who are from diverse backgrounds; fund UA Foundation and Alumni Office to accomplish this through hiring a specialist to oversee the project
- Establish special graduation ceremonies or receptions for students from diverse backgrounds; model after Lavender Graduation and First Gen Graduation (2019)
- Re-start ASRA (Alaska Summer Research Academy) to keep encouraging young Native students from Alaskan villages to enter STEM fields

Curriculum Development

Recommended assignment to Provost Anupma Prakash

Short-term action items

- Reallocate funds to faculty professional development around IDEA issues, e.g. offer workshops for faculty on how to integrate IDEA issues into existing courses

- Work with Faculty Senate Curriculum Affairs Committee to internationalize new ANT graduation requirement to include other (circumpolar? Arctic?) Indigenous peoples, e.g. Canadian First Nations, Sami People
- Create new courses on IDEA concepts, e.g. LGBTQ+ Communities, Introduction to Disabilities Studies, Women in the Sciences, etc. Reward faculty who develop these new courses with a course release, workload credit, and/or contract extension
- Restructure previously downsized or deleted departments that teach about IDEA issues (e.g. Sociology) to ensure that courses related to IDEA issues continue to be offered

New initiatives

- Work with Faculty Senate to introduce new graduation requirement or GER on diversity and equity
- Collaborate with Vice Provost and Faculty Senate to add IDEA impact statement to criteria for program review, special program review, and program deletion
- Strengthen existing programs on diversity & equity by hiring tenure track faculty with goal of expanding minors into majors (Asian Studies, Global Studies, WGSS), and majors into graduate programs (e.g. MA in Alaska Native Studies)
- Require deans and directors, the provost, and the chancellor to file IDEA impact statements before the deletion of degree programs

Long-term institutional and systemic changes

- Create new MA and PhD programs on IDEA issues; find funds to hire tenure track faculty and/or revise workload expectations for existing faculty for these programs; fund fellowships and teaching and research assistantships to support graduate students
- Work with Faculty Senate to introduce new degree programs on diversity & equity, e.g. Disability Studies, Black/Africana Studies, Ethnic Studies, LGBTQ+ Studies
- Partner with rural campuses to maximize availability to rural students. e.g., offer more classes online. Offer as many courses as possible on the rural campuses so students can live at home as long as possible, saving money, which makes a University education accessible to more students. Set hard targets for this.
- More support for ANSEP (Alaska Native Science and Engineering Program). They used to pay grad students to lead study groups and offer tutoring; provide funding to re-instate this. Research why so few ANSEP students are actually AK Native and remedy as necessary.

Faculty Development

Recommended assignment to Executive Vice Chancellor and Provost Anupma Prakash

Short-term action items

- Ensure that all university committees that affect faculty have representatives from diverse communities
- Re-establish Faculty Development Office; commit the office to multicultural work, e.g. salary and contract negotiation skills for women and people of color, etc.
- Suggest that Faculty Senate consider creating a committee that focuses on IDEA issues

- Strengthen the Faculty Senate Committee on Women (CSW); increase its visibility; allocate funds for it to do its work per the bylaws (e.g. surveys); grant workload credit, contract extensions, and/or merit bonuses for active members
- Support a team to pursue an NSF ADVANCE award
<<https://www.nsf.gov/crssprgm/advance/>> This should be to pursue how to make UAF more inclusive, and how to support minority faculty once they arrive.
- Scrutinize compensation for gender, age, and/or racial/ethnic bias; rectify immediately when discovered. [Note that the data for the compensation study commissioned by the Board of Regents are considered proprietary, and thus the IDEA Task Force was unable to obtain the data or to learn the details of the analysis. See Appendix C for in-house study that provides evidence of bias in compensation.]

New initiatives

- Require training on inclusivity, diversity, equity, and accessibility
- Annual leadership training workshops for diverse populations; model after Provost's Leadership sessions. Alternately, provide funding for women and under-represented groups to attend workshops Outside, e.g. the HERS Leadership workshop series
- Create toolkit for recruitment and hiring; give the resources to conduct a more thorough search for candidates. Model after UT Toolkit
- Mandate that search committees for new faculty hires be diverse with respect to gender and race/ethnicity. Similarly for promotion and tenure committees
- Fund workshops on grant writing to fund research on IDEA concepts, e.g. NSF ADVANCE, NIH Health Disparities, DOD grants for female veterans, etc.
- Require all faculty hiring committees to undergo training on IDEA values before the committees can begin their work
- Require that all search committees include a diversity ombuds representative

Long-term institutional and systemic changes

- Obtain funding to hire tenure track multicultural faculty and postdocs across all colleges and schools
- Get language in the UNAC and UNAD CBAs that addresses bias, e.g. gender bias, racial bias, age bias, etc., and provide user-friendly complaint and grievance process (Fall 2020 negotiations); hold UNAC and UNAD leadership and Labor Relations accountable for responding to complaints of bias; train UNAC and UNAD leaders and staff about IDEA issues; train Labor Relations staff about IDEA issues
- Grant faculty workload credit to establish and to maintain mentoring networks for women and people from diverse backgrounds
- When writing ads to recruit new faculty, write them for inclusivity. Hire consultant to specify phrasing to emphasize inclusivity

Staff Development

Recommended assignment to Vice Chancellor for Administrative Services Julie Queen

Short-term action items

- Empower staff to participate in governance (and thus to amplify staff voices) by working with HR to revise policy that requires staff to get permission from their supervisor to run and to serve on Staff Council and other governance committees
- Suggest that Staff Council consider creating a committee that focuses on IDEA issues
- Scrutinize compensation for gender, age, and/or racial/ethnic bias; rectify immediately when discovered; consider in-house study of PAIR data
- Train supervisors on how to recognize bias in their organization, including how to avoid bias in evaluations, hiring, and promotions

New initiatives

- Require staff training on inclusivity, diversity, equity, and accessibility
- Annual award for staff member who makes a positive contribution towards IDEA values
- Require all staff hiring committees to undergo training on IDEA values before the committees can begin their work
- Require that all search committees include a diversity ombuds representative
- Fund staff members to attend conferences, workshops, summits, etc. on IDEA issues

Long-term institutional and systemic changes

- Provide and publicize clear paths to career success for diverse populations
- Get language in applicable CBAs to ensure pay and hiring equity; hold union leadership and staff and Labor Relations accountable for compliance; train union leadership and staff on IDEA issues
- Ensure user-friendly and effective mechanism for resolving complaints and grievances related to bias
- Offer automatic one-step promotion for staff who complete a certificate, minor, or major in an academic IDEA program
- Waive all fees for staff to take IDEA classes (tuition is already waived)

Executive/Leadership Development

Recommended assignment to Chancellor Dan White and Executive Vice Chancellor and Provost Anupma Prakash

Short-term action items

- Workshops for deans and directors on avoiding bias in annual evaluations
- User-friendly workshops and online trainings for deans and directors on issues related to IDEA issues; make this beyond the current narrow focus on Title IX being only about sexual assault and harassment
- Scrutinize compensation for gender, age, and/or racial/ethnic bias; rectify immediately when discovered

New initiatives

- Require training on inclusivity, diversity, equity, and accessibility
- Incentivize deans and directors to address issues in their schools and colleges related to IDEA issues, e.g. favorable split on tuition for IDEA courses
- Incentivize vice chancellors, associate vice chancellors, vice provosts, and provost(s) who address issues in their units related to IDEA issues, e.g. merit bonus or staffing increases in their units
- Require all administrator hiring committees to undergo training on IDEA values before the committees can even begin their work

Long-term institutional and systemic changes

- Require evaluations to include evaluation of how deans and directors implemented and supported IDEA issues in their schools and colleges
- Recruit, hire, retain, and promote leaders from diverse backgrounds; incentivize them to stay and to make their career at UAF

Research

Recommended assignment to Vice Chancellor for Research Larry Hinzman

Short-term action items

- Provide grant writing workshops for women and people of color and for grant proposals that study issues related to IDEA, e.g. women in STEM, persons with disabilities in STEM, LGBTQ+ health, etc.
- Ensure that all lab spaces are fully ADA compliant

New initiatives

- IRB to provide workshops on researching underrepresented groups, working with tribal and/or Alaska Native corporation IRBs, persons with disabilities, etc.
- Provide seed money (modeled after FIF, Provost's Initiatives Fund) for research projects that research issues related to IDEA
- Provide annual award for a researcher whose research addressed an important IDEA issue, e.g. publication award

Long-term institutional and systemic changes

- Update professional evaluation systems for researchers, faculty, staff to include strengths in mentoring, outreach, teaching, diversity, and collaborative efforts
- Provide funding for regular leadership workshops targeting women and other underrepresented groups in STEM, and pay the organizers
- Provide incentives for faculty to hire research assistants (RAs) from diverse backgrounds
- Institute targeted recruitment of graduate students, research faculty, and post docs from diverse populations; model after UAA's multicultural post-doc hiring initiative

Campus Climate(s) and Inter-Group Relations

Recommended assignment to Chancellor White, Vice Chancellor Champagne, Vice Chancellor Peter, Provost Prakash, and Vice Chancellor Hinzman

Short-term action items

- Increase publicity, funding, and visibility of UAF's celebration of designated months, e.g. Black History Month, Women's History Month, Native American Month, Indigenous People's Day, Trans Day of Remembrance, National Coming Out Day, Asian History Month, etc.
- Add lactation rooms across campus; consider installing lactation pods in every building
- Bring outside speakers and workshop leaders to campus and promote to the entire university and local communities, not just students
- Incorporate inclusion, equity, and accessibility into UAF's mission statement; currently, only diversity is included
- Add statement of acknowledgement that UAF is the traditional home of Native communities to UAF's boilerplate statements

New initiatives

- Appoint permanent Chancellor's Council on Inclusivity, Diversity, Equity, & Accessibility; involve governance organizations in selecting representatives
- Appoint Cabinet-level official to oversee UAF's inclusivity, diversity, equity, & accessibility efforts; consider appointing Vice Chancellor Keith Champagne to be Vice Chancellor for Student Affairs and Diversity or Vice Chancellor for Student Affairs and Chief Diversity Officer until Chancellor White decides to hire a permanent person for this important Executive Role or Position
- Create an online reporting tool to allow students, faculty, staff to report on campus incidents of harassment, hostile, and/or malicious threats, etc.
- Create Diversity Plans within each college or school to allow them to self assess (with the help of a facilitator) and to develop goals, objectives, and implementation plans
- Appoint ADA "watchdog" person in each campus building to report problems, e.g. trash cans that block access; compensate through workload credit and/or increased salary
- Provide traditional Native food selections at campus events and campus dining facilities

Long-term institutional and systemic changes

- Revise personnel and other university policies that constrain breastfeeding and new mothers, e.g. loosen rules that do not allow infants in workspaces, encourage faculty to allow breastfeeding mothers to leave class when necessary, encourage faculty to allow very young infants to be in class, provide lactation facilities in every building
- Establish Alaska Native Elder in Residence programs across UAF
- Institute speakers bureau on IDEA issues to make university experts available to speak to community groups; work with University Relations to advertise the speakers bureau program and to obtain invitations to speak to community groups
- Work with donors to establish awards for outstanding service to diverse communities; institute annual awards ceremony; model after Iowa State University's Small Victories Celebration <<https://center.dso.iastate.edu/about/history>

Community Engagement

Recommended assignment to Chancellor White and all Vice Chancellors

Short-term action items

- Offer free meeting and performance space to community groups who engage in IDEA issues, e.g. NAACP, Young Native Fiddlers, Latinos Unidos, Diabetes Support Group, Gender Pioneers
- Invite speakers from diverse local and regional communities to give lectures, demonstrations, workshops, and other opportunities to learn from and about each other
- Collaborate with Morris Thompson Cultural Center and Chief David Salmon Tribal Hall on programming and joint projects

New initiatives

- On-boarding process of staff and faculty to include Alaska specific cultural education (e.g. workshop or orientation) to raise UAF community awareness and knowledge of Alaska Native cultures
- Engage with local community to support the proposed Troth Yeddha' Indigenous Studies Center
- Incentivize faculty to do community-based research with local diverse communities, e.g. small grants program to fund project with Access Alaska
- Establish Community Ombuds Office to facilitate engagement with local diverse populations

Long-term institutional and systemic changes

- Fund infrastructure projects at rural campuses to enable students from diverse backgrounds to attend UAF
- Work with the State, the federal government, and local communities to increase quality of internet access

Other Recommendations

Short-term action items

- Hold IDEA summit Spring 2020
- Regular IDEA column in Cornerstone (beyond reminders of Title IX training), e.g. interview with faculty about a new IDEA course, announcement of new film at Rasmuson on IDEA issues, etc.
- Improve snow and ice removal from paths, handicapped ramps, parking lots, and railings
- Streamline the reporting process to report frost heaves and other unsafe issues; currently the process takes 20+ minutes to navigate click-down menus and requires users to log in using their UA credentials <<https://www.uaf.edu/safety/unsafe-condition.php>>
- Install handrails on all slanted walkways (e.g. from Gruening to Wood Center)
- Require ongoing audits of all buildings, parking lots, and paths for possible ADA hazards, e.g. overgrown shrubs, snow piled in handicapped parking spots

- Annual public release of all salary data by gender, race/ethnicity, and age; publication of this data on university website
- Increase availability of data related to IDEA issues, e.g. mandate release of affirmative action plans, data, and analysis annually and/or upon request
- Expand closed captioning to all university events, including forums and Commencement
- Discontinue the release of balloons at Commencement as these make navigation unsafe for blind and low vision persons and persons with mobility issues

New initiatives

- Institute annual IDEA summit
- Require all official University publications be available in large print versions
- Renovate meeting spaces as necessary to ensure ADA compliance; e.g. is the CCR accessible? Kayak Room? Wood Center basement conference rooms?
- Increase availability and use of assistive technology, e.g. live closed captioning for all university events
- Investigate possible partnerships to produce technology to assist blind and low vision persons to navigate campus; use UAA's success as a model
<http://greenandgold.uaa.alaska.edu/blog/2019/09/uaa-leads-the-way-in-technology-for-blind-and-low-vision-students/>)
- Establish day-long Convocation Day; hold workshops on IDEA and related issues; close all non-essential offices to allow for maximum participation
- Create workforce diversity plan to increase the diversity of employees at UAF; consider modeling after Kandee Cleary's Workforce Development Plan
<https://www.cwu.edu/inclusivity/sites/cts.cwu.edu/inclusivity/files/documents/Workforce-Diversity-Plan.pdf>)

Long-term institutional and systemic changes

- Fix HR and Title IX office problems through increased staffing, training; increase accountability for processing complaints related to IDEA issues; require annual publication of summaries of complaints and resolutions, including time lines
- Paid family leave included in benefits (staff, faculty, grad students)
- Formalized mentorship program for grad students, post docs, and faculty. Recruit mentor group that is diverse in gender and race/ethnicity
- Mandatory benefits requirements for contractors at UAF
- Require all contractors to sign AA/EEO statement that includes LGBTQ+; ensure accountability through periodic audits

Recommendations from the Supporting Leadership at UAF Letter & Petition

In his charge memo to the IDEA Task Force, Chancellor White asked that we “[r]eview the ideas and suggestions put forth in the letter and accompanying petition entitled “Supporting Leadership at UAF” (<https://goo.gl/PmnqRy>).” And “[i]n relation to the petition, identify work that is already done, work that is underway, areas that need improvement and/or attention, and suggestions, if any, that we should not pursue; explain the reasons why suggestions should not be pursued. Below, we summarize the issues raised in the letter and petition and explain the current status of each. The IDEA Task Force supports all of the suggestions in the letter and petition.

Mandatory leadership training and leadership skills

Problem identified by Letter & Petition	Definition/manifestation	Suggestion	Current status
implicit bias	the automatic and unconscious association of value, whether positive or negative, with particular groups, subgroups, or characteristics of people (Jon Witt, SOC 2018: 78)	mandatory leadership training and development of leadership skills	Provost Anupma Prakash asked all deans and directors to take Implicit Bias Test October, 2018. Whether there will be <u>mandatory</u> leadership training on this topic is unknown.
stereotype threat	a situational predicament in which people are or feel themselves to be at risk for conforming to stereotypes about their social group... [resulting] in a reduction in the performance of individuals who belong to negatively stereotyped groups (Wikipedia “stereotype threat”)	mandatory leadership training and development of leadership skills	status of mandatory leadership training on this topic is unknown

favoritism	unearned preferential treatment by supervisor or other person with power or authority	mandatory leadership training and development of leadership skills; standardizing the advertisement and availability of opportunities for all employees in a unit	status of mandatory leadership training on this topic is unknown
emotional intelligence deficiencies among leadership	Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills: emotional awareness; the ability to harness emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes regulating your own emotions and cheering up or calming down other people. (Psychology Today https://www.psychologytoday.com/us/basics/emotional-intelligence)	mandatory leadership training and development of leadership skills	status of mandatory leadership training on this topic is unknown
ineffective communication by leadership		mandatory leadership training and development of leadership skills	status of mandatory leadership training on this topic is unknown
lack of inclusivity of a diversity of voices, e.g. women, Alaska Natives, other under-represented groups		mandatory leadership training and development of leadership skills; Alaska-specific cultural awareness; educate international	status of mandatory leadership training on this topic is unknown

		researchers about UAF community standards	
systemic privilege	a system of special rights and advantages enjoyed by members of dominant groups at the expense of non-dominant groups	mandatory leadership training and development of leadership skills	status of mandatory leadership training on this topic is unknown

Policy changes suggested by the Letter & Petition

Suggestion	Current status
changing the evaluation systems of professional researchers, faculty and staff to factor in a candidate's strength and experience in mentoring, outreach, teaching, diversity, and collaboration	no initiative underway; faculty evaluation is managed by UNAC CBA and the Bluebook—CBA will be renegotiated beginning Fall 2020, Bluebook was revised in spring 2019. However, only service (e.g. outreach if part of workload) and teaching effectiveness are measured
creating a formalized mentorship program and additional training and resource materials for UAF graduate students, postdocs and faculty interested in pursuing leadership roles	for faculty, staff, and administrators, Provost's Leadership Institute was reinvigorated Fall 2018 by Provost Anupma Prakash
developing family inclusive policies: paid parental leave for graduate students, staff, and faculty with a formal way to take birth and childcare into account in graduate school timelines; freedom to donate sick leave for maternity/paternity leave/adoption; availability of on-site child care; availability of breastfeeding rooms across campus; flex-time or job-share programs university-wide	childbirth is considered to be a disability; accommodations for students managed through Disability Services; faculty and staff may take paid sick leave; no initiative underway for graduate students to get paid parental leave; no initiative underway for taking childcare into account for graduate student timelines, but Disability Services would provide accommodations for graduate students who are pregnant and/or parenting; staff and faculty can donate sick leave for maternity leave, but not paternity leave, but available to staff only; on-site child care is limited to Bunnell House; lactation rooms are located in Wood Center, Butrovich,

	and Elvey; no flex-time or job-share programs initiative is underway
provide budgetary allocation for more frequent leadership workshops targeting women in science and other underrepresented groups, for which workshop organizers are paid	status is unknown
define mandatory benefits requirements for contractors at UAF to create a university-wide, equitable environment	status is unknown
define harassment as research misconduct equivalent to fabrication, falsification, and plagiarism (as recently done by the American Geophysical Union); institute a process for reporting any misconduct to said staff or faculty's funding agencies)	status is unknown
create a policy addressing hiring or retaining faculty, staff, or vendors with a history of sexual harassment, sexual assault, stalking, domestic violence, racial or religious discrimination, or misuse of funds	status is unknown; background checks required for new faculty, staff, and administrators [but obviously failed with the hire of the D&EO investigator with a history of sexual harassment]; background check would not be likely to catch persons with history of racial or religious discrimination; vendors status unknown
continue to streamline and fix processes for reporting and disciplining harassment, assault and bullying at UAF. Ensure expedient investigations and clear measures for supporting victims throughout the processes of reporting and disciplinary action.	mandatory reporting is in place that requires faculty, staff, administrators, and some students to report victim-survivors to university authorities; status of bullying initiative is unknown, the training is currently unavailable; wait time for resolution of Title IX complaints is uneven; measures to support victims may or may not be sufficient for all members of the university, e.g. students have a formalized support system for some types of issues, e.g. sexual assault (Advocacy and Resource Center), but faculty, staff, and administrators do not.
Incorporate mandatory training on UAF community standards for international researchers	no initiative underway

Institution-wide research suggested by the Letter & Petition

Suggestion	Current status
A university-wide investigation into salary equity (by department, race, gender, and socioeconomic upbringing)	<p>UA Compensation Study launched spring 2018 to study faculty, staff, and executives; preliminary results released Fall 2018; website: https://www.alaska.edu/classification/compensation-review/</p> <p>equity issues related to race and gender were identified in the study and presented to the BoR in October, 2018; socioeconomic upbringing was not part of the study. VP Paul Layer said (11-5-18) that the BoR plans to recommend funding to redress equity problems identified by the study.</p> <p>IDEA Task Force analysis of UAF PAIR data indicate widespread inequalities based on gender, race/ethnicity, and unit/college, but not down to the department level.</p>
Institution of equal pay advocacy to bring all employees to the correct pay scale for their positions	BoR plans to recommend phasing in market adjustments as budgets allow over the next three years (Layer 11-15-18)
Standardization of hiring levels and (thus) pay of new employees	UNAC CBA set minimum salaries for faculty; status of other employees is unknown

Specific administration actions suggested by the Letter & Petition

Suggestion	Current status
immediately begin a study into UAF's performance in diversity and salary equity by hiring an external firm. Findings from the study should be broadly published and disseminated to the public.	<p>UA Compensation Study conducted by external consultants. Findings are limited. The formulas used by the external consultant are proprietary, and thus cannot be released for validation. Findings to date:</p> <p>https://www.alaska.edu/classification/compensation-review/</p> <p>SW HR has presented to the BoR (Fall 2018), Faculty Alliance, Staff Alliance. IDEA Task Force study on diversity and salary for faculty will be included as appendix to the final report to the Chancellor. The Chancellor can decide how widely to publish the report. The IDEA Task Force does not currently have a UAF-sponsored website</p> <p>UA's affirmative action plan and 2017 summary report can be viewed here: https://www.uaf.edu/files/titleix/2017-AAP-Report.pdf The report could not be found through an hour-long google search.</p> <p>By state law, UAF salary data are public information. UA administration emails employees when a news agency or other entity requests salary data.</p> <p>Historically, PAIR has been very helpful about releasing salary data when requested.</p>
Immediately begin a task force to collect resources and trainings for the topics mentioned under "Mandatory leadership training/skills"	IDEA Task Force was convened by Chancellor Dan White Spring 2018 to make recommendations; process is currently underway
Immediately create a formal mentorship program for early career researchers at UAF	status unclear
Starting in FY19, proactively fund bi-annual leadership trainings for women in science for the next 5 years to stimulate diverse leadership at UAF and in the Alaskan community.	status unclear
Institute paid parental leave for all	no initiative underway

Progress

Although there are many areas that need improvement at UAF, there are also many areas related to diversity, equity, inclusiveness, and accessibility where UAF has made commendable progress. For example, Chancellor Dan White has made inclusivity and diversity key components of his leadership of the UAF, reminding us in forums, publications, reports, and media interviews that everyone is welcome at UAF, that everyone belongs. We applaud the Chancellor and Vice Chancellors for the progress that has been made.

During the period that the IDEA Task Force was active, Associate Vice Chancellor Mary Kreta worked with her enrollment management team to participate in the following diversity-enhancing events:

- African American Student Leadership Conference
- UAF Pastors' Council
- Diversity Luncheons
- Fairbanks Youth Coalition (connected to Big Brother Big Sister)
- FNSBD (Northstar to Nanooks)
- Off to College seminars
- ASRA Scholarship Reception
- Virgie King Leadership Institute
- Fairbanks chapter of the NAACP
- Fairbanks NAACP Campus Day
- JD Styles, Returning Citizens
- Diversity Advisory Council
- CAMP Grant
- Juneteenth celebration
- Naturalization ceremonies
- International Friendship Day
- Senior Recognition Day
- AAA Prison Group
- Hunter Partnership

Further, UAF instituted its first annual Lavender Graduation and First Gen Graduation in Spring 2019 to celebrate the educational success of LGBTQ+ students and those students who are the first in their families to earn a college degree. Also in 2019, with Sean Holland's guidance, eCampus (formerly eLearning) began working with faculty who teach online courses to increase accessibility for persons with disabilities, e.g. by offering stipends, assistance from instructional designers, and access to new technologies.

In 2015, the UAF Faculty Senate passed a resolution calling for all official UAF publications to use gender inclusive language, e.g. substituting "first year student" for the exclusive "freshman." Many changes to official university language were made in publications, websites, and in oral references, but a few non-inclusive references remained in late 2019. After several of the problems on the website were made known to Mary Kreta, she and Samara Taber made significant changes to the admissions website.

The student affairs division has instituted a number of highly successful Living and Learning Communities (LLCs) in the residence halls. LLCs help students to create a sense of

belong and builds community among students who may be experiencing their first time living away from home.

In honor of the First Peoples who inhabit Interior Alaska, and in recognition of the fact that the University of Alaska Fairbanks campus sits on Native land, UAF leadership have begun to routinize the use of the name of the campus as Troth Yeddha'. Chancellor White often begins presentations by welcoming attendees in Alaska Native languages. These are just a few examples of the way that UAF has made steady progress towards becoming the inclusive, diverse, equitable, and accessible university community we seek to become.

In conclusion, the IDEA Task Force recommends that the University of Alaska Fairbanks continue with all deliberate speed to increase inclusivity, diversity, equity, and accessibility. We look forward to working with university leadership.



Daniel M. White, Chancellor
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Fairbanks, Alaska 99775-7500
907-474-7112
uaf.chancellor@alaska.edu
www.uaf.edu/chancellor/

Date: January 22, 2018
To: UAF Chancellor's Inclusion, Diversity, Equity, and Accessibility (IDEA) Task Force
From: Daniel M. White, Chancellor
Subject: Task Force Charge

Thank you for agreeing to serve as a member of the Chancellor's Inclusion, Diversity, Equity, and Accessibility (IDEA) Task Force. I have asked Vice Chancellor Keith Champagne and Dr. Sine Anahita to serve as co-chairs and they have both accepted. Attached is a copy of the task force charge that I will discuss with you at the first committee meeting. If you have any questions about the assignment, I hope we will be able to clarify them at that time. I am asking that the committee complete its work no later than December 31, 2018.

As you proceed, please keep in mind the importance of thinking about the issues in broad, institutional terms and do not hesitate to involve faculty, researchers, staff and students in your work you deem appropriate. This will insure that recommendations are made with the benefit of information received from all affected areas. VC Champagne's assistant, Kelly Wilson, will be reaching out to you soon to schedule an initial task force meeting.

Attachment: As referenced

**Charge for the Chancellor's
Inclusion, Diversity, Equity, and Accessibility (IDEA) Task Force**

Purpose: The IDEA Task Force was created to advise and to make recommendations to the Chancellor on strategies and actions to create a diverse, equitable, inclusive, and accessible community that will systemically foster an open and supportive learning, teaching, and working environment for all. I would like the task force to respond to specific items, including but not limited to:

- Define the issues related to inclusion, diversity, equity, and accessibility at UAF;
- Gather and analyze empirical data from the university community to discover the scope of the issues; empirical data that can include soliciting views from the university community on all aspects of diversity and equity and examining the specific concerns advanced by diversity and equity advocates on campus;
- Review the ideas and suggestions put forth in the letter and accompanying petition entitled “Supporting Leadership at UAF” (<https://goo.gl/PmnqRy>);
- In relation to the petition, identify work that is already done, work that is underway, areas that need improvement and/or attention, and suggestions, if any, that we should not pursue (and why);
- Make recommendations for short term action items, new initiatives, and long term institutional and systemic changes that would promote or enhance the University’s goals of an inclusive, diverse, equitable, and accessible university community;
- Report on the institution's progress in achieving measurably greater diversity and equity in the institutional composition and the richness of UAF’s educational environment;
- Recommend diversity goals relating to UAF’s Affirmative Action Report; and
- Provide recommendations based on the UA salary equity analysis (forthcoming).

Members:

- Keith Champagne, Vice Chancellor, Student Affairs (co-chair)
- Sine Anahita, Associate Professor, Sociology (co-chair)
- Diane Benson, Assistant Professor, DANSRD
- Bob Bolton, Research Assistant Professor, IARC
- Margo Griffith, Director, DEO
- Ronnie Houchin, Transitions Program Coordinator, Admissions
- Daisy Huang, Assistant Professor, CEM
- Montean Jackson, VP African American Student Leadership Conference
- Brad Lobland, Director, Human Resources
- Kathleen Meckel, Assistant Professor, DANSRD
- Ana Richards, Diversity & ADA Coordinator
- Carrie Santoro, Fiscal Officer, IAC
- Geri Simon, Senior Vice President, Doyon
- Brie Van Dam, Toolik Field Station Environmental Data Center Manager
- Jessie Young-Robertson, Research Professional, SNRE

Meetings: The Task Force will hold monthly meetings and will meet with the Chancellor quarterly.

UAF Faculty Snapshot

By Sine Anahita, PhD

From PAIR data pulled April 2018 by Ian Olson

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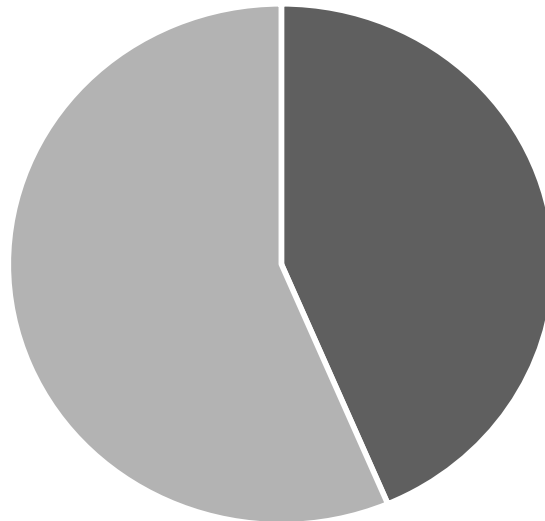
Faculty demographics

