

## Minutes for Faculty Senate Meeting #220

Monday, February 06, 2017

1:00 - 3:00 PM - Wood Center Carol Brown Ballroom

### I Call to Order - Orion Lawlor

#### A. Roll Call

Faculty Senate Members Present:	Members Present - continued
ABRAMOWICZ, Ken (18)	MATWEYOU, Julie (18) – via Zoom
AGGARWAL, Srijan (18)	MAXWELL, David (18) – <b>Larry Duffy</b>
AGUILAR-ISLAS, Ana (18)	MAY, Jeff (18)
ANAHITA, Sine (18)	NEWBERRY, Rainer (17)
ARNDT, Kathy (17)	QUICK, Kate (18)
BACSUJLAKY, Mara (18)	REMBER, Rob (17)
BARNES, Bill (18)	TILBURY, Jennifer (17)
BENOWITZ, Jeff (18)	TOPKOK, Sean (18)
BOLTON, Bob (18)	TUTTLE, Siri (17)
BRET-HARTE, Donie (17)	WILDFEUER, Sandra (18)
COLLINS, Eric (17)	WILLIAMS, Gordon (17)
CROSKREY, Wendy (18)	ZHANG, Mingchu (18)
CUNDIFF, Nicole (17)	
DIERENFIELD, Candi (17) – via Zoom	Members absent:
FALLEN, Chris (18)	MEYER, Franz (17)
FARMER, Daryl (17)	PETERSON, Rorik (17)
GIFFORD, Valerie (17)	
HAMPTON, Don (17)	
HARDY, Cindy (17)	Others Present:
HARDY, Sarah (17)	Dana Thomas, Susan Henrichs, Alex Fitts
HARNEY, Eileen (17)	FAC Chair: Andreas Anger
HARRIS, Norm (17) – via Zoom	RAC Chair: Jamie Clark
HIRSCH, Alex (18)	Chris Coffman, Mike Earnest;
HUNT, Steve (18)	Nate Bauer; Sub for Colby Freel;
ICKERT-BOND, Stefanie (18)	Guest Speaker: Abel Bult-Ito
LAWLOR, Orion (17)	Ginny Kinne, Casey Byrne, Holly McDonald
LILJEDAHN, Anna (18)	Karina Gonzales, Olga Skinner
MAIER, Jak (17)	Colleen Angaiak, Jessica Armstrong
MAKAREVICH, Roman (18)	Dare Owoleke

B. Approval of [Minutes for Meeting #219](#) (linked)

Minutes for December 5, 2016, were approved as submitted.

C. Adoption of Agenda

The agenda was adopted as submitted.

II Status of Chancellor's Office Actions

Motions approved:

A. [Motion to approve a new Minor in Tribal Management](#) - Passed

B. [Motion to amend the academic program review process](#) - Passed, as amended

Motions pending: None

III A. President's Remarks - Orion Lawlor

President Lawlor shared brief remarks about the importance of today's meeting. He also shared about the Faculty Alliance retreat and dinner with the Board of Regents that took place in late January. He noted that members of the Board deeply care about the university and communicating with them regularly is needed. The challenge of addressing mutual problems is getting everyone to work together instead of working at cross-purposes to one another.

B. President-Elect's Remarks - Chris Fallen

President-elect Fallen encouraged members to think about making nominations for the office of president-elect. The election will occur at the April meeting, and it's not too early to start considering those nominations. He shared his thoughtful reflections on the serious business of the two resolutions to be voted upon at today's meeting. He announced the scientific activity that will be taking place at the HAARP Facility from Feb. 19-23. An artificial aurora will be generated which should be widely visible if all goes as planned.  
#haarpexplodingspaceunicornsatuafairbanks

IV A. Interim Chancellor's Remarks - Dana Thomas

Chancellor Thomas remarked on the lessons learned by UAF administration from Phase I of Strategic Pathways. UAF administration is taking a different approach by forming groups which are representative of the areas under review in Phase II, so they can hear directly about what the unintended consequences of various options might be. It's also preparation for those groups as they will interact with the president and the other universities to give feedback. And, it prepares and informs both he and the Provost for future discussions in the process.

Chancellor Thomas reiterated the eight areas under review (Fisheries, Health, Community Campuses, e-Learning, Human Resources, University Relations, Institutional Research, and Student Services). He encouraged faculty to provide feedback in each of these areas and on each of the options (online and providing testimony at Board of Regents meetings).

The Chancellor has released budget targets for the university by means of public announcement which are largely based on the Governor's flat budget proposed for the university. Of course, this doesn't mean a flat budget for the university because of rising fixed costs and increased health care and utility costs, which force internal reallocations. UA Statewide has also made internal reallocations for strategic initiatives. Between the two, they add up to a 6% increase in Fund 1 costs that must be dealt with. A 3% decrease in enrollment is also being anticipated, based upon the negative news about the university. UAF has not been declining at the same rate as the other two universities, however. The Alaska senate has proposed a 5% reduction in general funding for state government this year, with 3% next year, and 2% the following year – in addition to the reductions just shared.

