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**Alaska State Legislature  
Representative Niilo Koponen**

Pouch V  
Juneau, Alaska 99811  
(907) 465-4992

House District 21

119 N. Cushman, Suite 207  
Fairbanks, Alaska 99701  
(907) 456-8172

**HB 533  
Doyon House  
Sponsor Statement**

The success of Alaskan students who choose to pursue a college education is of great public concern. It is this group which will provide the teachers, engineers, political leaders, managers, skilled craftspeople - in short, the talent, understanding and vision Alaska will need in the years to come.

One very crucial group of Alaskans has historically been less able to achieve that college success: Alaska Natives, particularly those from rural villages. Many grow up in communities where it is often literally possible to know everyone and where ones identity is unambiguously verified every day. Arriving at the University of Alaska Fairbanks, these students find themselves suddenly negotiating the world of large, impersonal institutions which those of us from more urban parts of the world take for granted. No longer surrounded by extended family, their culture not the dominant one, they face a very significant hurdle as they begin their college careers.

To ease the transition, the Doyon Foundation has proposed the construction of a facility for Native students. As a bridge between the world of the village and that of the University, Doyon House is designed to provide community like support for the first two years of campus life. Resident dorm parents and student advisor will provide stability and a sense of extended family. Doyon House is anticipated to become a central gathering place where elders, advisors, counselors and other native role models offer encouragement and aid to students in a supportive setting.

Total cost of Doyon House is expected to be \$1,400,000. House Bill 533 would provide \$500,000 toward that goal. Doyon Limited has committed \$300,000 and other private sources are expected to provide the remainder.

THE FOLLOWING PAGES WERE TREATED AS  
A UNIT IN THE ORIGINAL FILE.

# *The Doyon House*

**A Transitional Dormitory Created to  
Increase Native Student Matriculation and Retention  
at the University of Alaska Fairbanks**

**A proposal to the Alaska State Legislature**

**Amount Requested: \$700,000  
To begin construction in 1993**



**The Doyon Foundation  
201 First Avenue  
Fairbanks, Alaska 99701  
(907) 452-4755**

**January 1992**

**Contact: Kathy Mayo, Executive Director**

**THE DOYON HOUSE: A Model Project to increase the success rate among Native students at UAF**

**REQUEST: \$700,000 matching funds for capital construction**

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### INTRODUCTION

The Doyon House is a statewide capital project intended to increase the success rate among rural students from interior Alaska who are attending UAF. These students come from many of the 43 villages in the Doyon region where populations range from less than one hundred to only a few thousand, and are many times smaller than that of the campus community.

Many of these students come with the intention of obtaining an education and acquiring the skills that will enable them to return to their home villages and enhance their own lives and the lives of their families and communities. They are seeking new opportunities to open new doors, and are aware that education will help them reach their highest potential.

### SUMMARY

The Doyon Foundation is proposing the construction of a bridge house for Native students at the University of Alaska Fairbanks (UAF) who are making the transition from a rural to a university way of life.

The structure of the House is not intended to segregate these students, but:

- ◆ to provide meaningful, culturally appropriate support for freshman and sophomore Native students who are enrolled at UAF;
- ◆ to increase the social and academic success of Native college students at UAF; and
- ◆ to increase the visibility of the positive aspects of our culture and history to enhance cultural sensitivity among all students.

Of the Native students who drop out of college, most do so during the first two years. One of our goals is to increase the number of Native students graduating from college by enhancing the support network available to the rural Native students attending UAF.

The long-term benefits of education will be:

- ◆ cultural and economic productivity in the Native communities;
- ◆ greater harmony, understanding, diversity and productivity for all communities; and
- ◆ a diversified work force.

### OUR STUDENTS

Of the 287 students funded for the fall 1991 semester, 126 were enrolled to UAF. Of those 126, only 86 completed the semester. During the same semester there were twice as many freshman as there were seniors at UAF, which demonstrates the fact that students are not realizing their initial goals (Appendix A).

The Doyon House is a critical support program designed to promote academic excellence and increase the retention of Native students at UAF.

**COST ESTIMATES**

The total anticipated cost of the project is \$1.4 million. This figure is based on historical information regarding a cost-per-square-foot estimate at \$100/square foot, furnishings, landscaping, and minimal utilidor work.

**MATCHING FUNDS**

The purpose of this proposal is to request the support of the legislature in appropriating matching funds for this important project. The amount of the request is \$700,000, which will be used solely for capital construction.

**BUDGET**

**Sources of Funds**

Doyon Limited*	\$ 300,000
State of Alaska matching funds	700,000
Other†	<u>400,000</u>
<b>Total</b>	<b>\$1,400,000</b>

**Use of Funds**

Facility Construction	\$1,100,000
Landscaping/parking	32,000
Furnishings	100,000
Contingency, 12%	<u>168,000</u>
<b>Total Use of Funds</b>	<b>\$1,400,000</b>

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\* The Doyon Limited Board of Directors voted unanimously in favor of this contribution toward construction of the facility.

† Includes BP (Alaska) Exploration and the MJ Murdock Charitable Trust. At least five other foundations and corporations with similar philosophies will be approached as identified.

### OUR STUDENT POPULATION

The number of scholarships provided by the Doyon Foundation has steadily increased over time. During the fall 1989 semester, the first semester that the Doyon Foundation administered grant monies for Doyon Limited, a total of 199 students from the Doyon region were funded to attend schools either in Alaska or elsewhere. During the fall 1991 semester, 287 students received Doyon funds.

Of the total 287 students who received funding for the Fall 1991 semester, 146 are majoring in education, rural development, land/resource management, social work, nursing/health related fields or business; fields with a great potential for impacting the students' own communities both economically and socially.

