

INTEGRATING INDIGENOUS CULTURE INTO A UNIVERSITY RESIDENTIAL
COMMUNITY

EILEEN PANIGEO MACLEAN HOUSE

A

PROJECT

Presented to the Faculty
Of the University of Alaska Fairbanks

In Partial Fulfillment of the Requirements

For the Degree of

MASTER OF ARTS

By

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To my Inupiaq people and the elders who have uplifted me and are the reason I choose to study and work in the field of education for our indigenous people of Alaska.

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CHAPTER 1 INTRODUCTION

Having grown up as an Iñupiaq woman in the small village of Atqasuk on the North Slope of Alaska, I have always viewed my education as one of the most important goals in my life. I had the opportunity to experience high school outside of my village, in McMinnville, Oregon. This hiatus from Alaska helped to give me a broader outlook on education and possibilities for the future. I returned to Alaska to attend the University of Alaska Fairbanks. I faithfully pursued my Bachelor's degree in Business, and have worked many years at the University for both the College of Liberal Arts and the College of Rural and Community Development. My aspirations of obtaining a master's degree in rural development stem from my background, my work experience with advising students in the university setting, and the ability to positively influence students.

I am currently working in a position that has sparked my passion: Rural Student Services (RSS) as an Academic Advisor. Through this position, I am able to serve students from rural Alaska who are attending UAF, students who are in the exact same position I was in years ago. It has been a joy for me to help these new students begin their path of college education.

My goal to obtain a master's degree in Rural Development is an opportunity for me to give back to my community, and to ultimately become an effective leader and teacher in the work place. I also want to be involved with education issues involving the Native people of Alaska. Continually challenging myself and learning new things will always be a part of my personal and professional goals.

Cultural and social change for Native and rural students is happening so fast that there is an increasing need for education in indigenous studies and leadership. The

satisfaction in my current job and my desire to continually learn and teach are my motivation and this will also be a way I can give back to my people.

This project stems from a need presented by the Eileen Panigeo MacLean House staff to develop a student handbook that relates specifically with the student population who live here. Integrating the Iñupiaq values is used so students are able to connect their values to their living environment at the University of Alaska Fairbanks. This handbook will be used as a teaching tool by the staff. A presentation for staff to utilize to teach students is forthcoming, and will include examples that relate to the policies and procedures in order to guide students in understanding their rights and responsibilities.

CHAPTER 2 STUDENT HANDBOOK

The purpose of this project is to develop a student handbook addressing the needs of the students who live at the Eileen Panigeo MacLean House on the University of Alaska Fairbanks campus. Due to the uniqueness of the Eileen Panigeo MacLean house and the student population who reside here, this student handbook integrates the Iñupiaq values throughout the student policy and regulations and provides examples of how these values carry over to their academic lives.

In the 1980s, the NANA Corporation cooperated with UAF to provide a small-scale transitional housing option for students from Kotzebue and the surrounding villages of the Northwest Arctic region of Alaska. Using three small older structures on campus, NANA House was open to only NANA shareholders and sat in the same location that is now the female residential house and common building of Eileen Panigeo MacLean

House. NANA House closed its doors in the spring of 1993, but this program set a precedent for a residential facility for Alaska Native and rural students.

In 1996, the Arctic Slope Regional Corporation partnered with the University of Alaska Fairbanks (UAF) to build student housing with a priority to Alaska Native and rural students. The Iñupiat House, as it was called at the time, was managed through the UAF Department of Residence Life and transitioned to the College of Rural and Community Development (CRCD) in July of 2013.

Under this transition, a program manager was hired and new cultural programming and literature has been developed to serve the students. By providing students a structure for support and connection to their culture, they will have the foundation for a successful transition.

CHAPTER 3 HISTORY OF THE EILEEN PANIGEO MACLEAN HOUSE

The Arctic Slope Regional Corporation (ASRC) board of directors conceptualized the idea of a house on the UAF campus with the intent of providing support to students from the Arctic and other rural regions of the state. This house was designed and built at the behest of ASRC, then gifted to UAF. It was opened in 1997 as the Iñupiat House, and for the coming years was intended to serve Alaska Native and rural students, mainly freshman transitioning to the UAF campus (Schmidt, 1997). In 2000, the University of Alaska Board of Regents approved a name change for the dorm to the Eileen Panigeo MacLean House, after Eileen Panigeo MacLean, who was a former Alaska State legislator and alumna of UAF. She was an advocate for rural and Alaska Native rights and highly respected throughout Alaska. She was not afraid to stand up to political

leaders and she fought with all she had. Eileen passed away in 1996 at the young age of 47 (Hess, 1997).

The Eileen Panigeo MacLean House was envisioned as a means of support academically and socially for Alaska Native and rural students. Before the idea was brought to UAF, hours of discussion took place between ASRC employees, current UAF students and past alumni on what is important to current students at the university. There was concern about the high rate of students dropping out after their first semester. This group was tasked with identifying what resources were needed to assist Alaska Native and rural students to successfully continue at the university. ASRC approached UAF to discuss the possibility of housing to support this population of students. A partnership between UAF and ASRC was formed and here began a 1.8 million dollar venture to build housing meant for rural students from across Alaska. The educational foundation of ASRC, Arctic Education Foundation, was placed as the lead corporate sponsor of the Eileen Panigeo MacLean House. The Arctic Education Foundation brought a team together to design, finance and construct the residential house. UAF and ASRC had common goals in mind, the recruitment and retention of Alaska Native and rural students. Along with the construction of the building, Arctic Education Foundation set up a one million dollar endowment through the University Foundation to provide continued maintenance and support for the Eileen Panigeo MacLean House.

On June 10, 1996, the Arctic Education Foundation and UAF signed the first memorandum of agreement outlining the housing needs of rural Alaskan students at Eileen Panigeo MacLean House including the formation of a management committee, outline of the operations and management and the establishment of a million dollar

endowment (Memorandum of agreement, 1996). The ground breaking for the start of construction of the Eileen Panigeo MacLean House was in the summer of 1996 and the doors were opened to students in the fall of 1997. The house was built off of Columbia Circle on the UAF campus, to reflect a warm and inviting atmosphere. The design is circular with the commons area in the center and four buildings surrounding it. The female and male dormitories are two separate buildings. Each dormitory has six rooms, five double rooms to house ten students and one room for the Resident Assistant. There are two apartments for family housing as well. The Resident Director apartment is attached to the common area. The common area is where events happen for students and staff. There is a fully stocked kitchen for community potlucks or students planning meals together. This area holds a billiards table, as well as various board games for students to plan recreational time. A freezer is in a prime location for student use so they can store their traditional foods from home. There is rarely a gathering where maktak or dried fish is not part of the meal. Another smaller building also houses an exercise room and laundry facilities for student use.

CHAPTER 4 TRANSITION FROM RESIDENCE LIFE TO THE COLLEGE OF RURAL AND COMMUNITY DEVELOPMENT

Since inception, the Department of Residence Life managed the Eileen Panigeo MacLean House. A meeting between various stakeholders took place in the fall of 2012 to discuss the future of the MacLean House at UAF. The management team, consisting of both ASRC and UAF representatives, felt that as the needs of the rural student body had begun changing and evolving with the times, the College of Rural and Community

Development (which was going through its own changes and growth) had numerous resources available to offer students, such as cultural connections, rural outreach, recruiting, and comprehensive academic advising. There was unanimous agreement to transition the house from Residence Life to the College of Rural and Community Development, specifically within Rural Student Services, which was initialized in September of 2012. The Memorandum of Agreement was updated in April of 2013 to reflect this change (Appendix A).

