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UNIVERSITY
of ALASKA
Many Traditions One Alaska

12 December 2024

Dr. Layer,

Please accept this report as the final requirement to close out our Tier-1 Faculty Initiative Fund grant, entitled "First Quinquennial Statewide Symposium on Effectiveness in First-Year Writing." This fall marked a pivotal moment in the evolution of writing instruction at the University of Alaska, as 30 faculty members from across our system gathered in Anchorage for this inaugural symposium. Building on our previous Faculty Initiative Fund projects focused on writing placement reform, this symposium represented both a culmination of past efforts and an exciting new chapter in our collaborative work to serve Alaska's students.

The journey to this symposium began with our recognition of the profound changes reshaping writing instruction in higher education. Since the Board of Regents first encouraged statewide alignment of our curriculum, we have witnessed transformative shifts in how we teach writing: a global pandemic that revolutionized our approach to remote instruction, changing enrollment patterns that demanded innovative responses, and the emergence of large language models that have fundamentally challenged our assumptions about writing and learning. Throughout these changes, we have also seen promising evidence that new pedagogical approaches can increase student persistence and reduce equity gaps for historically underserved populations. While the 2016 creation of the WRTG prefix helped forge stronger connections between developmental and general education writing courses, we recognized the need for a more systematic approach to curricular innovation and alignment.

In response to these challenges, we organized our work around six key initiatives, each led by a dedicated working group of faculty from across our campuses. The spirit of collaboration that emerged during our two days together was remarkable, with survey results showing that 80% of participants found an ideal balance between focused group work and cross-disciplinary dialogue. Full working group reports can be found in the appendix, as can the post-symposium survey results.

1. **Developing Shared Vision: Foundations for Writing Pedagogy.** Our first working group tackled the foundational task of articulating shared philosophical principles for UA writing programs. This work began with careful preparation. Group members reviewed philosophy statements from writing programs nationwide, synthesized current research on learning theory, and shared influential scholarship that had shaped their own pedagogical approaches. During the symposium, these preliminary investigations evolved into deep discussions about what we value in writing instruction and how those values manifest in our diverse Alaskan contexts.

   The resulting Vision, Values, and Pedagogy statement, already adopted by the UAA Department of Writing and under consideration at UAF and UAS, provides a theoretical framework that

acknowledges contemporary challenges while emphasizing the deeply human aspects of writing and learning. Notably, 80% of symposium participants indicated they would support adopting this statement with minimal revision, suggesting it successfully captures our shared understanding of writing's role in learning. This document will serve as a touchstone as we navigate future changes in writing instruction, particularly as we grapple with questions of artificial intelligence and authentic human expression.

2. **Realigning Course Sequences: Creating Clear Pathways for Student Success.** The second working group engaged in the critical work of revising student learning outcomes for WRTG 110 and WRTG 111, addressing a long-standing need to create clearer pathways from developmental through first-year writing courses. Their work was particularly significant because it bridged historical divisions between developmental and general education writing instruction, divisions that had sometimes created unnecessary barriers for students.

   Building on preliminary work done at UAA during the 2023-24 academic year, the group focused on three key objectives: realigning WRTG 110 and 111 to create seamless progression, employing plain language to improve student understanding, and maintaining productive dialogue about curricular objectives across all UA campuses. Their commitment to using accessible language reflects our deeper understanding that transparency in learning objectives directly supports student success. We are already seeing the impact of this work, with UAA beginning implementation in Fall 2024 and UAS following in Spring 2025. Importantly, the group's decision to defer revision of 200-level courses pending broader faculty input demonstrates their thoughtful approach to building consensus around these changes.

3. **Reimagining Assessment: The MOOSE Digital Archive Initiative.** When our assessment working group first convened, they faced a fundamental question: How might we preserve and learn from student writing in ways that honor both individual voice and institutional needs? Their discussions led them beyond traditional assessment frameworks to envision MOOSE (Masterworks of Our Students' Expression), a digital archive that would transform how we understand and celebrate student writing at UA.

   The group's journey began with careful experimentation with AI-assisted assessment tools, but their vision quickly expanded as they recognized the limitations of automated analysis. What emerged instead was a concept for a living repository that would capture not just technical proficiency but the rich ways our students engage with their communities, cultures, and landscapes. The proposed archive would include innovative features like geographic tagging, language family identification, and community connection markers—elements that acknowledge writing's deep connection to place and culture in the Alaskan context.

4. **Strengthening Pathways: Understanding Dual Enrollment's Impact.** Our dual enrollment working group approached their task with a spirit of inquiry, moving beyond their initial charge of creating handbooks and protocols to ask fundamental questions about DE's role in our institutions. Their comprehensive analysis revealed both the impressive scope of current programs and important opportunities for growth and refinement. Through careful data collection, they documented how DE programs have increased overall UA enrollment, improved matriculation to host institutions, and shortened time-to-degree for participating students.

Perhaps most significantly, their work highlighted important considerations about early enrollment programs that allow students to begin college coursework as early as 8th grade. This finding has sparked important discussions about maintaining academic rigor while supporting younger students' success. Their recommendation for improved Banner tracking systems reflects a deeper understanding that data-informed decision-making is crucial for program development.

5. **Democratizing Access: The Promise and Challenge of Open Educational Resources.** The financial impact of textbook costs on student success has long concerned writing faculty across our system. Our fifth working group approached this challenge by not only documenting impressive cost savings—$853,400 at UAS alone since 2016—but also by envisioning a sustainable infrastructure for OER development and implementation. Their proposal for the Open Education Resource Collection of Alaska (OERCA) platform acknowledges that truly accessible education requires more than just free materials; it demands ongoing institutional support and faculty collaboration.

   The group's thoughtful analysis balanced enthusiasm for OER's potential with realistic acknowledgment of challenges, including the need for regular updates, quality control, and fair compensation for content creators. Their vision for OERCA as a branded UA platform represents more than just a repository—it would serve as a hub for faculty development, collaboration, and innovation in writing instruction.

6. **Navigating the AI Revolution: Guidelines for Ethical Innovation.** Our final working group confronted perhaps the most pressing contemporary challenge in writing instruction: the emergence of generative AI. Rather than adopting either uncritical enthusiasm or reflexive resistance, they developed nuanced guidelines that acknowledge AI's complexity while prioritizing authentic learning. Their recommendations span the institutional hierarchy, from Board of Regents policy to individual syllabi, creating a comprehensive framework for ethical AI integration.

   The resulting guidelines protect both academic freedom and student rights while fostering critical AI literacy. Importantly, they move beyond simple questions of permitting or prohibiting AI use to engage deeper questions about technology's role in learning. Their work positions UA as a thoughtful leader in integrating new technologies while maintaining our commitment to authentic writing instruction.

From Symposium to Change

The energy and insights generated during our two days together demanded thoughtful consideration of next steps. Our discussions revealed that meaningful change in writing instruction requires both immediate action and long-term commitment. As we look to the future, several key initiatives demand our focused attention and sustained support.

First among these is the continued adoption of our Vision, Values, and Pedagogy statement across all campuses. While UAA's Writing Department has already embraced this document, its journey through UAF and UAS governance processes represents more than procedural requirements—it offers opportunities for deeper conversations about writing's role in our

institutions. These discussions, we believe, will strengthen both the document itself and our shared commitment to its principles.

The implementation of revised student learning outcomes similarly requires careful attention to local contexts while maintaining our commitment to system-wide coherence. The enthusiasm we've witnessed for these revisions suggests they meet a long-felt need for more transparent communication with our students about their learning journey. As UAA begins implementation, followed by UAS in Spring 2025, we anticipate rich opportunities for continued cross-campus dialogue about effective implementation strategies.

Scholarly Dissemination and Professional Dialogue

The significance of our work extends beyond our immediate UA community, demanding thoughtful sharing with broader academic audiences. We have already submitted proposals to several major conferences where we hope to contribute to national conversations about writing instruction while learning from colleagues across the country.

Our session at the National Organization for Student Success conference in New Orleans (February 2025) will explore AI-assisted instruction in composition spaces, contributing to ongoing discussions about technology's role in writing pedagogy. Additionally, our presentation at the AAC&U Conference on General Education, Pedagogy, and Assessment will share insights about developing shared vision statements that honor both institutional alignment and local contexts.

Our commitment to scholarly dialogue extends to publication as well. The Assessment Working Group is crafting an article about the MOOSE archive concept for either the *Journal of Writing Assessment* or *The Journal of Basic Writing*, while our AI Working Group prepares to share their guidelines and implementation strategy through the journal *Computers and Composition*. These publications will not only document our innovations but invite dialogue with colleagues nationwide about writing instruction's evolution in response to technological and social change.

Investing in Our Future: Resources and Relationships

The success of our symposium rested not only on the intellectual work accomplished but on the careful orchestration of resources to support meaningful collaboration. Our budget supported fifteen faculty members traveling from branch campuses across Alaska's vast geography—from Kodiak to Ketchikan, from Prince William Sound to Bristol Bay. This investment in bringing people together physically proved invaluable; the informal conversations over shared meals often sparked insights that enriched our formal discussions. The decision to provide catering throughout the two-day event, while practical in keeping us focused on our work, also created natural spaces for the kind of relationship-building essential to sustained collaboration.

The stipends provided to investigators for preliminary planning and post-symposium synthesis reflect our understanding that meaningful change requires both careful preparation and thoughtful follow-through. This support enabled us to develop pre-symposium materials that, according to our survey data, left participants feeling well-prepared for our intensive

discussions. Perhaps more importantly, it has allowed us to transform our collective insights into actionable initiatives that will shape writing instruction across our system.

Writing Instruction in the Alaska Context

As we reflect on the Quinquennial Statewide Symposium on Effectiveness in First-Year Writing, we see in our work a profound expression of the University of Alaska's mission to inspire learning and advance knowledge through teaching, research, and public service. Our particular emphasis on the North and its diverse peoples manifests in every aspect of our initiatives—from our Vision and Values statement that acknowledges writing's role in preserving and celebrating cultural knowledge, to our proposed MOOSE archive that will preserve distinctly Alaskan student voices.

The relationships strengthened and initiatives launched during this symposium will shape writing instruction at UA for years to come. Our comprehensive approach—addressing everything from philosophical foundations to practical guidelines for AI use—positions us to thoughtfully integrate new technologies while maintaining our focus on student success. The proposed MOOSE archive and OERCA platform provide technological infrastructure that will not only support these efforts but also celebrate and preserve the unique perspectives our students bring to their writing.

In the end, this symposium has revealed something fundamental about our work as writing educators in Alaska: our greatest resource lies not in any single initiative or innovation, but in our community of dedicated educators who understand writing's power to transform lives. The energy and creativity that emerged from our discussions remind us that when we create intentional spaces for collaboration, we do more than improve programs—we renew our shared commitment to helping students find their voices, develop their ideas, and contribute to the ongoing conversation that is higher education in Alaska.