The 287 students funded nationwide break down by class standing as follows:

- 75 Freshmen
- 33 Sophomores
- 39 Juniors
- 27 Seniors
- 10 Graduate students
- 77 Vocational/Technical training students
- 26 seeking Associates Degrees

The number of freshmen compared to the number of seniors shows that nearly three times more students enroll for every one who graduates.

The Doyon Foundation is taking the lead in enhancing the support system available to students at the University of Alaska Fairbanks (UAF). The construction of the Doyon House will demonstrate to the general public that Native students do have different needs and that Doyon is ready to respond.

The structure of the Doyon House is intended to provide support to Alaska Native students academically as well as culturally. It will also open doors to other interested Regional Native Corporations to demonstrate a model for academic support and commitment to the students of their region.

### THE DOYON FOUNDATION

The goal of the Doyon Foundation is:

*To promote the economic well being of Doyon shareholders and their descendants and to promote the preservation and development of our Native cultures.*

The first objective, as identified by the Doyon Foundation Board of Directors with regard to education, is to:

*Support a comprehensive approach to education that includes maintaining a strong scholarship program, an internship program, and other support programs that promote academic excellence and retention of students.*

The Doyon Foundation encourages students to pursue degrees in diverse fields of study and this is accomplished, in part, through our competitive scholarship program (Appendix B).

#### Scholarships

Established in December 1989 by Doyon Limited, the Doyon Foundation utilizes an integrated approach to our educational programs. We offer scholarships and provide a growing number each semester. Our annual scholarship budget is \$200,000. Of the students that are supported through Doyon scholarships, about 40% attend UAF. Sixty percent of these students are freshmen or sophomores.

#### Internships

We also work with both the private and public sectors in coordinating summer internships to enable our students to gain hands-on experience in meaningful jobs which are related to their fields of study.

#### Other Support

The Doyon Foundation also hosts dinners and social gatherings for the college students. This is a time when Native food is shared, community Elders are invited, and the students can relax in good company for a time. These gatherings are meant to offer the students a break from their studies and let them know that the Native community, including their corporation, supports their efforts to further their education.

#### Pre-Collegiate Programs

We offer summer academic enrichment experiences to our middle- and high-school students by enabling them to attend the Colorado School of Mines Science and Math Camp, the Native American Preparatory School and the American Management Association *Operation Enterprise*. We anticipate adding NASA Space Camp and EarthWatch expeditions pending funding. It is our opinion that the early identification of the interests of our youth and the provision of meaningful educational experiences will enhance these young people's self confidence and increase their potential for academic success.

#### Anticipated Results

Through the development and implementation of these programs, the Doyon Foundation is determined to enable future generations to be qualified, well educated people, capable of managing the affairs of the Native corporations and

non-profit service organizations. Additionally we need advisors: scientists and engineers possessing the integrity and credibility to carry out economically beneficial concepts with humanly and environmentally responsible results. We cannot rely on attorneys and government officials whose interests are not ours. We need to provide our people with the tools required to function effectively in our constantly changing world.

We need to enable Native people to become involved in the policy and decision making of academia, business and government. In this way we will ensure that decisions are not made indiscriminately, therefore jeopardizing the cultural traditions and values of our Native people.

Improving the overall health and well-being of the Native communities is contingent upon our ability to face the future as an educated population exhibiting pride, self confidence and flexibility. We must be prepared to manage our affairs, whether it is fulfilling the requirements for working in modern Native corporations, presenting legal briefs in courts, tribal or otherwise, or meeting the health, social and economic needs of our own communities. These will all be accomplished through the education of our people.

### THE NEED

The need for college-trained Alaska Natives is rising. Passage of the Alaska Native Claims Settlement Act and the creation of the thirteen regional corporations have brought new opportunities for Natives as trained managers, educators, lawyers, and other professionals. Although the college population of Natives has increased somewhat recently, Alaska Natives remain underrepresented and no one foresees sufficient numbers coming through colleges to satisfy these needs. In 1984-85, when Alaska Natives comprised approximately 13% of the college-age population in Alaska, they received only 7% of associate degrees, 4% of bachelors degrees, and a little over 1% of masters degrees in the state.

Since 1935, only 120 Associates, 421 Bachelors, 27 Masters and 1 Doctorate degrees have been awarded to Alaska Natives. Between 1975 and 1989, Alaska Natives obtained only 306 (6%) of the 4,733 degrees awarded at UAF.<sup>1</sup> It is time to turn this situation around.

**Alaska Native students cannot begin to graduate in numbers until a basic framework, geared toward their success, is put into place.**

At the Doyon Foundation planning meeting in January 1990, the Board of

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<sup>1</sup> "Trend Reports of Alaska Native Graduates from UAF," University of Alaska Office of Institutional Research Annual Report, December, 1989.

Directors recognized the need for developing a support network for rural students from the Doyon region. During the November 1990 Needs Assessment meeting the board stated the objectives and plan of action for the Doyon House. As a result of these meetings, Foundation staff developed a preliminary sketch of the Doyon House, and an informational brochure, for fund raising purposes. The Board of Directors has since adopted a resolution directing Kathy Mayo, Executive Director, to secure funds for the construction of the Doyon House. The Board Resolution is included as Appendix C.

### OUR SOLUTION: CRITICAL SUPPORT AT A PIVOTAL TIME

The proposed Doyon House is designed for 20 Alaska Native students, both Indian and Eskimo, to reside in during what has proved to be their most difficult time academically. Of the Native students who drop out of college, most do so during the first two years.

The benefits of successfully completing a degree program at UAF will impact not only the individuals, but their families and communities as well.

The dormitory will have a full apartment for dorm parents who become extended family to the students, and one for a resident student advisor. The roles of the parents and the advisor are integral in the early success of the students. The dorm parents provide stability and enhance the sense of family. The resident advisor provides support for the students' academic endeavors, such as helping develop good study skills and helping new students adjust to life away from home.