With this transition a new position was created, Program Manager and Advisor. The Program Manager, Timothy Murphrey, was hired in January of 2013, and began to work with Residence Life to learn the mechanics of managing all aspects of the facility. During the spring of 2013, the Eileen Panigeo MacLean House was still under operations with Residence Life and Mr. Murphrey shadowed the Resident Director. The transition from Residence Life to the College of Rural and Community Development became final on July 1, 2013. By this time, Mr. Murphrey had job postings out for a resident director and one female resident assistant. Current staff was given the option to retain their position so the male resident assistant decided to stay on for the next academic year. Students who chose to continue living in the house were also given the option to homestead¹ (which is now referred to as fall camp for Eileen Panigeo MacLean House residents).

For the first year, there was an option on the Residence Life housing application to choose the Eileen Panigeo MacLean House. Additionally, an option to designate as an ASRC or ANCSA corporation shareholder was included to the application. This allowed

¹ Homestead is the option to keep your current room for the next academic year.

Mr. Murphrey to prioritize applications to the residence hall. Corporation affiliation preference allowed for a more rural-specific target population, and was admissible as a business connection rather than a racial connection, according to the EEO office and UAF legal representatives. This essentially means that consideration is given to a group of a specific interest for housing, much in the same way a STEM scholarship would give preference to a student involved in a science field. Once Residence Life received the application with the check mark for the Eileen Panigeo MacLean House marked off, they would forward the application to Mr. Murphrey for processing. Logistically, this was problematic, due to the amount of loose paperwork and difficulty in communication between the two entities. Since the 2014-2015 academic year, the Eileen Panigeo MacLean House has an application process independent of Residence Life. There is an agreement between Eileen Panigeo MacLean House and Residence Life to allow students to opt out of a room under either department if they choose to move from one department to another, free of financial penalty, provided that they have established themselves on a wait-list.

Recruiting by Mr. Murphrey and Rural Student Services advisors started in the spring of 2013, resulting in what was soon to be a full house with a majority of the residents being rural Alaska students. Data from fall 2011 to spring 2013 representing the students living at the Eileen Panigeo MacLean House show that the house was not at capacity. The percentages of Alaska Native Claims Settlement Act (ANCSA) shareholder and/or rural Alaskan students living in the house from fall 2011 until spring 2013 show a range of 54.5% to 81.8% for males and 45.5% to 81.8% for females. The 2014-2015

academic year shows 100% ANCSA shareholder and/or rural Alaskan students and the facility is at full capacity (Appendix B).

CHAPTER 5 PROGRAM MANAGER AND RESIDENT STAFF FUNCTIONS

A source of support for the Eileen Panigeo MacLean House is the Management Team. The team consists of various stakeholders who ensure that the memorandum of agreement is followed. This team meets twice per year in order for the Program Manager and ASRC student representative to report to the team about recent news, Eileen Panigeo MacLean House demographics and statistics, and to collaborate on planned upcoming events or facility needs. The Program Manager position provides the support needed to fulfill the intent of the Eileen Panigeo MacLean House.

The Program Manager's role includes providing academic advising to resident students and to oversee the creation of culturally relevant programming and support for the residents of Eileen Panigeo MacLean House. The advising technique used is the RSS model of comprehensive advising. This model has been proven to be effective in building relationships with students and supporting their academic and social growth at UAF. The comprehensive advisor provides help with registration, financial aid, housing options, tutoring resources, career exploration and academic requirements. Culturally relevant advising methods are part of the comprehensive model as well. The following are samples of techniques that are being utilized and trained to the Eileen Panigeo MacLean House staff:

- Management and staff will establish trust with students, allowing their story to unfold and learning from their unique perspective and background.

Two students from the same region may have completely different worldviews and listening to who they are can better allow for serving their needs.

- It is important to not assume anything when meeting with a new student. Not every Alaskan Native student has a strong connection to cultural values or knowledge of indigenous language; similarly not every non-Native student speaks only English or is unfamiliar with Alaska Native and rural culture.
- The advisor needs to have an understanding of traditional knowledge systems. If the student has been raised with traditional values and a subsistence lifestyle, it is important to learn who the student is. In this manner, the advisor can effectively bridge a student to the university system within a culturally responsive framework, ultimately creating a confident and comfortable in-road for the student.
- Recognizing family relationships is extremely important; the Native family relationships are different than the non-Native family structure.
- Staff will facilitate teaching the University vocabulary, explaining how the system works, and how to maneuver through it. This will include explaining the functions of individual departments, such as the differences between the Financial Aid Office and the Office of the Bursar.
- Not at Risk but at Promise: Students served at RSS and Eileen Panigeo MacLean House are typically labeled as “at risk” students in the academic

world. Rural Student Services advisors work adamantly to allow students to be empowered and at promise rather than at risk.

- **Involved in Community:** Advisors are commonly involved with local potlatches, basketball tournaments, and Native community events in the Fairbanks community. Outreach and community involvement in the villages where the students who are served is crucial. For the Program Manager, this means traveling to the villages of the North Slope Borough.
- **Building community:** promoting involvement in student organizations, organizing potlucks, sharing culture and traditions, guest speakers featuring Native leaders, visiting elders, and UAF community events.
- **Academic Requirements must be balanced with Cultural Values.** For example, the beginning of the school year is also the beginning of moose hunting in the interior and fall whaling on the North Slope. It is important to work with students to see where they are at with their education; traditional education may be equally important in their lives and this may bring on issues of not being prepared for college. On the other hand, students may be ready for a western education but need help in seeing the big picture; this is a time to sacrifice for education at the university. This is only a window of time in their life and the traditional education at home will be there when they return.
- **Many first year students are transitioning from rural Alaska.** Students are far removed from home where they may have a very supportive extended family. They cannot go home for weekends or even most holidays, and

may not have any friends or relatives in the Fairbanks area. Homesickness can set in and the advisor needs to be aware of the signs. Culture shock can also lead to depression and homesickness. Students may isolate themselves in their dorm rooms.

- Tools to Access Academic Culture – Advisor recommends RD F100-college seminar their first semester at UAF. This course provides various tools that the student can use to aid in their success in school. Career exploration, peer mentoring, and meeting new students from all over rural Alaska are a few of the benefits.

Eileen Panigeo MacLean House staff members take proactive steps to keep the lines of communication open, keeping students informed of activities where they can make connections and follow up throughout the semester. They advocate for students with other departments on campus and in the community. The most effective ways of communicating with students is through Facebook and face-to-face contact.

RSS and the Program Manager have activities at the Eileen Panigeo MacLean House with Native food potlucks, guest speakers, and activities throughout the UAF and Fairbanks community. Bringing in elders to interact with students on a regular basis is a priority. Students have expressed interest in holding craft nights and story telling with elders.

Transitioning and turnover of staff is a huge concern, especially in light of the efforts put forth to develop Eileen's House as a program within CRCDC. The positions of Resident Assistant and Resident Director come almost naturally; the program has been graced with amazing student staff up to this point. Resident Director Denali Whiting,

hailing from the NANA region, has been a solid leader and integral in streamlining the program in its second year. Resident Assistant Heather Hopson has not only been a long-time resident, but also serves as an ASRC student representative on the management team. Staff members such as these are a fortunate start, as they set the standard for upcoming residents to follow in hopes of becoming the next Resident Assistant or ultimately Resident Director. These hires are considered in-house, and develop out of relationships and communal growth.

