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ILISAĠVIK COLLEGE

Board of Trustees – Workshop Agenda
June 14, 2023

Dr. Albert Hall Conference Room | 9:00am
Zoom Call-In #: 833 548 0282 US Toll-free / *Meeting ID:* 367 814 7775
Zoom Passcode: #Summer23

1. **Invocation/Moment of Silence -** *Aŋaayyun* - Chairperson Edwardson

2. **Board Agreements** - All Trustees

3. **Discussion Items**

   a. FY 23 Strategic Plan Year End Report - President Wilhelm
   b. FY 24 Budget Update Narrative Resolution 2023-02 - CFO Clark
   c. 3rd Quarter Finance Report - CFO Clark
   d. FY 24 Strategic Plan Recommendation - President Wilhelm
   e. Spring Enrollment Report - Registrar Tufele
   f. Curriculum Update - Dean Snow
   g. FY 23 Institution Research Report - Dean Snow
   h. Accreditation Update - Dean Snow
   i. Teacher Education Update - Dean Snow
   j. Program Highlight | Social Media Update - Dean Evans
   k. Board Retreat Update - President Wilhelm/ Chairperson Edwardson
   l. Board Giving - Chairperson Edwardson
   m. Code of Conduct & Ethics - Chairperson Edwardson

4. **Administrative**
   a. Board Seat Expiration - Board Secretary Pelia
   b. FY 24 Meeting Schedule - Board Secretary Pelia

5. **Village Outreach-** Trustees to report at least 1 outreach effort they have completed to advocate for Ilisagvik College.

6. **Adjournment** – *Aġiuniq*

Board of Trustees Group Agreements

1. Paammaġiiġñiq | Accept & reconcile differences
2. Kaŋiqsinaqpa | Listen for understanding
3. Tutqiksi | Be comfortable in silence
4. Uqqaaġik | Build on what others say
5. Iḷatchiŋitchuat | Assume positive intent
6. Iḷaiññaq unnii uqausiġilugu su | Discuss the undiscussable
7. Nipaisaaq | Protect confidentiality
8. Uqavaaġnik | Be truthful and speak up
9. Isummigsuq | Stay engaged
10. Qiksikrautigaġniq iñugnun | Values differences & dissent
11. Aliasuŋitcha ai | Have fun

MEMORANDUM

TO: Iḷisaġvik College Board of Trustees

FROM: Justina Wilhelm, President

DATE: May 26, 2023

SUBJECT: FY23 Strategic Plan Year-End Report

Iḷisaġvik College Strategic Plan: Priority 6: *Build a robust, service-oriented organization.* ***Outcome 6****: Collect and utilize institutional research data to inform the decision-making process. Present the institutional research report yearly to the board of trustees, update Strategic Plan.*

Please find Iḷisaġvik College's FY23 Strategic Plan Year-End Report to the Board of Trustees attached. The FY23 Strategic Plan included six (6) Priorities supported by 38 Outcomes. Eight (8) of these 38 outcomes were not met, indicated by cells shaded in red on the chart below. The remaining outcomes either were met (indicated in green) or exceeded (indicated in purple).

	Outcome	Outcome	Outcome	Outcome	Outcome	Outcome	Outcome	Outcome
Priority	1	2	3	4	5	6	7	8
1								
2								
3								
4								
5								
6								

The outcomes not accomplished were largely related to student enrollment, participation, engagement, and performance. The Faculty Evaluation Outcome (6.4) which was not met was due to Dean turnover in Academic Affairs. Exceeding this outcome is a priority for the new permanent Dean.

Below is a brief overview of the eight (8) Outcomes that were not met with some supporting details.

NOT MET

2.4 ***Over the next two years (by 2024) continue to foster statewide partnerships with Alaskan Communities to increase enrollment numbers of off-Slope students to the five-year pre-pandemic average of 467.***

Recruiting has been intentionally targeting recruitment events at school districts

and community partnership locations off-Slope to increase enrollment of off-Slope students. The enrollment numbers in communities such as Metlakatla and The Aleut Community of Saint Paul Island continue to grow, and this shows a return on the investment in traveling and meeting with these groups.

2.5 ***Over the next two years (by 2024) increase enrollment of 17-23-year-old students to the five-year pre-pandemic average of 188.***

Enrollment of 17–23-year-olds in the Fall 2022 semester was 132 (34% of the total 387) for credit students. 2022-2023 saw the second class of the Iḷisaġvik Scholar program, one of the many ways the college is targeting "traditional" age college students. Recruitment and Student Services make pointed attempts to invite all visiting sports teams to campus for a tour, and have increased the number of visits to high schools in another attempt to increase enrollment of this age group. We are well on our way to our goal is 188 by the end of the next academic year.

2.6 ***Over the next two years (by 2024) increase NSBSD dual credit enrollment to the five-year pre-pandemic average of 105.***

Dual Credit Enrollment is holding steady at approximately 85 students per year for the past two years but is still below the 5-year pre-pandemic average goal of 105 students. Recruitment and the Dual Credit Coordinator will be working to improve these numbers in 2023-2024.

3.2 ***Maintain the following baseline rates for persistence, retention, and graduation rates: Persistence: 50%; Retention: 36% (institutional); Graduation: 45% (AIMS)***

Through our work with the SMARTS team (a committee dedicated to improving persistence and retention), specifically the efforts of developing a comprehensive online orientation, we are trying to ensure our students are aware of all of the resources available to them, including the Learning Resource Center and tutoring services. We continue to reassess the resources and the ways in which students interacts with them so that we can improve and offer our students the very best academic and supportive resources.

4.2 ***Over the next two years (by 2024), increase village student enrollment in for-credit courses to pre-pandemic five-year average of 159.***

The village enrollment for 2022-2023 was 129. An increase in recruiting trips to the villages and the Iḷisaġvik Scholar program is credited for the bringing new students during this academic year. We are on our way to meet the goal of 159 by the end of 2024.

4.5 ***Over the next three years (by 2024) increase successful course completion for village student to five-year pre-pandemic average of 88%.***

Details on the village student completion rate are included in the 2023 IRR to be presented at the June 2023 Board meeting.

5.8 ***Intensify the Board of Trustees role in advocacy on behalf of college funding. Provide advance notice to trustees of recruitment and advocacy opportunities and events during the year.***

The Ilisagvik College Board of Trustees are encouraged to give throughout the year. In the beginning of the year, Trustees are given a Board Giving Form to add or make changes to their board contributions. Each Trustee is given an individualized Statement of Giving twice a year: one in the summer and one before the December board meeting.

Board of Trustees are notified of recruitment and advocacy opportunities and events via email and within their Board packet (if applicable) as opportunities and events arise. Trustees are asked to share their community outreach and advocacy efforts during each Board of Trustees meeting.

6.4 ***Evaluate all full-time and part-time faculty members according to the faculty evaluation schedule. Using multiple indices, provide review and feedback to instructors in a timely manner. Continue to support appropriate salary schedule.***

Iḷisaġvik College did not complete evaluations for all full- and part-time faculty but has made strides towards institutionalizing and formalizing the process. This will be a priority area over the next six months for the new permanent Dean of Academic Affairs.

2023 Strategic Plan Report

Prepared by:
President Justina Wilhelm, MSW

Presented to:
Iḷisaġvik College Board of Trustees
June 14-15, 2023

Table of Contents

Priority 1: Indigenize the Institution 1

Priority 2: Build the Student Enrollment of Iḷisaġvik College 10

Priority 3: Improve Student Achievement 15

Priority 4: Improve Village Instruction Across the North Slope 20

Priority 5: Ensure the Future of Iḷisaġvik College 25

Priority 6: Build a Robust, Service-Oriented Organization 33

Priority 1: Indigenize the Institution

1.1
Outcome 1.1: Implement and/or amend institutional policies, procedures, and guidelines in order to support tribal higher education initiatives and align with Iñupiaq culture, language, values, traditions, and worldview.

Narrative

In FY23 Iḷisaġvik College moved this priority to Priority 8 to Priority 1 to emphasize the importance of being a Tribal College and the importance of our commitment to indigenize our institution. Iḷisaġvik continues to hold a section dedicated to the Iñupiaq culture during each Fall and Spring orientation.

During the 2023 Employee Handbook reviews, Cabinet approved the addition of incorporating the priority and commitment to attend at least one cultural hour/event per month. The annual performance evaluation form was also revised to reflect employees cultural engagement throughout the year.

Iḷisaġvik College finalized an official land acknowledgement that was created in Iñupiaq and English that is used in various materials that are used internally and externally. The addition of Iñupiaq translations on Board of Trustees and Cabinet Meeting agendas, as well as the Board of Trustee's Iñupiaq names on name cards and meeting agendas have also been incorporated.

The Iñupiaq Studies Coordinator has been vacant for the majority of the year. Although we have had a vacancy, Iḷisaġvik College UI Core Team and the Community Outreach Education Coordinator has been able to support the overall language, culture, values and traditions throughout the institution. A grant was recently secured to support a part-time cultural position that would serve as a cultural grandmother/grandfather role to support all students, that will based under Student Services to primarily support residential students who live on campus.

Self Ratings
Met

1.2
Outcome 1.2: Foster an organizational environment that perpetuates Iñupiaq culture, language, values, and traditions for staff, faculty, and students. Provide development opportunities to learn and understand the Iñupiaq worldview.

Narrative

Iḷisaġvik College continues to prioritize the indigenization of the institution. During the 2023 Strategic Review, this specific outcome and correlating priorities were moved to Priority 1, where it was initially the last priority. The Unapologetically Iñupiaq core teams continues to meet once a month, following a UI College Wide meeting. The UI College wide meeting was replaced to a bi-monthly Iñu Hour.

- Implemented consistent Iñu Hour workshops that are offered bi-monthly
- Promoted the interim Community Outreach Coordinator to interim Iñupiaq Studies Coordinator

- Associate Professor of Inupiaq Studies and Community Outreach Coordinator serve on the Inupiaq education Nunaaqqiurat Tumitchiaŋit sub-committee
- Inserted Inupiaq translations on Cabinet & Board Meeting Agendas
- Provided a Cultural Orientation that consisted of cultural potluck and UI updates on how this connects to students first and indigenizing the institution (fall orientation and hosted Alaska Native Tribal Health Consortium Alaska Native Blanket Exercise (spring orientation). Cultural shirts were also purchased for employees to represent Iḷisaġvik College.
- Created three cultural art pieces of North Arctic animals through the Cooperative Extension grant funds
- Continuation of successful Iñupiaq Fine Arts Festivals
- Glimpse cultural connections with middle school students to complete classes on the salves, jelly, and lighting of the qulliq,
- Indigenized the 2023 Iḷisaġvik College commencement that consisted of purchasing a faux seal skin photo backdrop, cultural gifts to speakers that included ulus, and photo frames purchased from local artists. We also purchased IC logo lapel pins made of seal skin for guests who sat on the stage.

Self Ratings
Met

1.3
Outcome 1.3: Develop relationships with the Iñupiaq community by providing opportunities to connect with students, staff, and faculty.

Narrative

- Implemented consistent Iñu Hour workshops that are offered bi-monthly. This consists of inviting community guests and cultural experts to share with students, staff, and faculty.
- Faculty at Iḷisaġvik continue to incorporate Indigenous and Iñupiaq curriculum into each of their courses, whether through guest speakers, research projects, hands-on scientific research on the tundra, and/or classes that focus on North Slope and Iñupiaq history, knowledge, language, and traditions.
- Dean of Academic Affairs is working to revise the faculty evaluations to ensure there is a cultural component & relevancy.
- President Wilhelm provided a opening comments and welcome during the 2023 Kivgiq which included an Iñupiaq introduction.
- Instituted a successful TikTok platform that provides Iñupiaq word of the day. In September of 2022 the followers were2037, and in May of 2023 we have 3329.
- Social media UI posts continue to be the top clicks and likes. We will continue to share and post more UI related content as it is assisting the growth of our online presence, contributes to people visiting our website, resulting in more student registrants.
- Niqi Night has been successful with the students and employees where we are able to gather, cut, prepare, and eat traditional foods. This past year we held two Niqi events, one in the Fall and one in the Spring.

Self Ratings
Met

1.4
Outcome 1.4: Strengthen and cultivate curricula that incorporate Iñupiat culture, language, values, and traditions.

Narrative

The Iñupiaq Studies Program strengthens and cultivates curricula that incorporates Iñupiat culture, language, values, and traditions. This is seen through the courses, workshops, and events that are held.

There is a wide variety of audiences that each of these targets, the majority being Iḷisaġvik students. Iñupiaq Studies has been working on areas in need of revitalization and has incorporated topics accordingly.

Here are some highlights and examples of IÑU curriculum during Summer 2022, Fall 2022, and Spring 2023:

Louisa Kakianaaq Riley- Anaqtuuvak Pass, Alaska: Iñupiaq Studies faculty member, Jerica Niayuq Leavitt, traveled to Anaqtuuvak Pass (AKP) along with co-worker Natasha Eqagiñ Itta to work with Elder Kakianaaq on two very important pieces of cultural revitalization:

1) Caribou Skin Mask Making
2) Driftwood Mask Mold Carving

Jerica worked one-on-one with Kakianaaq and video recorded the whole session. Kakianaaq covered a number of very important lessons, first showing what types of furs to use and samples of completed masks and wooden molds. She then taught how to use an ikuun (skin scraper), how to cut, dye, and sew the caribou skin mask together.

After Kakianaaq went through that whole lengthy process, she then taught how to begin hand carving a driftwood mask mold from the beginning. Unfortunately, after three full days in AKP, time ran out and Jerica did not complete the mold with Kakianaaq's in-person guidance. However, Jerica did finish the wooden mask mold upon her return to Utqiagvik, along with her first caribou skin mask. She created both before incorporating them into the newly developed and improved classes at Iḷisaġvik College.

Jerica edited the video footage of Kakianaaq and also documented making her own. A number of videos in categories which are all now on the Iñupiaq Studies YouTube channel. The links are listed under the Media Links and Attachments section in this report.

IÑU 135 - Iñuit Art Studio: The Iñuit Art Studio course is a semester-long course that

incorporates various art forms including carving, tools making, and sewing techniques. This Spring 2023 semester, Iñupiaq artists Yves Brower and Jonas Ahsoak Sr. taught how to make traditional ulus (women's knives) during one class session.

Percy Aiken taught how to make walrus ivory beads and how to turn them into earrings in two class sessions. This grant paid for the supplies needed and also the honorariums for each of the guest instructors.

Additionally, using the traditional knowledge taught by Louisa Kakianaaq Riley, Jerica's students in this course were able to complete a caribou skin mask from start to finish. They were also able to experiment using natural dyes, such as alder bark tea and ivisaaq (red clay) on their caribou skin masks. The natural dyes give the masks a natural skin color.

Storytelling Videos by Tracy Burns and Kimberley Burns: Tracy and Kimberlee Burns, are Iñupiaq sisters from the North Slope village of Kaktovik, Alaska. Through this grant, Iñupiaq Studies was able to contract them to bring three traditional Iñupiaq stories to life-

1). Tuluŋigraq (as told by Tikiġaq Elder, Steve Oomittuk), 2). The Little People, and 3). The One Who Had the Daylight. This will be used in the Iñuit Storytelling course and other areas in the college as needed.

George Ahmaogak Sr. Leavitt video recorded George Ahmaogak Sr. who is a former North Slope Borough (NSB) Mayor. During his tenure as Mayor, he was key in the revitalization of Kivgiq- the Messenger Race, which was banned from occurring over 70 years ago by missionaries. Kivgiq is also a time of celebration, dancing, feasting, and gift giving. In this recording of George, he talked about what that revitalization looked like and what he had done to bring it back. We were able to pay him for his time.

The recording was used in the IÑU 118- Topics in Iñupiaq Studies, Kivgiq Then and Kivgiq Now course, which was newly developed during the Spring 2023 semester.

IÑU 118- Topics in Iñupiaq Studies, Kamipiak Workshop with Joni Edwardsen. Joni's students made beautiful traditional seal skin boots from start to finish. This is the second time we have been able to offer this course. We would like to report that it was so popular, that the first day of registration within two hours, her class was already full. This shows the want and need of this type of course in our communities.

REPORT OUT EVIDENCE:
Report out evidence is the list of classes, workshops, and events hosted by Iñupiaq Studies faculty member. Some IÑU courses are taught by adjunct instructors and are included in this list.

Summer 2022

Topic Target	Audience
IÑU 118- Topics in Iñupiaq Studies,Traditional Plants in Utqiagvik, Alaska	Iḷisaġvik students
IÑU 118- Topics in Iñupiaq Studies,Women's Fancy Lined Mittens	Iḷisaġvik students
IÑU 118- Topics in Iñupiaq Studies, Wooden Mask Mold Making with Louisa Riley	AKP students
IÑU 210- Iñupiaq Land Use, Values, and Resources Cultural Summer Camp (Point Hope)	Iḷisaġvik students/children
IÑU 195- Our Store is Outdoors, Summer Camp	Elementary, middle school, high school students

Fall 2022

Topic Target	Audience
Traditional Plants in Utqiagvik	Barrow High School Students
Glimpse Session: Kimmigñaq (Cranberry) Apple Jam	Hopson Middle School Students
IÑU 118-Topics in Iñupiaq Studies, Qulliq (Seal Oil Lamp) Carving	Iḷisaġvik students
IÑU 118-Topics in Iñupiaq Studies, Beaded Qupaks	Iḷisaġvik students
IÑU 118-Topics in Iñupiaq Studies, Ancient Iñuit History & Art Thru Time	Iḷisaġvik students
IÑU 121-Elementary Iñupiaq I	Iḷisaġvik students
IÑU 213-Iñuit Storytelling	Iḷisaġvik students
IÑU 220-North Slope Iñupiaq History and Culture	Iḷisaġvik students
IÑU 221-Exploring Iñupiaq Identity Today Through Creative Writing	Iḷisaġvik students
IÑU 224-Iñupiaq Knowledge and Use of Arctic Plants	Iḷisaġvik students
IÑU 257-Traditional and Contemporary Skin Sewing	Iḷisaġvik students
IÑU 260-Iñupiaq Songs, Dances, and Drumming	Iḷisaġvik students
Iñupiaq Fine Arts Festival, Event	Iḷisaġvik staff, students, faculty, community members
Iñupiaq Language Student Presentations at the Qargi Event	Iḷisaġvik staff, students, faculty, community members

Spring 2023

Topic Target	Audience
Glimpse Session: Clay Qulliq (Seal Oil) Lamp Making	Hopson Middle School Students
College Bound, Iñupiaq Studies	Ipalook Elementary Students
Kaktovik High School Seniors, Iñupiaq Studie	Kaktovik High School Seniors
Nunavut Sivuniksavut College in Canada, Iñupiaq Studies & History	Nunavut Sivuniksavut College Students
IÑU 118, Topics in Iñupiaq Studies, Kamipiak (Maklak) Workshop with Joni Edwardsen	Iḷisaġvik students
IÑU 118- Topics in Iñupiaq Studies, Qulliq (Seal Oil Lamp) Carving	Iḷisaġvik students
IÑU 118- Topics in Iñupiaq Studies, Ancient Iñuit History & Art Thru Time	Iḷisaġvik students
IÑU 118- Topics in Iñupiaq Studies, Introduction to Driftwood Carving	Iḷisaġvik students
IÑU 118- Topics in Iñupiaq Studies, Kivgiq Then and Now	Iḷisaġvik students
IÑU 118- Topics in Iñupiaq Studies, Qulliq (Seal Oil Lamp) Carving	DHAT Iḷisaġvik students

IÑU 131- Elementary Iñupiaq II	Iḷisaġvik students
IÑU 135- Iñuit Art Studio	Iḷisaġvik students
IÑU 158- Traditional and Contemporary Native Food Preparation	Iḷisaġvik students
IÑU 213- Iñuit Storytelling	Iḷisaġvik students
IÑU 221- Exploring Iñupiaq Identity Through Creative Writing	Iḷisaġvik students
IÑU 257- Traditional and Contemporary Skin Sewing	Iḷisaġvik students
Iñupiaq dancing practice for Iḷisaġvik graduation	Iḷisaġvik staff, faculty & students
Iñupiaq Fine Arts Festival, Event	Iḷisaġvik staff, students, faculty, community members
Iñupiaq Language Student Presentations	Iḷisaġvik staff, students, faculty, community members

Self Ratings
Exceeds

1.5
Outcome 1.5: Develop programming to support the human resource needs of the North Slope and Alaska, preparing our students for professional, academic, and vocational careers

Narrative

Paraprofessional Concentration

School districts across the State of Alaska employ support staff to aid in classroom instruction and supervision of students outside the classroom. Depending on their level of training and the extent to which these staff members work directly with students in an instructional capacity, they may be referred to as paraprofessionals, aides, or teacher assistants, among other titles.

In some cases, these individuals are interested in working toward a degree in education and certification with the state in order to teach as a fully licensed classroom teacher. However, many “parapros” are not interested in pursuing certification as a classroom teacher. Rather, they find fulfillment in filling a more supportive role.

The State of Alaska has mandated that all paraprofessionals who are working with students in an instructional capacity must meet certain criteria for qualification. The Indigenous Education department is developing a suite of for-credit courses that are specifically designed to promote professional growth and development among paraprofessionals.

- Five parapros successfully completed ED 111 Best Practice for Paraprofessionals in FA22
- Offered a new trial course, ED 194 Parapros Assisting with Literacy, during SP23 semester
- New trial course, Test Prep for Parapro Praxis Exam, is in development for FA23
- New trial course, Parapros Assisting with Mathematics, is in development for SP24

- New potential for Praxis testing on-campus at IC will facilitate paraprofessionals achieving AK State mandates.
- On the near horizon, submission of Parapro Endorsement and Certificate leading toward an AA in Indigenous Education with a paraprofessional concentration.

Narrative

Early Childhood Concentration

Since the first two students earned the Indigenous Education Certificates in 2017, the program has been moving forward with students' accomplishments being recognized at commencement every year.

Certificates & Associate Degrees Earned

Year	Certificate I	Certificate II	Associate of Arts
2015-16	n/a	0	0
2016-17	n/a	2	0
2017-18	n/a	1	1
2018-19	8	3	3
2019-20	0	2	0
2020-21	3	3	1
2021-22	3	2	1
2022-23	2	0	2
Total	16	13	8

The original Indigenous Education degree (before the concept of "concentrations") was created for individuals seeking employment in Early Learning and Child Care programs. The degree supports the attainment of a CDA, which is required of staff in quality early childhood programs across the state of Alaska and beyond.

There is also a major push nationally for employees in Early Learning and Child Care programs to earn higher degrees in the field, so the general education credits built into the Indigenous Education AA degree also contribute greatly to the furtherance of each student's career options and promotions over time in addition to gaining applicable skills and knowledge.

- Two more students earned Indigenous Education Associate of Arts degrees and two earned the Certificate I in SP23.
- Tools are being developed to show alignment between IC's Indigenous Education Associate of Arts degree plan and UAA's Early Childhood BA or UAF's Child Development and Family Studies BA. The purpose is for IC's Early Childhood Education students to see a pathway toward a BA, promoting career advancement in their field (not for certification).
- In conversation with UAF team member about potential for IC Indigenous Education graduates transferring into UAF's Elem Ed BA program.
- On the near horizon, talks with ASNA are leading toward new opportunities for collaboration as new early childhood centers are planned.

Narrative

Certification Concentration-Collaboration w/ NSBSD & UAF

In March of 2023, NSBSD invited Iḷisaġvik College to a meeting focusing on a potential three-way collaboration with UAF. The plan is that a cohort of students, supported by NSBSD, will enroll in the IC Liberal Arts Associate of Arts degree and transfer into UAF's Bachelor of Arts in Elementary Education.

- Attended the initial Zoom session and two in-person meetings with NSBSD and UAF to discuss potential collaboration for supporting NSBSD cohort of students seeking to earn IC's Liberal Arts Associate of Arts degree in preparation for UAF's BA in Elementary Education.
- Met twice with Carol Barnhardt, a member of the UAF team to discuss course equivalents and UAF's initial input into the Articulated Agreement between UAF and IC.
- Once a student list is finalized, the Indigenous Education department will provide advising for participating students (by evaluating existing transcripts, setting up Accuplacer tests for those new to post-secondary education, and meeting with students to determine a workable course schedule for FA23).
- IC's Indigenous Education department will provide the first education course for the cohort in FA23.
- In conversation with UAF team member about potential for IC Indigenous Education graduates transferring into UAF's Elem Ed BA program.

Self Ratings
Met

1.6
Outcome 1.6: Foster outreach programming to support community-driven needs and requests in support of life-long learning.

Narrative

Following an almost two-year period of no staffing in the Cooperative Extension office, the program is flourishing at pre-COVID levels. In the past academic year, there has been an average of 24 participants per event, which is the highest average participation in the past decade. Some of the highest attended events were on topics such as sewing, dancing, and Inupiaq foods.

In the 2022-2023 Academic Year (Summer 2022, Fall 2022, Spring 2023), Cooperative Extension held a total of 56 workshops with 1,319 participants.

Iñupiaq Studies in conjunction with Cooperative Extension was able to get back into the swing of things post-pandemic. The Cooperative Extension programming hit the ground running after I came on board. I would like to say that my collaboration with the NSBSD Iñupiaq Language Teachers is the biggest success. Being able to collaborate and program with the various schools was a big hit and being able to connect with the NSBSD Students to potentially get them into our Institution post-high school. I think that the positive impact we have on the youth speaks to their success and well-being. Cooperative Extension was also able to get cultural programming back on the table as far as cultural and community events in Utqiagvik and the North Slope. There is so much opportunity and vast resources

that this job creates a sense of belonging in the community, and the people can identify with the Iñupiaq Culture as a whole.

Self Ratings
Met

Priority 2: Build the Student Enrollment of Iḷisaġvik College

2.1
Outcome 2.1: Build enrollment of Alaska Native/American Indian students in order to maintain eligibility as a tribal college (51% or higher Alaska Native/American Indian enrollment).

Narrative
Iḷisaġvik College saw an increase of 6% in Alaska Native/American Indian enrollment during the last academic year. The overall average enrollment was 70.5%, and Alaska Native/ American Indian (AN/AI) enrollment has remained high the last three academic years at 64% and/or higher. This exceeds the needed threshold of 51% needed for Iḷisaġvik to remain and tribal college, and reflects Iḷisaġvik's appeal and focus on Alaska Native/American Indian enrollment.

Self Ratings
Exceeds

2.2
Outcome 2.2: Over the next two years (by 2024) increase full-time and part-time student for-credit enrollment in degree and certificate programs to pre-pandemic five-year average of 212.

Narrative

Recruitment has made serious efforts to return to in-person recruiting methods post-pandemic. The overall enrollment in degree and certificate programs for 2022-2023 was 190 students, and we are well on our way to meet our target goal of 212 by 2024.

Self Ratings
Met

2.3
Outcome 2.3: Over the next two years (by 2024) increase Continuing Education Units (CEU) earned overall and off-site to pre-pandemic five-year average of 630.

Narrative

2022-2023 CEU enrollment: 1,286 (36 off slope)

Thanks to Ben Glover's direction and the hard work of the of the Workforce team, the college has seen a significant increase in CEUs earned overall in 2022-2023 to twice the the pre-pandemic average of 630.

Self Ratings
Exceeds

2.4
Outcome 2.4: Over the next two years (by 2024) continue to foster statewide partnerships with Alaskan Communities to increase enrollment numbers of off- Slope students to the five-year pre-pandemic average of 467.
Narrative

Recruiting has been intentionally targeting recruitment events at school districts and community partnership locations off-slope to increase enrollment of off-slope students. The enrollment numbers in communities such as Metlakatla and Saint Paul Island continue to grow, and this shows a return on the investment in traveling and meeting with these groups. The current off-slope enrollment is 101 students, which we hope to increase over the coming academic year.

Self Ratings
Not Met

2.5
Outcome 2.5: Over the next two years (by 2024) increase enrollment of 17-23-year- old students to the five-year pre-pandemic average of 188.

Narrative

Enrollment of 17-23 year olds in the Fall 2022 semester was 132 (34% of the total 387) for credit students. 2022-2023 saw the second class of the Iḷisaġvik Scholar program, one of the many ways the college is targeting “traditional” age college students. Recruitment and Student Services make pointed attempts to invite all visiting sports teams to campus for a tour, and have increased the number of visits to high schools in another attempt to increase enrollment of this age group. We are well on our way to our goal is 188 by the end of the next academic year.

Self Ratings
Not Met

2.6
Outcome 2.6: Over the next two years (by 2024) increase NSBSD dual-credit enrollment to the five-year pre-pandemic average of 105.

Narrative

The Dual Credit report provides information on Iḷisaġvik students who are also enrolled in a North Slope Borough School District high school. These students have elected to take an Iḷisaġvik course which will earn credit twofold: (1) college credit that can be applied towards a later program and (2) high school credit that can be applied toward requirements for the high school diploma. Students taking these courses are not admitted to a program, but meet the prerequisites for the individual courses they are taking.

Dual Credit Enrollment is holding steady at approximately 85 students per year for the past two years but still below the 5-year pre-pandemic average goal of 105 students.

2020-2023 Dual Credit Enrollment (headcount: unduplicated student count)

2020-2021

Semester	AK Native	Other	Total	Village
Fall	8	16	24	7
Spring	15	18	33	11
Summer	0	1	1	0
TOTAL FOR YR	23	35	58	18

2021-2022

Semester	AK Native	Other	Total	Village
Fall	26	17	43	2
Spring	25	16	41	7
Summer	0	2	2	0
TOTAL FOR YR	51	35	86	9

2022-2023

Semester	AK Native	Other	Total	Village
Fall	22	8	30	1
Spring	41	6	47	5
Summer	4	3	7	0
TOTAL FOR YR	67	17	84	6

Self Ratings
Not Met

2.7

Outcome 2.7: Collaborate with major employers to attract their employees into training programs in order to build a more highly educated workforce. Faculty and training personnel will work with employers on curriculum design, recruitment, development of internship and placement opportunities.

Evidence

Organization Served	Classes	Total Enrollment
Arctic Slope Community Foundation	• Financial Literacy	5
Arctic Slope Regional Corporation	• Alaska Safe Food Worker Certification	2
BUECI	• Robert's Rules of Order • Supervisory Training • Water Distribution level 1 • Water Exam Proctoring	110
Covenant House	• Driver's Ed Test Preparation of Written Exam • Microsoft Excel • Microsoft Word • Presentation Skills	16
Inupiat Communities of the Arctic Slope	• ICAS Teacher Training	8
Kawerak	• Entry level Operation of Class B or C Commercial Motor Vehicles	2
Native Village of Barrow	• First Aid & CPR w/AED for Infants, Children and Adults	41
Native Village of Point Hope	• Professionalism in the Workplace	5
North Slope Borough	• Behind the Wheel Proctoring • Boiler Maintenance Training • CDL: General Knowledge • Customer Service and Beyond • Entry level Operation of Class B or C Commercial Motor Vehicles • Fire Extinguisher- Proper Techniques • Grant Writing Basics • MANDT • Microsoft Excel • Microsoft PowerPoint • Microsoft Word • Operation of Class B/CDL Vehicles • Operation Practice and Road test Class B Commercial driver • Professionalism in the Workplace • Respirator Fit Test • Standard First Aid & CPR • Standard First Aid & CPR w/AED • Teach DEI- Moving from Acronyms to Action	210

North Slope Borough School District	• Alaska Safe Food Worker Certification • Basic Drivers Education • Blood Borne Pathogens • Driver's Ed Test Preparation of Written Exam • First Care Provider • Lifeguarding • NCCER Instructor Certification Training • Robert's Rules of Order • Standard First Aid & CPR • Welding Skills Lab	126
Tagiugmiullu Nunamiullu Housing Authority	• Basic Electricity for Non-Electricians • Basic Plumbing Maintenance • Boiler Maintenance Training • Plumbing Skills for NSB Homes	78
UMIAQ	• Respirator Fit Test • Tank Farm Management and Spill Response	18

Organizations Collaborated with:
Aleut Community of St. Paul Island
Arctic Slope Native Association
City of Kaktovik K
uukpik
Kaktovik Inupiat Corporation
Northwest Arctic Borough
Nuiqsut Utility Corporation
Nunamiut Corporation
Olgoonik Corporation
Tikigak Corporation
Ukpeagvik Iñupiat Corporation

Narrative

In the 2022-2023 academic year, Community and Workforce Development conducted trainings at the request of 12 organizations. The largest of these organizations was the North Slope Borough. We served 11 different components of the North Slope Borough. These trainings produced a student count of 621 students. These students came from a total of 114 requested classes. In addition, 11 organizations collaborated with us to help identify and recruit students for classes.

Self Ratings
Met

Priority 3: Improve Student Achievement

3.1
Outcome 3.1: Maintain the rate at which students successfully complete courses each semester at 85% or higher.

Narrative

2022-2023 completion rates exceed the goal of 85%.

