University of Alaska Academic Structure Change Management

Focus: Education

Session Notes, August 2019

First Session (Fairbanks and on-line)

Overall Session Goals:
- In a focused, systematic way, address changes being advanced by the University of Alaska Board of Regents in response to the current financial crisis and in service of the long-term vision for the university.
- Surface and address conflicting interests; identify and advance common interests.
- Generate constructive options and, to the extent possible, consensus recommendations.

Overall Note:
- This document is the product of brainstorming and dialogue. It is designed to be generative not definitive – as a way of providing broader input into the responses to the Board of Regents that might have happened otherwise. It does include options and some consensus recommendations, all of which need to be understood as the inputs of a diverse set of participants, but not the final word on any of these issues.

Welcome:
- Appreciation for everyone to be here and on-line
- We are in a different budget situation – instead of $135 million all at once, it is still a considerable set of cuts over three year, beginning with $25 million this year
- In this context the Board has instructed us to develop recommendations for the September meeting around a single college consolidation and single accreditation
- This is a focus on where we want to go with respect to Education teaching and research

First Alaskans Institute Agreements:
- In Every Chair, a Leader
- Speak to be Understood; Listen to Understand
- Be Present; Be Engaged
- Value Our Time Together
- Safe Space for Meaningful Conversation
- Challenges → Solutions
- Takest Thou Hats Off
- Our Value of Humor Helps Us
- We are Responsible for Our Experience
- Take Care of Yourself; Take Care of Each Other

Additional Proposed Groundrules:
- Focus on interest and options – avoid jumping to positions.
- Be hard on the issues, not each other.
- Operate with transparency – notes will be recorded live on a cloud-based, shared document.
- Be mindful of the time available in each session; issues that can't be resolved during the session will be placed on a "parking lot" in the notes.
- Turn off electronics during the session; observers may communicate (in person or electronically) with participants with whom they have connections before and after the sessions, but should only serve as observers during the sessions.

Change Management Model:
Phase 1: Hopes & Fears (30 min.)
Phase 2: Vision & Data (30 min.)
Phase 3: Stakeholders & Interests (30 min.)
Phase 4: Alignment & Options (30 min. + Session 2)
Phase 5: Recommendations & Implementation (Session 2)

Phase 1a: Hopes
- Build on our strengths with room for fresh, progressive ideas even with this change
- That we continue to provide options for our students – in terms of delivery and curricula
- We figure out a way to all work together – in a holistic way
- We truly get to the point where we can meet the needs of students across the state – not fully realized yet, but supported by the Board of Regents
  - Expanded and equitable access
- Truly collaborate and work together
- We continue to think about teacher certification for the entire State of Alaska, not just the current narrower focus
  - Comment that the data currently is a concern in terms of numbers certified and those not, suggesting that the transition to the current model hasn't fully worked out as hoped (source: UAA faculty senate – Maria Williams)
- That we can be stronger together than we are separately
- That we can find a way to share and be more efficient and effective

Phase 1b: Fears
- The lack of our ability to do research, with our reputation and our ability to get federal funding lost in this situation
- We are afraid of competing agendas, limits on academic freedom, loss of identity with a single college
- Concern with loss of students, loss of faculty, and loss of programs
  - Some is already happening
  - Offerings diminished
- That we get bogged down in the process, not rising above the situation
- Concerned about "teaching out" – issues of individual learning plans for every student not being developed and met
- Fail to truly collaborate and work together
- That we have done early work that has not been as successful as intended and that it will continue to be that way

Phase 2a: Elements of a Future Success Vision – 2025
- We see a single college of education with faculty placed at all of the current "branches" across the state for initial licensure preparation
- Faculty who can leverage resources locally and nationally
- 90% of teachers have come from Alaska
  - Working as teachers, principals, and superintendents – reflecting the populations being served
- A renowned university program – not just in the state but nationally and internationally given the uniqueness of Alaska
- Thriving faculty and programs
- We have graduates in all Alaska districts and early childhood programs, with positive impacts on kids and families

- There is a clear pathway for students in initial and advanced programs to distinguish themselves in Alaska
- Excellent support for students, including mentoring
- We have a stable arrangement for faculty to do productive, exciting research that grows the success of Alaskan education
- We don't have to all do everything, but distinct successful programs
- Improving math education pathways, writing, and all education pathways, to reduce adult needs later on
- That Alaska college of education is a model for inclusivity – across domains pre-K to 12 – so all students are taught in holistic and culturally sensitive ways
- New and more effective ways to incentive students to aspire to become teachers, principals, and superintendents – education leaders across the system
- Increased options for advanced programs for current teachers – professional development and continuing education
- Leverage ability for learning about climate change, with Alaska as a model
- We have the largest indigenous student population and we can be known internationally for how we provide educational opportunities for indigenous students
- The community campuses still serve as a gateway into four year and graduate programs up to Ph.D.
- There are deep and well establish, standardized procedures for operation across the college
- We will be leading researchers that are recognized nationally and internationally
- We have faculty cohorts networked across the system for collaboration and support