The position of Program Manager, however, must be carefully approached. A personality to serve in many capacities is needed. This position will have to manage young staff judiciously, relate to an even younger audience when recruiting high school students (and in the same motion relate to young *rural* students), and all the while navigate through the interrelationships of university politics. This position will also have to be proactive with rural schools, serving as the liaison between UAF and the rural sites. The program was fortunate to have Mr. Murphrey on its team at the start of this venture. In the event of turnover in this position, input from the university and ASRC will be key in placing the right person in the position. The MOA between the two entities dictates that ASRC be consulted regarding any new hires. The current configuration of the management team is one of complete trust, in which Tim Murphrey and Edward Ahyakak are in constant contact regarding any major decision for the dorm. This relationship has fostered a strong connection to Rural Student Services and the College of Rural and Community Development, which will extend into the future as new personalities are sought for the proper fit as Program Manager.

CHAPTER 6 THE EILEEN PANIGEO MACLEAN HOUSE HANDBOOK

I have been involved with the process from the beginning of the transition to the College of Rural and Community Development, from hiring of staff to cultural programming in the dormitory. There has been new literature, designed to reflect the student population of the Eileen Panigeo MacLean House. Primarily, a revitalized effort in multimedia has been embarked upon. Facebook serves as a real-time message board for residents and followers. It is very common for Mr. Murphrey or another staff to cook a spontaneous meal in the shared kitchen, and post to Facebook that lunch is on. Eileen's House has an active web page, where a monthly newsletter, as well as current applications, agreements, scholarship opportunities, and photos can be found. Murphrey has also worked with Dixon Jones, UAF's graphic designer, to develop a brochure that represents the dorm, using UAF's branding, which showcases some of the dorm's finer points like spacious rooms and a private workout facility.

The students are currently using the Residence Life student handbook as their guide to policies and procedures and this document is very important for students to understand. A student should know their rights and responsibilities while living in residence. Although the importance should be stressed, it is also difficult to read the legalese and fine print of any policy or procedure. Due to the smaller dormitory setting and no need for some of the policy that pertained to things The Eileen Panigeo MacLean House did not have, the handbook needed to be revised and tailored to their student population and structure of the house set up. For example, staircase policies intended for eight story residence halls could be omitted. The process of revising the handbook

opened the opportunity to make it more relevant in multiple ways, tying in the values taught by extended family and community.

The idea came about for the handbook integrating Iñupiaq values when reflecting on the dedication to an Iñupiaq leader, Eileen Panigeo MacLean. The opportunity to honor her memory and the opportunity to educate students on the history of one of our great Alaskan leaders will be found in this handbook.

Each region of Alaska has developed a set of traditional values. These values will be used as a tool for teaching about how to lead a healthy and productive life at UAF. These values are universal in the sense that you can relate these values to any culture. The Iñupiaq values are integrated into the handbook as a tool to teach students about their rights and responsibilities. The Iñupiaq values are a way to honor our leaders, such as Eileen Panigeo MacLean.

The other addition to the handbook is the *Characteristics of a Leader* by Brenda Tiggausina Itta-Lee. In October of 2013, I had the honor of getting to know Brenda, who is a distinguished elder who spent a week sharing with the Rural Development Leadership Seminar held in Anchorage, Alaska. Brenda served the people of the North Slope of Alaska for most of her life. She impacted the state of Alaska with the work she did for United States Senator Ernest Gruening during his last term and in her professional years following. She was the first Alaska Native woman to serve in the Alaska State House of Representatives.

Brenda Tiggausina Itta-Lee's contribution to the Alaska Native community statewide cannot be emphasized enough. She is a woman with great compassion and strength who shares her knowledge on various Alaska Native issues. She introduced me to a document

she was working on called *Traditional Characteristics of a Leader, the Iñupiat of the Arctic Region*. I kept in touch with Brenda after the seminar and was able to assist her in sharing her document with elders in the Fairbanks area to provide feedback. With Brenda's permission, I consulted with elders Ruth Biden and my mother Elizabeth Hollingsworth, who helped with pronunciation and spelling of the Iñupiaq words (R.Biden, E. Hollingsworth, personal communication, November 10, 2013). Her document has been a wonderful addition to the handbook and goes beyond the Iñupiaq values to focus on leadership, so instrumental in the development and growth of students at UAF.

Over the years, I have often heard many of our respected Iñupiat leaders and Elders discuss and refer to these ancient, indigenous qualities before identifying and recruiting potential leaders. During these discussions and subsequent interactions with other leaders, I identified some of the leadership traits of an Iñupiaq which I want to present to the younger generation. These ancient characteristics still stand in today's modern world and remain highly valued by our Iñupiat (Itta-Lee, B., 2013).

The Residence Life student handbook was used as a guide in developing a new handbook for the Eileen Panigeo MacLean House (Department of Residence Life handbook, 2014). Ilisagvik College student handbook in Barrow, Alaska, was also used as an example to demonstrate how they have integrated Iñupiaq values into their college (Ilisagvik College handbook, 2014). An Iñupiaq value opens each section of the handbook.

UAF's General Council will initially review this handbook for legal accuracy. Upon approval, it will be reviewed on an annual basis by the Eileen Panigeo MacLean House staff to update policy and procedure, dates, contact information, quotes and photos.

It will be available for students in paper and on the Eileen Panigeo MacLean House website as a PDF document.

The next phase of this handbook will be a training tool developed for the staff of Eileen Panigeo MacLean House that will include examples of different policies, procedures and student rights. The intent of this training will be to allow staff and students to go through the handbook and answer any questions that may arise from the discussion. An interactive presentation to residents, facilitated by dorm staff in conjunction with Native elders will allow for a better understanding of what the student rights and responsibilities are.

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Appendix A
Memorandum of Agreement

MEMORANDUM OF AGREEMENT

This Agreement is entered into this day 30 of April, by and between the University of Alaska, a corporation created by the Alaska Constitution, on behalf of the University of Alaska Fairbanks (hereinafter "UAF"), with a mailing address of the Office of the Chancellor, University of Alaska Fairbanks, PO Box 757500, Fairbanks, Alaska 99775-7500 and the Arctic Education Foundation, a private non-profit Alaska corporation (hereinafter "AEF"), with a mailing address of P.O. Box 129, Barrow, Alaska 99723. It amends the Memorandum of Agreement between the parties dated 10 June 1996.

RECITALS

WHEREAS, UAF is a comprehensive university which seeks to provide an intellectually stimulating learning environment which is culturally sensitive and empowering to students; and,

WHEREAS, UAF has been recognized for its work in multi-cultural understanding, in issues affecting the rural areas of the state and in cross-cultural interaction in the human services professions; and,

WHEREAS, UAF is committed to providing programming and services to students who desire to live on the UAF campus, including students transitioning from small rural communities, to further the mission of UAF and of the mission of the University of Alaska; and,

WHEREAS, AEF was established to promote, develop, implement, sponsor and maintain programs of assistance for worthy and needy students residing in the Arctic or descendants of persons residing in the Arctic so as to aid them in the furtherance of their education; and,

WHEREAS, AEF wishes to work with and join UAF in providing a residential environment with services and programming designed to meet the unique transitional education and housing needs of rural Alaska students.