2018-2023 Completion Rates

Term	# Reg.	Total Completed	Term	# Reg.	Total Completed
Fa 18	1735	87% after withdraws	Sp 19	1502	90% after withdraws
Fa 19	1329	91% after withdraws	Sp 20	1158	88% after withdraws
Fa 20	698	82% after withdraws	Sp 21	916	84% after withdraws
Fa 21	1045	79% after withdraws	Sp 22	962	86% after withdraws
Fa 22	1480	97% after withdraws	Sp 23	1278	96% after withdraws

Self Ratings
Exceeds

3.2
Outcome 3.2: Maintain the following baseline rates for persistence, retention, and graduation rates: Persistence: 50%; Retention: 36% (institutional); Graduation: 45% (AIMS)

Narrative
Details pertaining to retention, persistence and completion are included in the 2023 Institutional Research Report. Supplemental evidence is outlined below:

The retention rate of program active students from Fall 2021 to Fall 2022 was 44%.

Through our work with the SMARTS team (a committee dedicated to improving persistence and retention), specifically the efforts of developing a comprehensive online orientation, we are trying to ensure our students are aware of all of the resources available to them, including the Learning Resource Center and tutoring services. We continue to reassess the resources and the ways in which students interacts with them so that we can improve and offer our students the very best academic and supportive resources.

Self Ratings
Not Met

3.3
Outcome 3.3: Maintain and/or improve academic excellence and workforce competencies for all students.

Narrative Workforce Update
Driver's Test Proctoring: This class was developed as Iḷisaġvik College became a driving school who could administer driving tests to people whom we did and did not instruct.

ICAS Teacher Training: This class was developed to support the Qargi Academy Tribal School. The curriculum was developed in conjunction with Excel Alaska and delivered to teachers working in Wainwright.

NCCER Instructor Training: This class was developed due to an internal need and a request from the North Slope Borough School District to ensure their instructors could award NCCER credit. It is taught by Alaska Safety Alliance and teaches how to use their system.

Plumbing Skills for NSB Homes: This class was developed to meet the needs of the Tagiugmiullu Nunamiullu Housing Authority with input from the North Slope Borough Housing Department. The class was delivered by ABC Services of Palmer.

Teach DEI: This class was developed at the behest of NSB Health Department, specifically in collaboration with Arctic Women in Crisis. The class taught and covered how to be effective working with an increasing diverse workforce and how to instill those skills
in others that join your organization. It was taught by the Alaska Domestic Violence and Sexual Assault Network.

Classes with updated curriculum:

Basic Computer Skills
Basics of Government Accounting Construction Camp Entrepreneurship
Financial Literacy MS PowerPoint Presentation Skills QuickBooks

Starting a Business Supervisory Training Tank Farm Management Time Management

Academic Program Assessments

Self Ratings
Met

3.4
Outcome 3.4: Maintain or increase support services to student engagement and learning.

Narrative

Primary Points-of Contact for Adult Education/GED programs have been established in five of the North Slope Communities. These include Utqiagvik, Point Hope, Point Lay, Atqasuk, and Anaktuvuk Pass. Programs in the villages of Nuiqsut, Kaktovik, and Wainwright will be established within a short period of time (one to two months).

An Alaska state Testing Center, approved by Pearson-Vue, has been re-established at I?isagvik College. GED tutoring has been initiated in Utqiagvik on a small scale so far. Adult

Education programs should be fully operational in all North Slope villages before the beginning of the Fall 23 semester.

The Learning Resource Center continues to be staffed and offers tutoring assistance in Utqiagvik and via distance for remote students. In the 2022-2023 Academic year, we employed four tutors. The Student Referral system continues to be in place, and we had 61 referrals from faculty.

Following the onset of COVID and subsequent loss of grant funding, Iḷisaġvik's once productive Adult Education program became dormant. We are in the process of reviving Adult Education as a vital piece of the academic puzzle across the North Slope of Alaska. Coordinators and tutors are once again being identified and hired to conduct GED preparation programs in Utqiagvik and in the villages outside of Utqiagvik (which includes Kaktovik, Anaktuvuk Pass, Nuiqsut, Wainwright, Atqasuk, Point Lay, Point Hope), serving all of the North Slope Borough.

While Iḷisaġvik is using general funds to support the rejuvenation of Adult Education in villages on the North Slope, grants are being sought to help fund and enhance the efforts.

Student Services continues to engage in professional learning opportunities to enhance and improve student support mechanisms, and instituted a new First Year student initiative, which we call SMARTS. We do not yet have a full year of data on these students, but as a generalization, they seem to be doing well. We continue to look for and research new ways to support the educational goals of our students.

Self Ratings
Met

3.5
Outcome 3.5: Develop programming to support the human resource needs of the North Slope and Alaska, preparing our students for professional, academic, and vocational careers.

Narrative

Teacher Education Program Update

Ilisaurriguqta (Let's be Teachers!)

During the spring of 2023, a Teacher Education Program Committee was formed at Iḷisaġvik College consisting of the following members: Justina Wilhelm (President), Kimberlee Brent (Assistant Professor of Education), Jerica Leavitt (Assistant Professor of Iñupiaq Studies), Peter Snow (Dean of Academic Affairs), Robyn Burke (Executive Director of Human Resources), and Ben Glover (Associate Dean of Workforce Development).

This committee met on three occasions with representatives from the North Slope Borough School District, the University of Alaska Fairbanks, and the Arctic Slope Community Foundation in order to begin planning a three-year pathway to an AA degree that leads to licensure for students while accommodating employment in the North Slope Borough School District.

The goal is to have students currently employed by the NSBSD complete their AA degree

in Liberal Arts (and possibly other qualified programs) at Iḷisaġvik College and to then complete their BA in Education with licensure at UAF. Iḷisaġvik College will provide support during the recruitment phase (prior to entering a licensure program, including high school and bridging to college) and during the early preparation phase (during the first 0- 60 credits of a degree/licensure program).

The NSBSD will be providing Iḷisaġvik College with the names of potential students who are currently employed by the school district to form the first Ilisaurriguqta cohort. The goal is to have this cohort established in time to enroll in courses for the Fall 2023 semester.

Workforce Development

Completely new classes developed for 2022-2023

Driver's Test Proctoring—This class was developed as Iḷisaġvik College became a driving school who could administer driving tests to people whom we did and did not instruct.

ICAS Teacher Training—This class was developed to support the Qargi Academy Tribal School. The curriculum was developed in conjunction with Excel Alaska and delivered to teachers working in Wainwright.

NCCER Instructor Training-This class was developed due to an internal need and a request from the North Slope Borough School District to ensure their instructors could award NCCER credit. It is taught by Alaska Safety Alliance and teaches how to use their system.

Plumbing Skills for NSB Homes—This class was developed to meet the needs of the Tagiugmiullu Nunamiullu Housing Authority with input from the North Slope Borough Housing Department. The class was instructed by ABC Services of Palmer.

Teach DEI—This class was developed at the behest of NSB Health Department, specifically in collaboration with Artic Women in Crisis. The class taught and covered how to be effective working with an increasing diverse workforce and how to instill those skills in others that join your organization. It was taught by the Alaska Domestic Violence and Sexual Assault Network.

Workforce classes with updated curriculum:

Basic Computer Skills
Basics of Government Accounting
Construction Camp
Entrepreneurship
Financial Literacy
MS PowerPoint
Presentation Skills
QuickBooks
Starting a Business
Supervisory Training
Tank Farm Management
Time Management

Self Ratings
Met

3.6
Outcome 3.6: Foster outreach programming to support community-driven needs and requests, in support of life-long learning.

Narrative Tuzzy Library

Patron Visits/Resource Usage

# of Patron Visits	23,824
# of Items Circulated	13,387
EBook Checkouts	873
Database Sessions	910
Total Patron Computer Usage	4,068
Wireless Users	6,539

Library Instruction and Faculty Interactions

Instruction Sessions LS101	4
Faculty Interactions	167
Student Interactions	113

Events/Attendance

	# of Events	Adults	Youth
# of Tuzzy Programs	38	232	411
# of IC classes	65	230	0
# of IC uses, other	29	414	250
# of Community requests/uses	112	302	64
# of Partnership Events	86	411	466
Total	330	1,589	1,191

Self Ratings
Met

Priority 4: Improve Village Instruction Across the North Slope

4.1
Outcome 4.1: Partner with North Slope stakeholders in implementing a borough- wide seamless transition plan to prepare primary and secondary school students for higher education, training, and career opportunities.

Recruitment

REPORT OUT EVIDENCE

	I Know I Can	Glimpse	College Bound	Summer Camps	College Readiness
2020	0	126	0	71	305
2021	0	0	0	6	0
2022	0	48	79	268	47
2023	35	121	63	165	1110
4-Yr Total	35	295	142	510	1462

Narrative

The Recruitment team will develop a comprehensive recruitment plan that aligns with marketing materials and target deadlines set by Registration to increase student enrollment each semester for 18-24-year-olds. The goal is to increase the number of students taking classes for credit and/or training.

Iḷisaġvik College provides several pre-college programs that we offer in Barrow and the other North Slope Borough School District villages. The College Readiness Coordinator/ Recruiter hosts programs throughout the year for elementary, middle, and high school students across the slope. We create and develop programs for NSBSD students while they are still in elementary school, so they begin thinking about careers and college.

One method for accomplishing that goal is to continue to host the “Glimpse” program for middle school students. ”Glimpse is a weekly one-hour program created at Iḷisaġvik College to provide information and a “Glimpse” into future careers and professions for students in middle school. The college will continue to host a session in every village whenever recruitment travels.

One of the most important opportunities to assist in a seamless transition from high school to college is the dual-credit classes offered at Iḷisaġvik College. In conjunction with the NSBSD, Metlakatla School District, Pribilof Island, and other school districts that share a Memorandum of Agreement, Iḷisaġvik College offers high school students the chance to earn high school and college credit while still in high school. Working with Assistant Professor Kimberlee Brent, the faculty dual-credit liaison, we will record a dual-credit video to share with students in all of the villages we travel to recruit. The video will ensure that all students across the slope are given the opportunity to enroll in dual-credit classes and can begin college classes while in high school.

Incoming high school freshmen in Barrow and other local high school students, including

students at Kitta Learning Community have regular access to Iḷisaġvik College. We will direct freshman and other first-time college students to the fun/elective classes so they can become comfortable with what is expected in college and determine if they can become elf-motivated enough to complete classes before high school graduation.

Self Ratings
Met

4.2
Outcome 4.2: Over the next two years (by 2024), increase village student enrollment in for-credit courses to pre-pandemic five-year average of 159.

Narrative
The village enrollment for 2022-2023 was 129. An increase in recruiting trips to the villages and the Iḷisaġvik Scholar program is credited for the bringing new students during this academic year. We are on our way to meet the goal of 159 by the end of 2024.

Self Ratings
Not Met

4.3
Outcome 4.3: Develop and implement innovative course formats that support student learning in the villages.

Narrative

Here are some highlights and examples of innovative INU curriculum in the villages during Summer 2022, Fall 2022, and Spring 2023:

Louisa Kakianaaq Riley- Anaqtuuvak Pass, Alaska: Iñupiaq Studies faculty member, Jerica Niayuq Leavitt, traveled to Anaqtuuvak Pass (AKP) along with co-worker Natasha Eqagiñ Itta to work with Elder Kakianaaq on two very important pieces of cultural revitalization:

1) Caribou Skin Mask Making
2) Driftwood Mask Mold Carving

Jerica worked one-on-one with Kakianaaq and video recorded the whole session. Kakianaaq covered a number of very important lessons, first showing what types of furs to use and samples of completed masks and wooden molds. She then taught how to use an ikuun (skin scraper), how to cut, dye, and sew the caribou skin mask together.

After Kakianaaq went through that whole lengthy process, she then taught how to begin hand carving a driftwood mask mold from the beginning. Unfortunately, after three full days in AKP, time ran out and Jerica did not complete the mold with Kakianaaq's in-person guidance. However, Jerica did finish the wooden mask mold upon her return to Utqiagvik, along with her first caribou skin mask. She created both before incorporating them into the newly developed and improved classes at Iḷisaġvik College.

Jerica edited the video footage of Kakianaaq and also documented making her own. A number of videos in categories which are all now on the Iñupiaq Studies YouTube channel.

Storytelling Videos by Tracy Burns and Kimberley Burns: Tracy and Kimberlee Burns, are Iñupiaq sisters from the North Slope village of Kaktovik, Alaska. Through this grant, Iñupiaq Studies was able to contract them to bring three traditional Iñupiaq stories to life-

1) Tuluŋigraq (as told by Tikiġaq Elder, Steve Oomittuk), 2). The Little People, and 3). The One Who Had the Daylight. This will be used in the Iñuit Storytelling course and other areas in the college as needed.

REPORT OUT EVIDENCE

Report out evidence is the list of classes, workshops, and events hosted by Iñupiaq Studies faculty member. Some INU courses are taught by adjunct instructors and are included in this list.

Summer 2022

Topic	Target Audience
IÑU 118- Topics in Iñupiaq Studies, Wooden Mask Mold Making with Louisa Riley	AKP students
IÑU 210- Iñupiaq Land Use, Values, and ResourcesCultural Summer Camp (Point Hope)	Students/children

Fall 2022

Topic	Target students
Kaktovik High School, Iñupiaq Studies	Kaktovik High School Students
Nunavut Sivuniksavut College in Canada, Iñupiaq Studies & History	Nunavut Sivuniksavut College Students
IÑU 221-Exploring Iñupiaq Identity Through Creative Writing	Iñupiaq students
IÑU 257-Traditional and Contemporary Skin Sewing	Iñupiaq students

Workforce in the Villages

ICAS Teacher Training: This class was developed to support the Qargi Academy Tribal School. The curriculum was developed in conjunction with Excel Alaska and delivered to teachers working in Wainwright.

Classes with updated curriculum delivered in the villages:

Basic Computer Skills
Basics of Government Accounting
Entrepreneurship
Financial Literacy
MS PowerPoint
Presentation Skills
QuickBooks

Starting a Business
Time Management

Self Ratings
Met

4.4
Outcome 4.4: Identify barriers to distance delivery programs and develop strategies to improve service to distance students

Narrative
Distance Delivery

REPORT OUT EVIDENCE

1. Installation of new computers at each village teleconference center (TC)
2. Internet upgrades at the TC
3. Monthly check ins with liaisons at each TC

Narrative

1. New Dell 5000 desktop computers were installed at each teleconference center.
   Kaktovik (KAK) 3 PC install complete
   Nuiqsut (NUI) 3 PC install complete
   Atqasuk (ATQ) 2 PC install complete
   Anaktuvuk Pass (AKP) 3 PC install complete
   Wainwright (AIN) 5 PC install complete
   Point Lay (PIZ) 3 PC Install complete
   Point Hope (PTO) 4 PC install complete

2. ASTAC (internet service provider) fiber drops
   a. Business Enhanced broadband (BEB) 5mb/1mb (upload/download speed) upgrades
      i. Nuiqsut
      ii. Point Hope
      iii. Wainwright
   b. Dedicated internet access (DIA) 1mb/1mb (upload/download speed) upgrades
      i. Atqasuk
      ii. Anaktuvuk Pass
      iii. Kaktovik
      iv. Point Lay
3. Monthly check ins with liaisons at TC
   a. Contact log
   b. Needs
   c. Hardware updates (working/not working, printer)
   d. New signage for Iḷisaġvik computers and support (IT on-call, after hours #)
   e. Collaborating and cross training with IC staff to support liaisons with general IT related inquiries)

Self Ratings
Met

4.5
Outcome 4.5: Over the next three years (by 2024) increase successful course completion for village student to five-year pre-pandemic average of 88%.

Narrative

Details on the village student completion rate are included in the 2023 IRR to be presented at the June 2023 Board meeting.

Self Ratings
Not Met

Priority 5: Ensure the Future of Iḷisaġvik College

5.1
Review and update the long-term facilities master plan twice a year. Connect with stakeholders to implement plan.

Narrative
Priority 5
Ensure the Future of Iḷisaġvik College

Outcome 5.1: Review and update the long-term facilities master plan twice a year. Connect with stakeholders to implement plan.

Self Report
Met

Narrative

Iḷisaġvik College reviewed and edited the Long-Term Facilities Master Plan (LTFMP) in FY23, and significant improvements have been made within our existing facilities mainly with the utilization of the grant funding received from the Bureau of Indian Education for facility repairs and improvements.

There were a number of engagement opportunities at the local, state, and federal levels for Iḷisaġvik to advocate for and present on the LTFMP and NICC.

- Nunaaqqiurat Tumitchiaŋit
- Iḷisaġvik College Board of Trustees
- NSBSD Schools
- NSB Village Liaison's Offices
- All North Slope residents
- Arctic Slope Regional Corporation
- Arctic Encounters Symposium
- State of Alaska – Juneau
- VOICE of the Arctic Iñupiat
- NSB Assembly
- Kivgiq 2023
- ASRC Winter Session in Washington, D.C.
- AIHEC Legislative Summit in Washington, D.C.
- Senator Lisa Murkowski's Office
- Congresswoman Mary Peltola's Office
- American Indian College Fund
- UIC
- UIC NARL 75th Anniversary
- NASA
- City of Wainwright
- North Slope Municipalities and Tribes
- Rasmuson Grantmakers
- ConocoPhillips
- NSB Planning Department – PRC

Iḷisaġvik continues to work diligently on maintaining and improving the current facilities with the overall priority of the health and safety of students, faculty, staff, and the community. Several improvements to the facilities and operations include:

- Covid-19 relief payments and internet stipends to students continued through the Spring 2023 semester
- Technology upgrades in all the villages complete as of 5/18/23
- Tuzzy Library patrons computers implemented; teens and children's prepared for implementation
- New Tuzzy self-service check out station implemented
- Microsoft 365 migration complete for all staff, faculty, and students
- Built mini-traditional room in building 366
- Installed washer and dryer in building 366
- Student laptop loaner program continues
- Vector/LiveSafe Emergency Notification System implemented
- Built/installed shelves in building 366 and in a storage room at 360
- Stair re-covering in huts 362, 364, and 365
- New alert button installed at the main campus front desk. Tuzzy and Bookstore ready for installation.
- Maintenance repairs on building 360
  - Air handler motor
  - Heat exchanger in the boiler room
  - Replace/repair numerous door locks, lights, and doors in student residential wings
  - Repaired the exhaust fan in men's residential wing bathroom
  - Repaired exterior lights
  - Installed floor mats in entry ways
- Eye wash station replacement for welding shop
- Replaced missing and expired fire extinguishers
- Installed new AEDs in building 360 and Tuzzy
- Substantial repairs to overhead door in hut 362
- Repaired water heater in hut 362
- Repaired arctic entry carpet, replaced carpet in an office in hut 364
- Repaired lights and remounted weight rack in the recreational center
- Refurbished the second IT office and an office at hut 365
- Built/installed lockers in the Student Services Testing Center
- Replaced washer and dryer in both student residential wings
- Installed a window on Dean of Academic Affairs office door
- Hung 85" TV in Dr. Albert Conference Hall and 65" TV's in classrooms and LRC
- Dell mini-computers for each new 65" touch screen TV installed in each classroom, LRC, and Dr. Albert Conference Hall
- Hired a Safety Technician – promoted from within
- COVID-19 campus operation in phase 4

Iḷisaġvik continues to maintain and update a UIC Lease & Repairs Cost Breakdown since inception in 1994 to present. This captures a detailed breakdown of the lease and repairs to the current facility. Additionally provided to the cost breakdown is a facility log history of the ongoing building issues and what action was taken. This information will be shared with the North Slope Borough in preparation for the upcoming lease negotiations as the current lease with NSB and UIC ends on 6/30/24.

Self Ratings
Met

5.2
Outcome 5.2: Monitor and implement (where appropriate) the new Iḷisaġvik College campus (NICC) development plan of action and capital campaign.

Narrative

It has been an exciting year for Iḷisaġvik College as there has been great movement in the ongoing efforts to building a new Iḷisaġvik College campus (NICC). These efforts are made visible through various engagements throughout the year that include meetings, presentations, marketing, and conversations. Iḷisaġvik College secured $5 million in Congressional Direct Spending from Senator Murkowski to advance and complete the design phase of the new college campus. Iḷisaġvik received a $10,000 donation from Rasmuson Foundation, designated to the College on behalf of Diane Kaplan, for the new campus campaign.

The Administration continually seeks to identify and submit grant funds towards infrastructure.

The Programming/Concept Design by UMIAQ and Cibinel was completed in FY23, and the final presentation of this design phase is all that remains from the first scope of work. The 3-d replica model and posterboards were received and put on display in the main campus lobby area. Once a land lease is secured, Iḷisaġvik will be able to continue working with UMIAQ/Cibinel on the schematic design phase.

Iḷisaġvik initially received a draft lease from UIC that still needed the fair market value of the land. Iḷisaġvik has since received the updated draft lease from UIC in late April that included the fair market value numbers. An internal review is currently underway, with preparation of questions, followed by legal team review. At the time of this report, President Wilhelm and select team members had just met with UIC President, Pearl Brower, and UIC Lands and Real Estate Consultant, Margaret Nelson, to walk through the process of their appraisal and how they came up with the lease rate. Iḷisaġvik tentatively plans to move forward with their own land appraiser, and UIC has agreed to cooperate and share any requested information.

NICC information has been posted in each NSBSD school and NSB Village Liaison's Office and was included in Iḷisaġvik College's annual report.

The internal NICC committee continues to meet on a weekly basis. President Wilhelm presented to the City of Wainwright and advocated for the NICC to be a CIPM Priority Request to the PRC.

Institutional Advancement maintains an online donor platform, NeonCRM, to maintain records and steward individual and corporate donors. This allows for a centralized location of giving and tracking that helps support NICC. Donors can contribute directly to NICC by visiting the NICC's giving page: https://Iḷisaġvik.app.neoncrm.com/forms/donate

Self Ratings
Met

5.3
Outcome 5.3: Maintain an active, ongoing partnership with the North Slope Borough Mayor's Office, the North Slope Borough Assembly, and North Slope tribal funders to ensure a sustainable level of borough funding.

Narrative

The College's administration has continued to maintain a positive relationship with the North Slope Borough Mayor, Administration, and Assembly Members.

Mayor Harry K. Brower continues to support the NSB Mayor's tuition waiver, which helps alleviate the financial burden of higher education for many local residents. The waiver has continued to increase enrollment at the College from North Slope communities. We have received confirmation that Mayor Harry K. Brower has agreed to fund the upcoming 2024 fiscal year.

President Wilhelm has maintained open communications by scheduling 1-1 meetings with the NSB Mayor and CAO to ensure priority and vision alignments were shared. The Administration kept the NSB Mayor's Office informed of key College activities by attending monthly NSB Assembly Meetings.

Administration has participated in Quadrilateral | Nunaaqqiurat and Tumitchiait meetings that consist of the NSB Administration, Assembly, along with the North Slope Borough School District, Inupiat Community of the Arctic Slope, and Iḷisaġvik College. Various meetings have taken place and continue to be planned to allow for all four entities to work together.

Administration and Workforce Development conducted North Slope workforce roundtables in Atqasuk, Nuiqsut, and Anaktuvuk Pass as well as one in Prudhoe Bay. Additionally, workforce roundtables were held in Barrow.

Administration provided a FY24 budget to the NSB Assembly that was well received.

There was lengthy discussion to further support Iḷisaġvik Colleges unmet needs. It is evident that the NSB Assembly and the Mayor are supportive of the training and education Iḷisaġvik College is providing.

Self Ratings
Met

5.4
Outcome 5.4: Encourage the Iḷisaġvik College Foundation Board of Directors to build its endowment to provide a long-term source of unrestricted revenues from its investment earnings.

Narrative

The Iḷisaġvik College Foundation Board of Directors completed four (4) of four (4) scheduled quarterly meetings for the fiscal year. The Foundation Board of Directors have been focused on developing Foundation messaging, and branding, understanding financials, and increasing both board education, and donor development.

The Iḷisaġvik College Foundation continued its participation in the Pick.Click.Give. (PCG) program, raising $14,550, including a match from Barrow Mechanical and Ace Hardware Top of the World. Barrow Mechanical and Ace Hardware Top of the World (both owned by Robert and Florence Alred) matched PCG contributions in FY22 at 50% per business. For FY24, Barrow Mechanical and Ace Hardware Top of the World have agreed to match PCG contributions again, split 50/50. A list of 2022 Pick.Click.Give donors can be found online: https://www.Iḷisaġvik.edu/pick-click-give/

As of December 31, 2022, the total in the endowment accounts was $10,412,315. For comparison, when the account was transferred to Alaska Permanent Capital Management on September 21, 2016 the balance was $5,177,450.

During the 2022 calendar year (1/1/2022 - 12/31/2022), the value of the Endowment had a net decrease due to market fluctuations and generally poor market performance (as a result of inflation, the war in Ukraine, and other key factors that affected sectors and funds across the board). Contributions to the Endowment accounted totaling $438,563 originated from: Title III and matching Iḷisaġvik College funds ($420,548) and $18,015 in Other Individual Donations (including Pick.Click.Give).

Self Ratings
Met

5.5
Outcome 5.5: Increase contributions from private donors through fundraising efforts by 10% from the previous calendar year.

Narrative

Please note that fundraising and contributions are tracked on a calendar year basis, per industry standard. This report reflects Calendar Year 2022 (CY22). From January 1, 2022 to December 31, 2022, Iḷisaġvik College raised $1,054,965: $1,027,544 from corporate partners and $27,421 from individual donors. We had a total of 143 donors: 24 corporate partners and 119 individual donors. Of the 143 total donors, 54 were new donors: seven (7) corporate partners and 47 Individuals. Compared to 2022, private fundraising was up by 147%.

The College also secured $857,000 in the form of in-kind donations: bandwidth and safety kits from corporate partners, and event materials from individual donors. This is the fourth year in a row that Quintillion has provided an in-kind donation of bandwidth. In the previous year, in-kind donations were $855,000. In-kind donations were up 0.23%.

In May 2021, we started using NeonCRM, an online donor database. Our new database allows us to capture key performance indicators (KPIs). In CY22, we had:

54 new donors (donors who gave for the first time)

36 reactivated donors (donors who gave historically, not in 2021, and gave again in 2022)

62.28% Donor Retention Rate, (percentage of long-term supporters) increase of 5.78% compared to CY21

37.72% Donor Attrition Rate (percentage of donors who gave the previous year but not current year) decrease of 8.27% compared to CY21

Self Ratings
Exceeds

5.6
Outcome 5.6: Execute a Funding Strategy that aligns with College's Mission, including requesting funding through the State of Alaska, federal funders, and other grantors. Endeavor to increase grant funding by 15% over a three-year period from pre-pandemic levels (prior to 2019).

Narrative

During year-to-date (YTD) Fiscal Year 2023 (July 1, 2022 until May 19, 2023, the date this report was written), the College submitted applications for 40 grants at the federal, state, and foundation level. This does not include solicitations for private contributions—that is covered in Priority 5, Outcome 5, above.

The pursued grant awards ranged from $2,500 to $5 million, with total requests of $18.1 million in FY23. This $18.1 million figure includes the $5 million award from Senator Murkowski's office (Congressionally Directed Spending [CDS]) for the New Iḷisaġvik College Campus. The $18.1 million request figure is in line with the "COVID years" amount and higher than the pre-pandemic (FY20 and before) average of $8.5 million requested each year.

As of the writing of this report, Iḷisaġvik has secured $11.6 million in funding during FY23 with several grant projects still pending decision. This is an increase from FY22's figure of $8.1 million and an increase over pre-pandemic (FY20) funds of $4.7 million received. Outcome 6 has a goal of increasing grant funds by a total of 15% over a three-year period, as compared to pre-pandemic levels. Iḷisaġvik has met this goal in FY23, as $11.6 million is a 146% increase from FY20's $4.7 million. If we remove the CDS funding for the New Iḷisaġvik College Campus, reducing the total to $6.6 million of operational and programmatic dollars, it is still a 40% increase over pre-pandemic levels.

FY23's grant-related endeavors illustrate that Iḷisaġvik continues to move in the right direction, funding-wise, by seeking opportunities to sustain the college and facilitate its growth.

In summary:
FY23 Total Grant Funding Secured: $11.6 million

Funding Percent Increase from FY22: 46%

Funding Percent Increase from FY20 (Pre-Pandemic Levels): 146%

Self Ratings
Exceeds

5.7

Outcome 5.7: Build external relationships with federal and state officials, government officers, and other key or potential partners. Maintain a relevant legislative strategy that fosters support for Iḷisaġvik.

Narrative

Iḷisaġvik College continued to foster partnerships throughout FY23, and we were pleased to welcome our new External Relations Coordinator, Frieda Nageak during this fiscal year. In FY23 Iḷisaġvik maintained memoranda of agreements with the Aleut Community of St. Paul, our local North Slope Borough School District, Annette Island School District, and Alaska Native Tribal Health Consortium and Yukon Kuskokwim Health Corporation for our DHAT Program.

Iḷisaġvik College also continued to partner on various grant projects with other academic institutions and community organizations, including Arctic Slope Community Foundation, University of Michigan, and University of Alaska Fairbanks. As part of these partnerships, Iḷisaġvik offered small business development and personal finance classes in the North Slope villages, engaged in snow chemistry research with students, and helped host the 75th Anniversary at NARL, where scientists and leaders from Alaska and beyond convened to talk about the next fifty years of scientific research in the arctic.

Iḷisaġvik College has a long-standing relationship with various state and federal officials, as well as key partners. The Office of the President and External Relations completed a successful Fall Anchorage External Affairs Trips that consisted of current and potential funders and partners. In the beginning of February the President, External Affairs, staff and one student traveled to Washington DC to participate in the AIHEC Legislative Summit. At the end of February 2023, the President & External Affairs traveled to Juneau, Alaska to participate in the Alaska Council of School Administrators. In May 2023, Iḷisaġvik hosted representatives from Indian Health Service, including Devin Delrow, Associate Director for Tribal Affairs. As of the writing of this report, we are looking forward to hosting a visit from the Alaska Department of Labor & Workforce Development in late June, when Acting Commissioner Cathy Muñoz and her staff will be on campus.

Iḷisaġvik also welcomed visitors to campus from Rasmuson Foundation and other foundations during the 2022 Grantmakers' Tour and will host students and staff from other tribal colleges Menominee Nation) in late June 2023. During the spring 2024 graduation celebration, Iḷisaġvik College was honored to have Representative Josiah Patkotak as the distinguished Commencement Speaker.

Iḷisaġvik also worked closely with our North Slope partners, such as Iñupiat Community of the Arctic Slope, Ukpeagvik Inupiat Corporation, Arctic Slope Regional Corporation, Arctic Slope Community Foundation, and others, to work towards our mission and meet common goals. Iḷisaġvik is part of the VOICE of the Arctic Inupiat where there are 29 regional North Slope partners that consist of local cities, tribes and corporations gather to discuss topics relevant to our region and state. Iḷisaġvik College is also a member of the Nunaaqqiurat Tumitchia?it and many other collaborative, partnership-based groups that focus on creative and cross-institutional problem-solving and goals. Iḷisaġvik will continue to prioritize these partnerships, collaborations, and outreach efforts in FY24.

Self Ratings

Met

5.8
Outcome 5.8: Intensify the Board of Trustees role in advocacy on behalf of college funding. Provide advance notice to trustees of recruitment and advocacy opportunities and events during the year.

Narrative

In Calendar Year 2022 (CY22), Iḷisaġvik College had 92% rate with Board Giving. In CY22, the Board of Trustees' annual fundraising goal was $11,000. As a board, they raised $9,650, which is 88% of their annual goal.

The Iḷisaġvik College Board of Trustees are encouraged to give throughout the year. In the beginning of the year, Trustees are given a Board Giving Form to add or make changes to their board contributions. Each Trustee is given an individualized Statement of Giving twice a year: one in the summer and one before the December board meeting.

Board of Trustees are notified of recruitment and advocacy opportunities and events via email and within their Board packet (if applicable) as opportunities and events arise. Trustees are asked to share their community outreach and advocacy efforts during each Board of Trustees meeting.

For CY22 (FY23 Report), we have noted that this goal is "Not Met" solely because we did not have a 100% giving rate from the Board of Trustees. All other areas were "Met."

Self Ratings
Not Met

Priority 6: Build a Robust, Service-Oriented Organization

6.1
Outcome 6.1: Improve administrative and academic support systems.

Narrative

Iḷisaġvik College employees' involvement in the annual review strategic planning process and the annual review of the Employee & Student handbooks has afforded the opportunity to continue with the strategic thinking for the overall institution. The overall assessment and review to refine and review administrative and academic supports systems is a continuous quality improvement process.