Distribution of faculty by gender

All faculty = 557

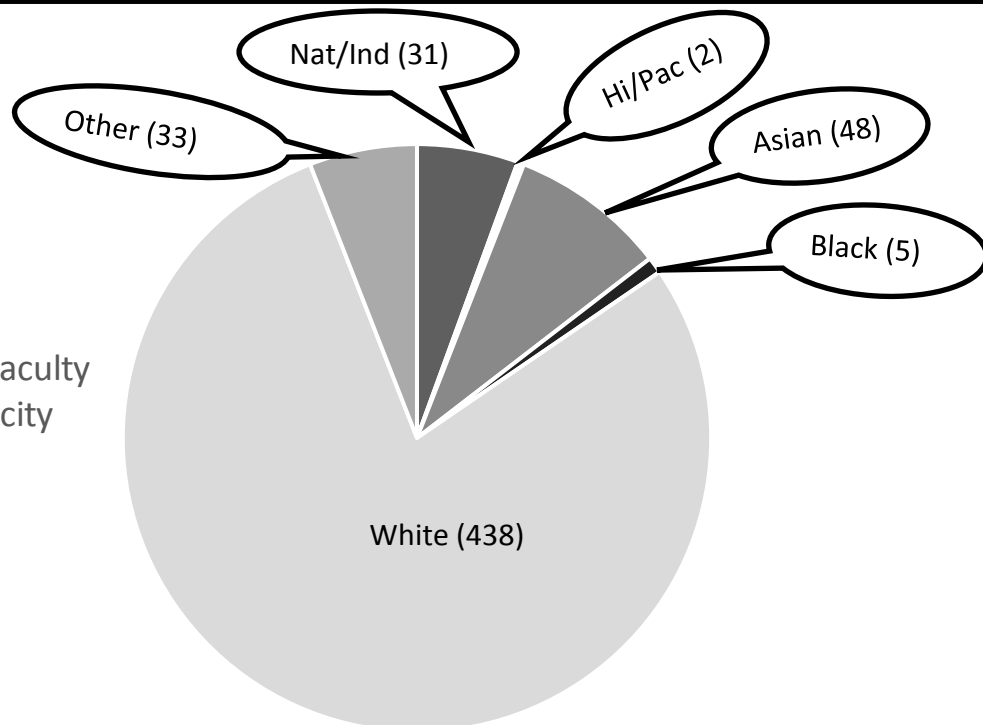
Women faculty = 243

Men faculty = 314



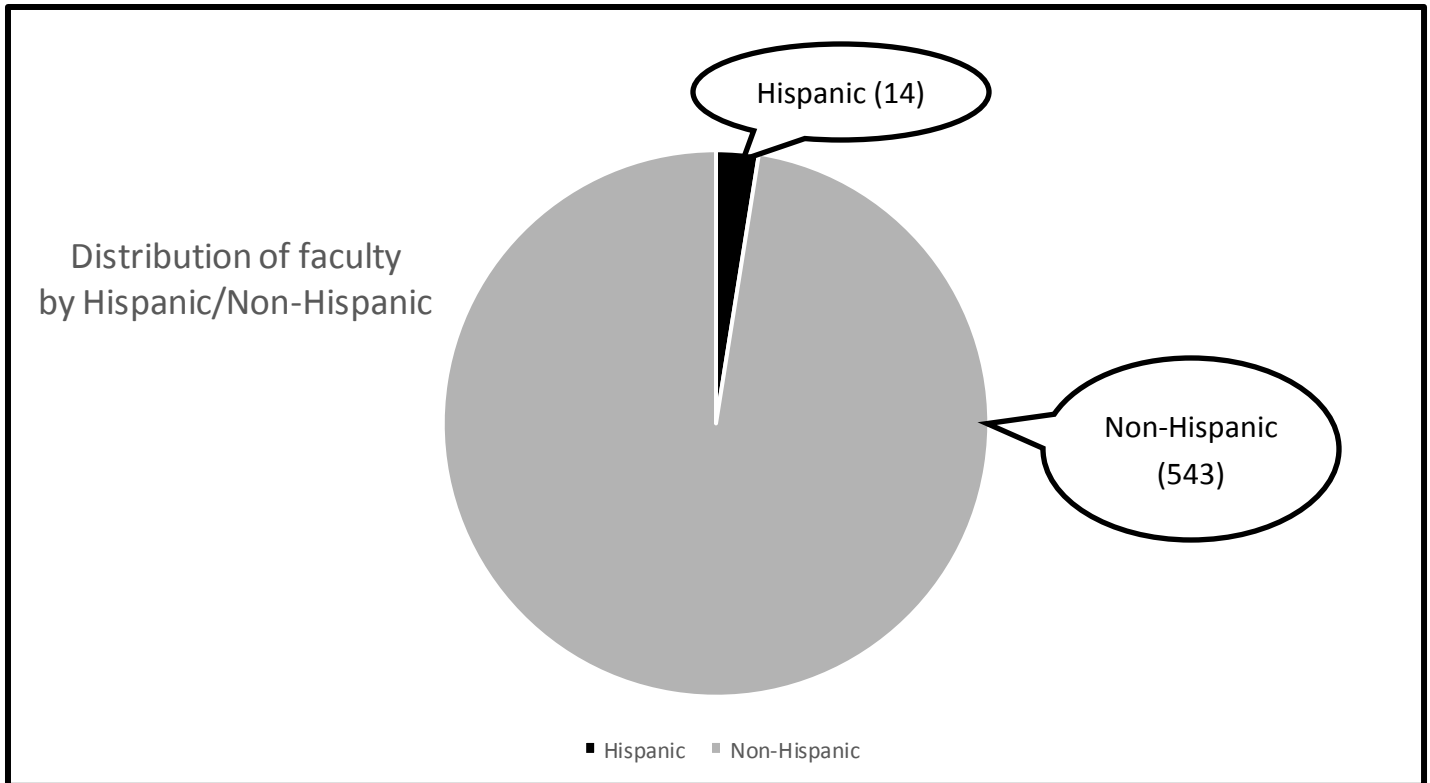
■ Women faculty ■ Men faculty

Distribution of faculty by race/ethnicity

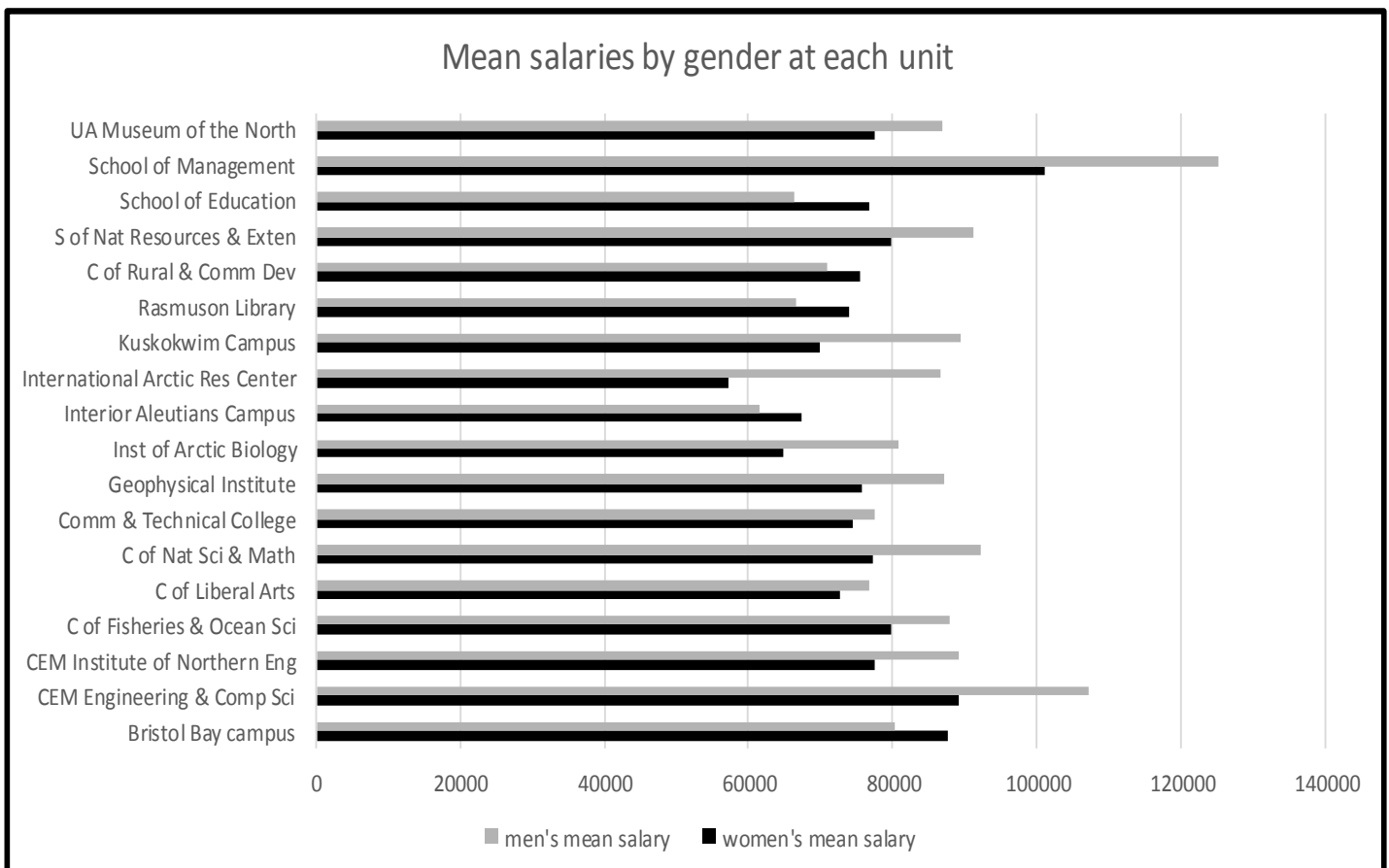


■ Nat/Ind ■ Hi/Pac ■ Asian ■ Black ■ White ■ Other

Faculty demographics

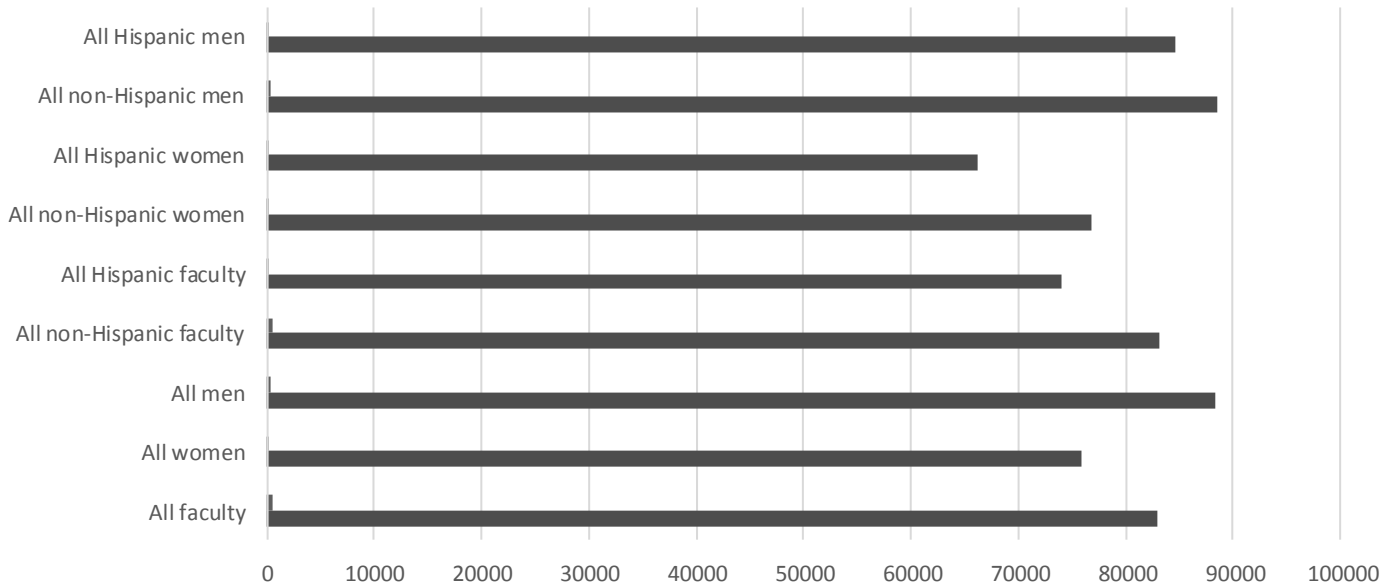


Mean salaries by gender and unit



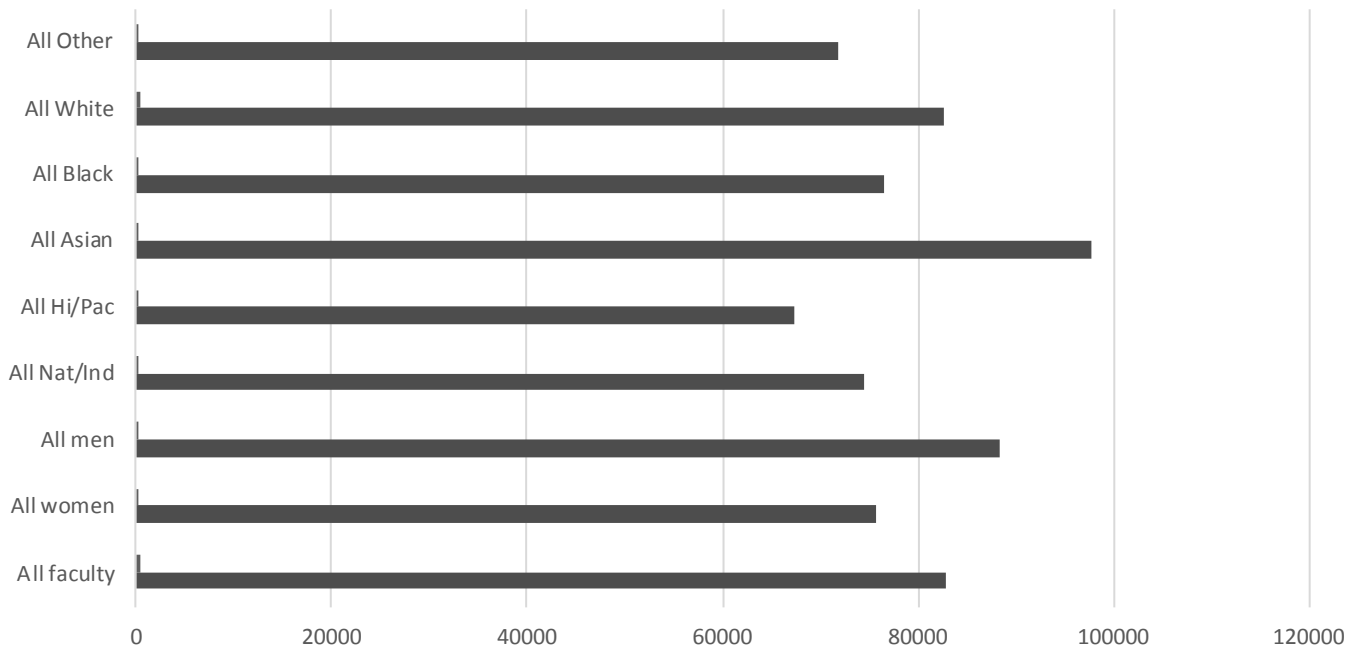
Mean salaries—all faculty

Mean salary by gender & Hispanic origin



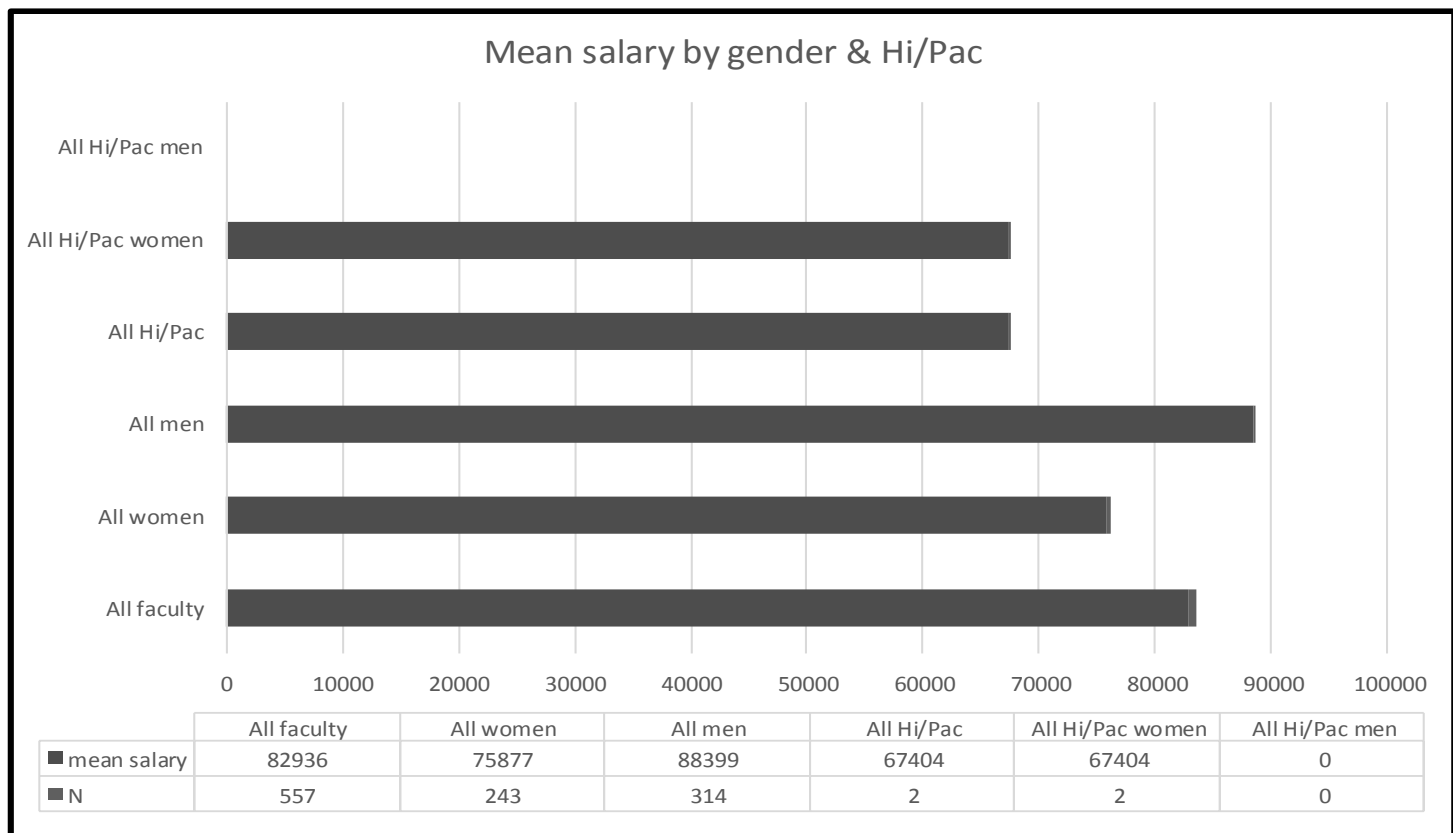
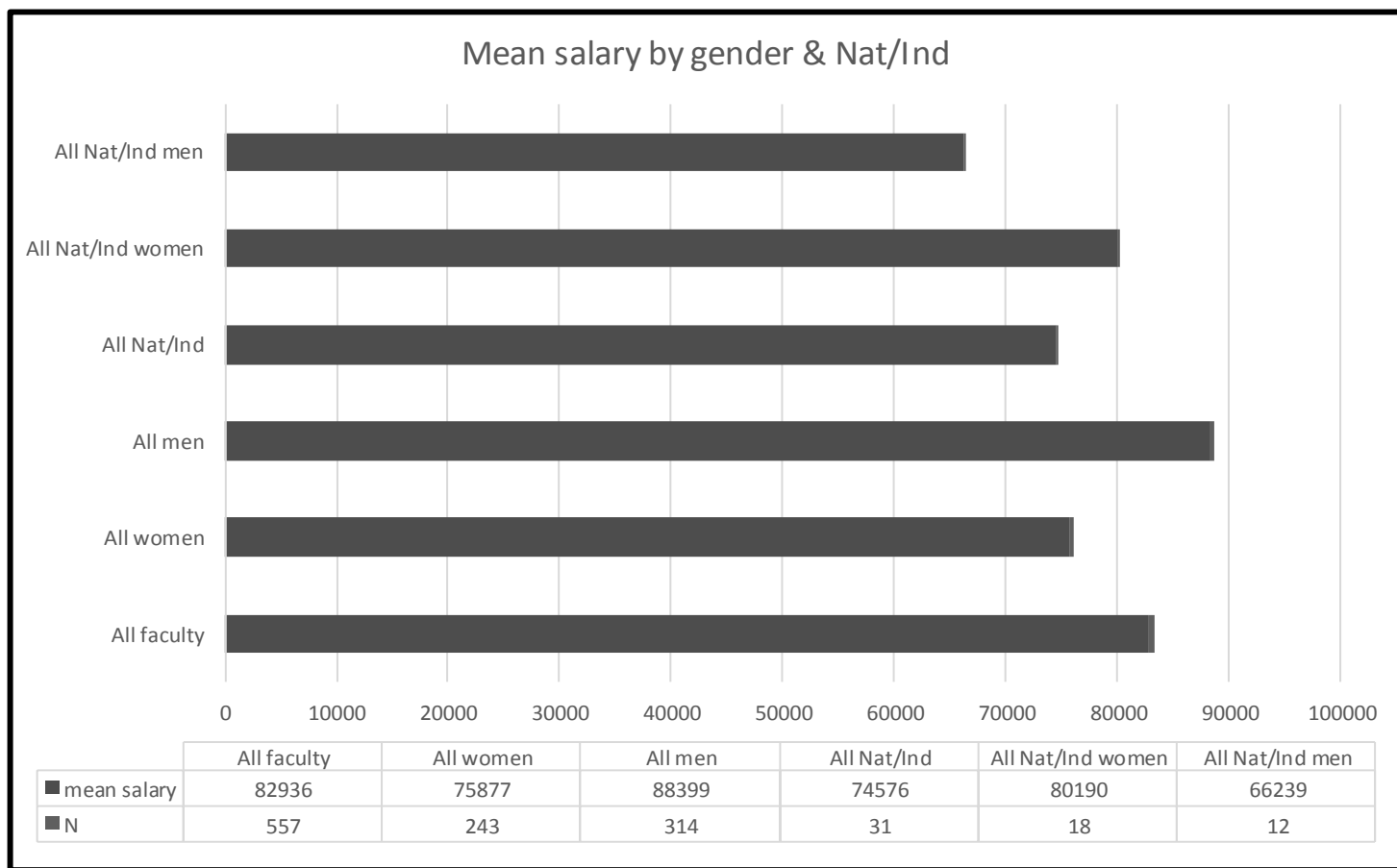
	All faculty	All women	All men	All non-Hispanic faculty	All Hispanic faculty	All non-Hispanic women	All Hispanic women	All non-Hispanic men	All Hispanic men
N	557	243	314	543	14	231	8	308	6
mean salary	82936	75877	88399	83164	74095	76785	66216	88473	84600

Mean salary by gender & race/ethnicity



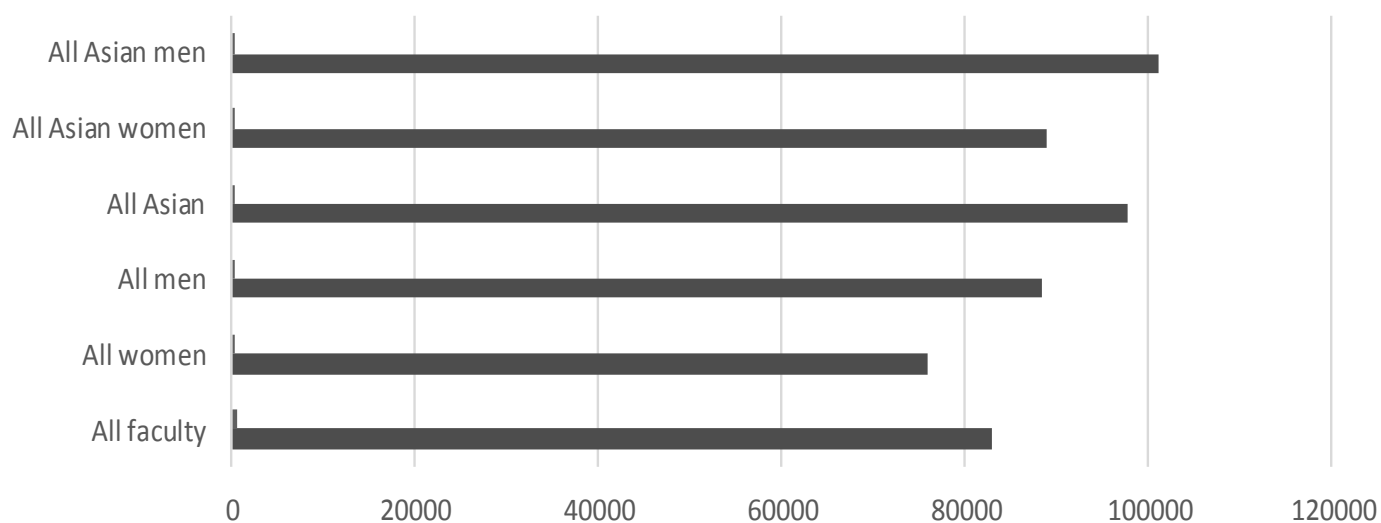
	All faculty	All women	All men	All Nat/Ind	All Hi/Pac	All Asian	All Black	All White	All Other
■ N	557	243	314	31	2	48	5	438	33
■ mean salary	82936	75877	88399	74576	67404	97927	76722	82853	71965

Mean salaries—all faculty

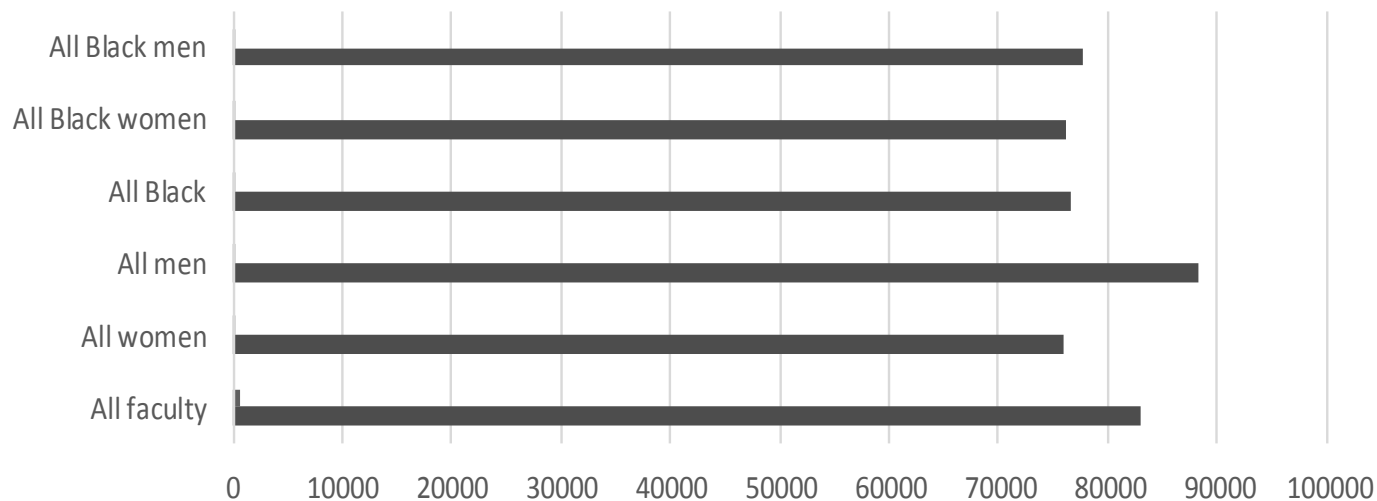


Mean salaries—all faculty

Mean salary by gender & Asian

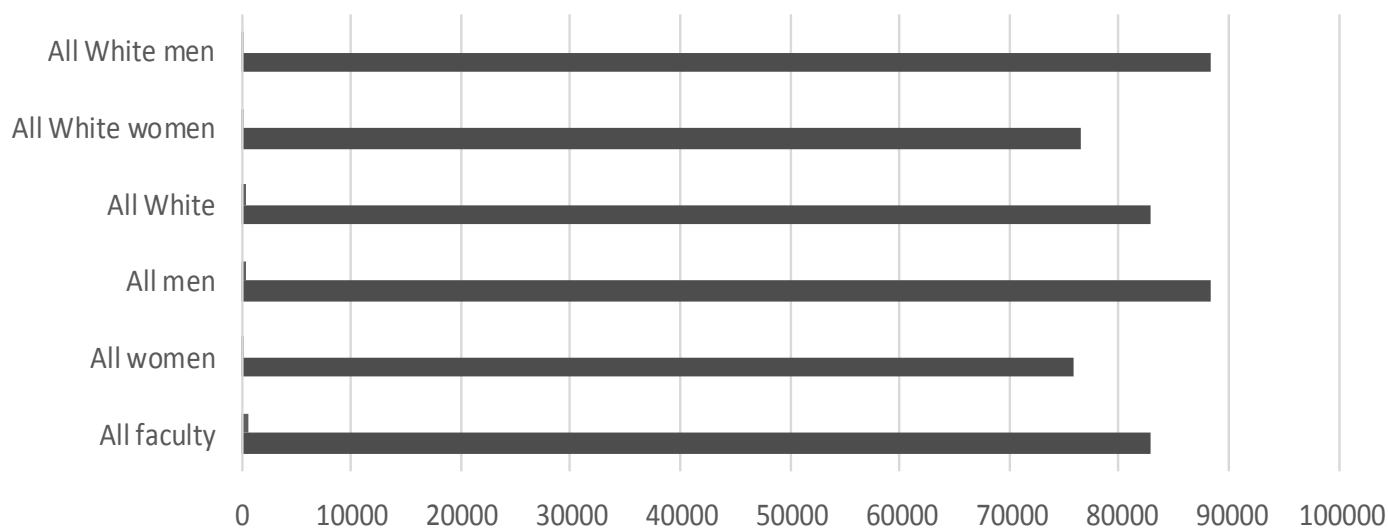


Mean salary by gender & Black



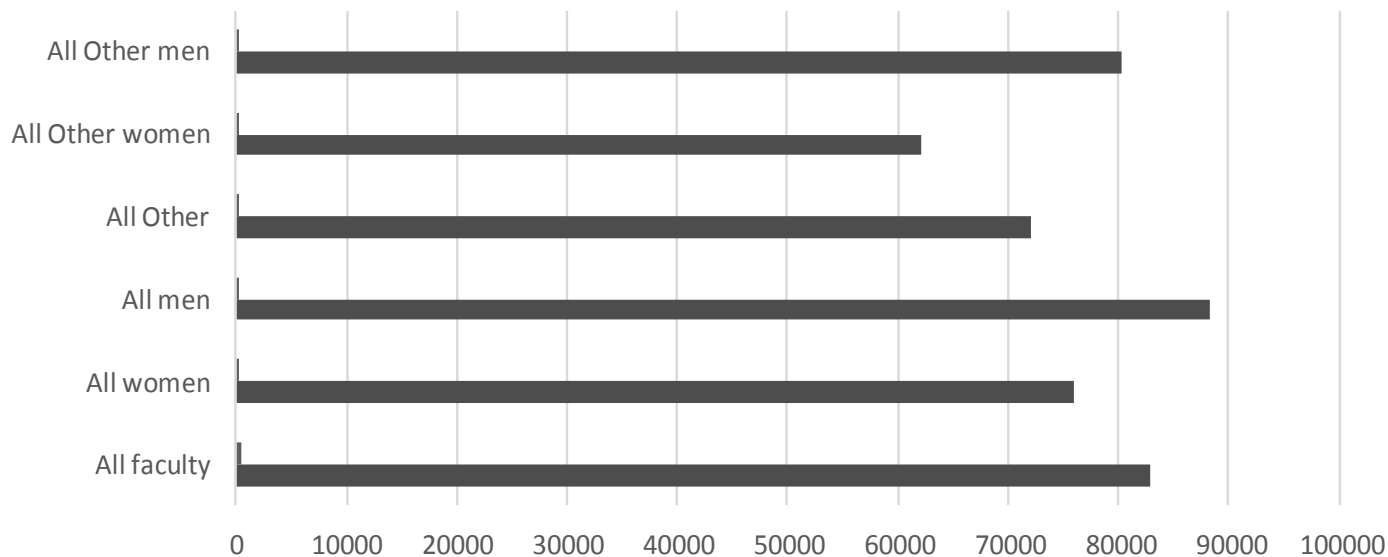
Mean salaries—all faculty

Mean salary by gender & White



	All faculty	All women	All men	All White	All White women	All White men
■ N	557	243	314	438	188	247
■ mean salary	82936	75877	88399	82853	76445	88342

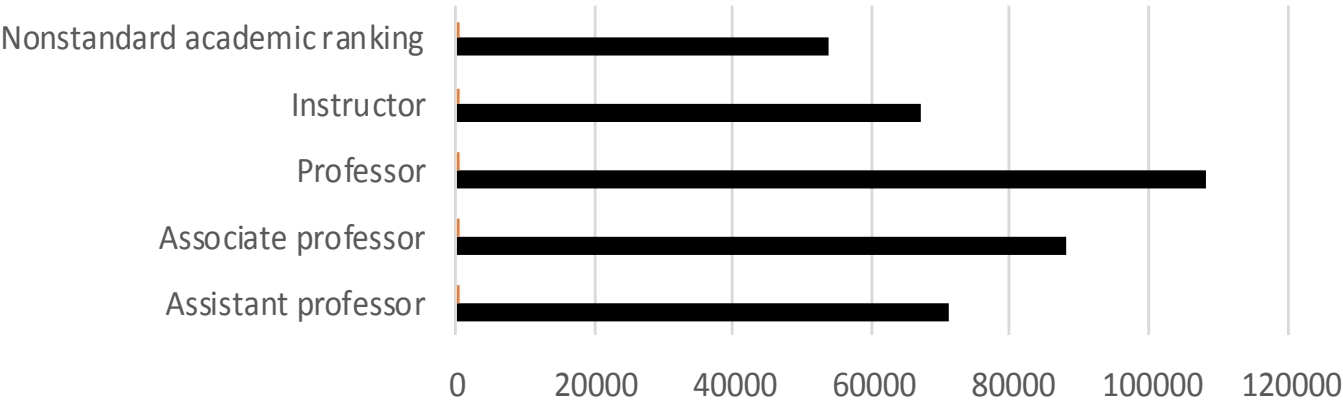
Mean salary by gender & Other



	All faculty	All women	All men	All Other	All Other women	All Other men
■ N	557	243	314	33	15	18
■ mean salary	82936	75877	88399	71965	62045	80231

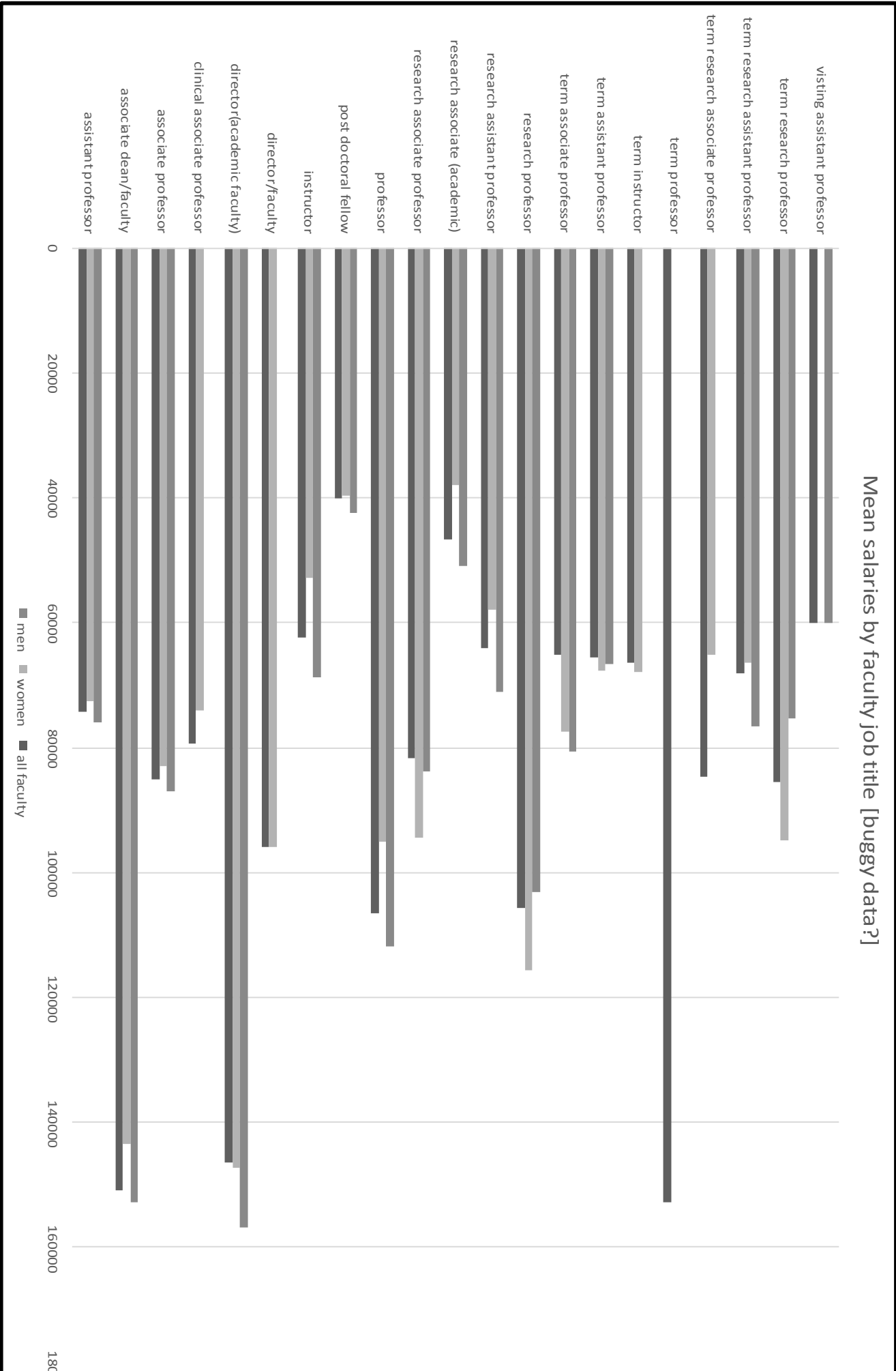
Mean salaries by rank

All faculty mean salaries by academic rank

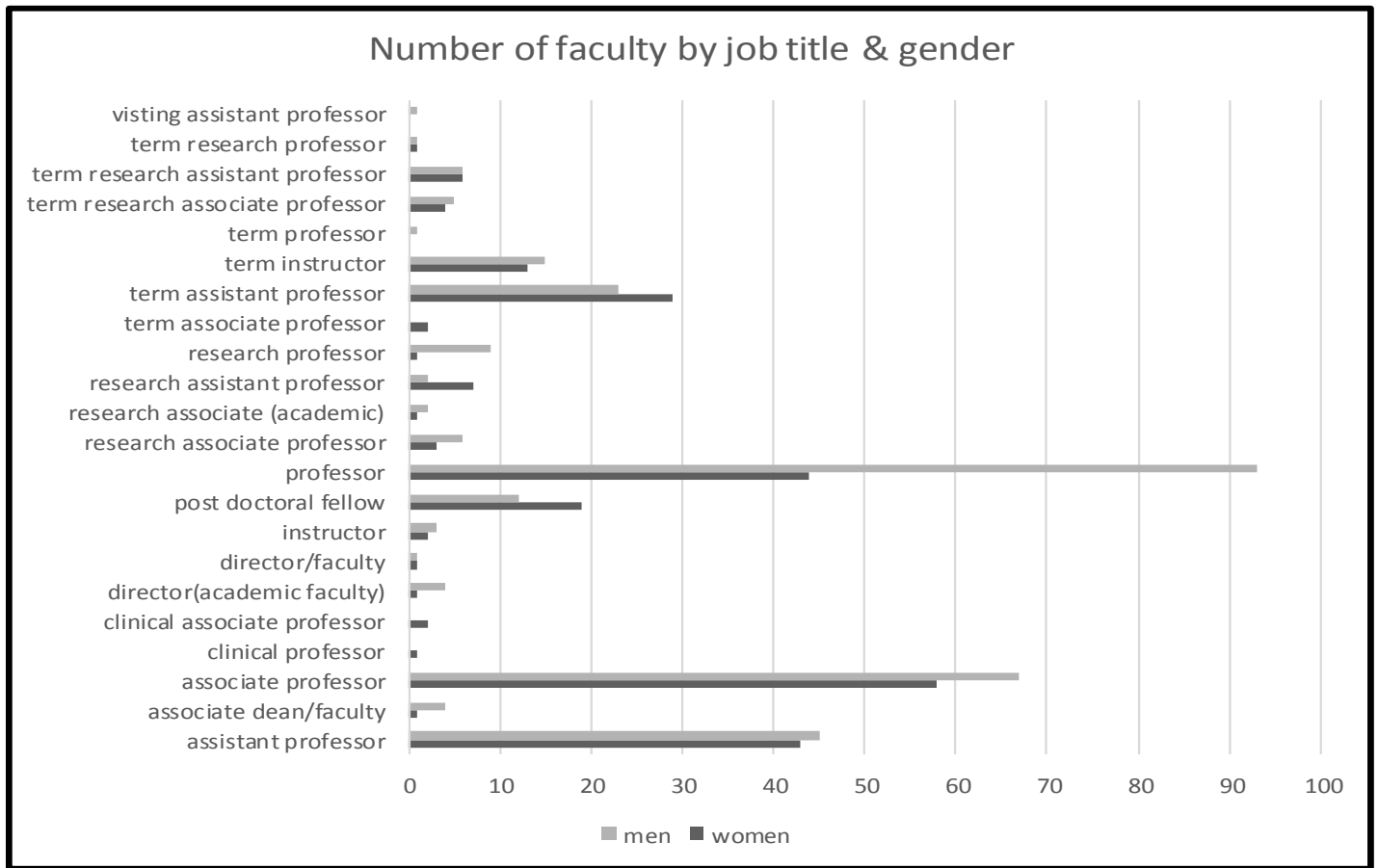


	Assistant professor	Associate professor	Professor	Instructor	Nonstandard academic ranking
N	152	158	142	33	71
Mean	71209	87907	108363	67101	53807

Mean salaries by faculty job title



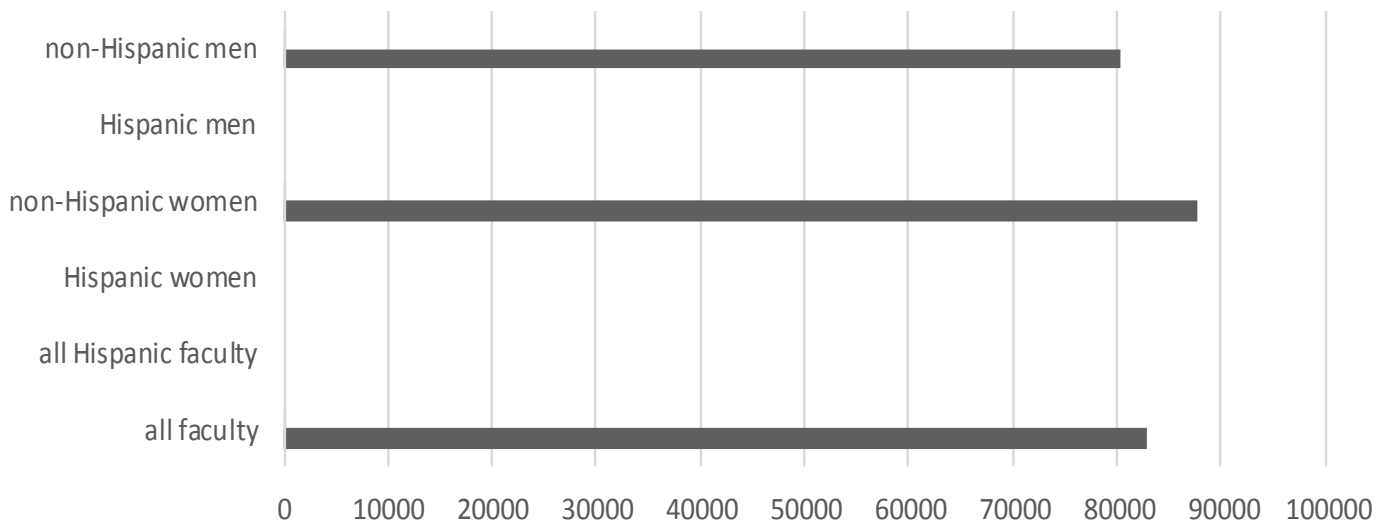
Number of faculty by job title & gender



Note: the data are buggy & need cleaning before further analysis

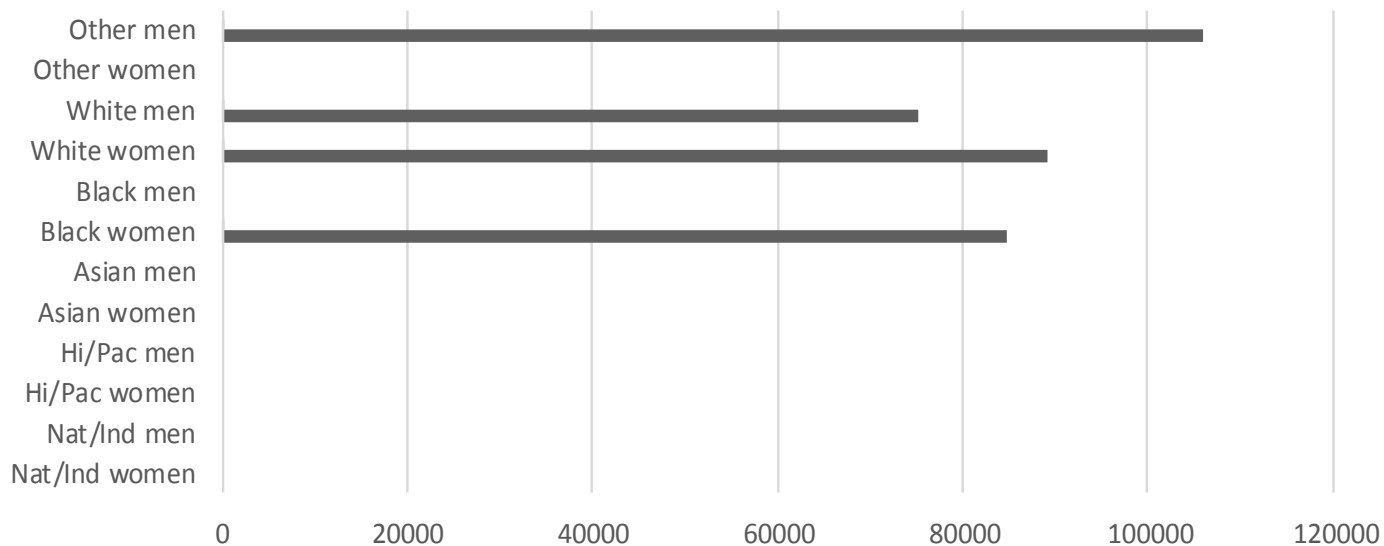
Bristol Bay Campus

Mean faculty salary by gender & Hispanic/non-Hispanic



	all faculty	all Hispanic faculty	Hispanic women	non-Hispanic women	Hispanic men	non-Hispanic men
■ N	9	0	0	3	0	6
■ mean salary	82829			87803		80342

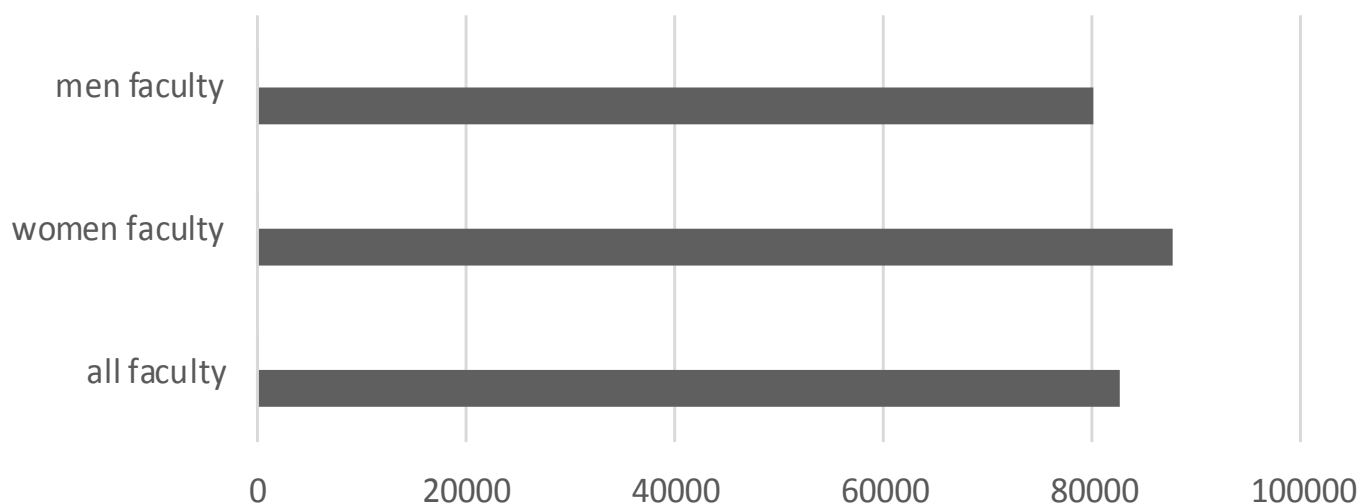
Mean faculty salary by gender & race/ethnicity



	Nat/Ind women	Nat/Ind men	Hi/Pac women	Hi/Pac men	Asian women	Asian men	Black women	Black men	White women	White men	Other women	Other men
■ N	0	0	0	0	0	0	1	0	2	5	0	1
■ mean salary							84874		89268	75205		106029