NOW, THEREFORE, UAF and AEF, in consideration of the foregoing recitals and the following covenants, hereby agree as follows:

I. LOCATION

A. Site

The Eileen Panigeo MacLean House is located on the UAF campus at the southwest quadrant of Columbia Circle, to the west of residence units 734 and 740, and south of residence unit 739. A final site plan, including scaled site drawings, depicting the location and layout of the MacLean House, is attached to this Agreement as Appendix "B".

II. MANAGEMENT COMMITTEE

A. Establishment

An eight member Management Committee is established for the MacLean House,

consisting of the following:

1. AEF Manager
2. Arctic Slope Regional Corporation (ASRC) President or designee
3. AEF Student attending UAF
4. AEF Alumnus of UAF
5. UAF Chancellor or designee
6. Director, UAF Rural Student Services, or designee.
7. Director, UAF Residence Life or designee
8. A UAF faculty member appointed by the Chancellor

B. Responsibilities

The Management Committee will oversee the operation and all activities of the MacLean House, including, but not limited to:

1. Development of appropriate and necessary policies, in addition to, but consistent with, UAF policies and procedures.
2. Involvement in the selection and evaluation of the MacLean House staff in accordance with UAF policies and procedures.
3. Recruitment, screening and selection of the MacLean House residents.
4. Development of eligibility and selection criteria consistent with paragraph VI hereof.

C. Meetings

The Management Committee will elect a chair, establish rules and procedures for scheduling and holding meetings, including quorum requirements. The rules will provide, at a minimum, that the chair will only vote in the event of a tie, that each member have one vote that decisions be made by a majority vote of all members present at the meeting, e.g. four of them in their absence. Persons attending meetings shall receive no honorarium, compensation or other reimbursement of expenses to attend such meetings, except as seven members and that meetings be heard at the MacLean House. Teleconference meetings will be permitted as necessary and members unable to be at a meeting may designate a representative to attend and vote for their respective represented employers or organizations, if any, may otherwise provide.

III. OPERATION AND MAINTENANCE

A. Operation

The MacLean House will be operated in accordance with the housing policies of UAF, except where those policies are determined by UAF to be inapplicable and the Management Committee specifically provides otherwise. UAF will be responsible for resident supervision. The MacLean House staff will be UAF personnel and governed by the University of Alaska and UAF policies, regulations and procedures.

B. Maintenance

UAF will provide for all janitorial services; utilities, maintenance of lawns, plants and

trees, postal service, and maintenance and repair for or on the MacLean House; these will be provided in the same manner and to the same level of effort as other residential or similar properties UAF owns and operates on its campus.

C. Costs

The operation and maintenance costs, above revenues received by UAF from student use of the MacLean House during the academic year and other monies earned from summer program revenues from the MacLean House, will be paid in part from earnings on the endowment established in accordance with paragraph VI hereof. A budget for the annual operating and maintenance costs will be developed by UAF and reviewed by the Management Committee in accordance with UAF's regular budgeting schedule. Except as set forth herein, AEF will have no responsibility for operation and maintenance costs once the MacLean House has been accepted by UAF. UAF will be responsible for any costs, including maintenance and operation, over and above those covered by student or other program revenues and funds available from the endowment referred to above.

IV. SELECTION CRITERIA

A. Development

The Management Committee will develop and implement the criteria and procedures to be utilized to determine eligibility to live in the MacLean House, subject to the approval of the UAF Chancellor or designee, and in accordance with the basic priorities and criteria set forth in subparagraphs B and C below.

B. Priorities

The priority for living in the MacLean House will be UAF students coming from Arctic and other rural regions of the state that are transitioning to living in urban environments and to attending post-secondary educational institutions.

C. Residency Criteria

The criteria for MacLean House residency will require, at a minimum, that residents:

1. Must be enrolled at UAF full time.
2. Meet all other UAF housing eligibility standards.
3. Comply with all pertinent policies and regulations of the University and UAF governing students, including, but not limited to, enrollment, standards of conduct, continued enrollment, conditions governing occupancy of residence halls, food service policies for residential students and payment of fees.

D. Procedures

While it is expected that students seeking to qualify to live in the MacLean House will meet the criteria established in this paragraph and the criteria established by the Management Committee pursuant to paragraph II, it is recognized that AEF will actively promote the availability of the MacLean House and help identify students who may qualify to become residents. It is also recognized that the Chair of the

Management Committee and the Chancellor may agree to waive such criteria or procedures as they deem necessary to carry out the intent of this Agreement; provided however, that the MacLean House will always be operated and the selection criteria applied in a manner consistent with all applicable local, state, and federal laws and regulations.

V. REPLACEMENT

In the event the MacLean House is destroyed, either wholly or partially so as to make continued occupancy impossible, UAF will provide for its rebuilding or replacement by a building of approximately equal function and value. UAF will maintain property insurance, including participation in any program of self-insurance, in accordance with paragraph X hereof, for the MacLean House at all times adequate to ensure its responsibility hereunder can be satisfied. Funds from the endowment for operation and maintenance costs will not be used for replacement or rebuilding.

VI. ENDOWMENT

A. Establishment and Use of Proceeds. AEF established in 1996 at the University of Alaska Foundation an endowment of One Million Dollars (\$1,000,000), the interest, dividends, and realized and/or unrealized gains/losses (collectively referred to as Earnings) of which will be used to support the operation and maintenance of the MacLean House, including replacement of furnishings or equipment and periodic remodeling or refurbishing, but not replacement as provided in paragraph V hereof. The endowment will be invested and managed in accordance with an endowment agreement between UAF, AEF and the University of Alaska Foundation. The terms of the endowment provide for, among other things, guidelines satisfactory to UAF, AEF, and the University of Alaska Foundation for investing, Earnings accumulation, and Earnings spending. It is agreed that, after using revenues received from the use of the MacLean House, any Earnings made available by the University of Alaska Foundation greater than the amount needed to operate and maintain the MacLean House may be used (1) to help meet the charges for staying in the MacLean House for student designated by AEF and (2) for such other purposes as may be mutually agreed upon by UAF and AEF. Except as provided for in the endowment agreement, the original principal of the endowment (\$1,000,000) will not be used to meet the obligations of UAF as provided in paragraph IV, or otherwise, in this Agreement.

B. Expiration

The terms of the endowment will provide that the remaining principal and any unexpended Earnings thereon, revert to AEF: 1) in the event, the University of Alaska ceases to offer academic programs at Fairbanks, 2) upon the expiration of this Agreement, 3) in the event that the MacLean House is not maintained in accordance with this Agreement or is not replaced or restored in accordance with paragraph Whereof, or 4) upon mutual agreement of the parties.

VII. ADDITIONAL PROGRAMS

AEF will provide assistance in hiring and training of MacLean House residence staff through its corporate training and educational programs. In cooperation with the

Management Committee, AEF may, at its discretion, provide additional funding for specific programs and activities for residents which are supplemental and in addition to UAF's support of residential programs.

VIII. AEF USE

AEF will be given priority for the use of MacLean House when UAF makes the facility available for non-university users with such use to be consistent with and under the same terms as the then existing facility use policies of UAF .

IX. ANNUAL REVIEW

UAF will present an annual evaluation of the operation of MacLean House to the Management Committee on a date determined by mutual agreement of the parties. The Management Committee will then meet to discuss the evaluation and progress of the MacLean House with regard to operation and effectiveness of the programs and objectives of this Agreement.

