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UNIVERSITY
of ALASKA
Many Traditions One Alaska

MEMORANDUM

Date: January 31, 2017

To: Tara Smith, Faculty Alliance Chair

From: Jim Johnsen, UA President 

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



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

Date: December 15, 2016

To: Faculty Alliance

From: Jackie Cason, UAA
Scott Downing, UAA (KPC)
Shannon Gramse, UAA
Jared Griffin, UAA (KOC)
Cindy Hardy, UAF
Trish Jenkins, UAA
Sarah Kirk, UAA
Rod Landis, UAS
Jordana Long, UAA (KOC)
Kate Quick, UAF
Sara Rufner, UAA
Taten Sheridan, UAA (KOC)
Sarah Stanley, UAF

Subject: Resolution 2017-01 Concerning Student Placement into Required Composition Courses

Attachments: A. Annotated bibliography of IR studies and relevant national literature
B. 2012 memo from the Accuplacer Alignment Community of Practice

In 2012, the Accuplacer Alignment Community of Practice came to agreement on several points, and four years later we continue to endorse those agreements, including our aligned Accuplacer scores. Because we recognize, then and now, Accuplacer's limitations in placing students appropriately, the alignment group remains committed to multiple measures and to student input. Our 2012 recommendations still reflect national best practices in considering multiple measures for course placement, but in most of our local contexts, we require additional resources to put these ideals into action. It is also worth repeating that Accuplacer scores may inform the placement process, but they do not define "college-readiness."

The 2012 aligned Accuplacer scores provided a starting point, a framework of approximate equivalency, to align course numbers, titles, and outcomes as mandated in April 2014 by the Board of Regents and completed by 2016 by faculty leadership from each university. Having been through these placement and curriculum alignment discussions, we are in a better position to identify the progression of learning and to help students see how each level asks for higher levels of development. We are in a better position to highlight the recursive nature of the curriculum, as the courses revisit familiar tasks but with increasing expectations, and to emphasize student agency and metacognition as both playing a vital role in placement, success,

and the likelihood that students will apply prior learning to later courses. That could be very exciting work.

In revisiting our course placement processes, we have completed a review of available Institutional Research studies and key national research on student placement (see Attachment A). In short, UAA IR studies indicate that the 2012 aligned cut scores did not significantly alter course pass rates, but did result in fewer students being placed into developmental coursework. Nationally, it is abundantly clear that multiple measures are best practice.

We have reviewed examples of multiple measures in California, Georgia, Idaho, North Carolina, Texas, Virginia, and Wisconsin. Of these, we are most intrigued by [Idaho's process](#), including its ["The Write Class"](#) online "course matching" tool. The paradigm shift from "course placement" to "course matching" is significant. "The Write Class" asks students to self-report their high school G.P.A, standardized test scores, prior English coursework, and their self-perceptions as academic writers, readers, and critical thinkers. "The Write Class" also includes brief reading and writing assessments, information about workloads and expectations, student-friendly descriptions of the courses, examples of typical assignments, videos of students discussing the various course options, and opportunities to seek further advising. Students in Idaho are directed to "The Write Class" if they are not satisfied with their initial course placement based on SAT, ACT, or Compass standardized tests.

In our contexts, it is possible that a tool like "The Write Class" could augment or in some cases replace Accuplacer altogether; perhaps it could target those students who don't qualify for WRTG 111 based on SAT or ACT. Pre-placement orientation would also be incorporated into Alaska's version of "The Write Class," and if students felt the resultant course match was still questionable, they would be encouraged to discuss their course matches with advisors and faculty. By building a course matching resource that informs students about typical assignments, workloads and expectations, and former student experiences, we will have a tool for communicating among faculty across the curriculum. Faculty who understand students' prior experiences as well as their future challenges will be in a better position to support the development of student writers.