The extended family aspect is vital to the success of these students. Many come from communities where less than 100 people live. All of their lives they have had the support and encouragement of almost all the community members. Upon enrollment at the University, this familiar support system is gone. The students virtually disappear into the masses. There are about 5,000 students at UAF, and over 60,000 people in the surrounding area, and many new rural students feel uneasy among that many people.

The Doyon House will provide a comfortable place where not only camaraderie is found, but where mentors, advisors, and our future leaders can gather to give support to the students. Academic, career and guidance counselors, as well as graduate students, Elders and other role models, can help the students celebrate their heritage during their pursuit of knowledge and education. We want to help the students find a balance between their educational goals and their cultural heritage.

This type of living arrangement and support will alleviate the stress and the cultural disorientation Native students face by providing them with a gathering

place where they can comfortably and continually assess their new lives during this great time of change. While such exchanges do not typically occur in a classroom setting, they are an important part of our students' success.

The structure of the Doyon House will provide strategies and support for a successful first year of college, while maintaining ties to the people and values of the students' home region. The atmosphere is designed to be a more familiar living situation than that afforded by a "regular" dormitory.

Eliminating many of the perceived barriers and providing a nurturing environment to the rural Native students will increase matriculation and retention among Natives at the university. The moral support and cultural exchange will allow the students to pursue their education beyond the first two years by instilling in them the self-confidence and self-discipline to realize their educational goals.

Returning students become positive role models for the new students. This support will alleviate much of the stress experienced when facing an entirely unfamiliar situation. Knowing this support system is available will make the choice to continue education an easier one.

The cultural support they receive will help Native students introduce their traditional values and skills to the urban University community. The customary living arrangement will provide "critical mass" for affirming, comparing and sharing the students' cultural heritage with not only the non-Natives, but with other Natives as well. The students will be encouraged to exhibit pride in their culture and to share that pride with the others on campus. Alaska Natives have deep respect for their Elders, recognize the importance of family and community, and believe in sharing their knowledge and traditions. By sharing their spirituality and their values, the Native students will increase understanding of and sensitivity toward cultural diversity. At the Doyon House, spirits will merge.

According to *"Education That Works: An Action Plan for the Education of Minorities,"* Quality Education for Minorities (QEM) Project, January 1990:

The Native population is expected to double over the next 25 years. Facing no viable alternatives, many Native youths will be forced to migrate to find work in the modern economy. In this situation, the demands on schooling are great. Alaska Natives want schools to help prepare youth both to live in the subsistence economy and prepare them to take advantage of the modern economy so that youth will have a choice. A common concern is that schools will accomplish neither task very well.

Educational systems have failed American Indians for a variety of reasons.

- ◆ The process and goals of education were defined by the dominant group.
- ◆ The language and culture of the Indians were not valued.
- ◆ The needs and goals of the various Indian communities were not taken into account.

- ◆ Educational programs failed to acknowledge fully tribal sovereignty and the importance of self-determination to American Indians.
- ◆ Education programs assumed a non-existent homogeneity.
- ◆ Programs aimed at relocating Indians from reservations to urban centers failed to address the fact that in many cases relocation meant only the shift from one pocket of poverty to another.

In order to address the educational needs of American Indians and Alaskan natives, it is crucial that the importance of traditional Native values be central to the planning and delivery of educational services.

### UAF SUPPORT

Many University administrators and educators have voiced support for the Doyon House. Dr. Joan Wadlow, Chancellor, has stated that, "This house will strengthen the University's existing programs aimed at Native student matriculation and retention and will help take us to the next level of successful educational support."

Clara Johnson, Director of the Interior Campus said, "The additional formal and informal support this facility will bring to rural students will bring long range benefits to the Doyon region and enrich this campus."

Dr. Doug Schamel, Professor of Biology, has been teaching Native students since 1974. He says, "With the guidance of dedicated faculty, staff and students from UAF, the Doyon Foundation, Alaskan businesses, and the Native community of Fairbanks, the Doyon House will succeed in helping students survive the transition to university life. It will also help their transition to leadership roles within the Native community and the State of Alaska."

Dr. Don Lokken, Professor of Chemistry, is also a strong supporter of the Doyon House concept. He said, ". . . In addition it would apply the principles that have been shown to have a positive effect on "at risk" students, especially Native Americans. First a sense of community and belonging rather than alienation, followed by more concrete support services such as peer advising, mentoring, tutoring, etc."

Letters in support of the Doyon House from these individuals are included as Appendix D.

In addition, Dr. Harris Shelton, Vice Chancellor for Student Affairs, has drafted an MOU between UAF and the Doyon Foundation regarding construction management and facilities operation. This MOU is included as Appendix E.

## **TIMELINE: MEASURABLE OBJECTIVES**

### **Phase I: Planning**

- ✓ To raise \$1.4 million by spring 1993
- ✓ To outline all regulatory considerations pertaining to design, construction and maintenance of the Doyon House by spring 1992
- ✓ To identify all cultural, environmental and energy-efficiency considerations pertaining to the design of the facility by fall 1992
- ✓ To contract and complete blueprints by winter 1992

### **Phase II: Construction**

- ✓ To fund and complete the construction of a residence for 20 Native students who are freshmen or sophomores at the University of Alaska Fairbanks and who are Doyon shareholders or descendants thereof by summer 1994

### **Phase III: Operation of the Facility**

- ✓ To staff the Doyon House with two resident dorm parents and a student advisor who is a Native graduate student
- ✓ To monitor and encourage improvement in the personal well-being and academic achievements of the students, as compared with their predecessors and those who are not Doyon-House residents
- ✓ To offer these 20 Native students a housing option which models their customary living arrangements, providing "critical mass" for affirming and sharing their cultural heritage with others on campus
- ✓ To offer special programs at the Doyon House for Native students, resident and non-resident alike, enabling a higher percentage of Native students to graduate

## **PLAN AND SCHEDULE**

### **Phase I: Planning**

The evaluation committee and objective review panel, and the board of advisors to oversee construction, will be established in summer 1992.