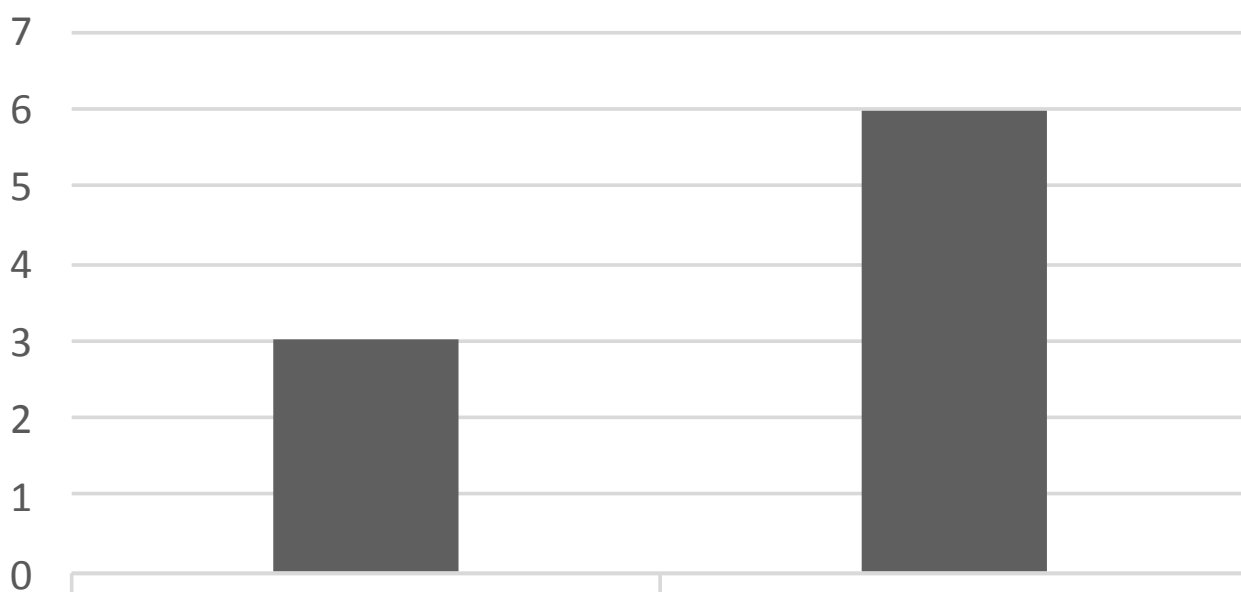
Bristol Bay Campus

Mean faculty salary by gender



	all faculty	women faculty	men faculty
N	9	3	6
mean	82829	87803	80342

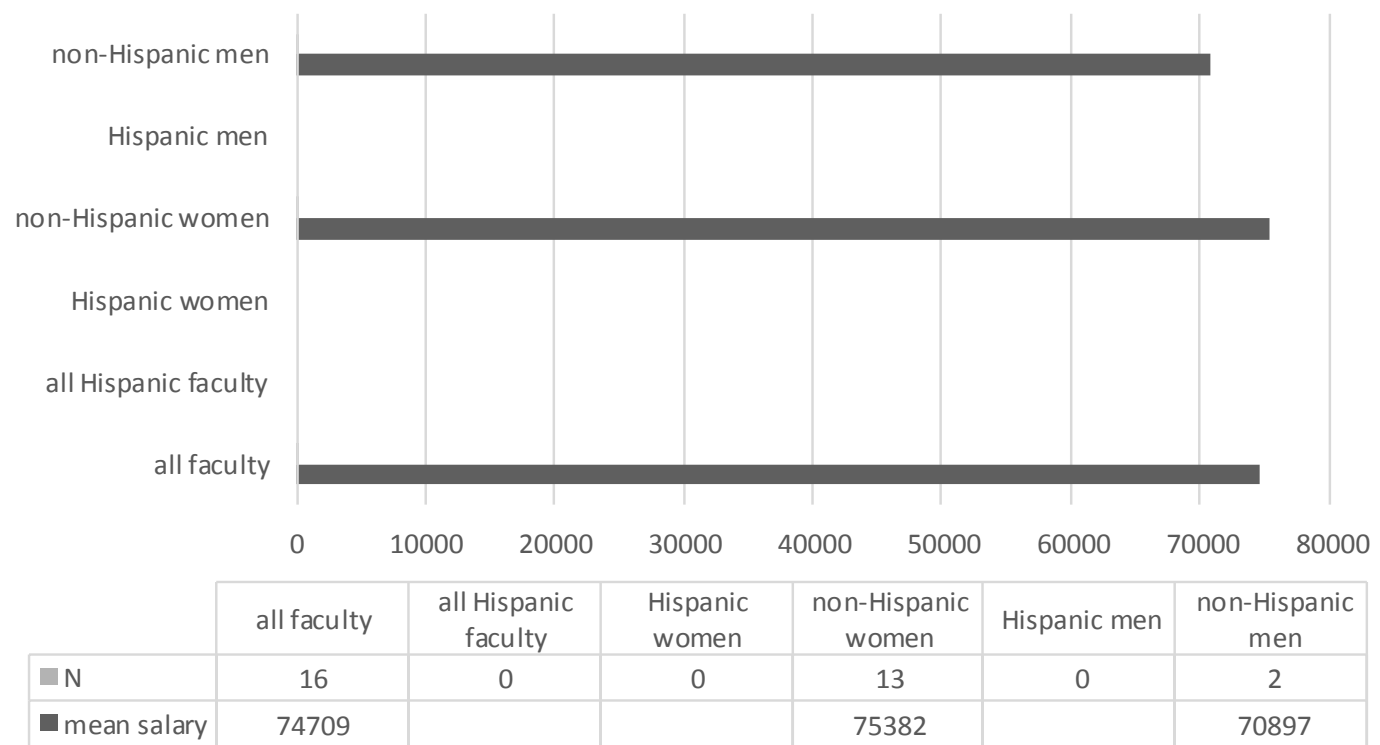
Number of faculty by gender



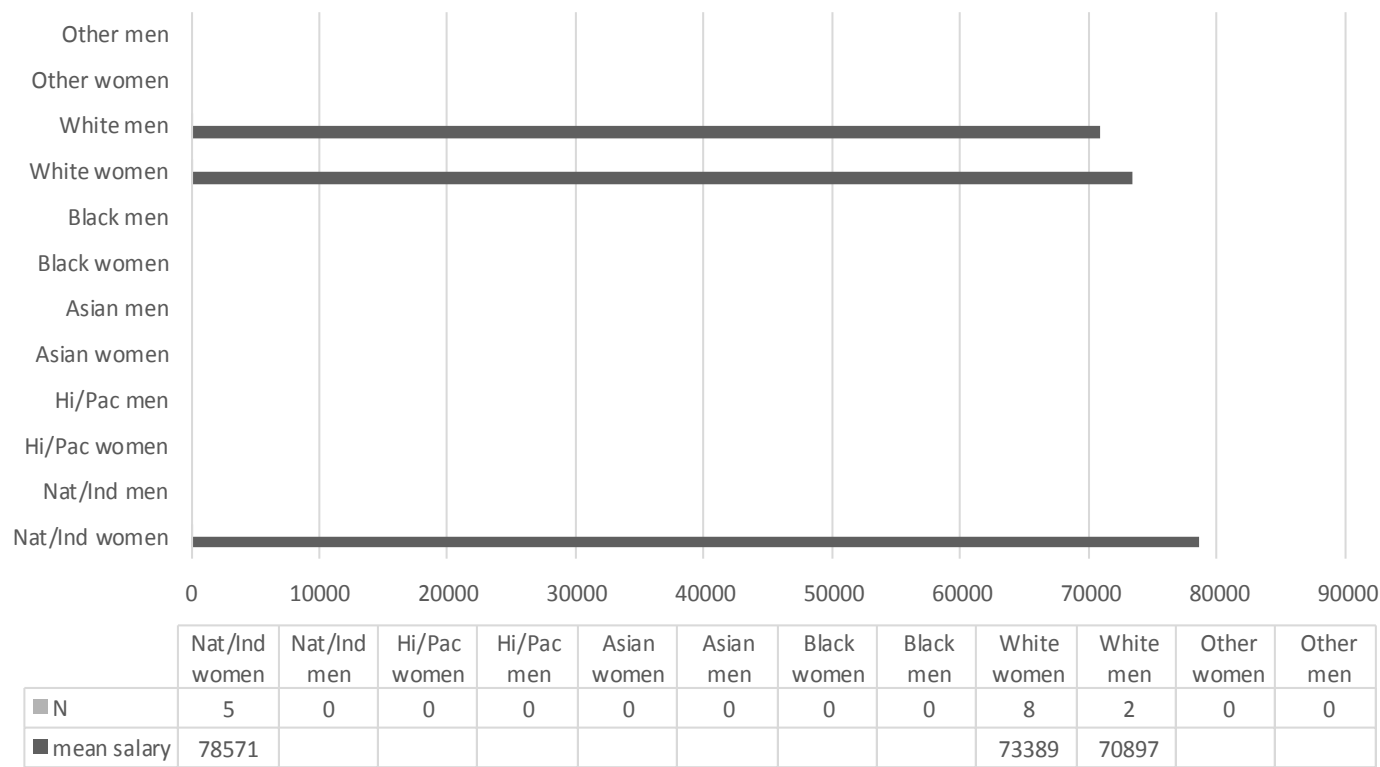
	women	men
N	3	6

College of Rural & Community Development

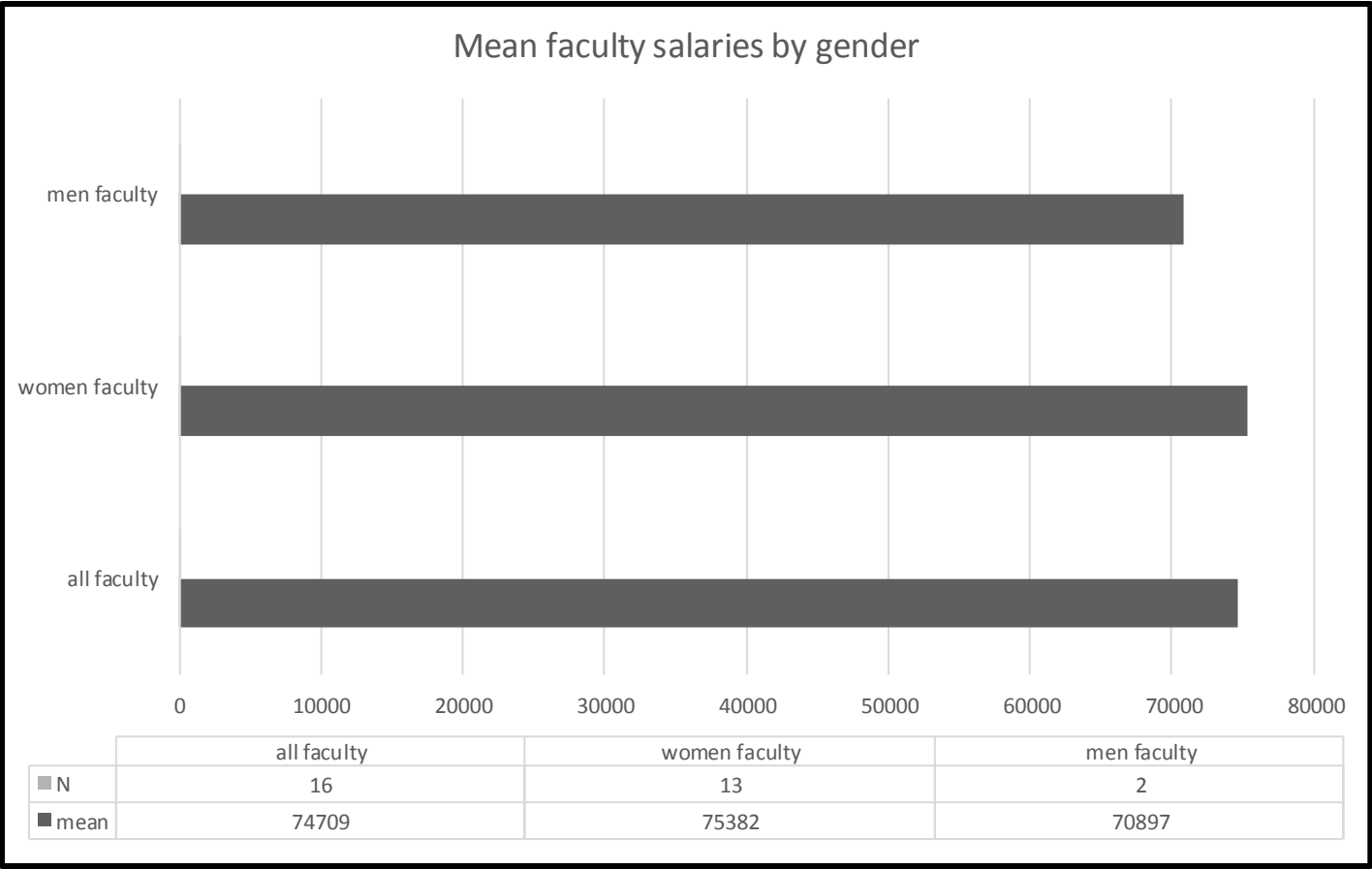
Mean faculty salary by gender & Hispanic/non-Hispanic



Mean faculty salary by gender & race/ethnicity



College of Rural & Community Development

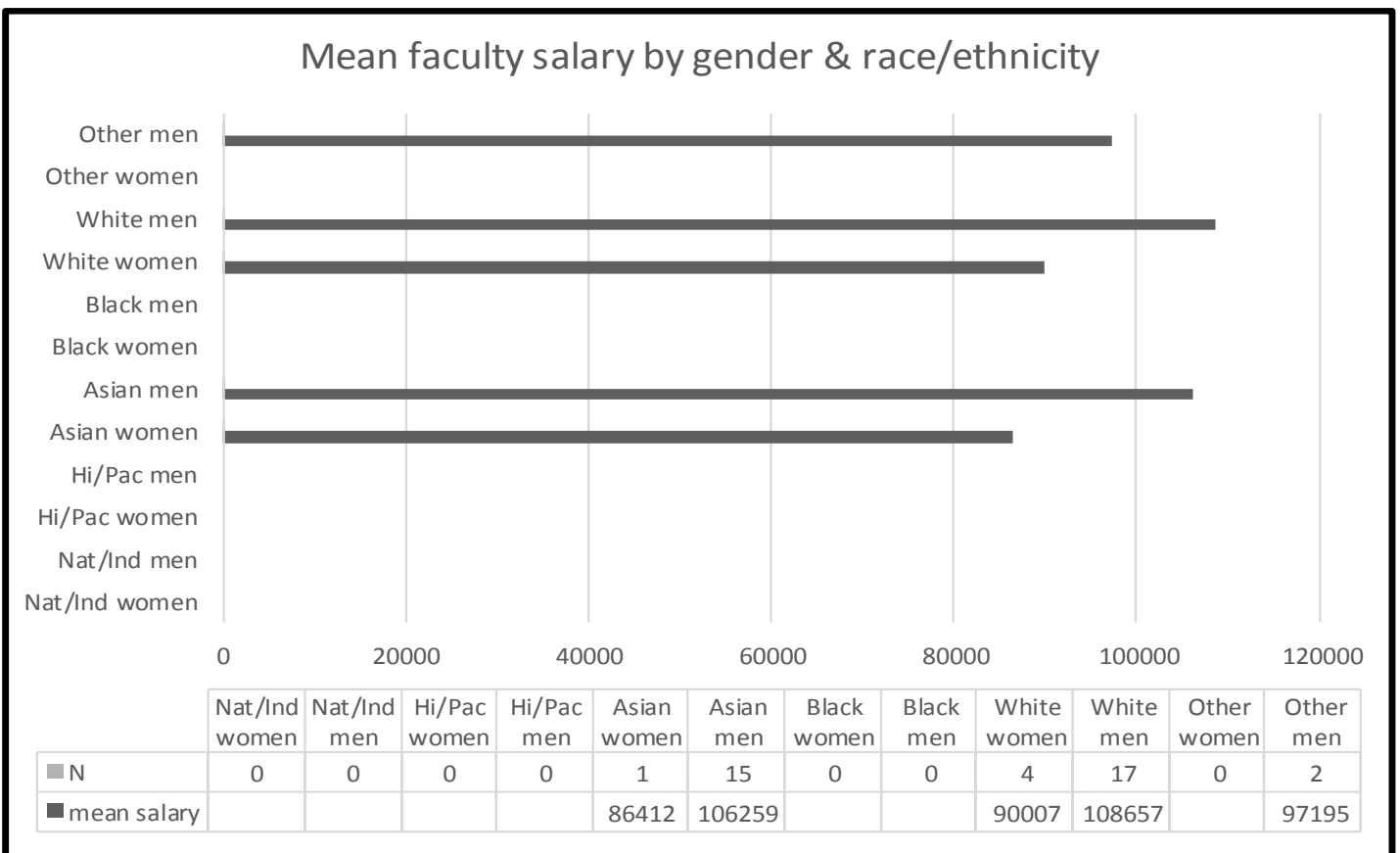
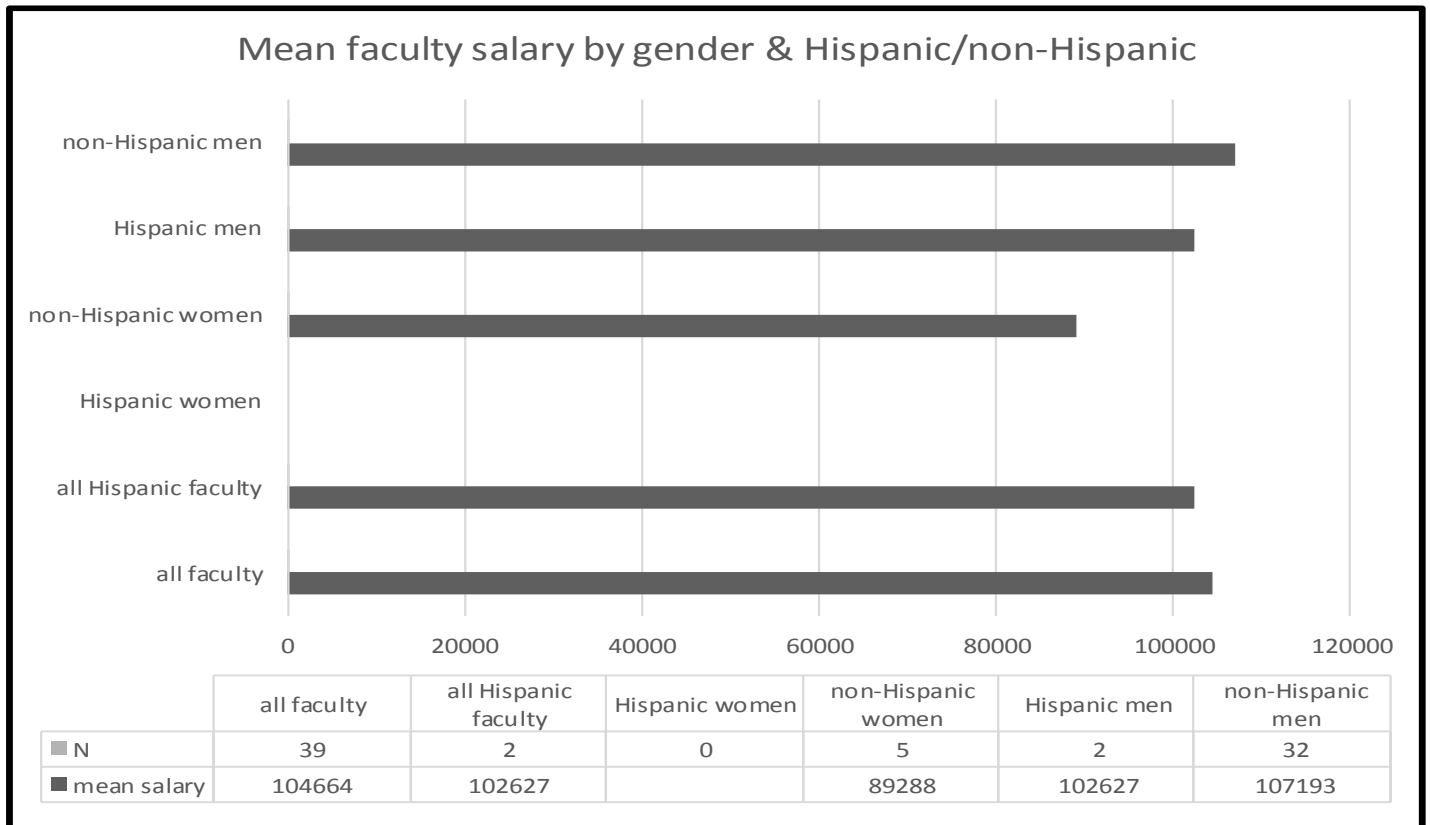


Note: discrepancy in database about N=all faculty = 16 (n=13 women + n=2 men = 15, not 16)



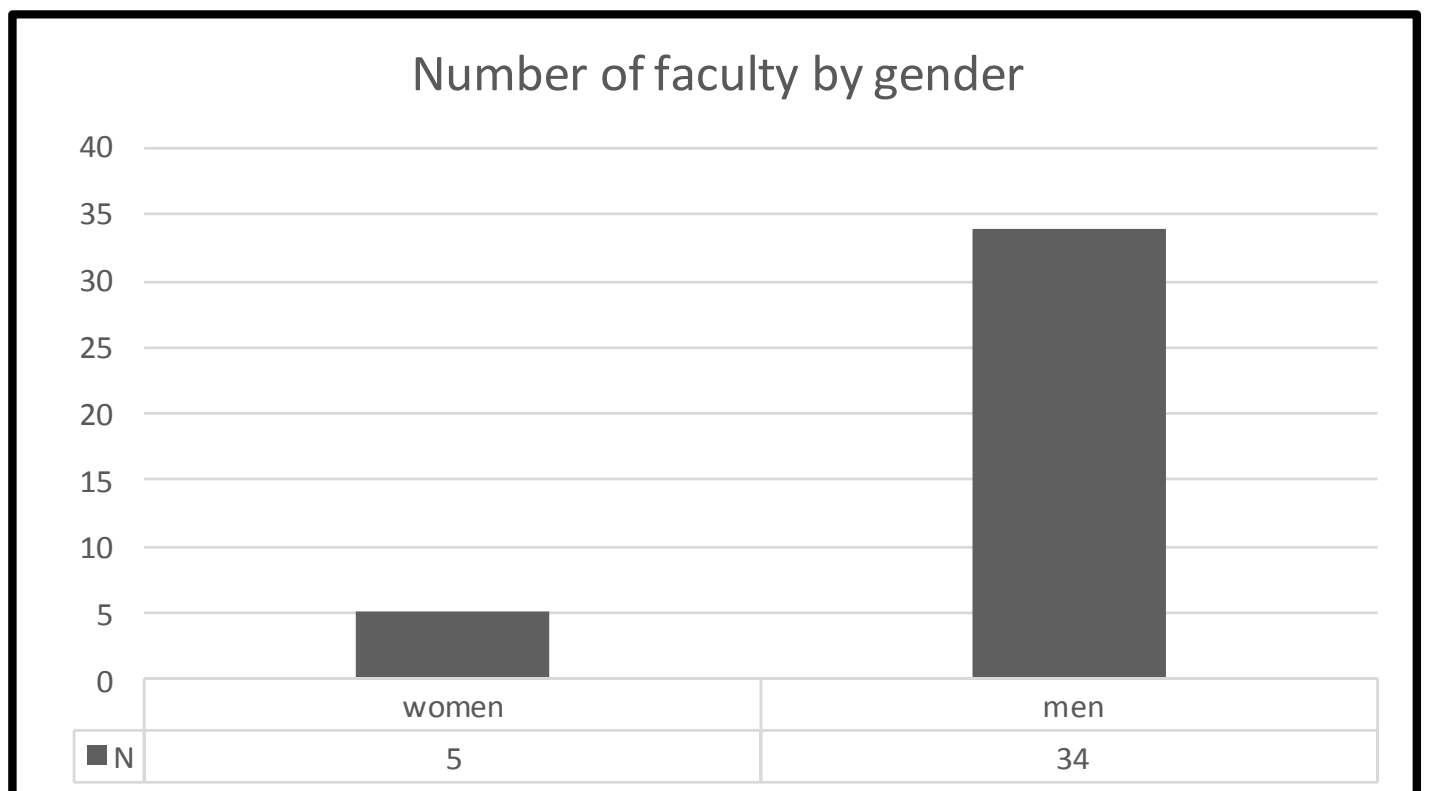
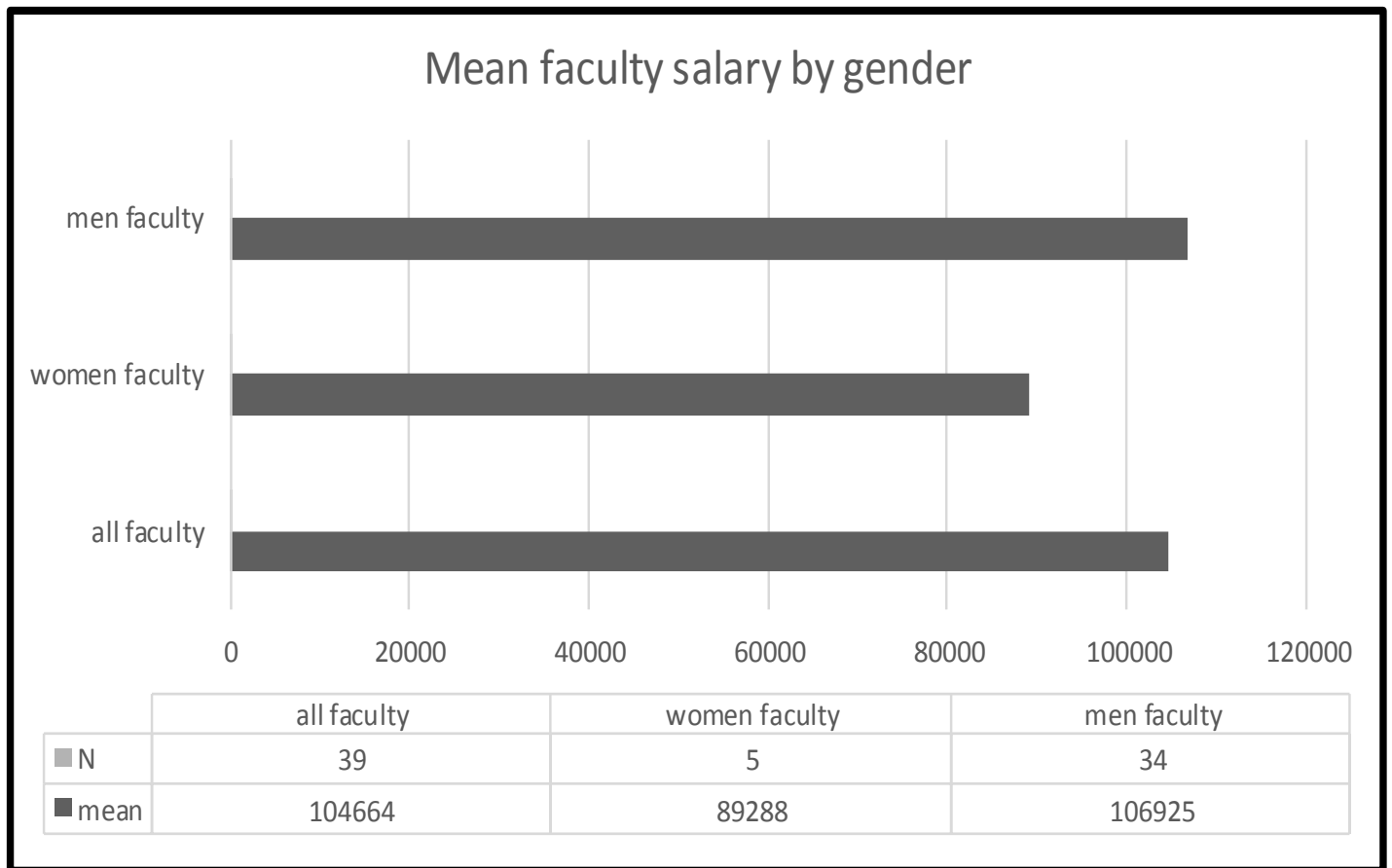
College of Engineering & Mines

Engineering & Computer Science



College of Engineering & Mines

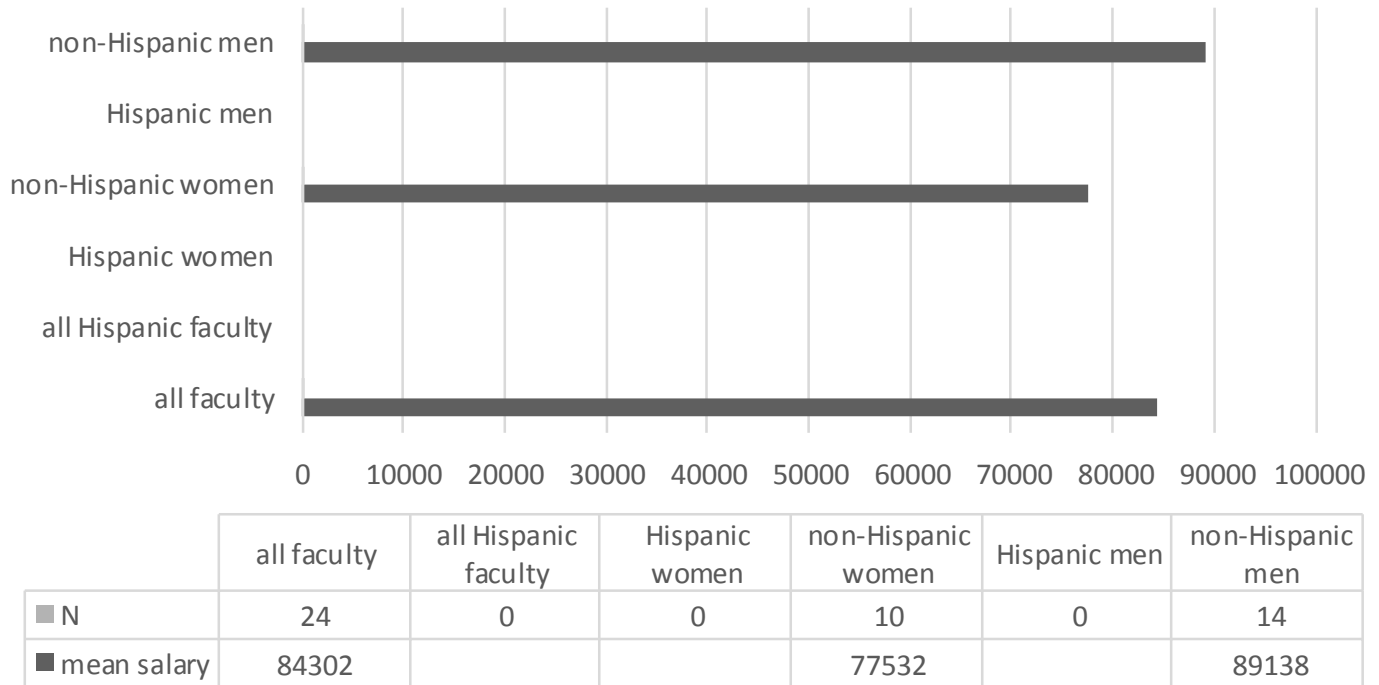
Engineering & Computer Science



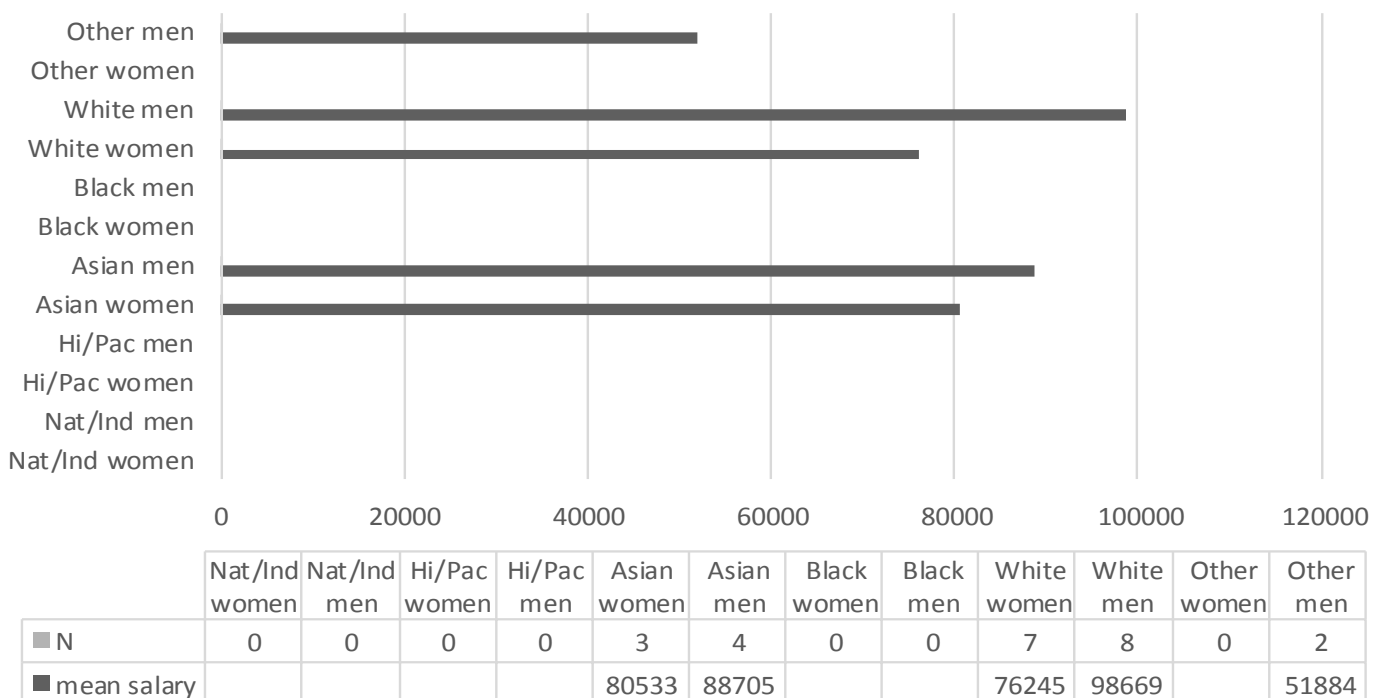
College of Engineering & Mines

Institute of Northern Engineering

Mean faculty salary by gender & Hispanic/non-Hispanic

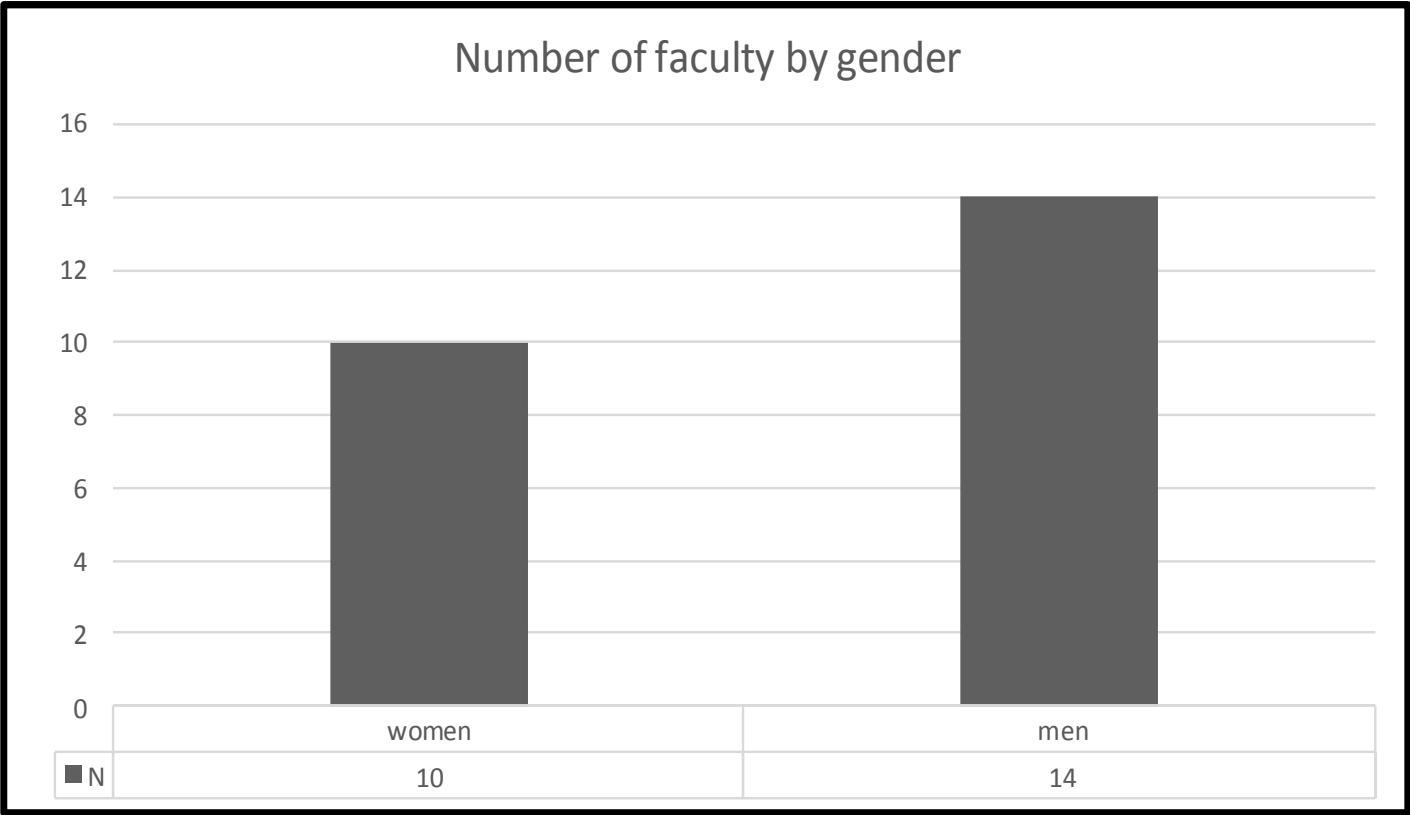
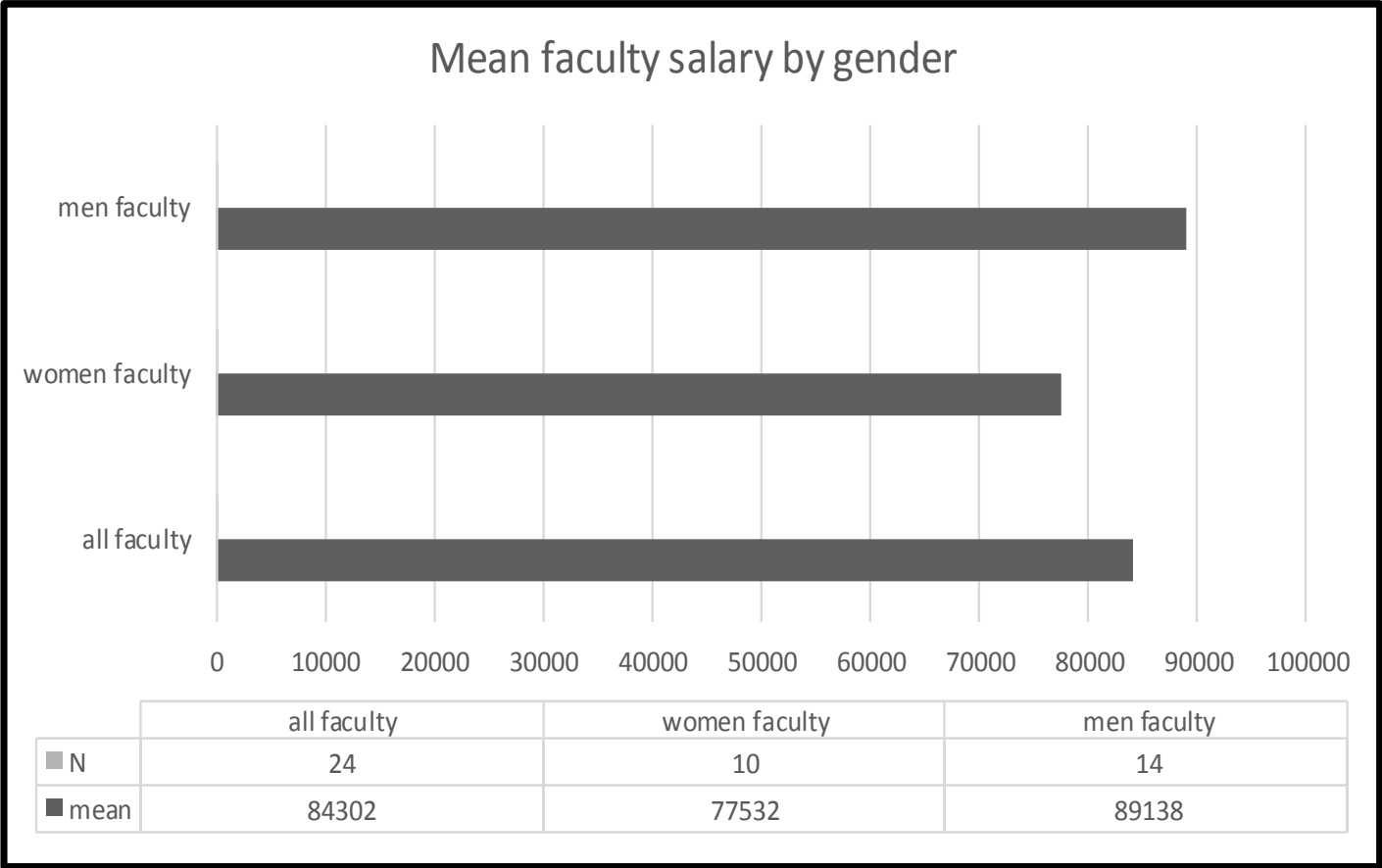