Improvements include, but are not limited to, the following:

- Revised the Cabinet Calendar and monthly agenda items
- Instituted Data Moments at Cabinet Meetings where various department share data topics
- FY24 Employee & Student Handbook revisions
- Revision of Faculty and Adjunct Faculty Handbooks which haven't been updated since 2019
- Office of the President email communications to the staff, faculty, and board of trustees
- President's Reception, Annual Employee Appreciation Celebration, Summer BBQ & Cleanup Day
- IC Newsletter to External Stakeholders, Annual External visits to Anchorage and Washington DC
- Instituted a quarterly summary highlights (photos and general updates) included in the BOT packet
- Professional Development Opportunities to employees, 3 staff attended Foraker Leadership Summit, various professional development supported by Title III grant funding
- Iḷisaġvik College will continue with Achieving the Dream partnerships and future grant cycles that will support academic and administrative supports.
- Regular ICARE & SMARTS, Enrollment Management meetings to support academic and student supports
- Village specific IC Workforce Roundtables were facilitated by Workforce Development.
- Hired a Dean of Academic Affairs who in turn has dedicated and prioritized institutional research reporting, Year End Strategic Plan and Accreditation oversight and reporting.
- Dean of Academic Affairs has begun creating a new faculty evaluation form that is culturally relevant with the plan to implement in 2024.
- During the Spring semester, computers were updated in all North Slope village liaison's offices
- IT also instituted a monthly check in calling each village location to ensure the computers and internet services are in service with no issues
- In the process of implementing the following software
    - NEO-ED Human Resources applicant tracking system
    - Reviewing Adobe Signature to identify a more client friendly system.
    - Assessing the overall IT supports to streamline and enhance consistent support to employees and students

Self Ratings

Met
6.2
Outcome 6.2: Continue college and community-wide communication including implementation of new systems and processes.

Narrative

Nunaaqiurat Timitchiaŋit – Spring 2023: NSB, NSBSD, ICAS, Iḷisaġvik College Work Groups Student Outcomes

Workforce Development

Comprehensive Plan for Broadband and Infrastructure

Collaboration, Cooperation & Consolidating Maintenance NSBSD / Iḷisaġvik College/UAF Joint Meetings

MOA with ACSPI

MOA with Covenant House Alaska

Workforce Development Roundtable meetings in the villages continued through April 2023

Achieving the Dream and SMARTS continue to be a priority at Iḷisaġvik College

Unapologetically Iñupiaq Initiative

Creation of a land acknowledgement: Quyyatigigiga iñuuniaġniġalu savagniġalu nunaŋanni Iñupiat.

It has been an exciting year for Iḷisaġvik College as there has been great movement in the ongoing efforts to building a new Iḷisaġvik College campus (NICC). These efforts are made visible through various engagements throughout the year that include meetings, presentations, marketing, and conversations. Iḷisaġvik College secured $5 million in Congressional Direct Spending from Senator Murkowski to advance and complete the design phase of the new college campus. Iḷisaġvik received a $10,000 donation from Rasmuson Foundation, designated to the College on behalf of Diane Kaplan, for the new campus campaign.

The Administration continually seeks to identify and submit grant funds towards infrastructure.

The Programming/Concept Design by UMIAQ and Cibinel was completed in FY23, and the final presentation of this design phase is all that remains from the first scope of work. The 3-d replica model and posterboards were received and put on display in the main campus lobby area. Once a land lease is secured, Iḷisaġvik will be able to continue working with UMIAQ/Cibinel on the schematic design phase.

Iḷisaġvik initially received a draft lease from UIC that still needed the fair market value of the land. Iḷisaġvik has since received the updated draft lease from UIC in late April that included the fair market value numbers. An internal review is currently underway, with preparation of questions, followed by legal team review. At the time of this report, President

Wilhelm and select team members had just met with UIC President, Pearl Brower, and UIC Lands and Real Estate Consultant, Margaret Nelson, to walk through the process of their appraisal and how they came up with the lease rate. Iḷisaġvik tentatively plans to move forward with their own land appraiser, and UIC has agreed to cooperate and share any requested information.

NICC information has been posted in each NSBSD school and NSB Village Liaison's Office and was included in Iḷisaġvik College's annual report.

The internal NICC committee continues to meet on a weekly basis. President Wilhelm presented to the City of Wainwright and advocated for the NICC to be a CIPM Priority Request to the PRC.

Institutional Advancement maintains an online donor platform, NeonCRM, to maintain records and steward individual and corporate donors. This allows for a centralized location of giving and tracking that helps support NICC. Donors can contribute directly to NICC by visiting the NICC's giving page:

https://Iḷisaġvik.app.neoncrm.com/forms/donate

Employee Engagement Survey was sent out to provide feedback on experiences as an employee about teamwork, overall satisfaction, cooperation and collegiality, participation in groups, benefits, professional development, COVID-19, and more.

2022-2023 Student Satisfaction Surveys were sent to students to provide feedback on Student Services programs, business affairs, and engagement on campus.

Self Ratings
Met

6.3
Outcome 6.3: Attract, develop, and retain a highly qualified and talented workforce. focus on local hire. develop institutional depth.

Narrative

Workforce Snapshot: Taken during the 2022 Fall semester (Oct. 15, 2022) and again during the Spring 2023 semester (May 15, 2023). The fall snapshot reflects three less staff members than the spring snapshot, 114 and 117 regular/temporary employees respectively.

Resident/Local Hires: Local residents filled 16 of the 29 vacant positions. "Resident Hire" is defined in the Iḷisaġvik College Handbook "as a person who has been physically present and who has maintained a principal residence within the North Slope Borough for at least thirty (30) days at the time of hire." Note: Adjunct faculty are terminated and rehired each semester.

Staff Turnover: Voluntary exit interviews were conducted with employees prior to their last day of employment. Eighteen (18) employees left employment with the College, which is 25% of the total workforce (based on an average of 72 employees).

Voluntary and Involuntary Turnover:
4 employees relocated from the North Slope

4 employees received a promotional opportunity with a different NSB employer

1 employees retired

9 employees left employment for other reasons (voluntary/involuntary)

Employee Development/Promotions: Of the 29 new hires between May 15, 2022 – May 15, 2023, 18 vacancies (62%) were filled through internal promotions/transfers. 24% of these internal promotions created new vacancies to backfill as opposed to 17%, which did not create a vacancy.

Self Ratings
Met

6.4
Outcome 6.4: Evaluate all full-time and part-time faculty members according to the faculty evaluation schedule. Using multiple indices, provide review and feedback to instructors in a timely manner. Support appropriate salary schedule.

Narrative

The college needs to create a robust, culturally responsive system for faculty evaluation. A series of short-term and interim Deans in the Academic Affairs division over the past few years have failed to generate a reliable system for consistently and thoroughly evaluating both full-time and adjunct faculty members. The faculty evaluation that has taken place has been minimal and inconsistent and the scant results have not been utilized in any productive way.

Academic Affairs is currently developing a faculty assessment tool with an eye on both the indigenization of the institution and the ongoing improvement of curriculum and instruction. The evaluations will draw upon Alaska Cultural Standards for Educators and TCU best practices while adhering to NWCCU standards and will be ready for implementation in Fall 2023.

In Spring 2022, Iḷisaġvik College reevaluated and increased the rate of pay for adjunct instructors and full-time faculty overload compensation. This was implemented in Summer 2022 for adjunct faculty and immediately for full-time faculty. The 2023-2024 contracts with merit increases as outlined on the faculty salary schedule were extended to all full-time faculty members.

Self Ratings
Not Met

6.5
Outcome 6.5: Improve performance through professional, career, and leadership development.

Narrative

The Human Resources Department works on many initiatives to improve performance through professional development activities.

Faculty and Staff continue to develop their knowledge and skills at national and international conferences and workshops which benefit employees, students and the institution as a whole.

Many employees attended Leadership and Career Development Training Opportunities.

The College waives tuition for regular non-probationary employees, their domestic partners, spouses and dependents.

Availability of large catalog of Training Modules offered on EverFi/Foundry.

HR Assigned the following: Harassment & Discrimination, FERPA, HIPAA, Bridges: Taking Action, and Bridges: Building a Supportive Community and HazCom.

The Foraker Group Summit took place in Anchorage on May 11th and 12th, 2023 and was attended by the Chief Financial Officer and the Dean of Academic Affairs.

Lunch n' Learns: The Human Resources Department hosts monthly Lunch n' Learns for Iḷisaġvik Staff presented by HR and other departments including Tuzzy Library, the Finance Department, etc.

Self Ratings
Met

6.6
Outcome 6.6: Collect and utilize institutional research data to inform the decision-making process. Present the institutional research report yearly to the Board of Trustees. Update Strategic Plan.

Narrative

The 2023 Institutional Research Report is distributed during the June 2023 Board of Trustees meeting, and will be presented in detail during a workshop at the September 2023 meeting. The Report includes information for the Summer 2022, Fall 2022, and Spring 2023 semesters.

Self Ratings
Met

MEMORANDUM

TO: Iḷisaġvik College Board of Trustees

THROUGH: Justina Wilhelm, President

FROM : Ann Marie Clark, Chief Financial Officer

DATE: May 19, 2023

SUBJECT: FY24 Budget Recommendation Narrative

Iḷisaġvik College Strategic Plan Prioritie(s)/Outcome(s): Priority 5 Ensure the future of Iḷisaġvik College Outcome 3: Maintain an active, ongoing partnership with the North Slope Borough Mayor's Office, the North Slope Borough Assembly, and North Slope tribal funders to ensure a sustainable level of borough funding.

The FY24 Updated Budget Resolution recommendation is attached.

Our budget process this year included a request to budget managers to survey their employees and to gather a list of all of their department's needs. The budget managers then submitted those needs to the President and Chief Financial Officer to review and present to cabinet.

The President and executive management at Iḷisaġvik College are recommending the following updated budget reductions, which supersedes FY24 Budget Resolution NO. 2022-07 that was approved on December 2, 2022:

1. Elimination of Institutional Research Specialist (or Coordinator) ($124,100)
2. Elimination of Math and Writing Specialist ($127,500)
3. Elimination of CTE Instructor/Assistant Professor ($161,500)
4. Elimination of Foundational English Instructor/Assistant Professor ($136,000)

Total Approved FY24 Budget Resolution NO. 2022-07:	**$ 21,025,116**
Total Reductions of:	**$ 549,100**
Total Updated Budget Resolution No. 2023-02:	**$ 20,476,016**

Iḷisaġvik College

RESOLUTION NO. 2023-02

A RESOLUTION TO APPROVE IḶISAĠVIK COLLEGE'S GENERAL OPERATING BUDGET FOR FISCAL YEAR ENDING JUNE 30, 2024

WHEREAS, Iḷisaġvik College, through the North Slope Borough Assembly Ordinance 85-23-03, is organized effective July 1, 1996 as a non-profit 501(c)(3) corporation governed by a Board of Trustees; and

WHEREAS, pursuant to §8.02.050 of the North Slope Borough Code of Ordinances, the Board of Trustees is required to submit a budget request through the Mayor to the Assembly in accordance with the Borough's budget process; and

WHEREAS, Iḷisaġvik College's goal is to help build strong communities through education and training; and

WHEREAS, President Wilhelm and Iḷisaġvik faculty and staff have solicited feedback to the training and higher educational needs and priorities of the village residents, leaders and other organizations for the coming year; and

WHEREAS, Iḷisaġvik College's budget request is to meet the mission of the College as established by the leaders of the Borough, respond to community requests for education for the coming generations, prepare residents for gainful employment in the workforce and professions, and expand its outreach to the North Slope villages and rural Alaska; and

WHEREAS, the College has been informed of funding availability and general economic conditions in the United States and on the North Slope, this budget reflects a modest increase in expense activity to meet ongoing student centered needs along with a continued emphasis on self-generated income through aggressive use of grants and funds to complement the North Slope Borough appropriation.

NOW THEREFORE BE IT RESOLVED, that the Iḷisaġvik College Board of Trustees approves the FY24 General Operating Budget in the amount of $20,476,016 from the following sources:

North Slope Borough Basic Appropriation North Slope Borough Rent Payments to UIC	$ 8,726,755 $ 3,120,967
Ilisagvik College Self-Generated Revenues	$ 8,628,294
TOTAL	**$20,476,016**

THE FOREGOING RESOLUTION WAS ADOPTED JUNE 3, 2023, *at a duly called meeting of the Board of Trustees by a vote of _____ FOR and _____ AGAINST the resolution.*

ATTESTED:

_____	_____
Debby Edwardson, Chairperson	Harlee Harvey, Secretary
Iḷisaġvik College	Iḷisaġvik College

FINANCIAL REPORTING DISCUSSION & ANALYSIS
For the Nine Months Ending March 31, 2023
June 14th and 15th, 2023 Board of Trustee Meeting

Discussion of Statements for the Nine Months Ending March 31, 2023

Revenues for the nine months ending March 31, 2023 were $17,824,658 and expenses were $16,936,676 resulting in a surplus of $887,983 for the first nine months of the fiscal year.

The current cash and cash equivalent position of $4,729,745 has increased $436,809 from the audited financial statements at June 30, 2022. This increase is due to supplemental funding received from the North Slope Borough and grant funding. Other current asset accounts including accounts receivable, grants receivable, prepaid items and inventories increased by a combined $236,999 from the audited statements at year-end. Total investments (combined College and Foundation) increased $1,692,075 which is attributable to the stock market recovering from the recent lows.

Current liability accounts have increased $204,753 due to the increase in Unearned Revenue. Unearned revenue at $6,259,944 increased $200,682 during the first nine months of the fiscal year. These funds will be realized as revenue is earned and as the grants' objectives are being completed and will fluctuate throughout the year. Total net position of $23,437,353 has increased $1,754,769 and includes the Foundation investment income for the fiscal year.

Revenues of $17,824,658 consists of cash as well as in-kind rent contributions from the North Slope Borough in addition to self-generated revenue from grants, private contributions and gifts, auxiliary services and the change in the market value of investments. We will continue to monitor the reporting and billing activity throughout the year and would anticipate that future periods will be in line with total annual projected revenues.

Total expenses of $16,936,676 are higher than budgeted, because we have upgraded the exterior safety precautions, travel is starting to increase, and additional expenses due to new grants received. As with revenues, we will continue to closely monitor expenses and would anticipate that future periods will be more in line with total annual projected expenses.

Overall, the Statement of Net Position appears healthy at this point.

Ilisagvik College
Statement of Net Position
March 31, 2023, June 30, 2022, and June 30, 2021

	Unaudited March 31, 2023	Audited June 30, 2022	Audited June 30, 2021
Assets and Deferred Outflows			
Current Assets:			
Cash and Cash Equivalents	$ 4,729,745	$ 4,302,936	$ 2,034,193
Accounts Receivable, Net	742,895	269,893	501,887
Grants Receivable	1,075,153	1,363,748	2,030,761
Prepaid Items	251,591	198,999	197,882
Investments	29,618,760	27,925,785	28,953,352
Inventories	149,699	149,699	153,246
Total Current Assets	36,567,842	34,211,060	33,871,321
Non-Current Assets:			
Capital Assets, Net of Accumulated Depreciation	1,851,185	2,248,446	1,782,777
Net other postemployment benefit related	6,114,500	6,114,500	860,681
Total Non-Current Assets	7,965,685	8,362,946	2,643,458
Total Assets	44,533,527	42,574,006	36,514,779
Deferred Outflows of Resources:			
Pension Related	1,271,159	1,271,159	1,262,712
Other Postemployment Benefit Related	193,136	193,136	561,051
Total Deferred Outflows of Resources	1,464,295	1,464,295	1,823,763
Total Assets and Deferred Outflows	**$ 45,997,822**	**$ 44,038,301**	**$ 38,338,542**

Ilisagvik College
Statement of Net Position
March 31, 2023, June 30, 2022, and June 30, 2021

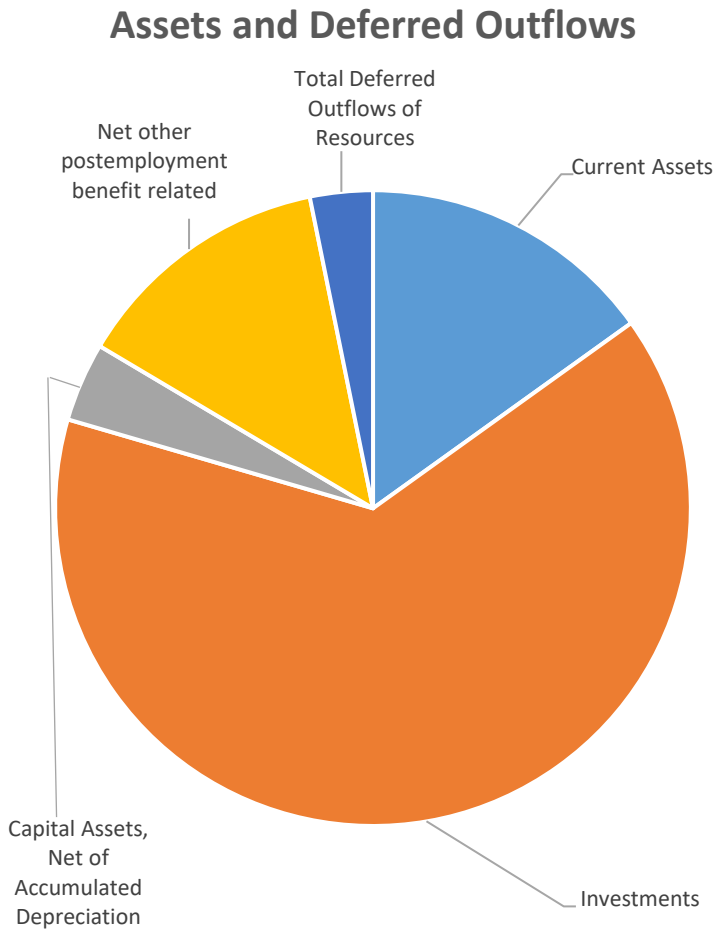
	Unaudited March 31, 2023	Audited June 30, 2022	Audited June 30, 2021
Liabilities, Deferred Inflows and Net Position			
Current Liabilities:			
Accounts Payable	$ 447,390	$ 601,577	$ 286,731
Unearned Revenue	6,259,944	6,059,262	8,047,357
Accrued Payroll and Related	762,665	604,407	752,660
Current Portion Note Payable - PPP	-		
Total Current Liabilities	7,469,999	7,265,246	9,086,748
Noncurrent Liabilities:			
Note Payable - PPP	-		
Net Pension Liability	8,421,333	8,421,334	10,298,476
Net Other Postemployment Benefit Liability	-	-	22,898
Total Noncurrent Liabilities	8,421,333	8,421,334	10,321,374
Total Liabilities	15,891,332	15,686,580	19,408,122
Deferred Inflow of Resources:			
Pension Related	3,358,240	3,358,240	546,417
Other Postemployment Benefit Related	3,310,897	3,310,897	714,170
Total Deferred Inflow of Resources	6,669,137	6,669,137	1,260,587

Ilisagvik College
Statement of Net Position
March 31, 2023, June 30, 2022, and June 30, 2021

	Unaudited March 31, 2023	Audited June 30, 2022	Audited June 30, 2021
Net Position:			
Investment in Capital Assets	1,851,185	2,248,446	1,782,777
Restricted for Foundation	4,789,736	4,789,736	4,364,868
Dedicated for NICC	3,000,000	3,000,000	3,000,000
Unrestricted	13,796,432	11,644,402	8,522,188
Total Net Position	23,437,353	21,682,584	17,669,833
Total Liabilities, Deferred Inflows and Net Position	**$ 45,997,822**	**$ 44,038,301**	**$ 38,338,542**

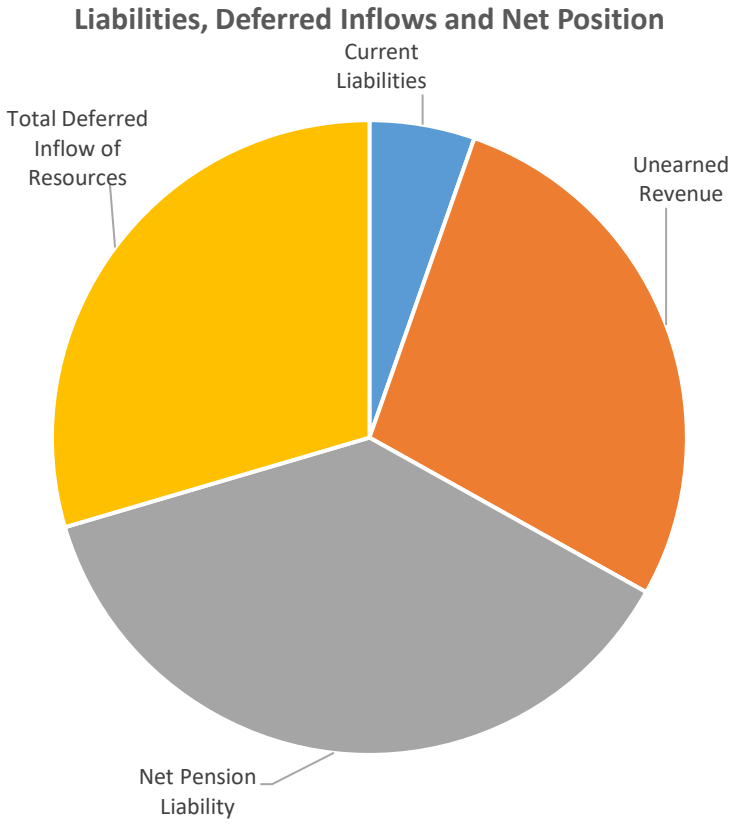
Ilisagvik College
Statement of Net Position
March 31, 2023

	Unaudited March 31, 2023
Assets and Deferred Outflows	
Current Assets:	
Cash and Cash Equivalents	$ 4,729,745
Accounts Receivable, Net	742,895
Grants Receivable	1,075,153
Prepaid Items	251,591
Investments	29,618,760
Inventories	149,699
Total Current Assets	36,567,842
Non-Current Assets:	
Capital Assets, Net of Accumulated Depreciation	1,851,185
Net other postemployment benefit related	6,114,500
Total Non-Current Assets	7,965,685
Total Assets	44,533,527
Deferred Outflows of Resources:	
Pension Related	1,271,159
Other Postemployment Benefit Related	193,136
Total Deferred Outflows of Resources	1,464,295
Total Assets and Deferred Outflows	**$ 45,997,822**



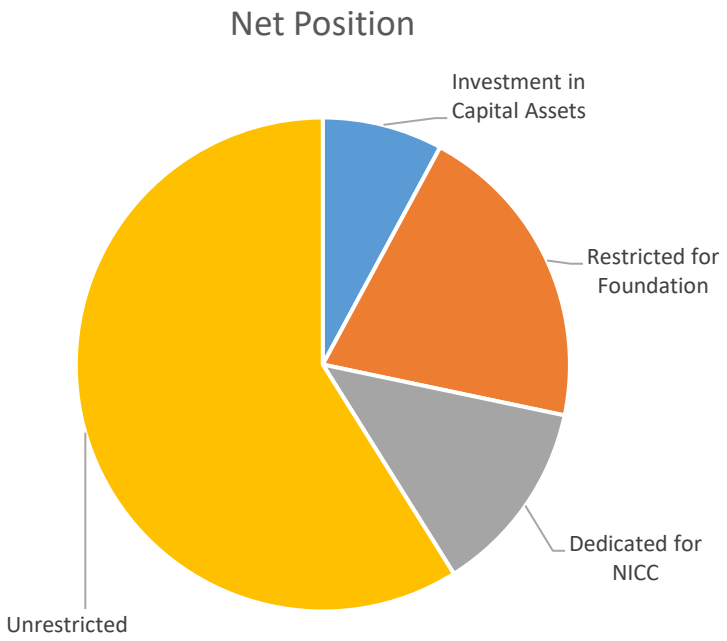
Ilisagvik College
Statement of Net Position
March 31, 2023

	Unaudited March 31, 2023
Liabilities, Deferred Inflows and Net Position	
Current Liabilities:	
Accounts Payable	$ 447,390
Unearned Revenue	6,259,944
Accrued Payroll and Related	762,665
Current Portion Note Payable - PPP	-
Total Current Liabilities	7,469,999
Noncurrent Liabilities:	
Note Payable - PPP	-
Net Pension Liability	8,421,333
Net Other Postemployment Benefit Liability	-
Total Noncurrent Liabilities	8,421,333
Total Liabilities	15,891,332
Deferred Inflow of Resources:	
Pension Related	3,358,240
Other Postemployment Benefit Related	3,310,897
Total Deferred Inflow of Resources	6,669,137



Ilisagvik College
Statement of Net Position
March 31, 2023

	Unaudited March 31, 2023
Net Position:	
Investment in Capital Assets	1,851,185
Restricted for Foundation	4,789,736
Dedicated for NICC	3,000,000
Unrestricted	13,796,432
Total Net Position	23,437,353
Total Liabilities, Deferred Inflows and Net Position	**$ 45,997,822**

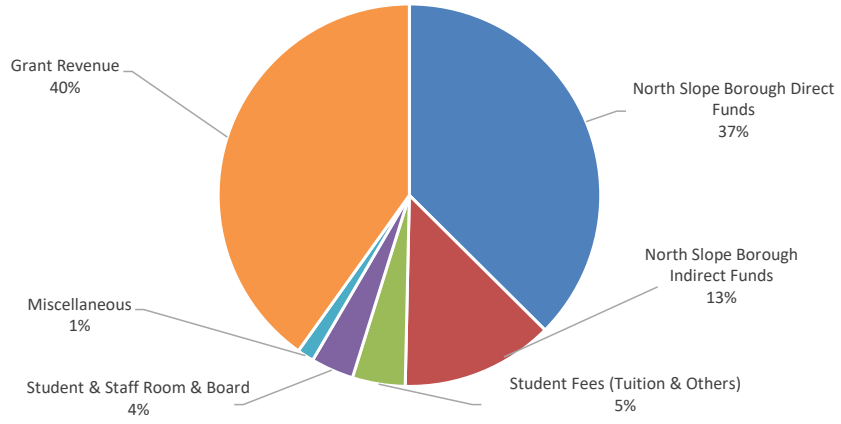


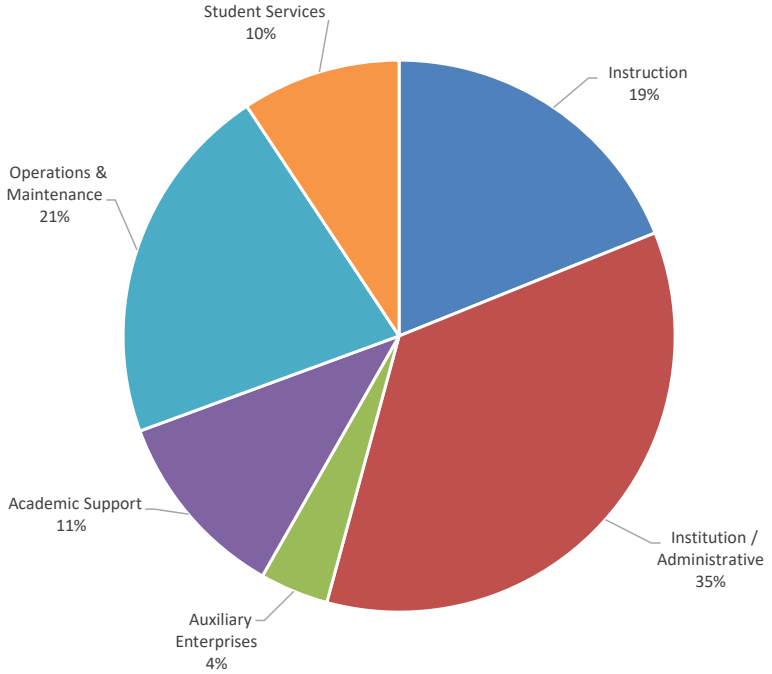
Ilisagavik College
Statement of Functional Revenues and Expenses
For the Nine Months Ending March 31, 2023

	YTD Actual	YTD Budget	Actual to YTD Budget	Total Budget	Actual to Total Budget
Operating Expenses					
Instruction	$ 3,202,507	$ 3,588,938	89%	$ 4,785,251	67%
Institution / Administrative	5,981,488	3,832,058	156%	5,109,410	117%
Auxiliary Enterprises	681,351	553,718	123%	738,290	92%
Academic Support	1,891,722	1,862,078	102%	2,482,771	76%
Operations & Maintenance	3,600,818	3,656,503	98%	4,875,337	74%
Student Services	1,578,790	1,240,145	127%	1,653,527	95%
Total Operating Expenses	**$ 16,936,676**	**$ 14,733,440**	**115%**	**$ 19,644,586**	**86%**

Source of Funds

North Slope Borough Direct Funds	$ 6,545,207
North Slope Borough Indirect Funds	2,256,121
Self Generated & Grants	8,676,229
Investment Income - Change in Market Value	347,102
Total Source of Funds	**$ 17,824,658**
Net Income (Loss)	**$ 887,983**





Ilisagvik College
GENERAL FUND and GRANTS vs BUDGET
ALL DEPARTMENTS
For the Nine Months Ending Friday, March 31, 2023

	YTD GENERAL FUND	YTD GRANTS	TOTAL YTD EXPENSES	TOTAL YTD BUDGET	TOTAL % Expended	TOTAL FY23 BUDGET	TOTAL % Expended
Labor & Fringe Benefits:							
Salary and Wages (Faculty)	$35,294	$610,363	$645,658	$1,008,752	64%	$1,345,002	48%
Salary and Wages (Adjunct Faculty)	$278,394	$39,361	$317,755	$126,172	252%	$168,229	189%
Salary and Wages (Staff)	$2,820,339	$1,487,651	$4,307,990	$4,317,785	100%	$5,757,047	75%
Salary and Wages (Temporary)	$168,268	$192,073	$360,341	$166,802	216%	$222,403	162%
Salary and Wages (Student Employees)	$0	$36,687	$36,687	$23,870	154%	$31,827	115%
Employer's Payroll Taxes	$265,760	$196,362	$462,122	$0	0%	$0	0%
Employer's Worker's Compensation	$37,175	$36,052	$73,227	$0	0%	$0	0%
Employee Benefits	$1,211,944	$1,213,397	$2,425,341	$3,571,655	68%	$4,762,206	51%
Total Labor & Fringe Benefits	$4,817,174	$3,811,948	$8,629,122	$9,215,036	94%	$12,286,715	70%
Other Expenses							
Advertising	$12,954	$3,000	$15,954	$30,870	52%	$41,160	39%
Bank Fees	$993	$0	$993	$4,356	23%	$5,808	17%
Bookstore Clothing	$39,543	$0	$39,543	$42,150	94%	$56,200	70%
Bookstore Text Books & Electronics	$68,864	$0	$68,864	$42,450	162%	$56,600	122%
BOT - IC Scholarship	$48,733	$0	$48,733	$37,500	130%	$50,000	97%
Brochures & Publications	$0	$0	$0	$19,092	0%	$25,456	0%
Building Grounds & Repairs	$40,530	$88,251	$128,781	$64,764	199%	$86,352	149%
Communications	$259,872	$49,835	$309,707	$234,968	132%	$313,291	99%
Computer Expenses	$41,669	$446,868	$488,537	$64,052	763%	$85,403	572%
Consulting Expense	$0	$551	$551	$0	0%	$0	0%
Contract Services	$611,960	$327,561	$939,521	$707,303	133%	$943,071	100%
Contributions	$231,738	$210,274	$442,012	$321,393	138%	$428,524	103%
COVID19 Expenses	$0	$301,761	$301,761	$0	0%	$0	0%
Depreciation	$401,153	$0	$401,153	$233,640	172%	$311,520	129%
Dues and Subscriptions	$107,806	$68,406	$176,212	$77,030	229%	$102,715	172%
Employee Recruiting & Relocation	$5,295	$0	$5,295	$0	0%	$0	0%
Equipment Repairs & Maintenance	$2,553	$0	$2,553	$10,125	25%	$13,500	19%
Facilities Rent	$2,256,121	$0	$2,256,121	$2,256,462	100%	$3,008,616	75%
Furniture, Furnishings & Equipment	$22,105	$338,370	$360,474	$7,890	4,569%	$10,520	3,427%
Graduation Expenses	$5,069	$0	$5,069	$11,985	42%	$15,980	32%
IC Contribution to Program Activity	$18	$0	$18	$0	0%	$0	0%
Indirect Costs	$0	$649,327	$649,327	$0	0%	$0	0%
Instructional Costs	$11,974	$46,994	$58,968	$37,421	158%	$49,895	118%
Insurance - Business	$159,038	$0	$159,038	$139,059	114%	$185,412	86%
Inter-dept Bookstore	$9,120	$0	$9,120	$5,907	154%	$7,876	116%
Inter-dept Food Service	$6,304	$3,798	$10,102	$19,756	51%	$26,341	38%
Inter-dept Room Charges	$0	$4,060	$4,060	$16,837	24%	$22,450	18%
Janitorial Supplies	$17,794	$0	$17,794	$6,354	280%	$8,472	210%
Meals, Meetings, Entertainment	$15,541	$2,163	$17,704	$16,450	108%	$21,934	81%
Miscellaneous	$29,369	$24,748	$54,117	$12,701	426%	$16,935	319%
Operations & Maintenance Facilities Safety Supplies	$8,555	$14,007	$22,562	$0	0%	$0	0%
Periodicals, Books, Videos & Subscriptions	$39,177	$46,696	$85,873	$47,373	181%	$63,164	136%
Postage and Freight	$32,455	$14,277	$46,732	$28,133	166%	$37,510	125%
Professional Fees (Accounting & Auditing)	$101,498	$0	$101,498	$67,500	150%	$90,000	113%
Professional Fees (Legal)	$7,918	$0	$7,918	$13,437	59%	$17,916	44%
Rent Expense - Other	$0	$60	$60	$0	0%	$0	0%
Rent Expense - Staff Housing	$245,288	$0	$245,288	$237,551	103%	$316,734	77%
Staff Development & Training	$9,004	$6,778	$15,783	$72,261	22%	$96,348	16%
Student Government Expenses	$1,011	$0	$1,011	$0	0%	$0	0%
Student Meals	$1,071	$152	$1,223	$0	0%	$0	0%
Supplies	$64,450	$38,853	$103,303	$87,096	119%	$116,128	89%
Travel (Staff & Board)	$220,876	$182,358	$403,234	$233,368	173%	$311,157	130%
Travel (Student)	$7,086	$56,885	$63,971	$75,142	85%	$100,189	64%
Unapologetically Iñupiaq	$3,155	$0	$3,155	$0	0%	$0	0%
Utilities	$106,333	$0	$106,333	$124,394	85%	$165,858	64%
Vehicle Fuel & Lubrication	$66,722	$0	$66,722	$37,440	178%	$49,920	134%
Vehicle Repair & Maintenance	$52,286	$1,719	$54,005	$36,684	147%	$48,912	110%
Wellness Program	$6,523	$278	$6,801	$37,503	18%	$50,004	14%
TOTAL EXPENSES	$5,379,524	$2,928,029	$8,307,554	$5,518,397	151%	$7,357,871	113%
Grand Total	$10,196,698	$6,739,977	$16,936,676	$14,733,433	115%	$19,644,586	86%

