

## **Faculty Alliance**

### **Resolution 2017-02**

## **Regarding Strategic Pathways at the University of Alaska**

WHEREAS, the central mission of the University of Alaska System is to advance and disseminate knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples; and

Faculty Alliance Resolution 2017-02  
Regarding Strategic Pathways at the University of Alaska  
Page 2 of 3

WHEREAS, the American Association of University Professors (AAUP) specifies in its [Statement on Government of Colleges and Universities, Item 5](#), “The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board”; and

WHEREAS, the number of faculty appointed to participate in all phases of Strategic Pathways has been low; and

WHEREAS, faculty have not been given an opportunity to choose their own representation, and those faculty who are involved have been given instructions, in certain groups, that limit their capacity to freely discuss the work of these committees with their colleagues and community; and

WHEREAS, faculty provide the necessary understanding of the impacts of changes currently being proposed on students the community, and the university; and

WHEREAS, options currently being considered and implemented have a significant impact on curriculum, faculty work environment, faculty productivity and as an extension to student learning outcome; and

WHEREAS, accrediting agencies stipulate the role of faculty in developing curriculum, for example the Northwest Commission on Colleges and Universities [Accreditation Standard 2.C.5](#) states, “Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum...” and the Association to Advance Collegiate Schools of Business (AACSB) [Eligibility Procedures and Accreditation Standards for Business Accreditation, Section 2, page 23](#) specifies, “Faculty resources develop and manage Curricula...”; and

WHEREAS, the Strategic Pathways process contradicts the established structures, processes, authority, responsibility of faculty in program design and curriculum revision at each university; and

WHEREAS, there have been no baseline costs or reductions in costs identified in any of the Strategic Pathways recommendations; and

WHEREAS, the recent Employee Engagement Survey conducted at UAF and the Faculty Morale Survey conducted at UAA indicates a significant amount of dissatisfaction that is leading to losses of the university’s most valuable faculty assets.

