

ALASKA COLLEGE OF EDUCATION STEERING COMMITTEE

Friday, April 7, 2017
8:00 – 10:00 AM

MEETING NOTES

Members present:

Chancellor Rick Caulfield (chair)	Provost Susan Henrichs	Dr. Cathy Coulter
Provost Karen Carey	Interim Dean Steve Atwater	Dr. Jonathan Bartels
Dr. Katy Spangler	Dr. Amy Vinlove	Prof. Paul Ongtooguk
Dr. Vigil Fredenberg	Dr. Cindy Fabbri	
Prof. Ernestine Hayes	Dr. Sean Asiqtuq Topkok	

Members absent: Provost Sam Gingerich

Meeting notes taken by Keni Campbell, Chancellor's Executive Assistant

1. Welcome/review of agenda

Chair Rick Caulfield welcomed members and the agenda was reviewed.

Reminder – there is a folder in the Google Drive for the Steering Committee with all available documents that all members should have access to.

The public website about the overall planning process and work of the committee is:
<http://www.uas.alaska.edu/chancellor/alaska-college-of-education.html>

2. Review of previous meeting notes

The prior meeting notes were modified to reflect that the UA President's office is paying for expenses for the all-faculty meeting.

3. Brief introduction of new Alaska Native Studies representatives on committee

Three new committee members, nominated by the Alaska Native Studies Council, provided brief introductions.

Professor Ernestine Hayes is from Juneau, a product of the Alaska educational system. She went to school in the 1950s in an Alaska territorial school. She received her undergraduate degree at UAS and her MFA in Creative Writing and Literary Arts from UAA. She welcomes ability to provide a perspective. Chancellor Caulfield noted that Ernestine is currently Alaska's Writer Laureate.

Professor Paul Ongtooguk is originally from Nome. He has been employed with UA in positions all over Alaska, including sites in rural Alaska, at UAF, and at UAA. He has been with the UAA College of Education for 15 years.

Dr. Sean Asiqluq Topkok is originally from Teller. He has been professionally involved in Alaska Native education for more than 30 years. Since 1987 at UAF, he has been involved with the Alaska Native Knowledge Network. He received his PhD from UAF in 2014 and was hired as a professor by the School of Education.

4. Review of Potential Work Groups

In establishing the Steering Committee, President Johnsen indicated that he envisioned work groups made up of faculty and staff provided substantive input to the work of the Committee. These committees are expected to meet in coming weeks and months to assist in development of a Substantive Change Proposal to the Northwest Commission on Colleges and Universities (NWCCU).

A draft list of potential working groups was presented at the March 24 Steering Committee meeting and members were invited to discuss this list with colleagues. The draft list included the following:

- 1) Proposed Educational Offerings
- 2) Educational Research and Sponsored Program Support
- 3) Affiliated programs: Alaska teacher Placement, Educators Rising, Professional Development
- 4) Student Services: Registration, Advising, Financial Aid, Student Support Services
- 5) Physical Facilities and Equipment
- 6) Library, Information Technology Services, and Instructional Design Support
- 7) Institutional Research Needs: Modeling and Measuring Success
- 8) Human Resources:
 - a. Faculty resources, including promotion and tenure
 - b. Staff resources
 - c. College leadership – recruitment of dean and other leadership
- 9) Budget and Fiscal Planning:
 - a. Anticipated revenues and expenditures, by program and campus
 - b. Strategic investments required to fulfill COE goals
 - c. Models for revenue sharing across campuses
- 10) Innovative Partnership Models (school districts, Alaska Native entities, rural paraprofessionals, stakeholders)
- 11) Marketing, Recruitment, and External Communications
- 12) Professional Accreditation

Discussion:

S. Henrichs expressed the view that work groups should be on those most closely tied to the NWCCU substantive change requirements. S. Atwater asked that special attention be given to budget, as this has the potential to be a challenge to progress.

S. Henrichs noted that a realistic approach would be to plan for Alaska College of Education programs and functions within the bounds of existing resources. From there, ideas can be developed for incremental increases, such as funding from the President/BOR and outside organizations.

V. Fredenberg suggested assigning a lead for each of the groups, and identifying a way for each committee to report back to the steering committee. K. Spangler noted importance of including both faculty and key staff in working groups. Faculty can speak to programmatic need, and staff may be needed to speak to resources available, to give additional expertise. K. Carey added that representation from UAA, UAF, and UAS would also be important.

Chair Caulfield sees these groups as a subset of the Steering Committee. They would meet on a timeline, have a leader/facilitator who would bring information back to the committee. The work of the groups would eventually be coordinated into the Substantive Change Proposal. Ideally the facilitator of each work group would be a Steering Committee member. In the end, the entire Steering Committee will review the products of the work groups and incorporate those into the Substantive Change Proposal.

There was discussion about including a work group on the topic of Innovative Partnership Models (#10 above)—in addition to those clearly associated with NWCCU policy topics. Several committee members voiced support for this so that innovative education models—both in Alaska and elsewhere—are identified in developing the Substantive Change Proposal. C. Coulter noted that you can't talk about educational offerings without talking about partnerships with schools; it has to be a part of the conversation.