Updates on the current hiring searches were provided. The chancellor search is underway with advertising on a national level, as well for the vice chancellor of student affairs. A decision on the diversity director position is forthcoming this week.

#### B. Provost's Remarks - Susan Henrichs

Provost Henrichs commented on the special academic program review process that took place during fall semester. After review and decision-making at Chancellor's Cabinet, any program eliminations that result will go through the Faculty Senate. She reminded everyone that the special academic program review commenced before the action taken by Faculty Senate in December to modify the process for regular academic program review, but she will try to work as well as she can under the new process relative to the older review currently being wrapped up. The spring review will follow the new process, of course.

#### C. Senate Members' Questions / Comments

Jeff B. noted that UA's revenue generation plan for the future is to increase enrollment by 50%, yet enrollment is going down. UAF, unlike the other two universities, has a very diverse revenue base. He asked Chancellor Thomas if he has encouraged President Johnsen to include investing in research and increasing research revenue in this future plan. Chancellor Thomas responded that he and others have encouraged him along those lines, as well. If one looks at the more recent Strategic Pathways elements and targets, there is a research target in there as well. The goal stated there is to double research by 2025, which is quite ambitious.

Chancellor Thomas noted that he has been very plain with the Board on his expectations for enrollment next year. But, UAF does have an opportunity to increase enrollment with the arrival of the two F-35A squadrons arriving in Fairbanks in the next two years. They also see a slight increase in the census data for high school graduates during that same period. There is reason for some optimism for enrollment growth down the road, but not necessarily next year.

V      Guest Speaker: Dr. Abel Bult-Ito  
Topic: [A New Vision for UA](#) ([Slides](#))

Dr. Bult-Ito noted that the whole plan cannot be covered in the short presentation time today; but, he's working on setting up a longer public forum where he'll be able to present it in more depth.

On the web site there are plans for 1%, 3% and 5% annual tuition increases. However, the plan being presented today is based on the best case and worst case scenarios. It is an internal reallocation of resources. He then spoke at length about two summary slides for these scenarios, comparing the financial numbers between the two scenarios and the gains from each plan in the longer term. [Link to the slides is included above; and an audio recording of the presentation is posted on the [Faculty Senate web site.](#)]

Unfortunately, the Board of Regents has refused to let him present his plan to them. They will only hear about Strategic Pathways which has no cost benefit analyses whatsoever. He also feels that to base the entire UA budget plan on 50% increased enrollment is a very unwise and dangerous thing to do. In contrast, his plan can demonstrate to the Governor and legislature that our revenues can be diversified and we can rely less on the state.

Don H. pointed out that the plan seems to be based on the assumption that UA statewide is only 30% efficient in its operation. Can that be demonstrated rather than assumed? Dr. Bult-Ito responded that there are certainly consequences of reducing statewide positions, one being less production of glossy reports for the Board; they will have to get their information directly from the chancellors and provosts. There are no easy cuts, however. Statewide has been growing disproportionately over the last ten years comparatively. He noted there are at least 12 US state institutions with multiple campuses that either have no statewide administration or statewide administrations with less than 60 employees. He also suggested the schools of management could provide guidance for this process. He's looked at the system budgets for the over a decade, and the statewide budget always increases.

The question was asked if there have been any recent reviews of the efficiency of statewide processes, and is a review of statewide a part of the Strategic Pathways process. Dr. Bult-Ito noted the Fisher Report and the Rogers and MacTaggart Report which both stated that statewide is too large. They are independent reports, but he doesn't cite them in his plans because he knows some faculty have issues with their methodology. There's a 2015 study that was done by statewide itself, that revealed that many employees have no clue what their mission is about.

An individual who identified themselves as a state legislator expressed that he's hearing that we can drop \$25 million from the UA budget with no consequences. Why would that amount therefore be allowed to be reallocated within the university? Dr. Bult-Ito responded that it would then just be a waste; should programs be cut instead? They responded that simply picking a number and reducing employees to fit that number without knowing what would be lost is not necessarily the way to go. Dr. Bult-Ito acknowledged that point, and noted he did not say those people did not do important work.

Anna L. noted with regard to the ideas of increasing research and hiring more researchers, it is assumed that the current research faculty remain. Currently, the job of research faculty is not a sustainable position for a long-term career. Some of that reinvestment would be well invested in making sure these people remain. Dr. Bult-Ito noted his plan includes bridging funds for researchers who are between grants. He agreed it is a structural problem and shared some numbers from his plans. He is happy to take suggestions for changes, as well.