Mean faculty salary by gender & race/ethnicity



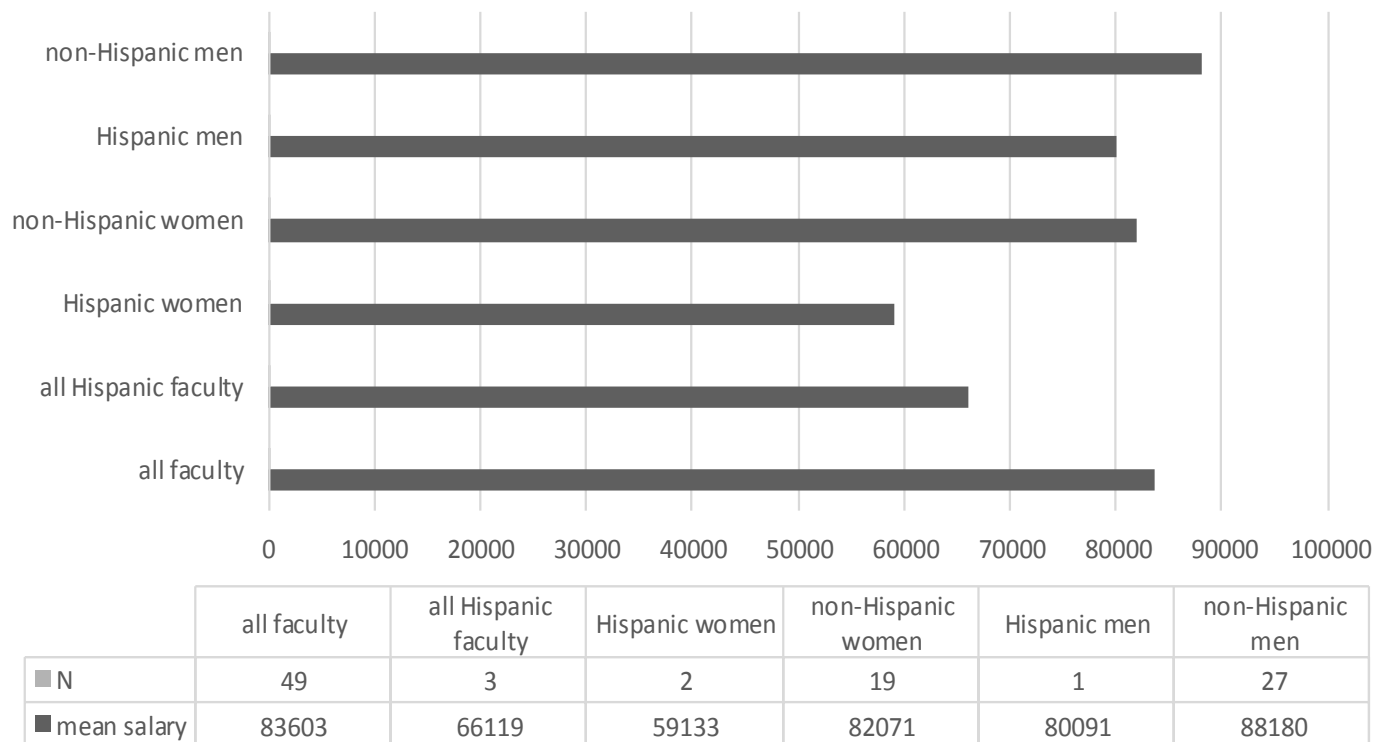
College of Engineering & Mines

Institute of Northern Engineering

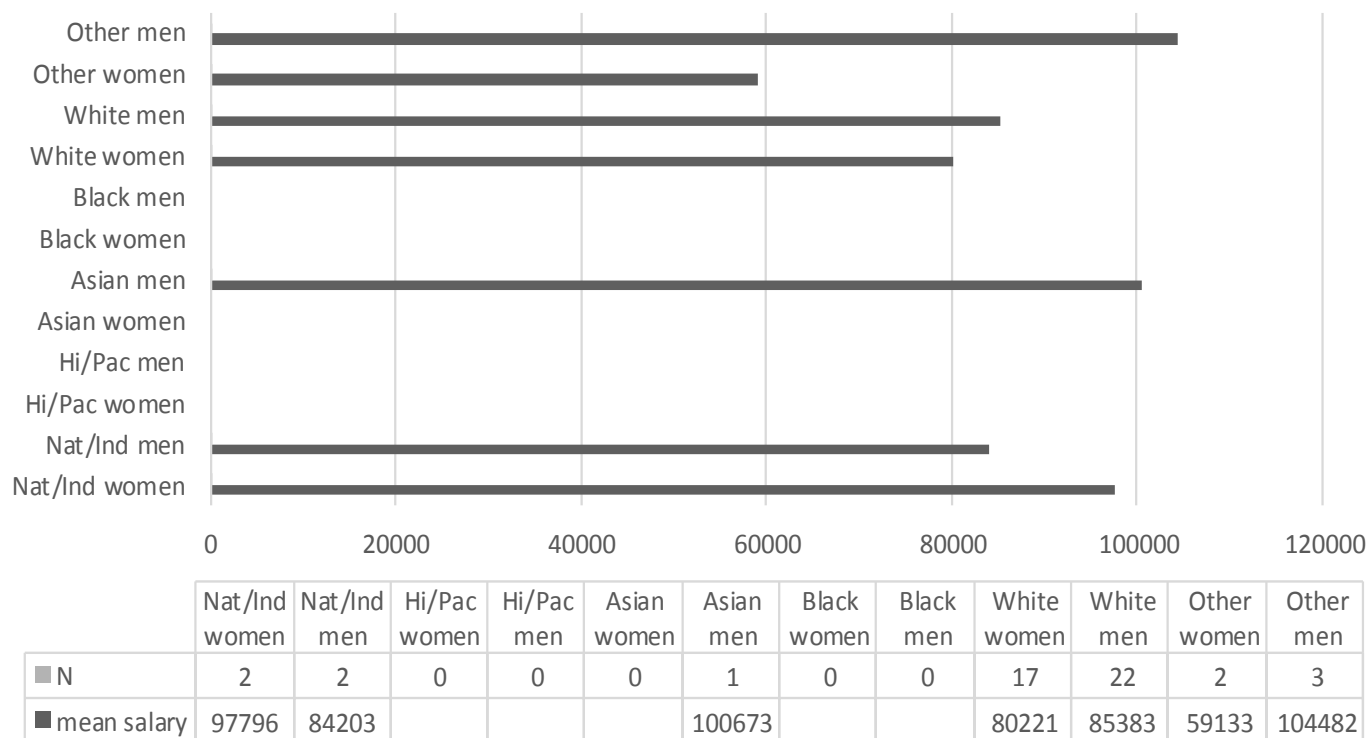


College of Fisheries and Ocean Sciences

Mean faculty salary by gender & Hispanic/non-Hispanic

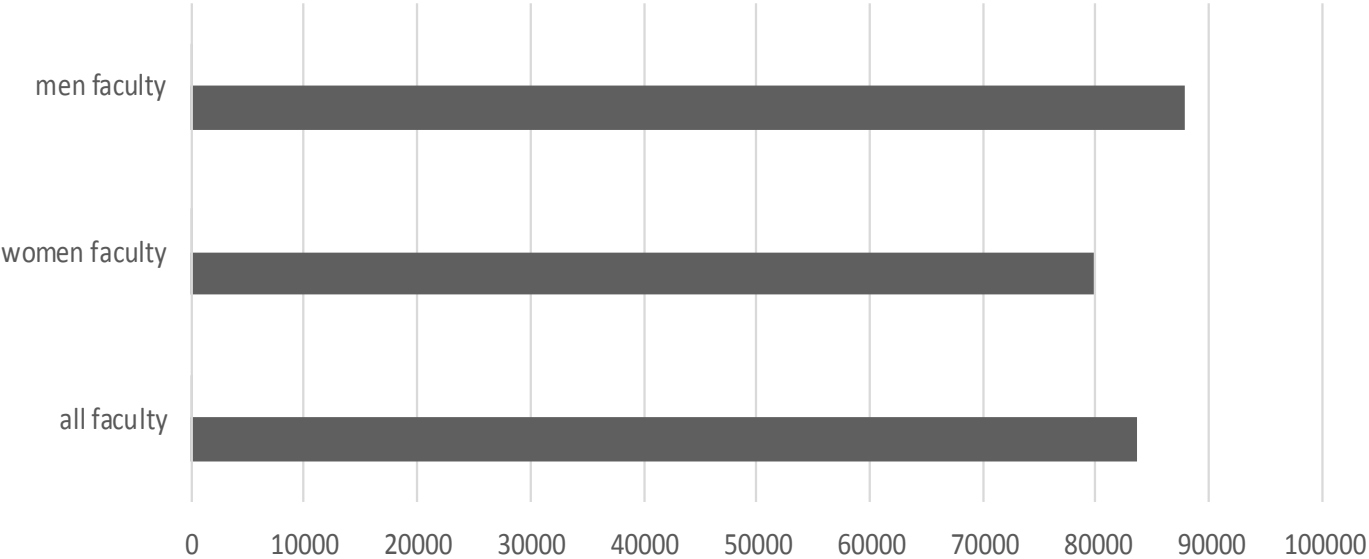


Mean faculty salary by gender & race/ethnicity



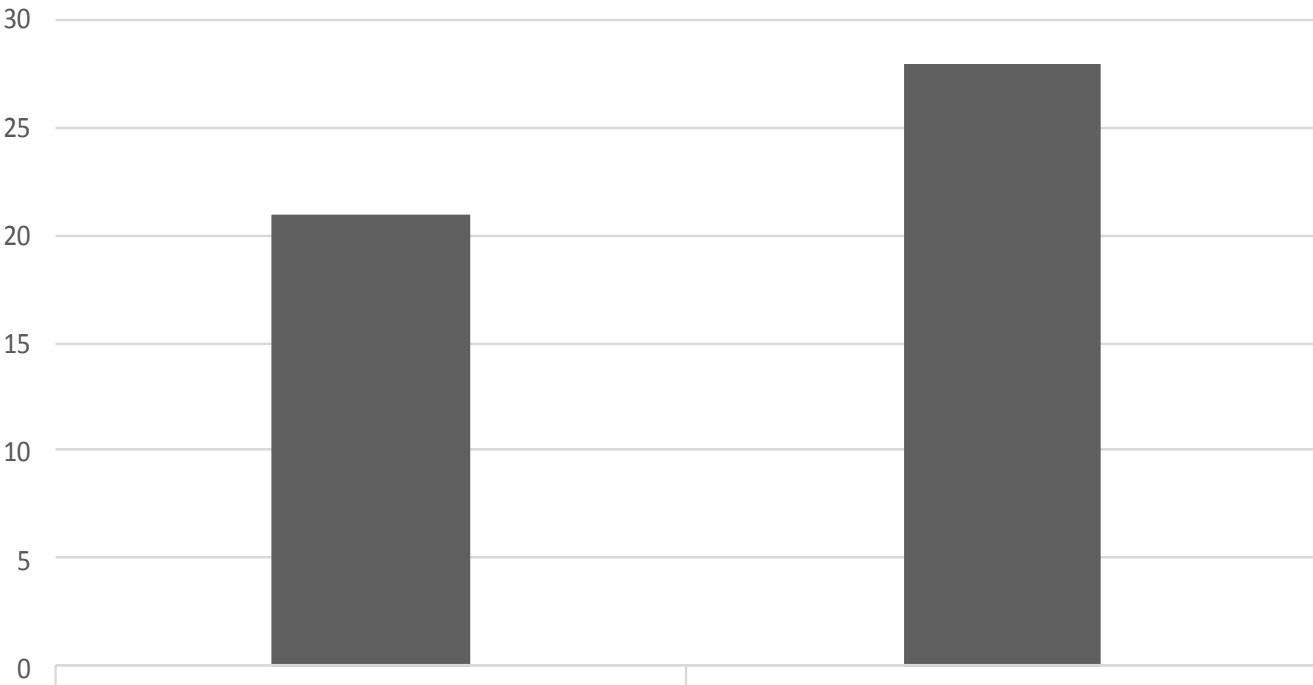
College of Fisheries and Ocean Sciences

Mean faculty salary by gender



	all faculty	women faculty	men faculty
N	49	21	28
mean	83603	79886	87891

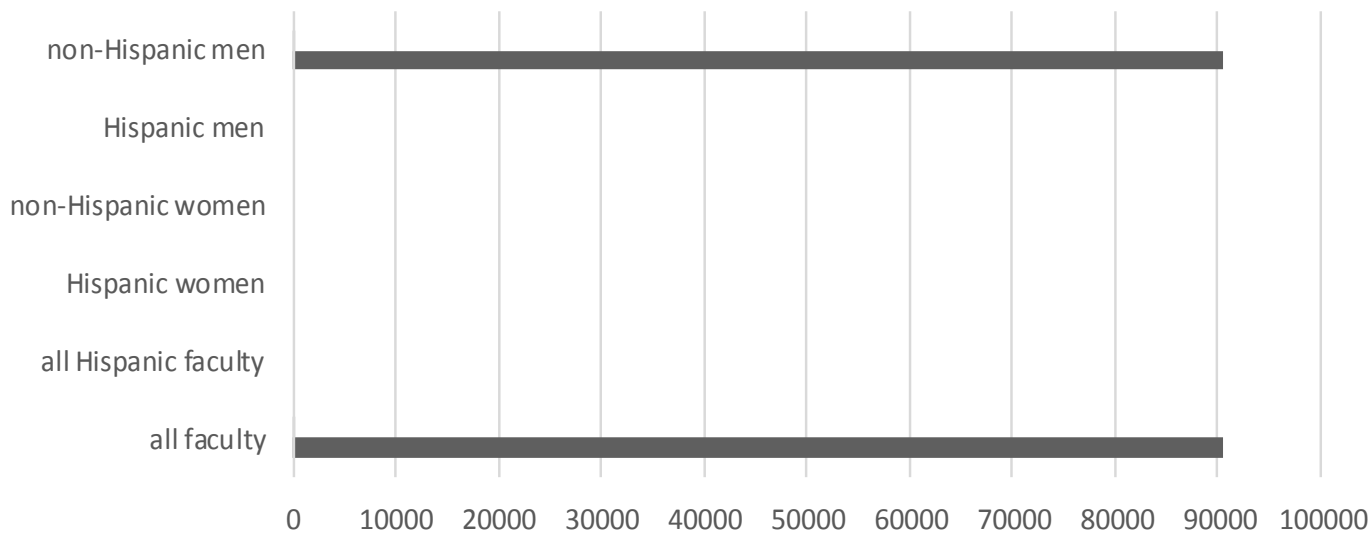
Number of faculty by gender



	women	men
N	21	28

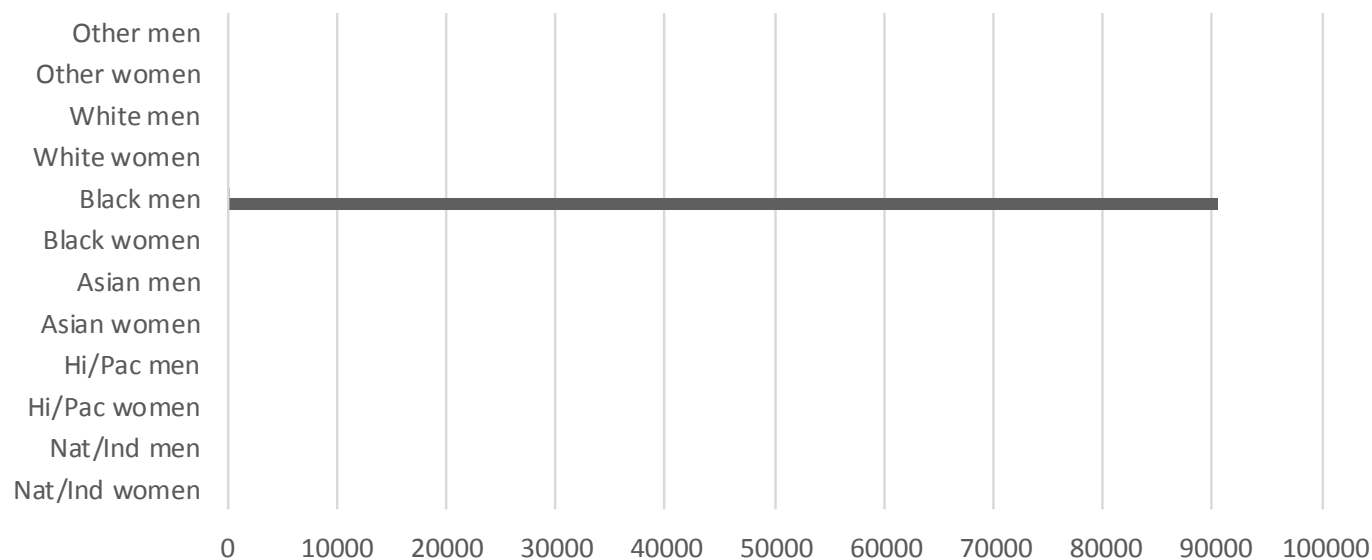
Chukchi Campus

Mean faculty salary by gender & Hispanic/non-Hispanic



	all faculty	all Hispanic faculty	Hispanic women	non-Hispanic women	Hispanic men	non-Hispanic men
■ N	1	0	0	0	0	1
■ mean salary	90562					90562

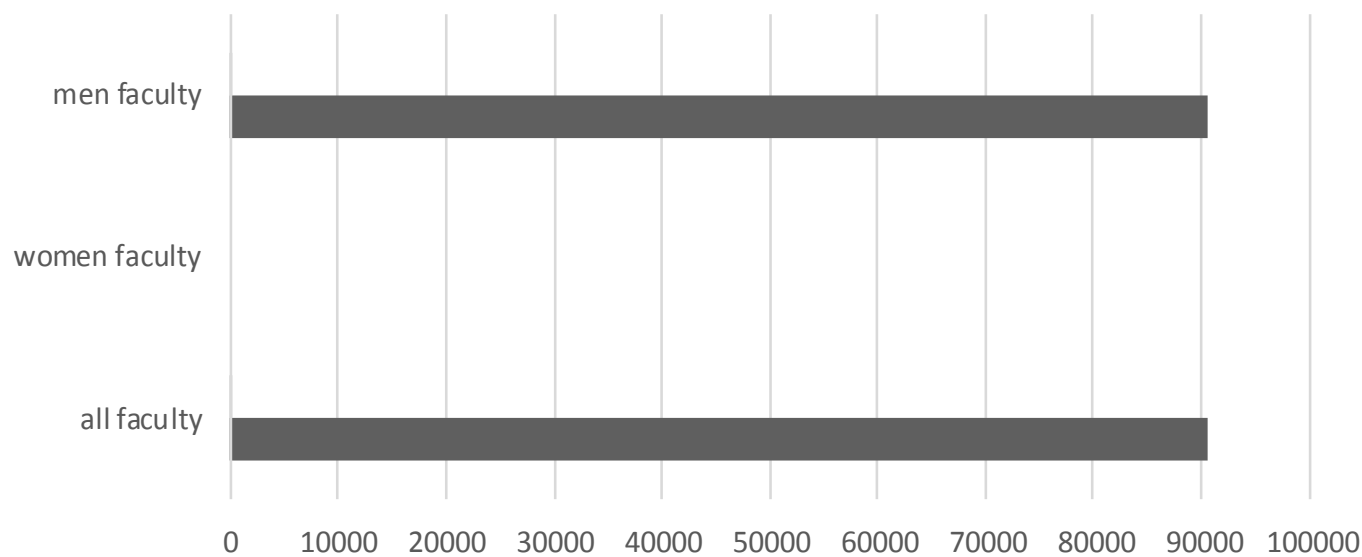
Mean faculty salary by gender & race/ethnicity



	Nat/Ind women	Nat/Ind men	Hi/Pac women	Hi/Pac men	Asian women	Asian men	Black women	Black men	White women	White men	Other women	Other men
■ N	0	0	0	0	0	0	0	1	0	0	0	0
■ mean salary								90562				

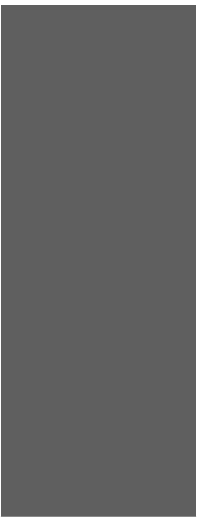
Chukchi Campus

Mean faculty salary by gender



	all faculty	women faculty	men faculty
N	1	0	1
mean	90562		90562

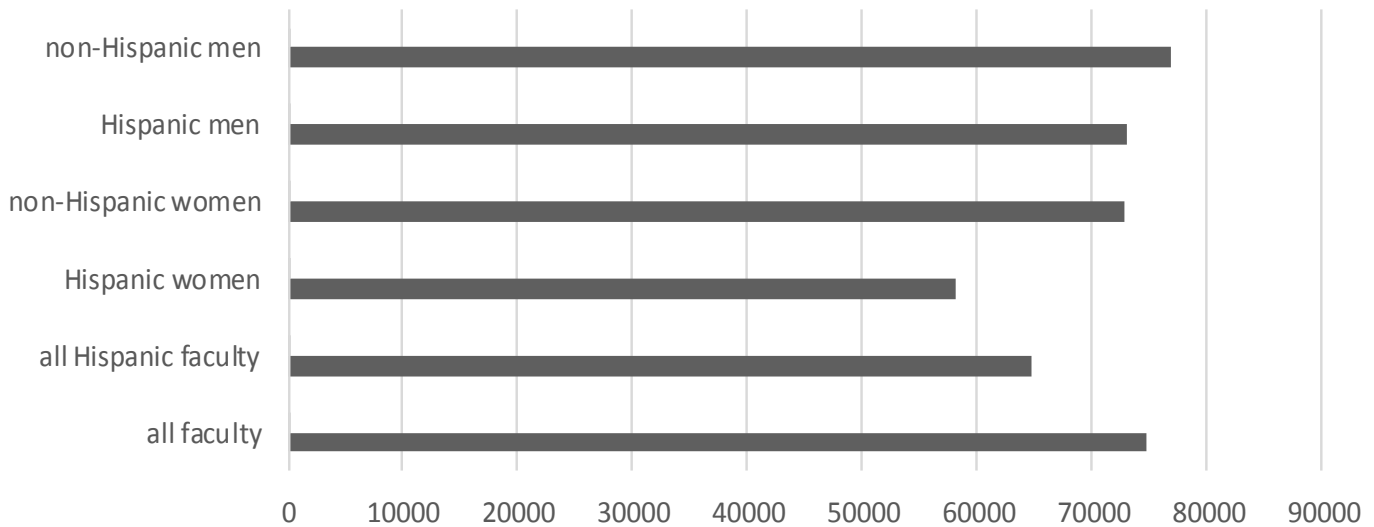
Number of faculty by gender



	women	men
N	0	1

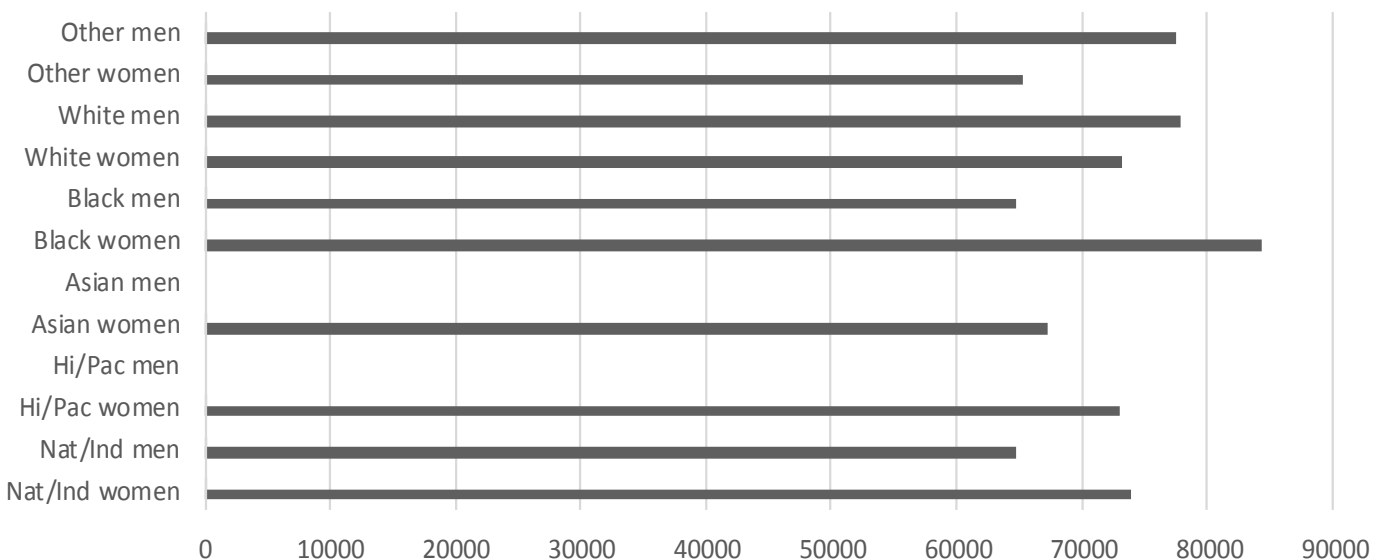
College of Liberal Arts

Mean faculty salary by gender & Hispanic/non-Hispanic



	all faculty	all Hispanic faculty	Hispanic women	non-Hispanic women	Hispanic men	non-Hispanic men
■ N	100	2	1	48	1	50
■ mean salary	74743	64729	58298	72949	73161	76866

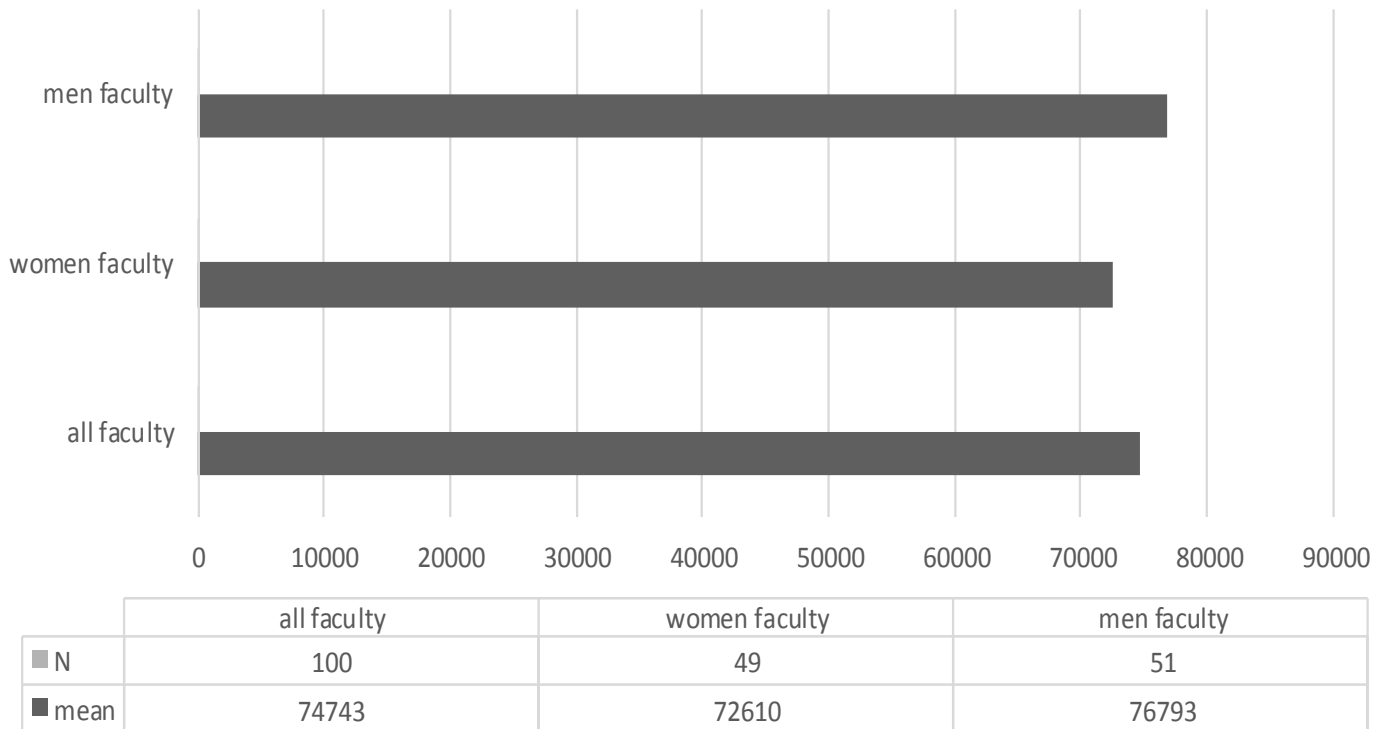
Mean faculty salary by gender & race/ethnicity



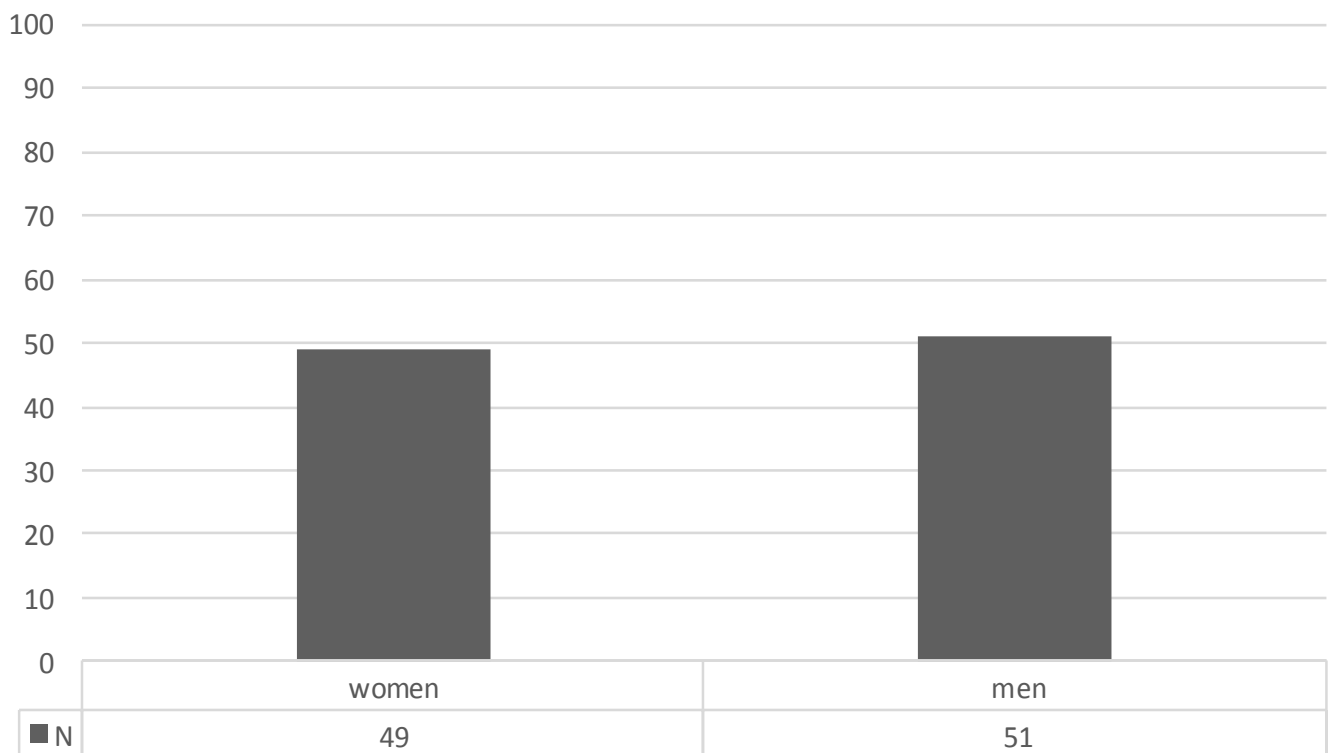
	Nat/Ind women	Nat/Ind men	Hi/Pac women	Hi/Pac men	Asian women	Asian men	Black women	Black men	White women	White men	Other women	Other men
■ N	3	3	1	0	2	0	1	1	38	43	4	4
■ mean salary	74005	64797	73029		67284		84411	64750	73220	77837	65370	77584

College of Liberal Arts

Mean faculty salary by gender

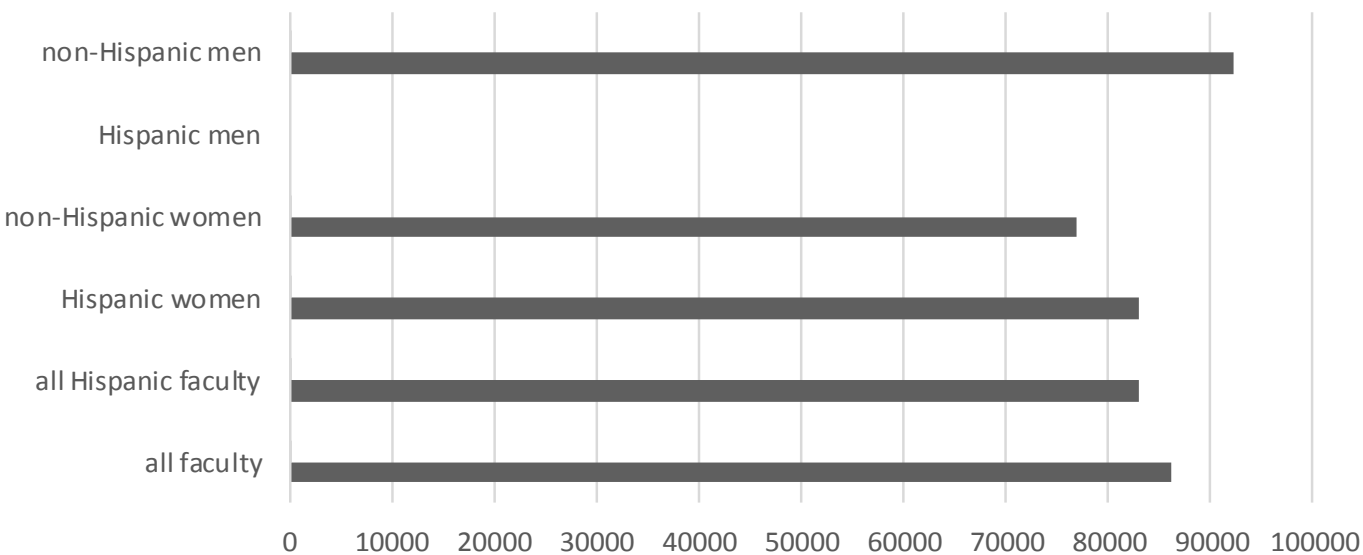


Number of faculty by gender



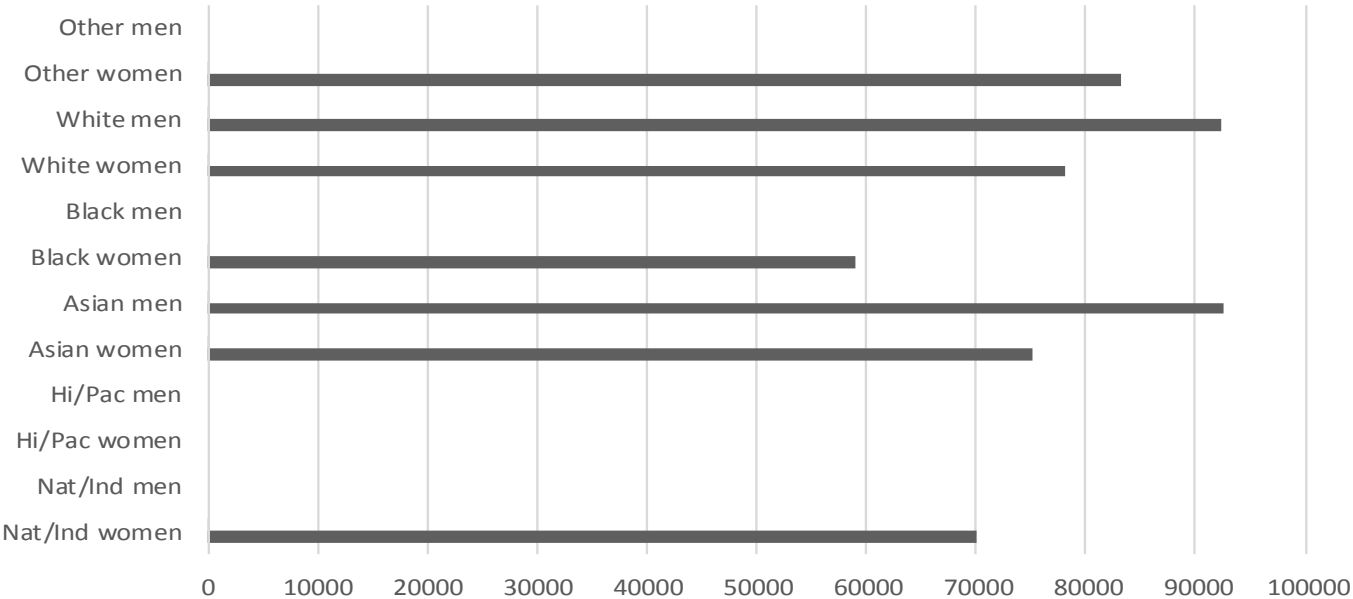
College of Natural Science & Mathematics

Mean faculty salary by gender & Hispanic/non-Hispanic



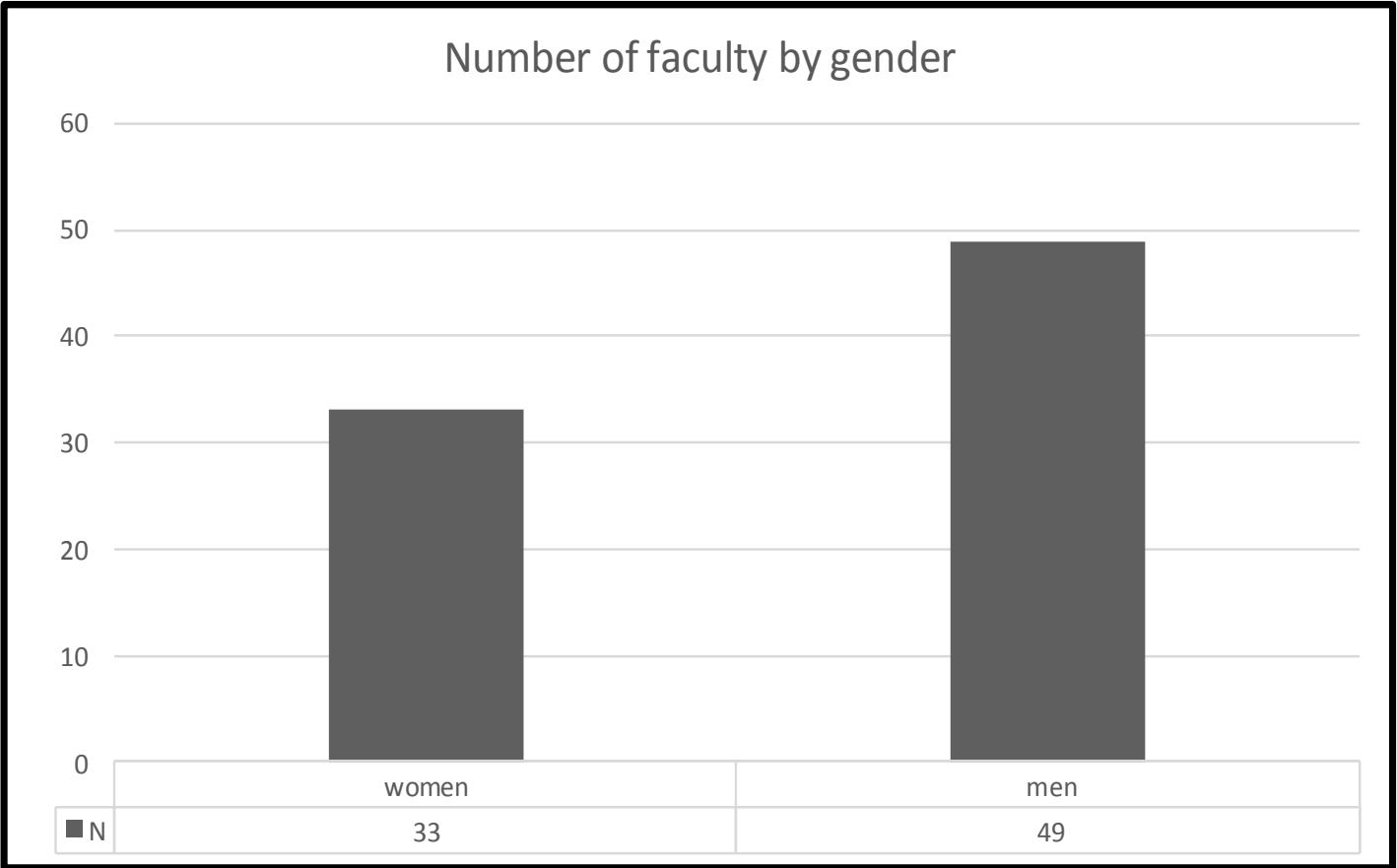
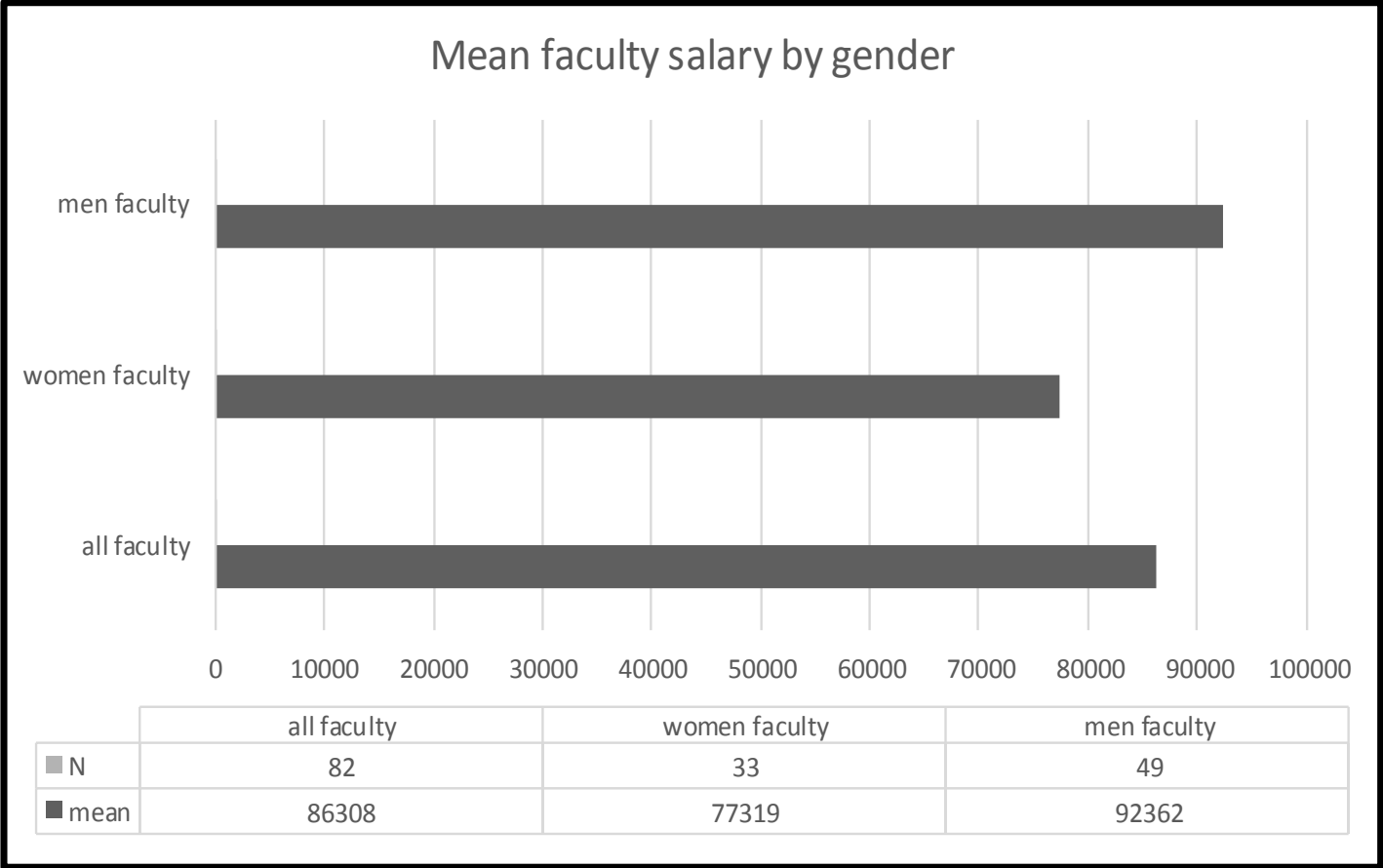
	all faculty	all Hispanic faculty	Hispanic women	non-Hispanic women	Hispanic men	non-Hispanic men
N	82	1	1	32	0	49
mean salary	86308	83139	83139	77137		92362