Sincerely,

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Department of Humanities
University of Alaska Southeast – Juneau

Jackie Cason, PhD
Professor of Writing
Department of Writing
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Carrie Aldrich, PhD
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Appendix A – Full Working Group Reports

Working Group 1
Report: Vision, Values, and Pedagogy Statement

Goal
Working Group 1, which included representative faculty from UAA, UAS, and UAF, set out to develop and refine shared principles, values, and reasoning as a foundation for a coherent and effective curriculum that supports writing development. More specifically, Group 1 focused on developing a shared, statewide program philosophy and identifying best practices to improve alignment between developmental writing, first year writing (FYW), and 200-level writing courses across campuses. Moreover, Group 1 maintains that a shared philosophy and rationale will serve to inform policy, curriculum revisions, and first year writing pedagogies in a way that aligns efforts statewide.

Process

Advance Steps: Group members prepared in the following ways:
- Gathered, reviewed, and synthesized philosophy and mission statements from select campuses across the country.
- Selected and synthesized research on learning theory that speaks to the development of writers.
- Each member individually selected and shared with the group a single influential piece of research that had influenced their pedagogy so that group members could study in advance and identify common themes, values, and assumptions as they prepared for discussion during the symposium.

Symposium Interaction: Group members engaged in the following ways:
- Day 1: Group members engaged in well-informed discussion based on direct experience, selected research, and national examples. Following in-depth discussion, group members wrote individually drafted statements in preparation for a focus on writing during the second day.
- Day 2: Group members, having reviewed one another's individual attempts, began the effort to sift, sort, and select elements that would become part of a single collaboratively written statement. Further iterations sought to improve coherence and flow, resulting in a statement that was presented to the full group.

Results

With sustained engagement, the resulting draft was written in full awareness of emerging communication tools that call into question the value of human agency and expression. The resulting statement, therefore, reflects the relational nature of human communication and emphasizes writing processes as tools for inquiry and learning. What is likely to follow is an emphasis on information literacy and writing processes in student learning outcomes and assessment practices.

Group 1 presented a "[Vision, Values, and Pedagogy" statement](#) that was endorsed with broad support. In a follow up survey, 80% of symposium participants said they would adopt the statement with minimal revision, and 15% said it reflected their values and pedagogy but would encourage more significant revision within their home departments. The [UAA Department of Writing completed minimal revision and adopted the statement](#) during the Fall of 2024.

Group 1 shared a Vision, Values, and Pedagogy Statement. Select the item that best describes your response to the statement. Link to the statement (open for commenting)

20 responses
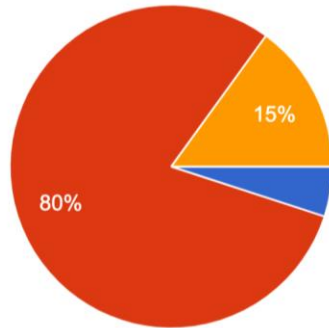
- ● I appreciate the effort, but I think our departments are different enough to warrant a more local satement.
- ● The statement reflects my values and pedagogy, and would support my department's adoption of the statemen…
- ● The statement reflects my values and pedagogy, but I would support my dep…
- ● The statement does not reflect my values or pedagogy, so I do not suppo…

Next Steps

Faculty at UAS and UAF and their connected Community Campuses will continue to work with the statement to finalize a statement fitted to their programs.

Working Group 2: Course Sequencing
Symposium Report
November 26, 2024

Goals of the Group

The primary goal of this group was to revise the student learning outcomes for the writing courses sequence. Out of that primary goal, three others emerged:

1. Realign WRTG 110 and WRTG 111
> The current SLOs were written by two departments, and as a result, they differ substantially in style and content. The pre-GER courses were written by faculty in developmental writing departments, and the GER courses were written by faculty in departments of English. WRTG 110 and WRTG 111 are where those separate curricula meet. We sought to create a clear progression from 0-level, to 100- and 200-level courses, with a throughline for our students' learning.

2. Use plain language in student learning outcomes
> The student learning outcomes for our courses should be accessible and clear to a wide audience, which includes our students. When students see the outcomes in the course syllabus and throughout the semester, we want them to understand our goals for their learning. With them in mind, we sought to use plain language in our revisions.

3. Continue statewide conversation about our curricular objectives
> While the writing course sequence was originally aligned across all UA campuses, the mandate to align has been lifted. That said, many of our students take classes from more than one campus, so it's necessary that faculty across campuses continue to share goals and purposes for our courses.

Group Process

Faculty from the Anchorage campus had begun drafting revised SLOs during the 2023-24 academic year. Several members of that Anchorage group brought their draft revised SLOs to this symposium group, and we continued refining them. Our group had representatives from the Anchorage and Fairbanks campuses, so as we worked, we spent time discussing the similarities and differences among our campus populations and courses.

Results

Our group reported back drafts of revised student learning outcomes for WRTG 110, WRTG 192, and WRTG 111.

During our discussion about the 200-level courses, we determined that faculty at different campuses have a range of views about the future of those courses and how they should be revised. As such, we did not revise those student learning outcomes.

Likewise, we did not revise student learning outcomes for 0-level courses because we wanted faculty who teach those courses (who were not in this group) to lead those conversations.

Next Steps

Each campus may decide how to proceed with the draft revisions. Faculty at the Anchorage campus have begun the approval process for the WRTG 110 and WRTG 111 revised student learning outcomes. They will continue the process with WRTG 092 and WRTG 192, and eventually the other 0-level courses.

There is consensus among faculty that communication across all UA campuses is beneficial and a priority. While each campus will make curricular decisions based on their local context, we will strive to find shared goals for the students in our writing courses.

Assessment Working Group Summary (Working Group 3) Report

The Assessment Working Group aimed to develop systematic, scalable protocols for assessing student learning outcomes across the UA system's writing programs. A key innovation was our decision to center student writing itself in the assessment process, moving away from traditional rubric-only approaches to embrace a more holistic and technologically enhanced methodology that would serve both assessment and pedagogical needs.

Our group began by grappling with a fundamental challenge in writing assessment: the sheer time and effort required to meaningfully evaluate student work across multiple campuses. While discussing traditional assessment methods, we wondered if emerging AI tools might offer new possibilities. This led us to experiment with Claude, feeding it student essays and comparing its analyses with our own professional judgments. These experiments sparked rich discussions about what we value in student writing and how those values might or might not be captured by automated analysis. The AI's attempts to assess writing revealed both promising capabilities and concerning limitations: it could identify certain patterns and features, but often missed the nuanced ways students engage with their communities and experiences.

As we worked through these limitations, our conversations shifted from seeing AI as a potential replacement for human assessment to envisioning it as one tool within a larger ecosystem of writing support and evaluation. The idea of a digital archive emerged organically from these discussions, as we recognized the need to preserve and learn from student writing in more systematic ways. We spent significant time exploring what features such an archive would need to be truly useful, not just for assessment purposes, but for teaching, learning, and celebrating student achievement. Through these conversations, we developed preliminary ideas about tagging systems that could capture both technical aspects of writing and deeper connections to place, culture, and community. The process was iterative and collaborative, with each team member bringing unique perspectives from their campus contexts and teaching experiences. Rather than rushing to implement solutions, we focused on building a shared vision for what meaningful writing assessment could look like in the Alaska context.

That said, our initial exploration of AI-assisted assessment, while promising, revealed the need for a more comprehensive approach to understanding student writing. Through testing Claude's analysis of student essays, we discovered that automated assessment alone couldn't capture the nuanced ways students engage with complex topics, particularly those reflecting Alaska's diverse communities and experiences. This realization led to extensive discussions about what we actually value in student writing, beyond mechanical correctness or standard academic conventions. We found ourselves particularly drawn to pieces that demonstrated strong cultural awareness, community engagement, and authentic voice. The group's conversations repeatedly returned to the importance of preserving and learning from these student perspectives, which eventually sparked the idea for a searchable archive. Through collaborative dialogue, we envisioned a system that would not only serve assessment needs but also create a rich repository of student writing that could inform teaching practices and showcase the diverse voices of UA students. The proposed MOOSE (Masterworks of Our Students' Expression) archive emerged from these discussions, with our group identifying key features like geographic tagging, language family identification, and community connection markers that would make the archive valuable for multiple stakeholders. Our Symposium work established a clear direction for future development that honors both assessment needs and the unique characteristics of writing in and about Alaska.

Next Steps:

1. Implementation of the MOOSE archive through a Faculty Initiative Fund proposal (submitted Nov 4, 2024).
    a. Other grant funding will be sought if the FIF is not funded.
2. Development of comprehensive tagging protocols and user guidelines.
3. Creation of submission pathways and permissions processes.
4. Pilot testing with summer writing courses.
5. Faculty training workshops at each campus.
6. Regular assessment of archive effectiveness and refinement of protocols.
7. Expansion of the archive to include writing from across disciplines.

Dual Enrollment Symposium Working Group 4 Report
12/2/2024

The original description of the Dual Enrollment Working Group's goal was focused on strengthening coordination between DE partners and UAA and providing materials, i.e., a handbook including sample syllabi, assessment materials, and reporting protocols. However, when our group met, we discovered we had more fundamental questions regarding DE, and we made answering those questions our aim.

- How successful are dual enrollment students academically?
- Does dual enrollment increase student retention?
- At what age are students college-ready?
- How many DE programs are in Alaska, and do they meet the demand?
- Which demographics of students are underrepresented in dual enrollment, especially in Alaska?
- How does the presence of dual enrollment students affect curriculum choices and the classroom experience?

Process

Each person in our group chose one or more questions to research, and when we reconvened, we created two deliverables: a table categorizing all known DE programs statewide and slides summarizing basic information about the effectiveness of and potential challenges inherent to dual enrollment.

Results

Greg Hartley created and populated two tables. The first categorizes DE programs based on their location, instructor (high school or college), credit earned, and the tuition payer. Then he created a table of every known DE enrollment in Alaska affiliated with any of the UA campuses. We were all surprised by the number of DE programs and their rapid growth in recent years.

Our basic findings on DE include that it is growing in terms of enrollment and programs, has increased overall UA enrollment (BOR report, 2024), increases matriculation to the host institution, saves students money, and shortens time to degree (Kirby et al, 2023). We also found DE students as a group are academically successful (ISER, 2019), that in Alaska, Career and Technical Education (CTE) makes up roughly half of the DE population (ISER, 2019), and that homeschoolers make up a significant portion of the DE population.