Orion commented about the interesting detail in the plans, and about the use of a million dollars to fund 150 tuition scholarships, which could basically populate two or three departments with students. He encouraged everyone to look into the plans, noting the expenditure side seems really clear in the plans.

## VI New Business

### A. [Motion to approve a new Minor in Ethnobotany](#) submitted by Curricular Affairs Committee

Eileen Harney described the new minor which does not add any new courses. It was unanimously approved.

### B. [Resolution on the School of Education Decision](#)

Chris F. introduced the resolution which he co-authored with another faculty. It criticizes the decision process that was used between the regular November BOR meeting where it was decided the schools of education would be consolidated into one college with an administrative unit based in Fairbanks, and the special BOR meeting that was called in December. The public materials regarding that special meeting still contained the recommendation for basing the college in Fairbanks, but somehow during the special meeting everything rapidly changed (as the resolution describes) and UAS was named the administrative unit of the college.

The resolution is not about the merits of one administrative location over another, but specifically addresses the process that was used by the Board of Regents to make that decision. There was no opportunity for public input or response by anyone in Fairbanks. The one-million-dollar endowment made by Juneau for UAS if the college were administered there just looks bad. It weakens the credibility, authority and leadership of the President and BOR, and makes it look like UAS doesn't deserve or isn't capable of housing the admin unit without these special gifts and other lobbying efforts. The resolution also contains some constructive items for change concerning the decision.

Testimony was shared from several members of the UAF School of Education. Valerie Gifford spoke about the concerns they have regarding the process. If this can happen to the SOE, this could happen university-wide. There is no cost benefit analysis of what this really means. UAF SOE faculty have many vibrant programs and serve on committees and provide leadership in programs such as Indigenous Studies and interdisciplinary programs. Faculty are also concerned about the accreditation issues. The Counseling graduate program has done much careful preparation for gaining CACREP accreditation. Other programs are going through

CAEP accreditation and processes are in place for those self-studies to be written. No one knows what the outcomes of the move will mean for these programs. Sean Topkok also commented about the flawed process used to make the decision about the move. Stakeholders had no chance to participate in it. He also noted that the UAF teacher education program was recognized nationally for its excellence. The ramifications of the change have not been considered for each of the programs.

Carol Barnhardt of the Elementary Education program spoke, mentioning the 195 declared majors both locally and from distance sites, in their program. She noted the Alaska Dispatch article that mentioned the strong partnership with the largest rural school district in the state, the lower Kuskokwim, where they have over 60 students working on their degrees with the UAF SOE. She gave some background about what happened to their program in 2000, and the difficult ramifications that mandate had for their students, noting that it is all too similar with what is currently happening with the recent UAS decision. One year later, that 2000 decision was reversed, but it resulted in years of havoc, negatively impacting their ability to recruit students, and resulted in decreased student enrollment. It caused the rushed development of two new degree programs by faculty to fill the gap that had been created. It created an advising nightmare at all three campuses for several years. It took over seven years to sort out. One positive thing that came out of it was a stronger undergraduate degree program that all three campuses had collaborated on, which was more transferable between the three. That 2000 decision is not nearly as consequential as this new mandate, which will require all students to register as UAS students. Advising alone will be difficult and students will be in two different degree programs for several years. The complexity of the unknown extent of impacts on students is very concerning (two different degree programs for several years, advising, TRiO students, petitions, athletics students, rural students, health and counseling, student fees, to name a few). Most disturbing of all is that the decision was made with no faculty or student input. Had there been the opportunity for input from faculty, students and the school districts, it could have led to a wise and well thought-through decision about how to increase the number of teachers in Alaska, which all agree is the most important goal.

Ute Kaden, who chairs the Secondary Education program and is the principal investigator of two large NSF grants (STEM, and teacher retention) shared her concerns. The decision made by the President and the BOR was rushed, with no financial plan, and no involvement of shared governance. To bring in two large research grants requires strong departments, strong subject areas and a strong university. Having more STEM teachers in this state is a high priority. She works closely together with the CEM, IARC, the Museum, CNSM, and the GI, all of which have excellent outreach programs here at UAF. The notion that we need an isolated college of education seems outdated. When they asked why the rushed decision was made (which involves more than just relocating administration of a college) they were told it was a matter of which university was harmed the most when teacher education leaves. This is the wrong question. The real question is how do we serve the people of Alaska the best? We need to regain the trust of the people that's been lost with this decision and try to answer the real question of what is best in terms of teacher education for Alaska.