X. INDEMNITY

AEF will defend, indemnify, and hold harmless UAF, its Board of Regents, officers, agents and employees from and against any and all loss, expense, damage, claim, demand, judgment, fine, charge, lien, liability , action, cause of action, or proceeding of any kind whatsoever (whether arising on account of damage or loss of property, personal injury, emotional distress or death) arising directly or indirectly in connection with the performance or activities of AEF hereunder except for damage, loss or injury resulting from UAF's gross negligence or willful misconduct.

UAF will defend, indemnify and hold harmless AEF, its Board of Directors, officers, agents and employees from and against any and all loss, expense, damage, claim or demand, judgment, fine, charge lien, liability, action, cause of action or proceeding of any kind whatsoever (whether arising on account of damage to or loss of property, personal injury , emotional distress or death) arising directly or indirectly in connection with the performance or activities of UAF hereunder except for the damage, loss or injury resulting from AEF's gross negligence or willful misconduct.

XI. EXPIRATION

This Agreement will expire on April 30, 2020 unless UAF and AEF agree in writing to extend the term hereof.

XII. AMENDMENTS

This Agreement may only be amended by written agreement signed by UAF and AEF.

XIII. APPLICABLE LAW

This Agreement will be interpreted in accordance with the laws of the State of Alaska.

XIV. VENUE

Jurisdiction and venue for any action related to this Agreement will be exclusively with the superior court for the Fourth Judicial District for the State of Alaska, located in

Fairbanks, Alaska, unless a non-waivable federal or state law should require to the contrary.

XV. NOTICES

Notices required to be given hereunder will be made by delivery in person or certified mail, return receipt requested, to the parties as follows:

UAF
Office of the Chancellor
University of Alaska Fairbanks
PO Box 757500
Fairbanks AK 99775-7500

AEF
Arctic Education Foundation Manager
P. O. Box 129
Barrow, AK 99723

XVI. GOOD FAITH DEALING

The parties hereto acknowledge a general duty and obligation to deal with each other in a good manner with respect to this Agreement and the activities contemplated therein.

XVII. ENTIRE AGREEMENT /TIME OF ESSENCE

This Agreement is the product of mutual drafting is fully integrated constitutes the entire agreement between the parties, and supersedes all other prior agreements or representations, written or oral, with respect to the subject matter hereof. Time is of the essence hereof.

XVIII. SEVERABILITY

In the event a court of competent jurisdiction should declare any provision of this Agreement invalid, the remaining terms and conditions shall remain in full force and affect.

ENTERED INTO in duplicate counterparts and made effective as of the date first written above.

ARCTIC EDUCATION FOUNDATION

President, AEF Board of Trustees

Date

UNIVERSITY OF ALASKA



Chancellor, UAF

4/30/13

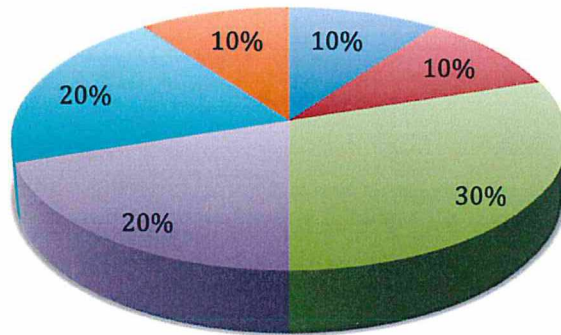
Date

Appendix B

Student population from Fall 2011-Spring 2015

Fall 2011 - Male Occupancy

10 Residents and 1 Resident Assistant

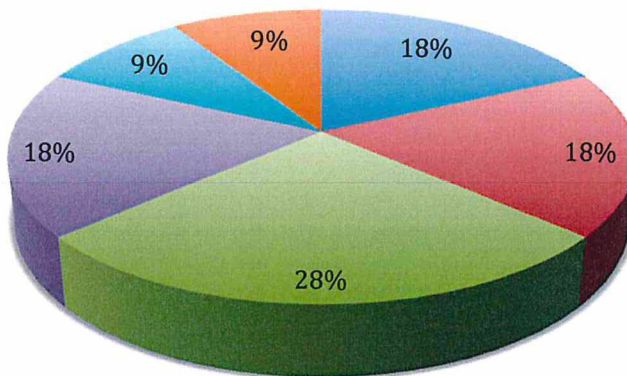


- Bering Straits Native Corporation
- Bristol Bay Native Corporation
- Calista Corporation
- Doyon Corporation
- Vacant
- No affiliation

70% ANCSA shareholder or descendant of an ANCSA shareholder and/or rural Alaskan

Fall 2011 - Female Occupancy

10 Residents and 1 Resident Assistant



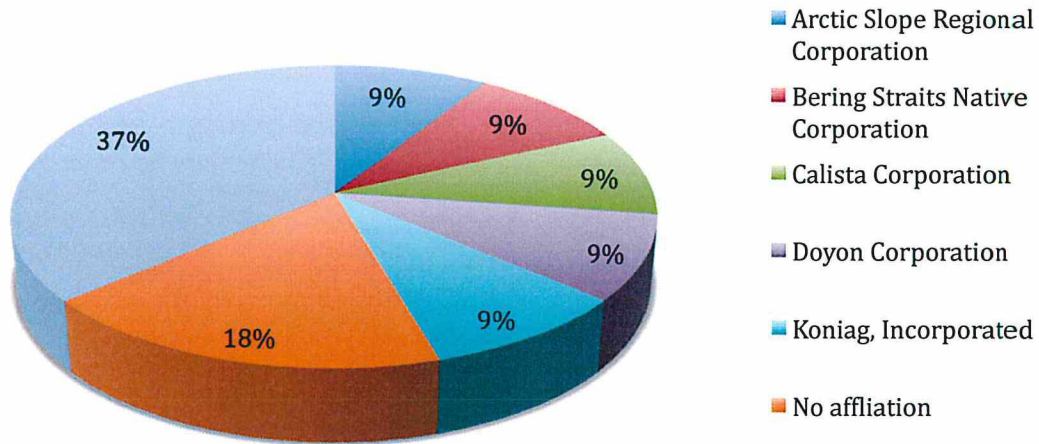
- Arctic Slope Regional Corporation
- Bering Straits Regional Corporation
- Calista
- NANA Corporation
- Vacant
- No affiliation

81.8% ANCSA shareholder or descendant of an ANCSA shareholder and/or rural Alaskan

For the Fall 2011 semester, the Resident Director was neither ANCSA shareholder or rural Alaskan. One family apartment was occupied by Arctic Slope Regional Corporation shareholder and one by Bering Straits Native Corporation shareholder.