One significant issue that surfaced was that CCCC's statement on DE recommends that only juniors and seniors participate; however, some early enrollment DE programs allow students to begin as early as 8th grade. In our experience, the presence of younger students creates challenges regarding maintaining academic rigor and classroom dynamics appropriate for non-DE class members.

Next Steps

Our group recognizes a need to track DE students in Banner to collect consistent data across all MAUs. We also encourage faculty/departments to reach out to their local DE programs, form relationships, and learn more, especially to address issues surrounding the presence of younger

students in college classes through early enrollment programs. We further recommend that individual campuses pay close attention to the model of DE offered in their area, since each has special implications to consider, such as the qualifications required for instructors if the model has students taking classes off-campus or in local high schools.

Group 5 report (Open Educational Resources)
Douglass Bourne

Open Educational Resources (OER) offer numerous benefits to students. These free course textbooks and materials are integrated into the class framework, eliminating the need for students to purchase resources from bookstores or publishers. While OER is recognized as valuable, the group also acknowledges the importance of primary texts and physical books in teaching writing. Our aim is to ensure OER supports creative and critical engagement with learning materials while advocating for the inclusion of low-cost traditional texts.

Cost savings for students has been significant. At the University of Alaska Southeast (UAS), over 8,500 students have benefited from Zero Textbook Cost (ZTC) or OER course materials since 2016, saving an estimated $853,400. At the University of Alaska Anchorage (UAA), 1,190 students in Spring, Summer, and Fall 2024 used OER in WRTG courses, resulting in estimated savings of $47,588 to $119,000, depending on textbook prices. However, outreach to the University of Alaska Fairbanks (UAF) has not yielded data at this time, but many faculty members do use OER.

OER causes some challenges. Materials created through grant funding may face uncertain updates if funding was not renewed. Faculty time can be another consideration, since ordering books is straightforward compared to developing or adopting OER materials. Additionally, environmental concerns about printing and accessibility must be addressed. The shift to OER raises apprehension about student engagement. Faculty worry that OER may exacerbate the decline in students' willingness to read entire books. Writers and publishers also face uncertainties regarding fair compensation and the impact on independent presses, which are crucial for creative writing courses. The self-publishing nature of OER adds complexities in ensuring quality, as the material may not undergo rigorous peer review or professional editing. Faculty must vet these resources themselves, which can be time-intensive, especially given the sheer volume of available materials. There are significant concerns about copyright and licensing within OER. Faculty may misunderstand the requirements of Creative Commons licenses, inadvertently violating copyright. Incorporating third-party content can also create legal challenges.

Despite drawbacks, OER offers many positive opportunities. Platforms like Pressbooks allow faculty to create customized textbooks by adapting existing OER materials. These resources support place-based learning and align with specific course goals. They also offer students the ability to download, annotate, and retain texts without cost. Tools like Hypothesis enable digital annotations, improving the learning experience. However, the future of platforms like Pressbooks, currently funded through 2025, remains uncertain, and the transition to alternatives may pose challenges.

The development and growth of OER hinges on faculty participation. Support for faculty creating OER, such as workload adjustments, funding, and training, was critical. Institutions like UAA have integrated OER into their writing programs, but broader adoption requires structured support systems. Establishing Open Education Resource Collection of Alaska (OERCA) as a branded UA platform would centralize resources, provide training for new instructors, and foster collaboration. The platform could include syllabi, assignments, curated readings, and links to open access journals. By investing in OERCA, the UA system could ensure its sustainability while maximizing its benefits for students and faculty alike.

Working Group 6 Report

Our working group, **"AI-Squared: Academic Integrity in the Age of Artificial Intelligence,"** convened to address the impact of generative AI on writing pedagogy across the University of Alaska system. Our members included co-leaders, Dr. James Ryan of UAS-Ketchikan and Dr. Andrew Harnish of UAA-Goose Lake, as well as Dr. Lia Calhoun of Kenai Peninsula College-Kachemak Bay, Dr. Anette Hornung of Mat-Su College, Taten Sheridan of Kodiak College, and Shane Castle and Angela Anderson, both of UAA-Goose Lake. Our guiding mission was to create responsible policies and best practices for AI use. We sought to balance the traditional goals of effective language learning with the ethical and practical considerations of emerging AI tools, enabling accessible and equitable integration of these technologies across a range of educational contexts.

We initiated our process with a discussion about our experiences in teaching and using generative AI, exploring shared challenges and opportunities in the classroom. This led us to collaboratively brainstorm and develop a set of core values and detailed recommendations, informed by our discussions and by best practices in the field. The resulting guidelines, titled "Suggested UA Values & Recommendations for Artificial Intelligence," reflect a refined, human-centered approach tailored to the specific needs of UA's faculty, staff, and students.

Our guidelines offer specific recommendations across multiple levels of the university, categorized by stakeholder group:

> **Institutional Values**: Emphasizing the importance of critical AI literacy, we advocate for awareness of the practical, ethical, and environmental implications of AI. Additionally, we stress the protection of academic freedom for faculty regarding AI use in their courses and safeguarding students from wrongful accusations of AI-related misconduct.

> **Recommendations for Regents**, **Administrators, and Staff**: We propose strategic investments in AI technology and professional development, emphasizing equitable access to resources. Furthermore, we recommend policy clarifications that recognize AI use as permissible unless expressly prohibited in course syllabi and urge that misconduct assessments should not rely solely on AI detection software.

> **Instructor and Student Recommendations**: For instructors, we advise implementing clear AI policies in syllabi and fostering student awareness of these guidelines. For students, we encourage developing critical thinking skills and understanding the ethical and environmental considerations of AI use, along with the importance of clarifying AI policies across their courses.

To further advance these efforts, our group aims to disseminate our guidelines across the UA system and encourage campus-level conversations on AI and academic integrity. Additionally, we plan to expand our survey of attitudes toward AI, facilitating ongoing engagement and refining policies as technology and pedagogical needs evolve. By continuing our collaboration with broader initiatives, such as the AAC&U Institute, we hope to integrate our findings into statewide and national discussions on AI's role in education.

Suggested UA Values & Recommendations for Artificial Intelligence

Institutional Values

- Foster critical AI literacy, which includes awareness of practical, ethical, and environmental implications of generative artificial intelligence and large language models.
- Protect the academic freedom of faculty to allow or to forbid AI usage in their courses.
- Protect students from false accusations of AI plagiarism.

Regent, Administrators, and Staff Recommendations

- Regents and administrators should invest strategically in A.I. technology and faculty and staff professional development to foster critical AI literacy and equitable access to resources.
- Regents and administrators should ensure that all students have equitable access to generative AI technologies.
- Shared governance groups should revise the misconduct policy to specifically include generative AI and large language models.
- Clarify that, for the purpose of academic disputes, AI usage is not academic misconduct unless there is a clear policy statement in the syllabus.
- Clarify that findings of responsibility for student misconduct will not be solely based on AI detection software.
- Campus-wide administrators, departments, and staff should direct students to course-level policies in the syllabus.

Instructor Recommendations

- The instructor of record should have a syllabus policy regarding whether or how AI can be used in the course.
- The instructor should foster meta-knowledge of AI policies by reminding students to look for the AI statement in the syllabus in each of their courses.
- Course syllabus statements should be the primary reference for determining whether AI is acceptable in the course and to what extent.

Student Recommendations

- Students should seek to develop as critical thinkers regardless of the capabilities of advancing technologies.
- Students should cultivate knowledge of the ethical, practical, and environmental implications of AI use.
- Students should identify the AI policy in each of their course syllabi because AI policies vary from course to course, and they should seek clarification on appropriate AI use when questions arise.
- Students should be aware that there can be serious academic consequences for misconduct, but there are also options if they are falsely accused of AI misconduct.

Appendix B – Post-symposium Survey Results

Writing Symposium Reflection

22 responses

Please share any questions or comments you have regarding travel expense reports.

10 responses

I didn't use the card and everything was provided. What should I do?

None from Jay!

Seems straightforward!

Thank you for making travel and Concur so easy!

None

I do not have any questions.

I paid for an uber on my personal card. Should i also e-mail that receipt to Shawn?

Do we include receipts from our personal credit cards?

I only used my travel card when checking into the hotel and didn't get a receipt; do I need to do an expense report for this?
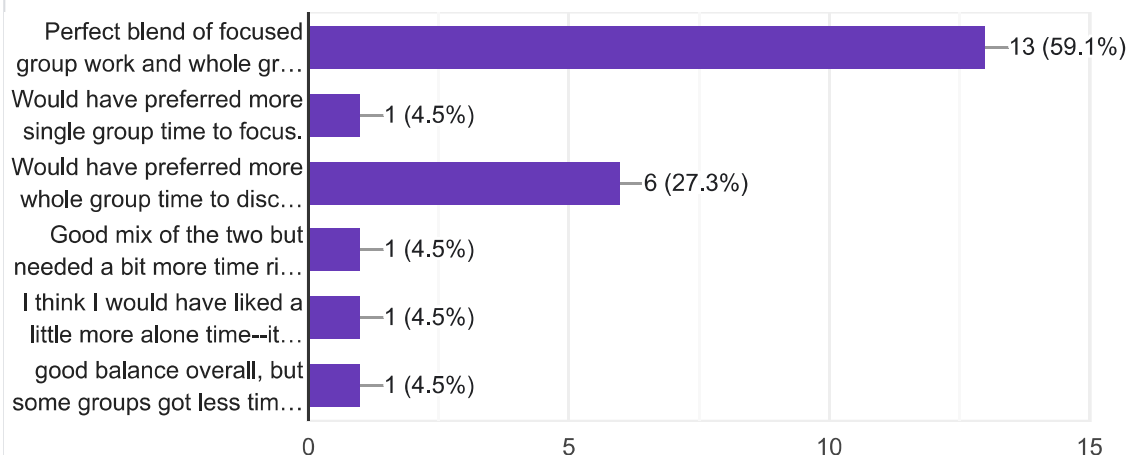
N/A

Please select the item(s) that best represent your experience of focused Group Work and Whole Group Cross Talk. Choose the one that best describes your experience.

22 responses

Category	Value
Perfect blend of focused group work and whole gr…	13 (59.1%)
Would have preferred more single group time to focus.	1 (4.5%)
Would have preferred more whole group time to disc…	6 (27.3%)
Good mix of the two but needed a bit more time ri…	1 (4.5%)
I think I would have liked a little more alone time--it…	1 (4.5%)
good balance overall, but some groups got less tim…	1 (4.5%)

To what extent did the preliminary tasks prepare you to be productive during the symposium event? Choose the item that best describes your experience.