Phase 2b: Relevant and Available Data
- Enrollment data – what are students pursuing – and completion data
- Data from program reports, accreditation reports
- Data on teacher shortages and a look at reasons why (people on the ground do know more about this)
- Data on strengths and the reasons why
- Clarity on data sources – data can be controversial
    o There can be misuse of data
- Any data that is shared in this process should be reviewed
- Data that is actually showing us the cost of "teaching out"
    o This is helpful in planning – right now all are expected to jump in and make things happen without looking at the person-power needed
- Interviews with teachers who are highly regarded in rural Alaska – how they have made successful connections – patterns of success where there have been long-term and positive relationships and outcomes
    o Expand data sources from internal ones we are all familiar with to use new data sources – figuring out what students want with new data sources
- Guidance on what constitutes a fiscally stable program – in terms of faculty to student or graduate ratios as we move forward
- The importance of contextualizing data sources – looking at trends relative to the challenges we have had for at least 4-5 years
    o Caution about making decisions on the basis of recent trends
- Work with the Alaska Department of Education on teacher certification, follow up with graduates

Phase 3: Stakeholders & Interests

Stakeholders	Interests
All stakeholders (shared interests)	
Undergraduate students	• Seamless transfer and smoothed glide path to accomplishing degrees and licensure • Meaningful, relevant, pragmatic, research-based curricula & instruction • Accredited programs • research opportunities • place-relevant meaningful projects • recognizing
Graduate students	• Seamless transfer and smoothed glide path to accomplishing degrees and licensure • Meaningful, relevant, pragmatic, research-based curricula & instruction • research opportunities/ innovation of change • non- traditional programs for teachers and informal education • accredited programs • advocacy and social justice, empowered to make change • support
Faculty	• Stable and continued employment (without having to relocate) • Workloads • Professional opportunities for meaningful contribution to the field • Op • Academic Freedom • Trust and transparency in system and the processes • Opportunities for both Bipartite and Tripartite contracts
Staff	• Stable and continued employment (without having to relocate) • Workloads • Professional opportunities for meaningful contribution to the unit (voice, collaboration) • Positive work environments • Trust and transparency in the system and the processes
Research centers and institutes	• Secure funding for on-going research (fed., state, private) • Maintaining and building on innovative research agenda to benefit Alaska and beyond • common data to guide decision-making
Statewide University Administration	• Fiscal needs to support initiatives & goals • Continued employment • Facilitating the AKCOE to meet the educational needs in the state of Alaska • common data to guide decision-making

Board of Regents	• Manageable system; successful education program for Alaskan teachers and the students they serve • Delivered at a reasonable cost • Reflecting the diverse needs of Alaskan communities
Communities	• Communities that value education and see a purpose. Education that prepares for life in rural Alaska or urban Alaska for trade school or university. • Reflection of community/local/Alaska Native values in schools
Parents/Families of Students	• High quality, stable population of teachers who (preferably) are from the local community, or, if not, are prepared to teach in a way that sustains local knowledge, culture, goals and needs • Communication of and access to reasonable university processes • Welcomed in the school, participate in school events.
Alumni	• Continuing relationships with university, ongoing staff development, communities of practice
Donors	• A stable higher education system that provides assurance of the ability to work towards the stated goals and aspirations of the donors (so they feel comfortable that their money will be utilized as intended)
Employers/ industry	• EC employers looking for qualified staff who can be well compensated
Alaska Native Corporations	• Shareholder success, developing shareholders as workforce, prepare stakeholders for global economy, understanding corporate structure on international level • [Paul Ongtooguk] Increasing the economic, political and social success of Alaska Native peoples, tribes and organizations through learning both traditional and school systems of education.
Alaska Native Non-Profits	• Health and wellness for all Alaska Native people., educated community, prenatal to elderly care, cultural education • [Paul Ongtooguk] Fostering the continued improvement of the lives of tribal members through better access to traditional and Industrial systems of health, education as well as lands, waters and natural life protection.
Legislature	• Cost of education, number of graduates, impact at PK-12 level (test scores), geographic equity,
Accreditors	• Assurance that Alaska educator preparation programs are meeting, and have the system and statewide support to continue to meet, national accrediting standards, ensuring quality, data and consistency
Alaska Native tribes	• Quality educators with diverse cultural understanding • [Paul Ongtooguk] To foster both traditional and Industrial education systems in preparing the next generation to

