



Cultural Diversity

National Weather Service
Alaska Region Newsletter
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Recycle Today to
Save Tomorrow

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DIRECTOR'S CORNER *By Laura Furgione*

Alaska's Green Infrastructure

With spring comes the global observance of Earth Day on April 22. The United Nations began celebrating Earth Day in 1969 based on the spring equinox. U.S. Senator Gaylord Nelson originated the global observance on April 22, 1970. It promotes environmental citizenship and year round progressive action worldwide. More than a half billion people participate in Earth Day activities each year.

Coincidentally, NOAA was also established in 1970. The National Archives history states, "Weather Bureau assigned to NOAA by Reorganization Plan No. 4 of 1970, effective October 3, 1970.

Redesignate National Weather Service by Department of Commerce Organization Order 25-5A, effective October 9, 1970."

President Ulysses S. Grant signed a joint congressional resolution to establish the Weather Bureau on February 9, 1870 under the Department of War and assigned to the U.S. Army Signal Corps. The original mission of the NWS was "to provide for taking meteorological observations at the military stations in the interior of the continent and at other points in the States and Territories...and for giving notice on the northern (Great) Lakes and on the seacoast by magnetic telegraph and marine signals, of the approach and force of storms."


Today, NOAA and other line offices such as the NWS are transitioning to a multi-discipline approach to service provision particularly as it relates to climate change and variability. No longer are we simply taking weather observations in support of "the war". Likewise, in the 1970s when the conservation movement began, conservation organizations worked with narrow vision to protect individual parcels of land. Today it is understood that we need to protect networks of open space. In recognition that there are still too many efforts that are haphazard and reactive the idea of "Green Infrastructure planning" came about as a new framework that provides a strategic approach to land conservation.

Green infrastructure is the interconnected network of open spaces and natural areas, such as greenways, wetlands, parks, forest preserves and native plant vegetation, that naturally manage storm water, reduce flooding risk, and improve water quality. Green infrastructure usually costs less to install and maintain when compared to traditional forms of infrastructure. Green infrastructure projects also foster community cohesiveness by engaging all residents in the planning, planting and maintenance of the sites.

NOAA is just starting to organize efforts to participate in the Federal Interagency Green Infrastructure. The two areas where we can provide substantial contributions are through our climate change and ecosystem services. Regionally, we are beginning to assist local governments in planning efforts to identify environmentally sensitive resources and habitats (e.g. juvenile fish spawning and rearing habitat); and coastal development hazards (e.g. climate change issues, flooding, sea level rise, predictive modeling).



Facing massive coastal erosion, the Native Village of Shishmaref, on the Chukchi Sea in Alaska voted to relocate the entire community inland away from danger. (Courtesy of Tony Weyiouanna, Sr.)

Climate change is already impacting the Alaska environment and communities. The impacts of climate change are broad and complex in relation to storm intensity and frequency, multi-year droughts, permafrost thaw, increasing sea surface temperatures, sea ice retreat, sea level rise, retreating glaciers, ocean acidification, and overarching ecosystem changes. These changes are affecting the health, lives, and livelihoods of Alaskans, including the Alaska Native culture that is fundamentally threatened by climate change. Projects in support of Green Infrastructure aim to help decision makers better understand the potential threat and take proactive, natural measures through landscaped and/or engineered improvements. 



The Alaska Native Science & Engineering Program (ANSEP) was established in 1995 at the University of Alaska, Anchorage (UAA) and is now part of the Pacific Alliance for

indigenous students, which includes the University of Washington and the University of Hawaii in addition to University of Alaska, Fairbanks (UAF) and UAA. The goal of ANSEP is to help Native students succeed and excel in science, technology, engineering and mathematics while maintaining cultural connections during college and to encourage Alaska Natives to pursue four-year degrees in the hard sciences. Beginning with only one student, ANSEP now has more than 300 students enrolled in four universities and two community colleges, with an additional 300 students in 40 high schools.

ANSEP is a longitudinal program that works with students from the time they are freshmen in high school all the way through graduate school. ANSEP increases university recruitment and retention rates through hands-on high school outreach initiatives, rigorous summer bridging programs, focused academic learning communities, organized student cohorts, networks of peer and professional mentors, community-based learning,

professional internships, and undergraduate research projects.