22 responses

- 54.5% — I felt our group prepared well, and that enabled us to be productive.
- 9.1% — I think we would have been more productive if we had done more preliminary work leadin…
- I think our preliminary work left us with more time than we ne…
- 36.4% — A balanced ratio of preliminary work and symposium work ti…
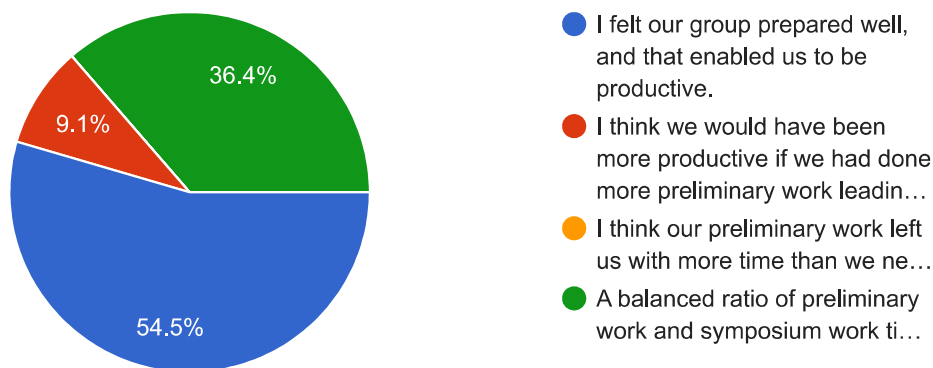
Help us gauge next steps for the work of each group

Group 1 shared a Vision, Values, and Pedagogy Statement. Select the item that best describes your response to the statement.
[Link to the statement](#) (open for commenting)

20 responses
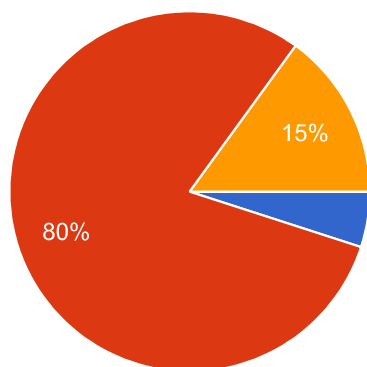
- I appreciate the effort, but I think our departments are different enough to warrant a…
- The statement reflects my values and pedagogy, and would support my department…
- The statement reflects my values and pedagogy, but I w…
- The statement does not reflect my values or pedagogy, so I d…

80%
15%

Group 2 shared revised student learning outcomes for [WRTG 110](#), [WRTG 111](#), and [WRTG 192](#) (Accelerated Learning Course). Select the items that best describe the likelihood of curricular revisions moving forward during AY24. Choose all that apply.

22 responses

Response	Count
I like these revisions and…	8 (36.4%)
I support the categories o…	5 (22.7%)
I support the categories o…	3 (13.6%)
I would prefer that we foc…	2 (9.1%)
I prefer to replace the dis…	2 (9.1%)
I prefer to retain the verti…	7 (31.8%)
I prefer to retain a vertica…	2 (9.1%)
If my campus moves for…	16 (72.7%)
Because students enroll i…	14 (63.6%)
We should accept the pla…	7 (31.8%)

Group 3 shared axial principles informing the processes of assessment, which led them to imagine creating a statewide archive of student writing. If they were to seek additional grant funding to pursue this project, how might you use such an archive? Choose all that apply.

Copy

22 responses

Label	Value
I would encourage stude…	12 (54.5%)
I would use writing sampl…	16 (72.7%)
I think it would help our c…	11 (50%)
The archive could be use…	14 (63.6%)
The archive could be use…	12 (54.5%)
I would love to be involve…	3 (13.6%)
The usefulness of such a…	9 (40.9%)
I can see this as a compl…	12 (54.5%)
Why do we need this if w…	4 (18.2%)
I see no use for this at all.	1 (4.5%)
not sure of the value of th…	1 (4.5%)
This is an interesting proj…	1 (4.5%)
Too many other derelict p…	1 (4.5%)

Group 4, having identified 7 models of dual enrollment based on Hanover research, shared a spreadsheet that categorized DE programs across the UA system, an exercise that revealed the prevalence of the non-degree seeking model across our campuses. What is the significance of the prevalence of the non degree seeking model?

13 responses

Not a fan of dual enrollment but I'm aware that we do not have a seat at the table of deciders.

Could imply we need to be diligent about preparing students without as much experience as we have traditionally seen in WRTG classrooms. Which might mean leaning more on ALP in other courses.

That they are taking revenue however they can get it and probably without much in the way of admissions standards (not that I'm opposed to it, just noting it)

?

Unknown

It seems like this model offers the most flexibility for high school students, and it allows them to customize their enrollment based on their schedules and interests (esp. compared to a more rigid middle college model).

It's the new reality. I would have liked something like a position statement on DE programs and how to best work with DE students like CCCC has done.

The popularity of DE suggests UA needs to remain engaged with it.

Hard to say: lots of changes coming, perhaps? For me, this report highlights the bizarre pricing structure of American higher education writ large, where almost nobody pays the same amount for the same class.

I honestly don't know.

NOD would include truly non-degree seeking students, right? It seems less useful that this would be lumped together with dual-enrollment students.

I would like to know more about what other categories non-degree seeking students there are-- that category as a whole is a little opaque to me.

Start offering classroom management workshops to deal with the dramatic blend of maturity rates. Invite staff from Middle College and ANSEP to visit for a Q&A session.

Which potential benefit of DE is most salient for you?

21 responses
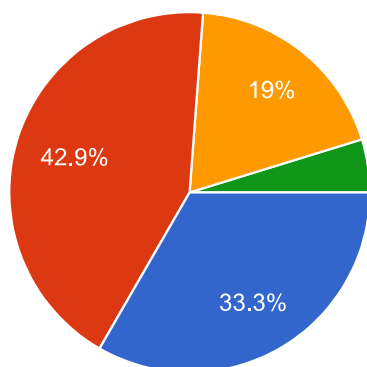
- Makes postsecondary education more affordable.
- Increasing retention of students at our universities.
- Students are more successful.
- Shortens time to degree
- Provides home schoolers strong options.

19%
42.9%
33.3%

Which potential drawback of DE is most salient for you?

22 responses
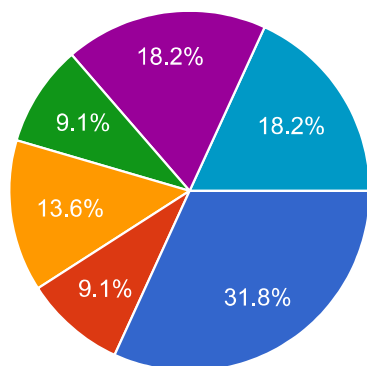
- Maturity levels are likely to limit the readings that can be assi…
- Parent involvement will undermine writer autonomy a…
- The fiscal model reduces income to the university.
- Class caps for urriculum offered in high schools is too high.
- High school teachers may lac…
- Assessment and accreditatio…

18.2%
9.1%
13.6%
9.1%
18.2%
31.8%

Given the increase and the benefits to students that dual enrollment offers, what factors should faculty be paying most attention to?

17 responses

Getting our concerns heard by anyone who makes decisions.

Preparedness and ability to critically engage complexities of given writing situations.

Administrators tout retention stats without context (eg, 41% of Middle College students continuing here doesn't prove the program retained them, as that same percentage might have attended here anyway). Administrators support these programs to boost revenue in the short term, and they unilaterally adopt programs without our input, give our curriculum to unqualified high school faculty, and in the latter situation, don't seem to care that classes might have 60 students in them who receive virtually no feedback. This undercuts our departmental revenue in the end and, worse, our acceptance tacitly suggests we agree these classes can be meaningfully taught to groups of 60. As for Middle College-like models, I think we need to remain vigilant against and withstand the chilling effect it can have to know kids will be in the class. They have to read and write like adults or shouldn't be there or pass.

Lack of student intellectual and language-based communications expected for someone 18+.

access to resources/conditions that other college students access

Course Development and Facilitation

Our ability to control how our courses are taught; HS writing instruction is remarkably weak. High school teachers should not be teaching our courses unless they've had intensive training, a mentor, and are evaluated/observed on a semi-regular basis.

Perhaps continued marketing attempts to encourage high school counselors to remain in touch and to actively consider dual enrollment opportunities when working with students.

retaining high rigor and treating DE students as adults

The impact of on-site high school DE enrollment on FYW across UA.

Class caps and credentials of educators

how to measure the student-learning-outcomes

maintaining rigor

Maintaining the integrity of our courses through teacher credentials, class size caps, and not changing our curriculum too much to accommodate high school students. I believe we need to

cap the number of HS students that can be added to each class to maintain the quality of the educational environment for non-high school students.

Who is teaching these courses and how they are supported.

the quality of instruction from educators who do not typically teach college-level writing

As non-paying students flood our classrooms, paying students will be increasingly disenfranchised.

Copy

Group 5 reminded us and reinforced the point that while OER saves students a lot of money, the labor required to produce open educational resources means that none of these resources are truly "free." Group 5 also proposed the creation of **OERCA-Open Education Resources Collection Alaska**, which will need to be resourced. Select all options that reflect your thinking on how to resource and value the creative labor that produces OER? Select all that apply.

21 responses
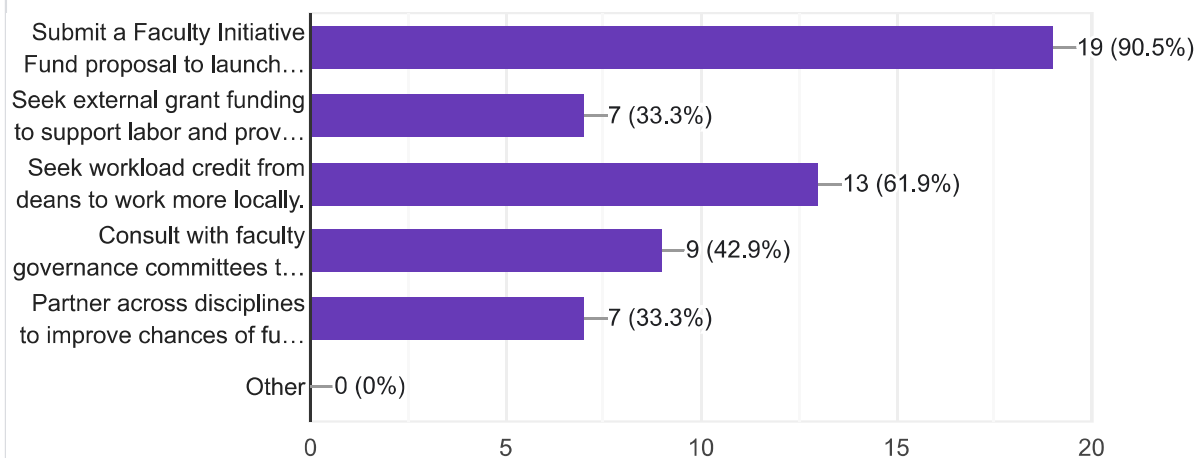
Group 6, focusing on emergent GenAI and large language models, crafted a **Position Paper: Suggested UA Values & Recommendations for Artificial Intelligence.** Link to the statement. What level of support do you have for the values they identified?