Mean faculty salary by gender & race/ethnicity



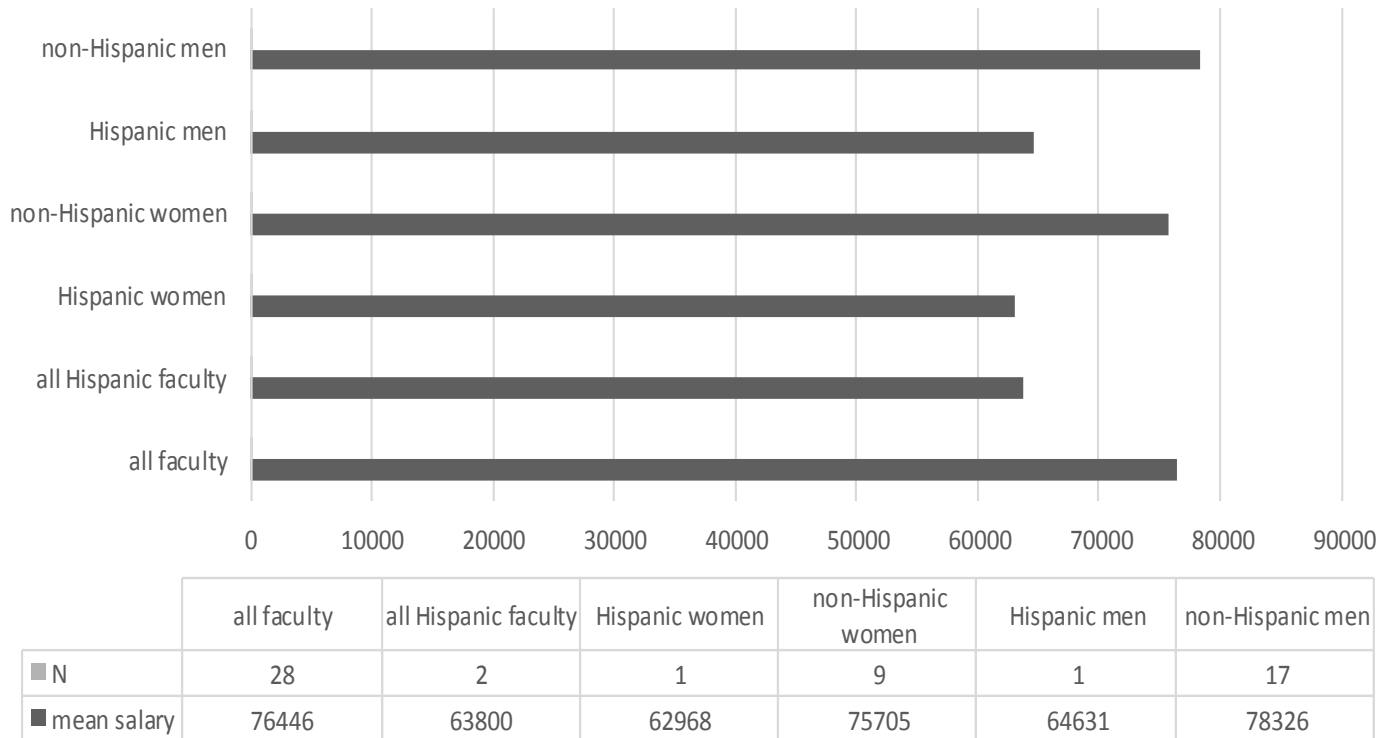
	Nat/Ind women	Nat/Ind men	Hi/Pac women	Hi/Pac men	Asian women	Asian men	Black women	Black men	White women	White men	Other women	Other men
N	1	0	0	0	2	2	1	0	28	47	1	0
mean salary	70000				75103	92585	59012		78185	92363	83139	

College of Natural Science & Mathematics

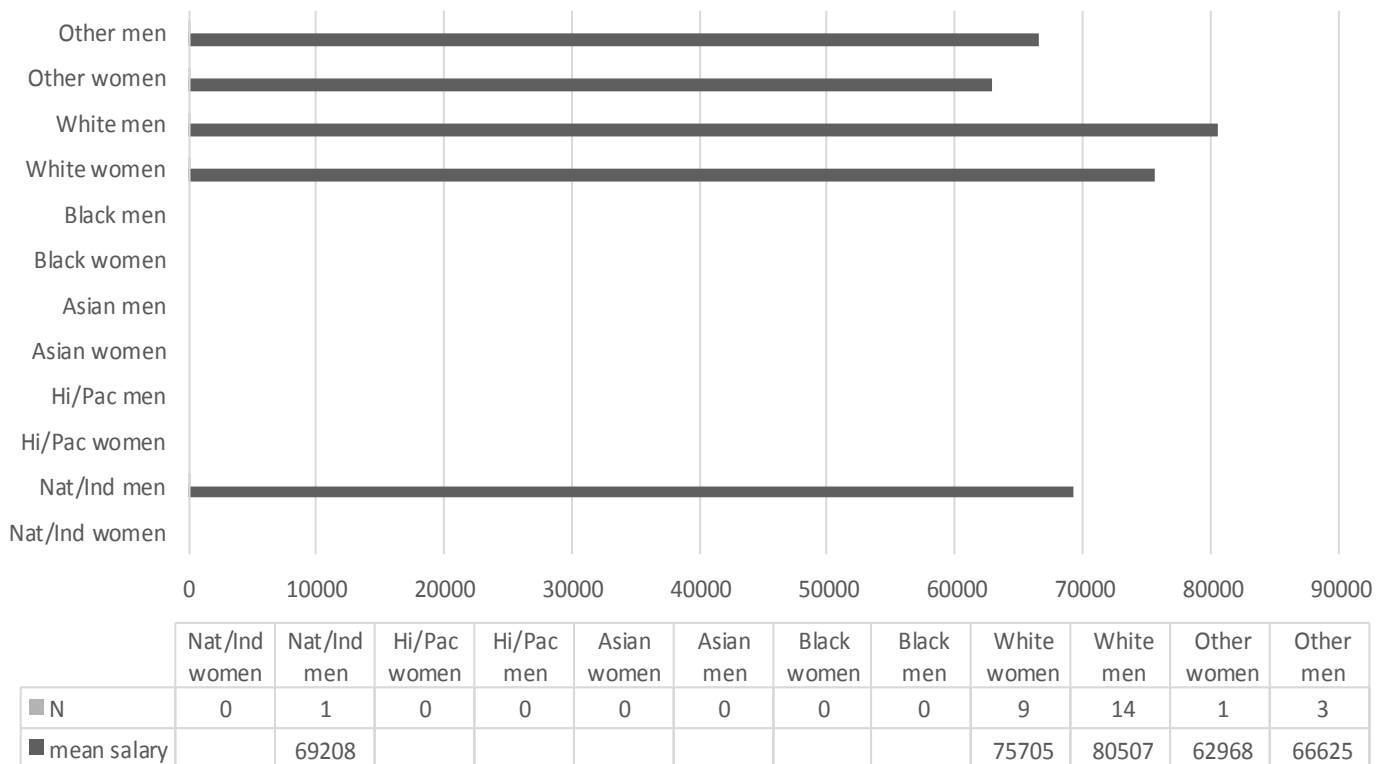


Community & Technical College

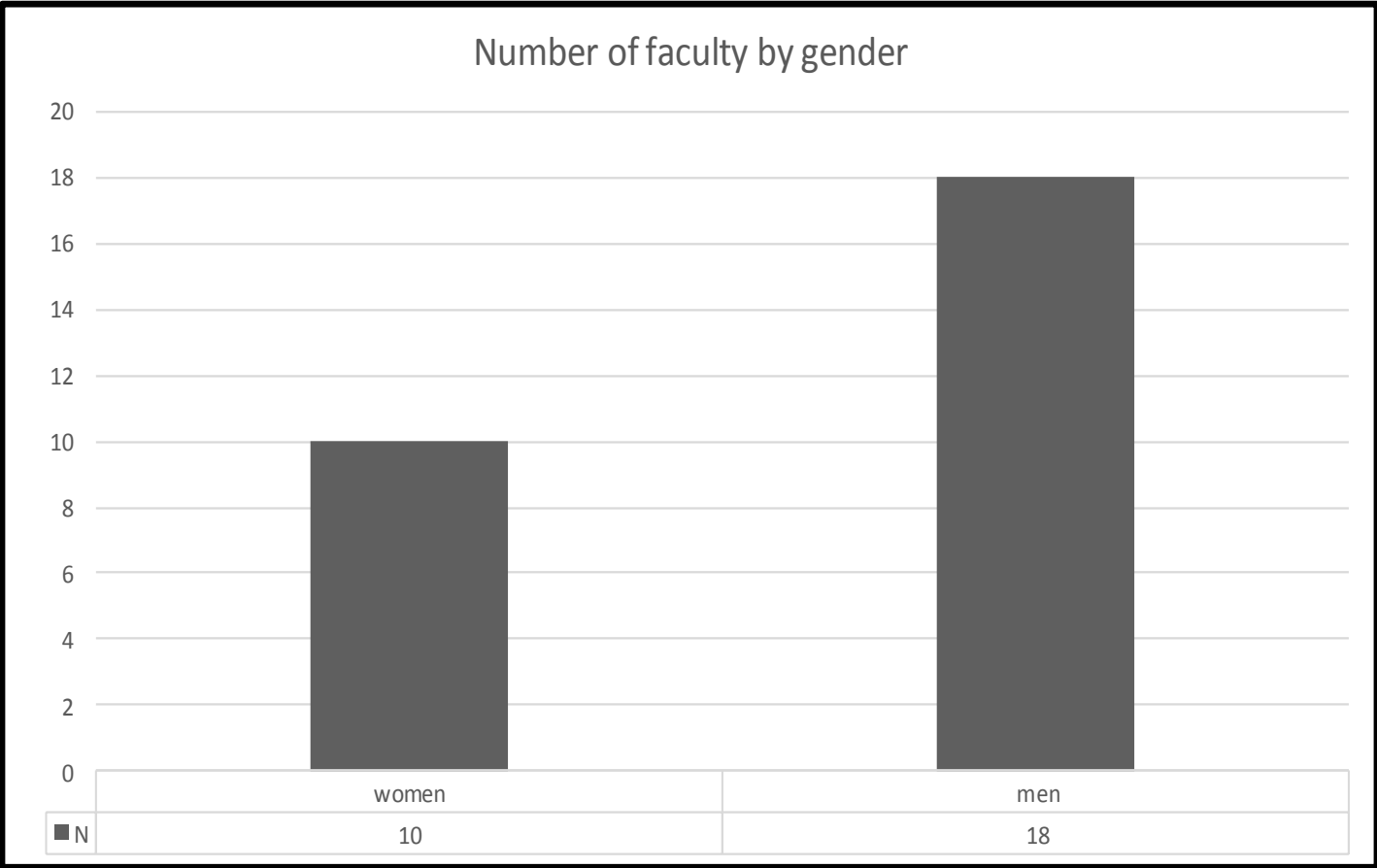
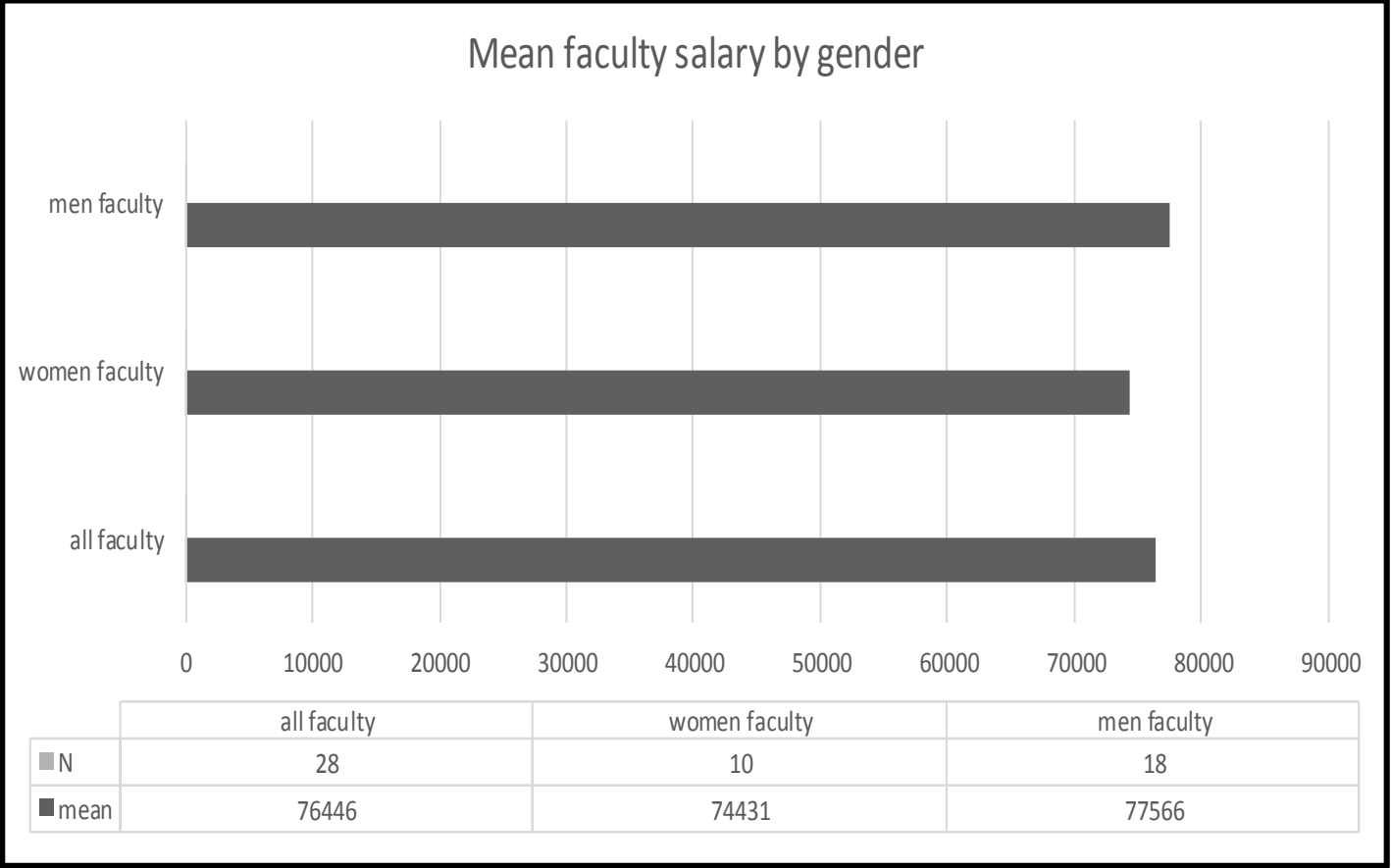
Mean faculty salary by gender & Hispanic/non-Hispanic



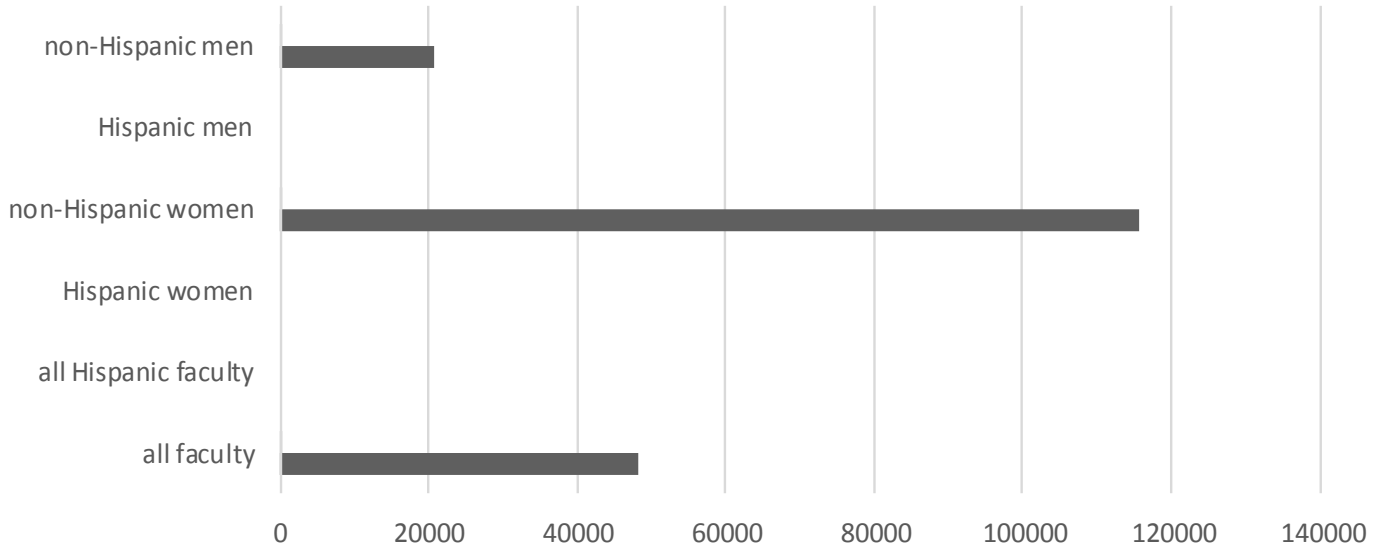
Mean faculty salary by gender & race/ethnicity



Community & Technical College

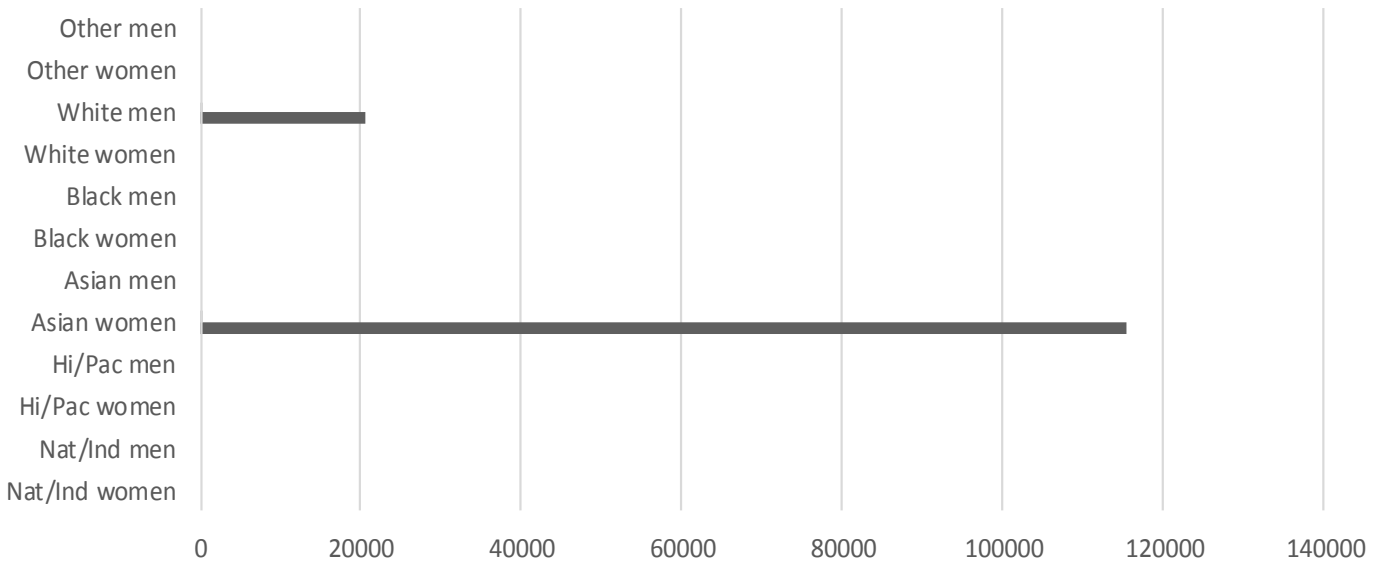


Mean faculty salary by gender & Hispanic/non-Hispanic

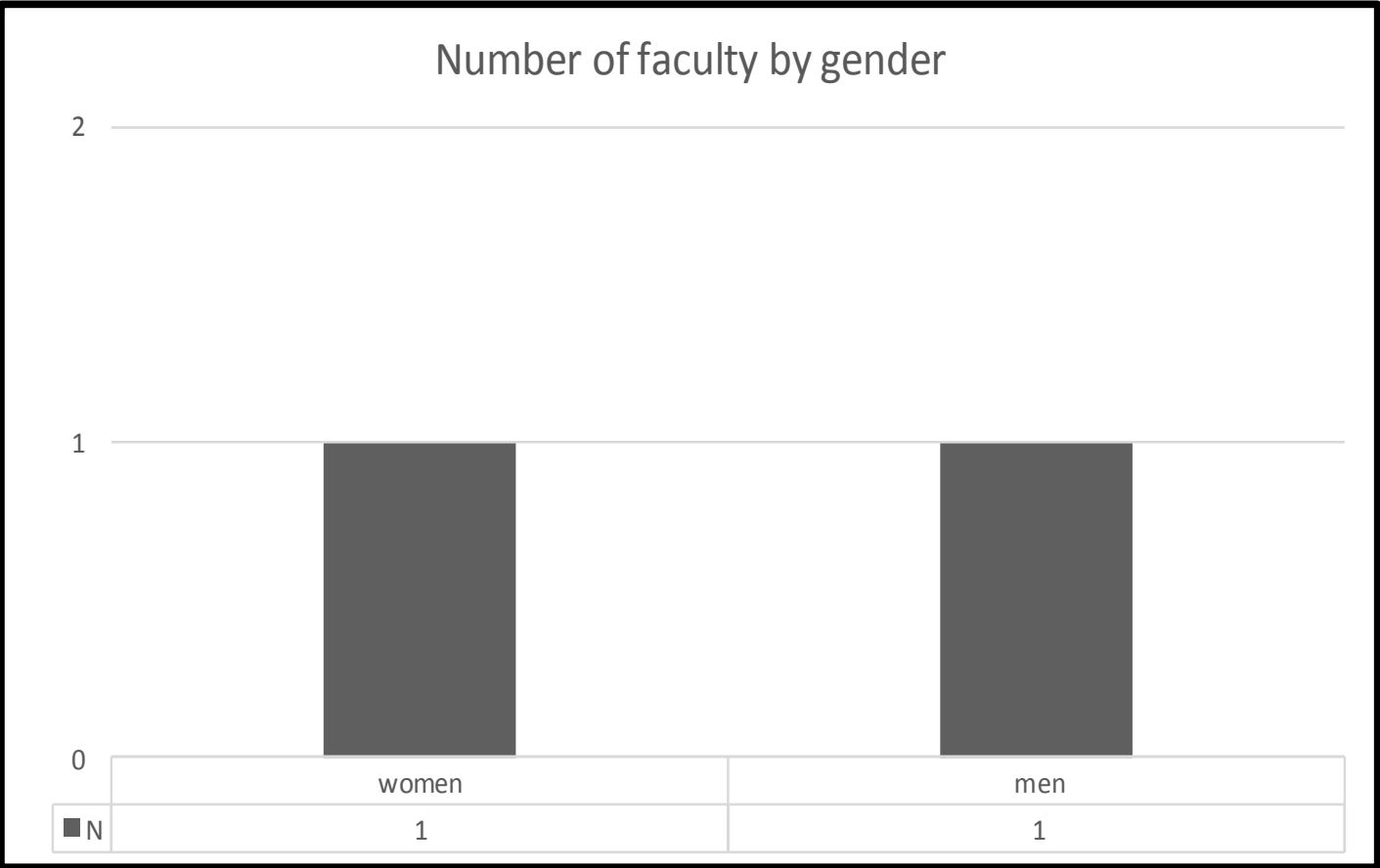
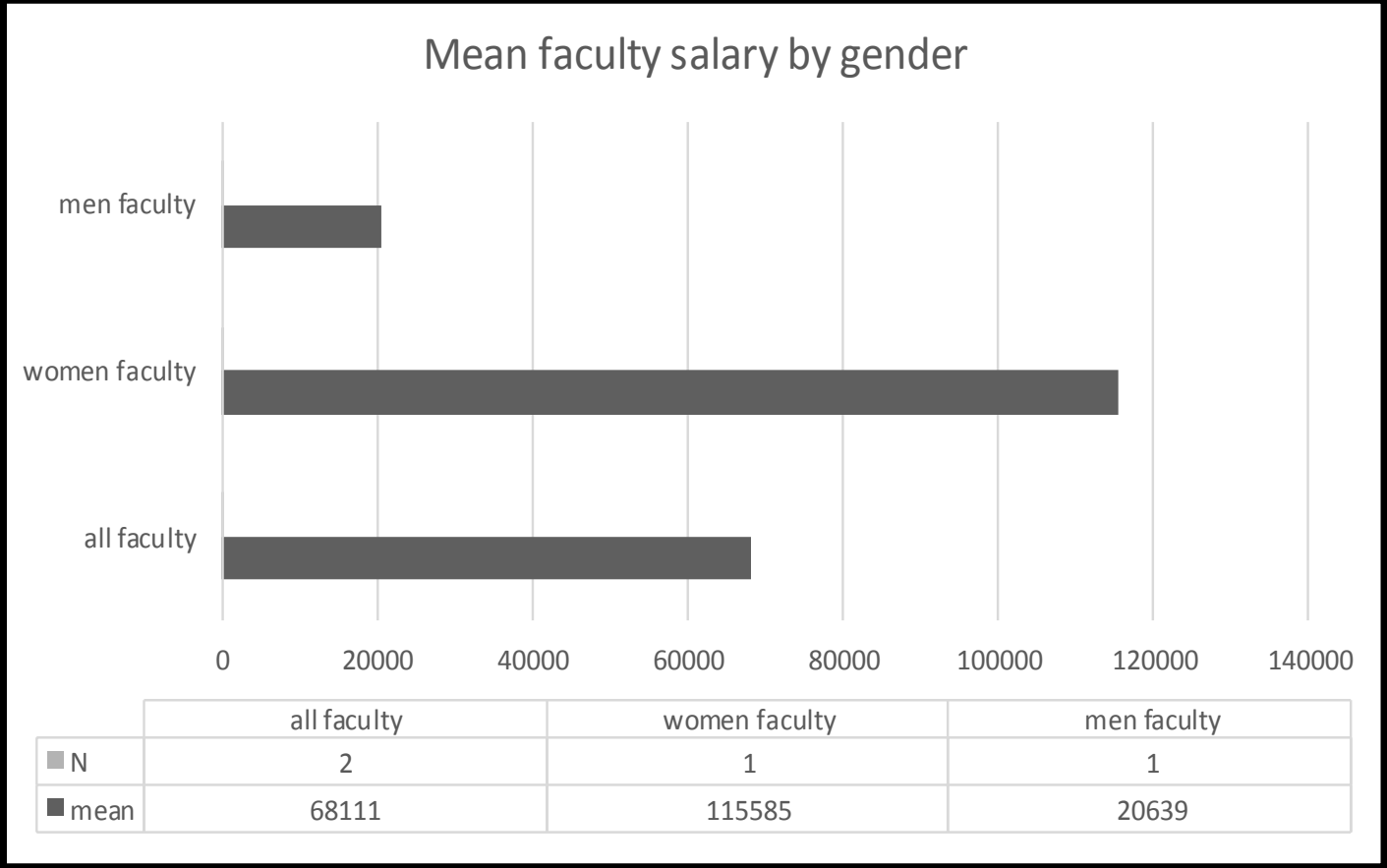


	all faculty	all Hispanic faculty	Hispanic women	non-Hispanic women	Hispanic men	non-Hispanic men
■ N	2	0	0	1	0	1
■ mean salary	48112			115585		20639

Mean faculty salary by gender & race/ethnicity

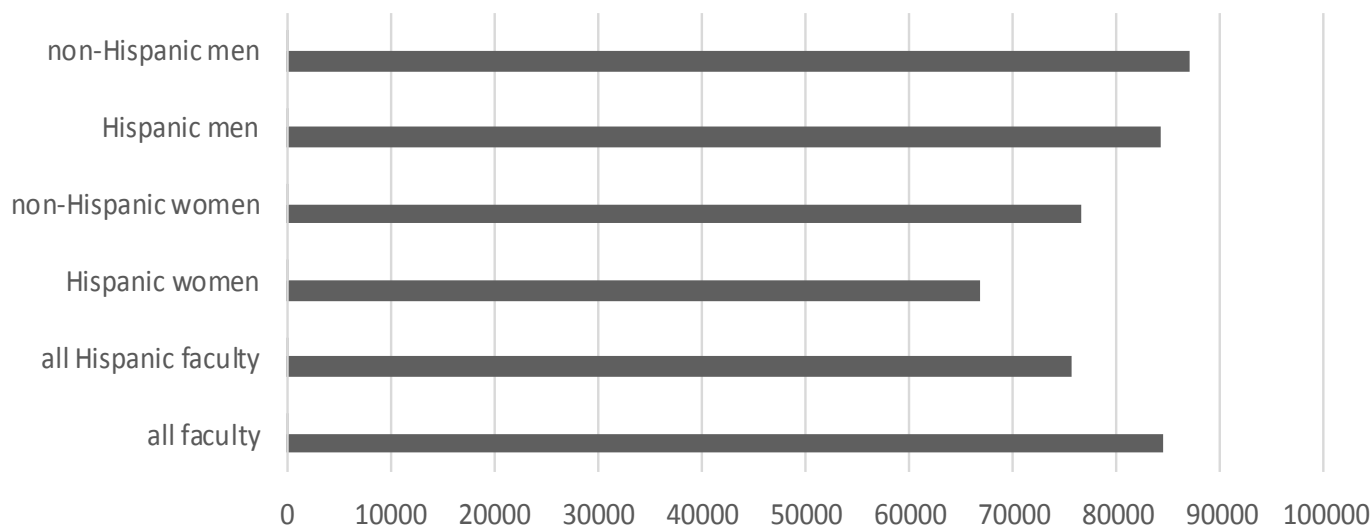


	Nat/Ind women	Nat/Ind men	Hi/Pac women	Hi/Pac men	Asian women	Asian men	Black women	Black men	White women	White men	Other women	Other men
■ N	0	0	0	0	1	0	0	0	0	1	0	0
■ mean salary					115585					20638		



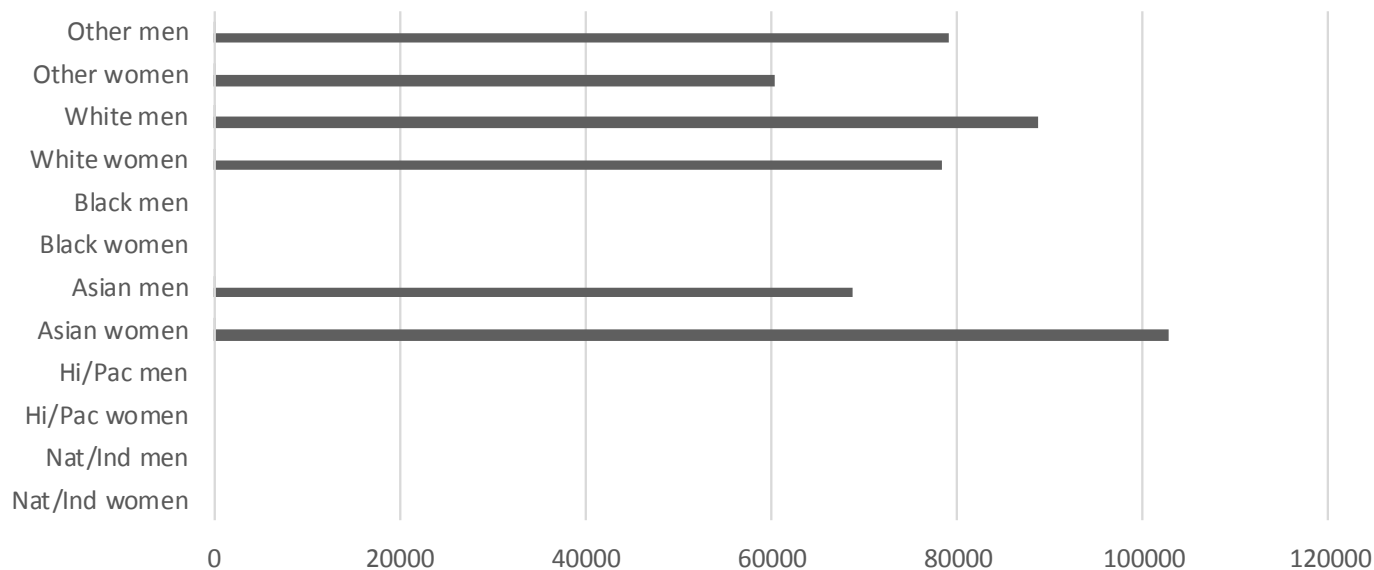
Geophysical Institute

Mean faculty salary by gender & Hispanic/non-Hispanic



	all faculty	all Hispanic faculty	Hispanic women	non-Hispanic women	Hispanic men	non-Hispanic men
■ N	47	2	1	10	1	35
■ mean salary	84644	75685	66909	76758	84481	87274

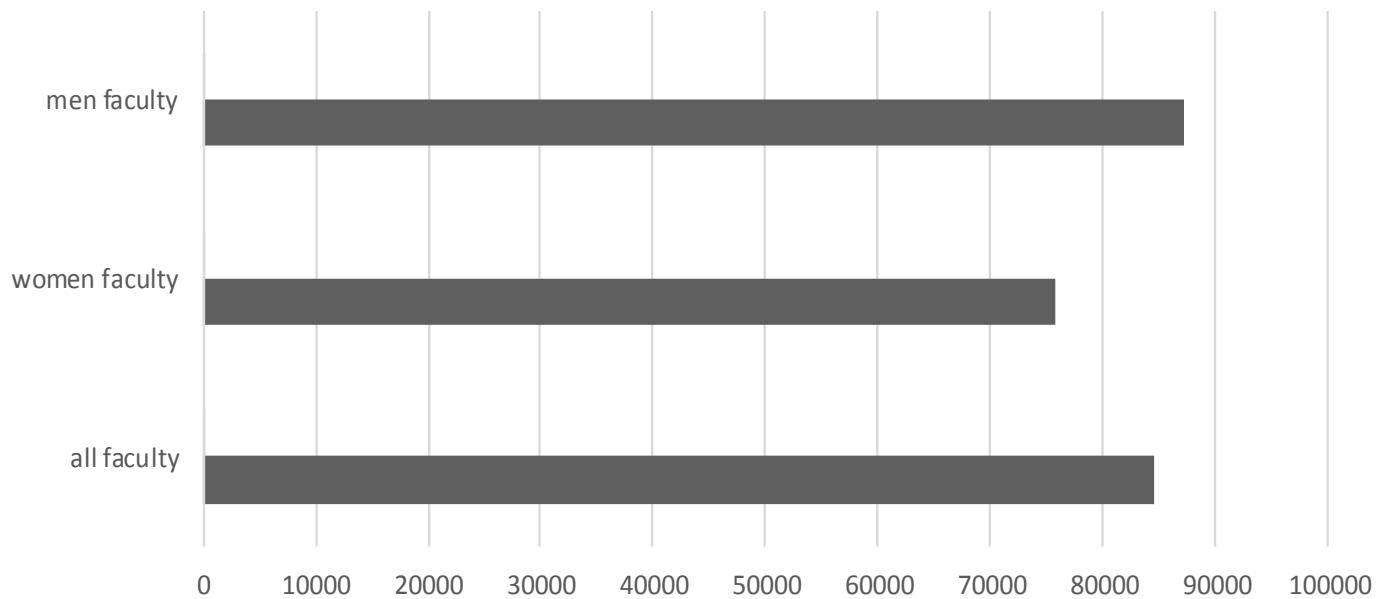
Mean faculty salary by gender & race/ethnicity



	Nat/Ind women	Nat/Ind men	Hi/Pac women	Hi/Pac men	Asian women	Asian men	Black women	Black men	White women	White men	Other women	Other men
■ N	0	0	0	0	1	2	0	0	7	32	3	2
■ mean salary					102832	68757			78605	88843	60474	79282