Ilisagvik College
GENERAL FUND and GRANTS vs BUDGET SUMMARY
ALL DEPARTMENTS
For the Nine Months Ending Friday, March 31, 2023

	YTD GENERAL FUND	YTD GRANTS	TOTAL YTD EXPENSES	TOTAL YTD BUDGET	TOTAL % Expended	TOTAL FY23 BUDGET	TOTAL % Expended
Labor & Fringe Benefits:							
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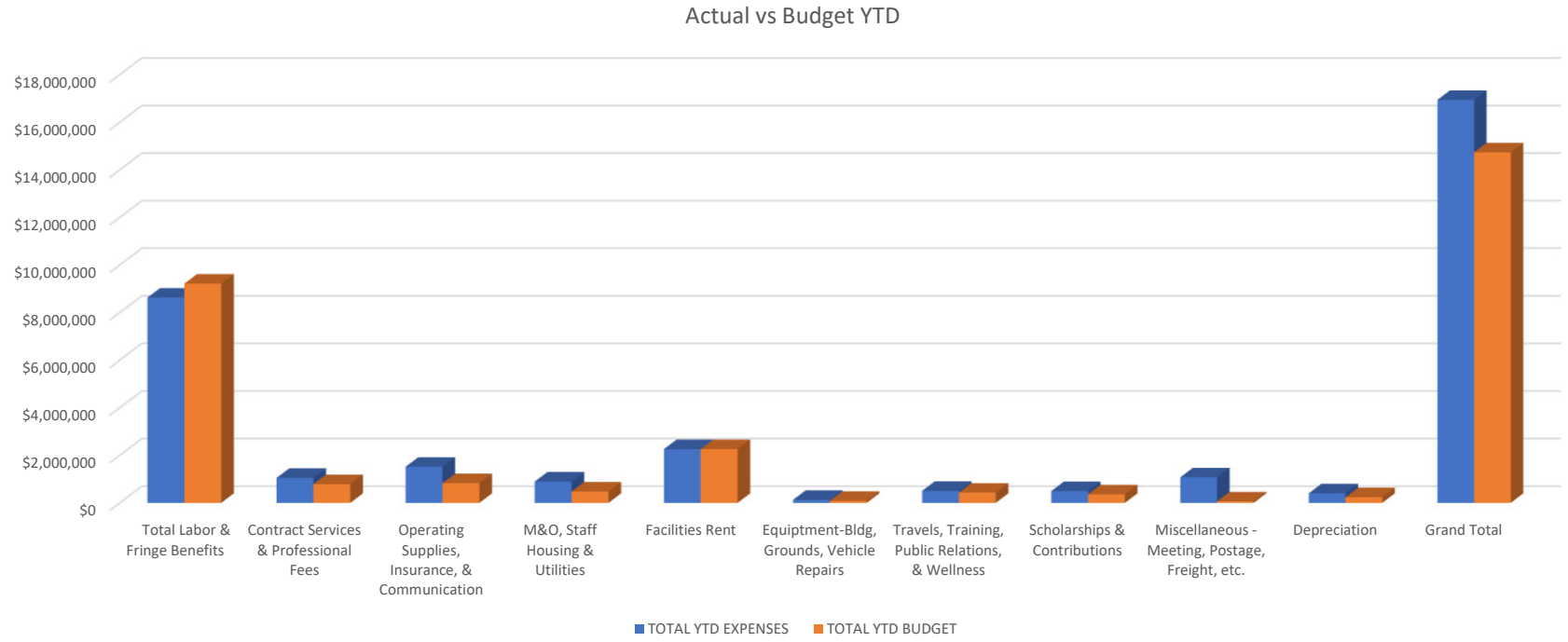
Salary and Wages (Staff)	$2,820,339	$1,487,651	$4,307,990	$4,317,785	100%	$5,757,047	75%
Salary and Wages (Temporary)	$168,268	$192,073	$360,341	$166,802	216%	$222,403	162%
Salary and Wages (Student Employees)	$0	$36,687	$36,687	$23,870	154%	$31,827	115%
Employer's Payroll Taxes	$265,760	$196,362	$462,122	$0	0%	$0	0%
Employer's Worker's Compensation	$37,175	$36,052	$73,227	$0	0%	$0	0%
Employee Benefits	$1,211,944	$1,213,397	$2,425,341	$3,571,655	68%	$4,762,206	51%
Total Labor & Fringe Benefits	$4,817,174	$3,811,948	$8,629,122	$9,215,036	94%	$12,286,715	70%
Other Expenses							
Contract Services & Professional Fees	$721,375	$328,112	$1,049,487	$788,240	133%	$1,050,987	100%
Operating Supplies, Insurance, & Communication	$817,622	$700,652	$1,518,275	$827,469	183%	$1,103,300	138%
M&O, Staff Housing & Utilities	$446,908	$448,546	$895,453	$477,545	188%	$636,727	141%
Facilities Rent	$2,256,121	$0	$2,256,121	$2,256,462	100%	$3,008,616	75%
Equiptment-Bldg, Grounds, Vehicle Repairs	$121,562	$1,719	$123,281	$84,249	146%	$112,332	110%
Travels, Training, Public Relations, & Wellness	$254,925	$246,451	$501,375	$430,259	117%	$573,678	87%
Scholarships & Contributions	$280,471	$210,274	$490,745	$358,893	137%	$478,524	103%
Miscellaneous - Meeting, Postage, Freight, etc.	$79,388	$992,276	$1,071,664	$61,640	1,739%	$82,187	1,304%
Depreciation	$401,153	$0	$401,153	$233,640	172%	$311,520	129%
TOTAL EXPENSES	$5,379,524	$2,928,029	$8,307,554	$5,518,397	151%	$7,357,871	113%
Grand Total	$10,196,698	$6,739,977	$16,936,676	$14,733,433	115%	$19,644,586	86%



MEMORANDUM

TO: Iḷisaġvik College Board of Trustees

FROM: Justina Wilhelm, President

DATE: May 24, 2023

SUBJECT: FY24 Strategic Plan Recommendations

Iḷisaġvik College Strategic Plan Prioritie(s)/Outcome(s): *Priorities 1-6*

Every Summer Board of Trustees Meeting, the board approves the Iḷisaġvik College's Strategic Plan for the coming fiscal year. This year's Strategic Plan reflects a three-year metric and strategic outlook.

Prior to this review, Iḷisaġvik's Administration and the President's Cabinet review the Strategic Plan to make sure the priorities, and outcomes align with current programs and activities.

Attached please find administration's recommended changes for the Strategic Plan in FY24.

v

FY 2~~4~~3 Iḷisaġvik College Strategic Plan 2022-2024

Vision, Mission, Priorities, and Outcomes w/Implementation Plan

-Internal Version-

Approved by Board of Trustees June ~~1~~29~~5,~~ 202~~3~~2

Tikisaksraq/Vision:
Ikayuutauluta Nunaaqqiñun Suaŋŋaktaaġlugit Iḷisaġnikunlu Suraġallasiñikunlu.
To Help Build Strong Communities through Education and Training.

Sivuniq/Mission:
Iḷisaġvik College iḷisalluataġviqaqtitchiruq ḷisavsaallasiniġmun, savaaqallasiñiġmun suli sum savagnaġniŋagun iḷisaġviqaqhutiŋ sivunmun suli

suaŋŋaktaallavlugu Iñupiat iñuuniaġusiat, Iñupiuraaġniŋat, piqpagiraŋisigun, suli piraġausiŋisigun.

Naparuq ikayuutauvłuni įlisaqtuanun suli naupkaqługi įlitchiļluataŋaruat suli anniqsuutaullasiŋaruat savaktiksrat North Slope-miļu State of Alaska-miļu.

Iļisaġvik College provides quality post-secondary academic, career, and technical education in a learning environment that perpetuates and strengthens Iñupiat culture, language, values and traditions.

It is dedicated to serving its students and developing a well-educated and trained workforce who meet the human resource needs of North Slope employers and the state of Alaska

Iñupiaqatigiigñiq: Traditional Iñupiaq Values

Qiksiksrautiqaġniq Iñuuniaġvigmun – *Respect for Nature*
Signataiññiq – *Sharing*
Iñupiuraallaniq – *Knowledge of Language*
Paammaaġiigñiq – *Cooperation*
Iļagiigñiq – *Family and Kinship*
Piqpakkutiqaġniq suli Qiksiksrautiqaġniq Utuqqanaanun Allanullu – *Love and Respect for Our Elders and One Another*
Quvianġuniq – *Humor*
Anuniallaniq – *Hunting Traditions*
Nagliktuutiqaġniq – *Compassion*
Qiñuiññiq – *Humility*
Paaqlaktautaiññiq – *Resolution of Conflict*
Ukpiqqutiqaġniq – *Spirituality*

ILISAĠVIK COLLEGE

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Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Priority 6
Indigenize the institution	Build the Student Enrollment of Iḷisaġvik College	Improve Student Achievement	Improve Village Instruction Across the North Slope	Ensure the Future of Iḷisaġvik College	Build a Robust, Service-Oriented Organization.

Priority 1 **Indigenize the institution**	**Outcome 1**: Implement and/or amend institutional policies, procedures, and guidelines in order to support tribal higher education initiatives and align with Iñupiaq culture, language, values, traditions, and worldview.	Indicators: Ongoing policy & procedures revisions
	Outcome 2: Foster an organizational environment that perpetuates Iñupiaq culture, language, values, and traditions for staff, faculty, and students. Provide development opportunities to learn and understand the Iñupiaq worldview.	Indicators: Cultural hours, UI initiatives, DE cultural courses, INU Lang Classes, Fine Arts Festivals, INU Corner postings
	Outcome 3: Develop relationships with the Iñupiaq community by providing opportunities to connect with students, staff, and faculty.	Indicators: Community Events, Guest Speakers, Student Presentations
	Outcome 4: Strengthen and cultivate curricula that incorporate Iñupiat c~~C~~ulture, language, values, and traditions.	Indicators: Iñupiaq curriculum update
	Outcome 5: Develop programming to support the human resource needs of the North Slope and Alaska, preparing our students for professional, academic, and vocational careers	Indicators: New & developing curriculum, teacher education program update, communications with the NSBSD.
	Outcome 6: Foster outreach programming to support community-driven needs and requests in support of life-long learning.	Indicators: Non-credit outreach programming

Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Outcome 5**	**Outcome 6**
Assigned to: PAT/UI For RP 2023-242 ~~-23~~ **Task #1:** Review employee and student handbook at Cabinet. **Timeline: Sp~~Fa~~ '242** **Task #2** Revise evaluation processes to incorporate evidence of cultural competencies for staff and faculty~~**Capture processes in one document or shared drive. Create document for biannual review.**~~ **Timeline: Sp~~Fa~~ '242** **Task #3** **Continue to e~~E~~m~~n~~bed** "gifting of the culture" and statement into handbooks. **Timeline: Sp~~Fa~~ '242**	Assigned to: UI Team For RP 2023-242 ~~-23~~ **Task #1** Maintain current UI activities, plus prioritize the Iñupiaq language to be first in signs, business cards, agendas etc. **Timeline**: **Sp~~Fa~~ '242~~;~~** ~~**complete by Sp '23**~~ **Task #2** Incorporate ~~Change the Board agenda to have all categories in~~ Iñupiaq translations into Cabinet agreements and other institutional documents. **Timeline: Sp~~Fa~~ '242** **Task #3** Create Iñupiaq l~~L~~anguage pronunciation "simplified." **Timeline: Sp~~Fa~~ '242** ~~**Task #4**~~ ~~Gift the Iñupiaq experience.~~ ~~**Timeline: Aug. 22.**~~ **Task #45**	Assigned to: UI Team For RP 20232 ~~-2~~43 **Task #1** Reaffirm UI at fall in-service **Timeline: Fall '232** **Task #2** Continue to e~~E~~xpand outreach through website & social media. **Timeline: Sp. '243**	Assigned to: UI Team and Academic Affairs For RP 20232-243 **Task #1** Create syllabus categories in Iñupiat. Expand with time. **Timeline: Sp '243** **Task #2** All courses have a "culturally responsive" component **Timeline: Sp '243**	Assigned to: Academic Affairs For RP 2023-242 ~~-23~~ **Task #1** Teacher Education Program Committee will continue~~Asst. Professor of Education will initiate~~ conversations with the NSBSD and other constituents ~~to create a teacher education programparaprofessional track with the goal to offer by 2023.~~ **Timeline: Sp '243**	Assigned to: UI Team For RP 2023-242 ~~-23~~ **Task #1** Continue and expand ~~Reestablish a~~ Community Education Programming ~~with the launch of~~ workshops. **Timeline: Sp '243**

	Indigenize~~Update~~ Tuzzy Library to perpetuate the Iñ~~n~~upiaq culture. **Timeline: Sp24~~Start 2022; complete 2024~~** **Task #5** Continue Iñupiaq students' language presentations & events. **Timeline: Sp '24**				

(Priority 1)

Priority 2 **Build the Student Enrollment of Iḷisaġvik College**	**Outcome 1**: Build enrollment of Alaska Native/American Indian students in order to maintain eligibility as a tribal college (51% or higher Alaska Native/American Indian enrollment).	Indicators:~~:~~ Overall headcount, AN headcount & enrollment (Fa, Sp, Su)~~)~~
	Outcome 2: Over the next two years (by 2024) increase full-time and part-time student for-credit enrollment in degree and certificate programs to pre-pandemic five-year average of 212.	Indicators: Program active students, Headcount (Fa, Sp, Su)
	Outcome 3: Over the next two years (by 2024) increase Continuing Education Units (CEU) earned overall and off-site to pre-pandemic five-year average of 630.	Indicators: CEU, headcount (Fa, Sp, Su)
	Outcome 4: Over the next two years (by 2024) continue to foster statewide partnerships with Alaskan Communities to increase enrollment numbers of off-Slope students to the five-year pre-pandemic average of 467.	Indicators: For-credit enrollment Off-slope P/A enrollment (Fa, Sp, Su)
	Outcome 5: Over the next two years (by 2024) increase enrollment of 18~~7~~-23-year-old students to the five-year pre-pandemic average of 188.	Indicators:~~:~~ For-credit headcount (Fa, Sp, Su)

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	Outcome 6: Over the next two years (by 2024) increase NSBSD dual-credit enrollment to the five-year pre-pandemic average of 105.	Indicators:~~:~~ NSBSD DC, headcount & enrollment
	Outcome 7: Collaborate with major employers to attract their employees into training programs in order to build a more highly educated workforce. Faculty and training personnel will work with employers on curriculum design, recruitment, development of internship and placement opportunities.	Indicators:~~:~~ CEU, Enrollment

Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
Assigned to: ~~Enrollment Mgt Team &~~ Recruitment For RP 2023-24~~2-23~~ **Task #1** Develop a comprehensive recruitment/engagement plan that aligns w/marketing materials and target dates~~.~~ for (2.2) FT/PT for-credit students (2.4) off-Slope students; (2.5)17-24 year-old students; (2.6) NSBSD Dual Credit students; (4.2) Village for-credit students ~~for the post COVID environment in 1-2 years~~; **Timeline: Sp '2~~3~~4** **Task #2** Increase travel with time divided btwn NSB% and off-slope% and calculate ROI. **Timeline: Sp '24~~3~~** **Task #3** Explore opportunities with local employers to outreach during lunch break for >24+ y.o. **Timeline: Sp '24~~3~~** **Task #4**	Assigned to: Recruitment and Enrollment Mgmt~~Enrollment Mgt Team~~ For RP ~~-~~2023-24~~2022-23~~ **Task#1** Using sign-in sheets from all recruitment trips, contact students to apply for admission **Task #2** Develop a comprehensive recruitment/engagement plan that aligns w/marketing materials and target dates. for ~~(2.2) FT/PT for-credit students~~ (2.4) off-Slope students; (2.5)17-24 year-old students; ~~(2.6) NSBSD Dual~~ Credit students; (4.2) Village for-credit students~~Schedule and host a data sharing event, to share student data with college (Annual event)~~	Assigned to: Workforce Development~~Enrollment Mgt Team~~ For RP 2023~~2~~-24~~3~~ **Task #1** Expand capacity in CTE and WFD with an additional faculty hire or commensurate teaching position. ~~**Expand capacity by hiring two additional training facilitators for trades & office**~~ **Timeline: Sp '24~~Fa '22~~** **Task #2** Recruit prospects from high school and temps workers who are seeking immediate full-time employment to enroll in CEU classes. Work with WFD team and local organizations who need a	Assigned to: Recruitment and Academic Affairs~~Enrollment Mgt Team~~ For RP 2023~~2~~-24~~3~~ **Task #1** AA expands partnerships with tribal communities; Timeline: Sp '24~~3~~ **Task #2** Recruitment follows up directly with students in the communities. **Timeline: Sp '24~~3~~**	Assigned to: Recruitment and Enrollment Mgmt~~Enrollment Mgt Team~~ For RP 2023~~2~~-24~~3~~ **Task #1** Same as Assignment for Outcome 1, Priority 1~~2~~. **Task #2** Same as Assignment for Outcome 1, Priority 2	Assigned to: Recruitment and Dual Credit Coordinator/External Relations~~Enrollment Mgt Team~~ For RP 2023~~2~~-24~~3~~ **Task #1** Continue to discuss~~With new staff on board, discuss~~ the options for college prep content within the college, including revising and strengthening marketing materials, ~~-~~and explore potential policy options for implementation. (refer to jump start) **Timeline: Sp '24~~3~~** **Task #2** External Relations Outreach Meetings with Principals & Counselors Ongoing Timeline: Sp '24 **Task #3** In the spring semester	Assigned to: Workforce Development and External Relations **Task #1** WFD Roundtable Meetings each semester Timeline: Sp '24 **Task #2** External Relations Outreach Meetings Ongoing Timeline: Sp '24

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Make contact with at least 30 new students per month through chance meetings, school visits, Zoom meetings and public events. Have students complete I'm Interested in College cards and track them on a spreadsheet.	Timeline: Sp '24 **Task #3** Disseminate data college-wide and increase internal knowledge of enrollment data and trends **Timeline: Sp'24~~3~~** **Task #4** Contact former students who have credits and recruit them to complete certificate and then degree. In coordination with WFD, recruit residents who have taken training, and all GED graduates to enroll in a program. Travel to each NSB village once per semester, attend career/college fairs, statewide conventions, and other large events to introduce and recruit new students.	trained work force immediately.			Recruitment and faculty representative will host a parents night before the school year ends for parents of incoming freshman and introduce them to dual-credit. Invite parents and their 8th grade graduates. Repeat in November or early December for potential spring dual-credit high school freshman students	

(Priority 2)

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Priority 3 **Improve Student Achievement**	**Outcome 1:** Maintain the rate at which students successfully complete courses each semester at 85% or higher.	Indicators: For-credit students, enrollment, (Fa, Sp) SIS & SMARTS Team
	Outcome 2: Maintain the following baseline rates for persistence, retention, and graduation rates: Persistence: 50% Retention: 36% (institutional) Graduation: 45% (AIMS)	Indicators: Program active, for-credit, persistence, institutional retention (AIMS), graduation (AIMS)
	Outcome 3: Maintain and/or improve academic excellence and workforce competencies for all students.	Indicators: Annual assessment of all program, degree and institutional learning outcomes and workforce competencies (Sp)
	Outcome 4: Maintain or increase support services to student engagement and learning.	Indicators: Adult education & tutorial assistance to village students; ICARE, LRC#, recruitment
	Outcome 5: Develop programming to support the human resource needs of the Nnorth Sslope and Aalaska, preparing our students for professional, academic, and vocational careers	Indicators: New & Developing curriculum, teacher education program update, communications with the NSBSD.
	Outcome 6: Foster outreach programming to support community-driven needs and requests, in support of life-long learning.	Indicators: Non-credit outreach programming

Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Assigned to: Student Services and Academic Affairs~~Enrollment Mgt Team~~ For RP 2023~~2~~-24~~3~~ **Task #1** Continue with the ~~Student services will formalize the function of the student intervention team~~ S~~activities and S~~MARTS Team persistence and retention activities. The SMARTS~~SIS~~ team ~~currently~~ meets daily and the SMARTS team follows students the first two semesters of courses. **Timeline**: Sp~~Fa~~ **'24~~2~~** **Task #2** Revisit the withdrawal policy (AA and SS). Create a FAQ and/or Orientation training for FT and adjunct faculty as related to student referrals and withdrawal best practices. Timeline: Sp '24	Assigned to: Student Services and Academic Affairs~~Enrollment Mgt Team~~ For RP 2023~~2~~-24~~3~~ **Task #1** Continue with the SMARTS Team persistence and retention activities. The SMARTS team ~~currently~~ meets daily and ~~the SMARTS team~~ follows students for their first two semesters of courses. Timeline: Sp '24 **Task #2** Revisit the withdrawal policy (AA and SS). Create a FAQ and/or Orientation training for FT and adjunct faculty as related to student referrals and withdrawal best practices. Timeline: Sp '24 ~~**ask #1**~~ ~~Same as Assignment for Outcome 1, Priority 2. Share process with all staff.~~ ~~**Timeline: Sp '23**~~	Assigned to: Academic Council For RP 2023~~2~~-24~~3~~ **Task #1** Assess program review & degree outcomes. **Timeline: Sp '24~~3~~** **Task #2** Make the review process more meaningful for all faculty members with respect to their programmatic expertise. **Timeline: Sp. '24~~3~~**	Assigned to: Student Services (SS) FT Faculty For RP 2023~~2~~-24~~3~~**Task #1** ~~(SS) Revise Student tracking process van utilization to indicate total student use and unduplicated student count.~~ ~~**Timeline: Fa '22**~~**Task #1~~2~~** (SS) Engage in~~Plan for~~ student services staff cross training for Empower and other SS functions. **Timeline: Sp '24~~3~~** **Task #2~~3~~** Explore impact/student outcomes of LRC and develop strategies to promote the LRC. Identify incentives, faculty, student, peer mentors/champions. **Timeline: Sp~~Sp~~ '24~~3~~** **Task #3~~4~~** (SS) Implement the ~~Develop a~~ training plan for the Adult Ed program. ~~(adjust for the changing environment beyond GED)~~ **Timeline: Sp '24~~Fa '22~~** **Task #4~~5~~** (FT Fac) Establish basic guidelines for advising. **Timeline: Sp '24~~3~~**	Assigned to: Student Services, Workforce Development, and Administration For RP 2023~~2~~-24~~3~~ **Task #1** Continue to develop~~Develop training plan for~~ Career & Placement Coordinator: functions include alumni tracking, Accuplacer (centralize testing), career readiness activities. **Timeline: Sp '24~~3~~** **Task #2** Continue to participate in Nunaaqqiu~~i~~rat Tumitchianit ~~Tumitchianit~~ workgroups. Timeline: Sp '24 **Task #3** Continue Workforce Roundtables each semester and reflect on employment statistics as published in the TVEP Report (prior year's data). Timeline: Sp '24~~,~~	Assigned to: Tuzzy Library and Community Education For RP 2023~~2~~-24~~3~~ **Task #1:** Update to track statistics on an ongoing basis. **Timeline: Sp '24~~annually~~**

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			Task #~~5~~6 (FT Fac) Devise system for preserving and sharing documents on advising for onboarding new faculty and as a resource for current faculty. Timeline: Sp '24		

(Priority 3)

Priority 4 **Improve Village Instruction Across the North Slope**	**Outcome 1:** Partner with North Slope stakeholders in implementing a borough-wide seamless transition plan to prepare primary and secondary school students for higher education, training, and career opportunities.	Indicators: Recruitment
	Outcome 2: Over the next two years (by 2024), increase village student enrollment in for-credit courses to pre-pandemic five-year average of 159.	Indicators: For-credit enrollment (Fa, Sp, Su)?
	Outcome 3: Develop and implement innovative course formats that support student learning in the villages.	Indicators: # course formats and enrollment Completion
	Outcome 4: Identify barriers to distance delivery programs and develop strategies to improve service to distance students	Indicators: Communications with NSBSD/NSB Ed-Tech/IT feedback Student feedback
	Outcome 5: Over the next three years (by 2024) increase successful course completion for village student to five-year pre-pandemic average of 88%.	Indicators: Village enrollment, completion (Fa, Sp, Su), for-credit?

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Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Assigned to: Student Services~~Enrollment Mgt Team~~ ~~For RP 2023-241-22~~ ~~**Task #1**~~ ~~Written infographic materials on FERPA and ADA policy available for packets for fall.~~ ~~**Timeline: SpFa '242**~~ For RP 2023-20242-23 **Task #12** ~~AA & WFD divisions E~~establish official agreement with 1-~~/~~2 additional employers for i~~I~~nternships **Timeline: Sp '24~~Fa'22 & Sp '23~~** **Task #23** Student Services coordinates internships. Timeline: Sp '24 **Task #34** Secondary summer camp programs align with academic and vocational college credit; expose students to college pathways. **Timeline: Su '243** **Task #45** Create formal agreement pertaining to summer camps with school district and Borough support re: Task #34. **Timeline: Sp '243**	Assigned to: Recruitment and Academic Affairs~~Enrollment Mgt Team~~ For RP 202332-243~~Task #1~~ ~~Same as Assignment for Outcome 1, Priority~~**~~Task #2~~** ~~Same as Assignment for Outcome 1, Priority 2~~ **Task#1** (same as Priority 2, Outcome 1) Develop a comprehensive recruitment/engagement plan that aligns w/marketing materials and target dates. for (2.2) FT/PT for-credit students (2.4) off-Slope students; (2.5)17-24 year-old students; (2.6) NSBSD Dual Credit students. Timeline: Sp '24	Assigned to: Workforce Development and Education Technology~~Enrollment Mgt Team~~ For RP 202332-243~~Task #1~~ ~~Add another Ed tech/ instructional design staff~~ ~~**Timeline: Fa '2Task #12**~~ ~~Provide software training~~ ~~**Timeline: SpFa '242**~~ **Task #13** Investigate best practices in instructional design for sharing with faculty (2-3 new skills and/or innovations in the field)~~Adapt course content~~ **Timeline: Sp '24~~Fa '22~~** **Task #24** Deliver village intensive, 2-3 wk dual credit ~~trial~~ course for CTE. Assess student success **Timeline: Sp '24~~Fa '22~~**	Assigned to: Institutional Advancement and Technology~~Enrollment Mgt Team~~ For RP 20233-20242~~-23~~ **Task #1** Explore options to continue issuing internet stipends beyond COVID funding and institutionalize funding to continue this in perpetuity. **Timeline: Sp '243** **Task #2** Identify village locations that provide a dedicated space and internet access for classroom participation. **Timeline: Annually~~Sp '23~~** **Task #3** Develop communications plan to discuss with the NSBSD and NSB on village student accessibility for space and technology needs. **Timeline: annually**	Assigned to: Enrollment Mgt Team For RP 202332-243 **Task #1** Continue with the SMARTS Team persistence and retention activities. The SMARTS team currently meets daily and the SMARTS team follows students the first two semesters of courses. Timeline: Sp '24 **Task #2** Revisit the withdrawal policy (AA and SS). Create a FAQ and/or Orientation training for FT and adjunct faculty as related to student referrals and withdrawal best practices. Timeline: Sp '24 ~~**Task #1**~~ ~~Same assignment as Task #3 for Outcome 13, Priority 3~~ ~~**Timeline: Sp '23**~~ ~~**Task #2**~~ ~~Student services will formalize the function of the student intervention team. This team currently meets every am, faculty are referring students to SS, the team addresses the concerns. Share process info with all staff.~~ ~~**Timeline: Sp '23**~~

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(Priority 4)

Priority 5 **Ensure the future of Iḷisaġvik College**	**Outcome 1:** Review and update the long-term facilities master plan twice a year. Connect with stakeholders to implement plan.	Indicators: LTFMP Revisions, LTFMP Meetings Current facility upgrades
	Outcome 2: Monitor and implement (where appropriate) the new Iḷisaġvik College campus (NICC) development plan of action and capital campaign.	Indicators: Land Status (lease or purchase) NICC Committee actions
	Outcome 3: Maintain an active, ongoing partnership with the North Slope Borough Mayor's Office, the North Slope Borough Assembly, and North Slope tribal funders to ensure a sustainable level of borough funding.	Indicators: Actions & interactions with partners
	Outcome 4: Encourage the Iḷisaġvik College Foundation Board of Directors to build its endowment to provide a long-term source of unrestricted revenues from its investment earnings	Indicators: Endowment account update
	Outcome 5: Increase contributions from private donors through fundraising efforts by 10% from the previous calendar year	Indicators: Fundraising & Donations update
	Outcome 6: Execute a Funding Strategy that aligns with College's Mission, including requesting funding through the State of Alaska, federal funders, and other grantors. Endeavor to increase grant funding by 15% over a three-year period from pre-pandemic levels (prior to 2019)	Indicators: # Grant apps submitted # Grants awarded Total Grant funding awarded
	Outcome 7: Build external relationships with federal and state officials, government officers, and other key or potential partners. Maintain a relevant legislative strategy that fosters support for Iḷisaġvik.	Indicators: Meetings w/partners Funds received

	Outcome 8: Intensify the Board of Trustees role in advocacy on behalf of college funding. Provide advance notice to trustees of recruitment and advocacy opportunities and events during the year	Indicators:100% board giving Board understands role and comfort to advocate Trustee activities and engagement

Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8
Assigned to: LTFMP Committee For RP 2023~~2~~-2~~4~~3 **Task #1** Meet bi-annually for review and status. Fall- overview and assignments to update. Spring- revise and refresh. **Timeline:** **Ongoing Fall and Spring~~Fa '23 2 & Sp '24~~3**	Assigned to: NICC Committee For RP 2023~~2~~-2~~4~~3 **Task #1** Village travel to seek support of the new campus with resolutions. **Timeline: Sp '24~~Jan. 2023~~** **Task #2** PRC meetings to request funding. **Timeline:** **Annually~~March 2023~~** **Task #3** Complete the design phase **Timeline:** **Ongoing~~Sept. 2023~~**	Assigned to: External Affairs/Executive Leaders For RP 2023~~2~~-2~~4~~3 **Task #1** Improve communication w/ NSB. ~~Identify who to send info on courses, payments.~~ **Timeline:** **Ongoing~~Sp '23~~** **Task #2** Actively update and manage External Relations' contact list and disseminate information as needed. ~~Document contacts, connections, information in one document and update each semester.~~ Timeline: Sp '2~~4~~3	Assigned to: Institutional Advancement~~Finance Team~~ For RP 2023~~2~~-2~~4~~3 **Task #1** Encourage the Foundation Board to build an endowment that supports future sustainability~~can fund in the future~~. This can include training that supports the "ask" for a college. Have a focus at each meeting. **Timeline: Sp '2~~4~~3**	Assigned to: Institutional Advancement~~Finance Team~~ For RP 2023~~2~~-2~~4~~3 **Task #1** Same assignment as Task #1 for Outcome 4, Priority 5. The goal is a 10% increase by private donors. **Timeline: CY End~~Sp '23~~** **Task #2** Continue to use the donor platform to improve communications and tracking of giving. **Timeline: CY End~~Sp '23~~**	Assigned to: Institutional Advancement~~Finance Team~~ For RP 2023~~2~~-2~~4~~3 **Task #1** Increase grant funding by 15% over a three-year period. Search out opportunities monthly. **Timeline:** **A~~a~~nnually**	Assigned to: Office of the President/Executive Leadership For RP 2023~~2~~-2~~4~~3 **Task #1** President and External Affairs manage monthly calendar and maintain focus of issues and future trends. **Timeline:** **Annually~~monthly~~** **Task #2** Keep an active monthly involvement to find shared issues and strategies. **Timeline:** **Annually~~monthly~~** **Task #3** Leadership keeps apprised with the local, state, and federal happenings. **Timeline:**	Assigned to: BOT/Office of President and IA For RP 2023~~2~~-2~~4~~3 **Task #1** Staff provide trustees with their individual giving statements twice a year. **Timeline: Fa '2~~3~~2/Sp '2~~4~~3** **Task #2** Staff inform trustees of upcoming funding campaigns, recruitment efforts, and advocacy efforts. **Timeline:** **Annually**