Maureen Hogan commented about the fact that the graduate and doctoral programs in the SOE need to be located at a doctoral granting institution. They work closely with other programs, such as the Indigenous Studies program. A lot of work has gone into building strong programs. She is also involved in a large \$2 million plus grant with CLA that brings together literacy and second language learning programs. They are going through a rigorous TESOL accreditation for the program. They are heavily involved in research in the school as well as their graduate level programs. No one in upper administration has considered what the SOE faculty at UAF really do in terms of doctoral and graduate programs and research. No real vision for this relocation has been communicated by anyone to them. The lack of transparency in the decision making process is very concerning.

Sue Renes of the SOE Counseling program reiterated comments made by Valerie G. about their programs. They are very concerned about their CACREP accreditation, for which they are planning a fall site visit. The relocation puts this three-year-long effort in jeopardy. They are the only program in the state which offers the school counseling and mental health counseling degrees. A lot of UAF and grant funding has gone into these efforts. With this recent decision they do not believe the people of Alaska will get the very best in teacher education that they deserve.

Carie Green spoke about place-based education which is her focus, and the funding she has received as a UAF faculty member to build this program. Because of the recent decision, she has been wondering about her ability to continue her research trajectory, as well as her work toward building her career along the tenure track line for which she was hired. The decision making process that they have witnessed ignores and undermines their work as faculty, as well as undermining the structure of academia in general.

The break was taken at approximately 2:25 until 2:30 PM.

VI New Business – continued in the second hour of the meeting.

The development of the resolution was discussed, and it was reiterated that the resolution's purpose was to comment on the decision making process at the BOR. Additional language was proposed, amending the resolution to include the evidence of the high rating of the education program nationally. With no objections the amendment was accepted.

An amendments regarding the term 'executive officer' of the BOR was discussed and adopted. Wording changes in the closing section of the resolution were discussed that urged the Board / UA president to formally acknowledge the flawed process and change the decision.

The resolution was voted upon by voice vote, and was passed unanimously.

#### C. [Resolution of No Confidence in President Johnsen](#)

Gordon W. briefly summarized the resolution and its intent. He also stated it was not something that has been done with pleasure or joy, but rather has been done with regret, sadness and

frustration. He's deeply concerned about the impact of this process on our institution, and, as best he can tell, this process is our president. He has no confidence in his leadership, personally, and this sentiment is shared by many faculty paying close attention to this process. They understand that it's not a view that is universally shared. It's his hope that this resolution is passed today for the integrity of the institution.

Whether to add the Board of Regents to the resolution or keep it focused only on the President was discussed. A proposed amendment to add the Board of Regents to the resolution was not passed by majority vote.

A question was asked about the Faculty Alliance response to the issues at hand. Orion recapped some of the discussions which have occurred at the Alliance level, particularly regarding the decision about the School of Education. Chris also noted that the FA president, Tara Smith, meets regularly with President Johnsen. A number of memos have been sent to the President from the Alliance, with few responses. There has been a recent acknowledgement by the President about the fact that the Alliance would like responses from him to their communications. Orion noted some changes have occurred in response to their communications, including a longer timeline for the decision part of Phase II of the process.

A motion was made and seconded to table the resolution. The motion failed and discussion of the resolution continued.

There was some discussion about re-titling the resolution as a letter of grievance. An amendment was proposed to do so, but it was voted down by the majority. Some additional amendments were therefore dropped with the failure to retitle it as a grievance letter.

Gordon W. read a statement he had prepared. "The reason I am in favor of this resolution is because I have no confidence in President Johnsen. In spite of his many years of service and experience at statewide administration, I don't think he knows very much about what is involved in making the kinds of changes that he has proposed. I see very little evidence that he believes in the principle of shared governance. Strategic Pathways is the process he designed for addressing the fiscal crisis and addressing other concerns he has about the functioning of the university system, but it is a process that ignores faculty governance and reserves the discernment of good and bad proposals to himself and the Board of Regents. The Good Book says you will know them by their fruits. The fruits of President Johnsen's leadership are continued declines in morale, continued if not worsening problems with faculty retention, and frequent reversals of major decisions that have left faculty, students and the community reeling. Good leadership and management take into account best practices and seek to achieve change by incorporating the best ideas and developing a sense of community ownership over the changes. This is especially important in an academic setting where significant changes require the agreement and consistent efforts of a major portion of the community over long periods of time. Instead, we have a President who in one of the most telling moments to me of his leadership style and in spite of the 53-page report he had had prepared arguing why UAF was the best possible home for a single school of education, he did not even deign to inform the chancellor and provost of this university that he had changed his mind prior to making a