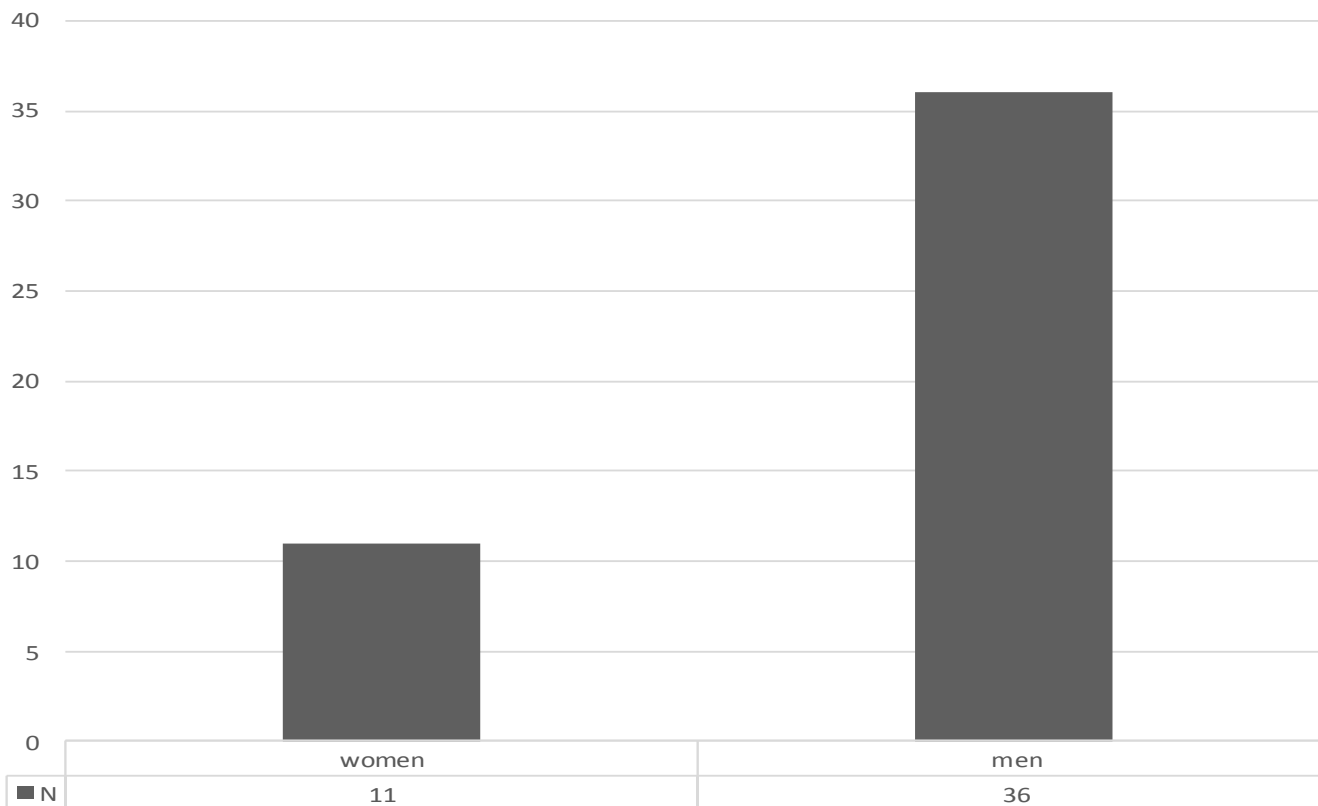
Geophysical Institute

Mean salary by gender



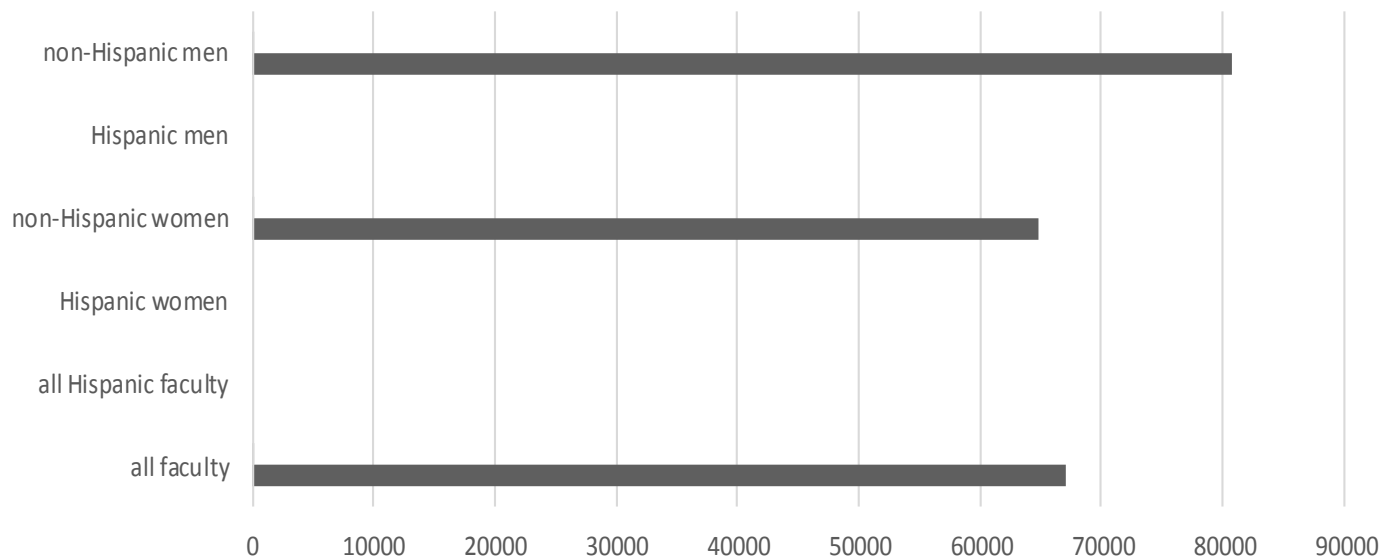
	all faculty	women faculty	men faculty
N	47	11	36
mean	84544	75863	87196

Number of faculty by gender



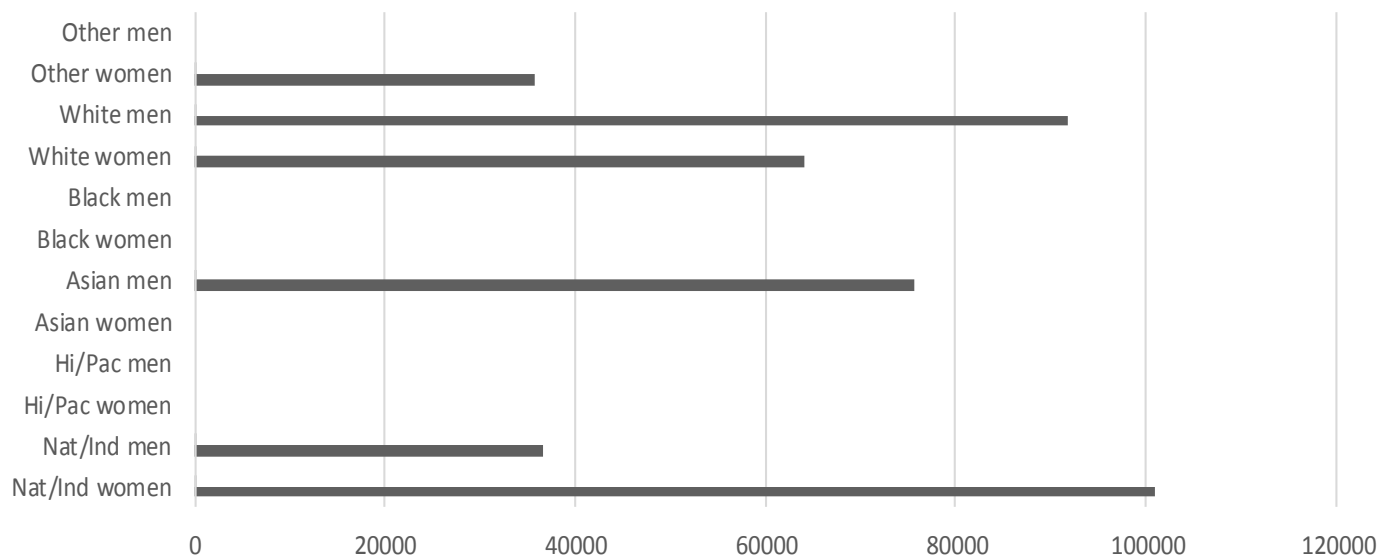
Institute of Arctic Biology

Mean faculty salary by gender & Hispanic/non-Hispanic



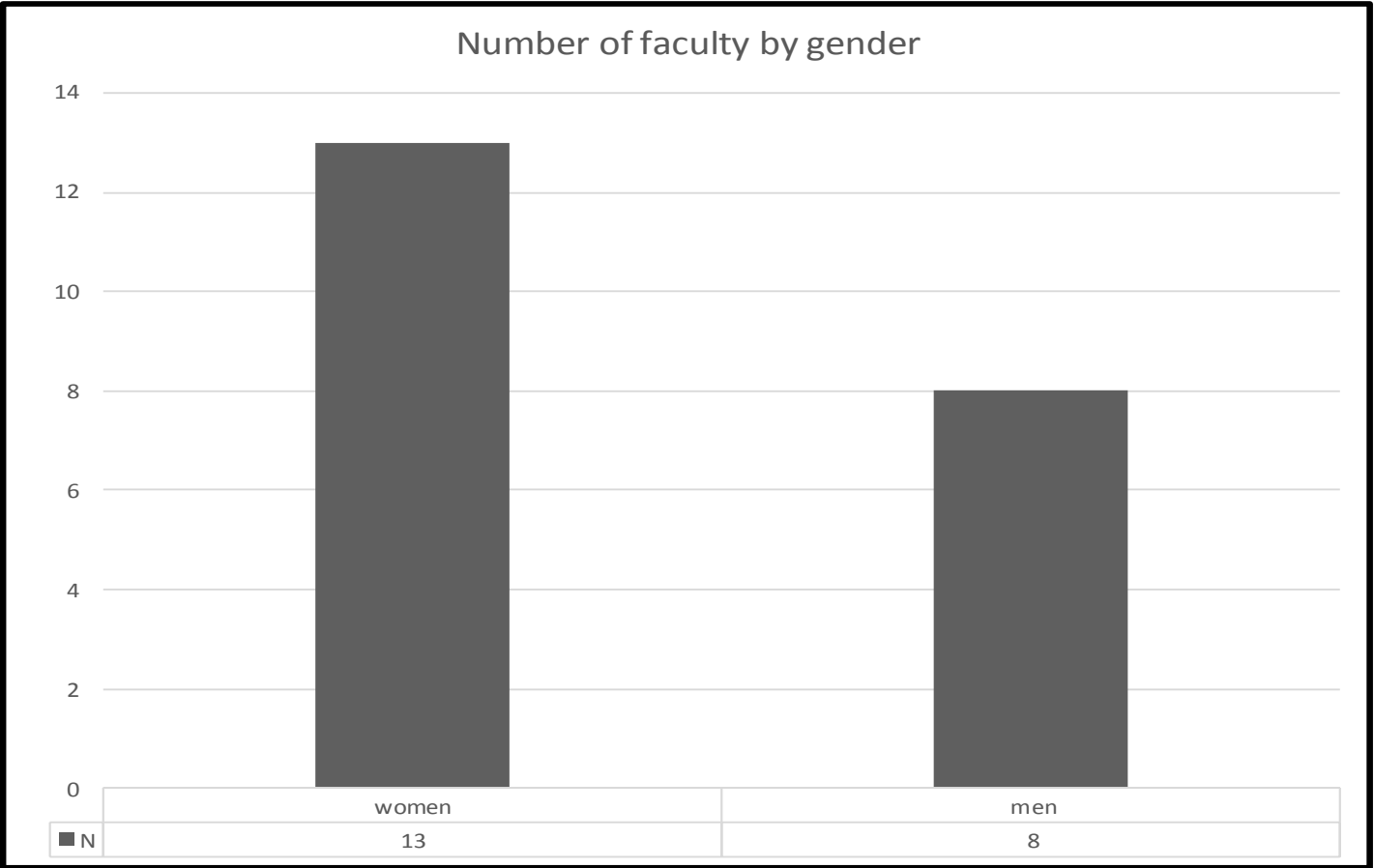
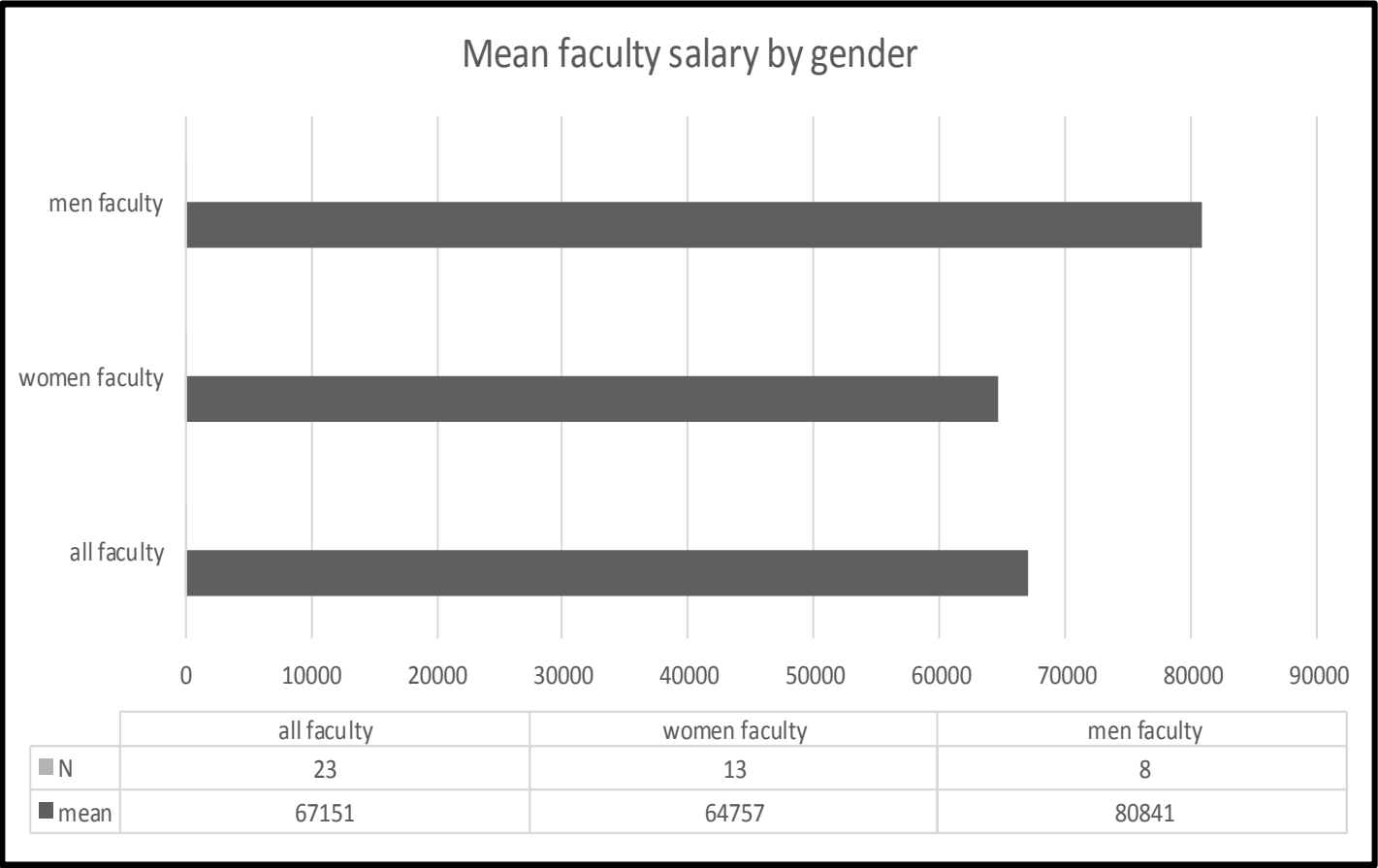
	all faculty	all Hispanic faculty	Hispanic women	non-Hispanic women	Hispanic men	non-Hispanic men
■ N	23	0	0	13	0	8
■ mean salary	67151			64757		80841

Mean faculty salary by gender & race/ethnicity



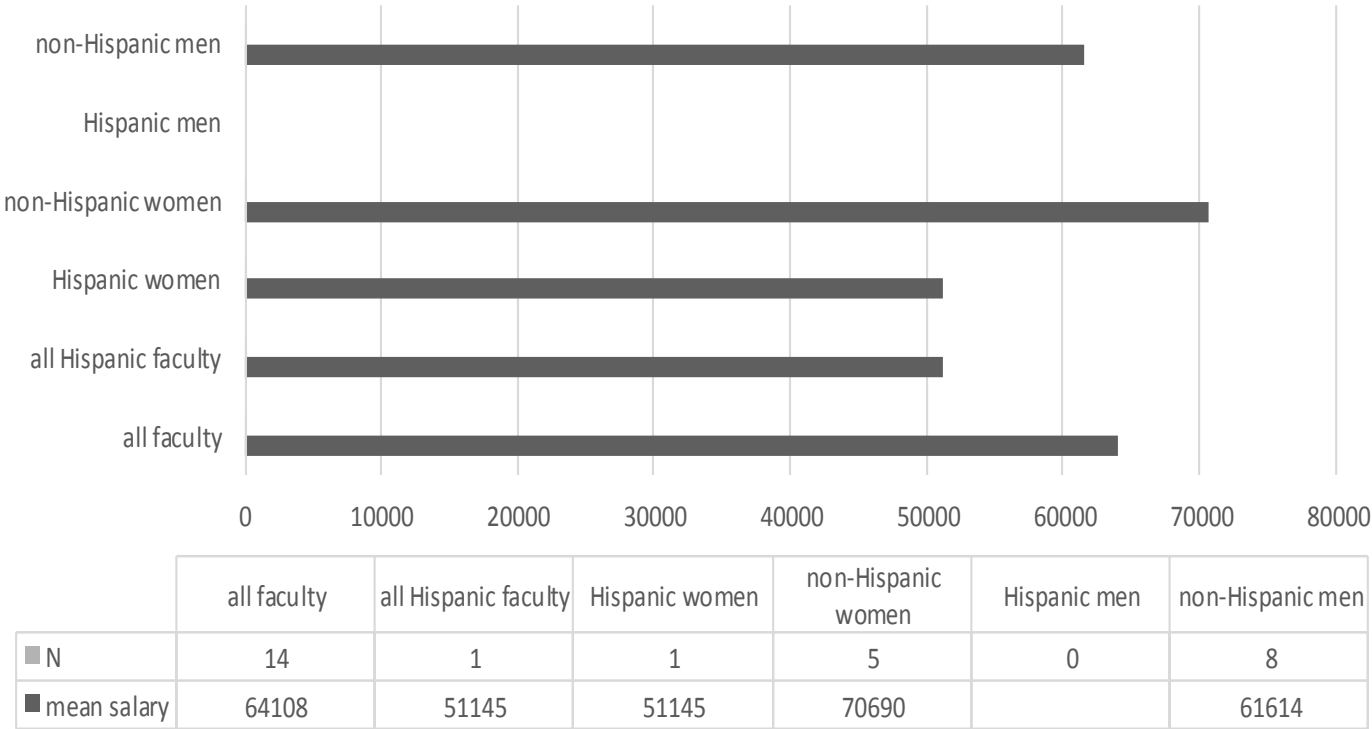
	Nat/Ind women	Nat/Ind men	Hi/Pac women	Hi/Pac men	Asian women	Asian men	Black women	Black men	White women	White men	Other women	Other men
■ N	1	1	0	0	0	2	0	0	11	5	1	0
■ mean salary	101005	36600				75697			64088	91746	35864	

Institute of Arctic Biology

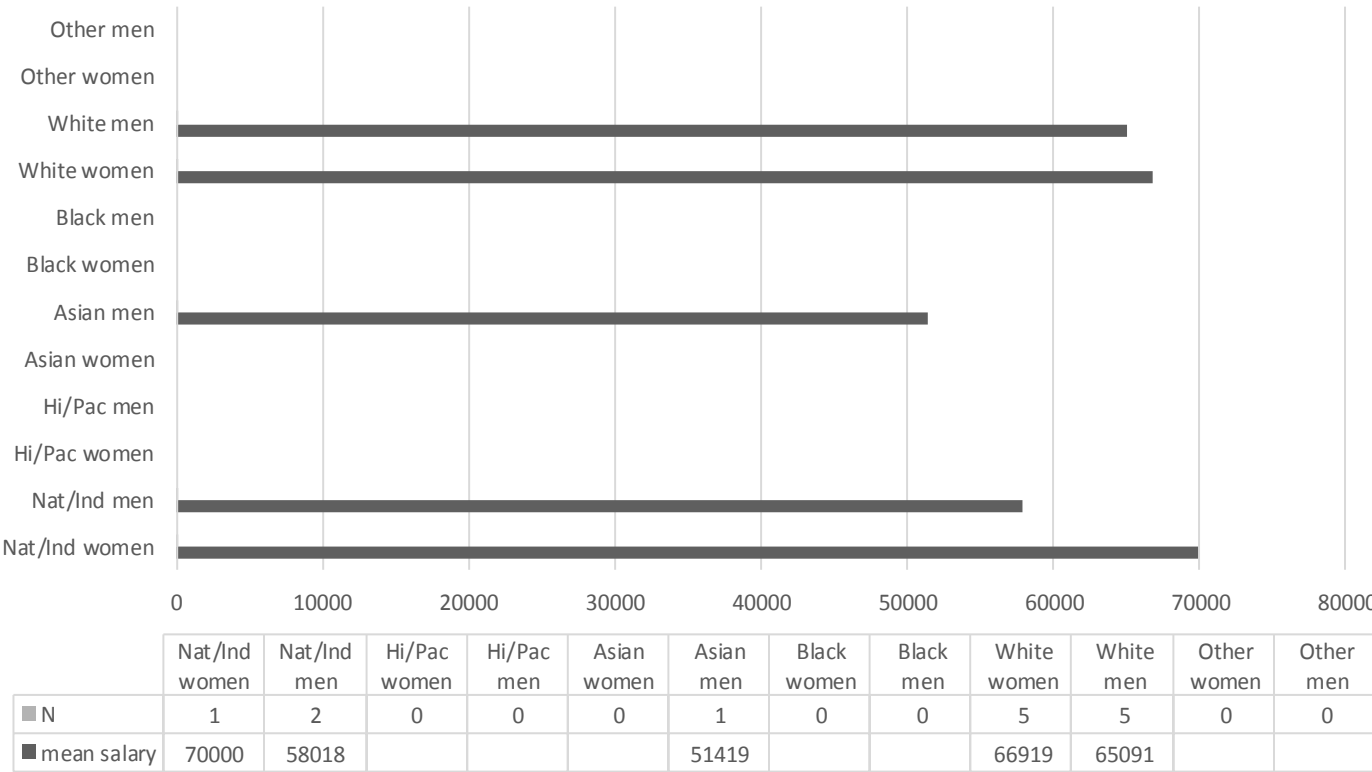


Interior Aleutians Campus

Mean faculty salary by gender & Hispanic/non-Hispanic

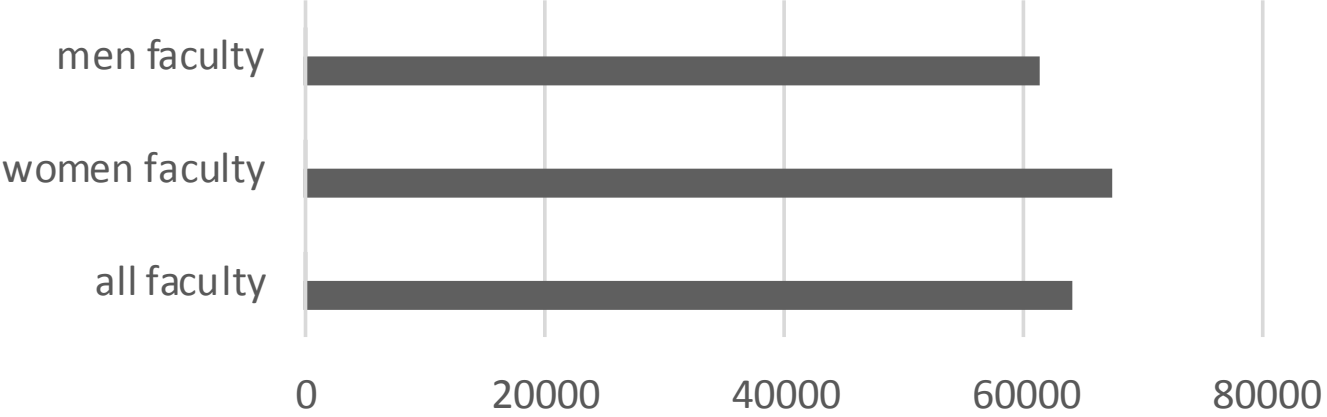


Mean faculty salary by gender & race/ethnicity



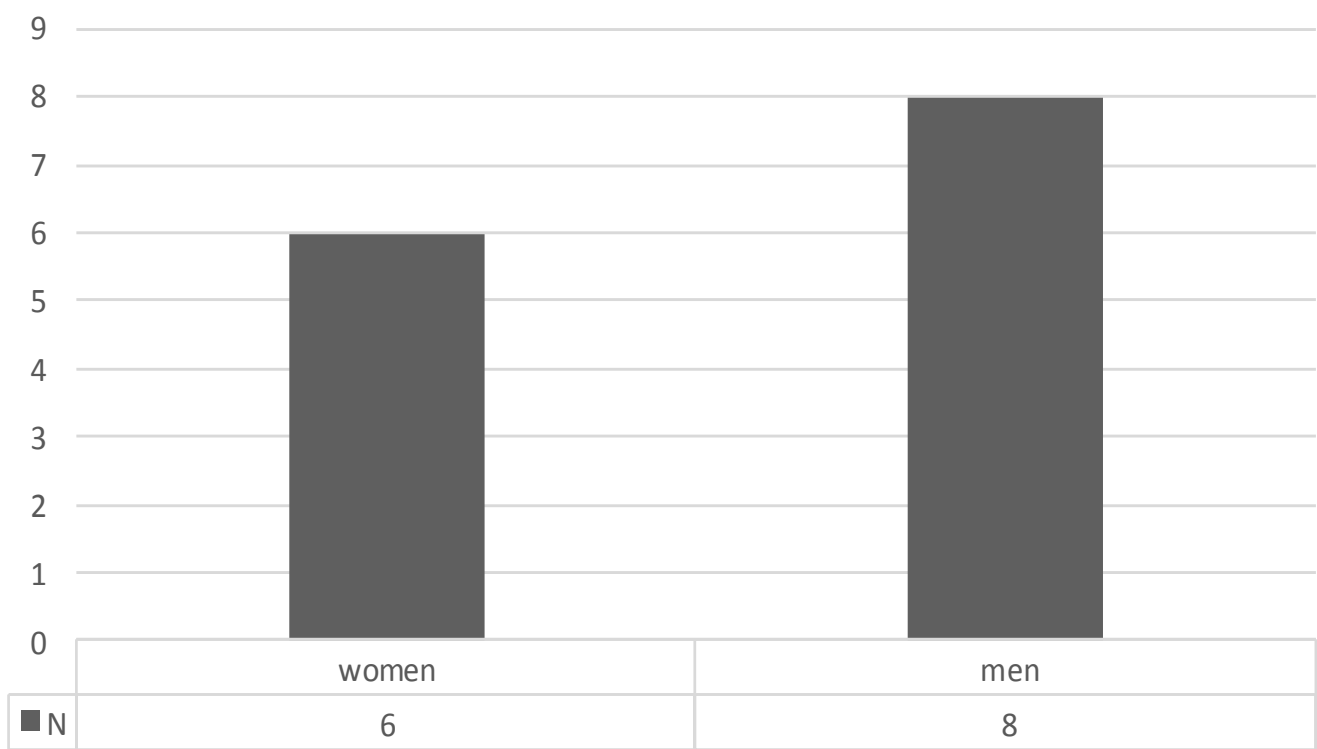
Interior Aleutians Campus

Mean faculty salary by gender



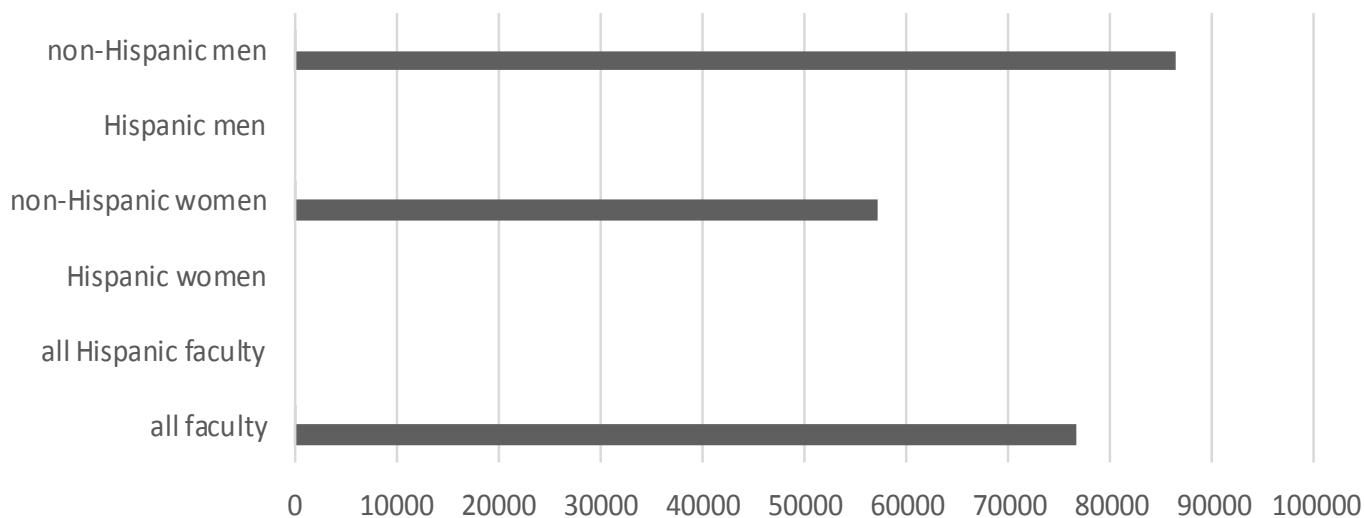
	all faculty	women faculty	men faculty
N	14	6	8
mean	64108	67433	61614

Number of faculty by gender



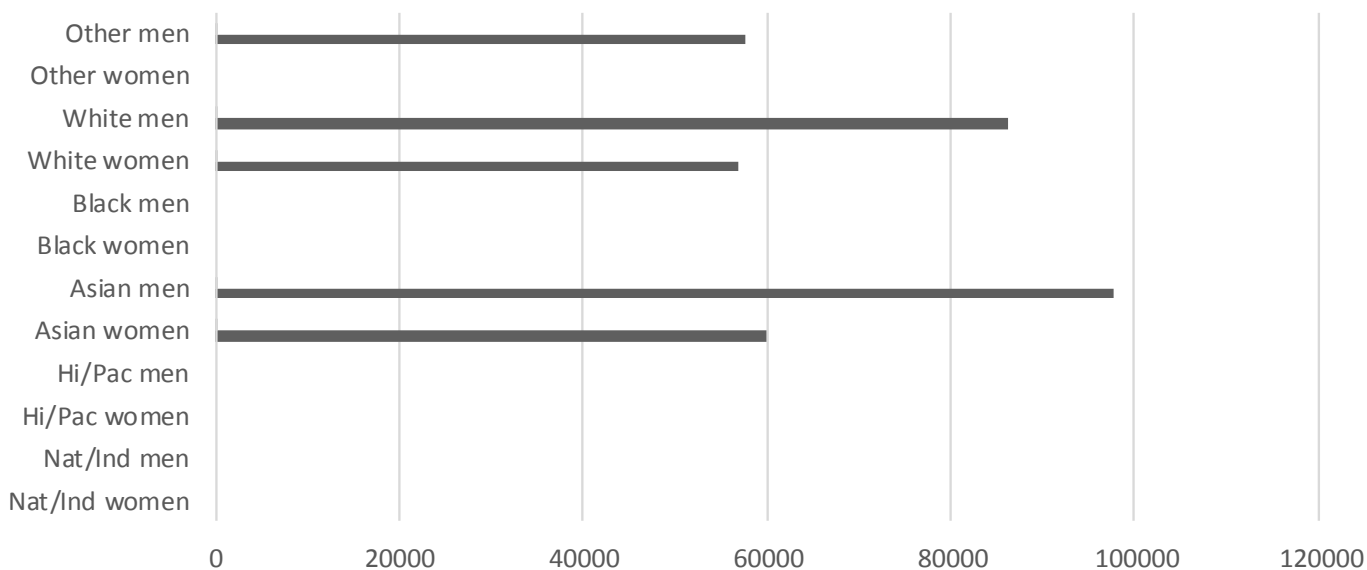
International Arctic Research Center

Mean faculty salary by gender & Hispanic/non-Hispanic



	all faculty	all Hispanic faculty	Hispanic women	non-Hispanic women	Hispanic men	non-Hispanic men
■ N	21	0	0	7	0	14
■ mean salary	76872			57318		86649

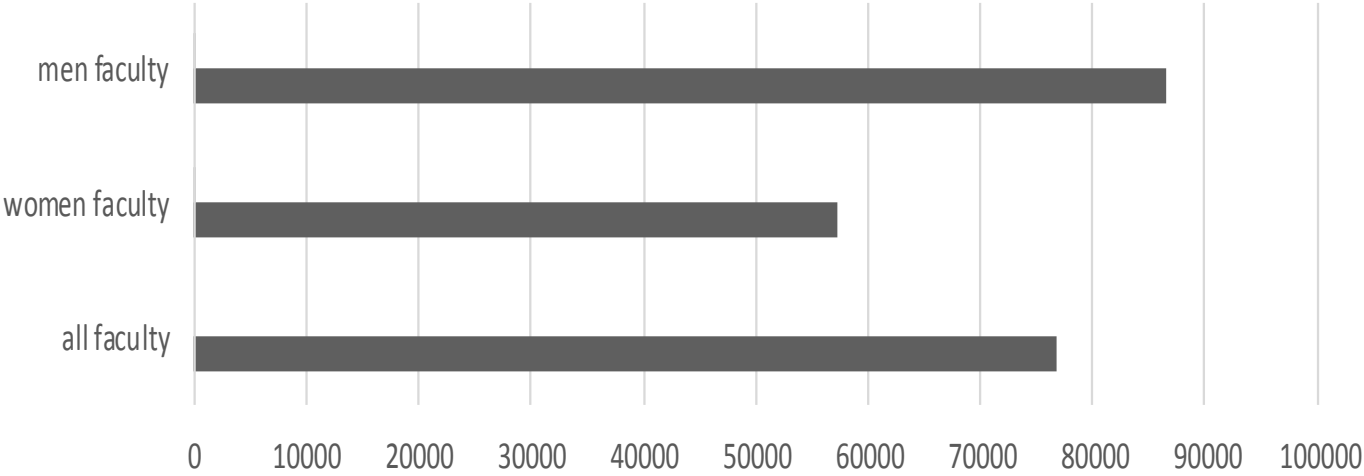
Mean faculty salary by gender & race/ethnicity



	Nat/Ind women	Nat/Ind men	Hi/Pac women	Hi/Pac men	Asian women	Asian men	Black women	Black men	White women	White men	Other women	Other men
■ N	0	0	0	0	1	3	0	0	6	10	0	1
■ mean salary					60047	97704			56863	86222		57752

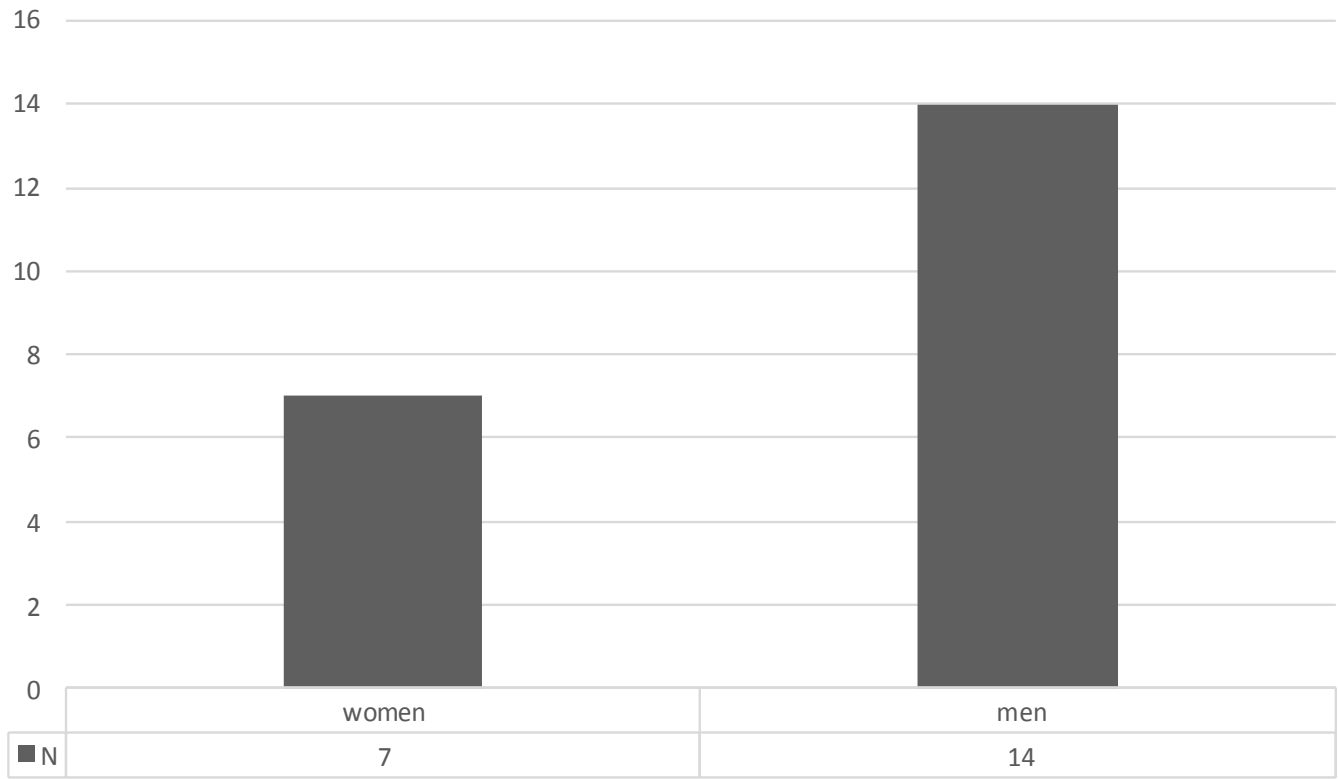
International Arctic Research Center

Mean faculty salary by gender



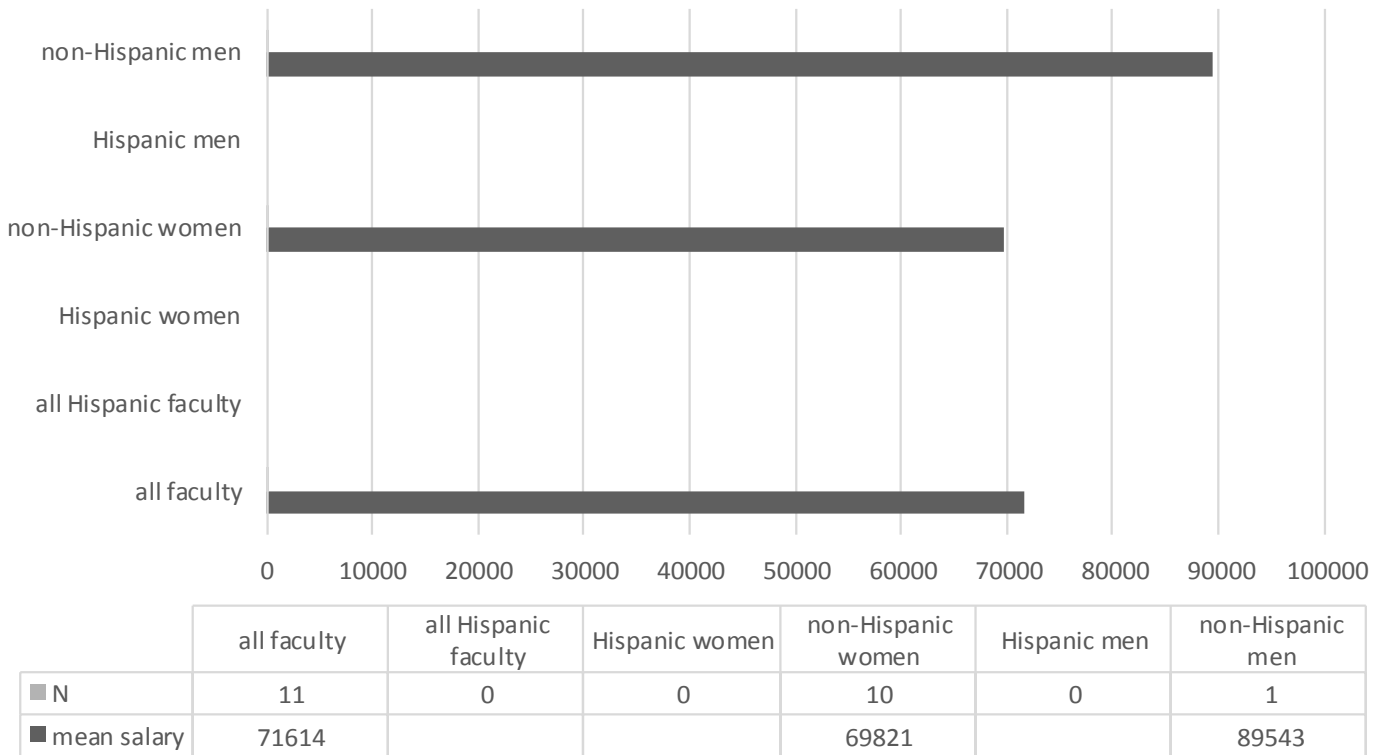
	all faculty	women faculty	men faculty
N		7	14
mean	76872	57318	86649