Spring 2012 - Male Occupancy

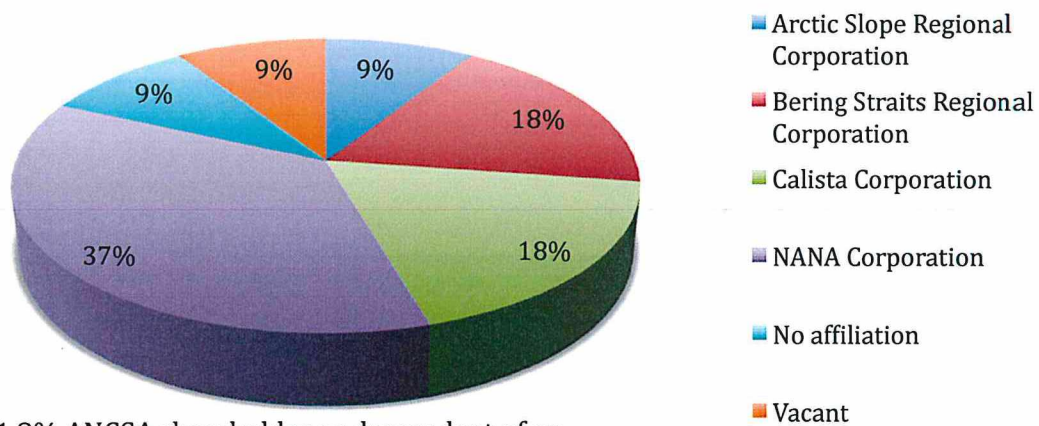
10 Residents and 1 Resident Assistant



54.5% ANCSA shareholder or descendant of an ANCSA shareholder and/or rural Alaskan

Spring 2012 - Female Occupancy

10 Residents and 1 Resident Assistant

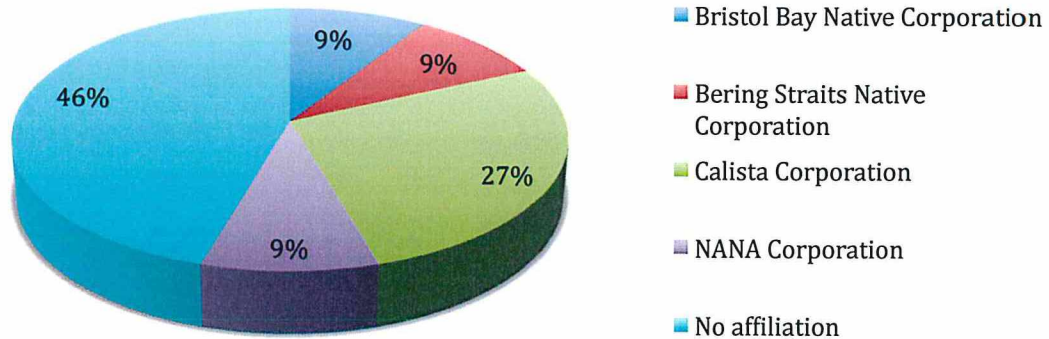


81.8% ANCSA shareholder or descendant of an ANCSA shareholder and/or rural Alaskan

For the spring 2012 semester, the Resident Director was neither ANCSA shareholder or rural Alaskan. Both family apartments were vacant.

Fall 2012 - Male Occupancy

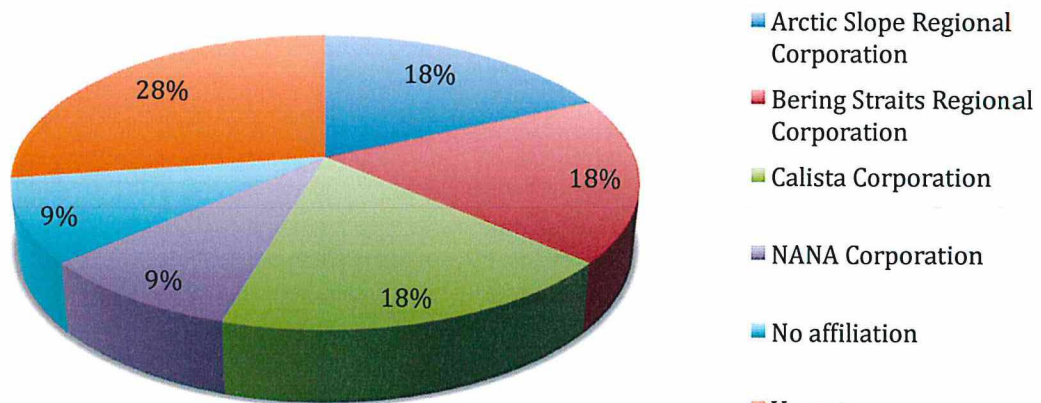
10 Residents and 1 Resident Assistant



81.8% ANCSA shareholder or descendant of an ANCSA shareholder and/or rural Alaskan

Fall 2012 - Female Occupancy

10 Residents and 1 Resident Assistant

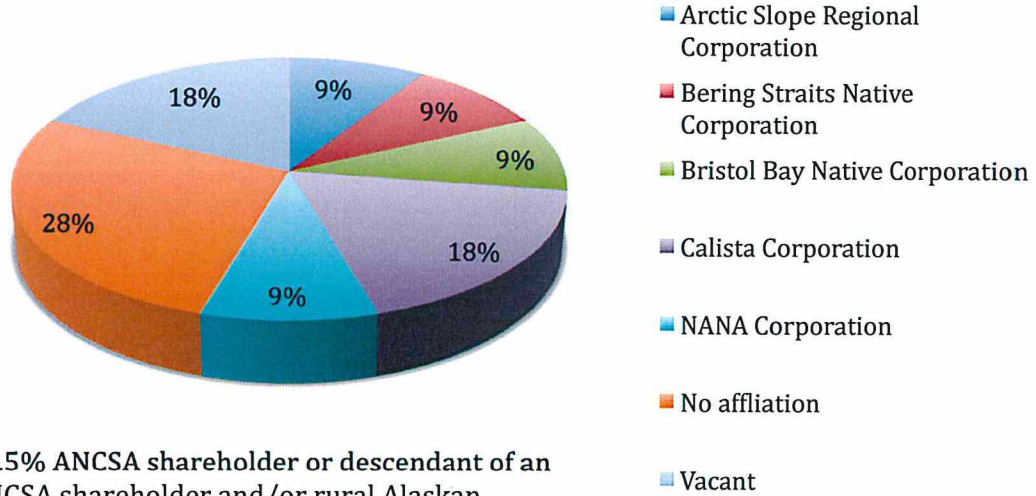


63.6 ANCSA shareholder or descendant of an ANCSA shareholder and/or rural Alaskan

For the Fall 2012 semester, the Resident Director was neither ANCSA shareholder or rural Alaskan. One family apartment was occupied by an Arctic Slope Regional Corporation shareholder and one apartment was vacant.