recommendation to the Board of Regents. I consider it a sign of their deep commitment to this institution that they did not resign on the spot. I recognize that this is symbolic action and that our vote of no confidence today has no legal weight and does not bind the Board of Regents to any particular action. But, symbols matter. They can be a mechanism for initiating change. I have written members of the Board of Regents about my concerns and there is hope yet that they will listen. They are beginning to understand that there are flaws with Strategic Pathways. I also know it can be tempting to try to appease authority, but authority must be held to account. Since March of last year, this faculty and the faculties of our sister institutions in Anchorage and Juneau have tried to get President Johnsen to institute the changes needed in Strategic Pathways, to institute even a minimal form of best practices. This has been done in the form of letters describing what best practices would look like, meetings of individual faculty with the president, on up to votes of no confidence in the Strategic Pathways process itself. Yes, there have been changes, but in my view they have been largely cosmetic since the involvement of faculty governance is still so minimal, recommendations on courses of action remain his purview alone, and meaningful impact analysis in the Strategic Pathways reports is still largely absent. I mean, seriously, I have to do more impact analysis to propose a new course than appears in those reports. Consequently, the proposed changes to academic programs are unlikely to satisfy our accrediting bodies because the first question they will ask is did we follow our own procedures for program changes, which we have not.”

Anna L. reported that a majority of her constituents did not see the resolution as a solution to the problems with Strategic Pathways, though they all do acknowledge problems exist with it. They want better communication, but think other means than this resolution should be utilized.

Jak M. reported that the CRCD faculty she has heard from do support the resolution and want it to be passed.

Valerie G. noted the School of Education has been very directly impacted by SP, and the faculty have really struggled with confidence in how the process has been laid out and also how they’ve been responded to by statewide administration.

Don H. questioned what we’re trying to accomplish with this vote of no confidence. Gordon W. responded that the Board of Regents has essentially three options in responding to a vote of no confidence in the president: they can fire him, they can direct him to take a radical change in course and improve his management and leadership practices, or they can ignore it. Either of the first two options is fine with him. Don asked what the timeline is, and Gordon noted it’s up to them. Don expressed that he felt our bigger concern should be with the legislature and the budget process.

Mara B. noted that time is of the essence. Faculty have tried more conciliatory approaches, but they have not seen results from those efforts. Faculty are being lost, and morale is getting worse.

The resolution was called to question and seconded. Methods of voting were debated, and use of paper ballots and roll call vote were both voted down. Voting was accomplished by raising

hands in the room (and counting email votes from those outside the room). The resolution of no confidence in President Johnsen was passed by majority (26 ayes; 12 nays, and 1 abstention).

VII Governance Reports

- A. [Research Report](#) - VC Hinzman (linked)
- B. Staff Council - Faye Gallant
- C. ASUAF - Colby Freel
- D. UNAC - Chris Coffman  
UNAD Report - Katie Boylan  
UAFT - Kate Quick
- E. Athletics - Dani Sheppard
- F. [Faculty Alliance Report](#) - Tara Smith (linked)
- G. Senate Members' Questions / Comments

VIII Guest Comment: Kari Burrell, VC for Administrative Services  
Update on the UAF Gender Inclusive Workgroup

Time did not permit VC Burrell to make her comments. She will be invited back to the March meeting.

IX Information Item on [Concurrent Enrollment](#)  
Proposed [update to the UA students under 18 regulations R09.12](#)

Time did not permit this item to be shared. It will be brought back to the March meeting.

X Public Comments

Due to time constraints, no public comments were taken.

XI Members' Comments/Questions/Announcements

- A. General Comments / Announcements  
Reminder: Chancellor's reception (4:30-6:30 pm)
- B. Committee Chair Comments  
(An active link is added if minutes are submitted.)

Time constraints did not permit a time period for comments by committee chairs.

Standing Committees:

1. Administrative Committee - Chris Fallen (Minutes for [11/28/2016](#) linked)
2. Curricular Affairs Committee - Eileen Harney (Minutes for [11/14/2016](#), [11/21/2016](#) and [12/12/2016](#) linked)
3. Faculty Affairs Committee - Andy Anger (Minutes for [11/09/2016](#) linked)
4. Unit Criteria Committee - Mara Bacsujlaky (Minutes for [12/08/16](#) linked)

Permanent Committees:

5. Committee on the Status of Women - Ellen Lopez, Diana DiStefano (Minutes for [11/17/2016](#) and [12/08/2016](#) and [01/20/2017](#) linked)
6. Core Review Committee - Andy Seitz (Minutes for [11/09/2016](#) and [12/07/2016](#) linked)
7. Curriculum Review Committee - Rainer Newberry
8. Faculty Development, Assessment and Improvement Committee - Franz Meyer
9. Graduate Academic and Advisory Committee - Donie Bret-Harte, Sean Topkok (Minutes for [11/11/2016](#) linked)
10. Information Technology Committee - Siri Tuttle
11. Research Advisory Committee - Jamie Clark, Gordon Williams (Minutes for [11/18/2016](#) and [12/16/2016](#) linked)
12. Student Academic Development and Achievement Committee - Sandra Wildfeuer, Jennifer Tilbury (Minutes for [10/06/2016](#) and [11/17/2016](#) linked)
13. Faculty Administrator Review Committee (No Group A reviews in 2016-17)

## XII Adjourn

The meeting was adjourned over time, at approximately 3:15 PM.