We recommend that through AYs 2017 and 2018 UA continue to use the Accuplacer scores as aligned in 2012 along with locally-appropriate multiple measures. In the meantime, we ask Faculty Alliance and the administration for resources (workload, data, support) to develop Alaska's own free online course matching application like Idaho's "The Write Class." To create, test, and implement such a system equally useful to our incredibly diverse student body and equally applicable across the entire UA system will take time and considered faculty collaboration. The process will be extremely valuable and the result will be a vast improvement to current English course placement systems. We would expect such a tool to be available by AY 2019. Once created, we believe we can sustain the system at a lower cost (to students and our institutions) than current placement processes. We also believe this new system will be far more accessible, student-friendly, fair, and reliable.

Attachment A: Annotated bibliography of IR studies and relevant national literature

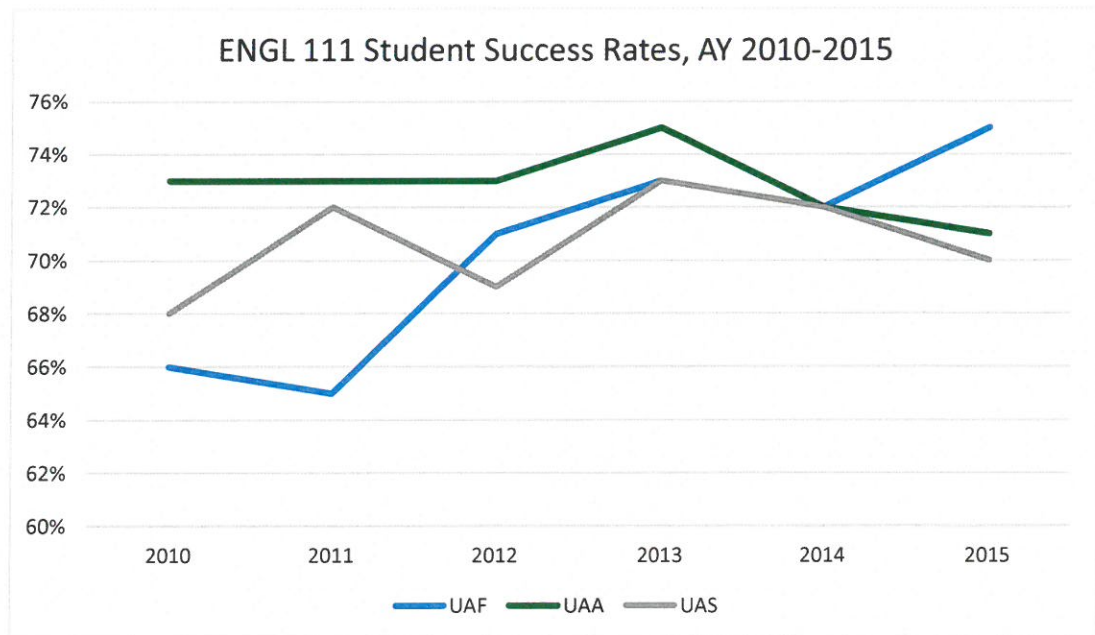
A. IR Studies

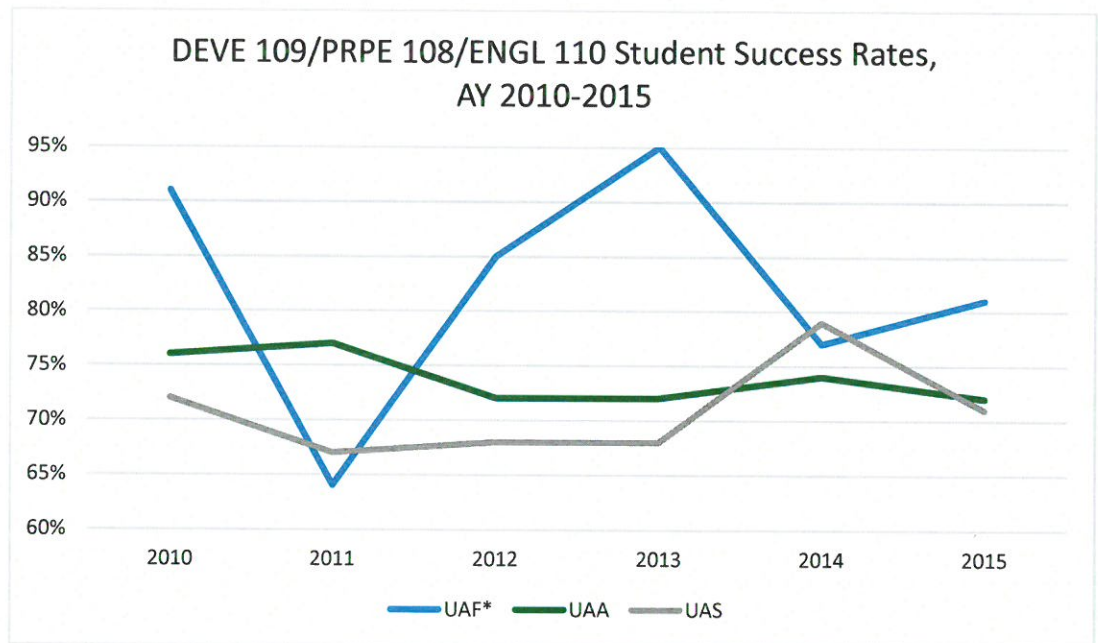