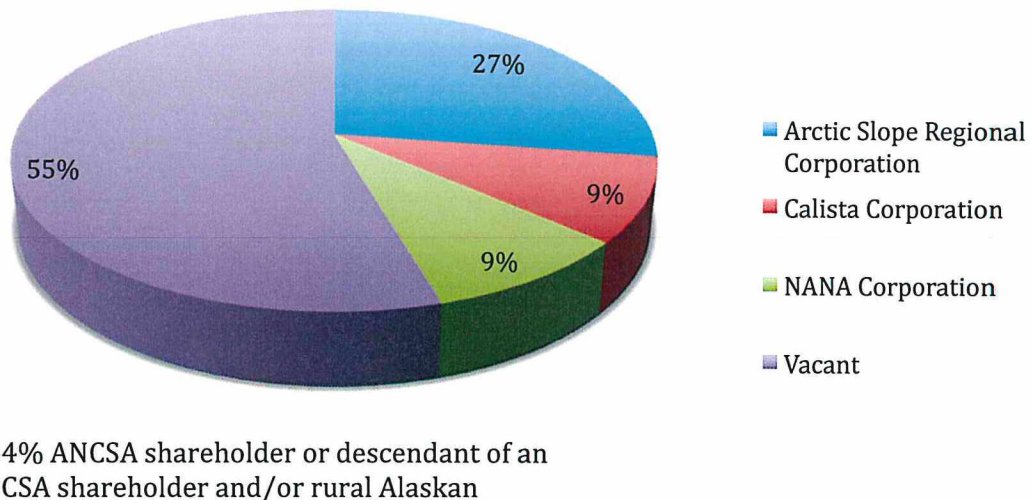
Spring 2013 - Male Occupancy

10 Residents and 1 Resident Assistant



Spring 2013 - Female Occupancy

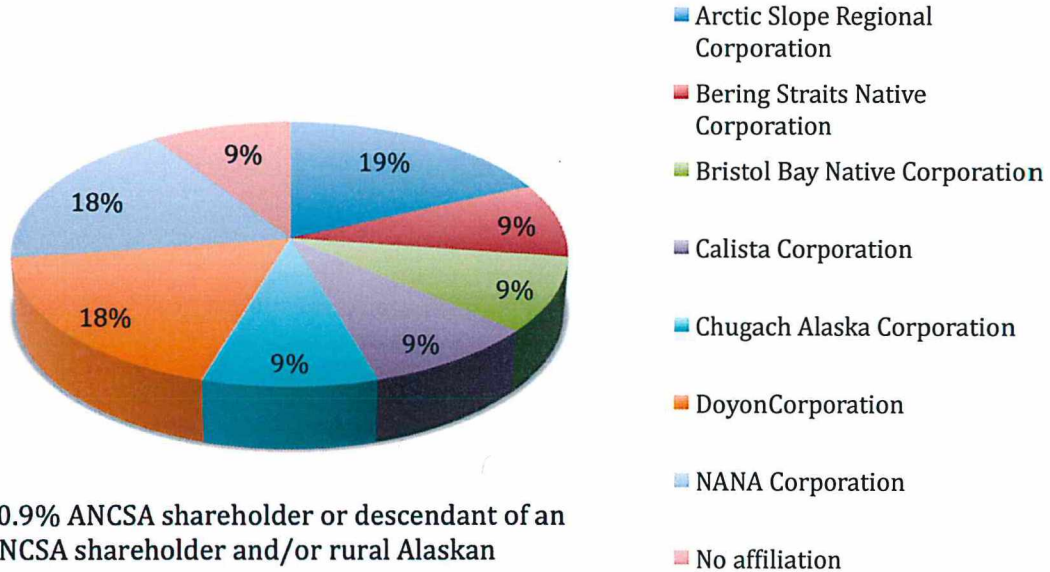
10 Residents and 1 Resident Assistant



In the Spring 2013 semester, the Resident Director was neither ANCSA shareholder or rural Alaskan. Both apartments residents was neither ANCSA shareholder or rural Alaskan.

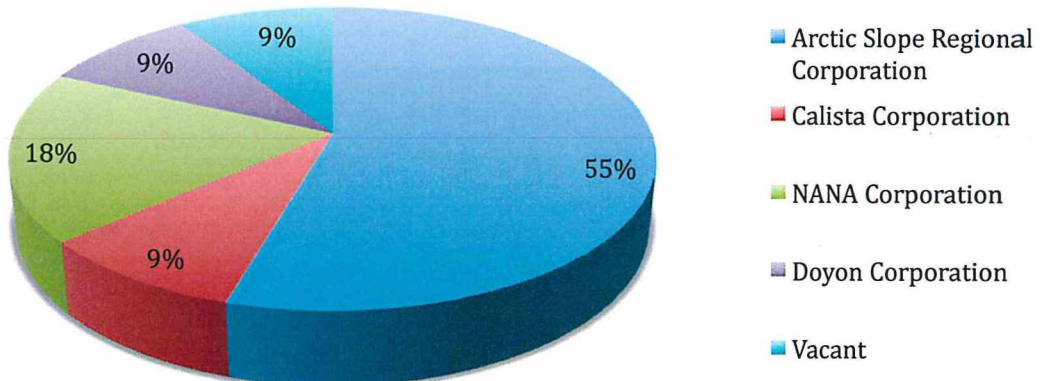
Fall 2013 - Male Occupancy

10 Residents and 1 Resident Assistant



Fall 2013 - Female Occupancy

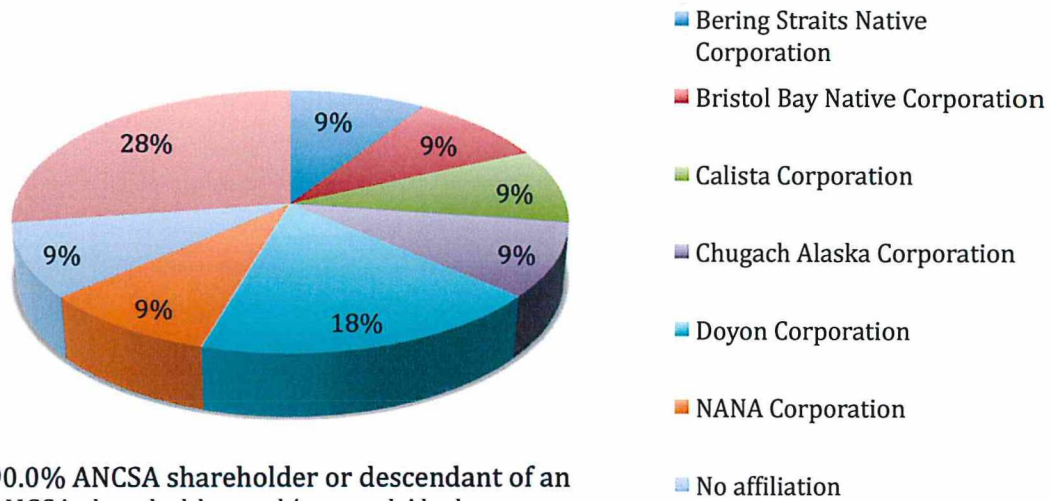
10 Residents and 1 Resident Assistant



In the Fall 2013 semester, the Resident Director was rural Alaskan, non affiliated ANSCA shareholder. Both apartment residents were neither ANCSA shareholder or rural Alaskan.

Spring 2014 - Male Occupancy

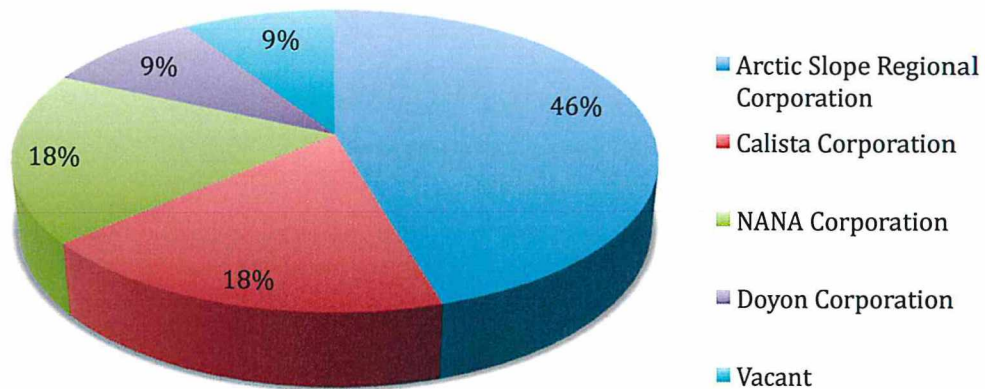
10 Residents and 1 Resident Assistant



90.0% ANCSA shareholder or descendant of an ANCSA shareholder and/or rural Alaskan