Number of faculty by gender

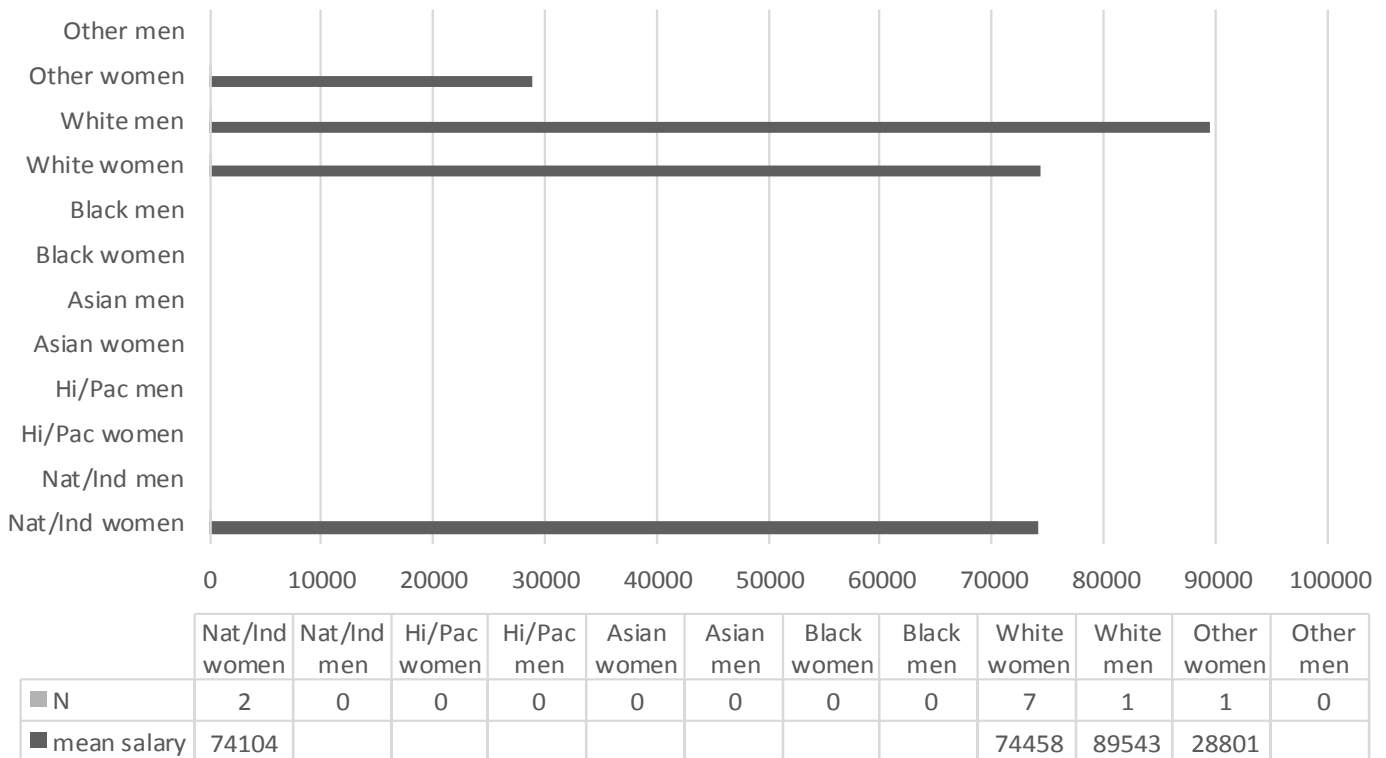


Kuskokwim Campus

Mean faculty salary by gender & Hispanic/non-Hispanic

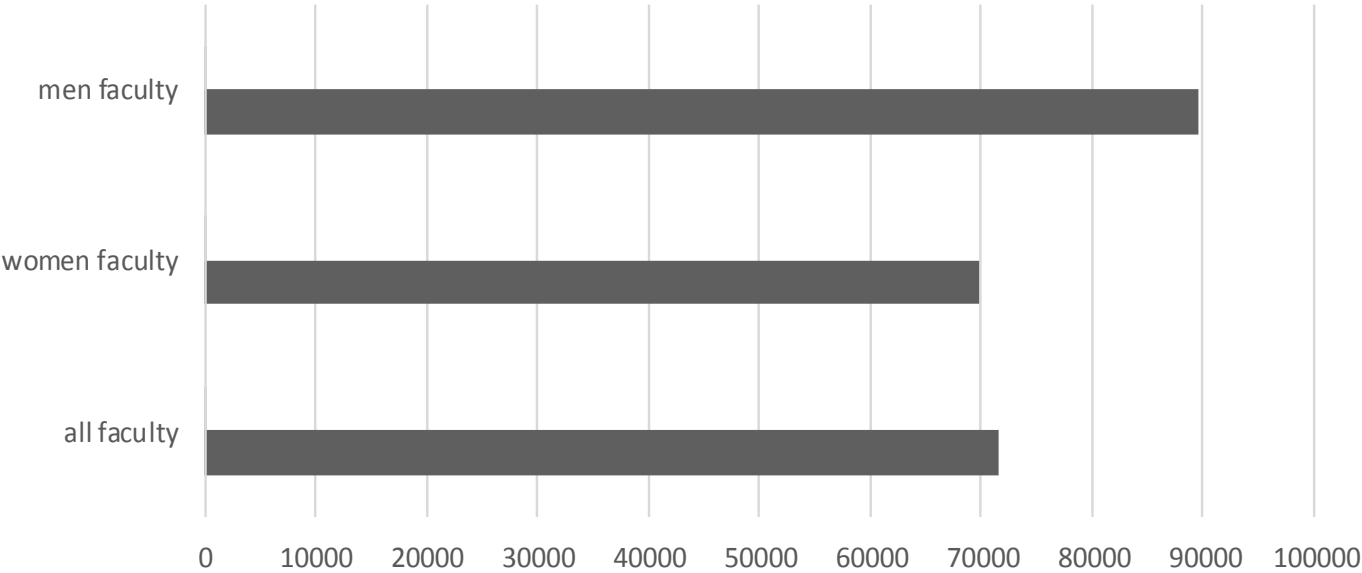


Mean faculty salary by gender & race/ethnicity

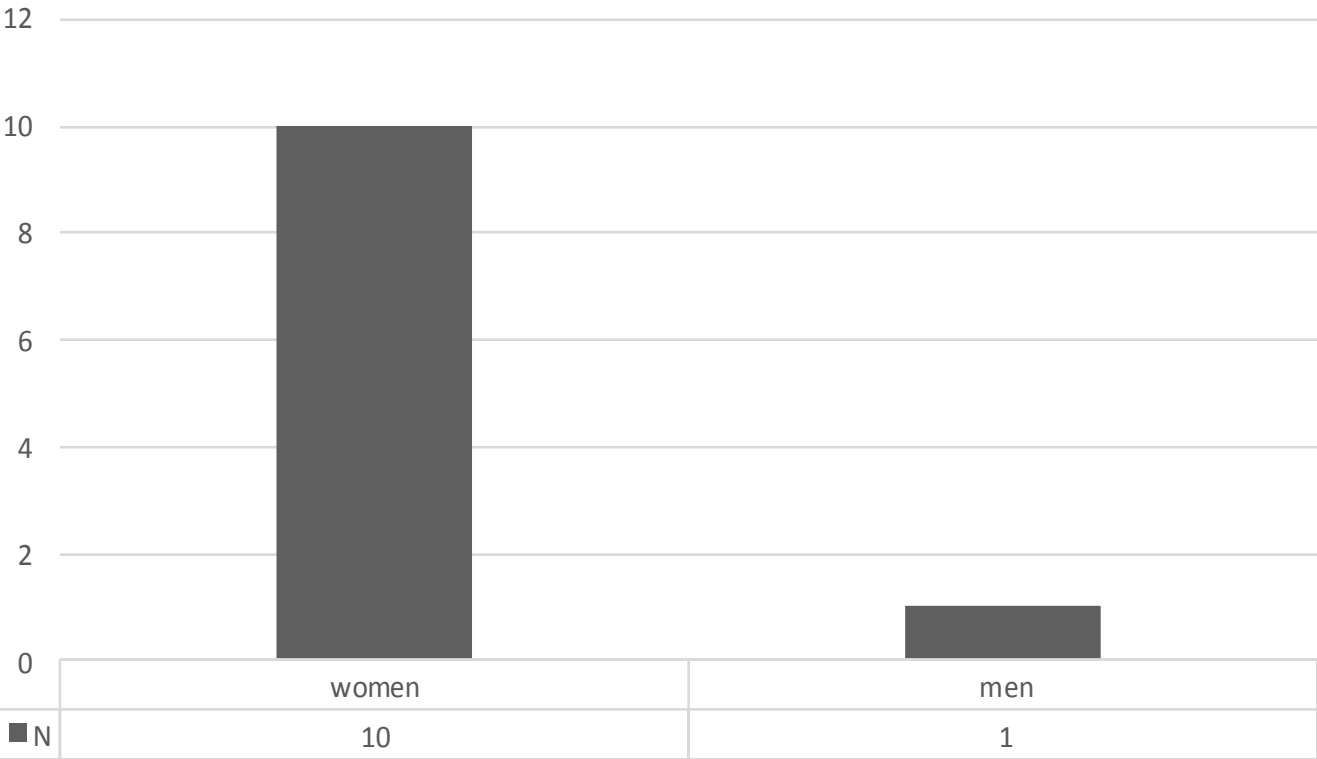


Kuskokwim Campus

Mean faculty salary by gender

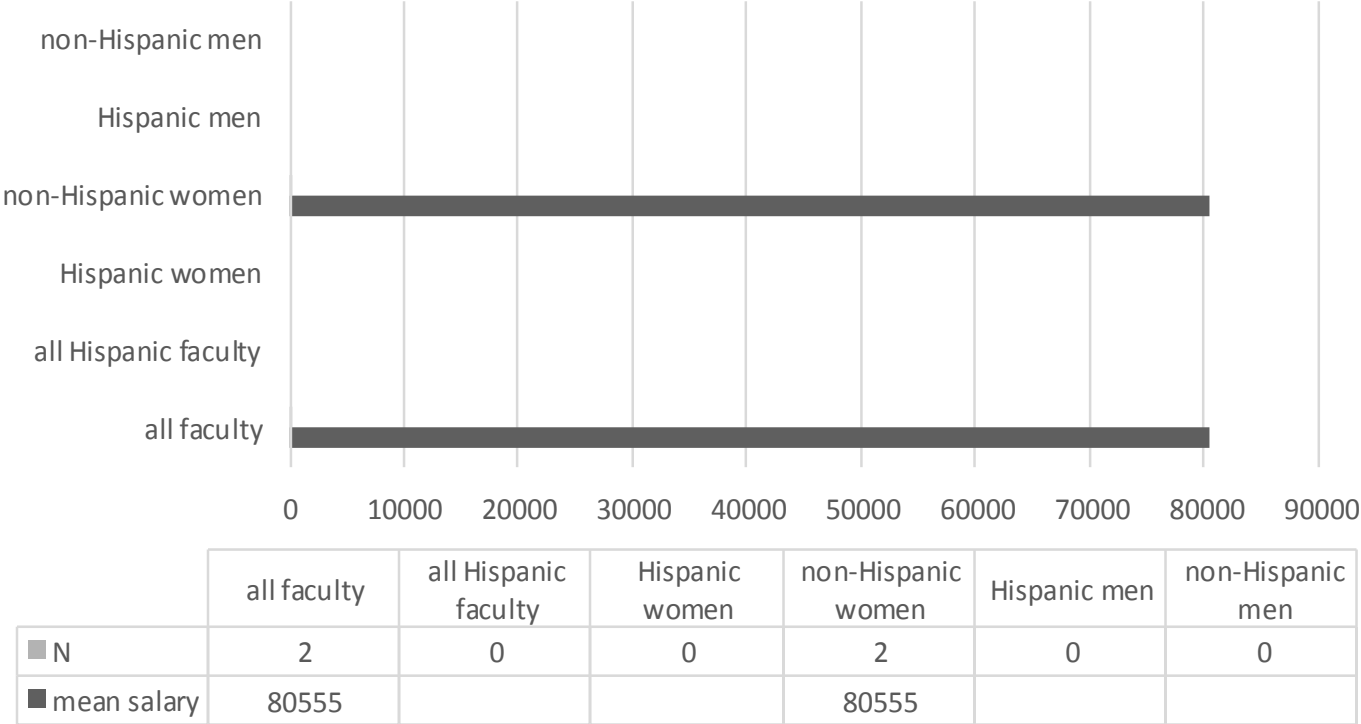


Number of faculty by gender

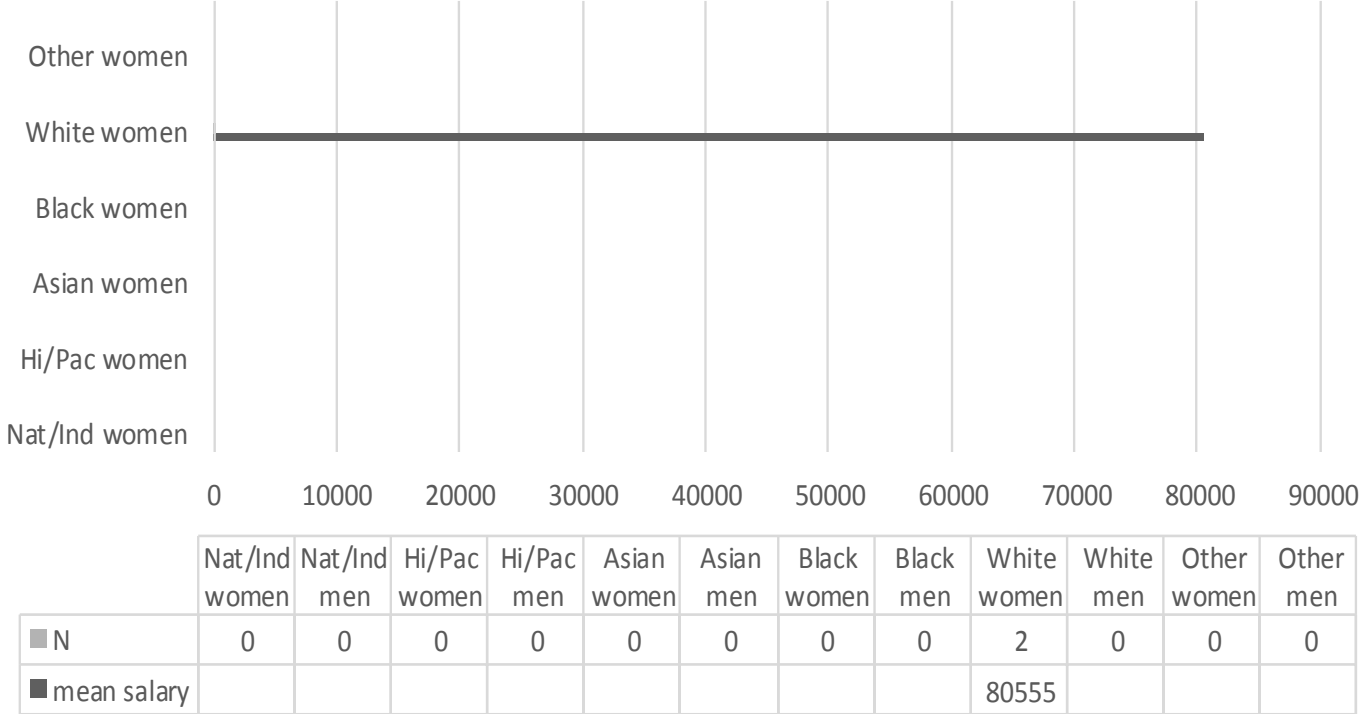


Northwest Campus

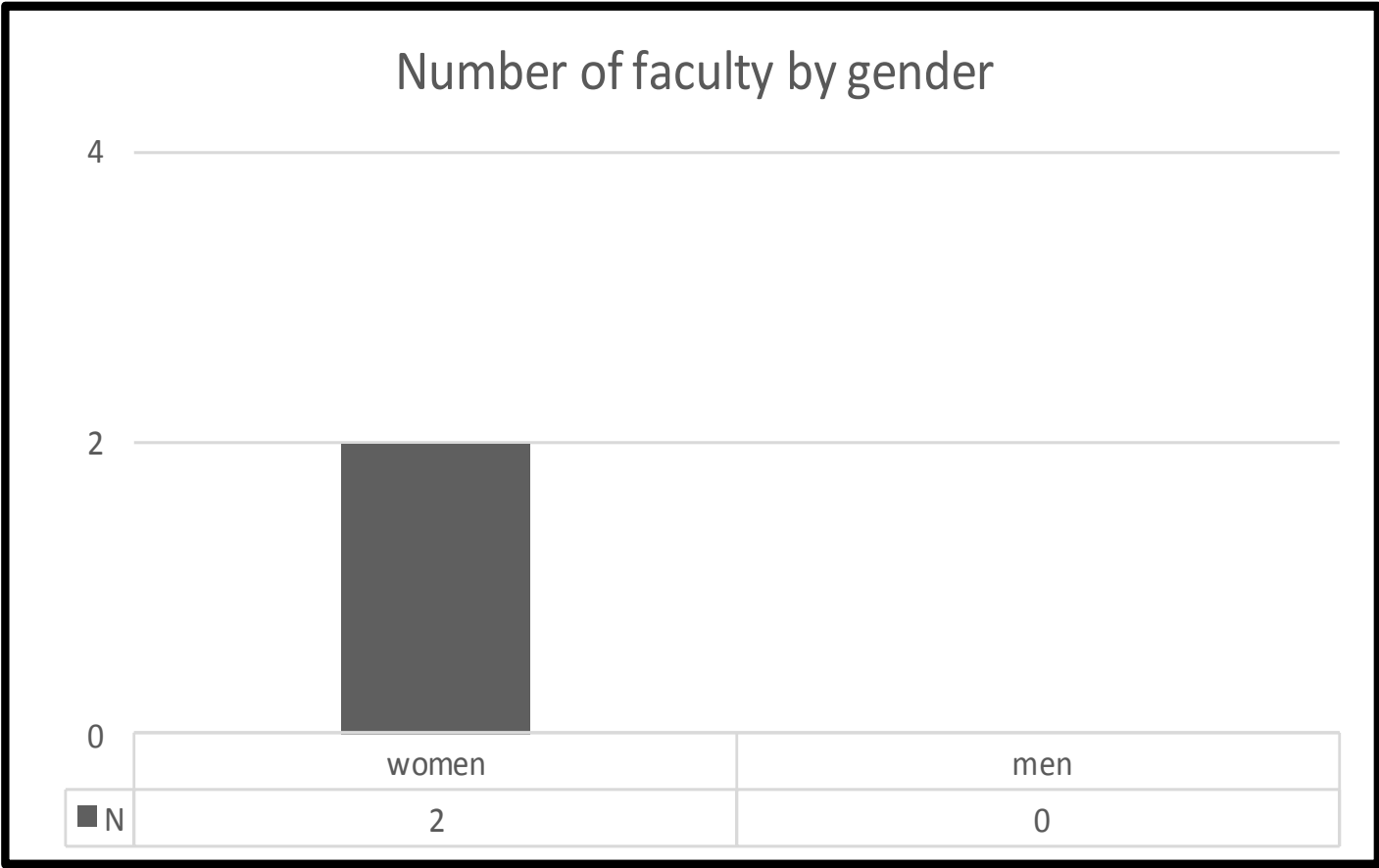
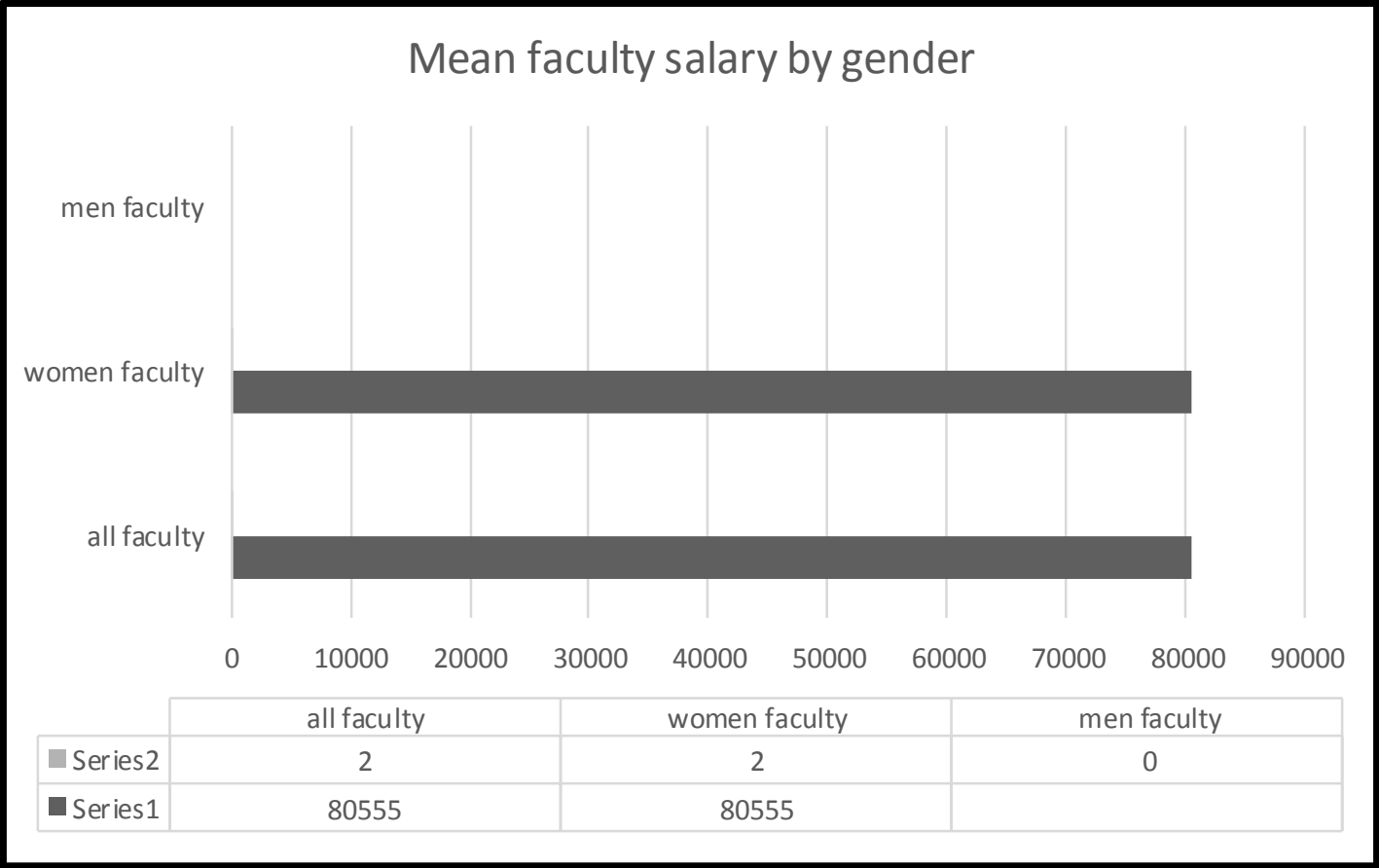
Mean faculty salary by gender & Hispanic/non-Hispanic