[The Correlation between the Accuplacer and Math Outcomes](#) (UAA IR, 2015)

UAA's IR office finds a weak correlation between students' Accuplacer scores and mathematics course performance. The report identifies a need for additional measures and suggests processes be developed to provide more complete records (other test scores, high school G.P.A. and coursework) to faculty, advisors, and IR.

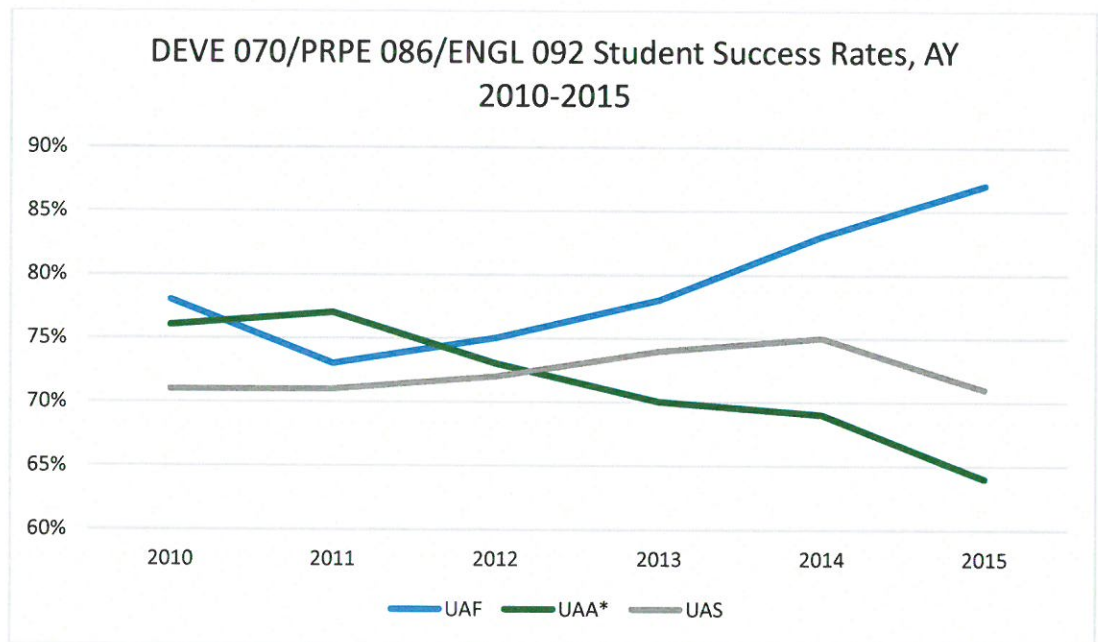
[Statewide Entry-Level English Enrollments and Pass Rates, 2010-2015](#) (UAA IR, 2016)

Current aligned Accuplacer cut scores went into effect Fall 2013 at UAA and UAS, and Fall 2014 at UAF. When these aligned cut scores were lowered in 2013, pass rates in effected classes declined slightly at UAA and UAS. Conversely, pass rates increased slightly at UAF after their cut scores were raised to match statewide alignment in 2014. While statistically insignificant, these changes to pass rates are not unexpected. Slightly lower pass rates tied to changes in cut scores can actually positively impact student success if more students have a shorter course sequence to complete their written communication GERs, which is the case here.

