

**Faculty Alliance**  
910 Yukon Drive  
P.O. Box 757780  
Fairbanks, AK 99775  
99775

106E Butrovich Building  
(907) 450-8042  
Fairbanks, AK

## **MEMORANDUM**

Date: July 21, 2017

To: John Davies, Vice Chair, UA Board of Regents

From:

Re: Strategic Pathways, Phase I impacts

At the June 2017 Board of Regents (BoR) meeting, as Faculty Alliance (FA) Chair, I was asked to provide information regarding the impacts of Strategic Pathways (SP) Phase I decisions and

were constructed with the end result being more thoroughly vetted options and more productive outcome actualization.

To date, there remains a very large number of UA faculty who believe that the SP Phase I decision to consolidate the three UA schools of education was poorly engineered and that the implementation of that decision will negatively impact not only the quality of the educational experience offered to students pursuing teaching professions at any UA campus, but also the number of students choosing to enroll in those programs. The basis of this skepticism lies in the idea that operating programs aimed primarily at serving the various and dissimilar primary and secondary educational systems of Alaska from a centralized and remotely located administrative office will eliminate diversity, diminish responsiveness and ultimately fail to serve the state's teacher education needs. Diversity in the delivery of teacher education arises from place-based knowledge, which in turn comes from living in and knowing the community one serves. Responsiveness to the needs of that community requires a form of engagement that cannot be achieved remotely; available technology does not and cannot adequately communicate the immediate challenges that are faced daily by people across Alaska. If the University of Alaska is to produce 90% of Alaska's teachers at any time in the future, the programs that produce those teachers must be versed in both the immediate needs of the state as well as the issues that grow out of those needs. Teac

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uncertainty among students about the future of their respective education programs. Unsolicited and angst-filled student comments questioning the future of all programs at UA form the basis of faculty-student conversations across academic disciplines. Education students in particular, are openly discussing degree completion options that avoid what is seen as a program of limited viability as well as one that will lack academic quality and be of limited value as they pursue their teaching career.

Program viability coupled with President Johnsen's commitment to increase tuition at UA to more closely mirror the WICHE average has students investigating post-secondary educational opportunities in states wherein a lower cost of living forms the basis of a more sound investment in their future.