## **MOTION:**

The UAF Faculty Senate moves to approve a new minor in Ethnobotany, housed in the College of Rural and Community Development (Interior Alaska Campus).

Effective: Fall 2017

Rationale: The proposal for the new minor has been reviewed and approved by the Curriculum Review and Curricular Affairs Committees. The proposal (#62-UNP) is on file in the Governance Office, 312B Signers' Hall.

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## **Overview:**

Objectives of the minor:

Ethnobotany - Minor only

This interdisciplinary program provides students pursuing a bachelor's degree with an opportunity to continue exploring the complex and invaluable relationships between humans and plants. Although rooted firmly in traditional knowledge of Alaska Natives, this program branches out to include human-plant interactions from all over the globe, comparing and contrasting both traditional and current adaptations and explores the potential for economic development of ethnobotany.

This minor will appeal to students from other disciplines, including Alaska Native Studies, Rural Development, and Anthropology.

Relationship of required courses to the objectives of the minor:

Coursework that is currently required for the Ethnobotany Certificate make up the core of this minor and provides quality interdisciplinary academic instruction in the areas of biology, botany, ecology, anthropology, and chemistry so that students may gain the skill sets needed to become active stewards in natural and cultural resource management in their communities. Included in each of these core courses are aspects of both scientific understanding of plants (phenology, basic biology, chemistry, etc.) and the way that these plants have been traditionally and are currently being used by both indigenous and non-indigenous cultures in Alaska and all over the globe. They also learn techniques need to collect and identify plants, how to interview Elders and others regarding these plants, and conduct their own research projects, which are shared with local communities. Students also learn that harvesting wild plants must be done in an ecologically and culturally appropriate manner, and, in the new Applied Ethnobotany course, will learn how to create their own plant-based products from seasonally-harvested wild plants.

## **Relationship to Purposes of the University:**

UAF's core themes:

Educate: Undergraduate and Graduate Students and Lifelong Learners

Research: To Create and Disseminate New Knowledge, Insight, Technology, Artistic and Scholarly Works

Prepare: Alaska's Career, Technical, and Professional Workforce

Connect: Alaska Native, Rural, and Urban Communities by Sharing Knowledge and Ways of Knowing

Engage: Alaskans through Outreach for Continuing Education and Community and Economic Development

The Minor in Ethnobotany supports several of UAF's core themes by providing new educational opportunities that will allow students to gain the credentials they need to assume leadership positions in their communities and regions across the state. This will promote economic development and community wellness, in addition to reducing the high cost of importing expertise and services. This program provides stronger connections between rural and urban communities by adding to the University's academic offerings based on Alaska Native ways of knowing.

Since its inception in 2009, the students enrolled in the Ethnobotany Certificate Program have been requesting more coursework in this area of study. In the past several years, we have responded by successfully piloting several new courses; Ethnomycology, Folk Medicine, and Intermediate Ethnobotany. We have also received encouraging feedback from a student/community surveys conducted in 2012-2013 that indicated strong interest in development of an Ethnobotany minor. This increasing student interest in the topic of ethnobotany has expanded beyond the Certificate framework now, and is evident by the fact that our students are taking our courses even if they do not fit within their current program. We would like to be able to offer them the opportunity to take more upper division courses that can lead to a minor in ethnobotany.

In fall 2016 the Ethnobotany program moved to the Department of Alaska Native Studies and Rural Development to emphasize the Alaska Native focus of the program. The placement of the Ethnobotany minor program within the Department of Rural Development and Alaska Native Studies is a good fit for all concerned. Both are based in Alaska Native relevant curriculum, and provide opportunities for students to explore topics that concern rural communities. Ethnobotany provides students with better knowledge of traditional plant use, which can provide for better economic and community health, and Rural Development's "mission is to increase cultural awareness and strengthen leadership capacity for rural and Indigenous communities in Alaska and the Circumpolar North". We have been discussing the opportunities that the Ethnobotany minor will provide to the Rural Development Program over the past nine months, and have come to appreciate the benefits that this minor in Ethnobotany will have for both programs, both in increased student enrollment and in expanding the culturally relevant curriculum available at UAF.

## **Proposed Catalog Layout:**

### Ethnobotany Minor

The Minor in Ethnobotany will provide students who have completed the Ethnobotany Certificate program with the opportunity to continue their studies and earn a baccalaureate degree focused on the relationship of plants and humans, an area of emphasis that is not currently available in the UAF catalog offerings. It will also provide students who are not in the EBOT Certificate with the option of fitting ethnobotany courses into their current DANSRD or other baccalaureate programs.