The objective is to effect a systemic change in the hiring patterns of Indigenous Americans in the fields of science, technology, engineering and mathematics (STEM) by increasing the number of individuals on a career path to leadership in STEM fields.

ANSEP Principles and Practices

- Promoting college readiness, including early identification of students, motivation and preparation.
- Creating summer bridge programs and internships that provide intense summer preparation for university and industry involvement.
- Building a welcoming environment at the University.
- Infusing values of community, family, and collaboration in all elements of the program.

Students involved in ANSEP are supported in college with financial and academic incentives like scholarship money, internships,



Photo by: Mike Dinneen

ANSEP students building computers.

tutors, and 100% job placement upon graduation. ANSEP boasts a 70% graduation rate and its success has expanded it to four other states to include American Indians and Native Hawaiians in the program.

About ANSEP's Pre-College Program

The goal of ANSEP's Pre-College Program is to help create interest in science and engineering jobs. ANSEP does this by encouraging high school students to complete chemistry, physics, and trigonometry before college. Completing these courses is a major precursor for success in the STEM university degree programs.

Here's how the Pre-College Program works:


- Students agree to enroll in chemistry, physics, and trigonometry before they graduate from high school.
- ANSEP provides each participant with the necessary parts and instruction to assemble a top of the line computer.
- Students are provided with a secure space and on-site coordinator to help the student assemble their computers.

The ANSEP student earns the computer when they complete the following:

- Pass chemistry, physics, and trigonometry with a "C" or better while in high school.
- Help other students build computers in future ANSEP labs that occur in their geographic area.
- Attend one tutoring session a week with an ANSEP college student while taking chemistry, physics, and trigonometry in high school.

"Building a National Model for Excellence in Native American Higher Education Programs" - Herb Schroeder, PhD, founder of ANSEP.

For more information go to the ANSEP web site <http://ansep.uaa.alaska.edu/index.html>.

Article Information was taken from the ANSEP site with permission from Dr. Schroeder for its use. 

NOT IN KANSAS ANYMORE

Cultural observations from a recent trip to Bogota, Colombia

By Colin D. Sells

In January, I had the opportunity to spend three weeks in Bogota, Colombia, a destination definitely off the radar of most tourists. I had determined to make this visit for a number of reasons, not all of which I will write about here. I can say that influencing my decision was my three years spent living in Panama and traveling about Latin America while I was in the U.S. Air Force, during which time I had acquired a working knowledge of the Spanish language and a definite comfort level with those aspects of the Latin culture to which I was exposed. However, every country is different, as are regions within countries, and I had never been to Colombia before. Here are some anecdotal observations of a well-seasoned traveler who still found much to marvel at.

Beware of names. That is to say, names in another culture may not be quite what you think they are. Before going to Colombia, I had been corresponding, with Joan, who worked at the hotel where I was planning to stay. Upon my arrival there Sandra, another employee of the hotel, explained that the name, although spelled Joan, was pronounced as we pronounce Jo Anne. All right...I could understand that. Nevertheless, imagine my surprise when I discovered Joan was a bearded man!

Beware of menus. I do have an adventurous palate, but it is not without limits. One day, while in a taxi with a friend, we passed by a roadside stand. The menu read "Hamburguesa" for 2,500 pesos and "Perro" for 1,250 pesos. Well, a change in environment can sometimes lead to a change in thinking. I knew that hamburguesa translated to hamburgers in English. I also knew that perro translates to dog in English. I further know that dogs are a meal item in some cultures. The look on my face, as an owner of a beagle and a basenji, must have given me away. My companion then laughingly explained that perro in this instance meant hot dogs and not the canine variety.

Speaking of food, I found most of it to be excellent, but the visitor will encounter many new items and some old ones will be unrecognizable, olives being one such item. The olives appeared somewhat desiccated and did not taste at all like olives. I might add that their lemons are all green and look like limes. I've no idea what color the limes are there.

Do be neat when you eat; in many of the restaurants the table napkins were the approximate size of postage stamps.

Geography can affect communications. Bogota is situated at an elevation of 8,600 feet. Some of the local sites to see are in excess of 10,000 feet. Coming directly from sea level to those kinds of elevation I

discovered that I could either walk or talk, but not always both simultaneously.