Blueprints will be completed by winter 1992. These will contain all considerations regarding energy efficiency, environmental quality and cultural appropriateness as identified by the board of advisors in fall 1992.

Proposals are being submitted to at least five companies and foundations for capital construction contributions.

Once 75% of the funds have been secured, a public announcement will be

made regarding our Capital Campaign, and funds to complete the project will be requested from individuals, companies and industries. Our objective is to raise \$1.4 million by spring 1993.

### Phase II: Construction

Further program development and fund raising for Phase III will be the focus in the spring of 1993.

Construction is scheduled to begin in June 1993 and to be completed the following summer.

### Phase III: Operation of the Facility

The house parents and student advisor will be hired during summer 1994, and student occupancy is scheduled for fall 1994.

## EVALUATION PLAN

An evaluation committee and objective review panel will be established in spring 1992. The committee will draft a list of criteria during spring 1992 by which plans and execution will be judged.

### Phase I: Planning

Fund raising efforts are now underway and will continue until \$1.4 million is raised.

The board of advisors to oversee construction, to be established in spring 1992, will outline the design, construction and maintenance of the Doyon House. The board of advisors will be made up of individuals who are qualified to assess environmental soundness, cultural appropriateness and engineering and design.

Participation of representatives from funding agencies is welcome and encouraged.

Once the regulatory considerations and design have been established, blueprints will be contracted and completed.

Evaluation will be based upon achievement of the stated objectives.

### Phase II: Construction

Once the evaluation committee and objective review panel has determined that Phase I has been successfully completed, construction will begin. The board of advisors will work closely with project staff to ensure adherence to the stated objectives for the construction of the facility. Evaluation will again be based on achievement of those objectives.

### **Phase III: Operation of the Facility**

The success of the project will be determined once the house is fully operational and residents have moved in. The success of the Phase III objectives will be evaluated after the first statistics become available and a comparison study is conducted to monitor the students' academic achievements. The projected increase of Native graduates will be determined over time.

### **PROJECT STAFF**

The Campaign Director is Kathy Mayo, Executive Director of the Doyon Foundation.

Construction of the facility will be overseen by University of Alaska Facilities Planning and Construction and a board of advisors made up of:

Dr. Joan Wadlow, Chancellor, UAF;  
Ms. Kathy Mayo, Executive Director, Doyon Foundation;  
Mr. Donald Peter, President, Doyon Foundation;  
Mr. Sam Demientieff, Executive Director, Fairbanks Native Association;  
Elder (TBA) from Denakanaaga Elders;  
Mr. Paul Mountain, Director, Alaska Native Youth Leadership Program; and  
Undergraduate student (TBA) from the Doyon region.

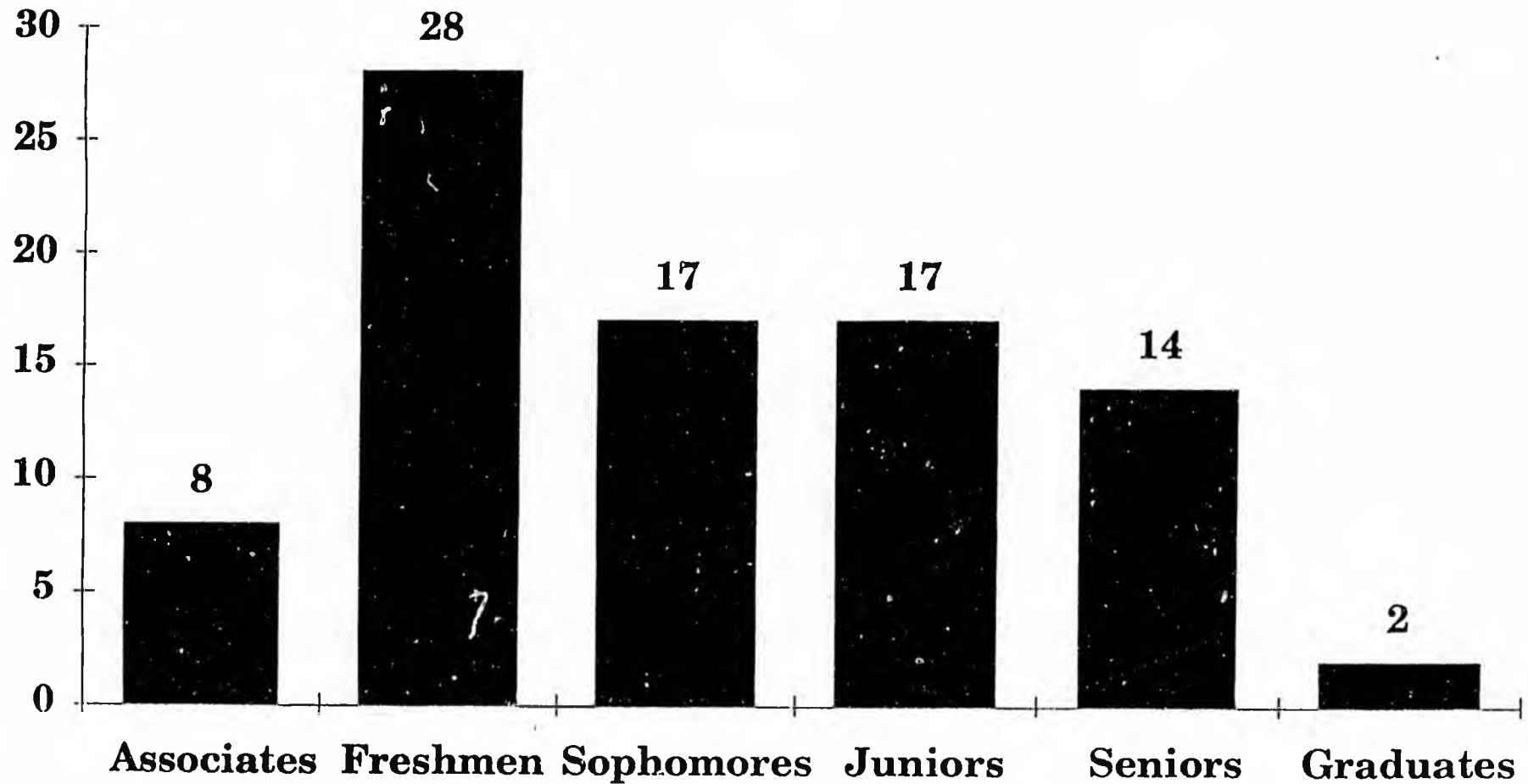
The house parents will be selected from a pool of qualified, interested parties who will be able to maintain strict policy and guidelines for the house. As with the NANA House, the parents may have one or two small children. The children at the NANA House provide the resident students there with pleasant diversion by enhancing the family atmosphere.