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(Priority 5)

Priority 6 **Build a robust, service-oriented organization**	**Outcome 1:** Improve administrative and academic support systems	Indicators: Technology changes Process streamlining Handbooks/SOPs
	Outcome 2: Continue college and community-wide communication including implementation of new systems and processes.	Indicators: Round Tables & General IC/NSB/NSBSD BOT Meetings UI Updates
	Outcome 3: Attract, develop, and retain a highly qualified and talented workforce. F~~f~~ocus on local hire. D~~d~~evelop institutional depth	Indicators: # FT position postings # PT position postings % completed staff evals
	Outcome 4: Evaluate all full-time and part-time faculty members according to the faculty evaluation schedule. Using multiple indices, provide review and feedback to instructors in a timely manner. Support appropriate salary schedule.	Indicators: # & % faculty evaluations # & % adjunct faculty evaluations % Student Evals
	Outcome 5: Improve performance through professional, career, and leadership development	Indicators: # & % of Staff PD # & % of Faculty PD
	Outcome 6: Collect and utilize institutional research data to inform the decision-making process. Present the institutional research report yearly to the board of trustees Update Strategic Plan.	Indicators: Completed IR Report PDP participation and submissions Data Moments

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Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Assigned to: Executive Leadership For RP 20232-243 **Task #1** Institutionalize internal reporting calendar; implement broad internal access and accountability~~Increase village travel sharing of college resources. Beginning in June, check in every other month.~~ **Timeline: Sp ' 243** **Task #2** Triage team for changes. Beginning in June, check in every other month. **Timeline: Sp '243**	Assigned to: Human Resources and ~~WFD/~~Executive Leadership For RP 20232-243 **Task #1** Keep asking questions and revise internal communication. **Timeline: Sp23** **Task #12** Implement more robust onboarding process with greater support to new staff and faculty~~Reach out to new staff~~ **Timeline: Sp '24~~Fa '22 and Sp23~~** **Task #23** Maintain current weekly and monthly communications. Improve each semester. **Timeline: Sp '243**	Assigned to: HR/Executive Leadership For RP 20232-243 **Task #1** Begin stay interviews. **Timeline: Sp '24~~Fa '22~~** **Task #2** Research market compensation. **Timeline: Sp '24~~Fa '22~~** (Implementation earliest 23/24). **Task #3** Continue the current recruiting and onboarding efforts. **Timeline: Ongoing**	Assigned to: Executive Leadership and Academic Affairs For RP 20232-243 **Task #1** **Complete annual ~~Review and revise~~** faculty evaluations ~~process~~~~the faculty handbook with a small team.~~ **Timeline: Annually~~Jan - April '23.~~** **Task #2~~Task #~~** Identify a process and timeline to assess adjunct faculty. **Timeline: Sp '24**	Assigned to: Executive Leadership and Human Resources For RP 20232-243 **Task #1** In on-boarding of employees, ensure that their professional goals are followed up within six months. **Timeline: Annually~~Sp '23~~** **Task #2** Create a supervisor meeting at least once a year with training, reminders, prof. dev., on eval and prof. dev. Ask what is working, not working and ways to improve. **Timeline: Annually~~Dec. '22~~**	Assigned to: Executive Leadership/Academic Affairs **For RP 20232-243** **Task #1** Continue to share ~~offer~~ Data Moments in Cabinet meetings.~~lunch and learn with data bites monthly.~~ **Timeline: Annually~~monthly~~~~Task #2 Dashboard's status – Need Registrar, IR and Dean on board- then re/discuss~~** **~~Timeline: Review Sp '23~~** **Task #23** The consistent use of data during the year to make decisions. Add to Cabinet and PAT agendas. **Timeline: Annually~~monthly~~**

(Priority 6)

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Goals	Fall meeting 1st Quarter	Winter meeting 2nd Quarter	Spring meeting 3rd Quarter	Summer meeting Administration's Year-End Report
Administrative Reports	• President's Report • Program Highlight • Board Professional Development	• President's Report • Program Highlight • Board Professional Development	• President's Report • Program Highlight • Board Professional Development	• Year-End Report (identifies all goals and outcomes) • Accreditation Report, as needed • Strategic Planning Session • Institutional Research Report
	• Summer Enrollment Report (includes retention, persistence, and completion)	•	• Fall Enrollment Report (includes retention, persistence, and completion)	• Spring Enrollment Report (includes retention, persistence, and completion)
	• Quarterly Finance Report • Iḷisaġvik College Foundation Report	• Adopt FY Budget • Recommend Transfer of $$ from Fund Balance to Foundation Endowment, if any • Quarterly Finance Report • Approval of Annual Audit	• Quarterly Finance Report • NSB Budget Hearing Discussion • Iḷisaġvik College Foundation Report • Board Advocacy Refresher	• Quarterly Finance Report
		• Interim Progress Report on Curriculum Development		
	• Long Term Facilities Master Planning Report	• Long Term Facilities Master Planning Report	• Long Term Facilities Master Planning Report	
Outreach & Connection Opportunities	• Student Luncheon	• Employee Luncheon	• Faculty Luncheon	• Summer Camp Luncheon

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FY 24 Iḷisaġvik College Strategic Plan 2022-2024

Vision, Mission, Priorities, and Outcomes with Implementation Plan

(Internal Version)

Approved by the Board of Trustees June 15, 2023

SIVUNIQ: MISSION

Iḷisaġvik College iḷisalluataġviqaqtitchiruq iḷisavsaallasiniġmun, savaaqallasiñiġmun suli sum savagnaġniŋagun iḷisaġviqaqhutiŋ sivunmun suli suaŋŋaktaallavlugu Iñupiat iñuuniaġusiat, Iñupiuraaġniŋat, piqpagiraŋisigun, suli piraġausiŋisigun.

Naparuq ikayuutauvłuni iḷisaqtuanun suli naupkaqługi iḷitchiḷḷuataŋaruat suli anniqsuutaullasiŋaruat savaktiksrat North Slope-miḷu state of Alaska-miḷu.

Iḷisaġvik College provides quality post-secondary academic, career and technical education in a learning environment that perpetuates and strengthens Iñupiat culture, language, values, and traditions.

It is dedicated to serving its students and developing a well-educated and trained workforce who meet the human resource needs of North Slope employers and the state of Alaska.

TIKISAKSRAQ: VISION

Ikayuutauluta nunaaqqiñun suaŋŋaktaaġlugit iḷisaġnikunlu suraġallasiñikunlu.

To help build strong communities through education and training.

INTRODUCTION

Each year, the Board of Trustees meets with the administration in workshop format to review the progress the institution has made toward fulfilling its strategic priorities and outcomes, and to discuss what has been sufficiently accomplished, what needs continuing action, what needs greater emphasis, and what should be added or deleted from the Strategic Plan. This annual review may result in the addition or deletion of various outcomes and, occasionally, priorities. Other appropriate modifications, expressed as new priorities and outcomes, may be added from time to time.

Administration and Cabinet meet multiple times to allow for dialog, and to refine and guide the strategic outlook. The Cabinet met in March, April, and May of 2023 to review the plan and allow departments time to provide ample feedback. During the 2022-2023 school year the board was given Strategic Plan updates via email, and during the summer, fall, and winter meetings. Ultimately, the Board was pleased with the College's progress toward its goals and, upon the recommendations of the administration and analysis of the administration's year-end report, modified outcomes for some of the priorities in the Strategic Plan.

The Strategic Plan, which flows from the Vision and Mission of the College, establishes long-range strategic priorities for Iḷisaġvik College to pursue, and contains outcomes for each of those goals which help further clarify the direction and provide the Board with measurable actions by which to gauge the progress of the institution. Thus, the priorities in this Strategic Plan represent the long-term ambitions of the institution, while the outcomes represent more mid-range and shorter-term goals which help to fulfill the priorities. The continuous pursuit of these goals will gradually bring the college into line with its vision.

Following adoption of the Strategic Plan, the administration will initiate and implement actions to achieve the desired outcomes. The Strategic Plan contains within it a reporting schedule so that the Board is advised of progress on a regular basis. The bulk of the progress reporting occurs at the June planning workshop, although interim reports are provided throughout the year.

STRATEGIC PLAN PRIORITIES

PRIORITY 1: Indigenize the Institution

PRIORITY 2: Build the Student Enrollment of Iḷisaġvik College

PRIORITY 3: Improve Student Achievement

PRIORITY 4: Improve Village Instruction Across the North Slope

PRIORITY 5: Ensure the Future of Iḷisaġvik College

PRIORITY 6: Build a Robust, Service-Oriented Organization

Iñupiaqatigiigñiq: Traditional Iñupiat Values

Paaqłakkutaiġñiq - Resolution Of Conflict
Naglikkutigaġniq - Compassion
Paammaaġiigñiq - Cooperation
Iḷagiigñiq - Family And Kinship
Piqpakkutiqaġniq Suli Qiksiksrautiqaġniq Utuqqanaanun Allanullu - Love And Respect For Our Elders And One Another
Qiñuiññiq - Humility
Quvianġuniq - Humor
Aŋuniallaniq - Hunting Traditions
Iñupiuraallaniq - Knowledge Of Our Language
Qiksiksrautiqaġniq Iñuuniaġvigmun - Respect For Nature
Aviktuaqatigiigñiq - Sharing
Ukpiqqutiqaġniq - Spirituality

ILISAĠVIK COLLEGE

PRIORITY 1 - Indigenize the Institution

Outcome 1: Implement and/or amend institutional policies, procedures, and guidelines in order to support tribal higher education initiatives and align with Iñupiaq culture, language, values traditions, and worldview.	**Indicators:** Ongoing policy and procedure revisions
Outcome 2: Foster an organizational environment that perpetuates Iñupiaq culture, language, values, and traditions for staff, faculty, and students. Provide development opportunities to learn and understand the Iñupiaq worldview.	**Indicators:** Cultural hours, UI initiatives, DE cultural courses, INU Lang Classes, Fine Arts Festivals, INU Corner postings
Outcome 3: Develop relationships with the Iñupiaq community by providing opportunities to connect with students, staff, and faculty.	**Indicators:** Community Events, Guest Speakers, Student Presentations
Outcome 4: Strengthen and cultivate curricula that incorporate Iñupiat culture, language, values, and traditions.	**Indicators:** Iñupiaq curriculum update
Outcome 5: Develop programming to support the human resource needs of the North Slope and Alaska, preparing our students for professional, academic, and vocational careers	**Indicators:** New & developing curriculum, teacher education program update, communications with the NSBSD.
Outcome 6: Foster outreach programming to support community-driven needs and requests in support of life-long learning.	**Indicators:** Non-credit outreach programming

PRIORITY 1 - Tasks

Outcome 1: Assigned to PAT/UI	**Task 1:** Review employee and student handbook at cabinet. **Timeline: Sp '24** **Task 2:** Revise staff and faculty evaluation processes to incorporate evidence of cultural competencies. **Timeline: Sp '24** **Task 3:** Continue to embed "gifting of the culture" and UI statement into handbooks. **Timeline: Ongoing**
Outcome 2: Assigned to UI Team	**Task 1:** Maintain current UI activities plus prioritize the Iñupiaq language to be first in signs, business cards, agendas etc. **Timeline: Sp '24;** **Task 2:** Incorporate Iñupiaq translations into Cabinet agreements and other institutional docs. **Timeline: Sp '24** **Task 3:** Create Iñupiaq language pronunciation "simplified." **Timeline: Sp '24** **Task 4:** Indigenize Tuzzy Library to perpetuate the Iñupiaq culture. **Timeline: Sp '24** **Task 5:** Continue Iñupiaq students' language presentations & events. **Timeline: Sp '24**
Outcome 3: Assigned to UI Team	**Task 1:** Reaffirm UI at fall in-service. **Timeline: Fall '23** **Task 2:** Continue to expand outreach through website & social media. **Timeline: Sp. '24**
Outcome 4: Assigned to UI/AA	**Task 1:** Create syllabus categories in Iñupiat. Expand with time. **Timeline: Sp '24** **Task 2:** All courses have a "culturally responsive" component. **Timeline: Sp '24**
Outcome 5: Assigned to AA	**Task 1:** Teacher Education Program Committee will continue conversations with the NSBSD and other constituents. **Timeline: Sp '24**
Outcome 6: Assigned to UI Team	**Task 1:** Continue and expand Community Education Programming workshops. **Timeline: Sp '24**

PRIORITY 2 - Build Student Enrollment

Outcome 1: Build enrollment of Alaska Native/American Indian students in order to maintain eligibility as a tribal college (51% or higher Alaska Native/American Indian enrollment).	**Indicators:** Overall headcount, AN headcount & enrollment (Fa, Sp, Su)
Outcome 2: Over the next two years (by 2024) increase full-time and part-time student for-credit enrollment in degree and certificate programs to pre-pandemic five-year average of 212.	**Indicators:** Program active students, headcount (Fa, Sp, Su)
Outcome 3: Over the next two years (by 2024) increase Continuing Education Units (CEU) earned overall and off-site to pre-pandemic five-year average of 630.	**Indicators:** CEU, headcount (Fa, Sp, Su)
Outcome 4: Over the next two years (by 2024) continue to foster state-wide partnerships with Alaskan communities to increase enrollment numbers of off-Slope students to the five-year pre-pandemic average of 467.	**Indicators:** For-credit enrollment, off-slope, P/A enrollment (Fa, Sp, Su)
Outcome 5: Over the next two years (by 2024) increase enrollment of 18-23-year-old students to the five-year pre-pandemic average of 188.	**Indicators:** For-credit headcount (Fa, Sp, Su)
Outcome 6: Over the next two years (by 2024) increase NSBSD dual-credit enrollment to the five-year pre-pandemic average of 105.	**Indicators:** NSBSD DC, headcount & enrollment
Outcome 7: Collaborate with major employers to attract their employees into training programs in order to build a more highly educated workforce. Faculty and training personnel will work with employers on curriculum design, recruitment, development of internship and placement opportunities	**Indicators:** CEU, enrollment

PRIORITY 2 - Tasks

Outcome 1: Assigned to Recruitment	**Task 1:** Develop a comprehensive recruitment/engagement plan that aligns w/ marketing materials and target dates for (2.2) FT/PT for-credit students; (2.4) off-Slope students; (2.5) 17-24-year-old students; (2.6) NSBSD Dual Credit students; (4.2) Village for-credit students. **Timeline: Sp '24** **Task 2:** Increase travel with time divided between NSB% and off-slope% and calculate ROI. **Timeline: Sp '24** **Task 3:** Explore opportunities with local employers to outreach during lunch break for >24+ y.o.s. **Timeline: Sp '24**
Outcome 2: Assigned to Recruitment and EMC	**Task 1:** Using sign-in sheets from all recruitment trips, contact students to apply for admission. **Timeline: Sp '24;** **Task 2:** Develop a comprehensive recruitment/engagement plan that aligns w/ marketing materials and target dates for (2.2) FT/PT for-credit students; (2.4) off-Slope students; (2.5) 17-24-year-old students; (2.6) NSBSD Dual Credit students; (4.2) Village for-credit students. **Timeline: Sp '24** **Task 3:** Disseminate data college-wide and increase internal knowledge of enrollment data and trends. **Timeline: Sp '24**
Outcome 3: Assigned to WFD	**Task 1:** Expand capacity in CTE and WFD with an additional faculty hire or commensurate teaching position. **Timeline: Sp '24** **Task 2:** Increase outreach with high school and adult population in connection with WFD and CEU classes. **Timeline: Sp. '24**
Outcome 4: Assigned to Recruitment and AA	**Task 1:** AA expands partnerships with tribal communities. **Timeline: Sp '24** **Task 2:** Recruitment follows up directly with students in the communities. **Timeline: Sp '24**
Outcome 5: Assigned to Recruitment and EMC	**Task 1:** Develop a comprehensive recruitment/engagement plan that aligns w/ marketing materials and target dates for (2.2) FT/PT for-credit students; (2.4) off-Slope students; (2.5) 17-24-year-old students; (2.6) NSBSD Dual Credit students; (4.2) Village for-credit students. **Timeline: Sp '24** **Task 2:** Increase travel with time divided between NSB% and off-slope% and calculate ROI. **Timeline: Sp '24**
Outcome 6: Assigned to Recruitment DC Coord.. & External Relations	**Task 1:** Continue to discuss the options for college prep content, including revising and strengthening marketing materials, and explore potential policy options for implementation. **Timeline: Sp '24** **Task 2:** External Relations Outreach Meetings with Principals & Counselors. **Timeline: Sp '24** **Task 3:** Recruitment and faculty will host info sessions with high school and middle school parents and students. **Timeline: Sp '24**
Outcome 7: Assigned to WFD & External Relations	**Task 1:** WFD Roundtable Meetings each semester. **Timeline: Sp '24** **Task 2:** External Relations Outreach Meetings. **Timeline: Ongoing**

PRIORITY 3 - Improve Student Achievement

Outcome 1: Maintain the rate at which students successfully complete courses each semester at 85% or higher.	**Indicators:** For-credit students, enrollment, (Fa, Sp) SIS & SMARTS Team
Outcome 2: Maintain the following baseline rates for persistence, retention, and graduation rates: Persistence: 50% Retention: 36% (institutional) Graduation: 45% (AIMS)	**Indicators:** Program active, for-credit, persistence, institutional retention (AIMS), graduation (AIMS)
Outcome 3: Maintain and/or improve academic excellence and workforce competencies for all students.	**Indicators:** Annual assessment of all program, degree, and institutional learning outcomes and workforce competencies (Sp)
Outcome 4: Maintain or increase support services to student engagement and learning.	**Indicators:** Adult education & tutoring assistance for village students; ICARE, LRC#, recruitment
Outcome 5: Develop programming to support the human resource needs of the North Slope and Alaska, preparing our students for professional, academic, and vocational careers	**Indicators:** New & Developing curriculum, teacher education program update, communications with the NSBSD.
Outcome 6: Foster outreach programming to support community-driven needs and requests, in support of life-long learning.	**Indicators:** Non-credit outreach programming

PRIORITY 3 - Tasks	
Outcome 1: Assigned to SS/AA	**Task 1:** Continue with the SMARTS Team persistence and retention activities. The SMARTS team follows students for the first two semesters of courses. **Timeline: Sp '24** **Task 2:** Revisit the withdrawal policy (AA and SS). Create a FAQ and/or Orientation training for FT and adjunct faculty as related to student referrals and withdrawal best practices. **Timeline: Sp '24**
Outcome 2: Assigned to SS/AA	**Task 1:** Continue with the SMARTS Team persistence and retention activities. The SMARTS team follows students for the first two semesters of courses. **Timeline: Sp '24;** **Task 2:** Revisit the withdrawal policy (AA and SS). Create a FAQ and/or Orientation training for FT and adjunct faculty as related to student referrals and withdrawal best practices. **Timeline: Sp '24**
Outcome 3: Assigned to AC	**Task 1:** Assess program review & degree outcomes. **Timeline: Sp '24** **Task 2:** Make the review process more meaningful for faculty members with respect to their programmatic expertise. **Timeline: Sp. '24**
Outcome 4: Assigned to SS/FT Faculty	**Task 1:** (SS) Engage in student services staff cross-training for Empower and other SS functions. **Timeline: Sp '24** **Task 2:** Explore impact/student outcomes of LRC and develop strategies to promote the LRC. Identify incentives, faculty, student, peer mentors/champions. **Timeline: Sp '24** **Task 3:** (SS) Implement the training plan for the Adult Ed program. **Timeline: Sp '24** **Task 4:** (FT Faculty) Establish basic guidelines for advising. **Timeline: Sp '24** **Task 5:** (FT Faculty) Devise system for preserving and sharing documents on advising for onboarding new faculty and as a resource for current faculty. **Timeline: Sp '24**
Outcome 5: Assigned to SS/WFD/ Admin	**Task 1:** Continue to develop Career & Placement Coordinator: functions include alumni tracking, Accuplacer (centralize testing), career readiness activities. **Timeline: Sp '24** **Task 2:** Continue to participate in Nunaaqqiurat Tumitchiaŋit workgroups. **Timeline: Sp '24** **Task 3:** Continue Workforce Roundtables each semester and reflect on employment statistics as published in the TVEP Report (prior year's data). **Timeline: Sp '24**
Outcome 6: Assigned to Tuzzy and Community Ed	**Task 1:** Update to track statistics on an ongoing basis. **Timeline: Sp '24**

PRIORITY 4 - Improve Village Instruction

Outcome 1: Partner with North Slope stakeholders in implementing a borough-wide seamless transition plan to prepare primary and secondary school students for higher education, training, and career opportunities.	**Indicators:** Recruitment
Outcome 2: Over the next two years (by 2024), increase village student enrollment in for-credit courses to pre-pandemic five-year average of 159.	**Indicators:** For-credit enrollment (Fa, Sp, Su)
Outcome 3: Develop and implement innovative course formats that support student learning in the villages.	**Indicators:** # course formats and enrollment completion
Outcome 4: Identify barriers to distance delivery programs and develop strategies to improve service to distance students.	**Indicators:** Communications with NSBSD/ NSB Ed-Tech/IT feedback Student feedback
Outcome 5: Over the next three years (by 2024) increase successful course completion for village student to five-year pre-pandemic average of 88%.	**Indicators:** Village enrollment, completion (Fa, Sp, Su), for-credit

PRIORITY 4 - Tasks	
Outcome 1: Assigned to SS	**Task 1:** Establish official agreements with 1-2 additional employers for internships. **Timeline: Sp '24** **Task 2:** Student Services coordinates internships. **Timeline: Sp '24** **Task 3:** Secondary summer camp programs align with academic and vocational college credit; expose students to college pathways. **Timeline: Sp '24** **Task 4:** Create formal agreement pertaining to summer camps with school district and Borough support re: Task 3. **Timeline: Sp '24**
Outcome 2: Assigned to Recruitment /AA	**Task 1:** Develop a comprehensive recruitment/engagement plan that aligns w/ marketing materials and target dates for (2.2) FT/PT for-credit students; (2.4) off-Slope students; (2.5) 17-24-year-old students; (2.6) NSBSD Dual Credit students; (4.2) Village for-credit students. **Timeline: Sp '24**
Outcome 3: Assigned to WFD/Tech	**Task 1:** Investigate best practices in instructional design for sharing with faculty (2-3 new skills and/or innovations in the field). **Timeline: Sp '24** **Task 2:** Deliver village intensive, 2-3 week dual credit course for CTE. Assess student success. **Timeline: Sp. '24**
Outcome 4: Assigned to Inst. Adv./ Tech	**Task 1:** Explore options to continue issuing internet stipends beyond COVID funding and institutionalize funding to continue this in perpetuity. **Timeline: Sp '24** **Task 2:** Identify village locations that provide a dedicated space and internet access for classroom participation. **Timeline: Sp '24** **Task 3:** Develop communications plan to discuss with the NSBSD and NSB on village student accessibility for space and technology needs. **Timeline: Sp '24**
Outcome 5: Assigned to EMC	**Task 1:** Continue with the SMARTS Team persistence and retention activities. The SMARTS team follows students the first two semesters of courses. **Timeline: Sp '24** **Task 2:** Revisit the withdrawal policy (AA and SS). Create a FAQ and/or Orientation training for FT and adjunct faculty as related to student referrals and withdrawal best practices. **Timeline: Sp '24**

PRIORITY 5 - Ensure the Future

Outcome 1: Review and update the long-term facilities master plan twice a year. Connect with stakeholders to implement plan.	**Indicators:** LTFMP Revisions, LTFMP Meetings, Current facility upgrades
Outcome 2: Monitor and implement (where appropriate) the new Iḷisaġvik College campus (NICC) development plan of action and capital campaign.	**Indicators:** Land Status (lease or purchase) NICC Committee actions
Outcome 3: Maintain an active, ongoing partnership with the North Slope Borough Mayor's Office, the North Slope Borough Assembly, and North Slope tribal funders to ensure a sustainable level of borough funding.	**Indicators:** Actions & interactions with partners
Outcome 4: Encourage the Iḷisaġvik College Foundation Board of Directors to build its endowment to provide a long-term source of unrestricted revenues from its investment earnings	**Indicators:** Endowment account update
Outcome 5: Increase contributions from private donors through fundraising efforts by 10% from the previous calendar year	**Indicators:** Fundraising & Donations update
Outcome 6: Execute a Funding Strategy that aligns with the College's Mission, including requesting funding through the State of Alaska, federal funders, and other grantors. Endeavor to increase grant funding by 15% over a three-year period from pre-pandemic levels (prior to 2019)	**Indicators:** # Grant apps submitted # Grants awarded Total Grant funding awarded
Outcome 7: Build external relationships with federal and state officials, government officers, and other key or potential partners. Maintain a relevant legislative strategy that fosters support for Iḷisaġvik.	**Indicators:** Meetings w/partners Funds received
Outcome 8: Intensify the Board of Trustees role in advocacy on behalf of college funding. Provide advance notice to trustees of recruitment and advocacy opportunities and events during the year	**Indicators:** 100% board giving Board understands role and comfort to advocate Trustee activities and engagement

PRIORITY 5 - Tasks	
Outcome 1: Assigned to LTFMP	**Task 1:** Meet bi-annually for review and status update. Fall - overview and assignments to update. Spring - revise and refresh. **Timeline: Ongoing**
Outcome 2: Assigned to NICC Committee	**Task 1:** Village travel to seek support of the new campus with resolutions. **Timeline: Sp '24;** **Task 2:** PRC meetings to request funding. **Timeline: Annually** **Task 3:** Complete the design phase. **Timeline: Ongoing**
Outcome 3: Assigned to Ext. Affairs/ Execs	**Task 1:** Improve communication with NSB. **Timeline: Ongoing** **Task 2:** Actively update and manage External Relations' contact list and disseminate information as needed. **Timeline: Sp. '24**
Outcome 4: Assigned to Inst. Adv.	**Task 1:** Encourage the Foundation Board to build an endowment that supports future sustainability. This can include training that supports the "ask" for a college. Have a focus at each meeting. **Timeline: Sp '24**
Outcome 5: Assigned to Inst. Adv.	**Task 1:** Secure at least three new corporate donors. **Timeline: CY End** **Task 2:** Continue to use the donor platform to improve communications and tracking of giving. **Timeline: CY End**
Outcome 6: Assigned to Inst. Adv	**Task 1:** Increase grant funding by 15% over a three-year period. Search out opportunities monthly. **Timeline: Annually**
Outcome 7: Assigned to Pres./Execs	**Task 1:** President and External Affairs manage monthly calendar and maintain focus of issues and future trends. **Timeline: Annually** **Task 2:** Keep an active monthly involvement to find shared issues and strategies. **Timeline: Annually** **Task 3:** Leadership keeps apprised with local, state, and federal happenings. **Timeline: Annually**
Outcome 8: Assigned to BOT/ Pres./ IA	**Task 1:** Staff provide trustees with their individual giving statements twice a year. **Timeline: Fa '23/Sp '24** **Task 2:** Staff inform trustees of upcoming funding campaigns, recruitment efforts, and advocacy efforts. **Timeline: Annually**

PRIORITY 6 - Build a Robust Service-Oriented Org.

Outcome 1: Improve administrative and academic support systems	**Indicators:** Technology changes Process streamlining Handbooks/SOPs
Outcome 2: Continue college and community-wide communication including implementation of new systems and processes.	**Indicators:** Round Tables & General IC/NSB/NSBSD BOT Meetings UI Updates
Outcome 3: Attract, develop, and retain a highly qualified and talented workforce. Focus on local hires. Develop institutional depth.	**Indicators:** # FT position postings # PT position postings % completed staff evals
Outcome 4: Evaluate all full-time and part-time faculty members according to the faculty evaluation schedule. Using multiple indices, provide review and feedback to instructors in a timely manner. Support appropriate salary schedule.	**Indicators:** Indicators: # & % faculty evaluations # & % adjunct faculty evaluations % Student Evals
Outcome 5: Improve performance through professional, career, and leadership development.	**Indicators:** # & % of Staff PD # & % of Faculty PD
Outcome 6: Collect and utilize institutional research data to inform the decision-making process. Present the institutional research report yearly to the board of trustees. Update Strategic Plan.	**Indicators:** Completed IR Report PDP participation and submissions Data Moments

PRIORITY 6 - Tasks	
Outcome 1: Assigned to LTFMP	**Task 1:** Institutionalize internal reporting calendar; implement broad internal access and accountability. **Timeline: Sp '24** **Task 2:** Triage team for changes. Beginning in June, check in every other month. **Timeline: Sp '24**
Outcome 2: Assigned to NICC Committee	**Task 1:** Keep asking questions and revise internal communication. **Timeline: Sp '24;** **Task 2:** Implement more robust onboarding process with greater support for new staff and faculty. **Timeline: Sp '24** **Task 3:** Maintain current weekly and monthly communications. Improve each semester. **Timeline: Sp '24**
Outcome 3: Assigned to Ext. Affairs/ Execs	**Task 1:** Begin stay interviews. **Timeline: Sp '24** **Task 2:** Research market compensation. **Timeline: Sp. '24** **Task 3:** Continue current recruiting and onboarding efforts. **Timeline: Ongoing**
Outcome 4: Assigned to Inst. Adv.	**Task 1:** Complete annual faculty evaluations. **Timeline: Annually** **Task 2:** Identify a process and timeline to assess adjunct faculty. **Timeline: Sp '24**
Outcome 5: Assigned to Inst. Adv.	**Task 1:** In onboarding of employees, ensure that their professional goals are followed up on within six months. **Timeline: Ongoing** **Task 2:** Create a supervisor meeting at least once a year with training, reminders, prof. dev. Ask what is working, not working, and ways to improve. **Timeline: Annually**
Outcome 6: Assigned to Inst. Adv	**Task 1:** Continue to share Data Moments in Cabinet meetings. **Timeline: Annually** **Task 2:** Use data consistently during the year to make decisions. Add to cabinet and PAT agendas. **Timeline: Annually**

GOALS	FALL MEETING 1st Quarter	WINTER MEETING 2nd Quarter	SPRING MEETING 3rd Quarter	SUMMER MEETING Year-End Report
Administrative Reports	• President's Report • Program Highlight • Board Professional Development	• President's Report • Program Highlight • Board Professional Development	• President's Report • Program Highlight • Board Professional Development	• Year-End Report (identifies all goals and outcomes) • Accreditation Report, as needed • Strategic Planning Session • Institutional Research Report
	• Summer Enrollment Report (includes retention, persistence, and completion)		• Fall Enrollment Report (includes retention, persistence, and completion)	• Spring Enrollment Report (includes retention, persistence, and completion)
	• Quarterly Finance Report • Iḷisaġvik College Foundation Report	• Adopt FY Budget • Recommend Transfer of $$ to Foundation Endowment, if any • Quarterly Finance Report • Approval of Annual Audit	• Quarterly Finance Report • NSB Budget Hearing Discussion • Iḷisaġvik College Foundation Report • Board Advocacy Refresher	• Quarterly Finance Report
		• Interim Progress Report on Curriculum Development		
	• Long-Term Facilities Master Planning Report	• Long-Term Facilities Master Planning Report	• Long-Term Facilities Master Planning Report	
Outreach and Connection Opportunities	• Student Luncheon	• Employee Luncheon	• Faculty Luncheon	• Summer Camp Luncheon

FY 24 Iḷisaġvik College Strategic Plan 2022-2024

Vision, Mission, Priorities, and Outcomes
(Public Version)

Approved by the Board of Trustees June 15, 2023

SIVUNIQ: MISSION

Iḷisaġvik College iḷisalluataġviqaqtitchiruq iḷisavsaallasiniġmun, savaaqallasiñiġmun suli sum savagnaġniŋagun iḷisaġviqaqhutiŋ sivunmun suli suaŋŋaktaallavlugu Iñupiat iñuuniaġusiat, Iñupiuraaġniŋat, piqpagiraŋisigun, suli piraġausiŋisigun.

Naparuq ikayuutauvłuni iḷisaqtuanun suli naupkaqługi iḷitchiḷḷuataŋaruat suli anniqsuutaullasiŋaruat savaktiksrat North Slope-miḷu state of Alaska-miḷu.

Iḷisaġvik College provides quality post-secondary academic, career and technical education in a learning environment that perpetuates and strengthens Iñupiat culture, language, values, and traditions.

It is dedicated to serving its students and developing a well-educated and trained workforce who meet the human resource needs of North Slope employers and the state of Alaska.

TIKISAKSRAQ: VISION

Ikayuutauluta nunaaqqiñun suaŋŋaktaaġlugit iḷisaġnikunlu suraġallasiñikunlu.

