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DATE: February 28, 2017  
TO: UAA Faculty Senate, UAF Faculty Senate, UAS Faculty Senate  
FROM: Tara Smith, Chair, Faculty Alliance  
RE: February 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 February. This month, we held two regular meetings. In response to feedback from faculty across the system, and the motions passed by the UAA and UAS Faculty Senates, the Alliance sent recommendations on improvements to the existing common calendar fall dates to SAC and passed a resolution establishing a Common Calendar Committee, both of which are included here.

We received official support from President Johnsen on both the resolutions we passed in January on the Writing Placement Community of Practice recommendations and the Alaska Native Studies GER proposal. His response follows.

Statewide leadership did send a formal request for the input of the Faculty Alliance on the Phase 2 Strategic Pathways [Options](#), on February 23<sup>rd</sup>. Faculty Alliance had been gathering input from faculty senators and others since February 10<sup>th</sup> and summarized that feedback to respond in a timely manner to this request. Both the formal request and our response follow. Thank you very much to all who took the time to contribute to the Google Document on Strategic Pathways Phase 2 options. We understand that the options will be narrowed at the March Board of Regents meeting and we will review the remaining options in more detail in the following months.

The Faculty Alliance has not yet received a revised version of the draft Protection of Minors Regulation. Timothy Edwards in Risk Management at Statewide has been working with General Counsel on the revision to the draft. Faculty Alliance will send out the revised draft as soon as we receive it. We are keeping Timothy apprised of faculty concerns and the timelines required for faculty review of this regulation.

As chair of Faculty Alliance, on February 23<sup>rd</sup>, I gave a report to the BOR Academic and Student Affairs Committee on the progress made by faculty on their [resolution](#) (page 16) on the General Education Requirements from April 2014 by the Faculty Alliance GER Coordinating Task Force (GER-CTF). The expectations in the language of the resolution included work through Fall 2016 that has already been accomplished by numerous faculty across the system working collaboratively, and continues in the work of the disciplinary teams and through the GER-CTF. I shared that the GER-CTF plans to report on all the remaining disciplinary areas to the Faculty Alliance in May 2017. I noted the progress made on placement for both math and required composition courses, which was also included in the original resolution. I commended the Board for their resolutions of gratitude to departing regents, and I offered the suggestion of officially thanking faculty for their work on the GER resolution.

The next regular BOR meeting will be March 2<sup>nd</sup> & 3<sup>rd</sup> in Anchorage. There will be a discussion on shared governance on Thursday after lunch. I will participate as will the next two chairs in the Faculty Alliance rotation: Lisa Hoferkamp of UAS and Chris Fallen of UAF. Staff Alliance and the Student Coalition of Leaders will also have their chairs at the table for this discussion. Please join us in person or via livestream if you are able.

My monthly meetings with President Johnsen are March 14<sup>th</sup> at 1p, April 13<sup>th</sup> at 10a, and finally in May 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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To: Statewide Academic Council  
From: Tara Smith, Chair, Faculty Alliance   
Date: February 10, 2017  
Re: Improvements to Common Academic Calendar

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The Faculty Alliance respects the difficult work of the UA Common Calendar Committee in aligning academic course calendars at UAA, UAF, and UAS. This type of coordination affects many stakeholders, including faculty, students, and staff, and is a difficult transition, but as the regents pointed out in April 2014, a common academic calendar may make it easier for our students to take courses from different universities.

There remain significant concerns of faculty on both the process and substance of the common calendar. In terms of process concerns, the task force that was created by Faculty Alliance and chaired by Saichi Oba did not report back to the body that created it before making recommendations to the president and the regents. The draft common calendar circulated for feedback in September 2015 and then approved by the president and chancellors in October 2015 did not address changes to long-standing, non-teaching days which have been implemented at UAA and UAF. Those changes were not communicated to faculty and students in a timely or proactive fashion.

In moving forward, we hope that the Statewide Academic Council will consider and endorse our recommendations and support them to the Summit Team and President Johnsen. We look forward to assisting with communications to faculty on the common calendar in the future.