The resident advisor will be a graduate student from the Doyon region, who has "been through the system" and has personally experienced many of the situations the new students face.

APPENDIX A:

Class Standing at UAF

## Class Standing during Fall 1991 at UAF\*



\*86 students enrolled at UAF during Fall 1991 semester

APPENDIX B:

List of Competitive Scholarships

281 First Avenue  
Fairbanks, Alaska 99701

# Doyon Foundation

(907) 452-4735  
FAX (907) 456-6785

## SCHOLARSHIPS AVAILABLE THROUGH THE DOYON FOUNDATION

### KPMG Peat Marwick Scholarship

**Award:** \$3,000 per year

**Eligibility:** available to full-time students who have completed their sophomore year and are majoring in accounting.

The KPMG Peat Marwick Scholarship was made possible by a contribution from the accounting firm.

### National Bank of Alaska Scholarship

**Award:** \$5,000 per year (2 scholarships available)

**Eligibility:** available to full-time students who have completed their sophomore year. Not restricted to any particular field of study.

The NBA Scholarship was made possible by a contribution from the bank.

### Doyon Competitive Scholarships

**Award:** Six \$5,000 scholarships

**Eligibility:**

- 1 Education student (math, science, or communications minor, jr. or sr. level)
- 2 Graduate students
- 1 Engineering/Science student (jr. or sr. level)
- 1 Business student (jr. or sr. level)
- 1 Vocational student

**Award:** Twelve \$3,000 scholarships

**Eligibility:**

- 1 Elementary Education student (math, science, or communications minor, jr. or sr. level)
- 1 Secondary Education student (math, science, or communications minor, jr. or sr. level)
- 2 Graduate students
- 2 Engineering/Science students (jr. or sr. level)
- 1 Business student
- 3 "Other" students
- 2 Vocational students

### Doyon Natural Resources Scholarship

**Award:** \$2,000-\$6,000 per year

**Eligibility:** available to full-time students enrolled at the University of Alaska Fairbanks who have completed their sophomore year, and are studying areas related to resource management.

Fields of study could include forestry, mining, geology, resource economics, applied land management, petroleum engineering and natural resources management.

The Doyon Natural Resources Scholarship was made possible by exploration companies contracting with Doyon Limited.

Summer internships may also be available in conjunction with this scholarship.

Students wishing to apply for a competitive scholarship must submit two letters of recommendation, be available for an in-person or telephone interview with our scholarship committee, and maintain a grade point average of 2.0 or higher.

*The Doyon House . . . p. 14*

APPENDIX C:

Doyon Foundation Board Resolution 91-01

DOYON FOUNDATION

Board Resolution No. 91-01

WHEREAS, Doyon Limited and the Doyon Foundation are committed to enhancing the quality of life for Doyon members and their descendants; and

WHEREAS, Success in academic pursuits will enhance the quality of life for our members by allowing them to reach their highest potential; and

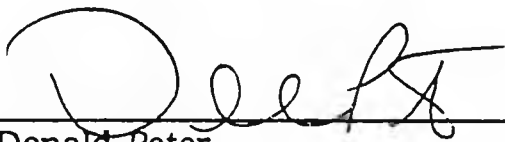
WHEREAS, Education is a priority of the Doyon Foundation; and

WHEREAS, The Doyon Foundation Board of Directors has determined the need for enhancing the support network for rural students from the Doyon region to increase their rate of success at UAF; and

WHEREAS, The objectives and plan of action for the creation of the Doyon House have been stated;

NOW, THEREFORE BE IT RESOLVED that Kathy Mayo, Executive Director, on behalf of the Doyon Foundation Board of Directors, will fulfill the need of the shareholders, working in partnership with UAF, by obtaining funds to ensure the establishment of this facility.

ADOPTED and DATED this 9th day of December, 1991, at Fairbanks, Alaska.