1. Complete the following:\*

EBOT F100—Introduction to Ethnobotany – 3 credits

EBOT F200—Seminar in Ethnobotany – 1 credit

EBOT F210—Ethical Wildcrafting – 1 credit

EBOT F220—Ethnobotanical Techniques – 2 credits

and

EBOT F230—Ethnobotanical Chemistry – 3 credits\*\*

Or

EBOT F250 and 251 –Applied Ethnobotany I and II –4 credits

2. Complete 3-4 Advisor-approved elective course(s):\*

3. Minimum credits required--15 credits

Prerequisites: CHEM F103X or CHEM F105X, or permission of instructor\*\*

\* Students must earn a C- grade or better in each course.

## **RESOLUTION on the School of Education Decision**

**Whereas** the Board of Regents of the University of Alaska (hereafter referred to as “the Board”) has constitutional authority and responsibility to govern the University of Alaska per the Constitution of the State of Alaska, Article VII Section 3; and the board appointed the president of the university, Dr. Jim Johnsen, by a majority vote on July 28, 2015; and

**Whereas** during the public regular board meeting on November 10, 2016 (hereafter referred to as “November Board meeting”), President Johnsen cited “national best practices in the field” to recommend that the three colleges of education at the University of Alaska be consolidated to the research university, the University of Alaska Fairbanks (UAF), in order to improve academic outcomes; and

**Whereas** President Johnsen stated during the public special board meeting on December 14, 2016 (hereafter referred to as “December Special Board meeting”) that he had received significant feedback from individual faculty at all three universities, people in the community, alumni, and community leaders (timestamp 17:43 in [the audio recording](#)) and that opposition to locating the administration of the single college of education at UAF was "overwhelmingly greater" than those in favor of locating the administration at the University of Alaska Southeast (UAS) (timestamp 17:58 in the audio recording); and

**Whereas** two Regents, UAS Chancellor Caulfield, and President Johnsen acknowledged during the December Special Board meeting that the majority of feedback the Board had received was from the Southeast, including the Southeast legislative delegation, local mayors, and the Juneau Assembly (Johnsen 18:16; Anderson 26:56; Davies 37:05; and Caulfield 58:09); and

**Whereas** President Johnsen emphasized during the December Special Board meeting that the feedback he received was not about any inadequacies at UAF but about how teacher education was a “halo program” at UAS (timestamp 17:58 in the audio recording); and

**Whereas** President Johnsen noted during the December Special Board meeting that there were "very strong concerns" about the economic impact of moving teacher education leadership out of Juneau (timestamp 18:14 in the audio recording); and

**Whereas** the City and Borough of Juneau offered to endow UAS with a \$1 million contribution if the new College of Education was chosen to be located at UAS (timestamp 21:09 in the audio recording); and

**Whereas** after approximately 31 minutes of discussion that was open for the public to listen to (timestamp 22:34 to 53:08 in the audio recording), during which no opposition to the amended motion to locate the College of Education at UAS was expressed by the Regents, the Board voted unanimously in favor of a motion to locate the administration of the UA College of Education at the University of Alaska Southeast; and

**Whereas** the ability of university faculty to participate in making the decision to locate the new College of Education at UAS was non-existent, in spite of the resolutions passed by the Faculty Senates of UAA, UAS, and UAF and the Faculty Alliance calling for the Board and President Johnsen to increase meaningful opportunities for participation by faculty including through governance organizations; and

**Whereas** the board of regents failed to consider the quality of the programs under consideration, as evidenced by the UAF Elementary Education program's recent [rating in the 99th percentile by the National Council on Teacher Quality](#); and

**Whereas** effective decisions regarding reorganization of UA, by the Strategic Pathways process or otherwise, require careful consideration of education outcomes by faculty responsible for delivering the UA mission of teaching, research and service; and

**Whereas** according to the audio recording of the December Special Board meeting the decision seems to have been based not on national best practices, a careful analysis of expected education outcomes, or an inclusive and comprehensive discussion that included university faculty through governance processes, but resulted instead from pressure by politicians, the public, and the lure of a \$1 million gift from the City and Borough of Juneau; and

**Therefore be it resolved** that the University of Alaska Fairbanks Faculty Senate declares it has no confidence in the process by which the University of Alaska Board of Regents came to its decision to locate a single statewide College of Education at the University of Alaska Southeast; and

**Be it further resolved** that the UAF Faculty Senate asks the Board and the President to set aside the decision to locate the single College of Education at the University of Alaska Southeast until after a comprehensive analysis of expected education outcomes is conducted and until University of Alaska faculty are provided meaningful opportunities to participate in the decision-making through governance organizations; and

