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DATE: February 1, 2017  
TO: UAA Faculty Senate, UAF Faculty Senate, UAS Faculty Senate  
FROM: Tara Smith, Chair, Faculty Alliance  
RE: December/January Report of Activities

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The [Faculty Alliance](#) consists of the president-elect (First Vice President at UAA), president, and past president of each Faculty Senate in the University of Alaska System. The chair of this body rotates amongst the past presidents of each university. AY17 is UAA's year to chair, and this is why I am writing to you on behalf of the Faculty Alliance members.

The Faculty Alliance exists primarily to promote communication amongst the Faculty Senates and to/from Statewide leadership. We are an advisory body to the President and we have members serving on the Statewide Academic Council ([SAC](#)) and the chair is an ex-officio member of the Board of Regents Academic & Student Affairs (ASA) committee. We meet via Google Hangouts and anyone is welcome to attend our [meetings](#). Both the ASA and BOR meetings are [livestreamed](#) if you are interested in watching. *Please note that [public testimony](#) is no longer conducted during the regular BOR meetings. It occurs in advance via audio.*

Following this overview are documents related to the work of Faculty Alliance from December and January. During these months, we held one regular meeting and a two-day retreat. We passed two resolutions which follow in full. The first was in support of the Writing Placement Community of Practice recommendations and the second was in support of establishing an Alaska Native Studies component within the existing GER. I am deeply grateful to the faculty who have worked on preparing and proposing these improvements to the education our universities offer our students.

The Faculty Alliance was asked to review proposed UA Regulation on the Protection of Minors and send our comments to SAC. The proposed regulation is intended to address a gap in our current regulations, provide guidance to UA employees, and ensure the safety of minors on campus. As the stakes of the regulation are incredibly high for faculty, Faculty Alliance members are sending the draft regulation to both fulltime faculty unions ([UNAC](#) & [UAFT](#)) with a request that the unions have it reviewed by their legal teams. Statewide is contracting with [Praesidium](#) to assist on this project.

The next regular BOR meeting will be March 2<sup>nd</sup> & 3<sup>rd</sup> in Anchorage. I have attached the report I filed for that meeting packet. President Johnsen has indicated that he and Chair O'Neil are considering having a discussion on shared governance as part of the agenda.

While as of this report, Statewide leadership has not formally requested the input of the Faculty Senates or the Faculty Alliance on the Phase 2 Strategic Pathways [Options](#), I hope that you and your colleagues will consider speaking collectively on them.

The BOR will also hold a special meeting on February 7<sup>th</sup> in Fairbanks, and we have been told that the meeting will go into executive session to discuss matters that by law are required to be confidential related to Title IX. There is no in-person testimony nor governance reports for a Special Meeting, so please send any written testimony to [ua-bor@alaska.edu](mailto:ua-bor@alaska.edu).

We expect to finalize our feedback on the new common calendar at our February 10<sup>th</sup> meeting. My monthly meetings with President Johnsen have been scheduled. For February, we will meet on the 15<sup>th</sup> at 3p. In March, we will meet on the 14<sup>th</sup> at 1p. In April, it will be the 13<sup>th</sup> at 10a, and finally in May on the 2<sup>nd</sup> at 1p. I welcome your input on topics and concerns you would like me to discuss with him.

Please do not hesitate to contact your respective Faculty Alliance members with any comments or questions on these items or to make suggestions of items we should address. I can be reached best at [tmsmith@alaska.edu](mailto:tmsmith@alaska.edu) if you would like to contact me.



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## Faculty Alliance

### Resolution 2017-04 Support for Writing Community of Practice Recommendations

**Whereas**, Developmental English and English faculty across the state met as the Writing Placement Community of Practice with the following charge:

1. Review the 2012 agreements of the original Accuplacer Alignment Community of Practice
2. Review current IR information and research in the field on student placement
3. Review examples of multiple measures implemented by other institutions
4. Make recommendations on the continued use of the ACCUPLACER tool for use by the administration in renegotiating that contract, and
5. Make recommendations on a system of multiple measures for student placement into required composition courses in the UA system.

**Whereas**, these faculty completed this charge professionally and collaboratively, and

**Whereas**, the current contract between ACCUPLACER and the UA System is up for renegotiation in Spring 2017, and

**Whereas**, course placement is a critical component of student success, and

**Whereas**, UA students deserve the best possible placement into required English courses.

**Therefore be it resolved**, the Faculty Alliance supports the recommendations in the Writing Placement Community of Practice report of December 15, 2016, and urges the academic leadership at each university to support the necessary faculty workload towards creating the online placement tool the English and Developmental English faculty have endorsed.