In the end, the Chair asked for concurrence that the work groups will include those with specific ties to the NWCCU Substantive Change Policy (1, 4, 5, 6, 8, 9 above) along with #10 above. Committee members supported this approach.

As a follow-up, the Chair asked that—between this meeting and the next on April 21--committee members reflect on who in their areas would be most important to have involved in the identified work groups and who might serve as a facilitator.

Chair Caulfield highlighted the importance of the first work group—on Proposed Educational Offerings. Faculty are key to this group. The next step will be to have the May 11 All-Faculty meeting, where the work of this group will be discussed—including possible sub-groups organized around common programs (e.g. MAT, Elementary).

The Chair noted concerns about faculty time and workloads (see action item below). Many faculty will be off contract during summer, so expectations during that period will be limited. Work groups that are largely administrative could well meet during the summer and then bring back information to the Steering Committee in August and September for review.

P. Ongtooguk noted that regarding educational program offerings and facilities, it will be important to have a careful review of which Education courses and programs are offered face-to-face and by distance—striving for a coordinated schedule to meet the varied needs of students. This information will have a major impact on the facility needs. He noted that historically, rural and Alaska Native students have had problems with coordination of credits

accepted across the three Education programs now in place. This process offers an opportunity to address those concerns.

Anticipating development of the Substantive Change Proposal by UAS, Provost Carey noted that it will not require elaboration on every detail, but rather a general description of future educational offerings and the process leading to them are what is needed. She envisions more meetings in the future to discuss those offerings; not all details need to be in place just now. NWCCU staff have explained that detail at that level does not have to be provided until after approval to move forward is given.

There was discussion by provosts about how to address the additional workload requirements of faculty serving on the Committee—including the work yet this year, in the summer, and in the coming academic year. There is agreement that a consistent approach is needed for how this is addressed across the three universities. Provosts and deans agreed to work on this topic.

Action Item: *The Committee Chair, provosts, and deans will continue to discuss the topic of workloads for faculty members serving on the Committee, as well as plan for those serving in work groups, seeking a consistent approach across all three universities.*

Action Item: *Committee members will make a list by April 21 of education faculty and university staff who could be invited to participate in work groups focused on requirements of the Substantive Change Policy. Members will also consider who might serve as facilitators for these work groups.*

5. Planning for the May 11 All-Faculty Meeting in Anchorage

The Chair had previously asked faculty members on the Steering Committee to meet and propose goals for the May 11 meeting, suggested participants, and logistical needs. K. Spangler and other faculty members offered the following:

Overarching meeting goal: Collaborate, cooperate, contribute, and consolidate to provide more teachers for Alaska's schools.

Specific goals for the meeting:

- 1) Get to know each other
- 2) Brainstorm what it would take to educate 90% Alaska teacher hires by 2025
- 3) Share what faculty have to contribute toward the overarching goal
 - a. Programs
 - b. Service and research
- 4) Review planning process for NWCCU and assign/volunteer work groups

What we need--logistics

- 1) Compile list of who is attending in order to set up small groups
- 2) Choose a facilitator for the meeting
- 3) Set up a Google doc site for the meeting and provide folders for faculty to provide input

The meeting will be 6 hours (10am to 4pm, including a working lunch). Notes will be taken during the meeting and a summary prepared for all participants. The Committee discussed the

names of several possible facilitators. Committee members were invited by the Chair to forward any other suggestions. He will follow up to explore who might be available.

K. Spangler asked if there was an expectation to have something to forward to the NWCCU as a result of this meeting. Chair Caulfield said this is simply the first meeting of this type. It is intended to begin the conversation and identify what the next steps will be. Subgroups would be identified which would meet in the coming weeks and months yet to be determined.

Discussion:

P. Ongtooguk expressed the view that this new College of Education may open the door for private funding opportunities. He has had conversations within Alaska Native nonprofits that fund scholarships but that have hesitated in supporting UA education because of issues related to preferring one university over another. Specific funding needs within the future College of Education programs and goals need to be identified to remove this potential obstacle. Chair Caulfield commented that with coordinated effort we may well be able to approach major foundations or private sector partners who would invest. Resource constraints are real and new approaches will be needed to meet the President's goal of 90% Alaska teacher hires by 2025.

C. Coulter asked that wording for the overarching goal and specific goals be more strategic and less generic. These should be written to encourage those not feeling positive about the consolidation to see the benefits and be more willing to collaborate. Chair Caulfield asked that the faculty on the Steering Committee provide feedback to K. Spangler by end of next week to produce a final draft of the meeting goals and structure.

Chair Caulfield spoke about his initial meetings as Chair with Education faculty and staff at UAS and UAA (a meeting with UAF faculty is planned for April 12). V. Fredenberg noted that the meeting in Juneau was positive. C. Coulter said that the most common concern for faculty is what will happen to their jobs. Chair Caulfield said the intent of these meetings is for an informal discussion and a chance to listen to questions and concerns. At UAA the faculty had written a list of comments and concerns which was helpful in preparing for the discussion. C. Fabbri noted that faculty are seeking answers, not just a chance to be listened to.