  
\_\_\_\_\_  
Donald Peter,  
President  
Doyon Foundation

APPENDIX D:

Letters of Support



Joan K. Wadlow, Chancellor  
907-474-7112  
FAX 907-474-5213

**UNIVERSITY OF ALASKA FAIRBANKS**

**Office of the Chancellor**  
320 Signers' Hall  
Fairbanks, Alaska 99775-0500

September 19, 1991

Kathy Mayo, Executive Director  
Doyon Foundation  
201 First Avenue  
Fairbanks, Alaska 99701

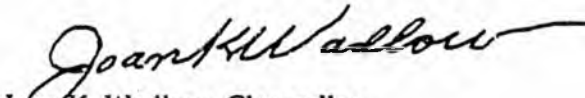
Dear Kathy,

I share your enthusiasm in providing a bridge house for Native students from the Doyon region who are making the transition from rural to University life. This house will strengthen the University's existing programs aimed at Native student matriculation and retention and will help take us to the next level of successful educational support.

This residential support system will not only provide the Native students with a nurturing environment, but will allow non-Natives exposure to the rich and unique cultures of Alaska's rural residents. By enabling more Native students to realize their educational goals, we will help provide a diversified workforce, increased visibility of the cultures of the people in Alaska's rural areas, and sensitivity toward cultural diversity.

I also share the opinion that cooperation between the University and the Doyon Foundation is critical to the establishment of the proposed house, and I look forward to working closely with you to realize our goals. I wish you every success in your fund-raising effort for this worthy and timely project.

Sincerely,

  
Joan K. Wadlow, Chancellor  
University of Alaska Fairbanks

JKW/lks



## TANANA CHIEFS CONFERENCE, INC.

122 FIRST AVENUE  
FAIRBANKS, ALASKA 99701-4897  
PHONE (907) 452-8251 FAX (907) 451-8936

March 17, 1992

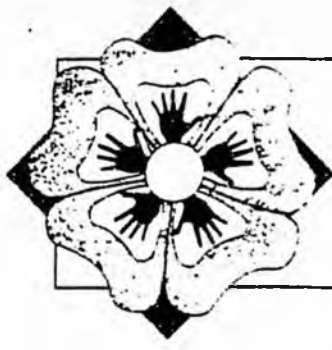
Kathy Mayo  
Executive Director  
Doyon Foundation  
201 First Avenue  
Fairbanks, AK 99701

Dear Kathy:

I am pleased to be able to offer support for your efforts to construct the Doyon House for students from rural areas who are attending UAF. The proposed Doyon House **is a priority at TCC** since our mission closely parallels those of the other Native organizations in Alaska; to enhance the quality of life for our people. Your goal to help our students find a balance between cultural identity and education will allow them to pursue their educational objectives in a culturally sensitive atmosphere. This residential support system will not only provide our students with opportunities to share their traditional values, which will increase their self esteem and foster greater harmony between cultures, but will also increase the social and academic success of these students. The resultant pride, along with a solid educational background, will allow our students to realize their full potential, which will ultimately lead to healthier individuals, families and communities. I look forward to hearing of your progress on this important project.

Sincerely,

Will Mayo, President  
Tanana Chiefs Conference



# F • N • A

## Fairbanks Native Association

March 17, 1992

Kathy Mayo  
Executive Director  
Doyon Foundation  
201 First Avenue  
Fairbanks, AK 99701

Dear Kathy:

Thank you for keeping me informed of your progress toward the construction of the proposed Doyon House. This timely project will help our students find a balance between their cultural values and education, thereby increasing their potential for success. The residential support system, along with the other support offered at the University of Alaska Fairbanks, will ensure that these scholars will be given every opportunity to meet their educational objectives. It will also provide many occasions for our students to share their values and traditions with the others on campus, promoting to celebrate their heritage in a culturally appropriate setting will enhance their self esteem, opening doors for greater numbers of Native Alaskan graduates, who we are relying on as our future leaders. I look forward to hearing more about your work as this project progresses.

Sincerely,

Samuel S. Demientieff  
Executive Director

SSD/bjb



UNIVERSITY OF ALASKA FAIRBANKS

Office of Student Affairs  
Fairbanks, Alaska 99775-1520

April 22, 1991

Kathy Mayo, Director  
Doyon Foundation  
Doyon, Limited  
201 1st Avenue  
Fairbanks, AK 99701

Dear Ms. Mayo:

This is a letter of recommendation for the Doyon House proposal. As a department that services rural students both academically and through personal support, we recognize the immense benefit that this type of residence life program would bring to the students. We currently service over 400 rural students, 25% of which are Doyon shareholders.

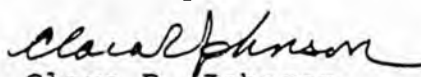
For our students who are typically non-traditional college and come from small rural communities, the transition to the University can be difficult and stressful. A transitional residence prototype has been operational at UAF with the NANA region for 7 years. This program is successful and the possibility of offering this type of program to Doyon students is exciting and will be immensely helpful in reducing student stress and ultimately encouraging retention.

Academically and supportively, UAF has excellent programs that have made a difference in Alaska Native success in higher education. 60% of our continuing students have maintained an overall GPA over 2.0 and 43% maintain a GPA over 3.0.

However, for the first-time student attending college there continues to be problems academically and with retention. To help address this problem our academic and personal support programs have to broaden and extend into the residence life programs. The creation of the Doyon House will be an excellent bridging program because it offers a small living residence experience for our first year students making the transition during an already challenging freshman year.

The Rural Student Services program looks forward to working with the Doyon Foundation on this residence life program. The additional formal and informal support this facility will bring to rural students will bring long range benefits to the Doyon region and enrich this campus.

Sincerely,

  
Clara R. Johnson  
Director



UNIVERSITY OF ALASKA FAIRBANKS

**Biology and Wildlife**

202 Bunnell Building, Fairbanks, Alaska 99775, (907) 474-7542

29 April 1991

TO: Whom it may concern

FROM: Douglas Schamel, Instructor of Biology

*Douglas Schamel*

SUBJECT: The proposed Doyon House at UAF

I have read the brochure on the proposed Doyon House and have discussed the concept with Ms. Kathy Mayo and Ms. Dorothy Dahl of the Doyon Foundation. This is an exciting project that deserves careful consideration and widespread support.