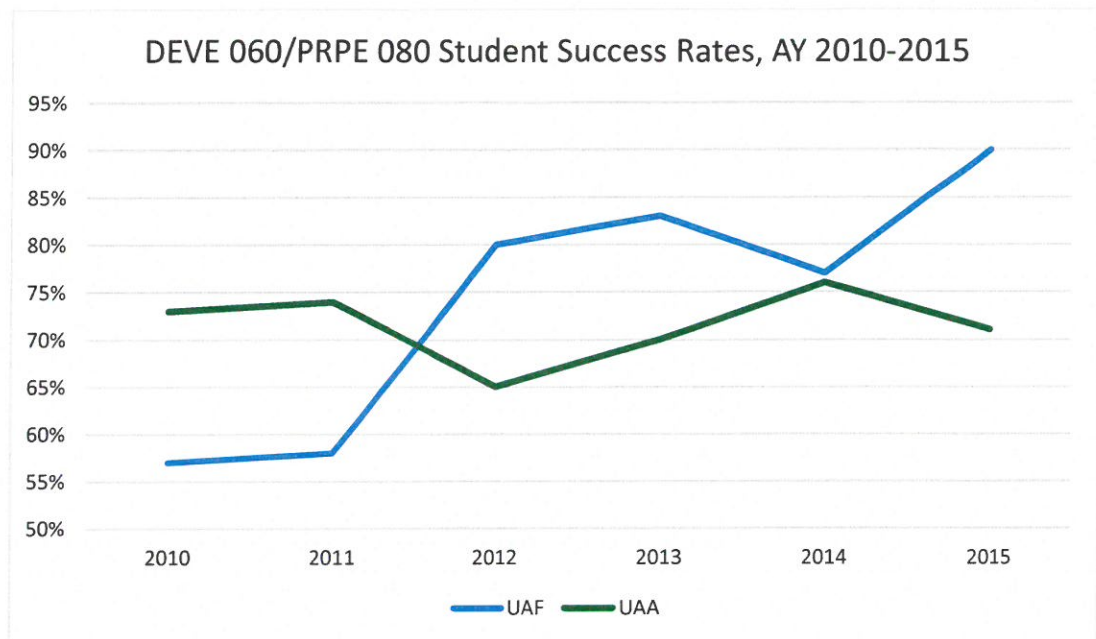




*small sample



*UAA's sample shifted dramatically when trial course PRPE 094 (not included in study) replaces PRPE 086, 2014-15.



[Impact of 2012 cut score changes](#) (UAA IR, 2016) (in Google Docs folder)

UAA's IR Office finds that the 2012 change to Accuplacer cut scores has not had a significant impact on student outcomes in PRPE or ENGL courses. The change did impact PRPE and ENGL enrollments, with ENGL 111 enrolling 29% more students in 2015 than in 2011 and PRPE experiencing an equal drop in enrollments over the same period. Excepting the lowest levels, correlations between Accuplacer scores and course performance are positive, but statistically weak. High school G.P.A. has a stronger relationship to student outcomes than Accuplacer, though complete analysis is hampered by limited data—and access to better high school data would likely improve course placement.

B. National Research

Academic Senate for California Community Colleges (ASCCC). (2014). [Multiple measures in assessment: The requirements and challenges in the California community colleges.](#)

This document reviews the need for multiple measures in California's community college system; considers the roles of governance, faculty, and advisors in implementation; offers directions for best practices in the use of multiple measures to improve placement accuracy. California's system, balancing local control with system-wide standards, is a perhaps useful example.

Belfield, C.R. & Crosta, P.M. (2012). [Predicting success in college: The importance of placement tests and high school transcripts.](#) Community College Research Center (CCRC), Teachers College, Columbia University.