**RECOMMENDATION 1: The Wednesday before Thanksgiving should be designated a non-teaching day at all three universities.**

In the future, we recommend that throughout UA, classes not be scheduled on the Wednesday before Thanksgiving, to allow adequate time for those who travel within or outside the state to be with family or friends on this significant and most-travelled holiday of the year. We have received strong feedback from faculty and students that this day should not be scheduled as a teaching day.

**RECOMMENDATION 2: Each University should have the discretion to designate non-teaching days.**

We strongly recommend universities retain the authority to declare non-teaching days that are relevant to the standing traditions and/or allow for the development of new ones within their institutional culture. The UAS student-driven Power & Privilege conference, the UAF Springfest, and the UAA Tuesday after Labor Day are all examples of the types of established and emerging non-teaching whose observance should be decided collaboratively within the respective university.

Cc: President Johnsen



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## Faculty Alliance

### Resolution 2017-06 Establishment of a Common Calendar Committee

**Whereas**, the original “Common Calendar Advisory Task Force” was created by the Faculty Alliance and meant to continue shared governance and collaboration amongst all the universities going forward; and

**Whereas**, the Faculty Alliance “Common Calendar Task Force” was designated by President Gamble as the “Common Calendar Standing Committee,” yet they have not been active since September 2015. As a result, there is no committee to which we can address these concerns or suggestions for improvement. There is no committee to consider alternate proposals, discuss issues that arise, or continue collaboration beyond the AY17 Common Calendar; and

**Whereas**, the former facilitation of the committee through Statewide did not follow established shared governance processes and has not continued the mission of the committee; and

**Whereas**, there was some participation of faculty governance for the AY17 common calendar dates, there is effectively none for any future years unless an active committee is established; and

**Whereas**, all proposals for academic calendars should be sent to the Faculty Senates for comment before being reviewed by the Summit Team; and

**Whereas**, the Faculty Alliance has received feedback from faculty across the system seeking improvements to the common calendar that requires deeper examination of a dedicated committee.

**Therefore be it resolved**, the Faculty Alliance re-establishes the Common Calendar Committee under its auspices, to be constituted of two faculty members selected by each of the Faculty Senates (UAA, UAF, UAS). The faculty may invite the members of Statewide and university staff to facilitate their work.

The Common Calendar Committee is charged with the following:

- Draft committee bylaws for inclusion in the Faculty Alliance Bylaws;
- Solicit and receive faculty and student feedback on the academic calendars;
- Review and solicit feedback on proposed changes to the academic calendar;
- Prepare recommendations on the common calendar for the Faculty Alliance.

**Adopted unanimously by the Faculty Alliance the 10th day of February 2017**

DocuSigned by:

*Tara Smith*

Tara Smith, Chair

James R. Johnsen, Ed.D.  
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## MEMORANDUM

Date: January 31, 2017  
To: Tara Smith, Faculty Alliance Chair  
From: Jim Johnsen, UA President *Jim Johnsen*  
Re: Responses to Faculty Alliance Resolutions 2017-04 and 2017-05

Thank you, Tara, for advancing the resolutions of the UA Faculty Alliance referenced above. From the transmittals of these resolutions, I understand the Alliance is awaiting formal responses to both resolutions.

Response to FA Resolution 2017-04 Support for Writing Community of Practice Recommendations  
Agreed.

Response to FA Resolution 2017-05 Support for Alaska Native Studies General Education Requirement  
Agreed.