To help build strong communities through education and training.

Iñupiaqatigiigñiq: Traditional Iñupiat Values

Paaqłakkutaiġñiq - Resolution Of Conflict
Naglikkutigaġniq - Compassion
Paammaaġiigñiq - Cooperation
Iḷagiigñiq - Family And Kinship
Piqpakkutiqaġniq Suli Qiksiksrautiqaġniq Utuqqanaanun Allanullu - Love And Respect For Our Elders And One Another
Qiñuiññiq - Humility
Quvianġuniq - Humor
Aŋuniallaniq - Hunting Traditions
Iñupiuraallaniq - Knowledge Of Our Language
Qiksiksrautiqaġniq Iñuuniaġvigmun - Respect For Nature
Aviktuaqatigiigñiq - Sharing
Ukpiqqutiqaġniq - Spirituality

IḶISAĠVIK COLLEGE

INTRODUCTION

Each year, the Board of Trustees meets with the administration in workshop format to review the progress the institution has made toward fulfilling its strategic priorities and outcomes, and to discuss what has been sufficiently accomplished, what needs continuing action, what needs greater emphasis, and what should be added or deleted from the Strategic Plan. This annual review may result in the addition or deletion of various outcomes and, occasionally, priorities. Other appropriate modifications, expressed as new priorities and outcomes, may be added from time to time.

Administration and Cabinet meet multiple times to allow for dialog, and to refine and guide the strategic outlook. The Cabinet met in March, April, and May of 2023 to review the plan and allow departments time to provide ample feedback. During the 2022-2023 school year the board was given Strategic Plan updates via email, and during the summer, fall, and winter meetings. Ultimately, the Board was pleased with the College's progress toward its goals and, upon the recommendations of the administration and analysis of the administration's year-end report, modified outcomes for some of the priorities in the Strategic Plan.

The Strategic Plan, which flows from the Vision and Mission of the College, establishes long-range strategic priorities for Iḷisaġvik College to pursue, and contains outcomes for each of those goals which help further clarify the direction and provide the Board with measurable actions by which to gauge the progress of the institution. Thus, the priorities in this Strategic Plan represent the long-term ambitions of the institution, while the outcomes represent more mid-range and shorter-term goals which help to fulfill the priorities. The continuous pursuit of these goals will gradually bring the college into line with its vision.

Following adoption of the Strategic Plan, the administration will initiate and implement actions to achieve the desired outcomes. The Strategic Plan contains within it a reporting schedule so that the Board is advised of progress on a regular basis. The bulk of the progress reporting occurs at the June planning workshop, although interim reports are provided throughout the year.

STRATEGIC PLAN PRIORITIES

PRIORITY 1: Indigenize the Institution

PRIORITY 2: Build the Student Enrollment of Iḷisaġvik College

PRIORITY 3: Improve Student Achievement

PRIORITY 4: Improve Village Instruction Across the North Slope

PRIORITY 5: Ensure the Future of Iḷisaġvik College

PRIORITY 6: Build a Robust, Service-Oriented Organization

PRIORITY 1 - Indigenize the Institution

Outcome 1: Implement and/or amend institutional policies, procedures, and guidelines in order to support tribal higher education initiatives and align with Iñupiaq culture, language, values traditions, and worldview.	**Indicators:** Ongoing policy and procedure revisions
Outcome 2: Foster an organizational environment that perpetuates Iñupiaq culture, language, values, and traditions for staff, faculty, and students. Provide development opportunities to learn and understand the Iñupiaq worldview.	**Indicators:** Cultural hours, UI initiatives, DE cultural courses, INU Lang Classes, Fine Arts Festivals, INU Corner postings
Outcome 3: Develop relationships with the Iñupiaq community by providing opportunities to connect with students, staff, and faculty.	**Indicators:** Community Events, Guest Speakers, Student Presentations
Outcome 4: Strengthen and cultivate curricula that incorporate Iñupiat culture, language, values, and traditions.	**Indicators:** Iñupiaq curriculum update
Outcome 5: Develop programming to support the human resource needs of the North Slope and Alaska, preparing our students for professional, academic, and vocational careers	**Indicators:** New & developing curriculum, teacher education program update, communications with the NSBSD.
Outcome 6: Foster outreach programming to support community-driven needs and requests in support of life-long learning.	**Indicators:** Non-credit outreach programming

PRIORITY 2 - Build Student Enrollment

Outcome 1: Build enrollment of Alaska Native/American Indian students in order to maintain eligibility as a tribal college (51% or higher Alaska Native/American Indian enrollment).	**Indicators:** Overall headcount, AN headcount & enrollment (Fa, Sp, Su)
Outcome 2: Over the next two years (by 2024) increase full-time and part-time student for-credit enrollment in degree and certificate programs to pre-pandemic five-year average of 212.	**Indicators:** Program active students, headcount (Fa, Sp, Su)
Outcome 3: Over the next two years (by 2024) increase Continuing Education Units (CEU) earned overall and off-site to pre-pandemic five-year average of 630.	**Indicators:** CEU, headcount (Fa, Sp, Su)
Outcome 4: Over the next two years (by 2024) continue to foster state-wide partnerships with Alaskan communities to increase enrollment numbers of off-Slope students to the five-year pre-pandemic average of 467.	**Indicators:** For-credit enrollment, off-slope, P/A enrollment (Fa, Sp, Su)
Outcome 5: Over the next two years (by 2024) increase enrollment of 18-23-year-old students to the five-year pre-pandemic average of 188.	**Indicators:** For-credit headcount (Fa, Sp, Su)
Outcome 6: Over the next two years (by 2024) increase NSBSD dual-credit enrollment to the five-year pre-pandemic average of 105.	**Indicators:** NSBSD DC, headcount & enrollment
Outcome 7: Collaborate with major employers to attract their employees into training programs in order to build a more highly educated workforce. Faculty and training personnel will work with employers on curriculum design, recruitment, development of internship and placement opportunities	**Indicators:** CEU, enrollment

PRIORITY 3 - Improve Student Achievement

Outcome 1: Maintain the rate at which students successfully complete courses each semester at 85% or higher.	**Indicators:** For-credit students, enrollment, (Fa, Sp) SIS & SMARTS Team
Outcome 2: Maintain the following baseline rates for persistence, retention, and graduation rates: Persistence: 50% Retention: 36% (institutional) Graduation: 45% (AIMS)	**Indicators:** Program active, for-credit, persistence, institutional retention (AIMS), graduation (AIMS)
Outcome 3: Maintain and/or improve academic excellence and workforce competencies for all students.	**Indicators:** Annual assessment of all program, degree, and institutional learning outcomes and workforce competencies (Sp)
Outcome 4: Maintain or increase support services to student engagement and learning.	**Indicators:** Adult education & tutoring assistance for village students; ICARE, LRC#, recruitment
Outcome 5: Develop programming to support the human resource needs of the North Slope and Alaska, preparing our students for professional, academic, and vocational careers	**Indicators:** New & Developing curriculum, teacher education program update, communications with the NSBSD.
Outcome 6: Foster outreach programming to support community-driven needs and requests, in support of life-long learning.	**Indicators:** Non-credit outreach programming

PRIORITY 4 - Improve Village Instruction

Outcome 1: Partner with North Slope stakeholders in implementing a borough-wide seamless transition plan to prepare primary and secondary school students for higher education, training, and career opportunities.	**Indicators:** Recruitment
Outcome 2: Over the next two years (by 2024), increase village student enrollment in for-credit courses to pre-pandemic five-year average of 159.	**Indicators:** For-credit enrollment (Fa, Sp, Su)
Outcome 3: Develop and implement innovative course formats that support student learning in the villages.	**Indicators:** # course formats and enrollment completion
Outcome 4: Identify barriers to distance delivery programs and develop strategies to improve service to distance students.	**Indicators:** Communications with NSBSD/ NSB Ed-Tech/IT feedback Student feedback
Outcome 5: Over the next three years (by 2024) increase successful course completion for village student to five-year pre-pandemic average of 88%.	**Indicators:** Village enrollment, completion (Fa, Sp, Su), for-credit

PRIORITY 5 - Ensure the Future

Outcome 1: Review and update the long-term facilities master plan twice a year. Connect with stakeholders to implement plan.	**Indicators:** LTFMP Revisions, LTFMP Meetings, Current facility upgrades
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Outcome 7: Build external relationships with federal and state officials, government officers, and other key or potential partners. Maintain a relevant legislative strategy that fosters support for Iḷisaġvik.	**Indicators:** Meetings w/partners Funds received
Outcome 8: Intensify the Board of Trustees role in advocacy on behalf of college funding. Provide advance notice to trustees of recruitment and advocacy opportunities and events during the year	**Indicators:** 100% board giving Board understands role and comfort to advocate Trustee activities and engagement

PRIORITY 6 - Build a Robust Service-Oriented Org.

Outcome 1: Improve administrative and academic support systems	**Indicators:** Technology changes Process streamlining Handbooks/SOPs
Outcome 2: Continue college and community-wide communication including implementation of new systems and processes.	**Indicators:** Round Tables & General IC/NSB/NSBSD BOT Meetings UI Updates
Outcome 3: Attract, develop, and retain a highly qualified and talented workforce. Focus on local hires. Develop institutional depth.	**Indicators:** # FT position postings # PT position postings % completed staff evals
Outcome 4: Evaluate all full-time and part-time faculty members according to the faculty evaluation schedule. Using multiple indices, provide review and feedback to instructors in a timely manner. Support appropriate salary schedule.	**Indicators:** Indicators: # & % faculty evaluations # & % adjunct faculty evaluations % Student Evals
Outcome 5: Improve performance through professional, career, and leadership development.	**Indicators:** # & % of Staff PD # & % of Faculty PD
Outcome 6: Collect and utilize institutional research data to inform the decision-making process. Present the institutional research report yearly to the board of trustees. Update Strategic Plan.	**Indicators:** Completed IR Report PDP participation and submissions Data Moments

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	• Summer Enrollment Report (includes retention, persistence, and completion)		• Fall Enrollment Report (includes retention, persistence, and completion)	• Spring Enrollment Report (includes retention, persistence, and completion)
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		• Interim Progress Report on Curriculum Development		
	• Long-Term Facilities Master Planning Report	• Long-Term Facilities Master Planning Report	• Long-Term Facilities Master Planning Report	
Outreach and Connection Opportunities	• Student Luncheon	• Employee Luncheon	• Faculty Luncheon	• Summer Camp Luncheon

Iḷisaġvitkuayaat nalunaiġukkaat iñuuniaġuutilaaqput savaguutilaaqpullu nunaŋanni Iñupiat. Nunuuraiḷaakun Iñupiagurugut tainnamik qiksigigivut iñuit, iñuuniaġniq, niġrutit, nuna suli taġiuq.

Iḷisaġvik College would like to acknowledge that we live and work on the land of the Iñupiat. We are unapologetically Iñupiaq and we honor the people, culture, animals, land, and ocean.

SPRING 2023 ENROLLMENT REPORT:
INDIVIDUAL COUNT STUDENT PROFILE

Number of Students

Number of Enrolled Credits	Final Sp '19	Final Sp '20	Final Sp '21	Final Sp '22	Final Sp '23
12 or more	51	42	27	52	50
9 - 11	28	23	24	25	24
6 - 8	39	37	53	59	46
1 - 5	236	195	191	168	226
0.5	0	0	0	0	0
Total-Credit Students	354	297	**295**	**304**	**346**
Total- CEU Students	**413**	**244**	**169**	**193**	**286**
Total-Student Served	**767**	**541**	**464**	**497**	**632**

Course Credit Load

	# of Students	# of Credits
Students Registered for 0.5 credit	0	0
Students Registered for 1 credit	60	60
Students Registered for 1.5 credit	20	30
Students Registered for 2 credits	27	54
Students Registered for 2.5 credits	0	0
Students Registered for 3 credits	66	198
Students Registered for 3.5 credits	17	59.5
Students Registered for 4 credits	29	116
Students Registered for 4.5 credits	2	9
Students Registered for 5 credits	5	25
Students Registered for 6 credits	25	150
Students Registered for 6.5 credits	2	13
Students Registered for 7 credits	6	42
Students Registered for 7.5 credits	1	7.5
Students Registered for 8 credits	12	96
Students Registered for 9 credits	14	126
Students Registered for 9.5 credits	0	0
Students Registered for 10 credits	6	60
Students Registered for 11 credits	4	44
Students Registered for 11.5 credits	0	0
Students Registered for 12+ credits	50	667.5
Total Students Registered for Credit		346
Total Student Credits Generated		1757.5
Full Time Equivalent =		**117.16**

Students per Program or Undeclared

Program	Full Time		Part Time		NC/CEU
	Male	Female	Male	Female	
Accounting	1	1	2	16	
Allied Health	0	3	3	8	
Bachelor of Business Administration	1	2	2	3	
Business Management	6	8	4	20	
Construction Technology	7	0	4	0	
Dental Health Therapy	2	8	1	1	
Heavy Truck Operations	0	0	2	0	
Inupiaq Studies	1	2	2	12	
IT	1	0	2	4	
Liberal Arts	1	3	6	4	
Medical Coding	0	0	0	2	
Office Management	0	0	2	6	
Pre-Nursing	0	0	0	1	
Medical Coding	0	0	0	3	
Non Degree Seeking	1	1	113	74	
CEU					
Total	21	28	143	154	346

Dual Credit Students

# Students	# Students Registered
52	47

Courses Per Village

Village	Credit Courses		NC/CEU Courses	
	Offered	Registered	Offered	Registered
Anaktuvuk Pass	0	0	3	2
Atqasuk	0	0	4	25
Kaktovik	0	0	0	0
Nuiqsut	1	1	2	2
Point Hope	0	0	5	0
Point Lay	0	0	0	0
Wainwright	0	0	5	22
Total	**1**	**1**	**19**	**51**

Age

Age	Credit		NC/CEU	
	Male	Female	Male	Female
17 & Under	11	18	16	16
18 - 24	45	49	23	21
25 - 30	25	25	21	10
31 - 40	34	45	48	30
41 - 50	16	27	23	21
51 & Above	24	26	32	24
Unspecified	0	0	1	0
Total	155	190	164	122
% Credit Students Native				65.3%

***Distance Delivery**

# Courses Offered	# Students Registered	# Village Students Registered
Teleconference: 0	0	0
Online: 77	355	33
Elluminate: 0	0	0

*Courses offered as online or teleconference courses

*****Courses - Off North Slope**

# Courses Offered	# Students Registered
13	59

*** Courses taught off Slope

Duplicate Head Count

Village Completions

# Courses Offered	# Students Registered	# Drops/Withdrawals	# Completions
Distance Delivery*:	33	7	18
Classroom Only:	52	0	52

*Includes Zoom, MyCampus, and other forms

****Barrow Courses**

# Village Students Registered	18

** These are the number of village students flying in to take courses in Barrow.

Ethnicity & Gender Enrollment Distribution

Ethnicity	Full Time		Part Time		CEU		Student Count	%
	Male	Female	Male	Female	Male	Female		
Amer. Indian or Alaska Native	17	22	83	114	96	81	413	65.3%
Asian	0	1	11	17	15	13	57	9.0%
Black or African American	0	0	2	5	1	3	11	1.7%
Hispanics of any race	3	2	3	4	2	1	15	2.4%
Nat Hawaiian / Oth Pacific Isl	1	1	13	10	24	10	59	9.3%
Race and Ethnicity unknown	0	0	6	2	7	4	19	3.0%
White	1	2	15	11	19	10	58	9.2%
Total	22	28	133	163	164	122	632	100.0%

Full Time = 12 credits or more
Part Time = 1 to 11 credits
 # Village students excluding Dorm students

MEMORANDUM

TO: Iḷisaġvik College Board of Trustees

THRU: Justina Wilhelm, President

FROM: Peter Snow, Dean of Academic Affairs

DATE: May 22, 2023

SUBJECT: Curriculum Development

Iḷisaġvik College Strategic Plan: Priority 3: *Improve Student Achievement* ***Outcome 5****: Develop programming to support the human resource needs of the North Slope and Alaska, preparing our students for professional, academic, and vocational careers.*

During the 2022-2023 Academic Year, Workforce Development developed the following new courses:

New Workforce Development Curriculum

Driver's Test Proctoring: developed to administer driving tests to candidates who may or may not have received driving instruction at the college.

ICAS Teacher Training: developed in conjunction with Excel Alaska to support the Qargi Academy Tribal School and delivered to teachers working in Wainwright.

Plumbing Skills for NSB Homes: developed to meet the needs of the Tagiugmiullu Nunamiullu Housing Authority with input from the North Slope Borough Housing Department.

Teach DEI (Diversity, Equity, Inclusion): developed at the behest of NSB Health Department, specifically in collaboration with Arctic Women in Crisis and delivered by the Alaska Domestic Violence and Sexual Assault Network.

Program Changes

The following Workforce Development courses were revised and updated:

- Basic Computer Skills
- Basics of Government Accounting
- Construction Camp
- Entrepreneurship
- Financial Literacy
- MS PowerPoint
- Presentation Skills
- QuickBooks
- Starting a Business
- Supervisory Training
- Tank Farm Management
- Time Management

Memorandum

TO: Iḷisaġvik College Board of Trustees

THRU: Justina Wilhelm, President

FROM: Peter Snow, Dean of Academic Affairs

DATE: May 22, 2023

SUBJECT: 2023 Institutional Research Report

Iḷisaġvik College Strategic Plan: Priority 6: *Build a robust service-oriented organization.* ***Outcome 6:*** *Collect and utilize institutional research data to inform the decision-making process. Present the institutional research report yearly to the Board of Trustees. Update the Strategic Plan.*

Data collection and analysis for the 2023 Institutional Research Report is underway as of the date of this memorandum. Copies of the 2023 Institutional Research Report will be available for the Board of Trustees at the June 2023 Summer Meeting. A comprehensive overview and walkthrough of the report will occur at the September 2023 Fall Meeting.

To: Iḷisaġvik College Board of Trustees

Thru: Justina Wilhelm, President

From: Peter Snow, Dean of Academic Affairs

Date: May 30, 2023

Subject: Update on 2023 NWCCU Accreditation

Year 6 Report: Policies, Regulations, and Financial Review Report

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During the spring of 2023, an Accreditation Steering Committee was formed at Iḷisaġvik College to assemble the **Policies, Regulations, and Financial Review Report - PRFR (Year 6)** for the Northwest Commission on Colleges and Universities (NWCCU).

This report is due on September 15, 2023.

The following subcommittees were formed and assigned chairs to provide evidence of the criteria outlined starting on page 2 below:

Standard	Subcommittee Chair
2.A Governance	Dr. Hal Haynes
2.B Academic Freedom	Dr. Linda Nicholas-Figueroa
2.C Policies and Procedures	Ben Glover
2.D Institutional Integrity	Caitlin Walls
2.E Financial Resources	Ann Marie Clark
2.F Human Resources	Ann Marie Clark/ Andy Morgana
2.G Student Support Services	Emily Gueco
2.H Library and Information Resources	Tess Williams
2.G Physical and Technology Infrastructure	Nicole Evans

Standard	Evidence
2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.	• Institutional governance policies and procedures • System governance policies and procedures • Multiple board governing policies and procedures (if applicable) • Board's calendar for reviewing institutional and board policies and procedures • Bylaws and Articles of Incorporation referencing governance structure
2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.	• Leadership organizational chart • Curriculum Vitae of executive leadership
2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.	• Curriculum Vitae of President/CEO
2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.	• Institutional governance policies & procedures
2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.	• Academic freedom policies and procedures
2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and	• Statement of Academic Freedom

Standard	Evidence
perspectives of truth. Individuals within the institution allow others the freedom to do the same.	
2.C.1 The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.	• Transfer of credit policies procedures
2.C.2 The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.	Documentation of students' rights and responsibilities and procedures, which include • Academic honesty Appeals, grievances • Accommodations for persons with disabilities (Student handbook or Catalog; links to webpages; please note specific pages or areas)
2.C.3 The institution's academic and administrative procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the ins expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.	• Policies and procedures for recruiting, admitting, and placing students (If Catalog, please note specific pages.) • Policies/procedures related to continuation and termination • from educational programs including appeal process and • readmission policies/procedures (If Catalog, please note specific pages.)
2.C.4 The institution's policies and procedures regarding secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.	• Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies
2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.	• Policies/procedures/ for reviewing published materials (print or websites) that assures institutional integrity
2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations,	• Policies/procedures for reviewing internal and external complaints and grievances

Standard	Evidence
including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.	
2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.	• Policies/procedures prohibiting conflict of interests among employees and board members
2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.	• Policies/procedures that articulate the oversight and management of financial resources • Latest external financial audit including management letter Cash flow balance sheets • Audited financial statements • Tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments • Significant contracts/grants Endowment and giving reports • Investment revenue
2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.	• Policies / procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds
2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governing structures(s), and applicable state and federal laws.	• Description of internal financial controls • Board approved financial policies, state financial policies, or system financial policies
2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.	• Human resource policies / procedures • Policies/procedures related to teaching, scholarship, service, and artistic creation • Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination
2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.	• Employee professional development policies/procedures

Standard	Evidence
2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.	• Documentation about engagement and responsibilities specified for faculty and staff, as appropriate • Personnel hiring policy/procedures Academic organizational chart
2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.	• Administrator/staff /faculty evaluation policies/procedures
2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.	• Listing of programs and services supporting student learning needs
2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.	Catalog (and/or other publications) that provides information regarding: • Institutional mission • Admission requirements and procedures Grading policy • Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion • Names, titles, degrees held, and conferring institutions for administrators and full-time faculty • Rules and regulations for conduct, rights, and responsibilities. • Tuition, fees, and other program costs • Refund policies and procedures for students who withdraw from enrollment • Opportunities and requirements for financial aid The academic calendar

Standard	Evidence
	• (See 2.C.2) (Student handbook or Catalog; links to webpages; please note specific pages or areas)
2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.	Samples of publications and other written materials that describe: • Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. • Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.
2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.	• Published financial aid policies/procedures including information about categories of financial assistance (Student handbook or Catalog; links to webpages; please note specific pages or areas) • Information to students regarding repayment obligations Policies / procedures for monitoring student loan programs
2.G.5 Students receiving financial assistance are informed of any repayment obligations. The default rate on its website.	
2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.	• Description of advising program, staffing, and advising publications (Student handbook or Catalog; links to webpages; please note specific pages or areas) • Systematic evaluation of advising • Professional development policies / procedures for advisors
2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in	• Policies/procedures for ensuring identity verification for students enrolling in distance education courses

Standard	Evidence
writing at the time of enrollment, of current and projected charges associated with the identity verification process.	
2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs and services.	• Procedures for assessing adequacy of library collections • Library planning committee and procedures for planning and collection development • Library instruction plan; policies/procedures related to the use of library and information resources • Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process
2.I.1 Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality mission, academic programs, and services.	Facilities master plan, including • Equipment replacement policies/procedures • Procedures for assessing sufficiency of physical facilities • Policies and procedures for ensuring accessible, safe, and secure facilities • Policies/procedures for the use, storage, and disposal of hazardous waste • Technology master plan and planning processes

TO: Iḷisaġvik College Board of Trustees

THRU: Justina Wilhelm, President

FROM: Peter Snow, Dean of Academic Affairs

DATE: May 22, 2023

SUBJECT: Update on Teacher Education Program

Iḷisaġvik College Strategic Plan: Priority 1: *Indigenize the Institution* ***Outcome 5****: Develop programming to support the human resource needs of the North Slope and Alaska, preparing our students for professional, academic, and vocational careers.*

Ilisaurriguqta (Let's be Teachers!)

During the spring of 2023, a Teacher Education Program Committee was formed at Iḷisaġvik College consisting of the following members: Justina Wilhelm (President), Kimberlee Brent (Assistant Professor of Education), Jerica Leavitt (Assistant Professor of Iñupiaq Studies), Peter Snow (Dean of Academic Affairs), Robyn Burke (Executive Director of Human Resources), and Ben Glover (Associate Dean of Workforce Development).

This committee met on three occasions with representatives from the North Slope Borough School District, the University of Alaska Fairbanks, and the Arctic Slope Community Foundation in order to begin planning a three-year pathway to an AA degree that leads to licensure for students while accommodating employment in the North Slope Borough School District. The goal is to have students currently employed by the NSBSD complete their AA degree in Liberal Arts (and possibly other qualified programs) at Iḷisaġvik College and to then complete their BA in Education with licensure at UAF. Iḷisaġvik College will provide support during the recruitment phase (prior to entering a licensure program, including high school and bridging to college) and during the early preparation phase (during the first 0-60 credits of a degree/licensure program).

The NSBSD will be providing Iḷisaġvik College with the names of potential students who are currently employed by the school district to form the first Ilisaurriguqta cohort. The goal is to have this cohort established in time to enroll in courses for the Fall 2023 semester.

Online Presence

Iḷisaġvik College

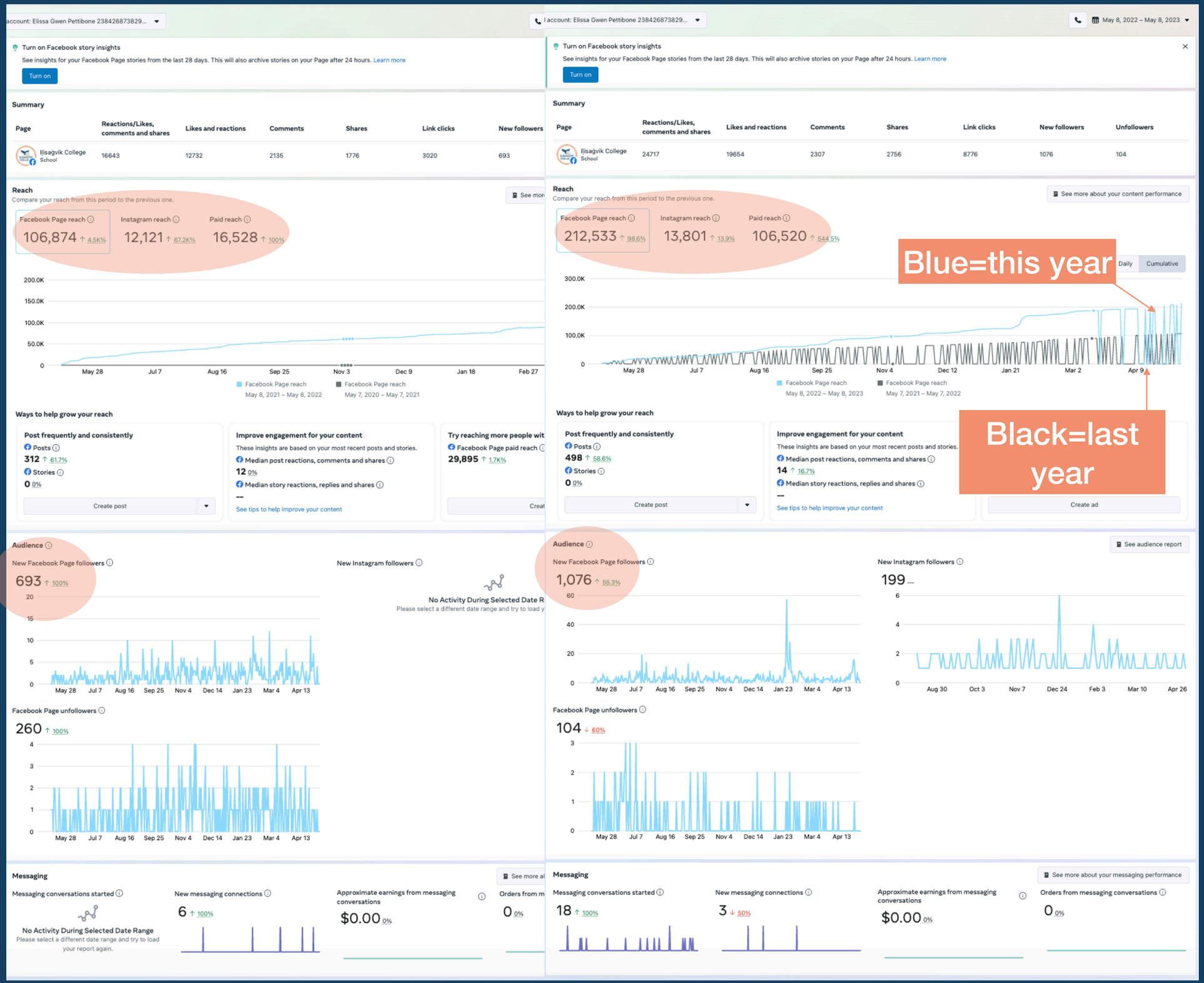
5-17-23

Overview

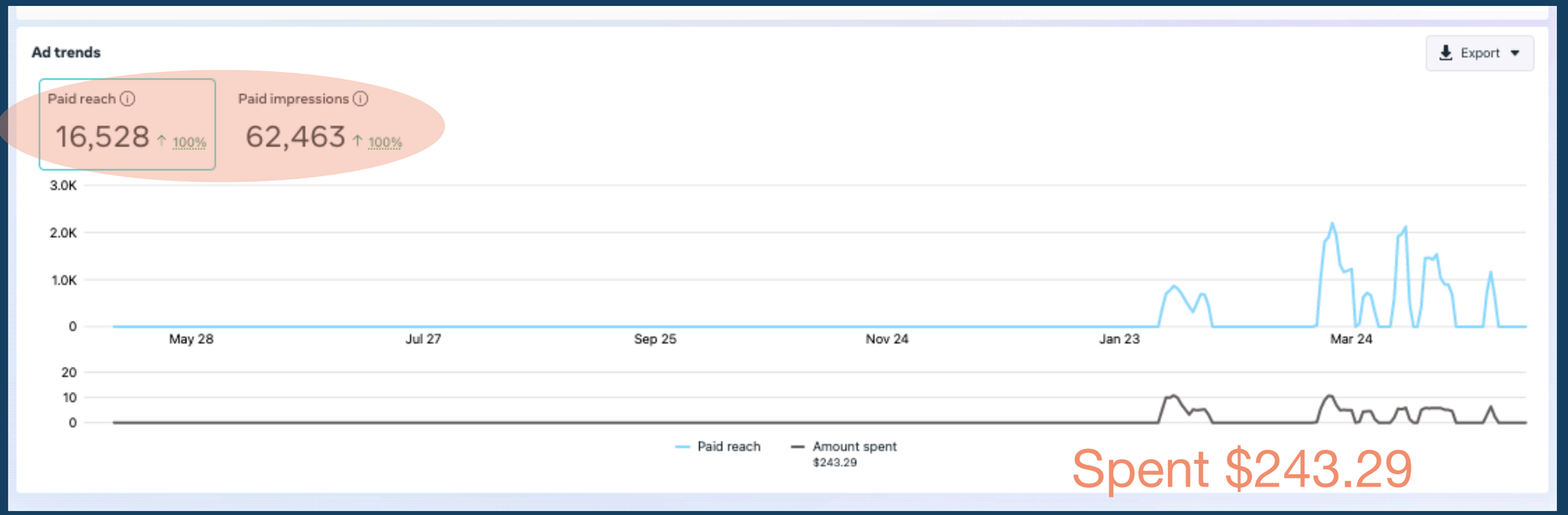
Facebook and Instagram Growth
Meta Ad Analytics
Past & Current Spending
Video Views Statistics
Top Content
Google Ads
Google Analytics
Social Media Analytics
TikTok

Growth on Facebook and Instagram (aka Meta)

- Reach= How many individual people see ad
- Impressions= How many times ad is on a screen
- Link click= When an ad directs someone to our website