**Adopted unanimously by the Faculty Alliance the 20th day of January 2017.**

DocuSigned by:

*Tara Smith*

Tara Smith, Chair



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**Faculty Alliance  
Resolution 2017-05  
Support for Alaska Native Studies General Education Requirement**

**Whereas**, none of the three universities in the University of Alaska system currently has an Alaska Native Studies general education requirement (GER), and

**Whereas**, Alaska Native cultures, history, languages, and knowledge are crucial to understanding Alaska, and

**Whereas**, all three universities have Alaska Native Studies faculty currently delivering courses on Alaska Native cultures, history, languages, and knowledge that serve as GERs, and

**Whereas**, students and faculty across the system have voiced their support for establishing an Alaska Native Studies GER, and

**Whereas**, the Faculty Alliance recognizes the faculty at each university have curricular authority of their respective GERs; thus, we expect that each faculty will determine how best to incorporate an Alaska Native Studies requirement into the GERs for their students, and

**Whereas**, the Board of Regents wishes for the GERs to be completely transferable and broadly aligned as made clear in BOR Policy [10.04.062](#) and in the April 3-4, 2014 BOR [Resolution](#) on 10.04.040 General Education Requirements (pp 16-17), and

**Whereas**, the Alaska Native Studies Council has identified student learning outcomes for an Alaska Native Studies GER component, and

**Whereas**, the proposal to add an Alaska Native Studies GER has been under consideration for over a year, and

**Whereas**, the Alaska Native Studies Council has worked broadly and collaboratively to develop this proposal, and

**Whereas**, the Faculty Alliance agrees that establishing an Alaska Native Studies component within the existing GERs should be a top priority, is long overdue, and will be a crucial part of enhancing the quality of the baccalaureate-level education provided by the three universities that make up the University of Alaska System.

**Therefore be it resolved**, the Faculty Alliance supports the adoption of an Alaska Native Studies component within the University of Alaska GERs at each university.

**Be it further resolved,** the Faculty Alliance urges the faculty of the AKNS Council to work with the GER Coordinating Task Force and the curricular review bodies at each university to propose an Alaska Native Studies GER component with the following principles in mind:

- the new requirement should be integrated with existing GER requirements and not add to the total number of GER credits required at each university;
- students should have options to complete this requirement;
- the requirement should be designed to avoid enrollment bottlenecks and to maximize existing resources.

The Faculty Alliance hopes the AKNS requirement within the GER could be implemented as early as Fall 2018.

Adopted unanimously by the Faculty Alliance the 20th day of January 2017.

DocuSigned by:

*Tara Smith*

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Tara Smith, Chair



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## Faculty Alliance

### Report to the UA Board of Regents

February 1, 2017

The Faculty Alliance thanks the Board of Regents and President Johnsen for inviting us to a dinner in honor of Regents Fisher and Hughes who had just completed their terms of service. Increased interaction among regents, faculty, and leadership is beneficial in any context, but especially in the difficult times we are facing together. We look forward to welcoming newly appointed regents when they are announced, but without question, Regents Fisher and Hughes have left significant legacies that will remain with the board.

Faculty remain concerned about the decisions being made by President Johnsen, the Summit Team, and the regents through the Strategic Pathways process. All three Faculty Senates and the Faculty Alliance have voiced their specific concerns on the integrity of the process, the quality of the outcomes, the implications of the actions taken as a result, and many, many suggestions for improving all of these. At the time of this report, only one motion ([10/2016](#)) passed by the UAF Faculty Senate has received an official response from President Johnsen. The other motion sent by the UAF Faculty Senate ([4/2016](#)) did not. In addition, none of the memos or motions sent from the UAA Faculty Senate ([2/2016](#), [11/2016](#), [11/2016](#)) on Strategic Pathways nor the one on the damage to faculty confidence as a consequence ([1/2017](#)) have had a written response, and neither have the four letters from the UAS Faculty Senate ([3/2016](#), [9/2016](#), [11/2016](#)--to be posted [here](#) soon--and [12/2016](#)) have received any official responses. Further, the Faculty Alliance sent a memo ([9/2016](#)) and two motions ([2017-02](#) and [2017-03](#)) without a reply. Unofficially, we understand that taking or not taking the recommendations offered is in effect a response thereto, but the lack of official response is not only disrespectful, but further undermines productive relationships that could be established or enhanced through such demonstrations of consideration and open dialogue.

Faculty involvement and a commitment to shared governance are crucial for maintaining healthy and vibrant institutions. We have requested that President Johnsen send all options being considered to governance groups for specific feedback and collective comment.

Our GER Coordinating Task Force continues to fulfill its charge from the Faculty Alliance. Disciplinary teams are meeting regularly. English faculty at all three universities have initiated curriculum changes to align all required composition courses from the 0-level through the 200-level. Our Writing Placement Community of Practice submitted their report and recommendations in December and the Faculty Alliance formally supported them at our January meeting ([2017-04](#)).

Additionally, the Faculty Alliance passed a resolution of support ([2017-05](#)) for the Alaska Native Studies GER proposal. We have encouraged the Alaska Native Studies Council to continue to coordinate with our GER Coordinating Task Force as they move forward with the necessary review processes at each university.

Respectfully,  
Tara Smith  
Faculty Alliance Chair