Embossed with broad outlines, the humanized features of a feline form a pattern of inverted figures that alternate along the outer surface of the bracelet, which is fashioned from hammered sheet gold and assembled with flanges. Image courtesy of the Gold Museum - Banco de la República website at <http://www.banrep.gov.co/museo/eng/>.

Doubtless, I sometimes appeared as a fish out of water, my lips moving, and no sound coming out. In a city with a population of well over eight million, I noted exceptionally few joggers.

Climate can also alter perceptions. Although considered part of the tropics, the elevation of Bogota renders it much cooler than most of what we perceive as the tropics. During my time there, the temperatures ranged from the upper 40s at night to the lower 60s during the day; perfect August weather in Anchorage, but cause for the locals to wear sweaters, coats, scarves, gloves, and warm hats. Nor is central heat a common feature in the buildings there. I wore short-sleeve polo shirts and was informed that I was probably the only person in the city who was warm. So much for trying to blend in.



Harry Winston, famous as a diamond vendor, donated this 858 carat Gachala Emerald to the Smithsonian Institute. The emerald is from the Vega de San Juan mine located in Gachala, Colombia in 1967.

Things you think are universal are not. One of the individuals I met there held a degree in philology, linguistic structure. In addition to fluent Spanish, she spoke English well, and had knowledge of German, Russian, French, and an Incan dialect. In fact, she taught world literature and English. Despite this, and much to my surprise, she had never heard of some very famous authors. Therefore, I had the distinct honor of introducing her to that classic literary work by Dr. Seuss "Green Eggs and Ham".

Things you think are universal might be known elsewhere but not as we know them. My philologist friend had heard of the classic movie "The Wizard of Oz", but thought it was a Disney animation. My explanation to her of the movie plot bogged down when I got to the Munchkins, and I never did make it to part with the flying monkeys. Likewise, my philologist friend had never seen "Romancing the Stone", even though the movie was filmed in her country. However, she did show me an emerald so large that "El Corazon" could have been cut out of it with plenty of emerald left over.

Colombia is also famous for its gold. I strongly urge any visitor to Bogota to take in "El Museo de Oro", the Museum of Gold, which boasts the largest repository of gold artifacts in the world. Almost all of the artifacts are pre-Colombian, or from before the Spanish arrived there in the sixteenth century. The exhibits are in English, except for the grand finale, for which no words are necessary and no words do justice to the jaw dropping experience.

Despite its reputation for extreme danger, well-deserved in previous years, my experience in Bogota was nothing but positive. The greatest dangers I had to deal with were the taxi rides; every one of which was a real-life Disney type adventure.

I found Bogota, Colombia (to which I will be returning to often) much the same as many other places I have visited, only more so. Some advice is universal. Try to learn a little of the language, if only to say "por favor" and "gracias"; sample the local cuisine; accept and appreciate the local customs, lifestyles, and pace of life, and you'll make friends and do well just about anywhere.



Women in Science Conference 2008

Written by
Peggy Perales, NWS
Claudette Moore, NPS

The National Weather Service sponsored the second Women in Science Conference on Saturday, February 23 at the Bristol Bay School in Naknek, Alaska. The event was designed to encourage girls to explore career opportunities in science. Employees from the National Weather Service, National Park Service, U.S. Fish and Wildlife Service, and U.S. Geological Survey presented programs while providing hands-on opportunities for the participants.

Peggy Perales, Officer in Charge at the National Weather Service, King Salmon office, facilitated the conference and commenced with an introduction by each presenter about their background, interests, and current work. Susan Savage, Wildlife Biologist with the U.S. Fish and Wildlife Service, and Claudette Moore, Biological Technician with the National Park Service, talked about their love of the outdoors that began at an early age. This passion was a natural stepping-stone that led to their careers in science. Robin Radlein, Hydrologist in Charge at the National Weather Service, Alaska – Pacific River Forecast Center in Anchorage, spoke of her early interest in weather and her fascination with flooding and river forecasting, which led her to a career as a hydrometeorologist. She spoke of the support and encouragement she received during her college years and early on in her career. Heather Coletti, Biologist with the U.S. Geological Survey in Anchorage, spoke about her experience with teachers, the good and the bad, and stressed the importance of believing in and challenging yourself with all the opportunities that college offers. Becky Walker, from the Bristol Campus of the University of Alaska –Fairbanks (UAF) was on hand to let students know that those 12 and older were eligible to take college classes and receive both high school and college credits. She also explained the many options available to assist college students with tuition. All of the presenters talked about the importance of their college education and the opportunities that their chosen careers have provided.