What level of support do you have for Group 6's recommendations for **Regent, Administrators, and Staff?**
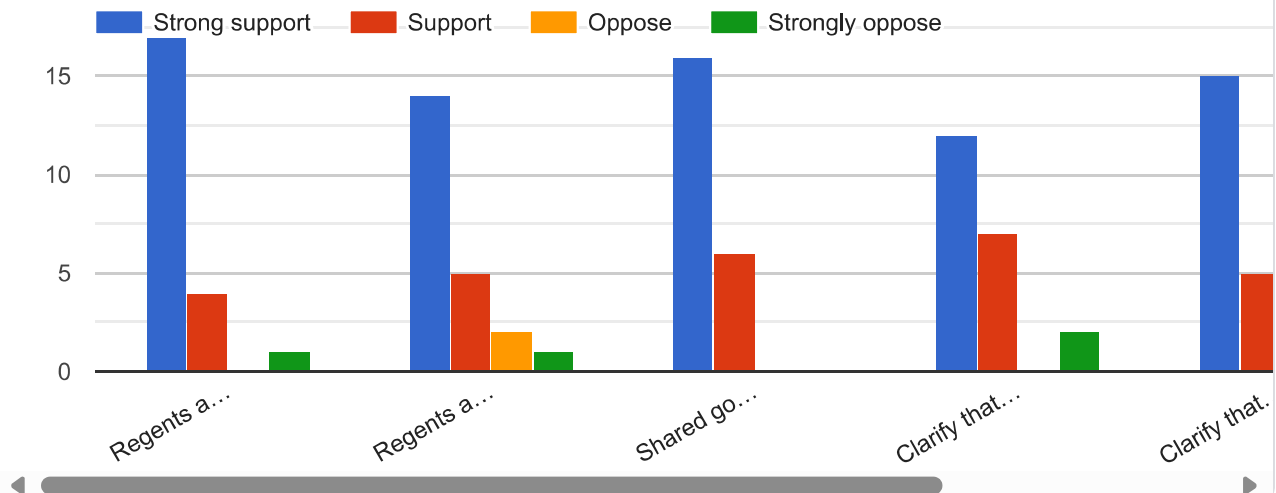
What level of support do you have for Group 6's recommendations for **Instructors?**

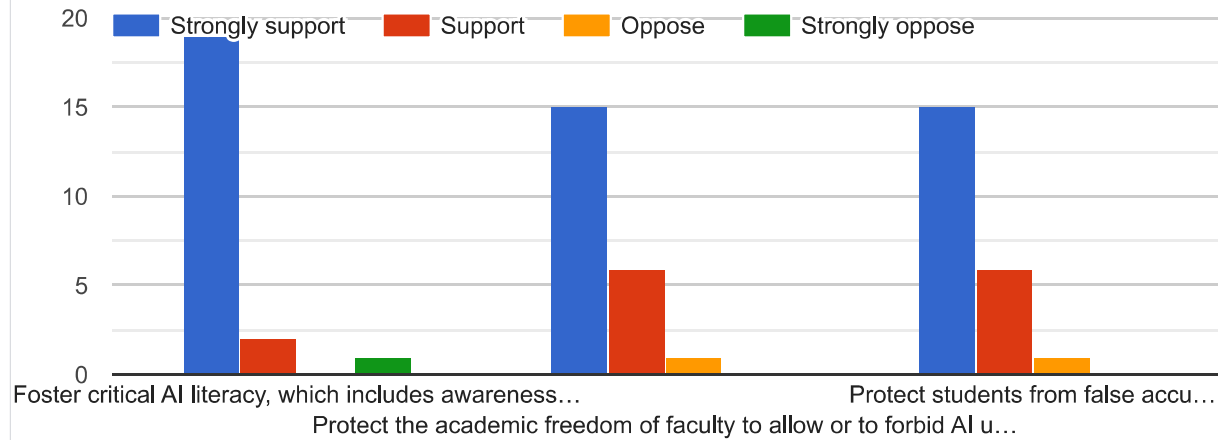**Legend:** Strongly support (blue), Support (red), Oppose (orange), Strongly oppose (green)

Recommendation	Strongly support	Support	Oppose	Strongly oppose
The instructor of record should have a syllabus poli…	19	2		
The instructor should foster meta-knowledge of AI policies by re…	15	6		
Course syllabus statements sho…	16	4		1
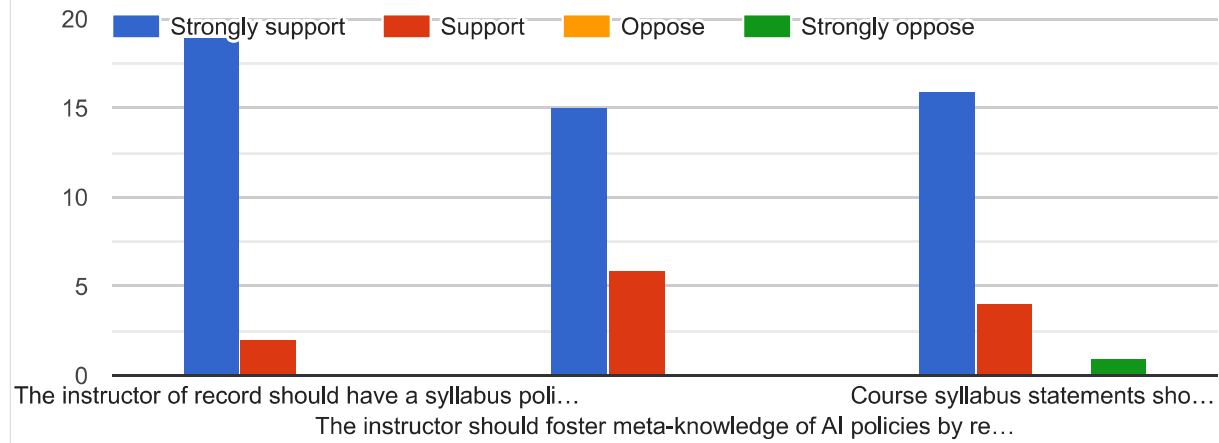
What level of support do you have for Group 6's recommendations for **Students?**

Legend: Strongly support (blue), Support (red), Oppose (orange), Strongly oppose (green)

Recommendation	Strongly support	Support	Oppose	Strongly oppose
Students should seek to develop as critica…	20	1		
Students should cultivate knowledge of the ethi…	18	2		1
Students should identify the AI policy in each of…	17	4		
Students should be aw…	17	4		
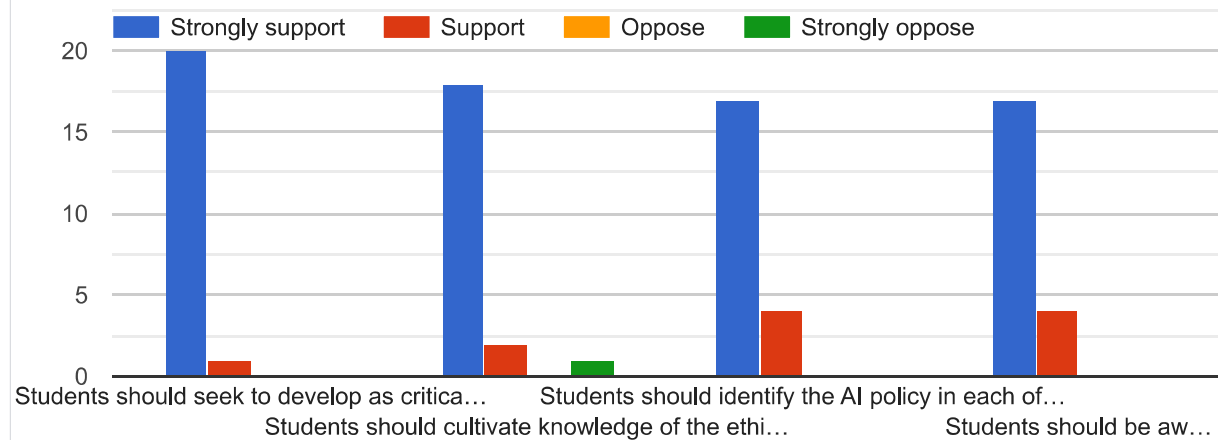
Which governance structure would be most likely to advance AI policy efforts proposed by Group 6?

19 responses

- Department
- College (working with deans and leadership councils)
- Dean of Students
- Provost--OAA
- Faculty Senates
- Faculty Alliance

Pie chart values: 36.8%, 10.5%, 21.1%, 15.8%, 10.5%

Final Prompt: Please share any synergy or intersection you recognized across the working groups so that we might encourage further cross talk and collaboration.

10 responses

The OER group and Assessment group fit together very well. The repository of student writing is part of OER, and OER is trying to build a broad coalition that includes student works and input to the OERCA.

WGs 3 and 6 were not able to caucus, but they should talk about AI-assisted assessment. WG3 and 5 have a natural affinity, too, and should collaborate in the future.

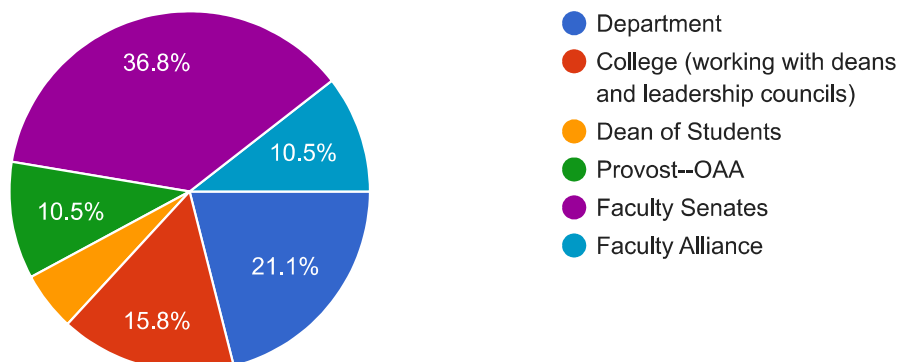I thought all of the groupings and cross-connections were strong and meaningful—it seems like we could have shuffled groups multiple times, and each time would have created a positive and organic grouping. Each individual seemed engaged and committed to the tasks and to a general productive contribution. This probably isn't what's being asked, but I am interested in the continued work of all of these groups' efforts!

200-level curriculum

Nothing to add

nice to connect with folks doing similar work from across the state.