The article makes the point that more than GPA the transcript itself is a useful measure. The transcript reveals the amount of courses and how the student did in these courses-- when they were taken, etc.

CCCC Committee on Assessment (2014). [Writing assessment: A position statement.](#)

In short, "Assessments of written literacy should be designed and evaluated by well-informed current or future teachers of the students being assessed, for purposes clearly understood by all participants; should elicit from student writers a variety of pieces, preferably over a substantial period of time; should encourage and reinforce good teaching practices; and should be solidly grounded in the latest research on language learning as well as accepted best assessment practices."

Condon, W. (2013). [Large-scale assessment, locally-developed measures, and automated scoring of essays: Fishing for red herrings?](#) *Assessing Writing*, 18.1, pp 100- 108.

Automated scoring has been debunked by the field because the construct is not the one we teach. Given our recent alignment efforts, we might be able to highlight this point. Article would be helpful in developing a more localized (online placement tool) Condon offers a theoretical framework for this.

Council of Writing Program Administrators, National Council of Teachers of English, & National Writing Project. (2011). [Framework for success in postsecondary writing.](#)

Articulates the habits of mind and experiences students need to find success in college writing. Necessary habits of mind include curiosity, openness, engagement, creativity, persistence, responsibility, flexibility, and metacognition. Outlines foundational writing, reading, and critical experiences to encourage the rhetorical knowledge, critical thinking, process knowledge, knowledge of language conventions, and ability to compose in multiple modalities. Definitions of "college-readiness" should encompass this entire framework rather than focusing solely on language conventions as measured by most standardized tests.

Hassel, H & Giordanno, J.B. (2011). [First-year composition placement at open-admission, two-year campuses: changing campus culture, institutional practice, and student success.](#) *Open Words*, 5, 29-59.

The authors argue that one assessment measure, esp. a standardized national test, "does not reflect the complex demands of academic discourse in the first college year." SAT scores should not be used for placement. A placement model should be use that involves the people who teach the courses to assess students' readiness.

The Wisconsin MM includes approximately 8 measures: a brief, 30-minute writing sample based on the college's learning outcomes, ACT, HS grades, HS English curriculum, class rank, and information needed for non-traditional students (i.e. GED), student survey about readiness for difficult reading and writing courses, and a self-assessment about what they think about their test scores and grades in terms of their academic abilities.

Test Scores: ACT's reading test does help id students who are underprepared for reading-intensive courses and 100-level writing courses. ACT English score of 18 can handle a first-semester English course (PRPE 108), but not 2nd semester (ENGL 111). Only 50% of entering students reach the benchmark ACT 21 and can handle 2nd semester English as well as other reading-intensive courses. Students who test ACT reading or writing score 13 or lower are underprepared for even the Dev Ed courses (UAA's PRPE 080 level).

Marginally Prepared Students: Better assessed if high school curriculum and grades are used than standardized test scores. Survey and student self-assessment also is needed and requires face to face with a member of a placement team (people who teach the courses) to explain the writing program and differences between courses. Process is local and flexible.

Multilingual Students: These students often place into 1st semester (PRPE 108) course if they also have a non-credit reading/vocabulary, sentence level writing tutorial, and/or learning skills support taught by TESOL trained instructors.

Other: Until faculty from English department became involved in placement, cut-scores, and testing process, all was a mystery run by student services. New process: 1. Staff pull together a placement file and get the file to the placement team (2 members of English faculty). 2. Faculty assess students in a timely fashion, with turnarounds tight during busy points in the semester.

Challenges and Roles: Shifting responsibility from staff advisors to English faculty and from a single test to multiple measures. An Assessment Coordinator now exists for each campus.

Hodura, M. & Cox, M. (2016). [Developmental education and college readiness at the University of Alaska](#). Regional Educational Laboratory (REL) Northwest.