A short break followed the introductions where students had an opportunity to talk one on one with the presenters. Alaska Commercial Company (ACC) and the Naknek Trading Company (NTC) provided refreshments. Their support on behalf of the event was greatly appreciated.

After the break, students attended breakout sessions - the heart of the conference. Hosted by four presenters, these 20-minute sessions covered a wide array of scientific topics. Susan Savage explained how a remote sensor camera works in the wild. The camera was set up in the classroom and students wandered by the camera to see how their images were captured. The camera was on a desk and many of the images failed to capture students' faces. Susan used that moment to explain how difficult it can be to get good images in the wild. She also showed several examples of how the camera documented the presence of animals that are often difficult to observe.

Robin Radlein explained her work as a hydrometeorologist, and gave local examples of rivers for which she currently develops flow forecasts. She discussed four types of manual river gages used by local volunteers to provide information on river stages. One example represented the slope-profile river gage located at Lake Camp on the Naknek River, an important resource for local commercial and sport fisherman.

Heather Coletti discussed her work with sea otters in the Gulf of Alaska. She explained that sea otters are a keystone species whose behaviors influence the marine plants and animals that grow and live along the nearshore marine environment.




Heather Coletti, a biologist with U.S. Geological Survey, giving participants a chance to feel sea otter pelts.

Part of her job is to study sea otter populations throughout the Gulf and find clues as to why some populations seem to be in decline. Sea otter pelts and skulls provided students with hands-on opportunities to see the differences between pup, sub-adult and adult skull shapes, and fur condition. Heather also displayed sensors that are implanted into sea otters to collect body temperature and dive depth information, which is used to understand how much energy sea otters expend to feed themselves.

Claudette Moore presented a session on geology and talked about how rocks provide clues into the earth's past. She led a hands-

on activity to teach the students about breccias, a sedimentary rock that forms when rock fragments cemented together by pressure. Students dissected two types of cookies making a list of ingredients they could and could not identify in each cookie. Based on examples of breccia provided, the students presented evidence to support the type of breccia they thought best represented their cookies.

Suzanne Lamson, Economic Development Coordinator, Naknek Electric Company, Inc. (NEA) gave a keynote talk on the similarities in energy and technology needs between Iceland and Alaska. She traveled to Iceland as part of the Alaska delegation to learn more about the successes of Iceland in becoming a world leader in energy and technology development. Because of the unique similarities in geography, remoteness, and population, Alaska is hoping to model Iceland's achievements. Suzanne stressed that one of the major factors that enabled the people of Iceland to develop the energy and technology infrastructure for their country was their strong belief in and pursuit of education. She urged the young women attending the conference to further their education once they graduate high school and to be a participant in their community.

The final activity was a drawing for several gifts donated by NEA and the NWS and two \$50 bond certificates donated by the King Salmon branch of Wells Fargo. Peggy wrapped up the conference by thanking the students for their participation and encouraging them to return next year. 



Student identifying cookie ingredients.

Dimensions of Diversity

By Ursula Jones

The definition and dimensions of diversity are as complex as those who are defined by it. Diversity used to be defined as those who were different from the majority population, but over time the “dimensions” of diversity have been added to the definition, broadening the meaning to include much more. Everyone has a preconceived notion of what the dimensions of diversity are, but how do you know whether your dimensions of diversity list is up to date? Periodically, we all need to ask ourselves some questions. What are the dimensions of diversity? What are the terms currently used to define diversity? While attending a workshop in early February entitled *Diverse Origins ~ Common Destinies*, I received a refresher course on some of the more commonly used dimensions of diversity. This is what I learned.

What comes to mind when you think of diversity? Race, gender, disability? Diversity are these and much, much more. Dimensions of diversity include, but are not limited to, values, beliefs, age, social status, economic status, parental status, national origin, political affiliation, education, geographic origin, profession, religion, position in the company hierarchy, marital status, and any other difference. In addition to dimensions of diversity, you must consider the different layers of diversity.