	understand and contribute to our tribes future. All is grounded by thousands of years of living as unique peoples and shaped by our unique place in the world. This education should prepare us to embrace traditional knowledge and ways while assisting in meeting global challenges to our tribal existence and future and sharing in a better future for our state. Education of Alaska teachers to understand and support this path of teaching and learning is essential for all of us in Alaska.
Municipalities -- local government	• Enough qualified teachers • retention of qualified teachers
School boards	• Enough qualified teachers • retention of qualified teachers
DEED (State Department of Education)	• University courses/programs meet state regulations and requirements for licensure • Review PRAXIS
preK-12 Professional Associations (including early childhood programs beginning prenatal)	• Professional development opportunities • collaboration - the university listens to their needs • Support for the Early Childhood Career Ladder (SEED) including graduate-level Masters and PHD programs
The children of the state of Alaska	• engaging 21st century instruction • meaningful curriculum • Positive relationships with consistent caregivers and teachers • Positive guidance for individual understanding, not just "group management" with behaviorist tactics • Cultural sensitivity and awareness of (and support for) diverse family situations • Teachers prepared in "extras" such as music, art, physical activities, computer instruction and drama. • Access to healthy food in the schools • The opportunity to move around during the day • Outdoor education; nature studies • Schedules that coincide with bio-rhythms
AFN -- Alaska Federation of Natives	• Self determination by Alaska Natives requires a system of education that embraces the tribes, cultures and peoples unique to Alaska while furthering the educational interests of the state.
Behavioral Health Organizations statewide LPC Board	•
Scientists and informal education entities (private, non-profit, public)	• current research • early childhood non-profits (such as Head Start) want a well qualified workforce, fairly compensated
Superintendents	• A sufficient number of well-prepared teachers and principals geographically distributed to meet the needs in their districts • Commitment to the communities to reflect cultural values and reduce turnover of personnel.

Phase 4a: Alignment

Points of Alignment:
- The importance of culturally responsive teaching, research, and counselling.
- Alignment on excellence in all we do
  - High quality, reliable, assurance of delivery of educational opportunities
- Alignment on the importance of accreditation
- Alignment on the importance of collaboration across the system
- An expression around transforming education that makes a difference in communities
- Alignment on the need and importance of research by higher education

Points of Misalignment:
- The zero-five ages – addressed by some and not at all by others
- The cost of achieving desired excellence
  - Also misalignment on the definition of excellence
- The characteristics of what makes a great licensure program versus what makes a great non-licensure program
- Alaska Native Tribes to increase our members understanding and ability to contribute to the future of tribes – not fully aligned now
- AFN able to move forward to meet goals of economic, social, and other goals of self-determination
- There are about 40 different Education programs across this system, each with distinct visions and operations
- Quantity versus quality as a misalignment
- Misalignment between teachers and the policies that control how teachers go the system
- The Board of Regents decision to locate at UAS

Second Session (Anchorage and on-line)

Discussion of Charts on Fields and Disciplines and Geographic Charts:
- A focus on the fields and disciplines chart
  - Reflecting on this from a specific point of view UAA and there was only one blue line – Education connected to eLearning
  - Lots of red lines needing work
    - Connecting to every other circle, some with real potential, such as College of Health (new types of training and certification for teachers on trauma, social work, etc.)
    - Alaska Native Studies in Arts and Humanities is also a link of high potential
    - Links with Engineering for STEM/STEAM programs
  - There is great potential for research linkages connecting to Research centers and institutes
- The same chart:
  - A blue line to Alumni Relations for mentors for teachers
  - Red lines with Support functions – not a stable relation
  - Engineering and Research Institutes and Centers could be stronger
  - Strong relationship to eLearning
  - Students often come to Education from Science, Arts, and Health, which are green lines
  - No lines connecting to Management and Business
  - Some partnerships exist with Science on STEM, so a mix of colors
  - Strong partnership with student services
- Another location on the PowerPoint – worked on both
  - For locations, strong ties with a half-dozen locations
  - Added Alaska DoE and the 54 school districts – all with blue lines – but note that all 54 districts have different visions – a great deal of variation
- More of a system-level view rather than one location
  - eLearning was green as a source of innovation an growth
  - Alumni relations is also green as an area of increased focus for teacher preparation (also with some blue for long-standing steady)
  - Agree the support functions are red and blue – issues with HR, IT and other – lag time on services
  - Student services as blue
  - Research institutes as variable
  - Engineering as red
  - Health as green – location specific to UAA and behavioral health – may be red or green in other locations
- On locations many ties connecting from UAF to many locations
  - Most routine
  - Red dotted lines between the major institutions
  - Also CTC connections to many campuses
- Most of the lines are a mix of red and green between the same two regions
- Could add agencies onto the map – such as early childhood, head start, etc.

Phase 4b: Options

(Note: These are options (a product of brainstorming) meant to be thought starters, not formal recommendations. They can be built on, through consultation and planning, as inputs into ways forward that improve collaboration, efficiency, and effectiveness in a resource constrained historical moment, as well as potentially servings as a foundation for the future.)