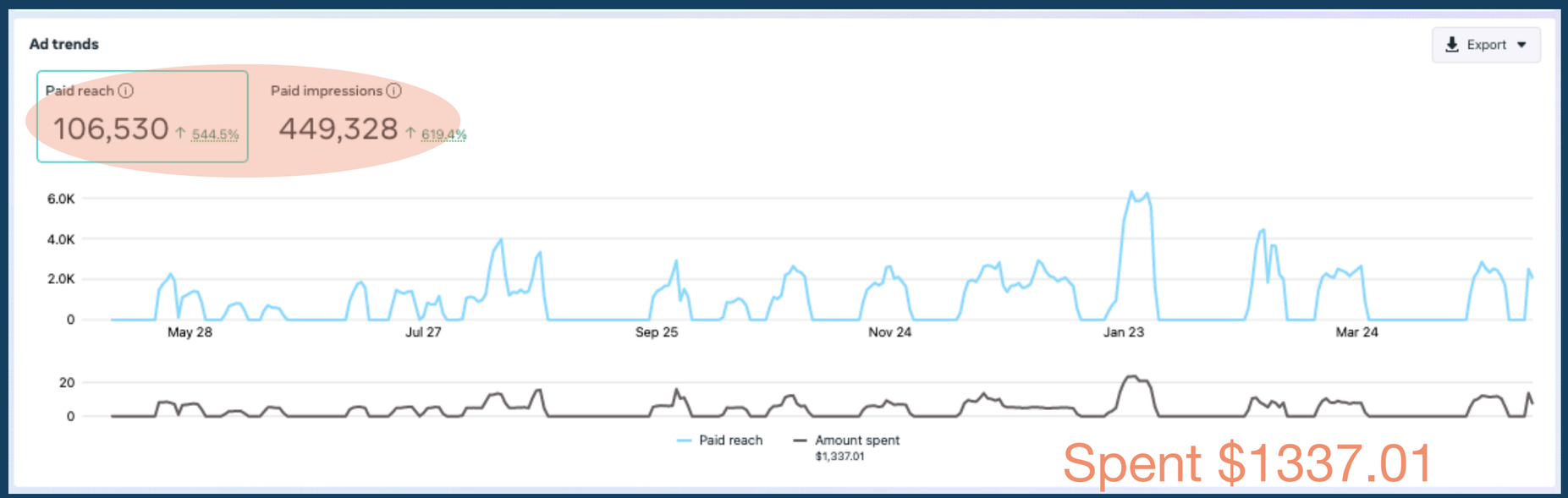


May 2021-2022



Spent $243.29

May 2022-2023

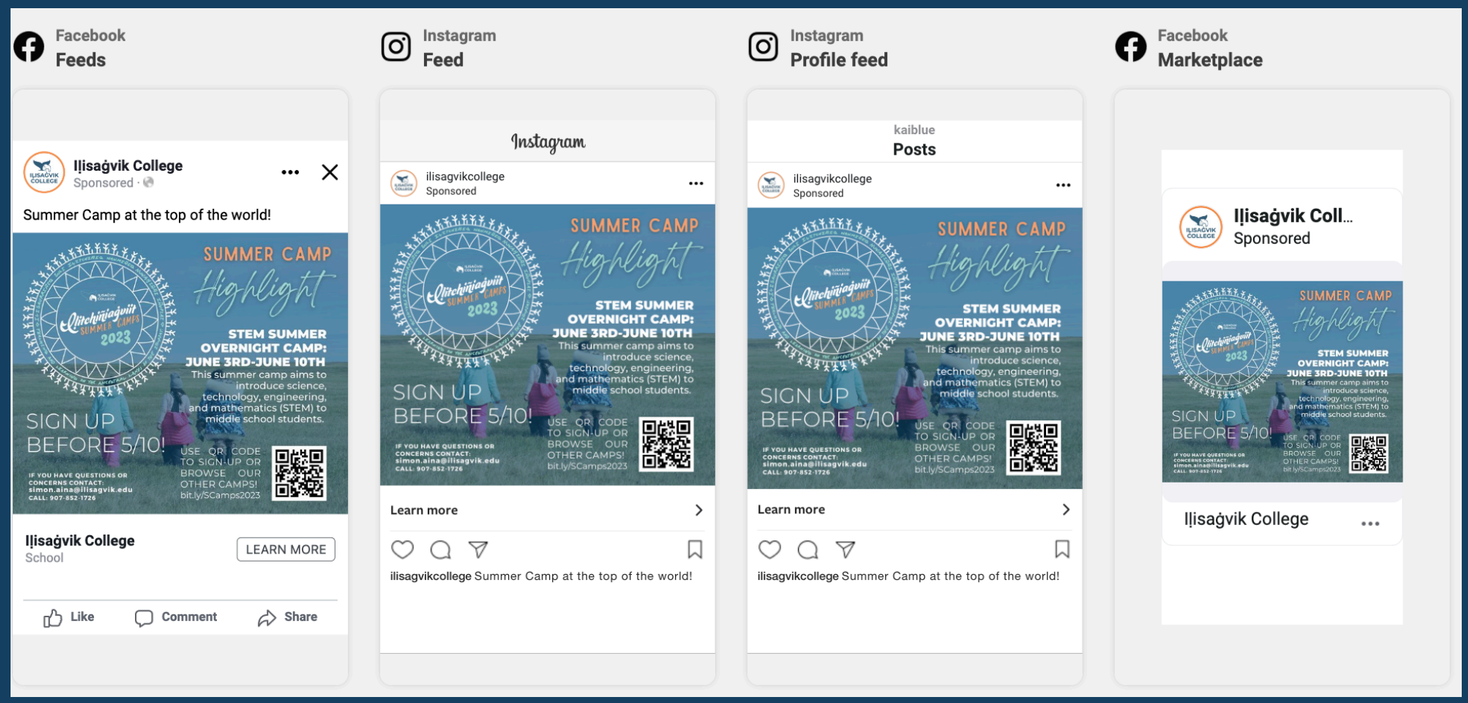


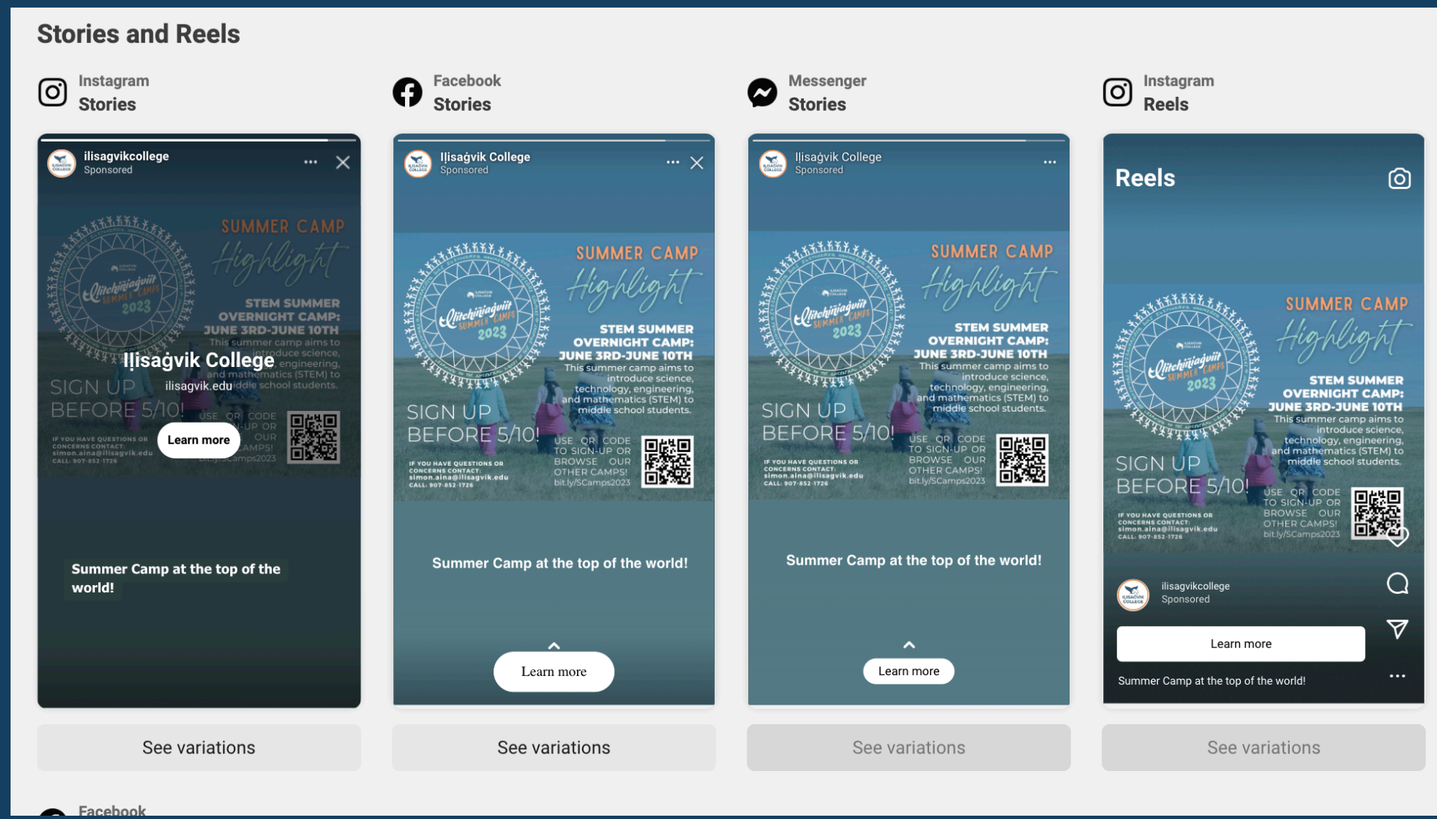
Spent $1337.01

Meta Ad Analytics

After our ad budget increased in January 2023 from $80/ month to $200/our views and website visits have grown significantly.

Meta ad example





What we used to spend…

Search and filter

May 8, 2021 – May 8, 2022

Campaigns 38 selected

Ad sets for 38 Campaigns

Ads 1 selected

+ Create | Duplicate | Edit | Preview | Rules | View Setup | Columns: Traffic | Breakdown | Reports

Off / On	Ad	Amount spent	Budget (Ad set)	Impressions	CPM (cost per 1,000 impressions)	Reach	Frequency	CTR (all)	Link clicks	CPC (All)
			Lifetime							
	Build your future! Unpublished edits	–	$100.00 Lifetime	–	–	–	–	–	–	–
	Post: "Our Summer... Unpublished edits	–	Using c...	–	–	–	–	–	–	–
	Post: "Excited for s... Unpublished edits	–	Using c...	–	–	–	–	–	–	–
	Post: "Get ready for the Fall 2023 Se...	–	Using c...	–	–	–	–	–	–	–
	Post: "Uvlaalluataq Iḷisaġvik College c...	$12.00	Using c...	3,485	$3.44	1,915	1.82	4.10%	14	$0.08
	2022 General Video	$86.36	$5.00 Daily	24,337	$3.55	9,416	2.58	3.21%	272	$0.11
	Post: "Iḷisaġvik College is pleased to ...	$20.00	Using c...	8,591	$2.33	5,332	1.61	7.75%	87	$0.03
	Post: "Interested in teaching here i... View charts Edit Duplicate	$15.00	Using c...	5,111	$2.93	1,093	4.68	2.41%	35	$0.12
	Post: "We are in DC for this legislativ...	$25.00	Using c...	6,906	$3.62	3,277	2.11	4.04%	72	$0.09
	Job: Language Apprentice	$24.99	Using c...	3,657	$6.83	1,666	2.20	4.40%	4	$0.16
	Job: Community Education Facilitator	$34.95	Using c...	5,499	$6.36	1,080	5.09	6.06%	23	$0.10
	Job: Training Facilitator	$24.99	Using c...	4,877	$5.12	1,140	4.28	6.50%	30	$0.08
	Results from 38 ads	**$243.29** Total Spent		**62,463** Total	**$3.89** Per 1,000 Impressio...	**16,528** Accounts Center ac...	**3.78** Per Accounts Cente...	**4.49%** Per Impressions	**537** Total	**$0.09** Per Click

Currently…

For every 1000 times our ad is displayed, we spend $2.95.

Every time someone clicks on our webpage we spend $0.08

Search and filter

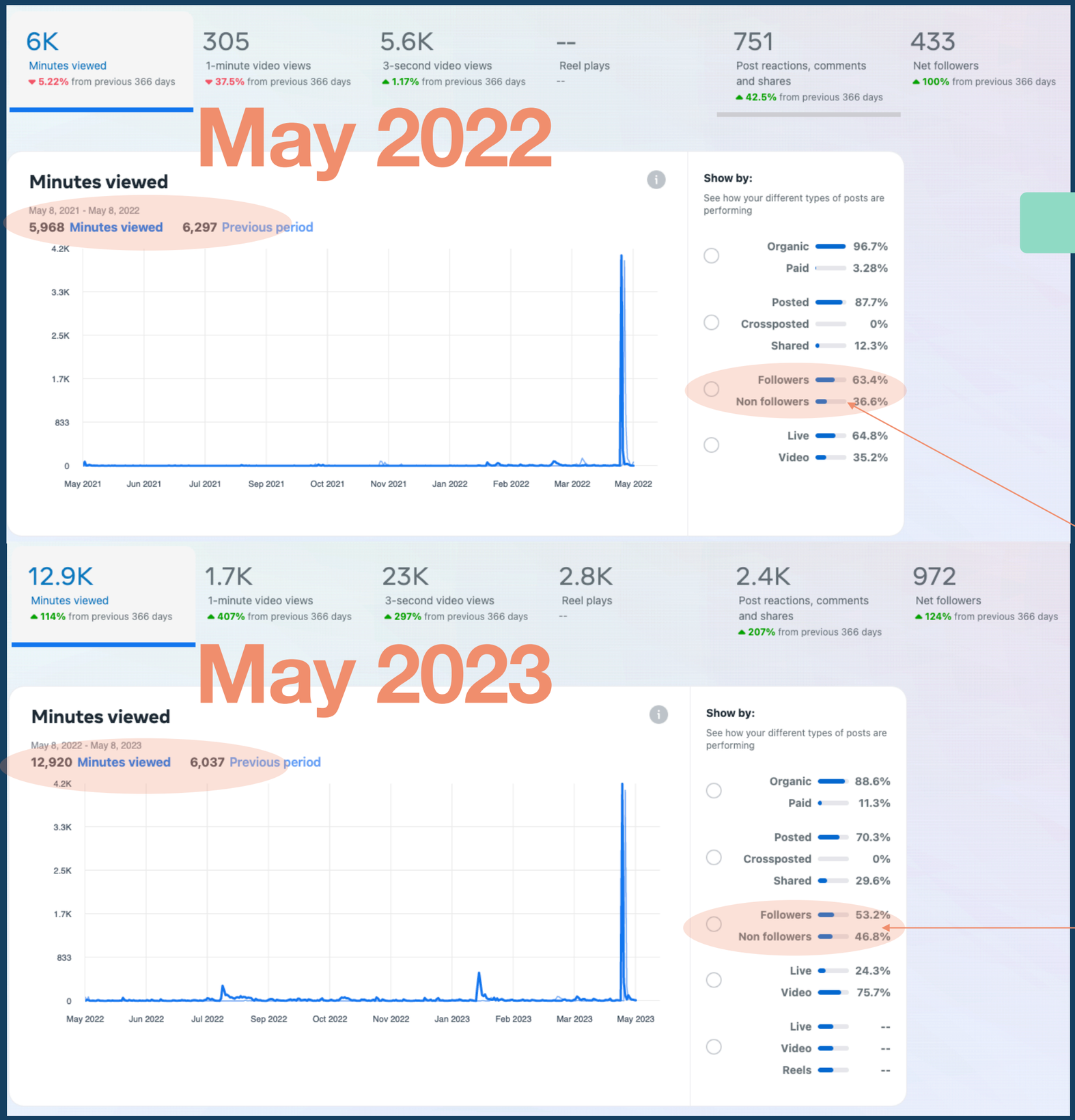
May 8, 2022 – May 8, 2023

Campaigns 38 selected | Ad sets for 38 Campaigns | Ads 1 selected

Create | Duplicate | Edit | Preview | Rules | View Setup | Columns: Traffic | Breakdown | Reports

Off / On	Ad		Budget (Ad set)	Impressions	CPM (cost per 1,000 impressions)	Reach	Frequency	CTR (all)	Link clicks	CPC (All)
	Post: "There is still time to sign up for our 2...	$30.61	Using campaig...	8,978	$3.41	5,614	1.60	2.56%	71	$0.13
	Post: "We have BIG opportunites for you her...	–	Using campaig...	–	–	–	–	–	–	–
	Post: "It is that time of year again, to let it b...	$40.00	Using campaig...	17,858	$2.24	7,610	2.35	3.16%	88	$0.07
	Post: "We have BIG opportunites for you her...	$40.00	Using campaig...	8,140	$4.91	3,378	2.41	4.05%	106	$0.12
	Post: "Join the Iḷisaġvik Family and Apply to...	$25.00	Using campaig...	4,482	$5.58	2,821	1.59	10.58%	314	$0.05
	Kalo Ad	$40.00	$40.00 Lifetime	6,269	$6.38	4,703	1.33	1.74%	106	$0.37
	Post: "Donate today: https://www.ilisagvik.e...	$40.00	Using campaig...	14,393	$2.78	6,418	2.24	0.93%	54	$0.30
	Post: "There is still time to enroll for the Fall...	$30.00	Using campaig...	9,401	$3.19	4,282	2.20	2.47%	58	$0.13
	Post: "***Job Highlight!"	$15.00	Using campaig...	4,700	$3.19	2,225	2.11	5.28%	41	$0.06
	Video Short	$40.00	$40.00 Lifetime	10,575	$3.78	3,751	2.82	3.78%	127	$0.10
	Post: "Work with us! Take a look at our curre...	$40.00	Using campaig...	10,934	$3.66	6,308	1.73	7.49%	505	$0.05
	Post: "Registration begins today! Fill out the...	$40.00	Using campaig...	14,497	$2.76	5,832	2.49	3.12%	142	$0.09
	Post: "#GivingTuesday is one week away! B...	$40.00	Using campaig...	14,141	$2.83	9,206	1.54	1.45%	59	$0.20
	Results from 38 ads	**$1337.01** Total Spent		**446,701** Total	**$2.95** Per 1,000 Impressio...	**103,667** Accounts Center ac...	**4.31** Per Accounts Cente...	**3.54%** Per Impressions	**6,678** Total	**$0.08** Per Click

Meta video views



Video views have doubled within a year due to consistency in video posts and more ad-based videos

We have gained a higher percent of non followers on our page meaning we are gaining new viewers

Content

Posts with the highest views are primarily UI related, WFD classes, construction and Job posts

Title		Type	Date published	Reach	Likes and reactions	Sticker taps	Link clicks	Comme
It is that time of year when a handful... Iḷisaġvik College	View insights	Post	Fri Jan 27, 11:00am	43.2K Accounts Center acc...	2.2K Reactions	--	--	164 Commen
In preparation of Spring Whaling, Aa... Iḷisaġvik College	View insights	Post	Wed Feb 15, 11:00...	8K Accounts Center acc...	413 Reactions	--	--	23 Commen
Kivgiq 2023 started yesterday with i... Iḷisaġvik College	View insights	Post	Thu Feb 2, 11:44am	5.1K Accounts Center acc...	167 Reactions	--	30 Link clicks	4 Commen
Our community is so excited for Kiv... Iḷisaġvik College	View insights	Post	Wed Feb 1, 9:31am	4.9K Accounts Center acc...	153 Reactions	--	86 Link clicks	8 Commen
This spring we have Grant Writing B... Iḷisaġvik College	View insights	Post	Mon Feb 13, 11:00...	4.8K Accounts Center acc...	83 Reactions	--	1 Link clicks	35 Commen
It has been an amazing week celebr... Iḷisaġvik College	View insights	Post	Sat Feb 4, 5:00pm	4.4K Accounts Center acc...	180 Reactions	--	--	1 Commen
Apply today and join the Iḷisaġvik fa... Iḷisaġvik College	View insights	Post	Tue Feb 21, 10:03am	3.6K Accounts Center acc...	29 Reactions	--	18 Link clicks	1 Commen
Take this free Boiler Maintenance cl... Iḷisaġvik College	View insights	Post	Wed Feb 8, 11:00am	3.3K Accounts Center acc...	51 Reactions	--	--	6 Commen
Kivgiq 2023 is in full swing! Here are...	View insights	Post	Fri Feb 3, 5:10pm	3K	110		21	1

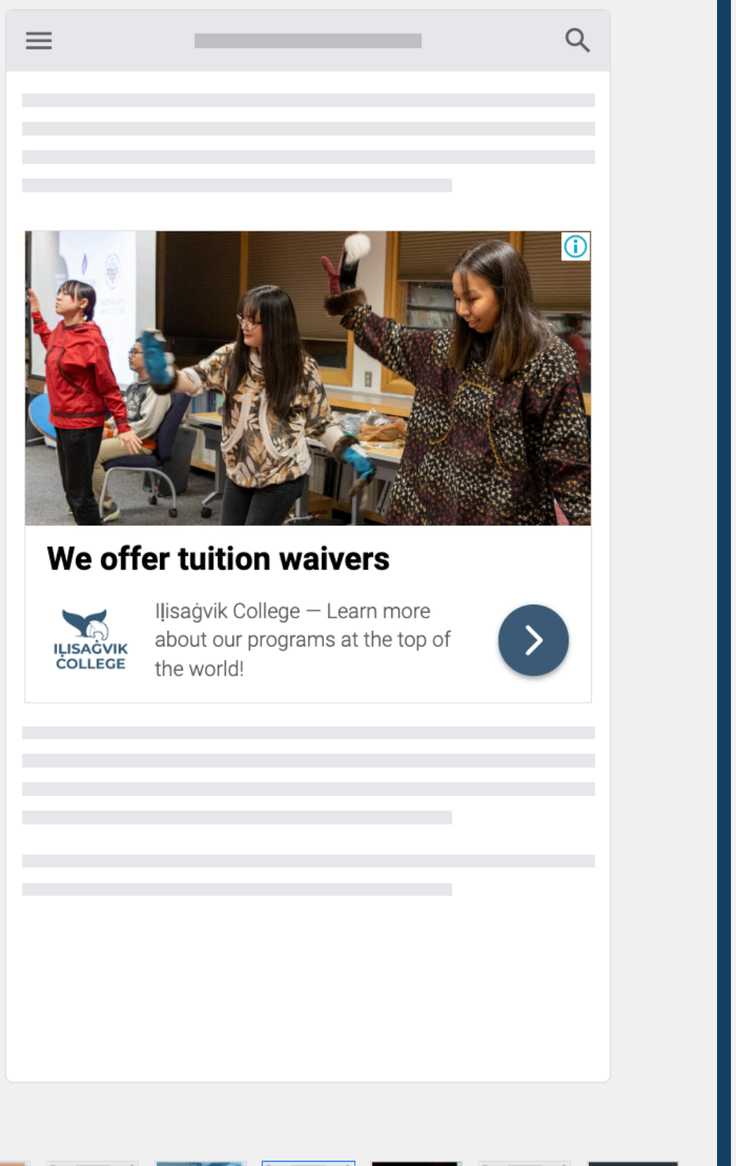
Google Ads

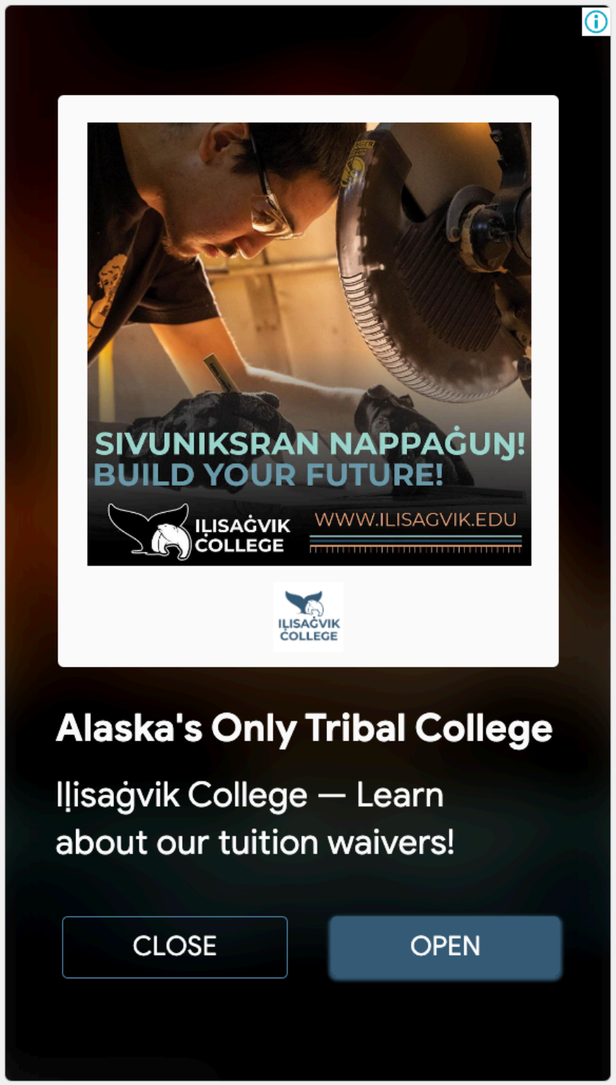
We started google ads in February 2023 spending $100/month per ad and have found a great system for gaining viewers and website visitors. Google ads seem to do so well that in one month, we have made up to 20% of what we make in a year on Meta regarding viewers and website visitors!

Campaign Report
February 1, 2023- May 8, 2023

Campaign status	Campaign	Budget name	Currency code	Budget	Budget type	Status	Status reasons	Optimization score	Campaign type	Impr.	Interactions	Interaction rate	Avg. cost
Enabled	Build your future! March	--	USD	10.00	Daily	Ended	campaign ended	--	Performance Max	8,235	669	8.12%	0.12
Enabled	Build your future!	--	USD	10.00	Daily	Ended	campaign ended	--	Performance Max	23,728	233	0.98%	0.43
Enabled	Tuition Waiver-Spring Registration 2023	--	USD	10.00	Daily	Ended	campaign ended; most ads limited by policy	--	Display	89,196	1,255	1.41%	0.08
Total: Campaigns			**USD**							**121,159**	**2,157**	**1.78%**	**0.13**
Total: Account			**USD**							**121,159**	**2,157**	**1.78%**	**0.13**
Total: Display			**USD**						**Display**	**89,196**	**1,255**	**1.41%**	**0.08**
Total: Performance Max			**USD**						**Performance Max**	**31,963**	**902**	**2.82%**	**0.20**

Google Ad examples:

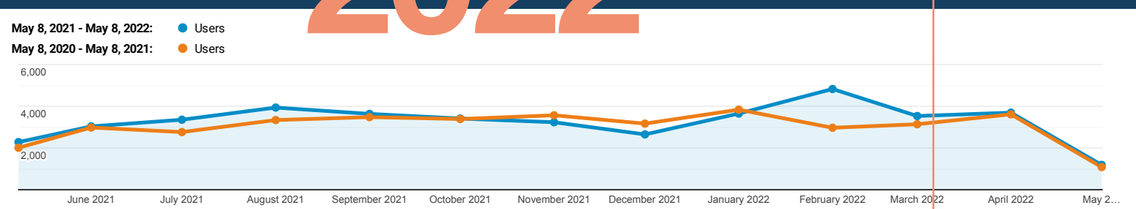




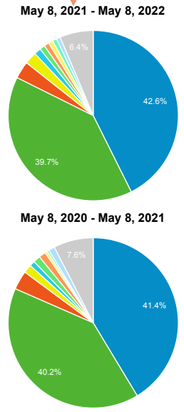
Google Analytics:

Our viewers have increased on our website and grown 8-9% since 2020, and our increase in ads/posts have brought Meta up as a primary contributor.

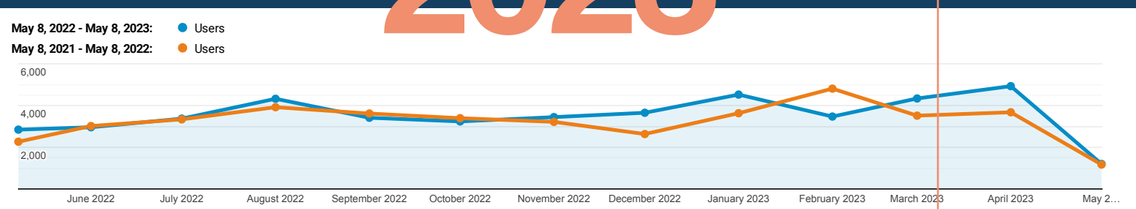
2022



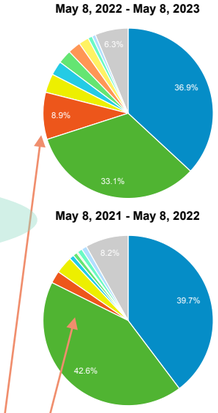
Source / Medium	Users	Users	Contribution to total: Users
	9.62% 37,109 vs 33,852	9.62% 37,109 vs 33,852	
1. (direct) / (none)			
May 8, 2021 - May 8, 2022	16,383	42.63%	
May 8, 2020 - May 8, 2021	14,404	41.36%	
2. google / organic			
May 8, 2021 - May 8, 2022	15,267	39.72%	
May 8, 2020 - May 8, 2021	14,000	40.20%	
3. bing / organic			
May 8, 2021 - May 8, 2022	1,266	3.29%	
May 8, 2020 - May 8, 2021	1,248	3.58%	
4. m.facebook.com / referral			
May 8, 2021 - May 8, 2022	899	2.34%	
May 8, 2020 - May 8, 2021	562	1.61%	
5. higheredjobs.com / referral			
May 8, 2021 - May 8, 2022	497	1.29%	
May 8, 2020 - May 8, 2021	349	1.00%	
6. en.wikipedia.org / referral			
May 8, 2021 - May 8, 2022	383	1.00%	
May 8, 2020 - May 8, 2021	472	1.36%	
7. unisantos.br / referral			
May 8, 2021 - May 8, 2022	362	0.94%	
May 8, 2020 - May 8, 2021	453	1.30%	
8. facebook.com / referral			
May 8, 2021 - May 8, 2022	334	0.87%	
May 8, 2020 - May 8, 2021	162	0.47%	
9. l.facebook.com / referral			
May 8, 2021 - May 8, 2022	301	0.78%	
May 8, 2020 - May 8, 2021	129	0.37%	
10. north-slope.org / referral			
May 8, 2021 - May 8, 2022	293	0.76%	
May 8, 2020 - May 8, 2021	411	1.18%	



2023



Source / Medium	Users	Users	Contribution to total: Users
	8.19% 40,147 vs 37,109	8.19% 40,147 vs 37,109	
1. google / organic			
May 8, 2022 - May 8, 2023	15,352	36.90%	
May 8, 2021 - May 8, 2022	15,267	39.72%	
2. (direct) / (none)			
May 8, 2022 - May 8, 2023	13,786	33.13%	
May 8, 2021 - May 8, 2022	16,383	42.63%	
3. m.facebook.com / referral			
May 8, 2022 - May 8, 2023	3,720	8.94%	
May 8, 2021 - May 8, 2022	899	2.34%	
4. bing / organic			
May 8, 2022 - May 8, 2023	1,491	3.58%	
May 8, 2021 - May 8, 2022	1,266	3.29%	
5. facebook.com / referral			
May 8, 2022 - May 8, 2023	1,120	2.69%	
May 8, 2021 - May 8, 2022	334	0.87%	
6. l.facebook.com / referral			
May 8, 2022 - May 8, 2023	1,081	2.60%	
May 8, 2021 - May 8, 2022	301	0.78%	
7. google / cpc			
May 8, 2022 - May 8, 2023	1,015	2.44%	
May 8, 2021 - May 8, 2022	0	0.00%	
8. lm.facebook.com / referral			
May 8, 2022 - May 8, 2023	794	1.91%	
May 8, 2021 - May 8, 2022	92	0.24%	
9. unisantos.br / referral			
May 8, 2022 - May 8, 2023	344	0.83%	
May 8, 2021 - May 8, 2022	362	0.94%	
10. en.wikipedia.org / referral			
May 8, 2022 - May 8, 2023	281	0.68%	
May 8, 2021 - May 8, 2022	383	1.00%	



The red sliver is growth of Meta ads/ posts contributing to website views

Google Analytics for Social Media

Since starting our ads on Meta, website visitors that are directed from social media have increased 297.96% since the year before!

