

Focus: Education
Session Notes, August 2019

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

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

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

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

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

- Phase : Hopes & Fears (min.)
- Phase : Vision & Data (min.)
- Phase : Stakeholders & Interests (min.)
- Phase : Alignment & Options (min. Session)
- Phase : Recommendations & Implementation (Session)

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

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

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

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| Board of Regents | <ul style="list-style-type: none"> ! Manageable system; successful education program for Alaskan teachers and the students they serve ! Delivered at a reasonable cost ! Reflecting the diverse needs of Alaskan communities |
| Communities | <ul style="list-style-type: none"> ! Communities that value education and see a purpose. Education that prepares for life in rural Alaska or urban Alaska for trade school or university. ! Reflection of community/local/Alaska Native values in schools |
| Parents/Families of Students | <ul style="list-style-type: none"> ! High quality, stable population of teachers who (preferably) are from the local community, or, if not, are prepared to teach |

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| | <p>understand and contribute to our tribes future. All is grounded by thousands of years of living as unique peoples and shaped by our unique place in the world. This education should prepare us to embrace traditional knowledge and ways while assisting in meeting global challenges to our tribal existence and future and sharing in a better future for our state. Education of Alaska teachers to understand and support this path of teaching and learning is essential for all of us in Alaska.</p> |
| Municipalities -- local government | <p>! Enough qualified teachers ! retention of qualified teachers</p> |
| School boards | <p>! Enough qualified teachers ! retention of qualified teachers</p> |

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Points of Alignment:

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

Points of Misalignment:

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

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

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

- !
- ! (recommendation)
- !
- ! (listing of stakeholders relevant to the recommendation)
- !
- ! (milestones with timing)
- !
- ! (any specific locational considerations)
- !
- ! (the crisp sentence elevator speech on “why change”)
- !
- ! (tools, methods, and other mechanisms to be utilized)
- !
- ! There will be a need to involve students, staff, faculty governance, advisory groups and others going forward
- ! These are living documents that will be shared
- ! The Board meeting in September will not be to approve specific structures, but a process for going forward with a process to address the types of issues surface here
- ! It is not just a structure discussion, it is also a resource discussion, which includes how to diversify the support and dependence on the state for support
- ! There are short-term issues and a need for a long-term approach as well so that Education can meet the needs of the state, be representative of the people of Alaska, and meet the goals that we have set for Education in the state
 - ! There will be discussions in each campus going forward with a focus on strong Education programs in the state
- ! The board will be looking at the concept of accreditation
- ! This is an opportunity to reimagine what our university might look like – it is a great opportunity and it does have risk
- ! Appreciation for everyone’s time and engagement