The data they use is 2008-2012, but our placement alignment didn't go into effect till 2013-14--which means that the placement they measured was a leaky bucket--thus 20% of their study cohort had to be dropped. The placement using HS GPA worked best along with a test (ACT/Accuplacer) and only worked for those coming directly from HS to college--not for non-traditional students. Their recommendations for rural and non-traditional students--dual enrollment and sending a study prep ahead of time--are good ideas, but would have limited success with our most rural and non-traditional cohort.

Hughes, K & Scott-Clayton, J. (2011). [Assessing Developmental Assessment in Community Colleges](#). Community College Research Center (CCRC), Teachers College, Columbia University.

Reviews literature on community college placement practices, specifically examining points of consensus regarding developmental assessment best practices, the validity—or lack thereof-- of popular assessments, and potential new directions in assessment policy and practice, including implementation challenges. Finds a lack of consensus regarding placement practices but a wide agreement on their necessity. Concludes that alternative methods of placement may improve student outcomes, but, again, finds little consensus on specific reforms to these ends.

Nastal-Dema, J. (2014). [\(Re\)Envisioning placement for 21st century writing programs](#) (Doctoral dissertation).

Focuses on directed self-placement, its strengths and limitations, and suggests implantation strategies. Student self-reflection alone is not adequate; students must understand the curriculum. Successful directed self-placement models are collaborations between students and institutions and rely on clear communication. Also addresses limitations of machine-scored writing samples for placement.

Reeves Braco, K., Dadgar, M. et al. (2014). [Exploring the use of multiple measures for placement into college-level courses](#). WestEd.

Detailed article that explores four multiple measures methods for placement into college-level, credit-bearing courses currently used by state systems/colleges:

1. A formula that uses a combination of measures (Most common)
2. A primary measure for all students, using supplementary measures when needed.
3. Multiple measures used when a student's score falls *narrowly* below placement threshold. Some colleges allow these students to take co-requisite, or ALP, courses.
4. Assess high school grade 11 to determine additional grade 12 support for college readiness. This is a multi-step approach: If students in grade 12 successfully pass their grade 12 remedial/transition course(s), they are guaranteed direct placement into credit-bearing, college-level coursework. (See SAILS*--Seamless Alignment and Integrated Learning Support--Pilot Program.)

The article provides detailed information about what many other states have done to implement multiple measures. Authors emphasize that many of the "particularly notable" problems are in mathematics, not English. Good figures (visual maps) show placement pathways from high school GPA into either developmental mathematics or credit-bearing course. Emphasizes need to address the issue of alignment between K-12 and higher education as a part of placement.

Rodriguez, O., Bowden, B., Belfield, C., & Scott-Clayton, J. (2014). [Remedial placement testing in community colleges: What resources are required, and what does it cost?](#) Community College Research Center (CCRC), Teachers College, Columbia University.

In this first study of its kind, the authors conduct a comprehensive cost analysis of placement testing at three sample colleges. Student time, staff time, and other operational costs are all included. Considering the costs and negative consequences of inaccurate placement, the authors conclude that institutions are not spending sufficient resources on placement. Investment in placement processes is low compared to the costs of misplacement and low compared to other services new students receive. Secondly, the authors conclude that relative to the scant resources colleges invest in placement, students' time commitment to the placement process is burdensome. This is a useful study to help administrators see why placement processes need to be resourced adequately.

Saxon, D. & Morante, E. (Spring 2014) [Effective student assessment and placement: Challenges and recommendations](#). *Journal of Developmental Education*, 37.3, pp 24-31.

This article summarizes common concerns with placement testing: inaccuracy, inadequacy, and misuse. It also points out that placement systems typically rely heavily on advising, which presents additional challenges. The authors then go on to outline recommendations for an effective placement process, including an improved transition from high school; mandatory advising and advisor training; placement services integrated with college outreach, orientation, and registration; bridge programs; the strategic use of multiple variables to place students, especially those on near borderline between course levels; and periodic placement assessment by faculty.

Scott-Claton, J. (2012). [Do high stakes placement exams predict college success?](#) *Community College Research Center* (CCRC), Teachers College, Columbia University.

Compares placement tests alone with combination of placement test and high school achievement and finds using multiple measures for placement reduces misplacement. High school measures alone are better predictors than placement tests alone. High school measures evaluate a larger "skill" set than tests do. Test scores do not accurately predict student success. Combining placement tests with high school measures reduces placement errors.