I appreciated the chance to get to know colleagues from across the state and discuss issues that matter to all of us. I'd value follow-up on SLO's, AI, and dual enrollment. Also, I suggest holding the next Symposium just after the spring term ends (i.e., May of '26). September is a busy time for such an intensive event.

OERCA could contain sample syllabi which might link to the issues discussed by group 6. It would likely also help us check updated or evolving SLOs.

Groups 3 and 5 have the potential to cross-pollinate each other's projects in a way that could strengthen both.

We should do this again! At least once a year. Each campus should take turns hosting. However, I found that the working group model tamped down on networking opportunities. Perhaps a traditional call for papers or just more time for relationship building and idea swapping would be a possible second iteration.

Google Forms

Appendix C – Symposium Reporting Slides

Statewide Writing Symposium

2024

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UAF
Fairbanks Campus
- - College of Rural & Community Developr
- - Community & Technical College
- - Interior Alaska Campus
- - Military Programs

Chukchi Campus

Yukon Flats Center

Northwest Campus

Nenana Center

Tok Center

Copper Basin Extension Campus

Kuskokwim Campus

Cordova Extension Center

UAS

Juneau Campus

Sitka Campus

Bristol Bay Campus

Ketchikan Campus

Aleutians/Pribilof Center

Kodiak College

Prince William Sound College

Kenai Peninsula College
Kenai River Campus

Matanuska Susitna College

KPC Kachemak Bay Campus

KPC Resurrection Bay Extension

- - Chugiak-Eagle River College
- - Military Programs

Anchorage Campus

UAA

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Campus Overview–UAA

Enrollment for prior AY											
Course	**090**	**092**	**110**	**111**	**192**	**211**	**212**	**213**	**214**	**280**	**290**
Count	132	24	634	1,855	106	350	761	576	39	19	10
Enrollment for FA24											
Count	55	17	457	711	83	128	237	201	22	14	0

UAA unduplicated headcount: 18,460 (0% increase over FA23)

Student credit hours: 170,630 (3.8% increase over AY 23-24)

Number of faculty (full-time; part-time): 15 FT, 14 PT

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Campus Overview–UAF

Enrollment for prior 202303							
Course	068	**090**	**110**	**111**	**211**	**212**	**213**	**214**
Count	10	11	45	710	170	93	108	45
Enrollment for 202403							
Count	21	10	32	713	151	93	139	37

Enrollment trends: For Fall '24 - UAF unduplicated headcount is 2.8 percent (191 students) higher and student credit hours 4.5 percent (2,625 SCH) more compared to Fall 2023, to-date (Week 5).

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Campus Overview–UAF

Courses Offered:

Number of sections

Number of faculty (full-time; part-time)

Enrollment trends: For Fall '24 - UAF headcount is 2.8 percent (191 students) higher and student credit hours 4.5 percent (2,625 SCH) more compared to Fall 2023, to-date (Week 5).

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Campus Overview–UAS

Course	Enrollment for prior AY					
	090	**104**	**110**	**111**	**211**	**212**
Count	10	23	81	202	108	79
	Enrollment for FA24					
Count	0	22	63	91	48	23

UAS unduplicated headcount: 2,050 (5% increase over FA23)

Student credit hours: 13,708 (1% increase over FA 23)

Number of faculty (full-time; part-time): 6 FT, 1 PT

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Project Goal

This project's goal is to bring writing faculty from across the state together, working across six thematically focused groups, to build relationships and draft proposals to align our courses and programs, increase student access and success, and institute the best, most effective practices to support increased retention and graduation rates. Our in-person collaboration is designed to build trust and learn more about how our writing courses serve a diverse student demographic across a diverse state.

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Working Group 1: Statements of Philosophy and Rationale

(Possible) Task Overview

Faculty will develop and refine shared principles, values, and reasoning as a foundation for a coherent and effective curriculum that supports writing development.

Getting Started Document

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Working Group 1: Statements of Philosophy and Rationale

Foresight

We have produced a draft statement that we can send back to local campuses for further iterations.

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Working Group 1: Statements of Philosophy and Rationale

Hindsight and Insight

"Our programs offer students strategies for cultivating a reflective writing practice that includes reading, discussion, collaboration, and revision."

Interactive process and takeaways.

- Shared motives, short-term goals, and longer term goals
- Shared readings and teaching statements
- Collection of resources to address group tasks

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Working Group 1: Statements of Philosophy and Rationale

Common Ground

We found common ground in the notions of relationality and maker spaces.

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Working Group 1: Charting a Way Forward

Vision; Values; Pedagogy

The University of Alaska's writing programs cultivate relational, dynamic spaces for inquiry and self-discovery. Our programs encourage students to engage in writing within the context of place-based experience— acknowledging cultural, geographic, and community-specific complexities as rich sources for meaning making. Our relational approach invites students into a broader exploration of how language can both connect and divide. By dwelling in process, our courses frame writing as a site for learning and curiosity, where students locate themselves in scholarly and community conversations to become makers of meaning who understand the power of their words.

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Working Group 1: Charting a Way Forward

Vision; Values; Pedagogy

Such processes take time, and writing development spans years as the demands of literacy continue to climb. Our programs offer students strategies for cultivating a reflective writing practice that includes reading, discussion, collaboration, and revision. We invite students into writing as a joyful practice where they can experiment without fear of harsh judgment, try on multiple perspectives, and develop an awareness of language variety. Students learn to navigate and contribute meaningfully to personal, professional, and community conversations, while developing the agility to respond confidently to new writing situations.

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Working Group 2: Course Sequencing

(Possible) Task Overview Getting Started Document

Regularly updated writing curricula provide explicit expectations that connect learning at each level. Revising student learning outcomes (SLOs) will be a major focus. Faculty across campuses will be engaged to ensure learning goals align with their curricular objectives. A shared values rubric will be centered on essential writing competencies.

The revised SLOs will be designed to progress clearly from developmental to first year to second year writing courses and will strive to adopt plain language to improve transparency for students and to facilitate assessment. Done purposefully, plain language course descriptions and outcomes position students to see more clearly what's required of them; when they understand what is required of them, their participation and engagement increase, contributing to persistence and completion.

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Working Group 2: Course Sequencing

Foresight

A group from the Anchorage campus had begun working on this process in AY 2023-2024 by proposing a draft of new WRTG 111 SLO's. During the symposium, we compared our draft from last year with the current UAF SLO's. We also composed new drafts for UAA 110 and 192 in sequence with our 111 draft.

Working Group 2: Course Sequencing

Hindsight and Insight

[Draft of revised WRTG 110 Student Learning Outcomes](#)

[Draft of revised WRTG 111 Student Learning Outcomes](#)

[Draft of revised WRTG 192 Student Learning Outcomes](#)

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Working Group 2: Course Sequencing

Common Ground

Our working group had representatives from only two campuses (UAA and UAF). The SLOs of these two universities were very similar, mainly differing in language. The group agreed that each campus should remain free to pursue what SLOs best fit their contexts.

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Working Group 2: Course Sequencing

Charting a Way Forward

Some symposium participants suggested changing the 200-level Writing courses either by cutting the many iterations (211, 212, 213, and 214) or by adding other thematic sections of 200-level courses from which students can choose (such as adventure writing). Banner may limit our opportunities to offer thematic courses. We decided to continue exploring those ideas, and ultimately deciding based on everybody's particular context.

We discussed options for place-based SLOs. Which courses should have a place-based SLO, and what boundaries should we place around the term "place"?

We would like departments to continue sharing and discussing their SLOs.

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Working Group 3: Protocols for Assessing Learning Outcomes

Common Ground

The following axia inform our perception of writing and assessing writing:

- Writing is liberatory and a fundamental skill for informed and meaningful participation in society.
- Grades are crude measurements for student learning.
- Alternative measurements have been made "difficult to do."
- Students should participate in the assessment.
- Narrative assessment and self-assessment are powerful-yet-underused assessment modes.

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Working Group 3: Protocols for Assessing Learning Outcomes

And the following axia sum up our views of assessment:

- Assessment for its own sake is a drag.
- Assessment for administrators is also often a drag.*(But they make more money than faculty doing it.--SK!)*
- The assessment we do with our students is different than the assessment we do with our programs.
- Demographics tracking and course outcomes only tell small parts of the assessment story.
- Qualitative assessment yields better insights.
- Qualitative assessment takes longer; therefore, there is less of it.

Working Group 3: Protocols for Assessing Learning Outcomes

Which got us thinking . . .

- Beyond (or perhaps even instead of) the usual metrics (persistence, completion, etc.), what data is useful–and what data isn't?
- What about affective metrics (*what kind of W*, for example?)
- What stories do we want to tell about the writing that Alaskans are doing? How can we tell them?
- Could a systemwide assessment use artifacts from a potential statewide repository?
- And could AI help us perform this qualitative assessment?

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Working Group 3: Protocols for Assessing Learning Outcomes

Foresight

- Working Group 3's goals for the Symposium are to think through the technical and ethical considerations AI-supported assessment might require.
- We'll also be thinking about "track assessment," meaning perhaps designing an assessment schedule for specific courses for specific years as part of a larger assessment plan.
- And we'll consider what a statewide repository might look like and how folks might contribute work to it.

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Working Group 4: Dual Enrollment Partnerships

(Possible) Task Overview [Group 4 Getting Started](#)

Ongoing community collaborations can make institutional boundaries more porous and support students navigating critical transitions as they cross from one institution or community to another. This working group will focus specifically on strengthening coordination between the University of Alaska and partnering high schools that offer dual enrollment FYW courses. This group will collaborate to outline a handbook covering learning outcomes, sample syllabi, assessment protocols, and reporting procedures tailored for the dual enrollment context. This group will explore national models for professional development workshops that provide opportunities for high school and university faculty to align standards and share best practices. Dual enrollment coordination and strategic community partnerships will be enhanced due to these initiatives.

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Working Group 4: Dual Enrollment Partnerships

Foresight Our questions going in:

- How successful are dual enrollment students academically?
- Does dual enrollment increase student retention?
- Which demographics of students are underrepresented in dual enrollment, especially in Alaska?
- What is the age cut-off when dual enrollment is no longer educationally effective?
- How does the presence of dual enrollment students affect curriculum choices and the classroom experience?

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Working Group 4: Dual Enrollment Partnerships

- How are DE programs assessed?
- How do programs assess if students are college ready?
- What does onboarding look like in DE programs?
- What should the role of Dev Ed courses be for DE students?
- How are DE students tagged and tracked by MAU?
- Are there not enough, just enough, or too many DE programs in Alaska?

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Working Group 4: Dual Enrollment Partnerships

The group identified **seven models** that characterize most dual enrollment programs.