JRJ

Attachments (Resolutions 2017-04 and 05)


cc: Chancellors and Provosts  
Morgan Dufseth, System Governance Council Executive Officer  
Daniel White, UA VP AA&R

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## Memorandum

Date: February 23, 2017  
To: Tara Smith, Faculty Governance Chair  
Nate Bauer, Staff Council Chair  
Colby Freel, Coalition of Student Leaders Chair.  
From: Daniel M. White, UA Vice President for Academic Affairs and Research   
Re: Official Administration Request for Feedback on Strategic Pathways Phase 2  
Cc: Morgan Dufseth, Governance Executive Officer

*University Regulation 03.01., sub-part L2. Faculty, Staff and Student Governance Transmittal of Recommendations and Actions* outlines the procedure for administration to request action, feedback, or input from system governance. This section of the regulation specifically applies to requests for comment on "proposed policy and regulation revisions". Although Strategic Pathways Phase 2 (SP2) is not a policy or regulation revision per se, we are seeking the input of system governance groups according 03.01.L2 guidance. Please provide your comments on the options described in the SP2 reports that are on line at <http://www.alaska.edu/pathways/phase-2/>. In the spirit of regulation 03.01.L2, please send me your feedback within 30 days.

Thank you in advance. Please contact me if you have any questions.

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To: Daniel M. White, Vice President for Academic Affairs and Research  
From: Tara Smith, Chair, Faculty Alliance TS  
Date: February 28, 2017  
Re: Summary of Faculty Initial Feedback on Strategic Pathways Phase 2 Options

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This February 10th through 24th, Faculty Alliance used a Google document to collect feedback from faculty senators and other faculty on [the Strategic Pathways Phase 2 options](#). Despite the short deadline, over 35 faculty participated, including some faculty from UAA, UAF, and UAS. Because we exhorted faculty to only offer informed opinions, not every faculty member voted on every option, but each option collected at least ten votes from various faculty members, and some options started productive discussions.

Faculty opinions of the options varied widely, from overwhelming interest to unanimous rejection. Because the opinions presented here are based only on an initial description of the option, and come from self-selected volunteers within faculty governance and a small number of non-senators, the lack of rejection should be considered an indication of faculty interest in a fuller, more detailed description and analysis of the option, but not approval. Red indicates that the option appears unworkable and not worthy of fuller articulation or analysis.

Faculty Senates and the Faculty Alliance look forward to reviewing and commenting on the remaining options, and we encourage following established faculty governance roles in future deliberations on these options.

Cc: James R. Johnsen, President, University of Alaska

Faculty opinions are summarized as:

- **FA** The clear majority of faculty thought this option definitely deserves further analysis.
- **FA?** Most faculty thought this option deserves further analysis.
- **?** Faculty opinions differ widely on this option. This option may deserve some scrutiny to decide if it should be clarified, further analyzed, or rejected.
- **RJ?** Most faculty thought this option was not a good idea. The option should be rejected.
- **RJ** The clear majority of faculty thought this option was not a good idea. This option should definitely be rejected.

Area Option	Summary Opinion	Selected Comments
<a href="#">e-Learning</a>		
Cooperative Decentralization	<b>FA</b>	It may be useful to examine Oregon state's model for distance education.
Complete Outsourcing	<b>RJ</b>	It is not clear how this option would even operate. There is an alarming potential for "canned" courses to be repetitively offered by facilitators with minimal domain knowledge.
Consolidate to one University	<b>RJ</b>	Research, collaboration, practicum, and other face-to-face activities cannot be consolidated. The "lead campus" model actually discourages inter-campus collaboration, due to its winner-take-all nature.
Centralize at Statewide	<b>RJ</b>	Statewide has no instructional experience or expertise. Courses should be taught by those who know the content.
Inter-University Consortium	<b>?</b>	This could be a good option to build collaboration across campuses, and save money. Both asynchronous and synchronous (videoconferencing) delivery options could be available. No instructor or student should be forced into a "one technology fits all" model.