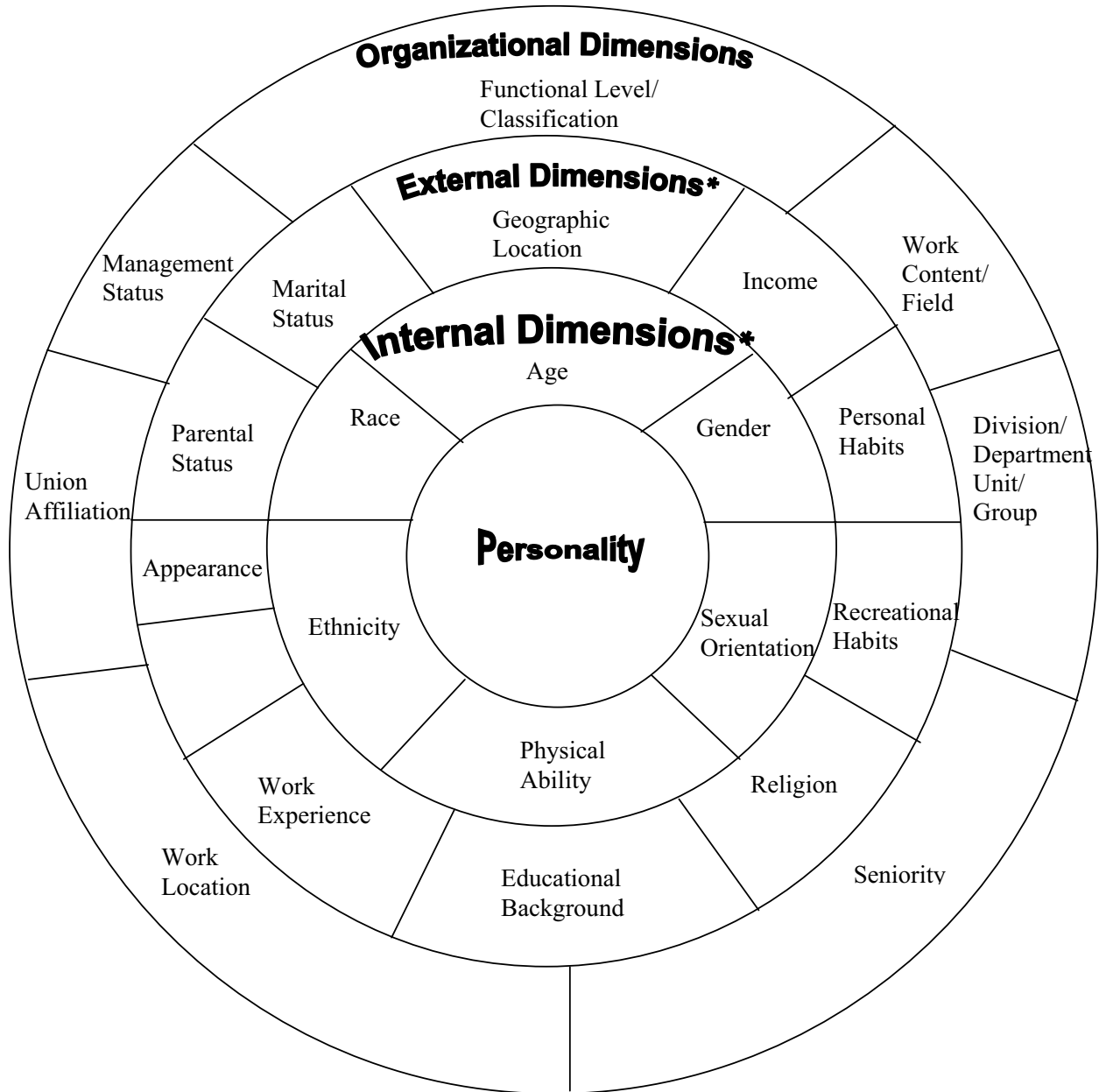
This diagram on the following page provides an excellent view of how each human is unique. For example: I would be listed as: married, female, 39 years old, heterosexual, Athabaskan/Danish, with a partial face paralysis that occurs when I am tired, who lives in Southeast Alaska, etc. A fictional character I work with would be listed as: single parent, male, 28 years old, heterosexual, African-American, with a partial disability in his upper arm, who lives in Southeast Alaska and loves to ski. What this shows you is how different we can be from one person to the next. This doesn't mean that any one person has the right judge or think less of a person because they are different from me (i.e. he is a single parent with a visible disability).