Model	Instructor	Location	Credit	Tuition
Concurrent	High School*	High School	Shared	district
Tech Prep	High School*	Technical School	HS at first	district
Credit by Exam	High School	High School	Minimum score	test fee
Hybrid	Both	High School	Shared	discount
Early Enrollment	College	College/Dorm	Skips HS	grant
Middle College	College	College	Shared	district
Non-Degree Seeking	College	College	College only	student

*Certified and/or compensated by accrediting college.
Source: Hanover Research (2014). Dual Enrollment: Models, Practices, and Trends

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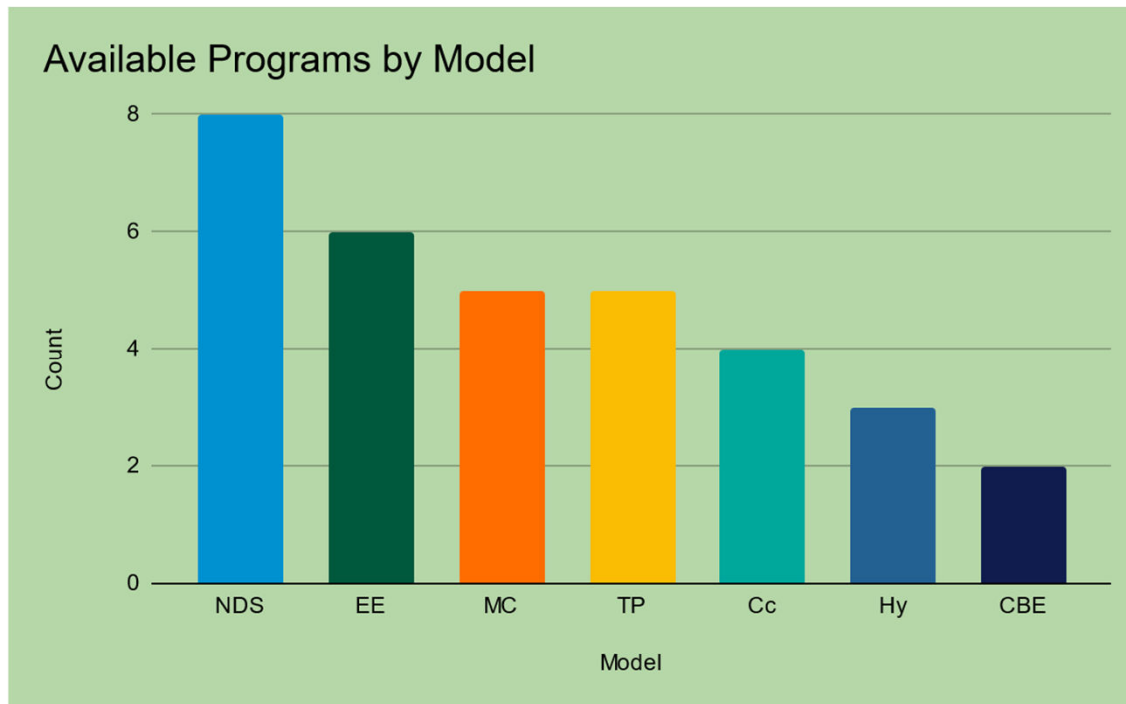
Working Group 4: Dual Enrollment Partnerships

The group compiled a [spreadsheet](#) of every known DE program or pathway across the UA network.

	Program	Unit	Campus	Model	Partner School or District
13	Mat-Su Middle College	UAA	Mat-Su College	MC	Mat-Su Middle College School
14	ANSEP Acceleration Academy, Mat-Su	UAA	Mat-Su College	EA	Mat-Su Middle College School
15	Mat-Su Non-Degree Seeking	UAA	Mat-Su College	NDS	None
16	Concurrent Enrollment	UAA	Kodiak College	Cc	Kodiak High School
17	Kodiak Non-Degree Seeking	UAA	Kodiak College	NDS	None
18	Alaska Advantage Program	UAF	All	Hy	Various, largely homeschool
19	AHEAD	UAF	Main	EA	Various
20	North Star College	UAF	Main	MC	Fairbanks North Star Borough District
21	UAF Non-Degree Seeking	UAF	Main	NDS	None
22	Rural Alaska Honors Institute (RAHI)	UAF	Main	EE	
23	ANSEP Acceleration Academy, Kotzebue	UAF	Chukchi	EE	North West Arctic Borough School District
24	Concurrent	UAF	Chukchi	Cc	
25	ANSEP Acceleration Academy, Bethel	UAF	Kuskokwim	EE	Lower Kuskokwim School District
26	Tech Prep	UAF	Kuskokwim	TP	
27	Northwest Alaska Career and Technical Center	UAF	Northwest (Nome)	TP	Nome Public Schools
28	Alaska Advantage Program	UAS	Juneau	Hy	Homeschool
29	At-Sea Processors Scholarship	UAS	Juneau	TP	
30	Forrer Family Dual Enrollment Scholarship	UAS	Juneau	NDS	
31	Concurrent Program	UAS	Juneau	Cc	Various SE School Districts
32	Career Education	UAS	Juneau/Sitka/Ketchikan	TP	Various SE School Districts
33	Advanced Placement	None	None	CBE	District School
34	CLEP	None	None	CBE	College Board

Scan to view the spreadsheet.

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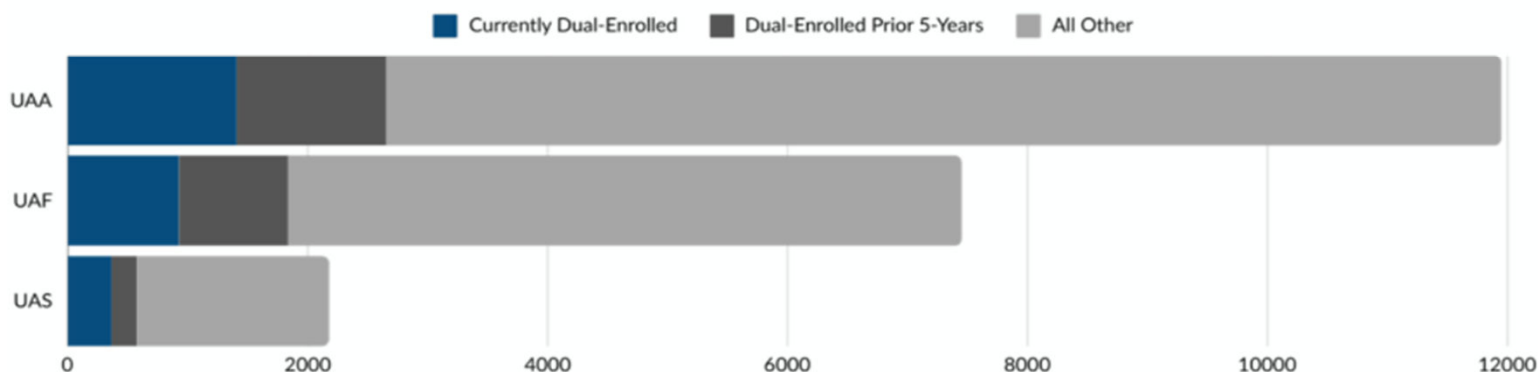# Working Group 4: Dual Enrollment Partnerships

We identified **33 distinct** program or pathways across all three UA units. The **Non-Degree Seeking** model is the most common, followed by **Early Enrollment** programs, with **Middle College** and **Tech Prep** programs tied for third.

Available Programs by Model

Legend

NDS (8)	**= Non-Degree Seeking**
EE (6)	**= Early Enrollment**
MC (5	**= Middle College**
TP (5)	**= Tech Prep**
Cc (4)	**= Concurrent**
Hy (3)	**= Hybrid**
CBE (2)	**= Credit by Exam**

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Working Group 4: Dual Enrollment Partnerships

Headcount: Current or Prior Dual Enrolled K-12 Students (Fall 2023)		
Currently Dual Enrolled	**Dual Enrolled Prior 5-Years**	**All Other**
UAA — 1409 (12%)	1,247 (10%)	9,291 (78%)
UAF — 930 (12%)	909 (12%)	5,612 (75%)
UAS — 365 (17%)	211 (10%)	1,601 (74%)

Data published by UA Data Analysis and Institutional Research, UA in Review.

Working Group 4: Dual Enrollment Partnerships

UAA Top Three Programs — bar chart showing Non-Degree (~2900), Middle College (~600), ANSEP (~100)

UAF Top Three Programs — bar chart showing Alaska Advantage (~560), North Star (~200), Non-Degree (~100)
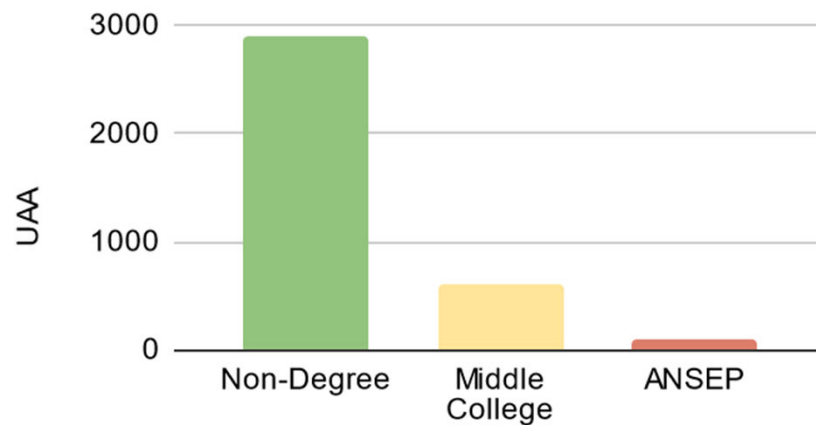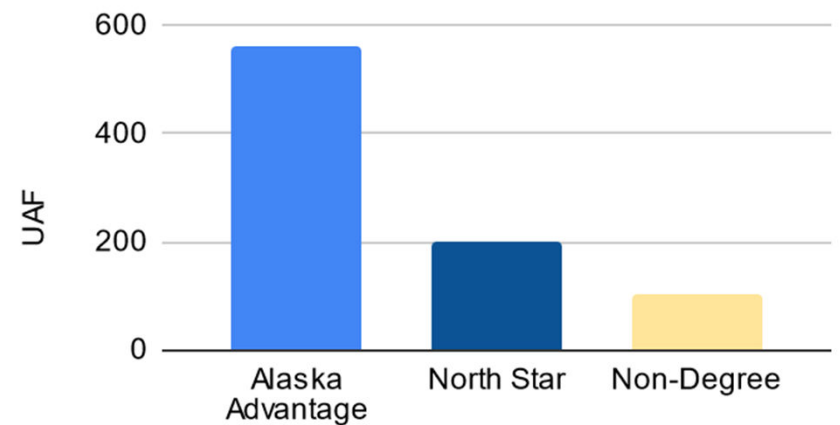
UAS Data FORTHCOMING! 😁

Working Group 4: Dual Enrollment Partnerships

Hindsight and Insight

- Dual enrollment is growing in terms of numbers of students and programs.
- DE has increased UA enrollment (BOR report, 2024)
- DE increases matriculation to the host institution
- 30% of DE students nationally remain at their host institution after HS graduation
- 41% of Alaska DE students attend their host institution (ISER, 2019)
- 60% of North Star College students, Fairbanks DE program (class of 2024), have stayed at UAF

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Working Group 4: Dual Enrollment Partnerships

Hindsight and Insight

- DE saves students money, shortens time to degree (Kirby et al, 2023).
- DE students as a group are academically successful (ISER, 2019).
- In Alaska, Career and Technical Education (CTE) makes up roughly half of the DE population (ISER, 2019).
- In Alaska, homeschoolers make up a significant portion of the DE population.