**Be it further resolved** that the UAF Faculty Senate urges the Board of Regents of the University of Alaska to:

- Direct President Jim Johnsen to prepare detailed impact analysis of every proposal from Strategic Pathways presented to the Board, the Summit Team and the Faculty Senates at least two weeks in advance of such a proposal being voted on by the Board,
- Use appropriate shared governance processes in preparing recommendations, including meaningful opportunities for faculty to participate in the decision-making,
- Utilize careful and comprehensive analysis of actual data before making recommendations and decisions that affect academic access and outcomes for Alaskans,
- Acknowledge, formally, the flawed Phase I Strategic Pathways process, annul the Board decision in December, and readdress the Schools/College of Education decision using the new and improved Strategic Pathways process (a process that includes a timeline when faculty are not off contract in the summer months),
- Direct President Jim Johnsen to assist the Board in making rational decisions through processes that are not unduly influenced by political pressures.



## **RESOLUTION of No Confidence in the leadership of President Johnsen**

**Whereas** University of Alaska President James Johnsen has strongly promoted Strategic Pathways as a mechanism to transform the University of Alaska; and

**Whereas** under Strategic Pathways, substantive and long-lasting decisions about major changes to academic programs have been announced without providing a careful analysis of the impact of those changes, and without coordinating with the affected faculty; and

**Whereas** some of the President's decisions on Strategic Pathways have blindsided affected faculty and administrative leadership at our campuses, the very people who should be the most involved in the decision-making process; and

**Whereas** under Strategic Pathways, the holistic needs of the university have been repeatedly drowned out by the demands of narrow interest groups and short-term political considerations; and

**Whereas** centralized "one size fits all" statewide solutions are often more expensive and less effective than local solutions that are tailored to the specific communities they serve; and

**Whereas** the uncertainty and disruption caused by these major reorganizations distract faculty from serving the educational mission of the university, and have caused both promising junior faculty and experienced senior faculty to leave the university; and

**Whereas** President Johnsen's failure to use established decision-making processes embracing shared governance could violate accreditation standards and undermine UAF's existing accreditations; and

**Whereas** the President's public and internal statements on Strategic Pathways have radically changed direction with little warning, specifically:

- UA Athletics:
  - Will pursue an NCAA waiver, or consortium model (presented by Johnsen at [September 15 BOR meeting](#))
  - Will cut six teams, including track and skiing (announced by Johnsen at [October 27 press conference](#))
  - Will cut no teams, and pursue neither waiver nor consortium model (presented by Johnsen at [November 10 BOR meeting](#))
- UA School of Education:
  - Will phase out Bachelor of Ed degree (presented by Johnsen at [September 15 BOR meeting](#))
  - Will create a statewide administrative headquarters at UAF (presented by Johnsen via [November 4 press release](#))

- Will create a statewide administrative headquarters at UAS (presented by Johnsen at [December 14 BOR meeting](#))

**Whereas** in the spring 2016 search for a permanent chancellor, after hiring an external consultant, flying the entire search committee and candidates to Seattle for airport interviews, and arranging community and faculty meetings with the four finalists attended by hundreds, in May 2016 President Johnsen cancelled the search [due to a since-abandoned plan to pursue single accreditation](#) and appointed UAF's second interim chancellor, a position which still requires a permanent leader; and

**Whereas** while the UAF Faculty Senate recognizes the financial problems facing the university, the actions of President Johnsen have actively harmed UAF, and have caused long-term damage to the integrity, reputation, and viability of UAF;

**Therefore** be it resolved that the University of Alaska Fairbanks Faculty Senate has no confidence in the leadership of University of Alaska President James Johnsen.

## Research Report

During May 8 – 12, 2017 UAF and Fairbanks are fortunate to again welcome the Arctic Council, their member nations, their Senior Arctic Officials and Permanent Participants for the Arctic Council Ministerial. This will be a largely ceremonial event when the chairmanship, which has been held by the US for the past two years, will be passed to Finland. In celebration of this event, UAF, in collaboration with the Alaska Arctic Council Host Committee, will host the Week of the Arctic on our campus that will focus largely upon scientific issues and how science may inform policy. This is similar in many respects to the Arctic Science Summit Week (ASSW), which was held here in March 2016, and will again include an International Arctic Assembly, numerous workshops and panels and another great opportunity for Arctic scientists, policy makers, indigenous peoples, local residents, business and industry stakeholders and journalists to share information and understanding.

More information on the Week of the Arctic is available online at <http://akarctichost.org/>. Please look at the program and consider how you might participate. Please also share this information with your colleagues.

We welcome participation and assistance in convening this event. The 2016 ASSW brought great visibility and recognition to our university. It strengthened our reputation and brought honor to our faculty, staff and students. We hope that you can help us make the 2017 Week of the Arctic another great week to remember.

Larry Hinzman, Vice Chancellor for Research

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