Smith Jagers, S., Hodura, M., & Stacy, G.W. (2013). [Designing meaningful developmental reform](#). *Community College Research Center* (CCRC), Teachers College, Columbia University.

"Practitioner Packet" lays out several opposing forces and relevant data related to reforms to developmental education underway across the nation. Key tensions addressed include institutional autonomy versus standardization, efficient versus effective placement practices, and supporting student attainment versus maintaining academic standards.

Two-Year College English Association/National Council of Teachers of English. (2016). [TYCA White Paper on Placement Reform](#).

After reviewing problems with placement that relies on tools like Accuplacer (indirect measures, narrow mechanical focus, limited predictive validity), this paper reminds us that adding machine-scored essay test does not address concerns. It also reminds us that the only flexibility we have is adjusting scores and argues that if we want to assess writing then we must look at actual writing and more than one piece. It reviews methods for using multiple measures (e.g., transcripts, GPA, inventories, interviews, writing sample) and acknowledges that a multiple measure approach might not be feasible—but suggests making small scale changes as first steps. It profiles 2 schools that used multiple measures and both have improved pass rates. One school used high school transcripts and portfolios. The other had students take Accuplacer reading, view writing samples for four classes they had to choose from, look at expectations for these courses, take a survey about prior writing experiences and preparation before getting course recommendations. This article suggests that we may need cooperation with high schools. The second method seems promising and feasible.

Attachment B:

Date: November 16, 2012

To: Faculty Alliance
Statewide Academic Council
Community Campus Directors Council

From: Accuplacer Alignment Community of Practice:
Jackie Cason, Composition Coordinator, UAA Department of English
Scott Downing, English Chair, Kenai Peninsula College
Debi Fox, Coordinator of English and the Humanities, Mat-Su College
Shannon Gramse, UAA CPDS English Committee Chair
Trish Grega, UAA CPDS Reading Coordinator
Jared Griffin, English, Kodiak College
Trish Jenkins, UAA Department of English
Sarah Kirk, UAA CPDS Composition Coordinator
Diane Erickson, UAF Developmental Reading Coordinator
Dana Greci, UAF Developmental Education Curriculum Committee Chair
George Guthridge, UAF English, Bristol Bay Campus
Cindy Hardy, UAF Developmental Education Chair/Developmental English Coordinator
Joe Mason, UAF Developmental English, Northwest Campus
Kristina Otinel, UAF Developmental English, Aleutians-Interior Campus
Sarah Stanley, Director of Composition, UAF Department of English
Sara Minton, UAS English
Rod Landis, UAS English, Co-Director of Composition and Assessment, Ketchikan Campus

Subject: Statewide Accuplacer Alignment for English Composition

On June 30, 2011, President Gamble signed a letter of agreement with The College Board adopting ACCUPLACER as a system-wide assessment tool. The following October, UA Statewide, the Community Campus Directors Council, and the provosts from each MAU agreed that Alaska should join 13 states and 17 other postsecondary systems in standardizing placement "cut scores" and asked the Faculty Alliance to take the lead. In early 2012, we English and developmental English faculty from each MAU and several community campuses across the state formed a "community of practice" to find consensus on these issues and provide necessary discipline-specific direction. With start-up funding from UAA's Community and Technical College, our group first met in March 2012 at the Pacific Rim Conference on Literature and Rhetoric at UAA, where, with other faculty and Anchorage School District representatives, we presented a roundtable discussion on defining "college-level" writing at UA. We met again in early May 2012 to share additional perspectives and hear input from UA Statewide, the Anchorage School District, and the College Board. Key questions and ideas from this May gathering, including proposed aligned ACCUPLACER "cut-scores," were distributed across the MAUs in August and September 2012 to gather feedback from a wide range of stakeholders, including faculty, administrators, staff, and students.