- The Board place all 30 programs under the executive dean for Education, with authority across the system and with adjustments handled within the AKCOE
- Utilize the accreditation framework to align processes across the system
- A coordinated data collection system so we can all tell the same story
- A research center in Education – a real opportunity to leverage expertise in the system and partner with Research Centers and Institute
  - A differentiation between the licensure programs and the non-licensure graduate programs – focus here more on the non-licensure with connections to Alaska Native matters
- There is CAEPR is an opportunity for a broader role going forward
- A need to diversify faculty members and staff to better represent the diversity of the students – specific processes designed to do this
- Alaska College of Education is an agreement
  - There is a need to continue internal conversation and building of identity for the College
  - Define the identities, roles, and relationships in ways that don't pigeon hole us
  - We have to be more explicit about what this means – is it one location or is it a distributed structure that is consistent and responsible for the entire state
  - Shared ownership and equitable arrangements
  - A concern that the default position is a standardized model aimed at teachers in suburban education systems, which doesn't match the reality here and programs that are more customized have a history of not enduring
    - A "lobotomy" occurs and new people come in without having learned the lessons from the special programs
    - 20% of the population is Indigenous and this has to be explicit in the mission of the college
    - Even the city of Anchorage has the highest percentage of Alaska Native in any US city – even as an urban setting
    - What is Alaskan about this model?
- A research center at the Alaska College of Education, build on research partnerships that are presently in place – nationally and internationally
  - It is important to think about grant entities and federal funders who are looking for Ph.D. granting institutions
  - Looking for new synergies to emerge
- The community college is a gateway for people who would never have come to a university and who then build confidence and knowledge to go forward into a discipline and certification
  - We can't lose this gateway
- There was a great partnership between UAS and UAF, with UAS in the lead, but bringing in folks in UAF served by UAS in early childhood, with a Master's degree
- Highlight the importance of teacher preparation in remote and rural settings, addressing teacher and administrator shortages and the needs of our student population
- Example of Faculty initiative fund on special ed and early childhood
  - There could be an early childhood special ed endorsement

Phase 5a: Preliminary Consensus Discussion Points
- *Needs further discussion:* We support an Alaska College of Education
- *Consensus:* eLearning is an essential component for delivery going forward
- *Needs further discussion: :* Multiple pathways and multiple programs – not a one -size fits all – with overarching Alaska focus
- *Consensus:* Capitalizing on the current expertise of faculty and staff throughout the system
- *Needs further discussion:* Making education Alaskan
- *Consensus:* The current way of doing business is not working
- *Needs further discussion:* Leveraging opportunities for transformative research, with a defined Education Research Center
- *Needs further discussion:* Coordinated, reliable, transparent data collection upon which decisions are made – data-supported decisions
- *Consensus:* Serious consideration be given now and ongoing to incentivize people to become teachers and administrators in urban and rural locations

Note: A need for a more thorough process involving additional people and more time. These are discussion starters and the discussion can carry on.

Phase 5b: Implementation Planning Template
- **What:**
  - (recommendation)
- **Who:**
  - (listing of stakeholders relevant to the recommendation)
- **When:**
  - (milestones with timing)
- **Where:**
  - (any specific locational considerations)
- **Why:**
  - (the crisp 1 sentence elevator speech on "why change")
- **How:**
  - (tools, methods, and other mechanisms to be utilized)

Concluding comments:
- There will be a need to involve students, staff, faculty governance, advisory groups and others going forward
- These are living documents that will be shared
- The Board meeting in September will not be to approve specific structures, but a process for going forward with a process to address the types of issues surface here
- It is not just a structure discussion, it is also a resource discussion, which includes how to diversify the support and dependence on the state for support
- There are short-term issues and a need for a long-term approach as well so that Education can meet the needs of the state, be representative of the people of Alaska, and meet the goals that we have set for Education in the state
  - There will be discussions in each campus going forward with a focus on strong Education programs in the state
- The board will be looking at the concept of accreditation
- This is an opportunity to reimagine what our university might look like – it is a great opportunity and it does have risk
- Appreciation for everyone's time and engagement

Appendix:

All Session Overview:
- *Fairbanks (part I sessions)*
    - Monday, August 19th
        - Health ... Science/Arts/Humanities
    - Tuesday, August 20th
        - Management and Business ... Research ... Engineering
    - Wednesday, August 21st
        - Education ... eLearning ... CTE / Community Campuses
- *Anchorage (part II sessions)*
    - Thursday, August 22nd
        - Health ... Management and Business ... Research ... Engineering
    - Friday, August 23rd
        - Education ... eLearning ... CTE / Community Campuses ... Science/Arts/Humanities