I have been involved with the instruction of Native Alaskan students at UAF since 1974. My first teaching position at UAF was that of a part-time tutor for the old Student Orientation Services (SOS). My main assignment was tutoring biology, geology, and mathematics. I quickly learned that one-on-one tutoring was not very effective. Nor was tutoring in the science classrooms. Group discussions held in the familiar setting of the SOS lounge tended to elicit more conversation and cover more ground. When I became a faculty member in 1977, I continued this practice whenever my teaching schedule permitted.

The support system in place at UAF from 8 am to 5 pm is commendable. SOS (now Rural Student Services) is a wonderful collection of dedicated professionals. The counselors have developed excellent rapport with the students. Their lounge has become "home away from home" for many students from the villages. They gather there to talk about news from home, grab a cup of coffee between classes, get assistance with coursework, and share a joke – or a cry. But after 5 pm the students must return to the dormitories, which are filled with students who do not understand village traditions. The dormitory atmosphere is definitely not conducive for the survival of these rural students.

The Doyon House would provide that comfortable, family atmosphere 24 hours per day. Live-in counselors would be there to provide guidance on social and academic matters at all hours of the day and night. Such guidance would augment, not replace, RSS operations. House residents

could invite university faculty to visit for academic and career counseling. Students would listen and participate in familiar surroundings. They would also invite Native elders to visit and share their knowledge.

When I mentally weigh the costs and benefits of this undertaking, I continually drift towards the following thought: "If the State of Alaska is serious about in-state higher education of Native Alaskans, then it is time to try ideas like this one. We've had lip service long enough. We cannot afford to wait much longer to enfranchise our Native peoples. The long-range costs of a lost generation of potential scholars are immeasurably high. In fact, how can one measure them?"

With the guidance of dedicated faculty, staff and students from UAF, the Doyon Foundation, Alaskan businesses, and the Native community of Fairbanks, the Doyon House will succeed in helping students survive the transition to university life. It will also help their transition to leadership roles within the Native community and the State of Alaska.

Please join this exciting enterprise!

# UNIVERSITY OF ALASKA FAIRBANKS



## Department of Chemistry

Fairbanks, Alaska 99775-0520 (907) 474-7525

May 2, 1991

To Whom It May Concern:

I am pleased to have the chance to support Kathy Mayo's efforts to establish a "Doyon House" to help Alaska Native students succeed at the University of Alaska. Kathy, through the Doyon Foundation, has been active in effecting a better learning environment to increase the students' chances for success. She has helped me with my efforts to improve the quality of science education for rural and native students here at UAF. We have established a separate Basic General Chemistry course section (Chemistry 103-099), for rural students, which has exactly the same standards and requirements as the larger class, but addresses the special needs of these students. Specifically, smaller, more personal classes with advising done through Rural Student Services, and even a linked "study skills" course provided by the Cross Cultural Communications department. These courses do not in any way "water down" the requirements for the native student, but serve to help him or her make the transition from village life to the expectations of a more impersonal university. The Chemistry 103-099 course was established with the support of a three-year grant from the National Science Foundation to make up a similar chemistry course (103-DD1), and an analogous physics course, to be "Distance Delivered" to "field based" UAF students who were completing their baccalaureate degree requirements from distant villages without being able to come to the Fairbanks campus. Both of these courses have been developed and taught with excellent sources, but now are being picked up by UAF. Some of the support that made them so successful is going to vanish with the completion of the NSF grant.

The support of organizations such as the Doyon Foundation is essential to keep effective programs going and to establish more support programs for this "at risk" portion of society. Kathy Mayo and the Doyon Foundation have already been most helpful to the project. They awarded me a small amount, to supplement the NSF grant, for purchase of additional items that we've needed. Kathy has provided me with contacts in other universities who had knowledge of issues, and solutions to problems, in Native American education. She has convened local meetings of educators and concerned individuals in other fields and proposed a "Council for Native Education" to consider a diversified approach toward education in all subjects at all levels.

I have described just a few of the benefits that I see from the work of Kathy Mayo and the Doyon Foundation in order to show why I applaud what is already being done and strongly support additional efforts to establish a "Doyon House" on the UAF campus. Such a place would continue and enhance the positive aspects of the chemistry and physics programs that were begun with NSF monies. In addition it would apply the principles that have been shown to have a positive effect on "at risk" students, especially Native Americans. First, a sense of community and belonging rather than alienation, followed by more concrete support services such as peer advising, mentoring, tutoring, etc. Please call me at (907) 479-5419, or write to me if I can be of further assistance.

Sincerely,

*Donald A. Lokken*

Donald A. Lokken  
Associate Professor  
Chemistry Department  
University of Alaska Fairbanks  
Fairbanks, AK 99775-0520

APPENDIX E:

Draft Memorandum of Understanding

DRAFT



DRAFT

UNIVERSITY OF ALASKA FAIRBANKS

Office of Student Affairs  
Fairbanks, Alaska 99775-1520

OVERVIEW OF  
MEMORANDUM OF AGREEMENT

The University of Alaska Fairbanks and the Doyon Foundation have agreed to the construction of a student residence to be located on the UAF campus. The residence will provide accommodations for up to twenty students who are shareholders or descendants of shareholders of Doyon Limited.

Doyon House will be designed and operated so as to provide a culturally sensitive environment for students from rural areas in the Doyon region as they begin the transition to college life. One important feature of Doyon House will be an "extended family" atmosphere reminiscent of village life. The programs for residents will include expanded orientation, academic advising and personal counseling, and extensive tutoring opportunities.