Our Community of Practice convened a third conversation on October 19, 2012, this time at UAF and with funding from the UA Foundation, to share input from our respective institutions and hear

additional ideas from Statewide. We agreed that, effective Fall 2013, ACCUPLACER “cut scores” should be thus aligned system-wide as part of a larger effort to communicate clear, consistent expectations to incoming students and our partners in secondary education while also maximizing the likelihood of student success (RC=reading comprehension and SS=sentence skills):

Developmental (basic writing) <ul style="list-style-type: none"> ○ UAA: PRPE 086 Writing Strategies ○ UAF: DEVE 070 Preparatory College Writing II ○ UAS: ENGL 092 Improving Writing Skills 	RC: 50 SS: 60 Or a combined score of ≥ 110
Introductory (“college-level” elective) <ul style="list-style-type: none"> ○ UAA: PRPE 108 Introduction to College Writing and ENGL 109 Introduction to Writing in Academic Contexts ○ UAF: DEVE 109 Preparatory College Writing III ○ UAS: ENGL 110 Introduction to College Writing 	RC: 65 SS: 75 Or a combined score of ≥ 140
First Tier GER (required for graduation) <ul style="list-style-type: none"> ○ UAA: ENGL 111 Methods of Written Communication ○ UAF: ENGL 111 Introduction to Academic Writing ○ UAS: ENGL 111 Methods of Written Communication 	RC: 80 SS: 90 Or a combined score of ≥ 170

Over the coming months we will be working within our MAUs to make these revisions, effective Fall Semester 2013.

We also emphasize that these scores should be used as guidelines for English course placement only, not for purposes of admission or reductive definitions of “college-readiness.” Likewise, given the multidimensional, situational nature of language, we assert that such assessment is always conditional, and ACCUPLACER is at best a myopic view into a student’s writing ability and likelihood of success. We agree on the importance of multiple measures to get a more holistic measure of students’ aptitudes, and these aligned scores are not intended to replace other existing placement tools, which should reflect the [Conference on College Composition and Communication’s \(CCCC’s\) position statement on writing assessment](#), including the need for local control, multiple measures, respect for diversity, and student self-direction. [High school G.P.A.](#), qualitative background questions, writing samples, other standardized tests, informed student-directed self-placement, and careful advising all can help fill in the puzzle of which an ACCUPLACER is but one important piece. Success in postsecondary writing is less the result of a student’s knowledge of language conventions (as typically measured by standardized tools) than a much more complex, nuanced mix of rhetorical, intellectual, cultural, affective “habits of mind” like those outlined in the [Framework for Success in Postsecondary Writing](#), developed by the Council of Writing Program Administrators, the National Council of Teachers of English, and the National Writing Project. Language assessment at UA should embrace such complication rather than deny it for the sake of supposed efficiency or clarity.

Assessment also requires continual study and revision. Our working group has collected statewide enrollment and success rate data for all entry-level English composition courses and, with continued administrative support, we expect to collaboratively monitor the validity of our assessment practices and their impact on student success, making further consensus-based recommendations before the University's contract with ACCUPLACER expires on April 1, 2014.

Finally, though we have achieved our immediate goal, more—arguably more important—work remains, and we intend to continue our statewide collaboration to answer fascinating questions this alignment process has raised: How can we better orient and advise students before and after their course placement? How might the placement process be connected to efforts to pilot [“accelerated learning” models](#) in developmental English, similar to those underway at Kodiak College? How can we work together to develop a “college-level” introductory critical and academic reading, writing, and thinking course to better serve our diverse, often first-generation college students who place below ENGL 111 but are not “underprepared”? How is explicit instruction in reading best offered? What about also aligning these entry-level composition courses system-wide by number, title, and prefix? How could we ensure transferability of these courses (0-level included) within the UA system? To these ends and more, we will request UA Statewide to assemble our Community of Practice at the Pacific Rim Conference on Literature and Rhetoric at UAA in early March 2013 and perhaps again at UAF in May.

Please direct comments or questions regarding our work to any of us and/or to Assistant Professor Shannon Gramse (sggramse@uaa.alaska.edu), who has thus far coordinated the ACCUPLACER Alignment Community of Practice.



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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 Natives 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