Besides discussing the variety of diversity each of the participants respond to on a daily basis, we were asked think about what “first culture” lens or filter we use in our daily encounters and global information. Possible “lenses” were actually the list of dimensions of diversity, i.e. gender, race/ethnicity, age, etc. The “lenses” we use help us become comfortable with people faster or slower, but they aren't always good “lenses”. A good “lens” would be if, as a child, you spent several hours a week visiting a severely disabled relative in a nursing home. What this “lens” might do is provide you with the ability to look beyond a person's disability, giving you the opportunity to view the person as an individual. Whereas, if you had not experienced anyone close to you as having been disabled, you might not be sure how to react towards a disabled person or you may unintentionally treat him or her differently than someone without a disability.

Personally, I am grateful to all of the authors of my belief system. Without them, I don't think I would see some things as open-minded as I do today. The following are a just a few of the many people and environmental situations that have influenced me: a single parent, a severely disabled relative, my friend from the Philippines, living in a high-crime neighborhood, my parents. All of these, and more, have helped shape my opinions of others.

What or who has shaped your "lenses"? 

FOUR LAYERS OF DIVERSITY



*Internal Dimensions and External Dimensions are adapted from Marilyn Loden and Judy Rosener, Workforce America! (Business One Irwin, 1991)

NEW EMPLOYEES

A WARM WELCOME GOES OUT TO ALL NEW EMPLOYEES! HERE IS A LITTLE TIDBIT ABOUT SOME OF OUR LATEST ADDITIONS.

James Waddell, a local hire from Palmer, took a Physical Scientist (Watchstander) position at Tsunami Warning Center effective January 7.

Kara Sterling took a Physical Scientist (Watchstander) position at Tsunami Warning Center effective February 4 after moving from Fairbanks.

George Trojan arrived on February 4 to take the position as AR Software Development Specialist after moving from NWS Headquarters (Silver Spring, Maryland).

George Strother, hired from Eagle River, took a Computer Specialist position at AR on February 17.

Met Intern:

WFO Fairbanks: Daniel Robinson transferred from WSO Nome on January 20.

WFO Fairbanks: Matthew Kidwell was effective March 3 after moving from Edmond, Oklahoma.

WFO Anchorage: Samuel Shea was effective March 3 after arriving from Champaign, Illinois.

WFO Juneau: Peter Boyd was effective March 17 after moving from Yuma, Arizona.

WSO Nome: Stephen Kearney was effective March 30 after moving from Edmond, Oklahoma.

Met Tech:

WSO Cold Bay: Homer Lane was effective December 17 arriving from Morristown, TN

WSO Yakutat: Gregory Brillhart arrived from Cuyahoga Falls, Ohio on March 17.

WFO Juneau: Cory VanPelt transferred from McGrath on March 16.

Matthew Kidwell grew up on a farm near Camden, Michigan. He went to college at Central Michigan University and earned his bachelors degree in Earth Science with a concentration in Meteorology. After college, Mathew worked as a Meteorologist for a private weather company in Edmond, Oklahoma. His position ended when the company was bought and he bid on and was selected for the Fairbanks WFO Meteorologist Position. Mathew is excited to be in a place with cooler weather and snow for skiing.





Peter Boyd, the newest Met Intern at WFO Juneau moved from Yuma, Arizona where he worked on the Yuma Proving Grounds Met Team. After attending college at SUNY Albany, New York he received his Bachelor of Atmospheric Science in 2004. After college, he took the Yuma job. During his time in Arizona, his job was mostly field work where they deployed and built surface obs stations; climbed 3,300 foot towers and built new systems. Each year he launched between 2000-

2500 RAWIN flights. (Yes, that number is correct!) Some of Peter's hobbies include ice climbing (because the cold makes you feel alive), kayaking, and cycling (you can do it with others or by yourself).

Julie Malingowski finished up her undergraduate degree in meteorology from Penn State University in December and moved to Fairbanks in January as a SCEP student. She is currently working on her Master's degree in atmospheric sciences at UAF.