Specific requirements for operation of the facility include the following:

1. Residents must be enrolled full time at UAF and will be subject to all pertinent policies and regulations pertaining to the assignment of students to residential facilities.
2. Residents will be required to abide by all University policies, regulations, codes of conduct, and procedures as printed in The "A" Book, University Catalog, and other publications and notices to students as they occur.
3. Resident supervision will be the responsibility of the UAF Office of Residence Life, and will include the assignment of a Hall Director and one Resident Assistant to the facility. These personnel will be Residence Life staff members.
4. Doyon Foundation will assist in the training of Residence staff, and will provide funding for specific programs and activities for residents which is supplemental to the University's support of all residential programs.
5. During the summer period following commencement, Doyon Foundation may utilize the facility for other programs or activities in accord with University policy and guidelines for facility rental and use.
6. In the event that there is no food service in the facility, students will be subject to the board requirement which exists for all University halls.

UNIVERSITY OF ALASKA FAIRBANKS

7. Facility maintenance including repairs, painting, and snow removal will be performed by University personnel, according to arrangements resulting from future agreements.
8. Such operations as landscaping, custodial, garbage removal, and postal service may be performed by University staff according to future agreements.
9. Costs of resident supervision, utilities, program support, and facilities maintenances negotiated will be paid by the University.
10. The University shall retain title to all grounds, roads, and facilities constructed thereon.
11. All construction activity shall be in accord and compliance with federal, state, borough, and University codes and requirements, including contracting, procurement, affirmative action and equal opportunity, access for disabled, and issues of fire safety.
12. Site selection shall be in accord with the Master Plan of the University, and shall occur with the mutual concurrence of the Chancellor of the University and the Doyon Foundation.
13. The issuance of requests for proposals, contracts, construction schedules, and acceptance of the completed facility, as well as plans, schematics, and all documents related to construction shall be approved by the University through the Office of Statewide Facilities Planning and Construction.
14. The University reserves the same rights of inspection as exist for all residences.
15. All Doyon House student residents shall pay the same housing deposit as other residents. Similarly, each must sign a housing contract agreeing to abide by all University and housing regulations.
16. Doyon staff and staff of the Office of Residence Life shall prepare an annual evaluation on program effectiveness.
17. There must exist (be negotiated) a termination date to this agreement, after which an extension may be granted or possession of the facility reverts to the University.

*The Doyon House. . . p. 17*

APPENDIX F:  
Doyon Limited Board Resolution 92-23

DOYON, LIMITED

BOARD RESOLUTION NO. 92-23

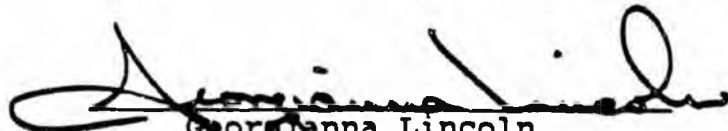
WHEREAS, the Doyon Foundation has kicked off a fundraising campaign to construct a residential facility for Doyon shareholders attending the University of Alaska - Fairbanks to be known as the "Doyon House"; and

WHEREAS, the Doyon House, when constructed, will provide support and cultural enrichment for Doyon shareholders attending UAF, easing their transition into college life and improving their chances for success in school; and

WHEREAS, the Doyon Foundation seeks a challenge grant of \$300,000 from Doyon, Limited toward construction of the Doyon House to be paid contingent upon raising the remaining \$1,100,000 from other sources;

NOW, THEREFORE BE IT RESOLVED that the Board of Directors of Doyon, Limited commits to contribute \$300,000 to the Doyon Foundation, which shall be used for the construction of the Doyon House at the University of Alaska - Fairbanks contingent upon the Doyon Foundation obtaining legally binding funding commitments in the amount of \$1,100,000 or more from other sources, negotiating satisfactory agreements for the construction and operation of the Doyon House from UAF, and reasonable assurances that the contribution will be treated as a charitable contribution for tax purposes.

ADOPTED and DATED this 18th day of January, 1992, at Fairbanks, Alaska.



Georgianna Lincoln  
Corporate Secretary  
Doyon, Limited

THE PRECEDING PAGES WERE TREATED AS  
A UNIT IN THE ORIGINAL FILE.

# HOUSE COMMITTEE REPORT

(7)

Date Referred: February 18, 1992

FURTHER REFERRALS:

Finance

Date of Committee Action: 3/20/92

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered:

HB 533

HOUSE BILL NO. 533

APPROP: UAF DOYON STUDENT HOUSING

"An Act making a special appropriation to the University of Alaska for the Doyon student housing project at the University of Alaska Fairbanks; and providing for an effective date."

- RECOMMENDATIONS: [ ] the same title  
 be replaced with \_\_\_\_\_ [ ] a new title
- [ ] have attached amendments(s)
- [ ] do pass
- [ ] do not pass
- [x] no recommendations
- [ ] individual recommendations
- [ ] additional referral to the \_\_\_\_\_ Committee

ADOPTS: \_\_\_\_\_ letter of Intent

ATTACHES NEW FISCAL NOTE(s): (Dept) \_\_\_\_\_

APPROVES PREVIOUS: (Dept/Date) \_\_\_\_\_


[ ] fiscal impact \_\_\_\_\_

[ ] fiscal note(s) \_\_\_\_\_

[ ] zero fiscal note \_\_\_\_\_

[ ] zero fiscal note(s) \_\_\_\_\_

SIGNING <u>DO</u> PASS	DP	OTHER RECOMMENDATIONS	DNP	NR	AM
		Cheri Davis		✓	
J. C. Douglas	✓	Betty Dawn		✓	
		John Lee		✓	
		Mary Miller		✓	
		Mark Raulo		X	
		Cost Concerns for 20 students			

  
 \_\_\_\_\_  
 CHAIRMAN'S SIGNATURE