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Common Ground

Assumptions and values we share.

- Dual enrollment is increasing at all UA campuses and DE students are becoming more visible.
- DE is an enrollment and retention/matriculation driver.
- Maintaining integrity of courses is a priority: teaching credentials and course rigor.
- Faculty generally feel uninformed about DE pathways.
- Tracking DE and its outcomes is valuable.

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Common Ground

Areas we diverge (individually, not by campus)

- CCCC's statement on DE recommends that only juniors and seniors participate, and some of our experiences confirm this. However, others oppose age limits. For example, it may be more effective for ANSEP students to start their freshman year of high school.

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"High school students who demonstrate this [academic] ability may still lack the 'affective readiness' required to succeed in DE courses, and courses without college-level rigor can cause students to struggle once they transition to writing contexts in college. Thus, the extent to which a student is 'ready' should carefully be considered by guardians, teachers, and administrators and discussed before the student enters the DE course. For these reasons and those explained more fully below, high school students younger than junior or senior level should not be considered ready for FYC" [emphasis mine].

1 Folks, I added this slide and the next one post-symposium. I thought they might be helpful for your report.
Jennifer McClung, 10/1/2024

1 Thank you!
Jacqueline Cason, 10/1/2024

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"The Council of Writing Program Administers (CWPA), the National Council of Teachers of English (NCTE), and the National Writing Project (NWP) developed a 'Framework for Success in Postsecondary Writing' that shows student readiness depends upon two factors: (1) students having experiences with reading, writing, and critical analysis, and (2) students' development of habits of mind or 'ways of approaching learning that are both intellectual and practical and that will support students' success in a variety of fields and disciplines.' It identifies eight habits of mind: curiosity, openness, engagement, creativity, persistence, responsibility, flexibility, and metacognition" [emphasis mine] (CCCC, 2019).

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Working Group 4: Dual Enrollment Partnerships

Charting a Way Forward

- We recognize the need to track DE students in Banner to collect consistent data across all MAUs.
- We encourage faculty/departments to reach out to their local DE programs, form relationships, and learn more.

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Working Group 4: Dual Enrollment Partnerships

Selected Resources

Dual Enrollment in Alaska (ISER, 2019)

Dual Enrollment: Models, Practices, and Trends (Hanover Research, 2014)

Joint Position Statement on Dual Enrollment in Composition (CCCC, 2019)

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Working Group 5: Affordability and Acceleration: Course Materials, OER, and Open Pedagogy

Why OER–Cost Savings To Students

- Since 2016 @ UAS
  a. 8,534 students served with ZTC or OER course materials
  b. $853,400 in estimated student savings (~based on $100 per student)
  c. 210 unique faculty participating.
- UAA
  a. For Spring, Summer, and Fall 2024 UAA had 1190 students total in WRTG courses, all using OER. (Spring had 397 students, Summer had 83 students, and the current semester has 710 students.)
  b. The cost savings to students during this time, if we used an average priced text like The Little Seagull Handbook ($39.99) for all those students, is at a minimum $47, 588, if they all purchased a $100 dollar text that would increase to $11900.00.

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Working Group 5: Affordability and Acceleration: Course Materials, OER, and Open Pedagogy

OER Platforms and Development

- Within LMS shells
- Writing Spaces, Pressbooks
- Awards, Sabbatical, Incentives, WL

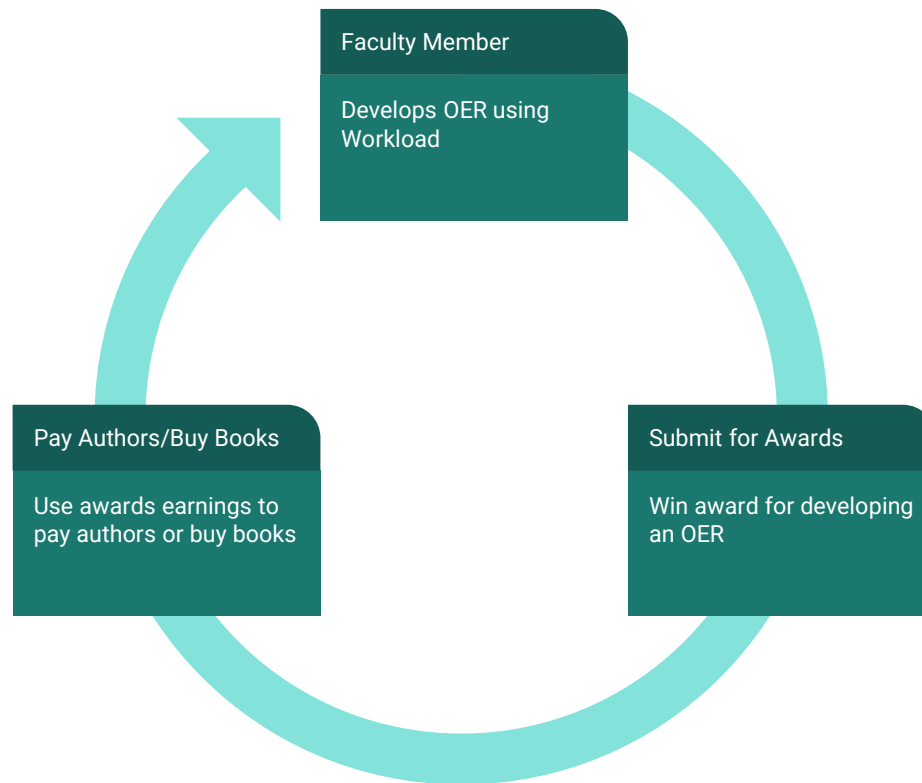UNIVERSITY of ALASKA
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Working Group 5: Affordability and Acceleration: Course Materials, OER, and Open Pedagogy

OER Value of Literature/Authors/Books

- OER for craft, citations, textbooks,
- OER instructor resources like syllabi, assignment prompts, learning outcomes
- OER student model texts
- Low cost books to value are artifacts to write and feel in your hands. Not every text should be free online. There is inherent value in purchasing a book and supporting authors.

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Faculty Member

Develops OER using Workload

Submit for Awards

Win award for developing an OER

Pay Authors/Buy Books

Use awards earnings to pay authors or buy books

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OERCA-Open Education Resources Collection Alaska

- Information based OER resources and instructor resources
- Alaska focus but not entirely Alaska texts
- Assignment prompts but not assignment sheets
- Beginning with Google Docs
- Platform that could be linked to our department websites
- WL to statewide committee for development
- Funding needed for platform, with platform vetting needed initially

Working Group 5: Affordability and Acceleration: Course Materials, OER, and Open Pedagogy

Current OERCA

- Exist in Google docs
- Developing introductory materials for use and faculty support
- Includes a resources folder
- Building a bookshelf that needs populating but we are developing an organizational structure
- Statewide funding for platform. Writing/English Specific?

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Working Group 6: AI-Squared: Academic Integrity in the Age of Artificial Intelligence

Foresight

- In May, 2024, we met to discuss developments in gen AI and writing pedagogy. We agreed to develop a set of suggested recommendations on best practices in AI and writing instruction across the UA system.

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Working Group 6: AI-Squared: Academic Integrity in the Age of Artificial Intelligence

Hindsight and Insight

- Our group's process began with a conversation about our experiences teaching with and using gen. AI.
- We then prompted two gen AI models, Claude and ChatGPT4, to produce [three-tiered AI policies](#) (for institutions, departments, and instructors), modeled on the MLA-CCCC position statement on AI writing policies.
  We compared and iterated the results of these queries, ultimately rejecting them as too robotic and imprecise.
- Instead, we brainstormed values and recommendations.

Common Ground

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Working Group 6: AI-Squared: Academic Integrity in the Age of Artificial Intelligence

Charting a Way Forward

Position Paper: Suggested UA Values & Recommendations for Artificial Intelligence

Institutional Values

- Foster critical AI literacy, which includes awareness of practical, ethical, and environmental implications of generative artificial intelligence and large language models.
- Protect the academic freedom of faculty to allow or to forbid AI usage in their courses.
- Protect students from false accusations of AI plagiarism.

Working Group 6: AI-Squared: Academic Integrity in the Age of Artificial Intelligence

Regent, Administrators, and Staff Recommendations
- Regents and administrators should invest strategically in A.I. technology and faculty and staff professional development to foster critical AI literacy and equitable access to resources.
- Regents and administrators should ensure that all students have equitable access to generative AI technologies.
- Shared governance groups should revise the misconduct policy to specifically include generative AI and large language models.
  - Clarify that, for the purpose of academic disputes, AI usage is not academic misconduct unless there is a clear policy statement in the syllabus.
  - Clarify that findings of responsibility for student misconduct will not be solely based on AI detection software.
- Campus-wide administrators, departments, and staff should direct students to course-level policies in the syllabus.

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Instructor Recommendations

- The instructor of record should have a syllabus policy regarding whether or how AI can be used in the course.
- The instructor should foster meta-knowledge of AI policies by reminding students to look for the AI statement in the syllabus in each of their courses.
- Course syllabus statements should be the primary reference for determining whether AI is acceptable in the course and to what extent.

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Student Recommendations

- Students should seek to develop as critical thinkers regardless of the capabilities of advancing technologies.
- Students should cultivate knowledge of the ethical, practical, and environmental implications of AI use.
- Students should identify the AI policy in each of their course syllabi because AI policies vary from course to course, and they should seek clarification on appropriate AI use when questions arise.
- Students should be aware that there can be serious academic consequences for misconduct, but [there are also options if they are falsely accused of AI misconduct.](#)

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Working Group 3: Protocols for Assessing Learning Outcomes

A Demonstration

- Using final draft artifacts from WRTG 111, WRTG 211, and WRTG 213 . . .
- . . . we will assess how well students have met the course learning outcomes . . .
- . . . with AI-assisted insights.
- [Claude 3.5 Sonnet](#)

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