Analytics | All Web Site Data

Go to report

Channels

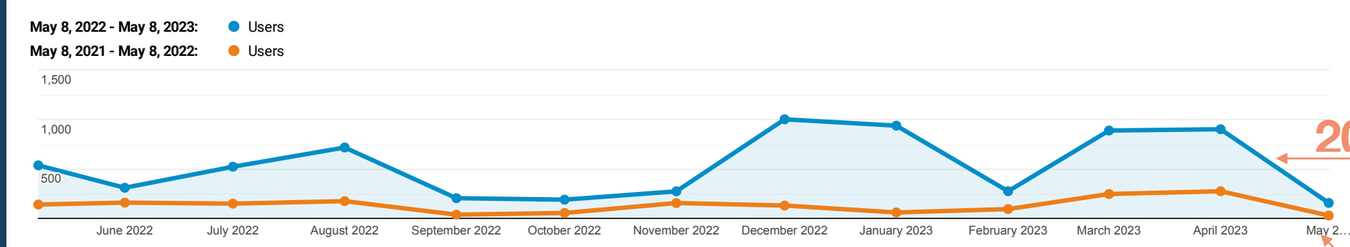
ALL » DEFAULT CHANNEL GROUPING: Social

May 8, 2022 - May 8, 2023
Compare to: May 8, 2021 - May 8, 2022

All Users
+12.38% Users

Explorer

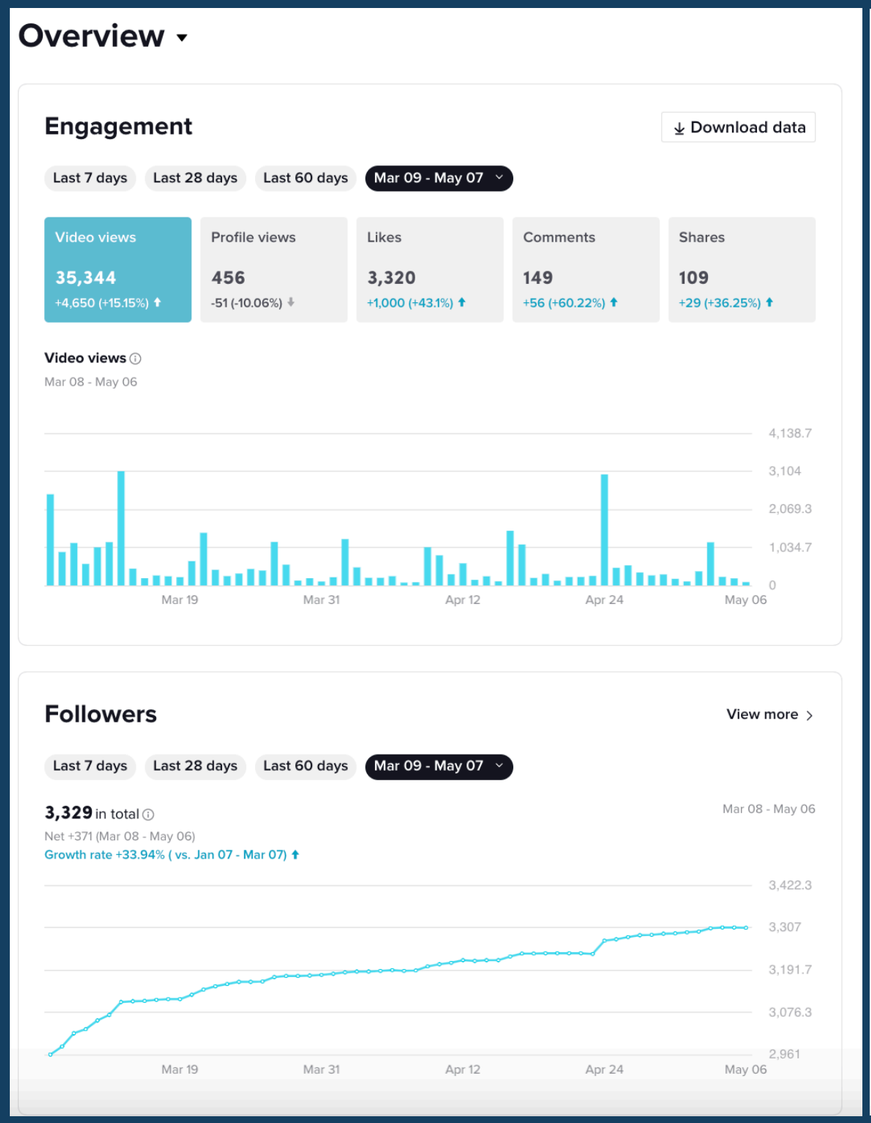
Summary

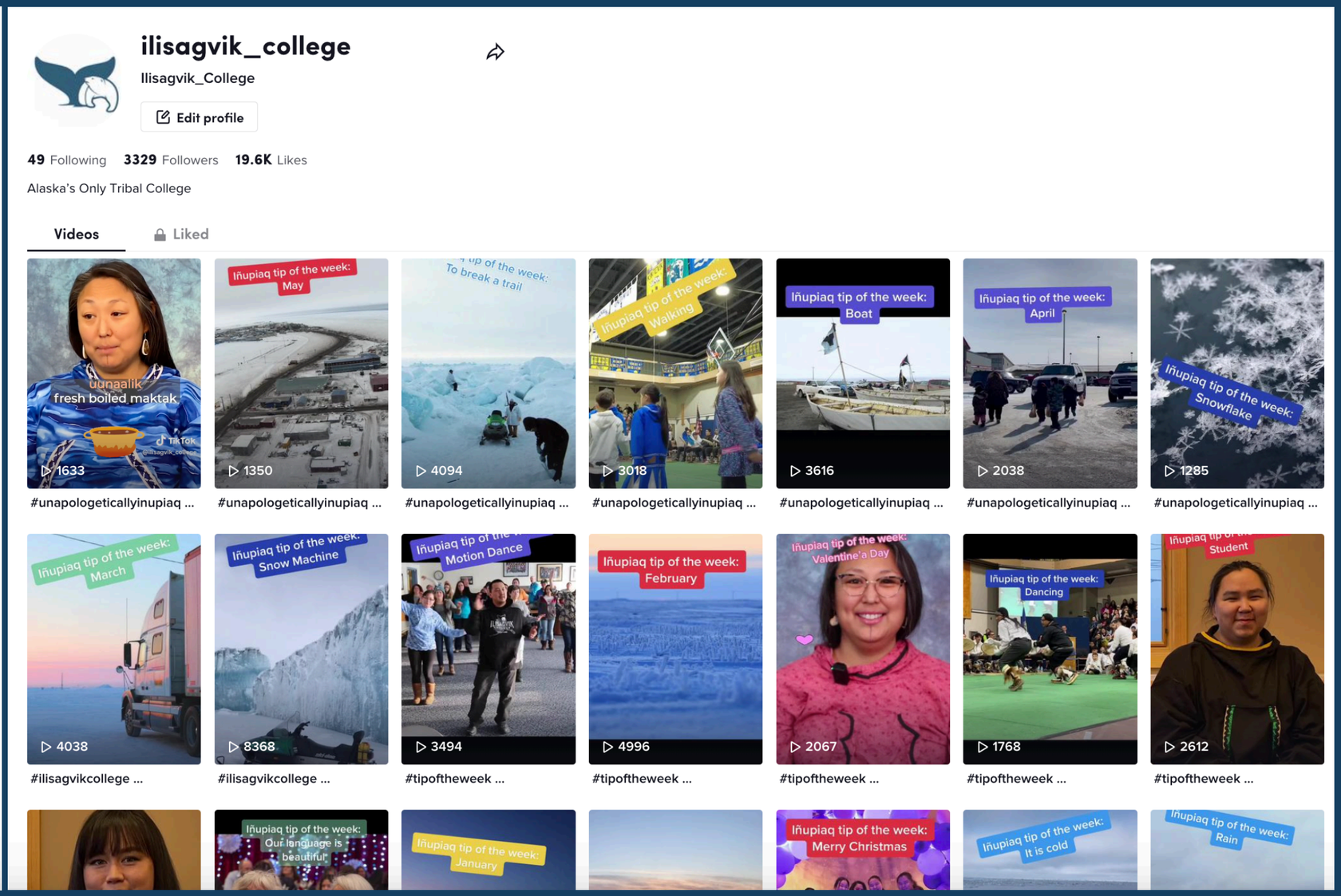


Social Network	Acquisition			Behavior			Conversions		
	Users	New Users	Sessions	Bounce Rate	Pages / Session	Avg. Session Duration	Goal Conversion Rate	Goal Completions	Goal Value
	297.96% 6,825 vs 1,715	301.48% 6,769 vs 1,686	297.98% 7,689 vs 1,932	5.02% 77.19% vs 73.50%	12.06% 1.55 vs 1.77	29.31% 00:00:40 vs 00:00:56	0.00% 0.00% vs 0.00%	0.00% 0 vs 0	0.00% $0.00 vs $0.00
1. Facebook									
May 8, 2022 - May 8, 2023	**6,700** (98.14%)	6,646 (98.18%)	7,502 (97.57%)	77.65%	1.54	00:00:39	0.00%	0 (0.00%)	$0.00 (0.00%)
May 8, 2021 - May 8, 2022	**1,618** (94.29%)	1,591 (94.37%)	1,798 (93.06%)	75.42%	1.72	00:00:51	0.00%	0 (0.00%)	$0.00 (0.00%)
% Change	**314.09%**	**317.72%**	**317.24%**	**2.96%**	**-10.25%**	**-24.39%**	**0.00%**	**0.00%**	**0.00%**
2. Instagram									
May 8, 2022 - May 8, 2023	**70** (1.03%)	70 (1.03%)	71 (0.92%)	46.48%	2.32	00:01:19	0.00%	0 (0.00%)	$0.00 (0.00%)
May 8, 2021 - May 8, 2022	**35** (2.04%)	35 (2.08%)	38 (1.97%)	39.47%	3.18	00:01:57	0.00%	0 (0.00%)	$0.00 (0.00%)
% Change	**100.00%**	**100.00%**	**86.84%**	**17.75%**	**-27.02%**	**-32.53%**	**0.00%**	**0.00%**	**0.00%**
3. LinkedIn									
May 8, 2022 - May 8, 2023	**32** (0.47%)	28 (0.41%)	87 (1.13%)	67.82%	1.76	00:01:44	0.00%	0 (0.00%)	$0.00 (0.00%)
May 8, 2021 - May 8, 2022	**11** (0.64%)	9 (0.53%)	42 (2.17%)	35.71%	2.33	00:03:09	0.00%	0 (0.00%)	$0.00 (0.00%)
% Change	**190.91%**	**211.11%**	**107.14%**	**89.89%**	**-24.63%**	**-44.79%**	**0.00%**	**0.00%**	**0.00%**
4. Twitter									
May 8, 2022 - May 8, 2023	**11** (0.16%)	11 (0.16%)	11 (0.14%)	54.55%	1.91	00:00:45	0.00%	0 (0.00%)	$0.00 (0.00%)
May 8, 2021 - May 8, 2022	**19** (1.11%)	18 (1.07%)	19 (0.98%)	73.68%	1.58	00:01:25	0.00%	0 (0.00%)	$0.00 (0.00%)
% Change	**-42.11%**	**-38.89%**	**-42.11%**	**-25.97%**	**20.91%**	**-46.46%**	**0.00%**	**0.00%**	**0.00%**
5. YouTube									
May 8, 2022 - May 8, 2023	**5** (0.07%)	5 (0.07%)	5 (0.07%)	60.00%	1.60	00:01:57	0.00%	0 (0.00%)	$0.00 (0.00%)
May 8, 2021 - May 8, 2022	**6** (0.35%)	6 (0.36%)	6 (0.31%)	16.67%	4.67	00:02:18	0.00%	0 (0.00%)	$0.00 (0.00%)
% Change	**-16.67%**	**-16.67%**	**-16.67%**	**260.00%**	**-65.71%**	**-14.62%**	**0.00%**	**0.00%**	**0.00%**
6. Instagram Stories									
May 8, 2022 - May 8, 2023	**4** (0.06%)	4 (0.06%)	8 (0.10%)	75.00%	2.25	00:00:34	0.00%	0 (0.00%)	$0.00 (0.00%)
May 8, 2021 - May 8, 2022	**2** (0.12%)	2 (0.12%)	2 (0.10%)	50.00%	1.50	00:00:18	0.00%	0 (0.00%)	$0.00 (0.00%)
% Change	**100.00%**	**100.00%**	**300.00%**	**50.00%**	**50.00%**	**95.00%**	**0.00%**	**0.00%**	**0.00%**
7. Glassdoor									
May 8, 2022 - May 8, 2023	**3** (0.04%)	3 (0.04%)	3 (0.04%)	66.67%	1.67	00:01:04	0.00%	0 (0.00%)	$0.00 (0.00%)
May 8, 2021 - May 8, 2022	**2** (0.12%)	2 (0.12%)	3 (0.16%)	66.67%	2.33	00:08:35	0.00%	0 (0.00%)	$0.00 (0.00%)
% Change	**50.00%**	**50.00%**	**0.00%**	**0.00%**	**-28.57%**	**-87.56%**	**0.00%**	**0.00%**	**0.00%**

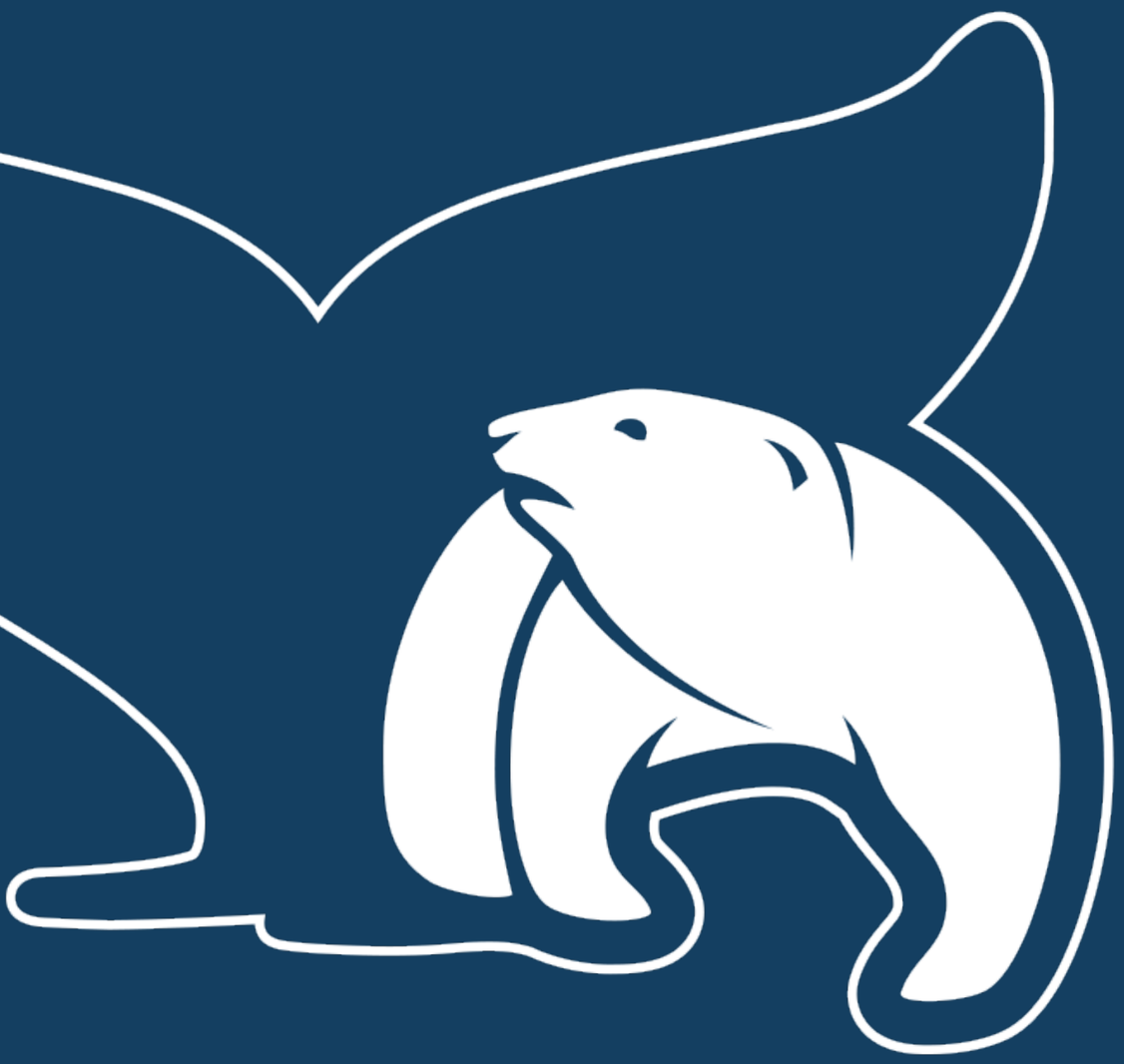
Tiktok

Tiktok is steadily growing. In September 2022 the followers were at 2037. Today they are at 3329!





Takeaways



- Because of our consistency with posts, digital ads and social media, our website views and online interactions have increased significantly since 2020.
- Increase in ad budget has increased website views.
- Combining Google Ads and Meta ads/ boosts have been successful and have room to grow. If we spent $500/mo on ads we could gain approximately 245,098 views per month (almost 3 million per year).
- The average business CPM (cost per 1000 impressions/views) for ad spending is between $3-10. Iḷisaġvik ads are under that (combined $2 between Meta and Google)!
- We will continue to share and post more Unapologetically Iñupiaq related content as it assists in growth for our online presence, contributing to people visiting our website, resulting in more student registrations!

MEMORANDUM

TO: Iḷisaġvik College Board of Trustees

THROUGH: Debby Edwardson, Board Chairperson

FROM: Justina Wilhelm, President

DATE: May 26, 2023

SUBJECT: Board Retreat, Fall 2023 9/11/23-9/17/23

Dear Trustees-

Administration has been working diligently to prepare for our upcoming Board of Trustees Fall Retreat. Updates have been provided during the Winter and Spring regular meetings.

Chairperson Edwardson has been in communication with Executive Assistant/Board Secretary Pelia and myself to prepare for the retreat and the various scheduling & logistics.

Attached is a detailed summary of the draft meeting schedule for review. Below is a high-level summary of our time together.

Tentative Schedule 9/11/23-9/17/23

Monday 09/11	Travel day to Anchorage
Tuesday 9/12/23	Travel day Anchorage to Homer
Wednesday 9/13/23	Board Retreat
Thursday 9/14/23	Board Retreat
Friday 9/15/23	Fall Workshop & Regular Meeting
Saturday 9/16/23	Team Bonding- Fishing Charter
Sunday 9/17/23	Fly day to Anchorage to Barrow (some village Trustees may include an additional travel day BRW-to Village on Monday 9/18/23

Facilitators:
Jana Harcharek & co-facilitator, Rachel Edwardson

Board of Trustees
Retreat & Workshop, Homer, AK
Land's End
September 11-17, 2023

Monday September 11th

Fly day to Anchorage
Overnight in Anchorage

Tuesday September 12th

Fly day- Anchorage to Homer
Dinner with Facilitator(s), President, Board Secretary, Board Chairperson to prep for retreat

Wednesday September 13th: Land's End Hotel

8:00am **Breakfast provided by Land's End- Continental**

Facilitators: Jana Harcharek & Rachel Edwardson
DAY 1 Retreat (detail agenda TBD)
Lunch (on our own or as group)
Dinner on your own

Thursday, September 14th: Land's End Conference Room

8:00am **Breakfast provided by Land's End- Continental**

Facilitators: Jana Harcharek & Rachel Edwardson
DAY 2 Retreat (detail agenda TBD)
Lunch (on our own or as group)
Dinner on your own

Friday September 15th: Land's End Conference Room (Zoom for Campus Attendees)

8:00am **Breakfast provided by Land's End- Continental**
9:00am **Invocation/Moment of Silence**
9:05am **BOT WORKSHOP BUSINESS- President Wilhelm**

1. 4th Quarter Finance Report
2. FY 22 Audit Memo
3. Iḷisaġvik College Foundation Report
4. Board Seat Update
5. Summer Enrollment
6. Institutional Research Review
7. Foundation Report & Updates
8. Annual Board & President Evaluation Update

12:00pm **Working Lunch**
1:00pm **BOT Regular Meeting- BOT Chairperson**

1. President's Report
2. Approval of 4th Quarter Finance Report

DRAFT

5:00pm **End of Workshop & Regular Meetings**

Day 4: Saturday, September 16th

6:30am	Meet at the lobby
7am-12pm (5 hours)	Fishing Charter Day
12pm	On your own

Day 5: Sunday, September 17th

Departures from Homer to Anchorage

9:45am	Check in (RAVN)
10:45am	Flight from HOM-ANC
2:40am	Flight from ANC-BRW
	Overnight in Barrow (Village BoT)

Day 5: Monday, September 18th

Village Trustees- Departures from BRW to Village

MEMORANDUM

TO: Iḷisaġvik College Board of Trustees

THROUGH: Debby Edwardson, Board Chairperson

FROM: Justina Wilhelm, President

DATE: May 25, 2023

SUBJECT: Board of Trustees Annual Leadership Contributions

Ilisagvik College Strategic Plan Prioritie(s)/Outcome(s): Priority 5 Ensure the Future of Iḷisaġvik College, Outcome 8

The indicator of Priority 5, Outcome 8 is as follows: 100% board giving, Board understands role and comfort to advocate Trustee activities and engagement.

As part of our Strategic Plan, it is imperative that we have 100% board support via individual financial contributions from each Board Member. Your annual leadership contribution represents your personal commitment to the College. It shows grant funders and donors that that you value Iḷisaġvik as an important institution in which to personally contribute to financially.

In Calendar Year 2022 (CY22), Iḷisaġvik had 11 Board of Trustees in the beginning of the year and the goal for Board of Trustee giving was $11,000. As a board, we had 92% participation and raised $9,650, 88% of the annual goal.

In CY23, with 12 Board of Trustees, we would like to recommend increasing the giving goal to $12,000. When planning to make your personal gift, please contribute an amount that feels meaningful to you. That amount will look different for each Trustee. The average gift per Trustee is $1,000; $250 deducted from each honorarium check.

To assist with tracking Board of Trustee giving, Iḷisaġvik staff send each Trustee a Board Giving Form to add or make changes to their current board contributions. Each Trustee is given an individualized Statement of Giving twice a year: one in the summer and one before the December board meeting.

Dear Trustees,

As Iḷisaġvik College continues to diversify our funding sources, it is imperative that we show donors and contributors that we have 100% board support via individual financial contributions from each Board Member. Your annual leadership contribution represents your personal commitment to the College and that you value Iḷisaġvik as an important institution to financially contribute to.

Annual leadership contributions from our Board Members encourages additional funders to consider investing in our mission and programs as we continue to deliver and grow higher education opportunities for our people and our communities.

As a Board, our 2023 annual giving goal is $12,000 (Twelve Thousand Dollars). When planning to make your personal gift, please contribute an amount that feels meaningful to you. That amount will look differently for each Board of Trustee. The average gift per Trustee is $1,000.00 (One Thousand Dollars).

Contributions may be given through Honoria, by cash, personal check, or credit card. If you prefer to make your contribution online, you can do so at: https://www.ilisagvik.edu/give/ Your contribution to Iḷisaġvik can be made in payments in an amount you choose.

> As example: $250.00 (Two Hundred and Fifty Dollars) deducted from four (4) honorarium checks meets an individual annual contribution goal of $1,000 (One Thousand Dollars).
>
> Contribution amounts may also be made as a one-time payment,or on a monthly, quarterly, bi-annual, or annual payment schedule.

If your contribution has a special purpose, please let us know re; in memory of, in honor of, etc. If you wish, we are happy to send a gift announcement. Please provide mailing or email address.

Please join me, your chair, in supporting our College and our students.

Quyanapqak,

Chair, Board of Trustees

Board of Trustee Giving Form

This authorization:

- ☐ **INITIATES** my automatic gift support through honorarium check deduction
- ☐ **CHANGES** the current amount of my honorarium check deduction gift
- ☐ **TERMINATES** my honorarium deduction gift support

Trustee Name: _____

Address/City/State/Zip: _____

Spouse/Partner (recognition purposes): _____

☐ I prefer to remain anonymous

☐ My donation has a special purpose ☐ In memory of _____

☐ In honor of _____

☐ **Option 1: Continual Honorarium Check Deduction**

Amount to deduct from each honorarium check in increments of: $_____ or _____% of my net honorarium for each meeting date to begin: _____ continuing for the duration of my time as a Trustee, unless otherwise noted.

☐ **Option 2: One-Time Donation**

Amount to deduct from honorarium check: $_____

Board of Trustee Meeting Date: _____

☐ **Option 3: Donation Amount Enclosed** ☐ **monthly** ☐ **weekly** ☐ **quarterly** ☐ **annually**

☐ Card #_____ Expiration MM/YY_____ CVC_____

☐ Check (send check to PO BOX 749, Barrow AK 99723 Attn: Institutional Advancement)

☐ Cash ☐ Online (https://www.ilisagvik.edu/give/)

Please designate my contribution to the following:

☐ General Support ☐ Program Specific: _____

☐ Iḷisaġvik College Foundation ☐ Employee Scholarship ☐ Capital Campaign

I hereby authorize a deduction in the amount shown above to be withheld from my honorarium check(s). This authorization will remain in effect until terminated by written notice to the Business Office.

_____ _____

Board of Trustee Signature **Date**

Please complete and return this form to:
Iḷisaġvik College | Business Department | PO BOX 749 | Utqiaġvik (Barrow), Alaska 99723 | (907) 852.3333 | serena.nesteby@ilisagvik.edu

Memorandum

TO:	Iḷisaġvik College Board of Trustees
THROUGH:	Debby Edwardson, Board Chairperson
FROM:	Clarissa Pelia, Executive Assistant & Board Secretary
DATE:	May 22, 2023
SUBJECT:	Iḷisaġvik College Code of Conduct & Ethics

Iḷisaġvik College Strategic Plan Prioritie(s)/Outcome(s): Priority 3: Build a robust service-oriented organization **Outcome 1:** Improve administrative and academic supports.

The Board of Trustees finalized and approved the Iḷisaġvik College Board of Trustees Code of Conduct & Ethics in December of 2017. It was agreed that the documents be reviewed and signed yearly during the summer meeting.

Please review, sign, and submit to me by the end of the Workshop on Wednesday, June 14, 2023.

GENERAL

- I will demonstrate loyalty to the mission, vision, and strategic plan of Iḷisaġvik College.
- I will act within the governing documents (bylaws, policies, procedures, and code of ethics) of Iḷisaġvik College and the State and Federal law.
- I will be an active Trustee, offering (where appropriate) my skills, experience, and knowledge to Iḷisaġvik College.
- I will respect organizational, Board and individual confidentiality, while never using confidentiality as an excuse to not disclose matters that should be transparent and open.
- I will develop and maintain sound and up-to-date knowledge of Iḷisaġvik College and its environment. This will include an understanding of how the College operates; the social, political, and economic environment in which it operates; and the nature and extent of its work.
- I will use Iḷisaġvik 's resources responsibly, and when claiming expenses will do so in line with the College's policies and procedures. When I travel I will fulfill the purposes of the travel.
- I will seek to be accountable for my actions as a Trustee of Iḷisaġvik College.
- I accept my responsibility to ensure that Iḷisaġvik College is well run. I will raise issues and questions in an appropriate and sensitive way to ensure that this is the case.

MANAGING INTERESTS

- I will avoid any conflict of interest between my role as a Trustee and the College. A conflict of interest can occur when a Board member's financial or personal interest is, or may appear to be, adverse to the interests of the College, or when a Board member may receive financial or personal benefit as a result of his or her position as a Trustee involving the College. This includes actual or personal conflicts of interest involving a Board member's immediate family.
- I will not gain materially or financially from my involvement with Iḷisaġvik College unless specifically authorized to do so.
- I will act in the best interests of Iḷisaġvik College as a whole, and not as a representative of any group—considering what is best for the College and its present and future beneficiaries.

- Unless authorized, I will not put myself in a position where my personal interests conflict with my duty to act in the interest of the organization.

- I understand that I may not be employed in a regular full-time position at Iḷisaġvik College. If I accept an offer of employment from the College during my term in office, such acceptance shall deem to constitute my resignation from the Board of Trustees.

- I understand I may vote on the matter of compensation paid to or benefits received by the Board of Trustees. The final decision is made by formal action of the Board as a whole.

MEETINGS

- I will attend all Board meetings. If unable to attend, I will notify the Board Chair and President and ask to be excused.

- I will prepare fully for all meetings. This will include reading Board packets, other papers, querying anything I do not understand, thinking through issues before meetings, and completing any tasks assigned to me in the agreed time.

- I will in engage in discussion, debate and voting in meetings; contributing in a considerate and constructive way, listen carefully, challenging sensitively and avoiding conflict.

- I will participate in collective decision-making, and will accept a majority decision of the Board.

- I recognize that the Board of Trustees acts as a whole. Once the Board makes a decision or takes action, I will respect the decision. I will not criticize or disparage that decision or my fellow Board members, nor will I undermine the decision.

GOVERNANCE

- I will actively contribute towards improving the governance of the Trustee Board, participating in Board orientations, workshops, and trainings, and sharing ideas for improvement of the Board.

- I will not publicly express judgments of the President or staff performance except when participating in the Board's evaluation of the President's performance as a part of a regular meeting or workshop.

- I will refer concerns and complaints to the appropriate officials as per board policy.

- I will honestly assess the Board's performance and engage in activities to improve the Board's effectiveness.

- I will protect the confidentiality of non-public, proprietary, confidential and legally protected information, including all matters discussed in executive session.

- If I become aware of credible information that suggests that a Board policy has been violated, by the President, the Board, or any member of the Board, I have an obligation to bring that concern to the Board's attention.

RELATIONS WITH OTHERS

- I will endeavor to work considerably and respectfully with all those I come into contact with at Iḷisaġvik College. I will respect diversity, different roles and boundaries, and avoid giving offence.

- I recognize that the roles of Trustees, President and staff of Iḷisaġvik College are different, and I will seek to understand and respect the differences between those roles.

- I will seek to support and encourage all those I come into contact with Iḷisaġvik College. In particular, I recognize my responsibility to support the Board chair and President.

LEAVING THE BOARD

- I understand that substantial breach of any part of this code may result in procedures being put into motion that may result in my being asked to resign from the Trustee Board.

- Should this happen I will be given the opportunity to be heard. In the event that I am asked to resign from the Board I will accept the majority decision of the Board in this matter and resign at the earliest opportunity.

- If I wish to cease being a Trustee of Iḷisaġvik College at any time, I will inform the chair of the Board and President in advance in writing, stating my reason for leaving.

Signature _____ Date _____

Printed Name _____

MEMORANDUM

TO: Iḷisaġvik College Board of Trustees

THROUGH: Justina Wilhelm, President

FROM: Clarissa Pelia, Executive Assistant & Board Secretary

DATE: May 22, 2022

SUBJECT: Board Seat Update – Summer 2023

Expring:

Board Seat	Trustee	Term Expires
Kaktovik	Ida Angasan	December 31, 2023
Utqiagvik	Heather Dingman	December 31, 2023

February 5, 2021

Iḷisaġvik College
Board of Trustees Rotation

Board Seat	Term Expires			
Anaktuvuk Pass	December 31, 2025	December 31, 2030	December 31, 2035	December 31, 2040
Atqasuk	December 31, 2021	December 31, 2026	December 31, 2031	December 31, 2036
Utqiaġvik	December 31, 2023	December 31, 2028	December 31, 2033	December 31, 2038
Kaktovik	December 31, 2023	December 31, 2028	December 31, 2033	December 31, 2038
Nuiqsut	December 31, 2021	December 31, 2026	December 31, 2031	December 31, 2036
Point Hope	December 31, 2025	December 31, 2030	December 31, 2035	December 31, 2040
Point Lay	December 31, 2022	December 31, 2027	December 31, 2032	December 31, 2037
Wainwright	December 31, 2025	December 31, 2030	December 31, 2035	December 31, 2040
At Large	December 31, 2024	December 31, 2029	December 31, 2034	December 31, 2039
ASRC	December 31, 2024	December 31, 2029	December 31, 2034	December 31, 2039
NSBSD	December 31, 2022	December 31, 2027	December 31, 2032	December 31, 2037
ICAS	n/a	December 31, 2026	December 31, 2031	December 31, 2036

In accordance with the By-laws of the Iḷisaġvik College Corporation, all seats after the appointment of the original Board are for five years; **however**, if there is a resignation by a Trustee, another individual may be appointed by the Assembly to fill out the **REMAINDER** of that term. In 1996, with the appointment of the original Board of Trustees, a rotation system was set up so that each year for four years, two seats would be up for reappointment and in one year (because of the uneven number of seats) three seats would be up for reappointment. In this way, there never would never be more than three new members of the Board in any particular year and only two in most years. The terms are by village, ASRC, NSBSD and at large and not by individual.

If, for any reason before the expiration of a term a seat becomes vacant, a Trustee may be appointed to fulfill the unexpired portion of that term of office for that particular seat. In such cases, the Trustee would serve less than the five years for that particular term in order to preserve the rotation.

Process to fill vacancies and expiring terms:
The President's office, the Chairman of the Board shall communicate with the appropriate village council or organization (in the case of ASRC and NSBSD), notifying them of the upcoming vacancy and ask them to nominate two individuals from that village or organization. Those names come to the College, which then forwards them to the Mayor of the NSB. The mayor then chooses from the names submitted to him/her and recommends one to the Assembly who make the appointment. In forwarding names to the Mayor's office, the College needs to notify the mayor of the dates of the term and whether or not the new appointee will be filling an unexpired term or filling the seat for a full term. For the At Large seat, the Board of Trustees shall determine the two nominees to be submitted to the Mayor. If an individual is not seated by the expiration, that member may continue to serve on the Board in their current capacity until a successor is elected and qualified.

TO: Iḷisaġvik College Board of Trustees

THROUGH: Justina Wilhelm, President

FROM: Clarissa Pelia, Executive Assistant & Board Secretary

DATE: May 22, 2023

SUBJECT: Proposed FY24 Meeting Schedule

The administration recommends the following meeting schedule for FY24:

Fall Meeting, September
Purpose: General Meeting & Board Retreat
Dates: September 13th-16th
Location: Homer, Alaska

Winter Meeting, December
Purpose: General Meeting
Dates: December 6-7 (W-Th)
Location: Utqiaġvik, Alaska

Spring Meeting, March
Purpose: General Meeting
Dates: March 6-7 (W-Th)
Location: Utqiaġvik, Alaska

Summer Meeting, June
Purpose: General Meeting
Dates: June 12-13 (W-Th)
Location: Utqiaġvik, Alaska

Wednesday-Thursday meeting choice is proposed in support of: Trustees traveling to/from villages, those with conflicting schedules, to provide support during cancellations from weather or other travel delays.