Mean faculty salary by gender & race/ethnicity

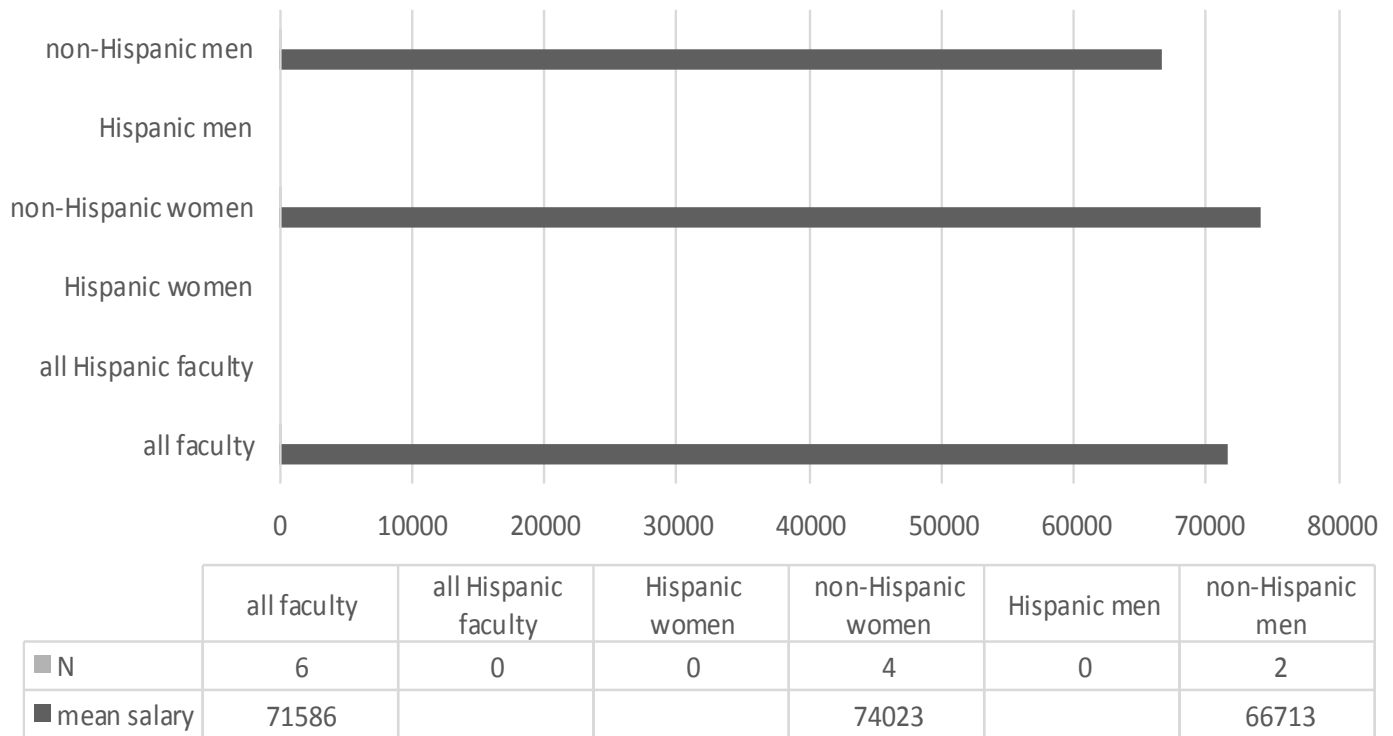


Northwest Campus

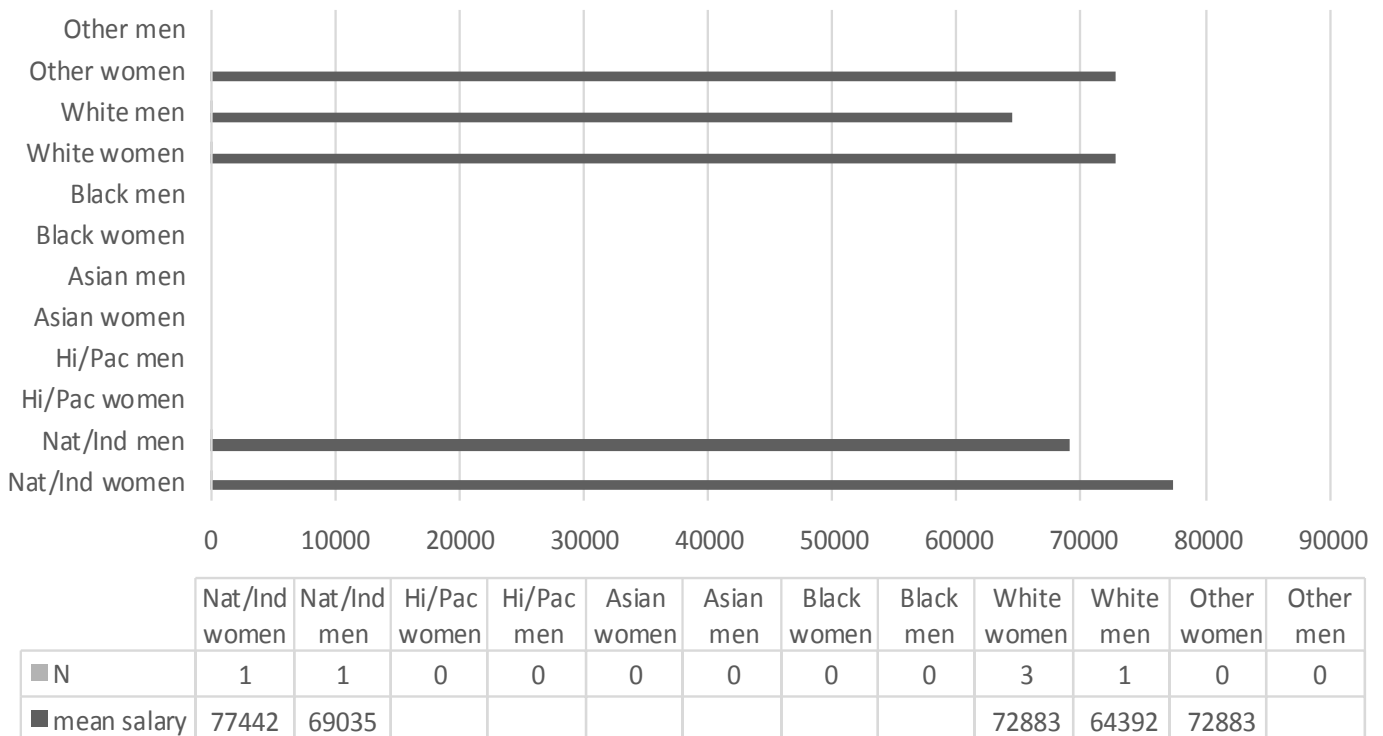


Rasmuson Library

Mean faculty salary by gender & Hispanic/non-Hispanic

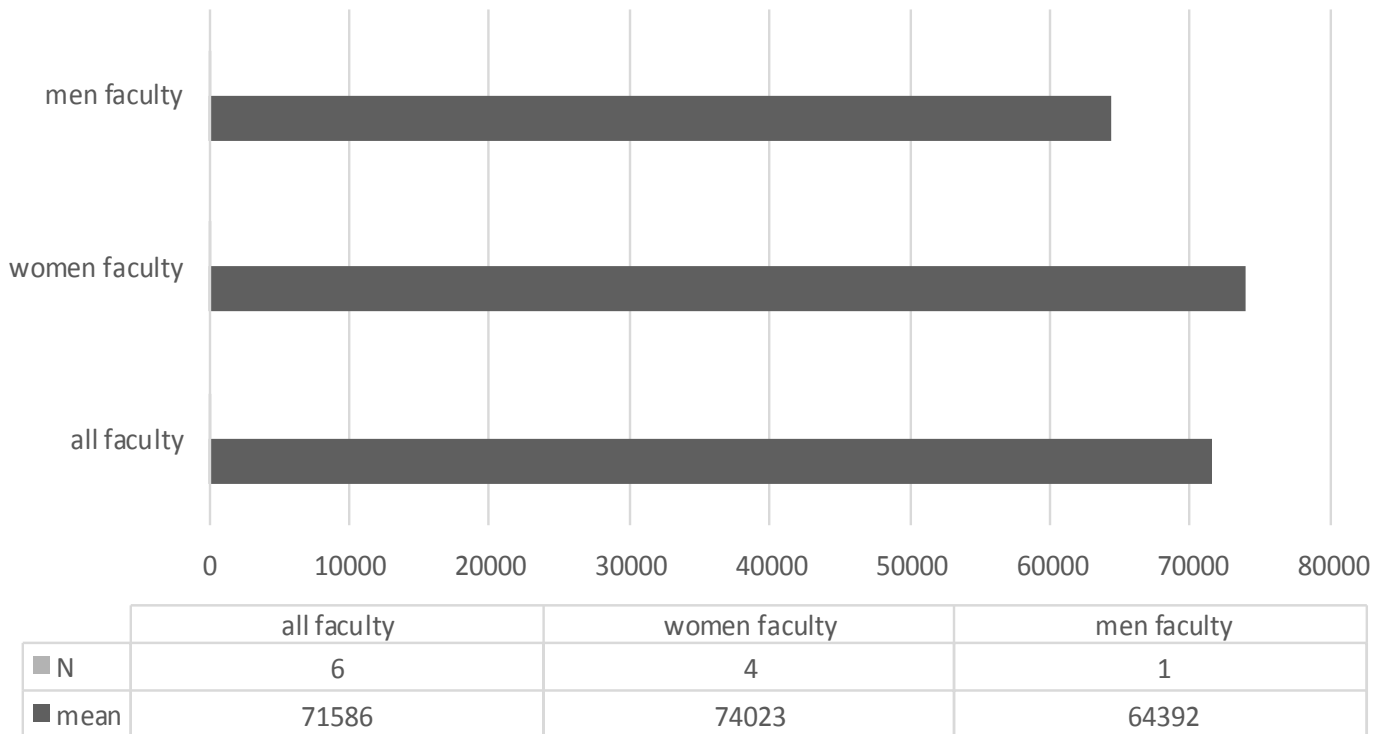


Mean faculty salary by gender & race/ethnicity

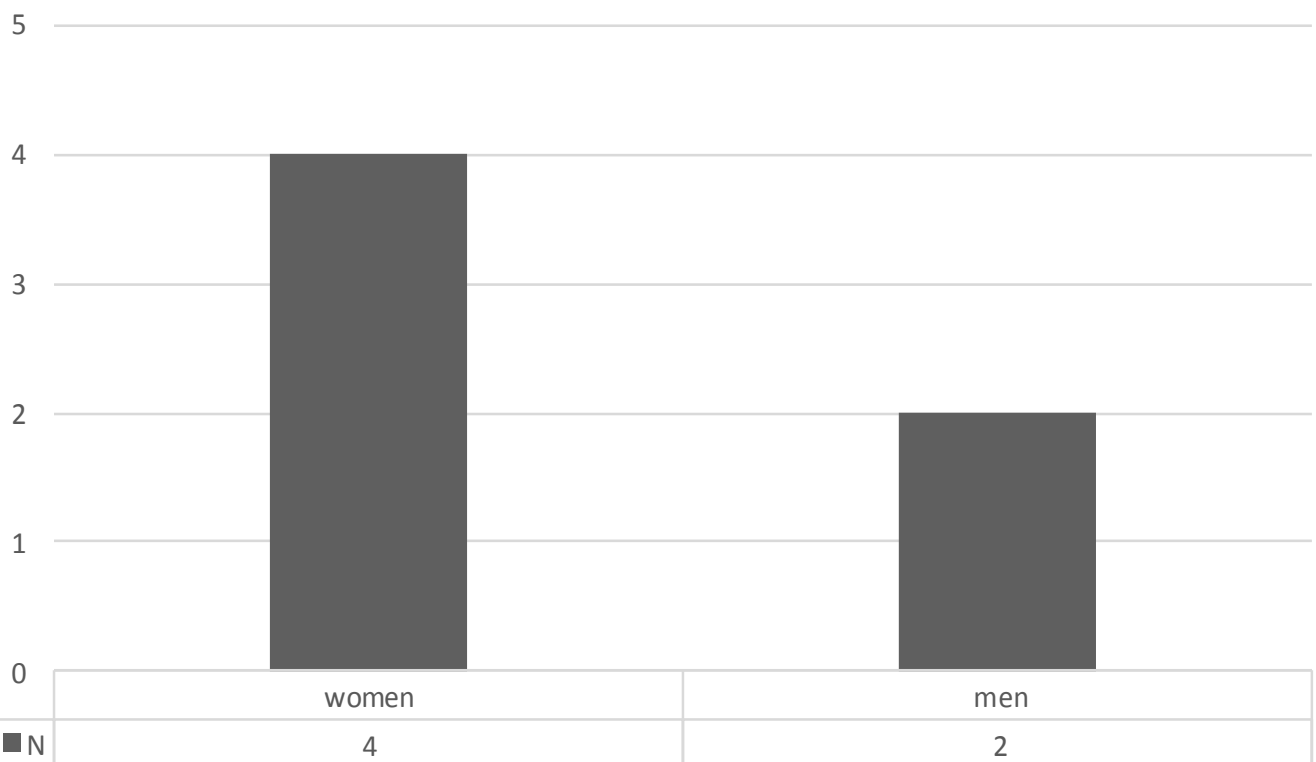


Rasmuson Library

Mean faculty salary by gender

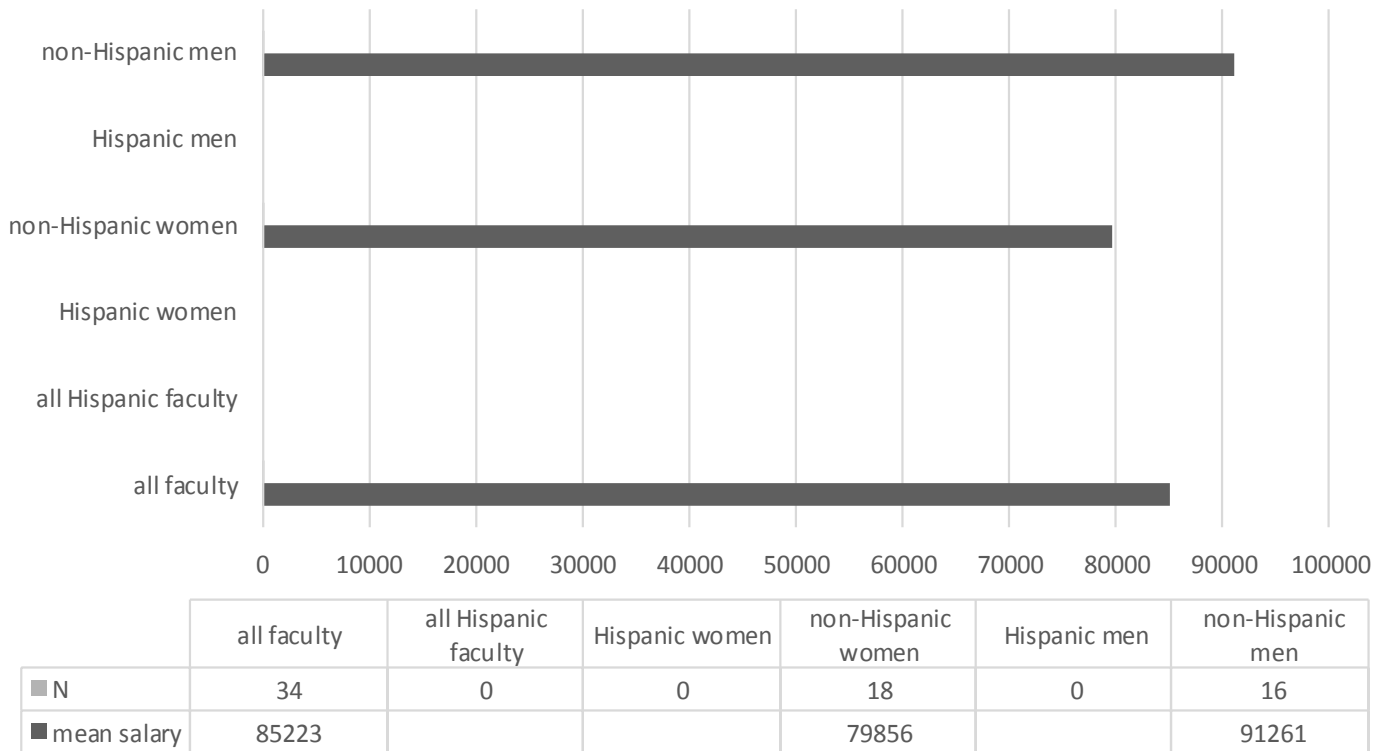


Number of faculty by gender

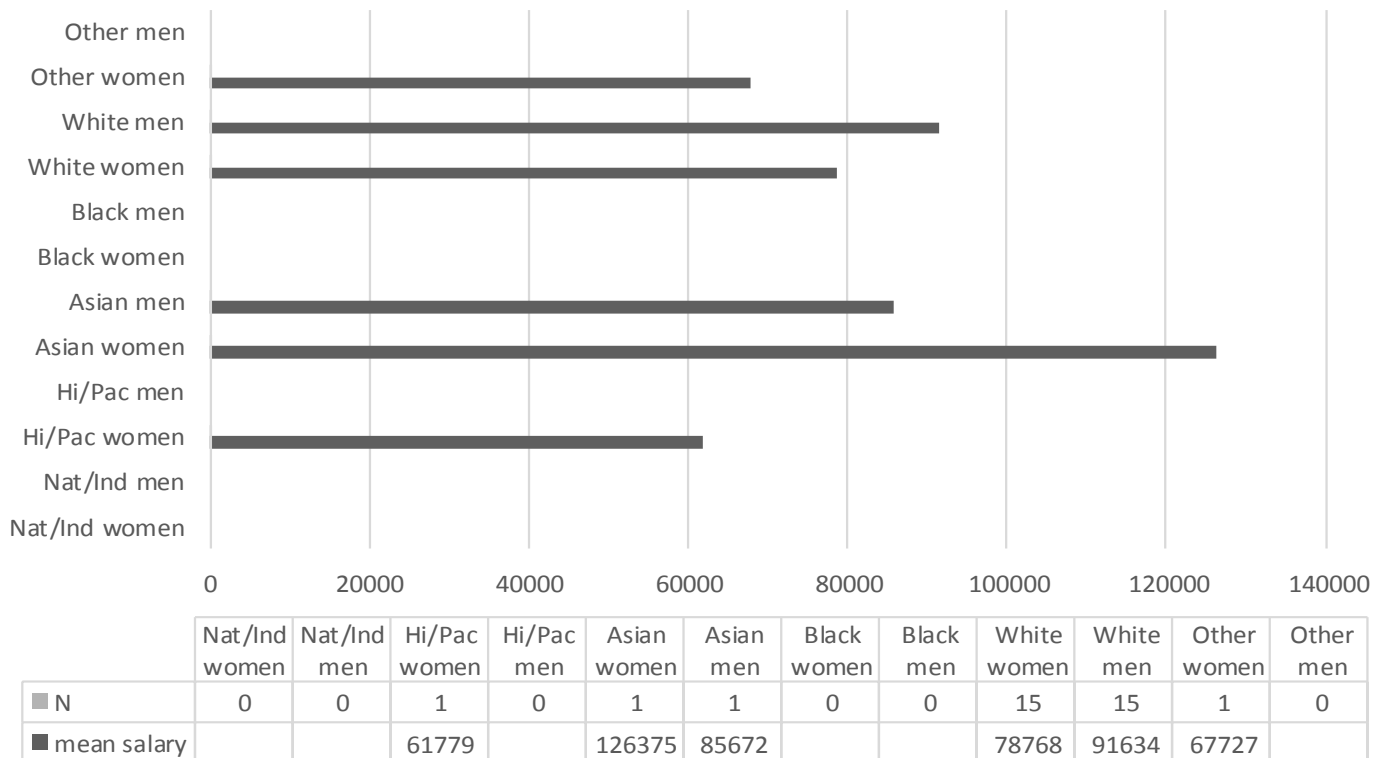


School of Natural Resources & Extension

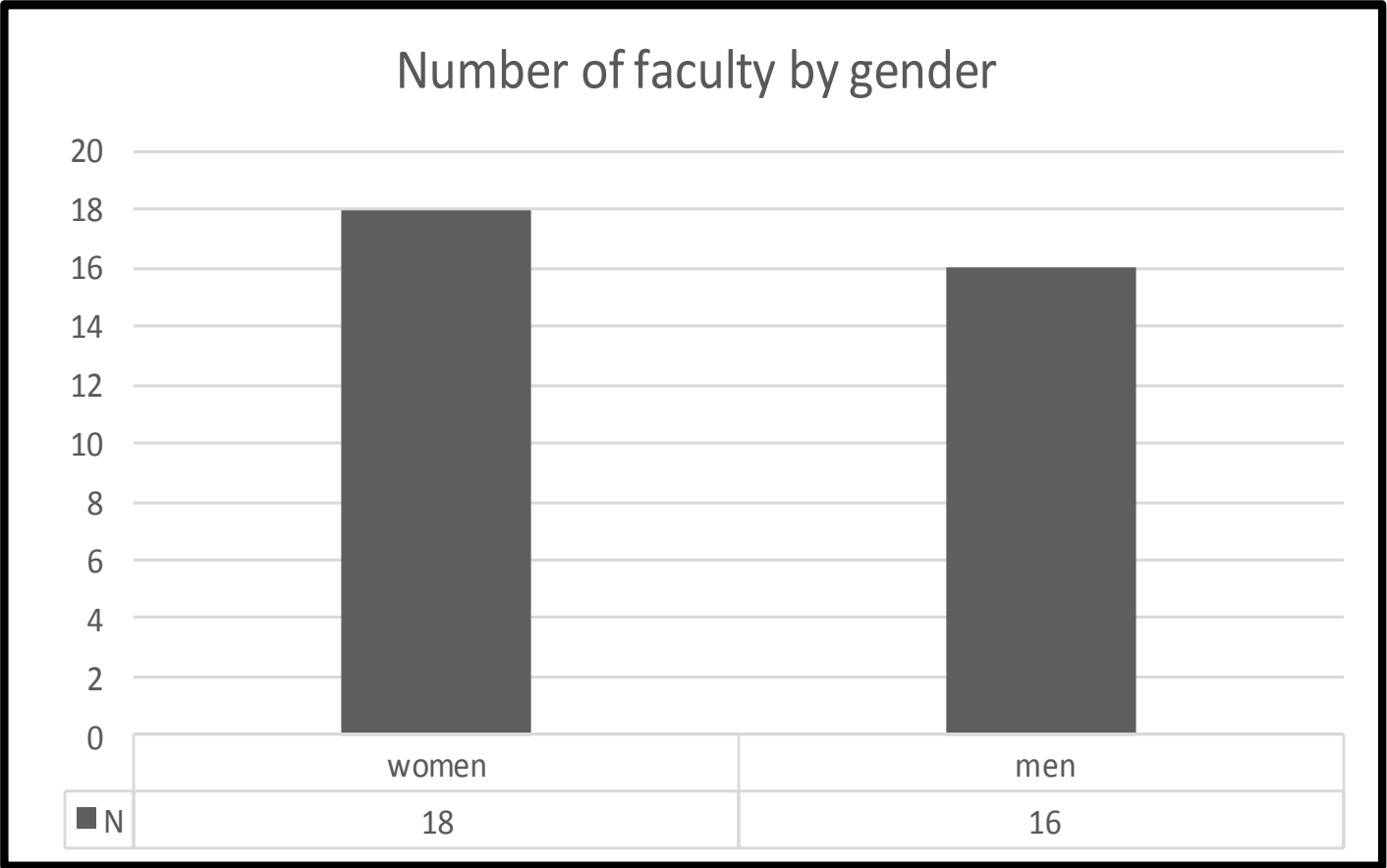
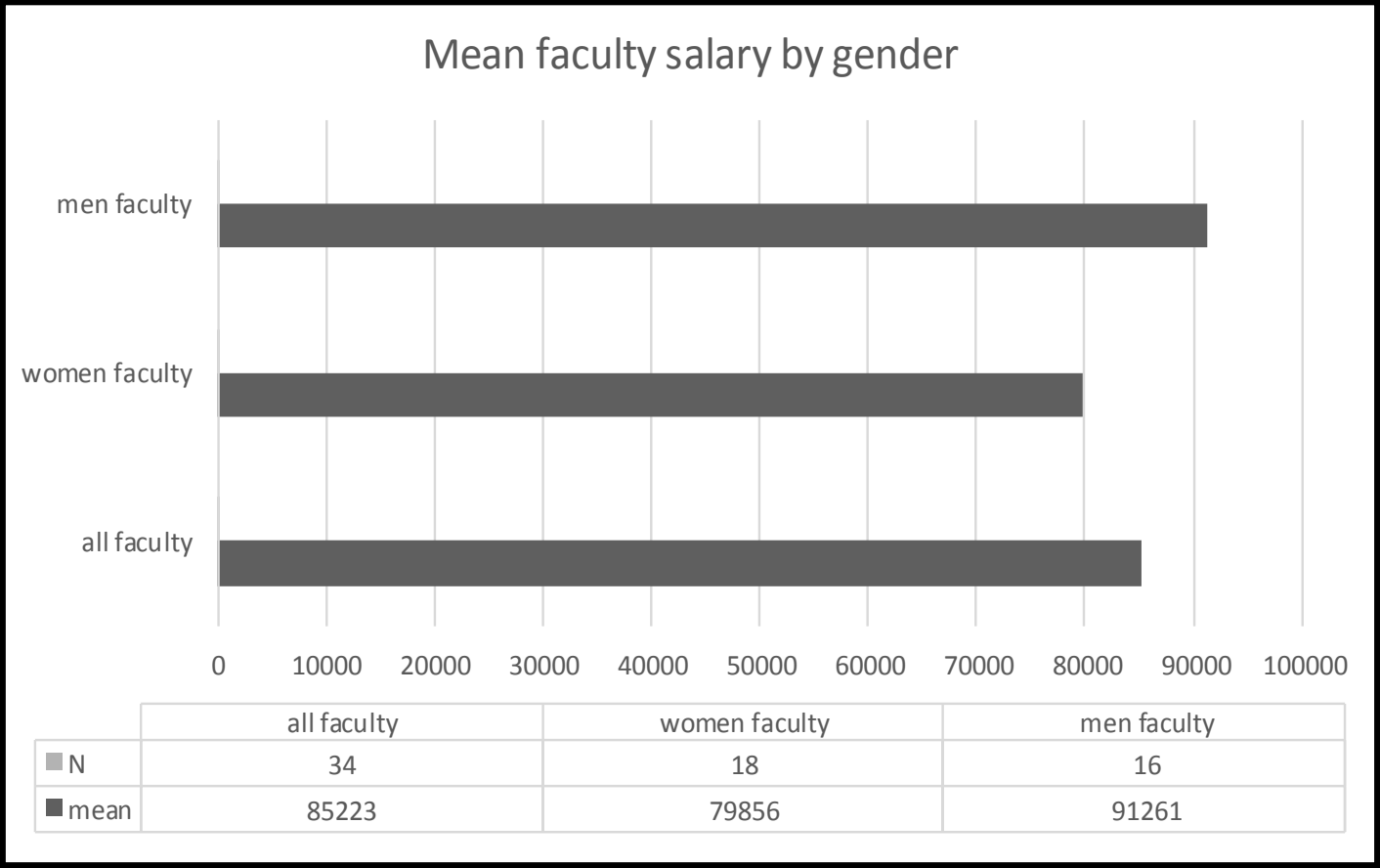
Mean faculty salary by gender & Hispanic/non-Hispanic



Mean faculty salary by gender and race/ethnicity

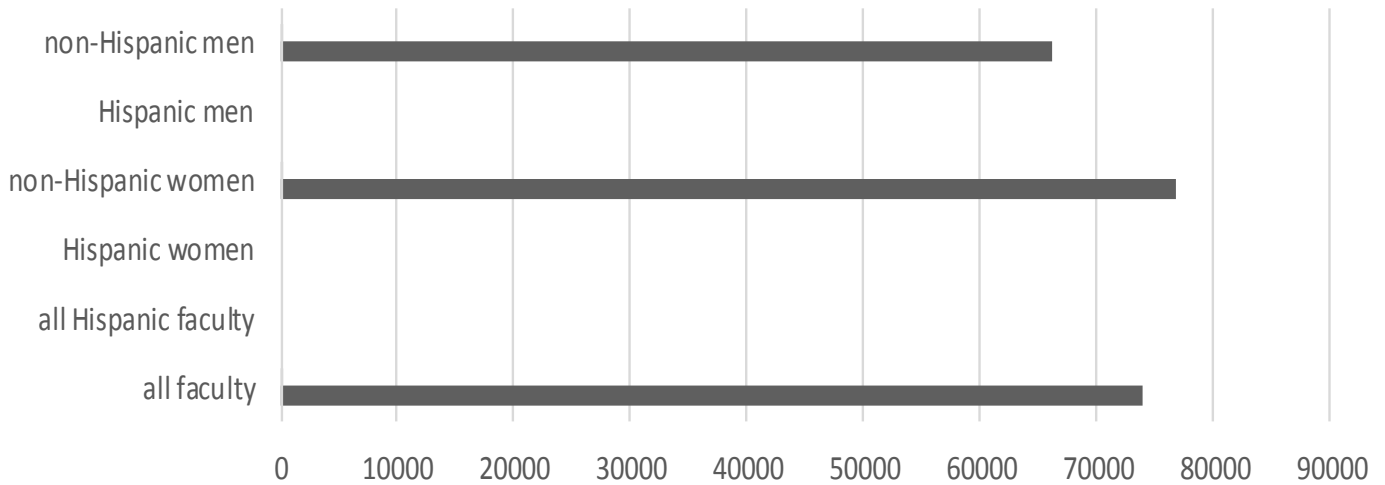


School of Natural Resources & Extension



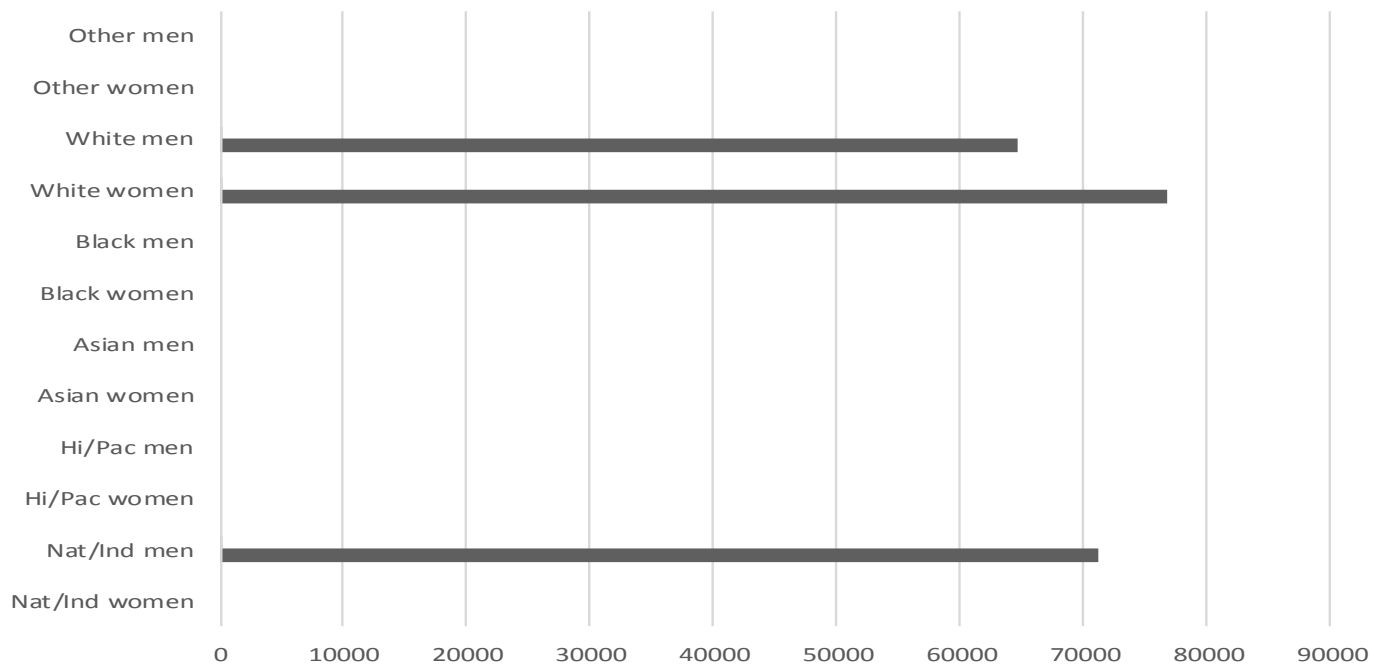
School of Education

Mean faculty salary by gender & Hispanic/non-Hispanic



	all faculty	all Hispanic faculty	Hispanic women	non-Hispanic women	Hispanic men	non-Hispanic men
■ N	15	0	0	11	0	4
■ mean salary	73989			76785		66302

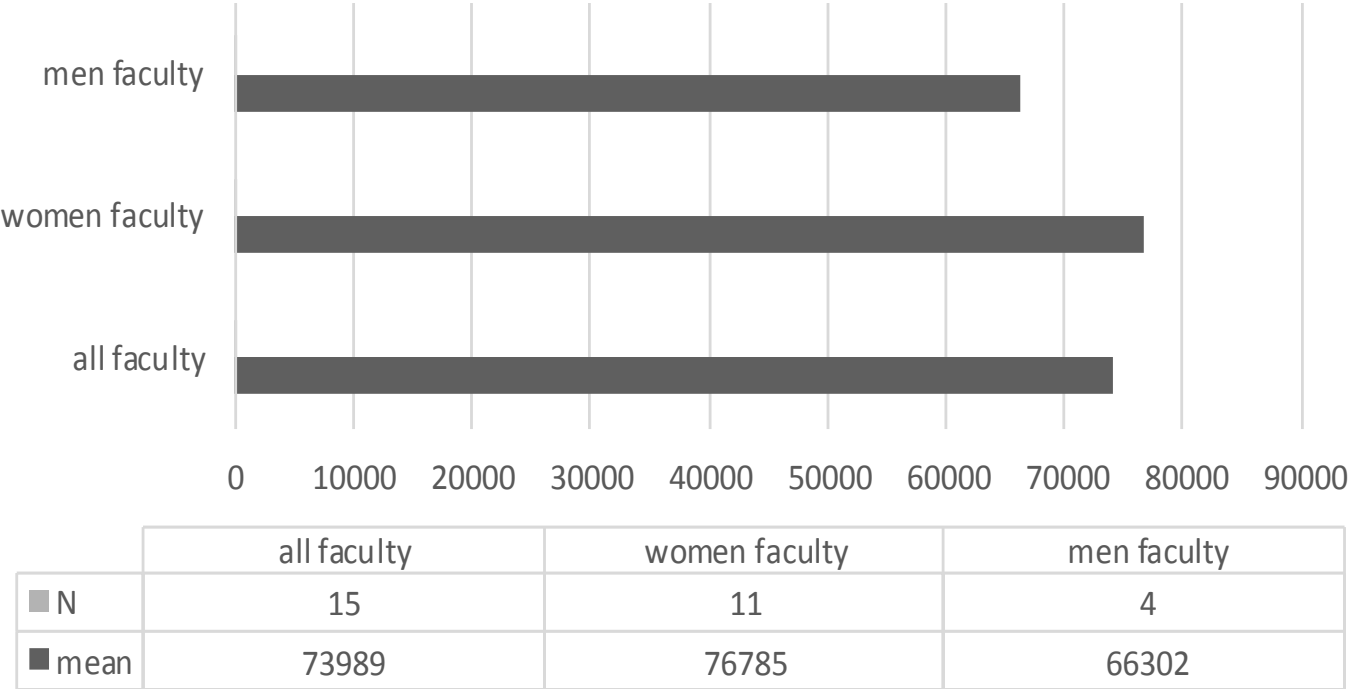
Mean faculty salary by gender & race/ethnicity



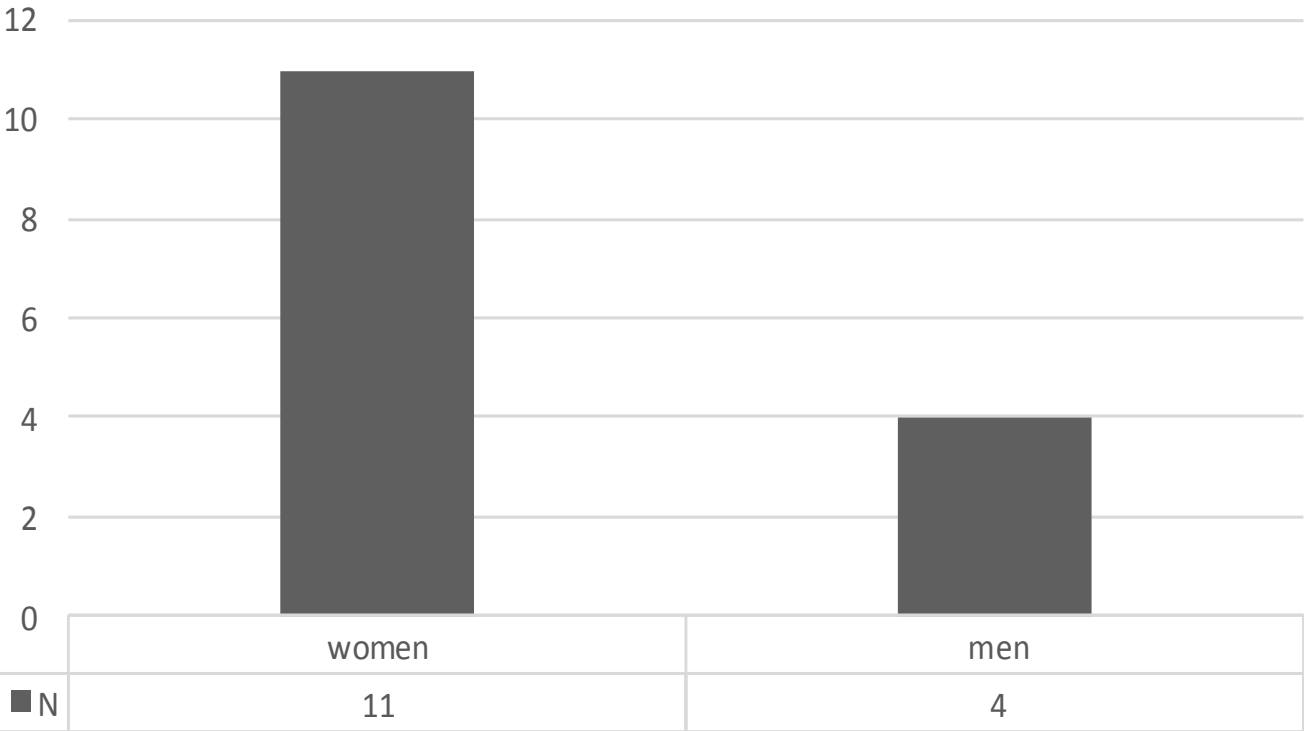
	Nat/Ind women	Nat/Ind men	Hi/Pac women	Hi/Pac men	Asian women	Asian men	Black women	Black men	White women	White men	Other women	Other men
■ N	0	1	0	0	0	0	0	0	11	3	0	0
■ mean salary		71222							76785	64662		

School of Education

Mean faculty salary by gender

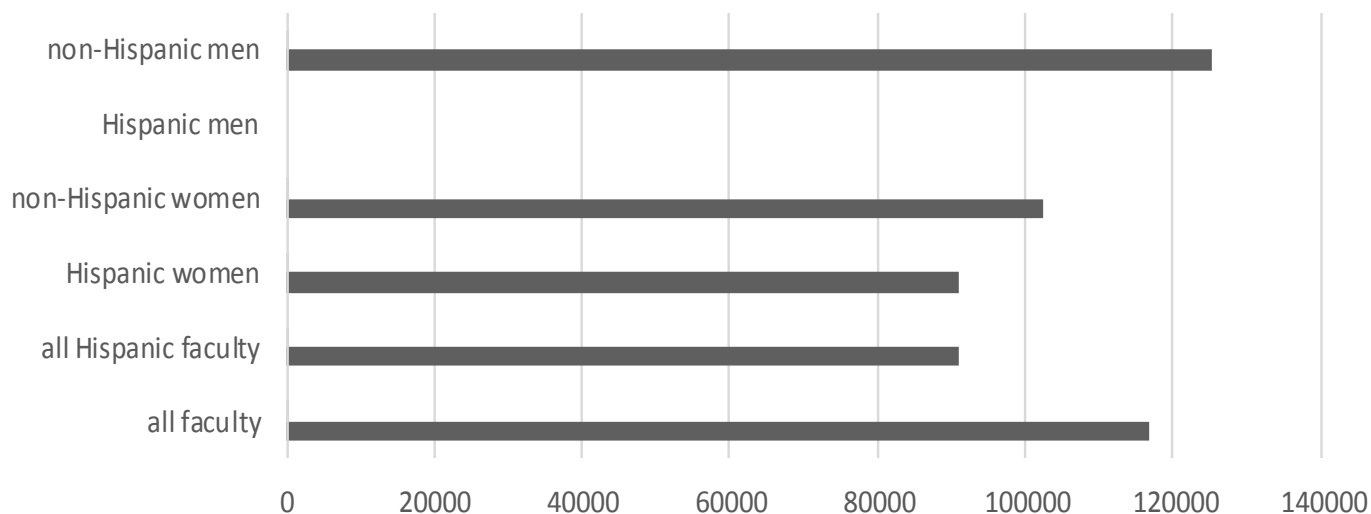


Number of faculty by gender



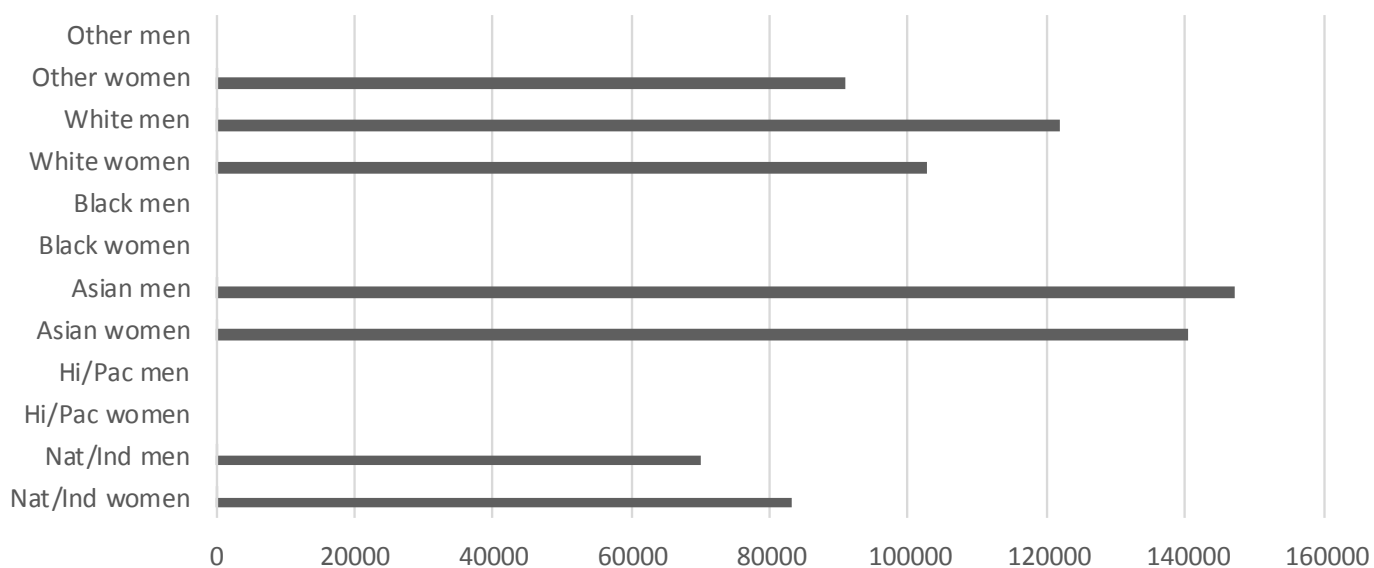
School of Management

Mean faculty salary by gender & Hispanic/non-Hispanic



	all faculty	all Hispanic faculty	Hispanic women	non-Hispanic women	Hispanic men	non-Hispanic men
■ N	23	1	1	7	0	15
■ mean salary	116815	91006	91006	102501		125216

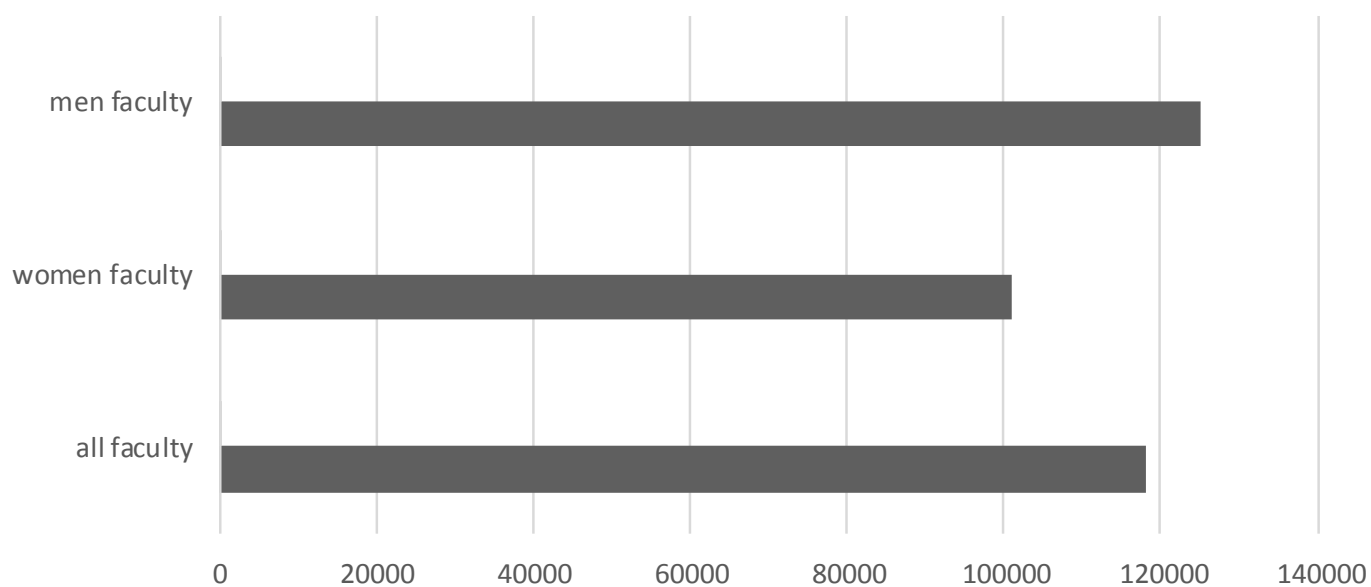
Mean faculty salary by gender & race/ethnicity



	Nat/Ind women	Nat/Ind men	Hi/Pac women	Hi/Pac men	Asian women	Asian men	Black women	Black men	White women	White men	Other women	Other men
■ N	2	1	0	0	1	4	0	0	4	10	1	0
■ mean salary	83148	69966			140457	147183			102689	121953	91006	

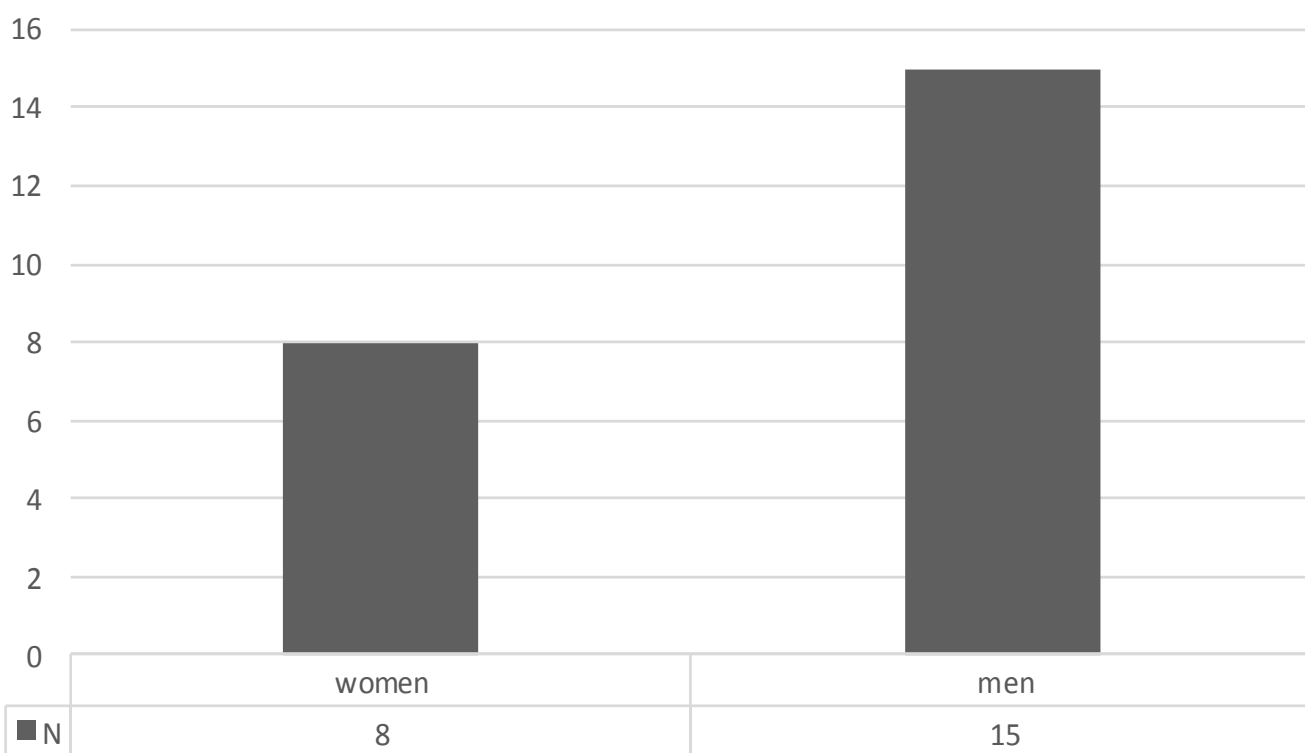
School of Management

Mean faculty salary by gender



	all faculty	women faculty	men faculty
N	23	8	15
mean	117988	101064	125216

Number of faculty by gender



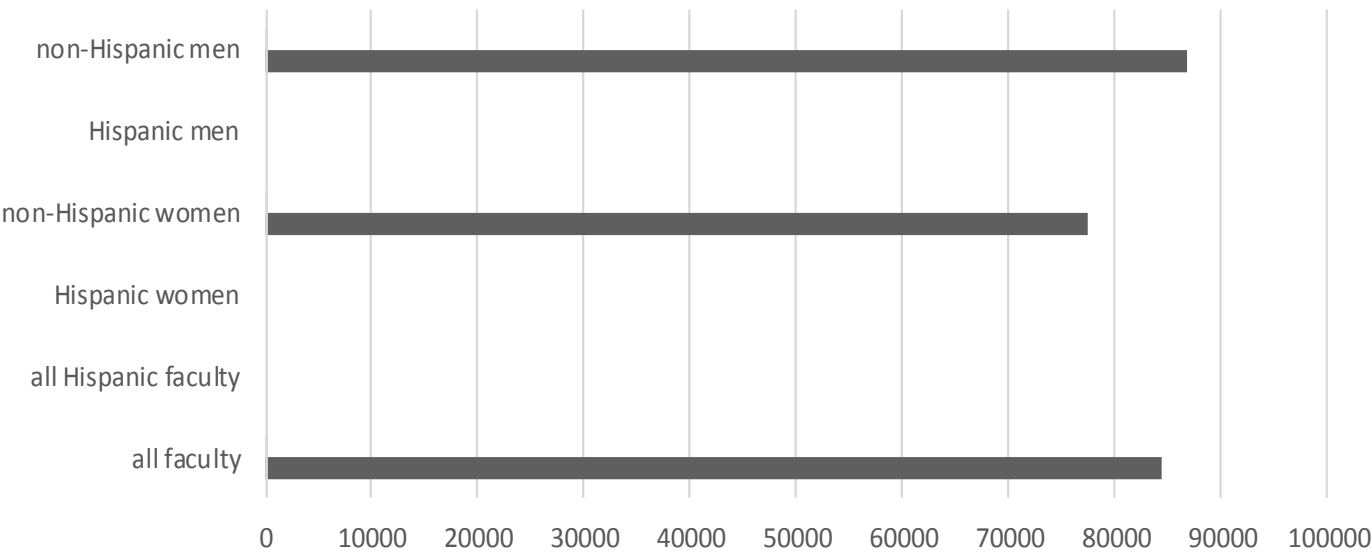
N

8

15

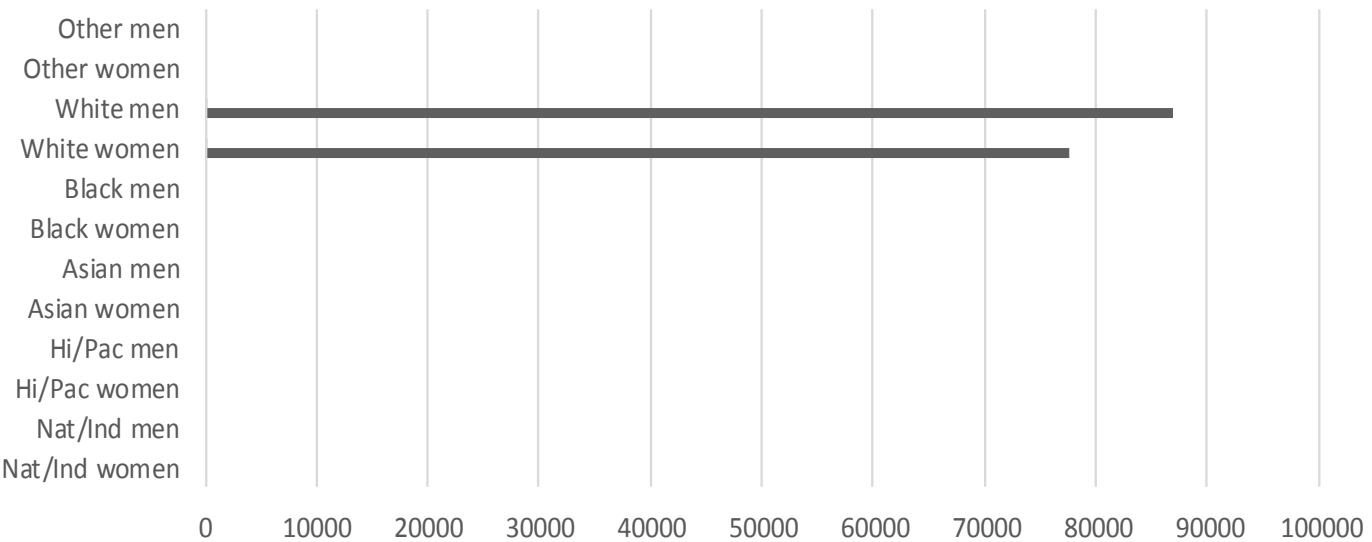
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Mean faculty salary by gender & Hispanic/non-Hispanic



	all faculty	all Hispanic faculty	Hispanic women	non-Hispanic women	Hispanic men	non-Hispanic men
■ N	8	0	0	2	0	6
■ mean salary	84536			77634		86837

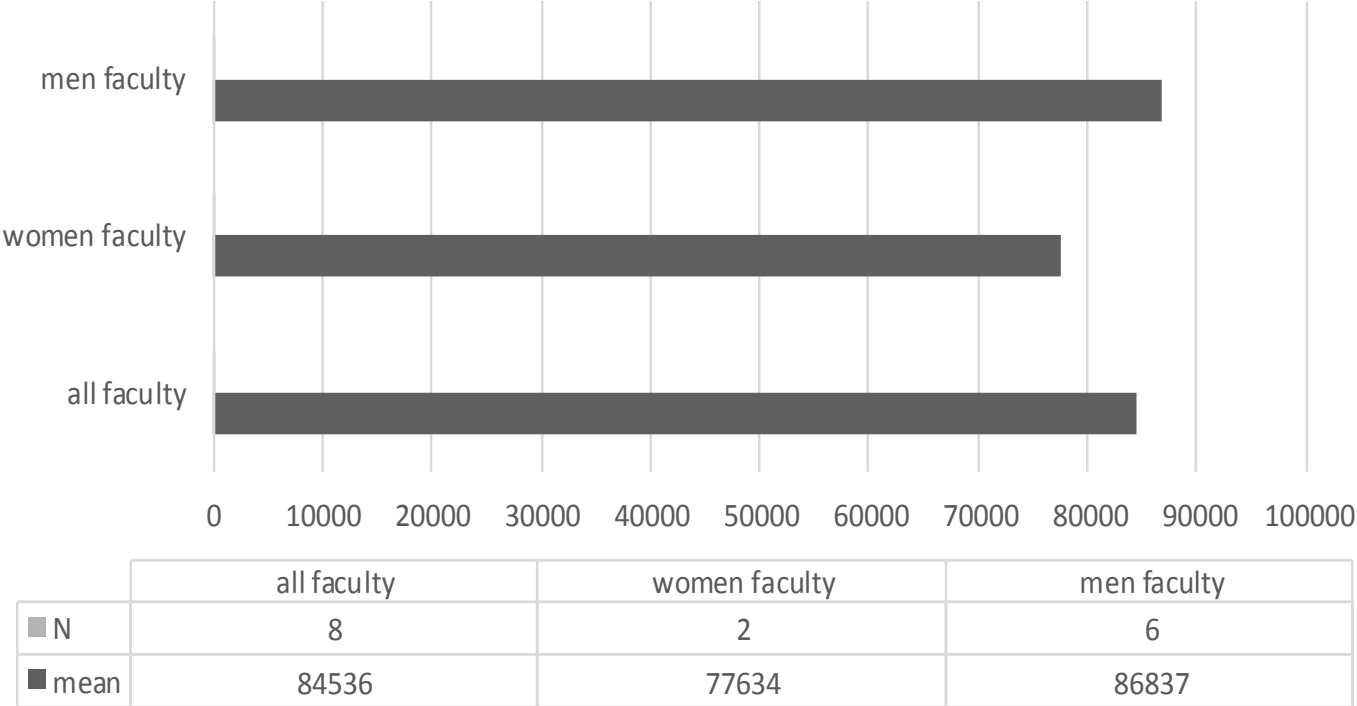
Mean faculty salary by gender & race/ethnicity



	Nat/Ind women	Nat/Ind men	Hi/Pac women	Hi/Pac men	Asian women	Asian men	Black women	Black men	White women	White men	Other women	Other men
■ N	0	0	0	0	0	0	0	0	2	6	0	0
■ mean salary									77634	86837		

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Mean faculty salary by gender



Number of faculty by gender