Spring 2014 - Female Occupancy

10 Residents and 1 Resident Assistant

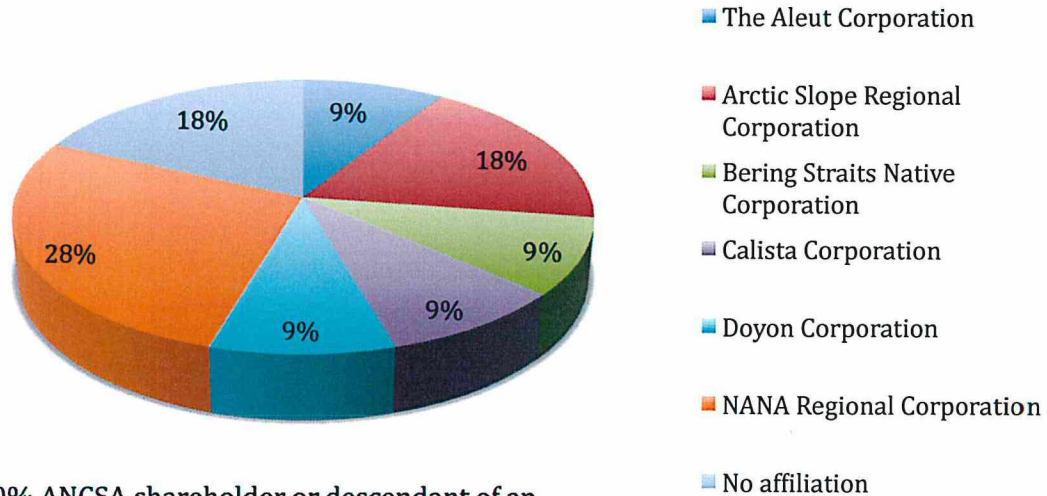


90.9% ANCSA shareholder or descendant of an ANCSA shareholder and/or rural Alaskan

For the Spring 2014 semester, the Resident Director was rural Alaskan, with no corporation affiliation. Family apartments were filled by one Arctic Slope Regional Corporation shareholder and one NANA Corporation shareholder.

Fall 2014 - Male Occupancy

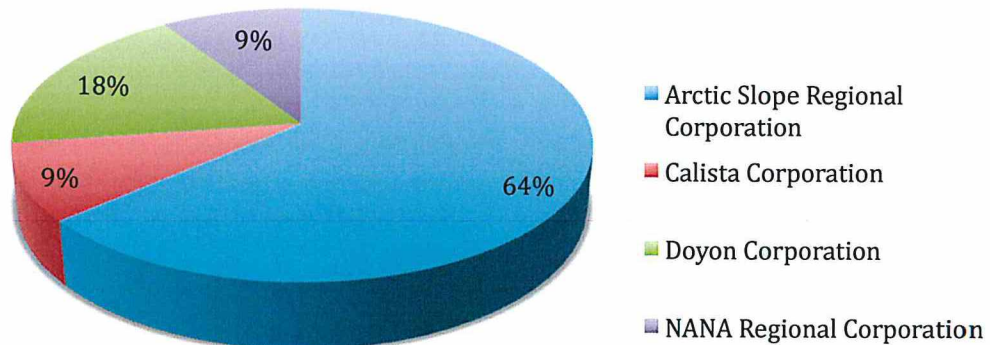
10 Residents and 1 Resident Assistant



100% ANCSA shareholder or descendant of an ANCSA shareholder and/or rural Alaskan

Fall 2014 - Female Occupancy

10 Residents and 1 Resident Assistant

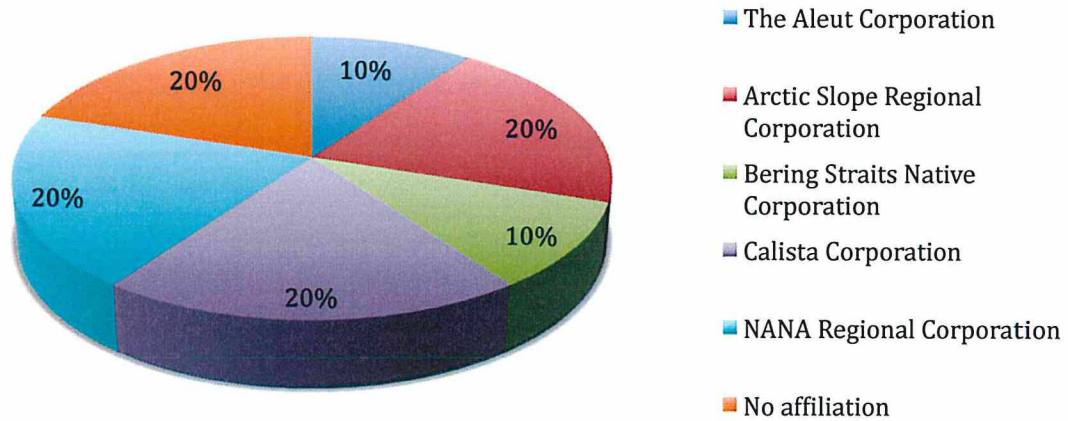


100% ANCSA shareholder or descendant of an ANCSA shareholder and/or rural Alaskan

For the Fall 2014 semester, the Resident Director was a NANA Regional Corporation shareholder and both family apartment residents were Arctic Slope Regional Corporation shareholders.

Spring 2015 - Male Occupancy

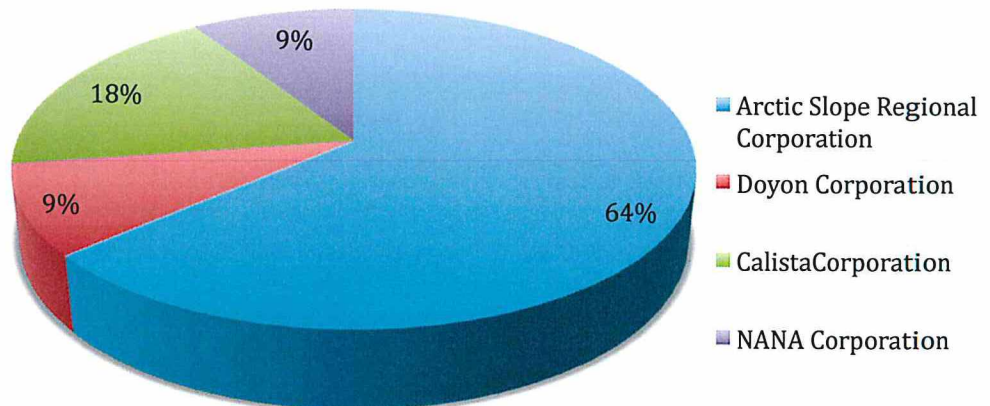
10 Residents and 1 Resident Assistant



100% ANCSA shareholder or descendant of an ANCSA shareholder and/or rural Alaskan

Spring 2015 - Female Occupancy

10 Residents and 1 Resident Assistant



100% ANCSA shareholder or descendant of an ANCSA shareholder and/or rural Alaskan

For the Spring 2015 semester, the Resident Director was a NANA Regional Corporation shareholder and both family apartment residents were Arctic Slope Regional Corporation shareholders.