Chair Caulfield reiterated that the Steering Committee is working through what is known and not known yet. On behalf of the Committee, he is providing information about the NWCCU substantive change process and what the time frame looks like. He cannot speak specifically about what will happen to jobs at this time. He can present a framework of what we do know and clarity as to how we will get answers to those things.

Action Item: *Faculty members on the Committee provide feedback to K. Spangler by April 14 in order to finalize May11 meeting goals and structure.*

Action Item: *Chair Caulfield to contact potential May 11 meeting facilitators to check availability and interest.*

6. Steering Committee Recommendations for External Advisory Council membership

VPAAR Dan White has asked for final recommendations from the Steering Committee about potential External Advisory Council members. He seeks suggestions of individuals, education practitioners (especially superintendents and teachers), and representatives from stakeholders (e.g. Alaska Native entities, Alaska Council of School Administrators, Association of Alaska School Boards).

S. Atwater said it will be critical to include people with a working feel for teacher preparation--not just leaders of organizations--but teachers, principals, and superintendents. Chair Caulfield asked committee members to forward names and any other input to him by Monday so that he can forward these on to President Johnsen and VP White for consideration when they make appointments to the advisory council.

Action Item: *Committee members to forward names and comments to Chair Caulfield by Monday at 5:00 PM. Chair Caulfield to compile and forward names and comments to President Johnsen and VP White.*

7. Recommendations About Workloads/Compensation for Faculty Serving on the Committee

C. Coulter expressed concern about faculty workloads, given expectations for participation in the Committee and in work groups. A. Vinlove and K. Spangler shared this concern. K. Carey noted that the three provosts have talked about a consistent approach to compensation for the faculty members serving on the Committee. Provosts propose that faculty on the Steering Committee be paid for 3 days for the summer, anticipating the need to meet on average for 2 hours each week. The thought for fall workloads is to pay 1 unit of overload for faculty working in the groups, and more for those faculty on the Steering Committee. C. Fabbri noted that it is not just workload that is concerning, but the timeline of work to be done. A challenge will be to balance the work of as a Steering Committee member with the need to have a successful start for the school semester in the fall.

Chair Caulfield encouraged faculty representatives on the Committee to talk to their deans and provosts about workload and compensation. This is an important topic, and it needs to be worked through.

Action Item: *Faculty members to provide input to deans and provosts about workloads and compensation in relation to Steering Committee work. Provosts receive input from deans and work with the Chair on common solutions.*

8. Discussion: Consistent communication to UA Students about program continuity and change

Committee members discussed the importance of providing current and prospective new Education students with assurances about continuity in their programs and their ability to complete their degrees. In light of the NWCCU Substantive Change Policy, little change is anticipated in existing programs in the coming academic year (AY17-18). With that in mind, Committee members discussed including language in acceptance letters to new students noting potential changes on the horizon but assuring them of their ability to complete their degree.

Chair Caulfield asked that provosts work with deans to develop a paragraph that would be consistent for use at all three universities in the coming year. S. Henrichs has drafted a brief

statement for UAF and will send this out to the other provosts and deans. She noted the importance of caution in what is communicated, cognizant of requirements for NWCCU approval of the new College. The final paragraph will be shared with the Steering Committee once finalized.

Action Item: *S. Henrichs to share draft statement with provosts and deans, gather input, and send finalized version to Steering Committee for review.*

9. Recruitment of Project Manager—Alaska College of Education

Recruitment for a Project Manager has been posted on the UA human resources website. It is based on the position description that the Steering Committee reviewed. The intent of the position is to provide support for the Steering Committee, based out of Juneau, for a two-year term. The link to the job posting is on the website: <http://careers.alaska.edu/cw/en-us/job/505838/project-manager-alaska-college-of-education-planning>

10. Special Engagement Opportunities

April 9 Alaska Council of School Administrators Roundtable in Juneau: This Sunday ACSA has invited President Johnsen and Steering Committee members to participate in a work session about Strategic Pathways and Teacher Education. President Johnsen will speak about Strategic Pathways. Chancellor Caulfield will talk about the work of the Steering Committee, NWCCU accreditation requirements, and more. During the work sessions, superintendents will be asked to offer their perspective about how best to increase the number of Alaskan teachers in Alaska's schools and about promising partnership opportunities.

EED Alaska Education Challenge – Committee on Educator Excellence: President Johnsen was asked to identify two individuals from UA to serve on Commissioner Johnson's Educational Challenge planning process. The Chair and Interim Dean Steve Atwater were invited to serve. That group is meeting on April 20 and will have follow-up meetings over the summer.

11. Guidance from UA General Counsel regarding mechanisms for faculty transition

In light of several questions from faculty, the Chair asked the UA General Counsel to review BOR policy, University regulations, and applicable collective bargaining agreements with regard to mechanisms for anticipated transition of tenured and tenure-track faculty positions to UAS, assuming approval of the Substantive Change Proposal by NWCCU. General Counsel produced a one-page memo regarding this, which will be shared with Steering Committee members.