Alaska Aviation Goes Hagenbuch

The Alaska Aviation Weather Unit has another new employee. With the retirement of Ray Bromley in January the AAWU picked up a former air force soldier by the name of Brian Hagenbuch (German, pronounced: Hay-ghen-bue).

Brian was born and raised in Massachusetts, and it is at the University of Massachusetts, Lowell where he received his college degree in meteorology. He graduated in 2004, with a minor in geology. He said, "I definitely had a sense early on that while I was young I should be a kid and milk it for all that it was worth, so I didn't think of the adult thing too extensively. I can say however, that I've always been fascinated with natural phenomenon..."




Brian's aspirations in meteorology are more toward the realm of research for publication. He would like to find his way back to the lower 48 in either aviation meteorology or a different functional unit of the NWS altogether.

He plays the guitar and has been for the last 10 years. He says, "I'm almost good, almost. I do open mics around town when I can. I have a couple of originals (songs), a few covers, and a lot of songs that either my brother or my friends have written and I cover them all. I've been writing on and off for about 12 years now. I hope to have my first CD finished by the end of the year. To stay creative a few of my friends and I have started giving each other song-writing assignments each month. For example: one of us comes up with a song title for all of us to write a song about; such as ***Don't look at me, I'm ugly in the morning*** - you'd be surprised at the songs that come from that."

Brian has a short story in the works, as well as a series of essays. The essays are on the New England Patriots. He's made it clear to the office that he is a Patriot fan, and that he also likes hockey. "Go Aces!"

Traveling and concerts are two more big interests of his. "I like seeing live music, both locally and larger acts. I try to see Tom Petty and the Heart Breakers every year, but it's been tough since moving to Alaska. My goal is to see him down in Australia or somewhere else really cool and far away that I haven't been yet."

When asked what he liked best about Alaska he responded with, "The Mountains, the fact that it's definitely not the lower 48, the wildlife and how it 'shows off' for us once in a while, the summers and their long days, the people I've met up here, the beer, the only state lottery is betting on the tripod breaking through the ice – I love that!" 

YEARS OF SERVICE RECOGNITION

Since December, 2007

Employee	Position	Office	Years
Tom Ainsworth	Meteorologist in Charge	WFO Juneau	25
Scotty Berg	Meteorologist	WFO Fairbanks	25
Thomas Martin	ASOS Electronics Technician	ETU	25
William Tcheripanoff, Jr.	Meteorologist Technician	WSO St. Paul	25
Alberta Vieira	Lead Meteorologist	AAWU	25
Thomas Renz, Jr.	Lead Meteorologist	AAWU	20
Richard Thoman	Lead Forecaster	WFO Fairbanks	20
David Brogan	Electronics Technician	ETU	15
Donna Cayton	Meteorologist Technician	WSO Yakutat	15
Michael Grueber	Telecommunications Manager	SIB	15
Robert Brooks	Meteorologist Technician	WSO Valdez	10
Daniel Hembree	Electronics Technician	WFO Anchorage	10
Peggy Perales	Officer in Charge	WSO King Salmon	10

Recent/Upcoming Monthly Celebrations

April - Earth Day, April 22

Take Our Daughter's and Son's to Work Day, April 24

June - Gay Pride Month

August 26 – Women's Equality Day

September 15 - October 15 - National Hispanic Heritage Month

October - National Disability Awareness Month

As always, meeting minutes and other EEO/Diversity information may be found at <http://eeo.arh.nwsar.gov/>. EEO/Diversity Meetings for rest of the year are at 11 a.m. on the following dates:

May 27

July 22

September 23 (elections)

Officers and SEPM's for FY08 are:

Chair – Ursula Jones, WFO Juneau

Vice-Chair – Peggy Perales, WSO King Salmon

Recorder – Alberta Vieira, AAWU

Alternate Recorder - Ursula Jones, WFO Juneau

Alaska Native/American Indian - Carven Scott, WFO Anchorage

Asian/Pacific Islander – Jocelyn Perry, EUA

Person with Disabilities – Gina Sturm, WSO Barrow

Hispanic-American – Alberta Vieira, AAWU

Upward Mobility – Nikole Gallegos, ARH/SIB

Federal Women's – Amy Bedal, WFO Anchorage

African American - Carlos Godfrey, ARH/DATAC, MOBEU

Diversity Catalyst - Peggy Perales, WSO King Salmon