<b>Area / Option</b>		
<b><u>Fisheries</u></b>		
Status Quo	<b>?</b>	
Strengthened Status Quo	<b>FA</b>	
Joint UAF/UAS	<b>FA</b>	This option is effectively already underway.
Joint UAF/UAS/UAA	<b>?</b>	There is potential demand for a fisheries program at UAA, although building one would be expensive.
Consolidate at UAS	<b>RJ</b>	It is not clear UAS has the biology faculty specializing in fisheries to make this option viable. It is not clear how the graduate component of fisheries could work at UAS.
Consolidate at UAF	<b>RJ</b>	Significant time and effort have already been invested in the UAF/UAS joint program, which this option would abandon.
Consolidate at UAA	<b>RJ</b>	There is no existing fisheries program at UAA.
<b>Area / Option</b>		
<b><u>Community Campuses</u></b>		
Consolidation under new separate Administration	<b>RJ</b>	Building a new administration does not seem wise given the current budget constraints.
Consolidation under single Administration at a University	<b>RJ</b>	A community campus might lose its connection with its community if consolidated to a distant university.
Increased integration with Universities	<b>FA?</b>	There are opportunities for cooperation and collaboration, such as 2-plus-2 associate-bachelor programs. Each university has integrated their community campuses very differently, so this means something different in each context. If it is a one-size fits all, it won't work.

Become Learning Centers	RJ	Some students may only succeed in a face-to-face classroom. Though it could save money, this is a dramatic change in mission, removing faculty and hurting ties to the community.
Establish Tribal Colleges	?	It would be very complex to identify tribal partners, secure funding, and build the administrative support necessary to successfully establish a freestanding institution. Tribes should control the process for establishing tribal colleges, not the university.
Collaborate among Community Campuses	FA	We need to do more collaboration within the state, using teams of disciplinary faculty in each program or focus area.
<b>Area / Option</b>		
<u><a href="#">Health</a></u>		
Expand current model	FA	Some faculty have requested a review of the school of nursing wage scale.
Add Vice President of Health	RJ	It does not seem prudent to add administrators at this time.
Matrix Organization	RJ	It is not clear how a matrix organization would apply to health.
<b>Area / Option</b>		
<u><a href="#">Human Resources</a></u>		This area's "Outsource / Automate / Collaborate / Standardize" table is excellent.
Establish Human Resources Council (HRC)	FA	Folding some statewide HR functions into UAF HR could reduce duplication.
Consolidated Administration	RJ	It is not clear how consolidating HR at statewide would improve costs or service; the long reporting chains would likely do the opposite.

Direct Oversight of Campus HR	RJ	It is not clear how making HR employees direct employees of statewide would improve costs or service.
Autonomous Regional Offices	FA	Regional HR offices could be more responsive, while voluntary cooperative shared services agreements could reduce duplication of effort where needed.
<b>Area / Option</b>		
<b><u>University Relations</u></b>		
Hybrid - Decentralized	FA?	It is not clear how legislative relations could be decentralized, given the need to coordinate our efforts.
Consolidation at Statewide	RJ	Statewide may not have a clear picture of the alumni, industry, and community at each university.
Centralized at Each University	FA?	The unique stories we need to tell, and the relationships we need to build, tend to be very local, even at the level of individual faculty or departments.
<b>Area / Option</b>		
<b><u>Student Services</u></b>		
Per-function Lead Campus	RJ	Each of these options would take student services away from where the students are—in the areas served by the individual campuses.
Consolidate at One Campus	RJ	
Consolidate at Statewide	RJ	Statewide is unlikely to have a deep understanding of student's needs.
Consolidation of Tasks at Universities or Statewide	RJ	Each university's students have different needs.
Decentralize SIS (no single Banner)	RJ	This option seems unrelated to the above options. This would be exceedingly complex and expensive.
<b>Area / Option</b>		
<b><u>Institutional Research</u></b>		

Full Decentralization	<b>FA?</b>	
Consolidation at one Campus	<b>RJ</b>	Consolidation would reduce faculty and leadership access to the data they need to make sound decisions.
Consolidation at Statewide	<b>RJ</b>	
Collaborative Knowledge Network	<b>FA</b>	We do need to share ideas, approaches, and data to collaborate and connect with each other.

The raw votes and faculty commentary are available upon request to [lawlor@alaska.edu](mailto:lawlor@alaska.edu)